

ACADEMIC BULLETIN

2024–2025



FORDHAM

2024-2025 BULLETIN

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UNDERGRADUATE BULLETIN

2024-2025 Undergraduate Bulletin

This Bulletin describes the academic procedures, degree programs and requirements, and courses of instruction as projected for the undergraduate colleges of Fordham University during the 2024–2025 academic year.

- Fordham College at Rose Hill (p. 60)
- Fordham College at Lincoln Center (p. 71)
- Gabelli School of Business (p. 81)
- School of Professional and Continuing Studies (p. 97)

Fordham College at Rose Hill (FCRH) and Fordham College at Lincoln Center (FCLC) provide a wide variety of academic programs in the liberal arts and sciences at the Rose Hill and Lincoln Center campuses, respectively. The undergraduate program of the Gabelli School of Business offers business programs at both the Rose Hill and Lincoln Center campuses. FCRH, FCLC, and Gabelli primarily serve recent high school graduates interested in traditional, residential, full-time study. The School of Professional and Continuing Studies (PCS) primarily serves adult learners interested in part-time study at the Rose Hill, Lincoln Center, or Westchester campus.

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

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

Academic Policies, Procedures, and Resources (undergraduate and University-wide)

Academic policies, procedures, and resources that pertain to FCRH (p. 64), FCLC (p. 75), Gabelli (p. 89), and PCS (p. 117) may be found in their respective sections of this Bulletin.

Academic policies, procedures, and resources pertaining to all undergraduates:

- Academic Progress, Probation, Suspension, and Dismissal (p. 14)
- Admissions Policy (p. 15)
- Attribute Code Index (p. 15)
- Dean's List (p. 19)
- Deferred Examinations (p. 20)
- Grading System (p. 20)
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- Withdrawal from the University and Leaves of Absence (p. 33)

Academic policies, procedures, and resources pertaining to all students University-wide:

- Affirmative Action Policy (p. 30)
- Campus Safety (p. 30)
- Equity in Athletics Disclosure Act (p. 30)
- Nondiscrimination and Director of Gender Equity/Title IX Coordinator (p. 30)
- Numbering of Undergraduate Courses (p. 30)
- Recruitment of Jesuits to the Faculty (p. 31)
- Reserved Rights (p. 31)
- Student Records (p. 31)
- Support Services for Students with Disabilities (p. 32)
- University Code of Conduct (p. 33)

Academic Progress, Probation, Suspension, and Dismissal

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

Midterm Assessments for Students

All students receive an assessment of their work at mid-semester, shortly after midterm exams. It indicates where they stand and, if they are in danger failing, urges them to make the necessary adjustments to better their performance. Once midterm assessments have been compiled, first-year students' advisers arrange individual meetings with the students to review their progress.

Midterm Appraisal

Students are responsible for learning their academic standing at midterm. Students who withdraw after the deadline for withdrawing will receive a grade of WF for the course.

Final Examinations

Final examinations will be administered in each course, except in special cases where a final project is pedagogically appropriate. The day, time, and room for the final examination are scheduled by the Office of Academic Records. The current version of the final exam schedule will be posted by Academic Records during the semester. For evening courses in any college/school, final examinations are scheduled for the same day, time, and room as the course itself.

Faculty are not allowed to move their final exams to the last days of class or to the reading period. Take-home exams must be distributed in

a timely fashion during the last week of classes and the due date should be no earlier than the regularly scheduled examination date. Faculty are required to meet with their students during the time scheduled for the final examination, whether the final is actually given during that time or is a take-home exam.

If a student has a conflict of examinations, he or she should notify and arrange with the instructor to take one exam at another time within two weeks of the final exam date. For example, it is recommended that students have a maximum of two exams per day (excluding evening courses). If a student anticipates the need to miss a final exam, this should be worked out in advance with the instructor and in consultation with the appropriate class dean/associate dean.

Deferred Final Examination: If a student experiences an illness, personal emergency, or some special contingency on the day of the final exam or when a final assignment is due, official written documentation of the reason for the absence must be provided to the class dean or associate dean within five University working days of the examination date. In the case of illness, an official doctor's note should be provided; in other situations, a written explanation by the student will be sufficient. This documentation will be used to determine whether approval of the request for a deferred examination will be granted. If the request is approved, the deferred examination must be completed by the date specified on the academic calendar. In most cases, the deferred exam should be completed in a timely enough manner that the professor can grade the exam and submit a change of grade request. Students should make arrangements with the instructor for making up the final with assistance from the home department if needed. If the request is rejected, then a grade of F should be recorded as the grade for the final examination.

Admissions Policy

Application Process

Applications will be reviewed holistically as we look for students who are a good match for Fordham. Our primary focus is that applicants will be academically successful and bring personal qualities of integrity, perseverance, and leadership to our campus communities. We learn about applicants through their transcripts, test scores (if submitted under our test-optional policy), essay, extracurricular activities, and a primary academic letter of recommendation. For many students, this part of our review provides a strong indication if Fordham is a place where they may find a home for their undergraduate studies. For some applicants, we need to know even more about them to inform our decision. Therefore, we will also consider elements such as additional recommendations or other supplementary materials.

Early Action

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

Note: Students applying to the theatre major or the Ailey/Fordham BFA in Dance program must apply by the Early Action deadline of November 1 and decisions will be rendered on a rolling basis after March 1. These programs have additional audition/interview requirements.

Early Decision I

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

Early Decision II

Students who would like to receive an admission decision in mid-February may submit an application by January 3. Students who choose to submit testing and are applying under the Early Decision II process should complete the SAT or ACT by December of their senior year. The Early Decision II process is binding, and admitted students are required to commit to Fordham. Decision letters will be sent by mid-February.

Regular Decision

Students applying Regular Decision may submit an application by January 3. Students who choose to submit testing should complete the SAT or ACT by December of the senior year. The Regular Decision process is non-binding, and students do not have to commit to the institution they plan to attend until May 1. Decision letters will be sent by April 1.

Part-Time/Adult Admission

Fordham University offers highly regarded part-time/adult degree programs at three convenient locations in New York City and the metropolitan area—at the Lincoln Center campus in Manhattan, the Rose Hill campus in the Bronx, and the Westchester campus in West Harrison, New York. Our part-time/adult degree programs are flexible, personal, intellectually stimulating, and built on the same standards of excellence that have made the Fordham degree prestigious since the 1840s.

For more information, please refer to the Fordham School of Professional and Continuing Studies (p. 97) section of this Bulletin and call the Office of Admission at the campus of your choice: Rose Hill, 718-817-4600; Lincoln Center, 212-636-6372; or Westchester, 914-367-3303.

AP and IB Credit/College Courses Taken in High School

For information regarding Advanced Placement (AP) and International Baccalaureate (IB) credit, and transfer credit policies concerning college courses taken while in high school, consult the Office of Undergraduate Admissions website.

Attribute Code Index

This page is a list of all undergraduate course attributes and their use.

Attribute code	Description
AASR	Asian American Studies-Related courses
AAST	Asian American Studies courses
AFAM	African and African American Studies electives
AFST	African Studies electives
AFAH	AFST: Arts and Humanities requirement

AFSS	AFST: Social Science requirement	DTPL	DTEM: Digital Governance, Policy, and Law courses
AMCS	American Catholic Studies electives	DISA	Disability Studies electives
AMST	American Studies electives	DIUL	Disability Studies Upper-Level electives
ASAM	AMST: Art, Music, Theater, Media requirement	EPEL	Engineering Physics: Electives
ASHS	AMST: History/Social Science requirement	EPBM	Engineering Physics: Biomedical Concentration
ASLT	AMST: Literature requirement	EPEC	Engineering Physics: Electrical Concentration
ASRP	AMST: Religion/Philosophy requirement	EPME	Engineering Physics: Mechanical Concentration
ACUP	AMST: Cultural Products concentration	ENGL	English electives
ADVD	AMST: Diversity and Difference concentration	ENHD	ENGL: Historical Distribution requirement
APPI	AMST: Power, Politics, and Institutions concentration	ENRJ	ENGL: Race and Social Justice req
ANAR	ANTH: Archaeology courses	ENSM	ENGL: English Seminar req
ANBA	ANTH: Biological Anthropology courses	CVW	ENGL: Creative Writing courses
ANLA	ANTH: Linguistic Anthropology courses	CVWG	ENGL: Graduate level Creative Writing courses for undergraduates
ANTH	Anthropology electives	PPWD	ENGL: Public & Professional Writing - Designated courses
ARHI	Art History	PPWF	ENGL: Public & Professional Writing - Focused courses
AHAM	ARHI: Ancient/Medieval requirement	ENVS	Environmental Science course
AHGL	ARHI: Global requirement	ENSE	ENVS: Advanced Elective requirement
AHMO	ARHI: Modern requirement	EPLE	ENVS: Environmental Policy/Law/Economics requirement
AHRB	ARHI: Renaissance/Baroque requirement	ENST	Environmental Studies courses
BIOE	BioEthics courses	ESNS	ENST: Natural Science requirement
BEHR	BIOE: Humanities requirement	ESHC	ENST: Environmental History and Culture requirement
BESN	BIOE: Social and Nat Sci requirement	ESEC	ENST: Environmental Economics requirement
BEVL	BIOE: Values requirement	ESPL	ENST: Environmental Politics and Law requirement
BIEL	BISC: Major/Minor electives	ESEJ	ENST: Environmental Ethics and Justice requirement
CLAS	Classical Languages and Civilization electives	ESSD	ENST: Sustainable Design requirement
COMC	Communication and Culture electives	ENMI	ENST: Introductory courses for Minor
CCMS	COMC: Communication Studies concentration	ESEL	ENST: Minor Elective
CCUS	COMC: Cultural Studies concentration	ESLS	ENST: Life Science requirement (minor)
CMST	COMC: Media Studies concentration	ESPS	ENST: Physical Science requirement (minor)
COMM	Communication and Media Studies electives	FASH	Fashion Studies electives
CELP	CMS majors Ethics, Law, and Policy requirement	FITV	Film and Television electives
COLI	Comparative Literature electives	FIID	FITV: Film, Television, Identity, and Difference courses
CYSC	Cybersecurity electives	FIPR	FITV: Production requirement
DTEM	Digital Technology and Emerging Media electives	GEAB	GESC: Advanced Biology Elective
DTEV	DTEM: Digital, Equity, Ethics, and Power/Values courses	GEAC	GESC: Advanced Chemistry Elective
DTMM	DTEM: Methods requirement		

GEAP	GESC: Advanced Physics Elective	JSTH	JWST: Theology requirement
HIST	History electives	JOUR	Journalism electives
HIMH	HIST: Medieval History requirement	JDPR	JOUR: Digital Production courses
HIEH	HIST: European History requirement	JETH	JOUR: Journalism Ethics requirement
HIAH	HIST: American History requirement	JPLH	JOUR: Journalism Law, Policy, or History requirement
HIGH	HIST: Global History requirement	JSME	JOUR: Social Media requirement
HIUL	HIST: Upper Level Elective requirement	JWRI	JOUR: Journalism Writing/Reporting requirement
HOFC	Honors Program - FCRH	LALS	Latin American and Latino Studies courses
HUST	Humanitarian Studies courses	LAIN	LALS: Introductory requirement
HHPA	HUST: History, Philosophy, and Anthropology requirement	LASS	LALS: Social Science requirement
HPSE	HUST: Humanitarian Affairs, Political Science, Sociology, and Economics requirement	LAHA	LALS: Humanities/Arts requirement
HCWL	HUST: Communications, Women's Studies and Literary Studies requirement	LAUH	LALS: Upper Level History requirement
INSC	Information Science courses	MVST	Medieval Studies electives
NEUR	Integrative Neuroscience courses	MVLI	MVST: Medieval Literature requirement
NECG	NEUR: Cognitive Neuroscience concentration	MVPH	MVST: Medieval Philosophy requirement
NECM	NEUR: Cell and Molecular concentration	MVTH	MVST: Medieval Theology requirement
NESY	NEUR: Systems concentration	MVAM	MVST: Medieval Art or Music requirement
IPE	International Political Economy courses	MVLA	MVST: Medieval Language requirement
INST	International Studies courses	MEST	Middle East Studies electives
ISIN	INST: International Global Affairs concentration	LING	Linguistics Elective
ISAF	INST: Africa Regional concentration	MLL	Languages and Cultures electives
ISAS	INST: Asia Regional concentration	ARAB	Arabic electives
ISEU	INST: Europe Regional concentration	CNST	Chinese Studies electives
ISME	INST: Middle East/North Africa Regional concentration	FFPM	French and Francophone Studies: Pre-Modern requirement
ISLA	INST: Latin America Regional concentration	FREN	French courses
ISIE	INST: International Economics and Policy Economy requirement	FRME	FRLA: Medieval and Renaissance Periods requirement
ISIP	INST: International Politics and Law requirement	FRMI	FRLA: 17th and 18th Centuries requirement
ISWH	INST: Contemporary World History and Culture requirement	FRMO	FRLA: 19th and 20th/21st Centuries requirement
IRST	Irish Studies electives	FRAN	FRLA: Francophonie requirement
ISFH	Islamic Studies: Sacred Texts/Foundational History	GERM	German electives
ISTP	Islamic Studies: Theology/Philosophy/History	ITAL	Italian electives
ISAC	Islamic Studies: Arts/Culture/Politics	ITMA	ITLA: Middle Ages requirement
ISAR	Islamic Studies: Arabic courses	ITRE	ITLA: Renaissance and Baroque requirement
JWST	Jewish Studies courses	ITMO	ITLA: Modern and/or Contemporary Literature and Culture requirement
JSHI	JWST: History requirement	MAND	Mandarin courses
JSPM	JWST: Premodern requirement	RUSS	Russian electives
		SPAN	Spanish courses
		MUSI	Music courses
		NSCI	Natural Science courses

NMDD	New Media and Digital Design electives	POPT	POSC: Political Theory subfield requirement
NMDE	NMDD: Ethics requirement	POIP	POSC: International Politics subfield requirement
NMAC	NMDD: New Media and Commerce concentration	POCP	POSC: Comparative Politics subfield requirement
NMAT	NMDD: Art, Text, and Design concentration	POSM	POSC: Seminar requirement
NMMI	NMDD: New Media and Information concentration	POSC	Political Science courses
OCST	Orthodox Christian Studies courses	PYAC	PSYC: Advanced Course
OCAH	OCST: Art History requirement	PYBP	PSYC: Basic Process
OCHS	OCST: History/Social Science requirement	PYCA	PSYC: Capstone Course
PJST	Peace and Justice Studies electives	PYCL	PSYC: Content Lab
PJIN	PJST: Introductory courses (course only, not section)	PYCP	PSYC: Complex Process
PJCP	PJST: Capstone courses	PSDV	PSYC: Diversity requirement
PJCR	PJST: Conflict Resolution courses (course only, not section)	PSYC	PSYC: Non-Psychology Electives
PJRJ	PJST: Religion and Justice courses (course only, not section)	REE	PCS BS Real Estate Elective
PJSJ	PJST: Social Justice Movements courses (course only, not section)	REST	Religious Studies courses
PJMJ	PJST: Media and Justice courses (course only, not section)	SOCI	Sociology electives
PJWT	PJST: War, Terrorism, Violence courses (course only, not section)	MANR	Manresa courses
PJRC	PJST: Race and Culture courses (course only, not section)	SJWR	SJOR: Sports Journalism courses
PJGS	PJST: Gender and Sexuality courses (course only, not section)	SJOR	SJOR: General sports-related courses
PJEC	PJST: Economic Justice courses (course only, not section)	THEA	Theatre electives
PJEN	PJST: Environmental Justice courses (course only, not section)	THME	THEA: Minor Elective
PJCJ	PJST: Criminal Justice Reform courses (course only, not section)	THPE	THEA: Performance concentration
PHIL	Philosophy	THDP	THEA: Design and Production concentration
PHAN	PHIL: Ancient period requirement	THPL	THEA: Playwriting concentration
PHMD	PHIL: Medieval period requirement	THEO	Theology electives
PHCM	PHIL: Classical Modern period requirement	STCJ	THRS: Sacred Texts- Old Testament/New Testament requirement
PHCO	PHIL: Contemporary period requirement	STOT	THRS: Old Testament requirement
PHME	PHIL: Metaphysics area requirement	STNT	THRS: New Testament requirement
PHKM	PHIL: Knowledge Method area requirement	STSN	THRS: Sacred Texts of Non-Christian Traditions requirement
PHHN	PHIL: Meaning and Human Experience area requirement	THAC	THRS: American Catholicism concentration
PHMP	PHIL: Moral Political Social area requirement	THAM	THRS: Ancient/Medieval Period requirement
POMI	POSC: Methods requirement	THHC	THRS: History, Culture, Society requirement
POAP	POSC: American Politics subfield requirement	URST	Urban Studies electives
		VART	Visual Arts electives
		VAAE	VART: Art and Engagement area of study
		VABE	VART: Built Environment Area of Study
		VAFV	VART: Film and Video area of study
		VAGD	VART: Graphic Design area of study
		VAPD	VART: Painting and Drawing area of study
		VAPH	VART: Photography area of study

WGSS	Women, Gender, and Sexuality Studies electives
OCIT	Consulting Concentration- IT Track
OCMG	Consulting Concentration- Management Track
OCMK	Consulting Concentration- Marketing Track
OCST	Consulting Concentration- Strategy Track
OPMA	Personal Development & Leadership Concentration- Meso/Macro-Level Elective
OPMI	Personal Development & Leadership Concentration- Micro-Level Elective
ACIS	Accounting Information Systems electives
ACMI	Accounting Minor (FCRH) courses
AAAF	Applied Accounting and Finance electives
BUMI	Business Administration Minor (FCRH/LC) courses
ENT	Entrepreneurship electives
FTIS	FinTech Information Systems requirement
GLBB	Global Studies core requirement (Gabelli)
PRQU	Process and Quality Analytics electives
SRIP	Accounting Sustainability Reporting Track- Integrated Project (section only)
COMM	Communication and Media Studies electives
CL60	College at 60 courses
LCLA	London Centre Liberal Arts
FCLC	Fordham College/Lincoln Center (section only)
FCRH	Fordham College/Rose Hill (section only)
AHC	Advanced History
ALC	Advanced Literature
ASSC	Advanced Social Science
EP1	Eloquentia Perfecta 1 (section only)
EP2	Eloquentia Perfecta 2
EP3	Eloquentia Perfecta 3 (section only)
EP4	Eloquentia Perfecta 4
FACC	Fine and Performing Arts
GLBL	Global Studies
HC	Understanding Historical Change
HPJS	HPRH: Justice Social Science (section only)
ICC	Interdisciplinary Capstone
LSCI	Life Science
MCR	Math/Computational Reasoning
PETH	Philosophical Ethics

PHFR	Philosophy of Human Nature
PLUR	Pluralism
PSCI	Physical Science
SL	Service Learning
SSCI	Social Science
STXT	Sacred Texts and Traditions
TC	Texts and Contexts
THFR	Faith and Critical Reason
VAL	Values Seminar
FRFA	Freshreg FC Fine Arts
FRHE	Freshreg FC Honors Elective
FRHI	Freshreg FC History Soph
FRPT	Freshreg FC Phil/Theo
FRSS	Freshreg FC Social Sciences
FRTE	Freshreg FC PHIL/THEO-EP/core

Dean's List

Undergraduate students demonstrating exceptional academic achievement are named to their home college's Dean's List based on the below criteria.

Fordham College at Rose Hill

Dean's List will be awarded and posted to students' transcripts each term, excluding summer. The following criteria must be met:

- Students must earn a term GPA of 3.600 or above.
- Students must have earned 12 or more credits for the term, graded on a letter scale; grades of "P" (Pass) are not included.
- Students with the following grades for the term *are* eligible: ABS, INC, NGR, F, F⁺, and WF.

Prior to Fall 2020, Dean's List was awarded based on students' performance in a given academic year (fall and spring semesters), with the following exceptions: (i) Dean's List was awarded based on performance in a given semester in Fall 2018 and Spring 2019; (ii) due to the impact of COVID-19, Dean's List was awarded based on performance in the academic year 2019-2020.

Fordham College at Lincoln Center

Dean's List will be awarded and posted to students' transcripts annually, each spring. The following criteria must be met:

- Students must earn a combined GPA for the fall and spring term of 3.600 or above.
- Students must have earned 24 or more credits for the fall and spring combined, graded on a letter scale; grades of "P" (Pass) are not included.
 - There is no minimum number of credits that must be earned per term (students meeting the criteria with courses taken all in one term may still be named to Dean's List).
- Students with the following grades for the term *are* eligible: ABS, INC, NGR, F, F⁺, and WF.

- Students studying abroad who complete a semester abroad and otherwise meet all of the above criteria in the term spent on campus may still be named to Dean's List.

Gabelli School of Business (Full-Time Students)

Dean's List will be awarded and posted to students' transcripts annually, each spring. The following criteria must be met:

- Students must earn a combined GPA for the fall and spring term of 3.600 or above.
- Students must have earned 24 or more credits for the fall and spring combined, graded on a letter scale; grades of "P" (Pass) are not included.
 - There is no minimum number of credits that must be earned per term (students meeting the criteria with courses taken all in one term may still be named to Dean's List).
- Students with the following grades for the term *are* eligible: ABS, INC, NGR, F, F^A, and WF.
- Students studying abroad who complete a semester abroad and otherwise meet all of the above criteria in the term spent on campus may still be named to Dean's List.

Gabelli School of Business (Part-Time/Evening Students)

Dean's List will be awarded and posted to students' transcripts annually, each spring. The following criteria must be met:

- Students must earn a combined GPA for the fall and spring term of 3.600 or above.
- Students must have earned 18 or more credits for the fall and spring combined, graded on a letter scale; grades of "P" (Pass) are not included.
 - There is no minimum number of credits that must be earned per term (students meeting the criteria with courses taken all in one term may still be named to Dean's List).
- Students with the following grades for the term *are* eligible: ABS, INC, NGR, F, F^A, and WF.
- Students studying abroad who complete a semester abroad and otherwise meet all of the above criteria in the term spent on campus may still be named to Dean's List.

School of Professional and Continuing Studies

Dean's List will be awarded and posted to students' transcripts annually, each spring. The following criteria must be met:

- Students must earn a combined GPA for the fall and spring term of 3.600 or above.
- Students must have earned 12 or more credits for the fall and spring combined, graded on a letter scale; grades of "P" (Pass) are not included.

- Students must be registered during the two regular terms of the given academic year (fall and spring) and complete at least four courses, graded on a letter scale, over the course of these two terms.
- Students with the following grades for the term *are* eligible: ABS, INC, NGR, F, F^A, and WF.
- Students studying abroad who complete a semester abroad and otherwise meet all of the above criteria in the term spent on campus may still be named to Dean's List.

Deferred Examinations

Absences for reasons of religious holidays, serious illness, death in the student's immediate family, or required participation in a University-sponsored event are, with the appropriate documentation, excused absences, and students will be given an opportunity to make up class examinations or other graded assignments. Faculty members are under no obligation to allow makeup work for unexcused absences.

Final exam: A student may be excused from taking the final examination at the normally scheduled time and be given a grade of ABS only for illness, personal emergency, or some special contingency. Official written documentation of the reason for the absence must be provided to the class dean or associate dean within five University working days of the examination date. In the case of illness, an official doctor's note should be provided; in other situations, a written explanation by the student may be sufficient. This documentation will be used to determine whether approval of the application will be granted. If the request is approved, the deferred examination should be completed in a timely enough manner, so that the professor can grade the exam and submit a change of grade form before the deadline for ABS removal specified in the academic calendar. Students should make arrangements with the instructor for making up the final with assistance from the home department if needed. If the application is rejected, then a grade of F will be recorded for the examination.

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

Grading System

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

Letter Grade	Numerical Equivalent	Grade Description
A	4.00	Excellent. Honors-level work, outstanding.
A-	3.67	Still excellent.
B+	3.33	Very Good. High level of performance.
B	3.00	Good. Solid and above-average level of performance.
B-	2.67	Good. Above average.
C+	2.33	Average level of performance.
C	2.00	Satisfactory. Acceptable level of performance.
C-	1.67	Minimally Acceptable.

D	1.00	Passing but unsatisfactory. Below the average level expected. The lowest passing grade.
F	0.00	Failure. Inferior performance.

PF/P This symbol indicates satisfactory work in a course for which the student gains credit but no grade points. Courses receiving a grade of P will not count towards fulfilling the core, major, or minor.

PF/F^ This symbol indicates failure in a course for which the only alternative grade would have been a pass. It is the equivalent of an F grade but is not included in grade point computation.

AF Failure for excessive absence in a course. (PCS only)

INC Temporary grade given when course requirements, other than just the final exam, have not been met.

IMS (Incomplete Due to Military Service) When a member of the Armed Forces (including reserve components) receives orders to perform a period of service (i.e. active duty, inactive duty training, or state service), the temporary grade of IMS is assigned by the Office of Academic Records. Students who receive a grade of IMS will have the opportunity to complete the given term after the period of service. Service members must provide a copy of their military orders to the Office of Military and Veterans' Services (veterans@fordham.edu) prior to receiving an IMS grade.

ABS Temporary grade granted by the instructor for absence from the final examination, due to extenuating circumstances, such as illness or death in the family.

W This symbol indicates that a student has a special justification for withdrawing from a course prior to the last day for dropping courses without academic penalty. It may be granted only by authorization of the dean or class dean.

WF Failure for dropping a course without the permission of the dean or class dean. It is the equivalent of an F.

Helpful Definitions for Reading Transcripts on My.Fordham

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

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

GPA Hours: The number of credits assigned for each course that was attempted for a regular grade. "Regular" grades are standard letter grades with a numerical value assigned (A-F). WF, or withdrawal failure, is the numerical equivalent of an F and is counted toward quality hours.

Quality Points: The numerical value of the earned grade in each course (not shown on My.Fordham, but see above) multiplied by the number of credits assigned for each course that was attempted for a regular grade (quality hours).

Grade Point Average: a weighted average used to indicate to the student and to the faculty the academic progress of each student. Since each course is added to the accumulated average of all courses pursued, it is a cumulative index and is computed by dividing the quality points by the

quality hours. This index is computed to three digits beyond the decimal point. Courses taken pass/fail are not counted towards quality hours, and are not included in the grade point average.

Pass/Fail

Sophomores, juniors, and seniors are allowed to register for one elective course per academic year on a Pass/Fail basis. Credit will be granted for a passing grade, and no credit awarded for a failing grade. Since there is no numerical equivalent, the grade is not computed in the student's GPA index.

No courses used to fulfill a core, major, or minor program requirement may be taken on a pass/fail basis. Once chosen, the P/F option cannot be rejected in anticipation of a high letter grade; conversely, the likelihood of a low letter grade is not grounds for a belated request for a P/F after the deadline. In order to take a course on a P/F basis, the approval of the appropriate advisor, class dean or associate dean is required.

Students are permitted to take one course per academic year on a pass/fail basis in their sophomore, junior, and senior years. (In the Gabelli School of Business, students are only permitted to exercise their pass/fail option for liberal arts electives. Pass/fail courses may not be used for the fulfillment of courses going toward majors, minors, or concentrations.)

Withdrawal from a Course

With the permission of the appropriate dean, a student may withdraw from a course or courses until the deadline specified in the academic calendar. If permission is obtained, the student will be awarded the grade of W, a grade which carries no academic penalty. A WF, a grade which is the equivalent of an earned F in the cumulative quality point index, may be given when the student ceases to attend a course without formal approval from the dean's office. If a student withdraws from a course after the deadline specified in the academic calendar, they will receive a WF. If a student is found in violation of the Academic Integrity Policy and receives an F in a course, and subsequently elects to withdraw from the course prior to the withdrawal deadline, the student shall receive the grade of WF. Students who withdraw from a course are responsible for discussing with the appropriate dean how the lost credits will be made up. In addition, they are advised to refer to the information on tuition refunds in the Academic Programs, Policies, and Procedures section of this bulletin for information about financial penalties.

Quality Point Index

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

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

This index is computed to three digits beyond the decimal point.

Notification of Grades

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

Important and Useful Links

Current, expanded information about the University, its policies, resources, and services is maintained on the Fordham University website.

Please use the links provided below to learn more.

Academic Calendar
Fordham at a Glance
University Mission Statement

Fordham's Jesuit Tradition
Enrollment and Faculty Statistics
Trustees of the University
University Leadership

Accreditations and Affiliations

Campuses

Rose Hill
Lincoln Center
Westchester
Louis Calder Center Biological Field Station
London Centre

Colleges and Schools

Undergraduate Colleges
Fordham College at Rose Hill fordham.edu/fcrh
Fordham College at Lincoln Center fordham.edu/fclc
Gabelli School of Business (Undergraduate) fordham.edu/gabelli
School of Professional and Continuing Studies (Undergraduate) fordham.edu/pcs

Graduate and Professional Schools

Gabelli School of Business (Graduate) fordham.edu/gba
Graduate School of Arts and Sciences fordham.edu/gsas
Graduate School of Education fordham.edu/gse
Graduate School of Religion and Religious Education fordham.edu/gre
Graduate School of Social Service fordham.edu/gss
School of Professional and Continuing Studies (Graduate) fordham.edu/pcs
School of Law fordham.edu/law

Research Centers and Institutes fordham.edu/research

Resources

Libraries fordham.edu/library
WFUV wfuv.org
Information Technology fordham.edu/it
Public Safety fordham.edu/publicsafety
Vincent T. Lombardi Memorial Athletic Center fordham.edu/lombardi
Fitness and Exercise Center fordham.edu/recreation
Language Laboratories/Language Learning Centers fordham.edu/languagelab

Residential Life

fordham.edu/student-life/living-on-campus/
Integrated Learning Communities and Residential Colleges fordham.edu/integratedlearning
Wellness Community fordham.edu/wellnesscommunity

Student Involvement

fordham.edu/studentinvolvement

New Student Orientation fordham.edu/nso
First-Year Formation Rose Hill fordham.edu/fyf_rh
First-Year Formation Lincoln Center fordham.edu/fyf_lc
Clubs and Organizations fordham.edu/clubs_organizations
Leadership Development Programs Rose Hill fordham.edu/activities_rh
Leadership Development Programs Lincoln Center fordham.edu/activities_lc

Student Services

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

Admission

fordham.edu/admission
High School Entry fordham.edu/admissions/requirements
Transfer Students fordham.edu/admissions/transfer
International Students fordham.edu/international_students
Tuition fordham.edu/tuition
Adult Entry fordham.edu/pcs
State Law on Immunization fordham.edu/immunization
Student Financial Services fordham.edu/finaid
Financial Aid Application Procedures fordham.edu/undergraduate-financial-aid/how-to-apply/
Grants and Scholarships fordham.edu/undergrad_scholarships
Student Employment Office fordham.edu/undergrad_student_employment
Study Abroad Finances for Fordham Sponsored Programs fordham.edu/study-abroad/costs-and-funding/
Satisfactory Academic Progress (SAP) fordham.edu/academicprogress

Maps and Directions

fordham.edu/maps

University Directory

411.fordham.edu

Undergraduate Bulletin Online Incomplete Coursework

When course requirements, **other than just the final exam**, have not been met, the instructor may report a temporary grade of INC (incomplete). The instructor and student must arrange a plan for the missing work to be completed. The instructor should send the plan in writing to the student and to the student's advisor or advising dean, listing the coursework that needs to be completed and the due date by which the student must submit it. Gabelli School students and students enrolled in the School of Professional and Continuing Studies should contact their class dean to initiate this procedure. Advising deans in the School of Professional and Continuing Studies will ensure that the necessary forms will be completed to document the INC grade and the associated requirements for completing the course.

On completion of the course requirements, the INC will be removed and replaced by a permanent grade using the instructor change of grade workflow accessed through the Faculty Dashboard in the portal. If the requirements are not completed by the date specified on the academic calendar, the INC will be changed automatically to an F.

Integrity of Full-Time Study

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

Limits on Number of Majors and Minors

Fordham College at Rose Hill, Fordham College at Lincoln Center, and School of Professional and Continuing Studies

Students are limited to declaring at most two majors and two minors.

In rare instances, if there is an academically justifiable reason to do so and with the permission of the relevant associate dean, students may be able to declare a third major or minor.

Gabelli School of Business

Students are limited to declaring at most two majors (subject to restrictions (p. 83)).

In rare instances, and with the permission of the senior assistant dean and relevant advisor, students may be able to declare a third minor.

Payment of Tuition and Fees

Shortly after registration, students are sent a billing statement. Payment in full for all charges must be made to the University on or before the due date on the first bill of the semester. The due date that appears on each subsequent billing statement refers to newly billed charges only. Failure to make payment by the due date may result in late fees, and/or cancellation of registration and campus housing. The University will also deny access to registration and diplomas.

Fordham University accepts payment by cash, check, money order, wire transfer, or Automated Clearing House (ACH) transactions that directly debit an individual's bank account.

For credit card payments, please note the following:

- We accept payment by credit card, with a convenience fee, for tuition charges, room and board charges, and technology and general fees. (Exceptions to the convenience fee are noted below.)
- When making a credit card payment, via PayPath, a convenience fee of 2.65% of the transaction amount is assessed, in addition to the amount owed. The amount of the convenience fee will be displayed before you submit payment and will appear as a separate charge on your credit card statement. Make sure to note the total amount of the payment before initiating the transaction.

- Once the charge is assessed, the 2.65% fee is NON-REFUNDABLE, even if we refund your credit card for the amount owed. Fordham receives no part of the convenience fee.
- PayPath accepts Visa, Discover, and American Express.

Note: There are some exceptions to the convenience fee policy. Payment for tuition, fees, and room and board can be made by credit card without incurring a convenience fee for the following populations and charges:

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

For those students who are eligible to pay by credit card, payment may be made in person or by calling Enrollment Services during regular business hours at 718-817-4900 or by accessing My.Fordham and clicking on "Make a Payment." Credit card payments sent to the P.O. Box address will be returned to the sender.

The University also offers a Monthly Payment Plan managed by Nelnet.

For the most up-to-date payment methods, please go to the Student Accounts website.

Late Payment and Penalties

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

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

Procedure for Appealing a Course Grade (FCRH, FCLC, and Gabelli School)

The policy outlined below applies to all undergraduates except those in the School of Professional and Continuing Studies (PCS), whose policy can be found [here](#).

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

The timeline below refers to when classes are in session during the given semester.

Step One

The student should set a meeting time and discuss with the professor whose grade they are grieving during the semester or within one month of the beginning of the new semester. In the event that the instructor will not be available during the following semester, this meeting can be held by teleconference if needed.

Step Two

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

Step Three

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

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

Step Four

The associate dean will review the materials and assemble an appeals committee of their choosing to provide advice on how best to handle the grade grievance. Please note that to ensure procedures are fair and standardized, the associate dean does not meet with either party but may request additional information.

Step Five

The associate dean of the appropriate college/school will review the materials, make a decision to be given to the dean for final approval, and notify all parties of the decision. The dean's decision is final.

Refund

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

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

Credit balances resulting from anticipated payments, third-party payments (i.e., outside scholarship providers, employers, governmental agencies, New York State Tuition Assistance Program [TAP], etc.), or personal checks will only be refunded once funds are received by the University and applied to the student's account. Refunds will be processed as follows: PLUS loans refunded to parents, monthly payment plan payments usually refunded to the sponsor; all other credits refunded to the student. Students are encouraged to enroll in direct deposit of their refunds by signing up online through the portal. Student refund checks are mailed to the student's local address unless otherwise specified on the refund request form.

Application fees and tuition deposits are not refundable. Registration, late payment, student activities, laboratory, maintenance of matriculation, and other special fees are not refundable after classes begin.

Room deposits are refundable according to the following schedule:

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

	Due Fordham	Refund
On or before June 1	0%	100%
June 2 through June 30	50%	50%
Thereafter ¹	100%	0%

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

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

Refund of Institutional Charges

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

Institutional Refund Policy (Tuition)

Date of Withdrawal	Due Fordham	Refund
Prior to start of term	0%	100%
Prior to second week of term ¹	15%	85%
Prior to third week of term	30%	70%
Prior to fourth week of term	45%	55%
Prior to fifth week of term	60%	40%
Prior to sixth week of term	75%	25%
Thereafter	100%	0%

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

Institutional Return Policy

(Residence hall charges, other than room deposits)

Date of Withdrawal	Due Fordham	Refund
Prior to availability	0%	100%
Prior to second week of availability	20%	80%
Prior to third week of availability	40%	60%
Prior to fourth week of availability	60%	40%
Prior to fifth week of availability	80%	20%
Thereafter	100%	0%

Refund Policy Appeal Process

A student may request an appeal in writing to the office of the appropriate dean. The request should include all relevant information describing the special circumstances on which the appeal is based.

Return of Financial Aid Funds Policies and Procedures

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

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

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

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

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

Changes to federal law may affect this policy.

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

Step 1: Determine the Withdrawal Date Official Withdrawals

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

Unofficial Withdrawals

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

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

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

Otherwise, the withdrawal date is the student's last date of attendance at an academic-related activity that is documented by Fordham.

Step 2: Calculate the Percentage of Enrollment Period Completed

The percentage of enrollment period completed is determined by dividing the total number of calendar days in the enrollment period into the number of calendar days completed in that period as of the withdrawal date. (The total number of calendar days in a payment period includes all days within the period. Scheduled breaks of at least five consecutive days are excluded from the total number of calendar days in the enrollment period and the number of calendar days completed in that period.)

Step 3: Calculate the Amount of Title IV Assistance the Student Can Keep

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

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

Step 4: Determine the Amount to be Returned or Repaid to the Financial Aid Program

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

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

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

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

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

Student Attendance

Students are expected to attend every class of every course for which they are registered. If an instructor wishes to have a different attendance policy, that policy must be stated in the syllabus distributed to each student registered for the course, including whether and how absences will affect the student's grade for the course.

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

Absences for reasons of religious holidays, serious illness, death in the student's immediate family, or required participation in a University-sponsored event are, with the appropriate documentation, excused absences, and students will be given an opportunity to make up class examinations or other graded assignments. At FCRH, FCLC, and Gabelli, students can complete an Excused Absence Request if required by the instructor (this is not a requirement by the respective dean's offices) on their My.Fordham portal, but this should only be encouraged for instances when approval is needed for a make-up or to extend a deadline. In any other instances, faculty are asked to use their own discretion in granting excused absences consistent with the University's policies above. For University-sponsored events, documentation will be provided by the appropriate University office either directly to the faculty member or via the student. Students enrolled in PCS are asked to email their advising dean with their request, which should include the reason for the anticipated absence, along with supporting documentation.

The maximum number of total absences will not exceed six class meetings for a course that meets three days per week, four class meetings for a course meeting two days per week, or two class meetings for a course that meets once a week, unless otherwise noted in the syllabus.

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

In cases where unusual circumstances cause a student to miss a significant amount of class time for reasons beyond the student's control, the student should confer with the faculty member and class/advising dean to ascertain if it is feasible to complete the work of the course.

For all students, the following guidelines apply.

Religious Holidays: A number of religious faiths are represented in the Fordham student body. Students who will be absent due to a religious holiday should notify their instructor at the beginning of the semester.

Participation in University-Sanctioned Activities: Students serve as representatives for the Fordham community in a variety of activities. The authorized administrator/director of the activity will provide a written list of the dates of the activities, including travel time, to each participating student at the beginning of the semester. Students will provide each of their professors with the scheduled list of excused absences at the beginning of each semester. The faculty will acknowledge the scheduled absence(s) by signing an accompanying letter. In some cases—such

as the scheduling of a championship tournament or a rescheduled competition—the actual timing of the event may not be known at the beginning of the semester. In such cases, the authorized administrator will make every effort to notify instructors as soon as possible.

Student Health Services will not provide notes excusing students from class. At FCRH, FCLC, and Gabelli, providing appropriate documentation is part of the Excused Absence Request review. At PCS, students are expected to provide their class/advising dean with appropriate documentation.

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

Faculty members are encouraged to notify the appropriate class or advising dean of the student's home college/school about prolonged absences.

Transcript of Record

An official transcript is one bearing the seal of the University and the signature of the University Registrar.

Official academic transcripts may be issued to educational institutions, employers, scholarship/grant/fellowship organizations, application services, government agencies, etc., or to students (for personal use). Students may view their unofficial transcript online by using their credentials on fordham.edu. Official transcripts cannot be faxed to recipients.

Students and alumni who request an official transcript for personal use may not forward it to another party; doing so renders the transcript unofficial. Transcripts should always be issued to the intended final recipient.

The University offers online ordering for secure electronic transcripts as well as for mailed (paper) transcripts. Full details are available from the Office of Academic Records.

Students may request an unofficial transcript listing courses and credits marked "Unofficial." The University accepts no responsibility for the accuracy of an unofficial transcript after it has been issued.

Transcripts may be requested from the University via the National Student Clearinghouse. They should be requested well in advance of the date desired. No transcripts will be issued for students who have account holds that prevent transcript release. In compliance with New York State law, the University does not withhold transcripts for unpaid financial obligations. Fees apply for specialized transcript mailing services (i.e. certified mail, international mail, express mail). These fees and services are subject to change at any time.

The Office of Academic Records may use its discretion to limit the number of transcripts requested at any one time.

Students who attended (completed any of their coursework) at the University prior to 1990, or at Marymount College prior to Fall 2002, must use this Transcript Request Form and submit it to the Office of Academic Records. Such transcripts cannot be delivered electronically, and can only be delivered via mail (regular or express).

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

Undergraduate Policy on Academic Integrity

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

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

I. The Academic Integrity Statement

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

As a student of Fordham University, I recognize that I am part of a community dedicated to the disciplined and rigorous pursuit of knowledge and communication of truth. I therefore commit myself to the University Code of Conduct and upholding the highest standards of academic integrity. Any work that I claim to be my own will be my own; I will give appropriate credit where credit is due; I will be fair and honest in all of my interactions with members of the Fordham community.

By being enrolled at Fordham University, students are bound to comply with the University Code of Conduct, which includes, but is not limited to, the following Standards of Academic Integrity:

II. Standards of Academic Integrity

Academic integrity is the pursuit of scholarly activity in an honest, truthful and responsible manner. Fordham students are expected to accept the responsibility to be honest and to respect ethical standards in completing their academic assignments, assessments, and other requirements. Students are expected to adhere to academic integrity by completing all assignments and other requirements on their own without assistance from external resources (including any artificial intelligence or machine-learning tools) unless directly authorized by the instructor. It is the student's responsibility to give credit to any quotation, idea, or data used from an outside source. Students who fail to meet the responsibility for academic integrity subject themselves to sanctions ranging from a reduction in grade, course failure, or expulsion from the university. Below are instances of violations with which all members of the academic community should be familiar.

A. Plagiarism

Plagiarism occurs when individuals attempt to present as their own work what has come from another source. Plagiarism takes place whether

such theft is accidental or deliberate. It is no defense to claim that one has "forgotten" to document ideas or material taken from another source.

Examples of plagiarism include, but are not limited to

1. Using the ideas of another person, whether or not such ideas are paraphrased, from whatever source, including oral, print, broadcast, or computer-mediated communication;
2. Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences;
3. Presenting borrowed material, whether a phrase, a sentence, or whole paragraphs without placing quotation marks around the borrowed material in the approved style;
4. Presenting as one's own an assignment, paper, or computer program partially or wholly prepared by another person, whether by another student, a friend, or by a business or online service that sells or distributes such papers and programs, or generative artificial intelligence when not expressly permitted;
5. Failing to use proper citation for information obtained from print sources or the Internet, according to citation criteria specified by the instructor or, in cases where instructor guidance is not given, by standard manuals of style (e.g., *The Chicago Manual of Style*).

B. Cheating

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

Examples of cheating include, but are not limited to

1. Having or using unauthorized materials, information, or an unauthorized device at an examination, test, or quiz: this includes accessing online sites that supply answers to questions students upload;
2. Copying from another student at an examination, test, or quiz, or copying another student's assignment, data, or laboratory report;
3. Permitting another student to copy from an assignment, paper, computer program, project, examination, test, or quiz;
4. Obtaining and/or using an unauthorized examination, test, or quiz prior to its administration;
5. Having another person act as proxy to take an examination, test, or quiz or to complete an assignment, paper, computer program, or project.

C. Falsification

Falsification occurs when individuals make false statements that mislead others.

Examples of falsification include, but are not limited to

1. The submission or presentation of a falsified excuse for an absence from a course requirement, examination, test, or quiz;
2. The presentation of false identification or credentials in order to gain admission to a course, examination, test, quiz, or degree program;
3. The creation of a false or misleading citation;
4. The manipulation or falsification of data for an academic assignment;
5. The usage of artificial intelligence to complete an assignment claimed to be one's own.

D. Unapproved Collaboration

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

E. Other Violations of Academic Integrity

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

1. Theft, destruction, or tampering with library materials, audio- and videotapes, and computer hardware or software;
2. Submission of a paper or project to more than one course during the time in which a student is attending Fordham University, without the explicit permission from all the instructors involved;
3. Submission of work previously done in high school or at another institution, whether modified or not, without permission of the instructor.

III. The Academic Integrity Committee

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

Responsibilities

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

1. to record and verify receipt of Academic Violation Reports signed by the instructor and student;
2. to further investigate the incident if the student challenges the decision of the instructor, and schedule a case review;
3. to report the violation to the appropriate dean(s);
4. to provide annual reports of the academic integrity violations and final sanctions to the dean of the college/school;
5. to review periodically the functioning of the committee, including Standards of Academic Integrity and Procedures and Appeals to determine if changes are needed. This oversight review shall be communicated to the dean of the college/school;
6. to work with relevant student groups to develop workshops to promote and maintain academic integrity.

Membership

The dean of the college/school will solicit nominations for membership, including substitute faculty and students. The dean will forward a list of recommendations to the Office of the Provost, who will then appoint three faculty, three students, and one administrator from the college/school to serve on the committee, and the provost's office will identify substitute faculty and students who are willing to serve, if needed. The committee will be chaired by one member selected by the dean of the college/school from among the faculty and administrator members. Agreement to serve on the committee is a serious commitment. Faculty members will serve a term of three years, and student members will serve a term of two years with an initial staggering of terms to ensure continuity. The chair

of the committee will serve in that capacity for a one-year period with the possibility of yearly renewal. The committee membership is posted on the University web site in the section on Academic Integrity Policy.

Case Reviews

Case reviews are to be conducted by a quorum comprised of the AIC chair, two (additional) members of the faculty/administrator group, and two student members. The chair will verify members' attendance. A member of the AIC may be excused from a particular case review when a conflict of interest is disclosed to the chair. In the event that an academic integrity violation is filed against a senior just prior to graduation and the student challenges the instructor's claim, the chair of the AIC is empowered to convene an emergency ad hoc committee during senior week. This ad hoc committee will consist of two faculty and two students. Initially, the AIC membership will be contacted, but if they are not available, any faculty member and any student in the college/school may be asked to participate to ensure that two faculty and two students are present. The ad hoc members will be asked to sign the confidentiality statement.

Confidentiality

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

IV. Procedures and Timeline for Academic Integrity Violation Reporting

Instructors are required to report any academic integrity violations they detect in their classes. This information is kept on file until students graduate in order to determine if multiple infractions have occurred.

- A. As soon as an academic integrity violation is identified, the instructor shall contact the student to schedule an in-person meeting to discuss the basis for the suspected violation and the sanction(s) to be imposed according to the Academic Integrity Policy Statement (Section VI). For charges at the end of the spring semester, when there may not be an opportunity to meet with the student, this process may be completed by teleconference. However, discussions over electronic mail may be disadvantageous to students in regards to comprehension and educational value. Therefore, in the event that an in-person meeting or teleconference is not immediately feasible, the process can be put on hold until classes resume. If a meeting with the student will be held in the fall instead, this should be determined by the instructor, with consultation from the respective Chair of the AIC, before the June deadline for finalizing NGRs; at that point the Chair can ask that this period be extended if given sufficient details from the faculty member.
- B. Prior to meeting with the student, the instructor shall fill out an Academic Integrity Violation Report and attach the appropriate documentation, including the syllabus.
- C. During the in-person meeting, both the instructor and student will sign the report. When signing the report, the student will be asked to either acknowledge that they have committed a violation of the Academic Integrity Policy and accept the instructor's sanctions, or indicate that they intend to challenge the instructor's claim that

they have committed an academic integrity violation. The student cannot challenge the instructor's sanction for the offense (see section below: The Student Challenge and Case Review). Failure of the student to sign the report without an expressed challenge made to the instructor's claim shall be deemed an acknowledgement of the violation and an acceptance of the sanction(s).

- D. Immediately following the meeting, the Academic Integrity Violation Report and documentation will be sent directly to the chair of the AIC of the school offering the course. The chair of the AIC will then notify the committee members that an Academic Integrity Report has been filed and apprise the members of the student's signed statement.
- E. If the student has signed an affirmative statement of violation and acceptance of the instructor's sanctions in accordance with this Policy Statement, the dean's office of the student's home college/school will be notified as such. Under this circumstance, no case review by the AIC will be held and the case report is sent directly to the dean/associate dean of the student's home college/school.
- F. When a charge is challenged, the instructor will file a grade of NGR pending the actions of the AIC and notification from the AIC chair of any relevant sanction (e.g., an F for the course; see Section VI) that is imposed by the dean/associate dean of the home college/school.

The Student Challenge and Case Review

- G. If the student indicates on the Academic Integrity Violation Report that they intend to challenge the instructor's claim, he or she must declare that intent to the AIC chair in writing within two weeks of the initial conference between the instructor and the student. This challenge declaration must include a descriptive statement that explains the student's reasons for the challenge.
- H. Upon receipt of the student's declaration to challenge, the AIC chair in consultation with the department/area chair or program director will seek a second reviewer in order to conduct a blind review of the Academic Integrity Report and the student's letter. The reviewer should be a member of the department or interdisciplinary program from which the report originated. The second reviewer will submit his or her evaluation to the chair of the AIC. A second reviewer from outside the university will be utilized only when circumstances warrant.
- I. Upon receipt of the second reviewer's evaluation, the chair shall schedule a case review (Section 3.C) with the AIC members.
- J. The AIC will review the case materials and the written statement (Section 4.F) of the student. After reviewing these, the committee will deliberate and vote on whether a violation has occurred. The AIC chair will notify the student, the instructor, and, in cases of a decision upholding the charge, the dean of the student's home college of the committee's evaluation.

Administration of Sanctions

- K. Upon receipt of the AIC case report (accepted charges) or at the completion of the AIC review (challenged charges), the assistant or associate dean of the student's home college/school will meet with the student to discuss the evaluation of the AIC case review and impose the sanctions described in Section VI according to the level of offense. The dean will also warn the student of sanctions for any future offenses. A report of the imposed sanctions will be made to the AIC for its records.

Record Keeping

- L. The AIC will keep for its records and analysis all reports and actions taken by the committee. These records are education records and subject to federal rules and regulations outlined in FERPA (Family

Educational Rights and Privacy Act). Records kept for the purpose of analysis and program evaluation by the AIC will have all personal identifying information removed.

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

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

1. Talk with the student urging him or her to report himself or herself to the instructor of the course or to the chair of the AIC.
2. Discuss the observed action with the instructor, not naming those involved, to obtain guidance and determine if an observed act merits action under the Academic Integrity Policy.
3. Submit a written report to the chair of the AIC. If the student wishes to remain anonymous, the AIC will honor that request during the initial inquiry prior to a case review.

VI. Sanctions for Violations of Academic Integrity

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

A. First Offense

1. The student shall receive an F on the assignment/examination, unless otherwise specified by the instructor. The student may in addition receive an F in the course at the discretion of the instructor.
2. The case shall be documented in the student's file, where it will remain until the time of the student's graduation from the college/school, at which time the material will be removed from his or her file. Any records kept for the purpose of analysis and program evaluation by the AIC and not destroyed will have all personal identifying information removed.

B. Second Offense

1. The student shall receive an F for the course and shall be subject to suspension or expulsion from the college/school, at the discretion of the dean. If the student is expelled, the notation—Withdrawn by the University—will appear on their transcript.
2. The case shall be documented in the student's file, where it will remain until the time of the student's graduation from the college/school, at which time the material will be removed from their file. Any records kept for the purpose of analysis and program evaluation by the AIC and not destroyed will have all personal identifying information removed.

C. Third Offense

If a student is found guilty of a third violation of academic integrity, the student will receive an F for the course and will be expelled from the University, at the discretion of the dean. If the student is expelled, the notation—Withdrawn by the University—will appear on their transcript.

For any offense, in the event that the student receives an F in the course as the penalty and elects to withdraw from the course prior to the withdrawal deadline, the student shall receive the grade of WF, a grade

that is equivalent to an earned F in the cumulative quality point index, if the penalty is accepted or upheld after a challenge.

VII. The Right to Grieve Grades in Relationship to Violations of Academic Integrity

Any other grades given for work in the same course, unless the grade itself is the sanction, can be grieved in accordance with the established college/school policy only after any and all questions of violations of academic integrity have been resolved through the processes stated above.

The complete policy and the Academic Integrity Violation Report is available on the University website.

University Policies

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Affirmative Action Policy

The University continues its commitment to affirmative action in employment by providing the means to recruit, employ, and promote women and other underrepresented minorities in the interest of attaining a workplace that closely resembles the available qualified labor pool. The Office of Human Resources Management is available to all employees of Fordham University for consultation, training, and development of those methods and initiatives that advance a diversified workforce, and ensure nondiscrimination, access to equal employment opportunities, and fair treatment of individuals. It is the responsibility of the Vice President of Human Resources to monitor and report regularly on the University's efforts to achieve diversity and compliance with all laws pertaining to nondiscrimination in employment.

Campus Safety

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

Associate Vice President
Public Safety
Thebaud Annex
Fordham University
441 East Fordham Rd.

Bronx, NY 10458

For more information

Visit the Public Safety web page.

Equity in Athletics Disclosure Act

In accordance with the "Equity in Athletics Disclosure Act," information regarding the intercollegiate athletics program is available for review at the following website:

<https://ope.ed.gov/athletics/#/>

Nondiscrimination and Director of Gender Equity/Title IX Coordinator

Fordham University is committed to maintaining a community in which its members live, work, and learn in a safe and respectful environment that is free from all forms of sex- and gender-based discrimination. This commitment applies to all members of the Fordham community regardless of race, color, national origin, religion, creed, age, ability, sex, gender, gender identity, gender expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, criminal conviction, or any other protected class recognized under federal, state, or local law.

The University's Director of Gender Equity/Title IX Coordinator oversees the University's gender equity and Title IX compliance efforts and is responsible for coordinating the University's response to all reports of sexual and related misconduct, including sex- or gender-based discrimination involving educational programs, gender equity in athletic programs, employment, and admission. The Director of Gender Equity/Title IX Coordinator also collects data from all University reports of sex- and gender-based discrimination to identify and address any patterns or systemic issues that may arise, and collects data to analyze the outcome of reports involving sex- and gender-based discrimination. Fordham will take prompt and effective steps to end sexual and related misconduct, eliminate the hostile environment, prevent its recurrence, and remedy its effects.

Inquiries concerning the application of Title IX and its implementing regulations and/or the application of the gender equity provisions contained in the Sexual and Related Misconduct Policy and Procedures for the Fordham University Community may be referred to the University's Vice President for Human Resources and Interim Title IX Coordinator, Kay Turner, Esq., by email at titleix@fordham.edu or by dialing 718-817-4930.

The Office of Human Resources Management oversees the University's enforcement of anti-discrimination and anti-harassment in employment (Title VII, New York State Human Rights Law, and New York City and Westchester Human Rights Laws) and non-gender based anti-discrimination and anti-discriminatory harassment of students (Title VI). Inquiries concerning these issues may be referred to the Office of Human Resources Management at hr@fordham.edu or by dialing 718-817-4930.

Numbering of Undergraduate Courses

All undergraduate courses are numbered between 1000-4999. Introductory-level courses are numbered 1000-1999. Courses numbered

2000-4999 are intermediate/advanced-level courses. Courses ending in "999" denote a tutorial/independent study.

Recruitment of Jesuits to the Faculty

As a Jesuit, Catholic institution, Fordham University aims to create a community that is ever more diverse, committed, and deeply engaged in New York City and beyond. Grounded in the Jesuit tradition, we seek new ways to live out our mission in contexts very different from that in which Fordham was founded. Moreover, the Society of Jesus, the religious community that has helped sustain Fordham since 1846, itself shares in this attempt to respond to our times with creativity, confidence, and integrity.

Fordham University has been indebted to the presence and work of so many Jesuits throughout its history, and yet it has thrived, especially in the past 50 years, on account of a great variety of colleagues of diverse intellectual, philosophical, cultural, and religious commitments. We hope that all members of the Fordham faculty will find in our Jesuit, Catholic tradition opportunities for joyful and meaningful work.

We do not expect to return to a time when a large part of Fordham's workforce consisted of members of the Society of Jesus. And yet we recognize that excellent Jesuit colleagues, while few, continue to search not only for employment as teachers and scholars but also for a way specifically to contribute to the mission and identity of places like Fordham. Some have, in fact, been our own students, yet many more come from more national or international contexts than ever before. We continue to seek out those interested in being fine colleagues, teachers, scholars, administrators, pastors, and citizens of the University.

At any point, the number of Jesuits finishing terminal degrees or otherwise prepared to enter an academic position at Fordham is not large. Yet those who are so prepared stand to make an important contribution to our shared purpose and to give unique witness to the kind of educational values Fordham has long embraced.

For this reason, the recruitment and hiring of highly qualified Jesuits is considered an institutional priority. In an effort to clarify and make more transparent processes by which that can be done, a protocol has been established as identifying basic "rules of engagement" for those entities at the University that may wish to recruit a Jesuit for a position. This document applies only to Jesuits considered for full-time academic positions, either tenure-line or non-tenure-line.

The protocol document is available from the Office of the Provost and the Dean of Arts and Sciences.

Reserved Rights

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

Student Records

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords enrolled students certain rights with respect to their education records. A student

is considered enrolled at Fordham University as of the first day of classes of the earliest term of the academic year in which the student is registered.

First time applicants to the University are not considered enrolled students until they are officially registered and attend the first day of classes. Requests for inspection of student records under FERPA cannot be considered until an individual is an enrolled student.

These rights include:

1. The right to inspect and review your education records within 45 days of the day Fordham University receives a written request for access. If you want to review your record, you should submit a request to the Office of Academic Records. Indicate the record(s) you wish to inspect. A University official will make arrangements for access and notify you of the time and place where the records may be inspected.
2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University Registrar clearly identifying the part of the record you want changed, and why you believe it is inaccurate or misleading. A University official will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.
3. The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with "legitimate educational interests." A school official has a legitimate educational interest if the official has a "need to know" of information from your education record in order to fulfill his or her official responsibilities.
 - a. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include: Staff employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, contractor, consultant, volunteer, or technology provider), or other outside parties under the direct control of the University with respect to the use and maintenance of education records; a person serving on the Board of Trustees; or a student employed by the University or serving on an official committee, such as on a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fordham University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office (SPPO)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)

FERPA also protects course recordings, as outlined in the Class Recording Notice and Related Policy.

A copy of the Act, more details about your rights, and any University policies related to the Act are available from the Office of Academic Records at this page.

Questions concerning FERPA should be referred to the Office of Academic Records or the Office of Legal Counsel.

Directory Information

Release of student record information is generally not done at Fordham University without the expressed, written consent of the student. There are, however, some exceptions.

For example, Fordham University, at its discretion, may release the following Directory Information without the student's consent: student's name, address, telephone number, electronic mail address, Fordham ID Number (FIDN), photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g. undergraduate or graduate; full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received (e.g., Dean's List recognition), and the most recent educational agency or institution attended, and other such similar information.

Please note that you have the right to withhold the release of directory information. To do so, you must complete the Educational Record Sharing (FERPA) Block form, also available on the Fordham.edu "Students" page under "Electronic Forms." Please note two important details regarding placing a "No Release" (FERPA Block) on your record:

- Fordham University receives many inquiries for directory information from a variety of sources outside the institution, including friends, parents, relatives, prospective employers, scholarship programs, the news media and honor societies. Having a "No Release" on your records will preclude release (block the sharing) of such information, even to those people.
- A "No Release" applies to all elements of directory information on your record. Fordham University does not apply a "No Release" differently to the various directory information data elements.

Dependent Status of Undergraduates

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

Veteran Information

Veterans and veteran dependents enrolled at Fordham University utilizing education benefits programs—such as Post 9/11 GI Bill[®], Montgomery GI Bill[®]-Active Duty, Montgomery GI Bill[®]-Selected Reserve, and Survivor's and Dependents' Education Assistance (DEA-Chapter 35)—must present their Certificate of Eligibility (COE) and DD214 (if applicable) to the military/veteran school certifying officials at the time of registration or as soon as possible thereafter. Those utilizing the Veteran Readiness and Employment (VR&E) Chapter 31 benefit should ensure that their counselor has authorized them for the semester and should inform the Fordham school certifying officials. Please refer to the VA website, www.gibill.va.gov, for eligibility criteria as well as type of education or training benefits available under each program. **The VA can also be reached at 888 442-4551.** Veterans who do not have such a letter (COE) must follow the same procedure for payment of tuition as

all other students. Specific tuition questions should be directed to the Financial Aid office of your home school.

All students using a VA education benefit will need to complete an **Enrollment Certification Request for Veteran Benefits** form. It is located on the student portal under Electronic Forms. It is to be submitted **after registration is complete for the term**. If you do not submit it, we will not know to certify you with the VA. For access to the form, please refer to:

https://myapps.web.fordham.edu/site/web/content/hyland/veterans_gibill.jsp

For information on Fordham University's participation in the Post 9/11 GI Bill[®] Yellow Ribbon Program, please refer to the Fordham website.

Support Services for Students with Disabilities

The Office of Disability Services (ODS) works closely with students, faculty, and administrators to ensure appropriate services for students with documented disabilities in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans and Disabilities Act of 1990. Students who register with ODS will complete the same coursework as their peers, and registration does not become a part of a student's transcript. The University will make every attempt to provide reasonable accommodations to students who have a documented disability.

Please visit our webpage for new students. There, you will find the application, documentation upload instructions, and how to schedule your intake. If you have further questions, you can contact ODS by calling either our Rose Hill office (718-817-0655) or Lincoln Center office (212-636-6282). Both offices are open Monday to Friday from 9 a.m. to 5 p.m. Please note that a student is not eligible to receive any academic accommodations until formally registered via a completed intake appointment. Accommodations are not made retroactively, so it is best to contact ODS to begin this process the summer before entering Fordham. If a new, incoming student has one of the following types of disabilities: physical mobility, visual impairment, or a hearing impairment, it is essential to contact ODS by July 2 in order to ensure that accommodations can be put in place before classes begin in September. Please do not send documentation of a disability to the admissions office. Any information regarding a student's 504 Plan or IEP must be sent directly to ODS.

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

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

Lincoln Center Campus
Lowenstein Room 408
212-636-6282

Rose Hill Campus
O'Hare Hall, Lower Level

718-817-0655

Westchester or online graduate students should contact the Rose Hill office at 718-817-0655.

For more information

Visit the Disability Services web pages.

University Code of Conduct

Rationale for University Discipline

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

The educational purposes of the university can best be protected through the clear communication and enforcement of certain standards of behavior judged essential to the achievement of those purposes. What follows is a statement of these standards of behavior developed through the cooperative efforts of the students, faculty, and administrative officers.

Jurisdiction

Persons: This Code shall apply to every member of the Fordham University community which includes faculty, students, administrative officials, and staff.

When any individual accused of violation of this University Code of Conduct maintains more than one of the above-mentioned statuses in the University, determination of his/her status in a particular situation will be made in the context of the surrounding facts.

Violations

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

1. All forms of dishonesty including cheating, plagiarism, supplying false information to any University official, as well as forgery or use of University documents or instruments of identification with intent to defraud.
2. Theft from or damage to University property and/or theft of, or damage to the property of another while located on property of the University. Knowingly receiving, retaining or disposing of the lost or mislaid property of a member of the University community or of the University itself.
3. Unauthorized entry, use or occupation of University facilities as well as the unauthorized possession, duplication or use of keys to University facilities.
4. Tampering with or misusing fire alarms, fire-fighting equipment or safety equipment.
5. Harassment (verbal or other) or physical abuse, threatening or attempting to inflict physical injury, or creating substantial risk of such injury to another member of the Fordham University community or to any person on University premises.
6. The unauthorized selling, purchasing, producing, or possessing of any lethal weapons, explosives, fireworks, or incendiary devices.
7. The unauthorized selling, purchasing, producing, possession or use of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or other addictive and illegal drugs or drug paraphernalia.
8. Engaging in, or inciting others to engage in, conduct which interferes with or disrupts any University function, or which prevents or limits the free expression of ideas by others, or which physically obstructs or threatens to obstruct or restrain other members of the University community or visitors.
9. Failing to surrender upon request by clearly identified University personnel (this includes campus security guards) in the performance of their assigned duties, the University identification card which all members of the University community are required to carry.
10. Engaging in lewd, licentious or disorderly conduct.
11. Failing to comply with the direction of clearly identified University personnel (this includes campus security guards) in the performance of their assigned duties.
12. Violation of published University regulations including but not limited to those regarding motor vehicles, residence halls, and the McGinley Center.

For more information

Visit the University Code of Conduct page.

Withdrawal from the University and Leaves of Absence

Students who find it necessary to withdraw from the University should promptly file the required forms in the office of the dean of their college.

Withdrawal procedures should not be started without prior consultation with the class/advising dean. Refunds for withdrawals will be calculated on the basis of the date when the required written approval for withdrawals is received in the Office of Academic Records. (See Refund Policies and Procedures (p. 24).) Once withdrawn, students must apply for readmission through their college dean's office.

Veteran or ROTC students should be aware that if they are using any military education benefit, withdrawal from the University (which may involve withdrawal from classes) may create a debt with the VA, their Service Branch, **or** Fordham. Before withdrawing from the University, veteran students should consult with the VA Certifying Officials in the Office of Academic Records, and ROTC students should consult with their respective ROTC program.

Leave of Absence

Students in good standing may request a one-semester leave of absence (renewable on written request, and at the dean's discretion, for one additional semester). To request a leave of absence, a student must submit the leave of absence form to the appropriate advising dean, class dean, or advisor, indicating the reason (e.g., illness, family crisis) for the request. Late requests for a leave of absence cannot be accepted. The dean of the student's college, acting on a case-by-case basis, will have sole authority to grant leave requests. During a leave of absence and at least one month prior to the subsequent semester, the student must inform the advising dean in writing of an intention to return. The advising dean of the student's college, upon approval by the dean of the college, will inform the Office of Academic Records each time a leave is granted and also on receipt of written notice of intention to return.

Readmission

Students seeking readmission to Fordham University after a withdrawal or leave of absence should contact their college's advising dean regarding the reapplication or re-entry process.

Core Curriculum

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

NOTE: Gabelli (p. 85), PCS (p. 100), FCRH Honors (p. 68), FCLC Honors (p. 79), and BFA (p. 226) students should refer to their respective sections of this bulletin to guide their selection of liberal arts core courses.

At the heart of Fordham College's academic program is the core curriculum. These courses are designed to nurture curiosity, inspire a love of learning and provide you with the foundation needed to engage in lifelong learning. In every core course, you think, speak, write, and act in fundamentally new ways, with a broadened appreciation for human values and a deepened commitment to the world. At its heart, is the practice of *Eloquentia Perfecta*, where students learn right use of reason joined to cultivated expression.

The Core Courses:

- Expose you to new intellectual vistas
- Enhance your understanding of ways of knowing within academic disciplines
- Allow you to make connections among various disciplines
- Develop writing, research, and quantitative and analytical skills

As a Jesuit university, Fordham helps you shape habits of heart and mind that are the hallmarks of liberally educated men and women. Our core curriculum blends reverence for tradition with openness to new challenges, and new ways of knowing and engaging the world.

Requirements

Initial Courses (p. 60)

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

- ENGL 1102 Composition II
- Foreign Language and Literature (p. 60)

Disciplinary Ways of Knowing and Concepts (p. 52)

The second step of the core curriculum continues the development of writing and oral expression as well as social awareness in the study of ways of knowing characteristic of liberal arts disciplines.

- Mathematical/Computational Reasoning (p. 52): One required course
- Natural Science (p. 52): Two courses: Physical Science and Life Science
- PHIL 1000 Philosophy of Human Nature
- THEO 1000 Faith and Critical Reason
- Fine and Performing Arts (p. 53): One required course
- Texts and Contexts (p. 54): One required course
- Understanding Historical Change (p. 54): One required course
- Social Sciences (p. 54): One required course

Advanced Disciplinary Study (p. 35)

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

- PHIL 3000 Philosophical Ethics
- Sacred Texts and Traditions (p. 35): One required course
- Advanced Disciplinary Courses: Two required courses:
 - an advanced literature course (p. 36) and an advanced history course (p. 42); or
 - an advanced history course (p. 42) and an advanced social science course (p. 45); or
 - an advanced social science course (p. 45) and an advanced literature course (p. 36).

Capstone Courses (p. 48)

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

- Interdisciplinary Capstone in Literature, History, and/or Social Science (p. 48): One required course
- Values Seminar (p. 50): One required course

Distributive Requirements (p. 55)

Finally, students must complete a set of distributive requirements across their four years at Fordham.

- Eloquentia Perfecta (p. 55) Seminars: Four required courses
- Global Studies (p. 55): One required course
- American Pluralism (p. 58): One required course
- Community-Engaged Learning (p. 60): One encouraged course

Advanced Disciplinary Study

Philosophical Ethics

One Required Course

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

Course	Title	Credits
PHIL 3000	Philosophical Ethics	3

Sacred Texts and Traditions

One Required Course

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

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

Course	Title	Credits
HPLC 2811	Honors Sacred Texts	3
THEO 3100	Introduction to Old Testament / Tanakh	3
THEO 3102	Book of Genesis	3
THEO 3105	The Torah	3
THEO 3120	The Prophets	3
THEO 3130	Bible as Migration Literature: Then and Now	4
THEO 3200	Introduction to New Testament	3
THEO 3207	The First Three Gospels	3
THEO 3212	Gospel of John	3
THEO 3250	Jesus in History and Faith	3
THEO 3300	Who Cares About the Bible?	3
THEO 3310	Early Christian Writings	3
THEO 3314	St. Augustine of Hippo	3
THEO 3316	Byzantine Christianity	3
THEO 3317	Women of the Christian East	3
THEO 3320	Augustine, Aquinas, and Luther	3
THEO 3330	Medieval Theology Texts	3
THEO 3332	Christians, Muslims, Jews in the Medieval Period	3
THEO 3335	Queer Interpretations of Sacred Texts and Theology	3
THEO 3340	Christian Mystical Texts	3
THEO 3345	The Book of Revelation	3
THEO 3350	Apocalyptic Literature: Ancient & Modern	3

THEO 3360	Reformation Texts	3
THEO 3361	Protestant Texts	3
THEO 3365	Pentecostal Christianity	3
THEO 3371	The American Transcendentalists: Spirituality Without Religion	3
THEO 3375	American Religious Texts and Traditions	3
THEO 3376	Spirituals, the Blues, and African-American Christianity	3
THEO 3380	US Latinx Spiritualities	3
THEO 3383	Latin American Liberation Theologies	3
THEO 3390	Church in Controversy	3
THEO 3542	Catholic Social Teaching	3
THEO 3546	The Bible and Social Justice	3
THEO 3605	Scripture and the Human Response to Trauma	3
THEO 3610	Christ in World Cultures	3
THEO 3611	Scripture and the Struggle for Racial Justice	3
THEO 3620	Great Christian Hymns	3
THEO 3652	Liturgy That Does Justice	3
THEO 3655	The Journey of Faith: Autobiography as Sacred Text	3
THEO 3711	Sacred Texts of the Middle East	3
THEO 3712	Shari'ah (Islamic Law)	3
THEO 3713	Classic Jewish Texts	3
THEO 3715	Classic Islamic Texts	3
THEO 3716	Islam and Modernity	3
THEO 3720	Hindu Literature and Ethics	3
THEO 3723	Tibetan Religion: Visionary Experience	3
THEO 3724	Classic Buddhist Texts	3
THEO 3725	Buddhism in America: A Multimedia Investigation	3
THEO 3728	Buddhist Meditation	3
THEO 3731	Japanese Religions: Texts and Arts	3
THEO 3733	Chinese Religions	3
THEO 3785	Spiritual Exercises and Culture	3
THEO 3854	Ignatian Spirituality	3
THEO 3882	Comparative Mysticism	3
THEO 3884	Sufism: Islam's Mystical Tradition	3

Advanced Disciplinary Courses

Two Required Courses

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

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

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

Advanced Literature Core Courses

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

Course	Title	Credits
AAST 3357	Writing Asian America	4
AAST 3359	Asian Diasporic Literatures	4
AAST 3647	Seeing Stories: Reading Race and Graphic Narratives	4
AAST 3838	Postcolonial Literature and Film	4
AFAM 3693	Contemporary African Literatures	4
AMCS 3320	The Writing Irish	4
AMCS 3333	American Catholic Fictions	4
AMCS 3535	Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias	4
ARAB 2400	Approaches to Arabic Culture	4
ARAB 3000	Topics in Arabic Cultures	4
ARAB 3010	Human Rights in Arabic Literature	4
ARAB 3040	Topics in Arabic Literature	4
COLI 3010	Politics and Poetry in the Middle Ages: The Rise of Vernacular Culture in the Mediterranean	4
COLI 3031	Medieval Monsters	4
COLI 3102	Notre Dame de Paris: The Cathedral in Art, Literature, Culture, & History	4
COLI 3112	Italian Neorealist Cinema	4
COLI 3122	The Eternal Feminine in Literature and Film	4
COLI 3123	Surviving the Barbarians in Early Medieval Britain	4
COLI 3135	Irish and British High Medieval Literature: Connections and Comparisons	4
COLI 3137	World Cinema Masterpieces	4
COLI 3143	World Cinema Masterpieces 1960-1980	4
COLI 3145	Medieval Love in Comparison: Christian, Jewish, and Muslim Perspectives	4
COLI 3146	Science and Magic in Medieval Literature	4
COLI 3200	Machiavelli's Utopia	4
COLI 3202	Ariosto to Galileo: The Invention of Modernity in Renaissance Italy	4
COLI 3220	The Stage and Society	4
COLI 3357	Writing Asian America	4
COLI 3359	Asian Diasporic Literatures	4
COLI 3364	Novels of Ideas: 19th Century	4
COLI 3365	Novels of Ideas: High Modernism	4
COLI 3400	Modern Jewish Writing	4
COLI 3407	Foreignness & Translation: Multilingual Autobiography Writing in Contemporary Latin-American & Latino Literature	4
COLI 3438	American Modernism	4
COLI 3440	Arabic Literature in English Translation	4
COLI 3450	The City in Literature and Art	4
COLI 3463	Diderot	4
COLI 3466	Discovering French Cinema	4
COLI 3476	Conflict and Violence in Francophone African Cinemas	4
COLI 3480	Francophone Caribbean Literature	4
COLI 3535	Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias	4
COLI 3575	Painting the Empire: Understanding the Spanish Empire Through Art and Literature	4
COLI 3624	Music and Nation in the Arab World	4
COLI 3802	Literature and Imperialism	4
COLI 3803	Empire and Sexuality	4
ENGL 3001	Queer Theories	4
ENGL 3002	Queer Iconoclasts: Sexuality, Religion, Race	4
ENGL 3008	The 19th Century Novel of Manners	4
ENGL 3009	Critical Edge: Writing About the Arts	4
ENGL 3012	Novel, She Wrote	4
ENGL 3021	The Graphic Novel	4
ENGL 3024	Poetry and Citizenship	4
ENGL 3031	Medieval Monsters	4
ENGL 3034	Modern Selves and Science	4
ENGL 3035	Age of Innocence	4
ENGL 3036	Latin American Short Story	4
ENGL 3037	US Latinx Literature	4
ENGL 3038	Latinx Performance Studies: Image, Fashion, and Politics	4
ENGL 3040	The Stuff of Fiction	4
ENGL 3047	Rhetorics of Resistance and Social Movements	4
ENGL 3059	Creating Dangerously: Writing Across Conflict Zones	4
ENGL 3067	Contemporary Women Poets	4
ENGL 3075	Pride & Prejudice: An Examination of Black Britain and the Problem of Belonging	4
ENGL 3100	Medieval Literature	4
ENGL 3101	Apocalyptic Representation Before 1800	4
ENGL 3102	Medieval Drama	4
ENGL 3104	Medieval English Blackness?	4
ENGL 3105	"Game of Thrones" and the Modern Medieval	4
ENGL 3106	After the Apocalypse	4
ENGL 3107	Chaucer	4
ENGL 3108	Imaginary Travelers	4
ENGL 3109	Arthurian Literature	4
ENGL 3110	Satire and Society	4
ENGL 3111	Medieval Romance and Adventure	4
ENGL 3112	The Medieval North: Vikings, Saxons, and Dragons	4
ENGL 3113	Introduction to Old English	4
ENGL 3114	The (Medieval) Walking Dead	4
ENGL 3115	Medieval Women Writers	4
ENGL 3122	Extinction	4
ENGL 3123	Surviving the Barbarians in Early Medieval Britain	4

ENGL 3125	Beowulf in Old English	4	ENGL 3364	Novels of Ideas: 19th Century	4
ENGL 3127	Dreams in Middle Ages	4	ENGL 3365	Novels of Ideas: High Modernism	4
ENGL 3134	Love in the Middle Ages	4	ENGL 3402	Victorian Literature	4
ENGL 3135	Irish and British High Medieval Literature: Connections and Comparisons	4	ENGL 3404	Beyond the Bronte-verse	4
ENGL 3137	World Cinema Masterpieces	4	ENGL 3409	Education in Literature	4
ENGL 3138	Late Modernism	4	ENGL 3410	Jane Austen in Context	4
ENGL 3140	Myth of the Hero: Medieval Memory	4	ENGL 3417	Early Victorian Novels	4
ENGL 3143	World Cinema Masterpieces, 1960-1980	4	ENGL 3418	Later Victorian Novels	4
ENGL 3144	Other Worlds	4	ENGL 3419	Not Shakespeare	4
ENGL 3145	Medieval Love in Comparison: Christian, Jewish, and Muslim Perspectives	4	ENGL 3420	Poems of Shakespeare and Others	4
ENGL 3146	Science and Magic in Medieval Literature	4	ENGL 3424	Romantics and Their World	4
ENGL 3147	Supernatural Stories	4	ENGL 3425	Nathaniel Hawthorne	4
ENGL 3148	Science Fiction and Fictional Science	4	ENGL 3426	Nineteenth-Century British Poetry	4
ENGL 3149	A World of Their Own: Women in Science Fiction	4	ENGL 3430	Regency Romanticism	4
ENGL 3151	Metaphysical Poets: Radicals and the Poetic Tradition	4	ENGL 3434	19th Century British Women's Tales	4
ENGL 3152	Race and Religion in Literature: Beowulf to Wuthering Heights	4	ENGL 3436	American Dream in Literature	4
ENGL 3203	Streets/Gardens/Magical Worlds: Space and Place	4	ENGL 3437	Victorian Novel	4
ENGL 3206	Shakespeare	4	ENGL 3438	American Modernism	4
ENGL 3207	Milton	4	ENGL 3439	Oddity and Creativity	4
ENGL 3209	Ecoliterature from Milton to Today	4	ENGL 3450	The City in Literature and Art	4
ENGL 3221	Shakespeare's History Plays	4	ENGL 3462	Romanticism and Private Life	4
ENGL 3222	Shakespeare and Popular Culture	4	ENGL 3467	Disobedience in Literature	4
ENGL 3226	Stage Vengeance	4	ENGL 3468	Transatlantic Modern Women	4
ENGL 3227	Early Modern Lyric Poetry	4	ENGL 3502	Modern British Writing	4
ENGL 3230	Early Renaissance Poetry	4	ENGL 3504	Virginia Woolf	4
ENGL 3234	A Midsummer Night's Dream	4	ENGL 3511	Modern Poetry	4
ENGL 3235	Dangerous Women	4	ENGL 3512	British and American Poetry: Romantic to Modern	4
ENGL 3239	The Rise of the Novel	4	ENGL 3518	The City in Literature	4
ENGL 3247	NYC Latinx Literature	4	ENGL 3519	The Novel	4
ENGL 3306	Jonathan Swift and the Art of Satire	4	ENGL 3520	How Fiction Works	4
ENGL 3311	Opening Heads: Writing About Minds and Brains Before 1800	4	ENGL 3523	Very Contemporary American Fiction	4
ENGL 3318	Early Women Novelists	4	ENGL 3529	Theater and the Avant-Garde	4
ENGL 3319	Plays and Players: 1600-1700	4	ENGL 3532	James Joyce	4
ENGL 3329	Plays and Players, 1700-1800	4	ENGL 3535	Modern Poetry	4
ENGL 3330	The Global Eighteenth Century	4	ENGL 3537	Satire, Sex, Style: The Age of Thomas Nashe	4
ENGL 3333	Captives, Cannibals, and Rebels	4	ENGL 3555	Love, Formally	4
ENGL 3336	Early American Novel	4	ENGL 3560	Film Theory and Criticism	4
ENGL 3338	Keats and the Romantic City	4	ENGL 3585	Contemporary Indigenous Fiction	4
ENGL 3339	Romanticism and Confession	4	ENGL 3603	American Renaissance	4
ENGL 3341	Love and Sex in Early Modern Literature	4	ENGL 3604	American Literature to 1870	4
ENGL 3342	Women, Crime, & Punishment in Literature	4	ENGL 3606	On the Road	4
ENGL 3350	Ethnic Camera: Race and Visual Media	4	ENGL 3608	(De)Constructing the American Renaissance	4
ENGL 3357	Writing Asian America	4	ENGL 3610	Abolition	4
ENGL 3359	Asian Diasporic Literatures	4	ENGL 3611	Modern American Autobiography	4
ENGL 3361	The Female Bildungsroman	4	ENGL 3613	Modern American Novels	4
ENGL 3363	Crime and Punishment	4	ENGL 3616	American Cultures of War	4
			ENGL 3617	American Short Story	4
			ENGL 3619	Crip, Queer and Critical Race Studies	4
			ENGL 3620	Ordinariness	4
			ENGL 3624	Melville	4

ENGL 3625	Early American Literature	4	ENGL 3910	Nature and Horror	4
ENGL 3630	Black American Icons	4	ENGL 3917	Unreal City: Modernist London, 1900-1950	4
ENGL 3631	Contemporary American Fiction	4	ENGL 3923	Stories of Brains and Minds	4
ENGL 3633	The Enlightened Earth: American Environment Cultures After 1960	4	ENGL 3930	Introduction to Queer Literature	4
ENGL 3634	The Literature of Climate Crisis	4	ENGL 3964	Homelessness	4
ENGL 3635	Future Environments: Human Life After the End	4	ENGL 4018	The Poet's Choice	4
ENGL 3636	Introduction to African American Literature	4	ENGL 4106	Seminar: The Great Depression: Literature and Culture	4
ENGL 3641	Slavery and American Fiction	4	ENGL 4108	Seminar: Exhibiting Latinidad: Curation/Display/Intervention	4
ENGL 3645	The Middle Passage	4	ENGL 4116	Seminar: The Beat Generation and U.S. Culture	4
ENGL 3646	Black Disability Studies	4	ENGL 4117	Seminar: Modern Geographies	4
ENGL 3647	Seeing Stories: Reading Race and Graphic Narratives	4	ENGL 4125	Seminar: Im/Possible Worlds: Race, Social Difference, and Pop Genres	4
ENGL 3648	Novels by Women	4	ENGL 4127	Seminar: Novels By Women: Jane Austen to Toni Morrison	4
ENGL 3650	Stayin' Alive: Performing Blackness and Whiteness in 1970s US Film and Literature	4	ENGL 4401	Seminar: The Brontës in Context	4
ENGL 3651	The Hunger Games and Survival Literature	4	ENGL 4425	Seminar: Nathaniel Hawthorne	4
ENGL 3652	New Wave Immigrant Literature	4	FREN 2600	France: Literature, History, and Civilization	4
ENGL 3653	Major American Authors	4	FREN 3005	French Business Culture	4
ENGL 3658	Migrations/Movements/Masks	4	FREN 3030	What Is Writing? The Inscription of Culture From Page to Screen	4
ENGL 3659	Selfie Lit	4	FREN 3040	Changing Climate, Changing Culture	4
ENGL 3660	Dystopian Environments	4	FREN 3055	Language and AI (Artificial Intelligence)	4
ENGL 3661	Journeying and Storytelling	4	FREN 3060	Translation and Creative Writing in French	4
ENGL 3663	Graphic Novels Through the Ages	4	FREN 3070	France Votes!	4
ENGL 3664	Queer Latinx Literature	4	FREN 3080	Critical Disability Studies: Perspectives in French and Francophone Literature and Film	4
ENGL 3666	Documenting Queer Art: Biography and Memoir	4	FREN 3100	Medieval French Literature	4
ENGL 3667	Afro-American Afro-British 1900-1960	4	FREN 3101	Word and Image in Medieval France	4
ENGL 3669	20th/21st Century on Stage	4	FREN 3102	Notre Dame de Paris: The Cathedral in Art, Literature, Culture, & History	4
ENGL 3673	Postmodern Literature and Culture	4	FREN 3103	Medieval Other, Modern Ethics: Christians, Muslims, and Jews in Medieval France	4
ENGL 3677	Latino/a US Literatures	4	FREN 3125	Mapping the Nation	4
ENGL 3680	One Big Book	4	FREN 3130	Culture and Science in France	4
ENGL 3683	Literature Beyond Borders	4	FREN 3140	Changing Climate, Changing Culture	4
ENGL 3686	Women's Diaries	4	FREN 3175	French Renaissances	4
ENGL 3688	Fantastic Women	4	FREN 3225	Hollywood's Holy Grail: Medieval French Literature on the Screen	4
ENGL 3691	Black Atlantic Literature: Modernisms	4	FREN 3250	Du scandale au chef d'oeuvre: Art that Shocks, Offends, and Endures	4
ENGL 3695	Black Protest, Black Resistance, Black Freedom, Black Rage	4	FREN 3253	Moliere: From Page to Stage	4
ENGL 3701	American Writers in Paris	4	FREN 3270	Écocritique: Francophone environments and cultures	4
ENGL 3802	Literature and Imperialism	4	FREN 3275	Documentary and Storytelling in the Francophone World	4
ENGL 3803	Empire and Sexuality	4	FREN 3280	French Documentary in Action	4
ENGL 3834	History of the English Language	4	FREN 3290	Early Authors Modern Theory	4
ENGL 3835	Aliens and Encounters with the Unknown	4	FREN 3292	French Revolutions (1789-present)	4
ENGL 3837	From Page to Screen	4	FREN 3300	The Enlightenment	4
ENGL 3838	Postcolonial Literature and Film	4	FREN 3301	France and Global Enlightenment	4
ENGL 3839	Postcolonial Literatures	4			
ENGL 3841	Contemporary Fiction	4			
ENGL 3842	The Short Story	4			
ENGL 3851	Horror and Madness in Fiction and Film	4			
ENGL 3855	The Jazz Age: Literature and Culture	4			
ENGL 3901	Autism and Literature	4			
ENGL 3909	Interspecies Friendship	4			

FREN 3333	Tableaux: Art and Theater: 1700s	4	GERM 3123	Pioneers of Modernism	4
FREN 3340	Amazones, Salonnières, and Révolutionnaires: Women writers in Ancien Régime France	4	GERM 3275	Grim Tales and Grimms' Tales	4
FREN 3350	Thinkers and Moralists	4	GERM 3302	German Through the Senses	4
FREN 3360	French Autobiography	4	GERM 3303	Borders and Crossings	4
FREN 3450	Writers and Lawbreakers	4	GERM 3307	Germany and Migration	4
FREN 3453	The Flaneur in Paris	4	GERM 3310	Deep in the Forest: The Pagan-Christian Enchantment of the Fairy Tale	4
FREN 3456	20th-Century France: A Blast from the Past	4	GERM 3520	German Culture in Context	4
FREN 3460	Postcolonial Representations	4	GERM 3566	Deutschland 1968: Protest, Hippies, Und Terroristen (Taught in German)	4
FREN 3464	French Films d'Auteur	4	GERM 3710	Mord und Totschlag: An Introduction to the Histories of Espionage and Crime in Vienna, Austria	4
FREN 3465	Women on the Margins	4	GREK 3008	Herodotus	4
FREN 3466	Discovering French Cinema	4	GREK 3012	Plato: Socratic Dialogues	4
FREN 3470	Francophone North Africa	4	GREK 3034	Readings in Homer	4
FREN 3471	Francophone Sub-Saharan Africa	4	GREK 3200	Readings in Greek	4
FREN 3475	Narratives of the Sahel	4	GREK 3211	Greek Prose Composition	4
FREN 3476	Conflict and Violence in Francophone African Cinemas	4	HIST 3474	The Arab Israeli Conflict: Cultural Perspectives	4
FREN 3478	The Essay Film	4	HIST 3998	People and Other Animals in History	4
FREN 3479	The New Wave Arrives	4	ITAL 2500	Approaches to Literature	4
FREN 3480	Francophone Caribbean Literature	4	ITAL 2561	Reading Culture Through Literature	4
FREN 3490	Africa: Society and Culture Through Film	4	ITAL 2700	Filming the City Inside and Out: A Cinematic Journey Through Italy	4
FREN 3500	French Literary Theory	4	ITAL 2705	The Souths of Italy: Words, Images, and Sounds	4
FREN 3550	In Search of Lost Time: Modernity, Temporality, and the Self in 20th Century French Literature	4	ITAL 2775	Modern Italy and the Arts: Tradition and Innovation	4
FREN 3555	Man: Beast or Machine	4	ITAL 2800	Italy and the Arts: Politics, Religion, and Imagination in Medieval and Renaissance Italy	4
FREN 3564	French Theatre and Performance (Taught in French)	4	ITAL 2802	Lorenzo de' Medici (The Magnificent) and the Invention of Modernity	4
FREN 3565	French Contemporary Novel	4	ITAL 2910	Emigration in Literature and Film 1850-Present	4
FREN 3605	Cultural and Literary History of Journalism	4	ITAL 3002	The Art of Translation	4
FREN 3612	Cinemas of Quebec	4	ITAL 3005	Translation: Theory and Practice	4
FREN 3630	Francophone Voices From North Africa	4	ITAL 3011	Dante and His Age	4
FREN 3631	North African France	4	ITAL 3012	Medieval Storytelling	4
FREN 3637	Francophone Middle East	4	ITAL 3020	Renaissance and Baroque Novella	4
FREN 3640	Postcolonial Representation	4	ITAL 3021	Vice and Virtue in Medieval Italian Literature	4
FREN 3666	The Francophone Graphic Novel	4	ITAL 3050	Arts and Politics in Italian Humanism	4
FREN 3675	America! French and Francophone Perspectives	4	ITAL 3051	Survey of Italian Literature	4
FREN 3676	Fashioning the Empire	4	ITAL 3062	Ethics and Economic Value in Medieval Literature	4
GERM 2800	German Short Stories	4	ITAL 3063	Saturian Spirits: Art and Literature in Italy	4
GERM 3010	Frisch Aus Der Presse: Media and Communication	4	ITAL 3065	Lies and Liars in Medieval and Renaissance Italian Literature	4
GERM 3020	"The Book Was Better" – Modern German Literature from Page to Screen	4	ITAL 3111	New Italian Cinema	4
GERM 3023	Kurz und bündig: Short German Narrative Texts	4	ITAL 3120	Renaissance Literature	4
GERM 3030	Kafka und Amerika	4	ITAL 3123	Fantastic Beasts, Fantastic Renaissance: Matteo Maria Boiardo's "Orlando in Love"	4
GERM 3050	The Sound of Music: German Music and Musical Genres	4			
GERM 3051	Survey of Literature I	4			
GERM 3052	Survey of Literature II	4			
GERM 3057	Medieval German Literature: Potions, Passions, Players, and Prayers	4			

ITAL 3125	Magnificence and Power: The Medici and Renaissance Florence	4	MAND 3050	China in the Headlines: An Advanced Newspaper Reading Course in Mandarin Chinese	4
ITAL 3215	Love and Honor in the Renaissance Courts	4	MAND 3055	China and Globalization	4
ITAL 3280	The Italian Short Story	4	MLAL 2755	Performing Dante	4
ITAL 3452	Italophone Migrant Literature From Africa and Beyond	4	MLAL 3000	Gender and Sexuality Studies	4
ITAL 3500	Comedy and Satire in Italian Cinema	4	MLAL 3005	Themes in Latina/o and Latin American Studies	4
ITAL 3530	The Stage and Society Since 1700	4	MLAL 3010	Politics and Poetry in the Middle Ages: The Rise of Vernacular Culture in the Mediterranean	4
ITAL 3550	Italian Unification: Film/Literature	4	MLAL 3012	Medieval Storytelling	4
ITAL 3553	Italy From Unification to 1945: Literature, Culture, and Society of the Modern Period	4	MLAL 3020	Culture and Critique: Marx, Nietzsche, Freud	4
ITAL 3625	The Modern Italian Theater	4	MLAL 3030	Masterpieces of Chinese Film: Theory and Texts	4
ITAL 3650	Italy at War	4	MLAL 3031	Chinese Cultural Concepts	4
ITAL 3701	Italian Women Writers	4	MLAL 3033	Prison Literature from Martin Luther to Martin Luther King	4
ITAL 3901	Narrative and Film	4	MLAL 3035	From Rust Belt to Green Belt: Germany's Ruhr Area	4
ITAL 3910	Italy Today	4	MLAL 3043	Aesthetics and Politics: Modern Chinese Literature	4
ITAL 3920	Words on Fire: Contemporary Italian Poetry and Society	4	MLAL 3045	Women in Chinese Literature and Society	4
JWST 3300	Literatures and Cultures of Modern Israel	4	MLAL 3047	Confucianism, Taoism, and Buddhism: Chinese Thought and Literature	4
JWST 3474	The Arab Israeli Conflict: Cultural Perspectives	4	MLAL 3050	Becoming Germany—German Literature, Film, and Popular Culture after World War II	4
LALS 3005	Latin American Themes	4	MLAL 3055	Critical Communities: Marx, Nietzsche, Freud	4
LALS 3275	Hybrid Futures: A Panorama of Mexican Short Fiction	4	MLAL 3057	Medieval German Literature: Potions, Passions, Players, and Prayers	4
LALS 3407	Foreignness & Translation: Multilingual Autobiography Writing in Contemporary Latin-American & Latino Literature	4	MLAL 3059	Gender Benders	4
LALS 3575	Painting the Empire: Understanding the Spanish Empire Through Art and Literature	4	MLAL 3060	Magic and Reality in Russian Literature	4
LATN 3009	Horace: Odes	4	MLAL 3067	Dostoevsky and Race in America	4
LATN 3039	Suetonius	4	MLAL 3070	Russian Visions: The Interplay Between Russian Literature and Art in Mid-19th/Early 20th Century	4
LATN 3041	Ovid	4	MLAL 3076	Great Russian Minds: Mikhail Bakhtin	4
LATN 3045	Livy	4	MLAL 3080	Tolstoy, Dostoevsky and the Meaning of Life and Death	4
LATN 3051	Cicero's "De Oratore"	4	MLAL 3090	100 Years of War and Peace. Revolution in Russia and Soviet Literature: Tolstoy, Bulgakov and Bely	4
LATN 3052	Cicero: A Survey	4	MLAL 3095	The Apocalypse Course: Russian and American Revelations	4
LATN 3060	Readings in Vergil	4	MLAL 3096	Dostoevsky's The Brothers Karamazov	4
LATN 3061	Christian Latin	4	MLAL 3116	Social Issues in Italian Literature and Film	4
LATN 3142	Readings in Tacitus	4	MLAL 3200	Machiavelli's Utopia	4
LATN 3300	Advanced Latin	4	MLAL 3202	Ariosto to Galileo: The Invention of Modernity in Renaissance Italy	4
LATN 3332	Seneca's Letters	4	MLAL 3203	Dante and His Translators	4
LATN 3334	The Letters of Pliny	4	MLAL 3210	Islam and Italy	4
LATN 3456	Imperial Latin Biography	4	MLAL 3220	The Stage and Society	4
LATN 3542	Medieval Latin Literature	4	MLAL 3250	Culture and Society in Italian Cinema	4
LATN 3545	Lucretius	4			
MAND 2500	Approaches to Literature	4			
MAND 3002	Topics in Chinese Culture	4			
MAND 3020	Learn Chinese Through Film	4			
MAND 3030	Masterpieces of Chinese Film: Theory and Texts	4			
MAND 3031	Chinese Cultural Concepts	4			
MAND 3032	Chinese Political Thought	4			
MAND 3040	Topics in Mandarin Chinese Literature	4			

MLAL 3300	Literatures and Cultures of Modern Israel	4	SPAN 3002	Latin America: Literature and Culture Survey	4
MLAL 3307	Germany and Migration	4	SPAN 3066	Survey of Latin American Film	4
MLAL 3325	'The Gatekeepers?' Documentary Cinema in Israel	4	SPAN 3075	Crime in Hispanic Fiction	4
MLAL 3333	Eunuchs, Dwarves and Dragon Ladies: The Universe of Game of Thrones	4	SPAN 3123	Questioning Race in Mexican Film and Literature	4
MLAL 3350	Promised Land: Israeli Culture Between Utopia and Dystopia	4	SPAN 3166	Trends in Latin American Film	4
MLAL 3402	Introduction to Russian Drama	4	SPAN 3175	Crime Fiction in Argentina and Chile	4
MLAL 3405	Masterpieces of Russian Film	4	SPAN 3210	Transatlantic Picaresque	4
MLAL 3410	Arab Cinema: History and Cultural Identity	4	SPAN 3230	Sinful Business	4
MLAL 3440	Arabic Literature in English Translation	4	SPAN 3250	God, Gold, and Glory	4
MLAL 3442	Arabic Culture and the News Media	4	SPAN 3275	Hybrid Futures: A Panorama of Mexican Short Fiction	4
MLAL 3450	The Arab Spring in Arabic Literature	4	SPAN 3285	Trends in Mexican Cinema	4
MLAL 3474	The Arab Israeli Conflict: Cultural Perspectives	4	SPAN 3301	Federico Garcia Lorca and His World	4
MLAL 3475	Oppositional Thought in Islamic Literature	4	SPAN 3305	Posthuman Mestizaje and the Non-Human Turn in Mexican Culture	4
MLAL 3500	Writing Under German Censorship: A Culture of Banned Books	4	SPAN 3310	Latin American Science Fiction	4
MLAL 3504	Study Tour: Berlin Tales: Germany's Kiez	4	SPAN 3401	Modern Spanish Fiction	4
MLAL 3515	Food for Thought	4	SPAN 3405	Women Translators in the Spanish-Speaking World	4
MLAL 3535	Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias	4	SPAN 3407	Foreignness & Translation: Multilingual Autobiography Writing in Contemp Latin-Am & Latino Lit (1980-2015)	4
MLAL 3600	Women's Voices in German and Austrian Literature	4	SPAN 3456	Posthuman Body in Mexican Fiction	4
MLAL 3624	Music and Nation in the Arab World	4	SPAN 3515	New Spanish Literature: Rewriting the Public Sphere in 21st Century Spain	4
MLAL 3701	Villains, Vamps and Vampires: An Introduction to German Cinema	4	SPAN 3525	Cultures of Sexual Dissidence in Latin America	4
MLAL 3710	Fin-De Siecle Vienna: Klimt, Cafes, and Cemeteries	4	SPAN 3530	Excess in Spanish Lit	4
MLAL 3800	Cloisters, Castles, and Kings: Medieval Bavaria	4	SPAN 3535	Unus Mundus: Deconstructing 'Time' Through Spanish Literature	4
MLAL 3820	Memory and Identity in Modern Italy	4	SPAN 3540	Spain and Islam	4
MLAL 3822	The Arabian Nights	4	SPAN 3550	Expressing the Colonies	4
MLAL 3993	Advanced Spanish Immersion in Granada	3	SPAN 3555	Cultural Politics in Spanish Democracy (1978-2020)	4
MVST 3057	Medieval German Literature: Potions, Passions, Players, and Prayers	4	SPAN 3560	Reimagining the Colonies	4
MVST 3225	Hollywood's Holy Grail: Medieval French Literature on the Screen	4	SPAN 3561	Representing the Gypsy	4
MVST 3502	The Clerkenwell Tales: England's Literature	4	SPAN 3582	New York in Latinx Literature and Film	4
MVST 3535	Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias	4	SPAN 3585	La Frontera: Art as Resistance	4
MVST 3542	Medieval Latin Literature	4	SPAN 3590	Theater Against Power in Spain and Latin America	4
MVST 3800	Cloisters, Castles, and Kings: Medieval Bavaria	4	SPAN 3610	Children's Gaze in Latin American Literature	4
RUSS 2650	Media and the Russian State: News Outlets From 19th Century to Present Day Russia	4	SPAN 3625	Spanish-American Short Fiction	4
RUSS 3002	Genres and Styles Russian Literature	4	SPAN 3642	Spanish-American Literature and Popular Music	4
RUSS 3250	Translating Russian Poetry, Music, Animation, Film, and Journalism	4	SPAN 3701	Spanish-American Women Writers	4
SPAN 2500	Approaches to Literature	4	SPAN 3710	Contemporary Latin American Fiction	4
SPAN 2700	Hispanic Legends	4	SPAN 3712	Literatures of the Latin American Boom and Post-Boom	4
SPAN 3001	Spain: Literature and Culture Survey	4	SPAN 3715	Latin American Cyberliterature	4
			SPAN 3720	The Hispanic Transatlantic	4
			SPAN 3730	Writing Violence: Peru, 1980-2000	4

SPAN 3770	Cultures of Memory and Post-Memory in Contemporary Chile	4	HIST 3002	African American History II	4
SPAN 3800	The Spanish Diaspora	4	HIST 3012	Medieval France	4
SPAN 3808	Bodies, Touch, and Affect in Argentine Film and Literature	4	HIST 3014	Medieval Feud, Ordeal, and Law	4
SPAN 3809	Argentine Literature and Film	4	HIST 3018	Medieval Nobility: Love, War, and Devotion	4
SPAN 3820	Hispanic Caribbean Literature	4	HIST 3019	Medieval Paris: A City and Its People	4
SPAN 3850	Narrating the City	4	HIST 3050	Christians, Muslims, and Jews in Medieval Iberia	4
SPAN 3851	The Neoliberal City in Post-War Central American Cultural Production	4	HIST 3051	The Black Death, 1348-1450	4
SPAN 3908	Francoist Spain	4	HIST 3100	History of the Arts at Lincoln Center: Urban Renewal and the Arts	4
SPAN 3950	The Fantastic in Spanish Literature and Film	4	HIST 3110	History of Gay and Lesbian New York City	4
SPAN 3993	Advanced Spanish Immersion in Granada	3	HIST 3139	Buffalo Soldiers: Race and War	4
SPAN 3997	Back to Nature: New Ruralism in 21st Century Spanish Literature and Film	4	HIST 3145	Medieval Barbarians	4
SPAN 4001	Cervantes and Don Quixote	4	HIST 3192	The United States, Africa, and the Cold War	4
THEA 2755	Performing Dante	4	HIST 3203	Medieval Family Life	4
THEA 3004	Global Theatre History: Foundational Impulses	4	HIST 3204	Sex & Celibacy in the Middle Ages	4
THEA 3005	Global Theatre History: Evolutions of the Present	4	HIST 3205	Medieval Medicine	4
THEA 3253	Moliere: From Page to Stage	4	HIST 3207	Late Medieval Religion and Society	4
THEA 3564	French Theatre and Performance	4	HIST 3208	The Medieval Other	4
WGSS 3067	Contemporary Women Poets	4	HIST 3209	The Origins of Christianity from the Apostles to the 4th Century	4
WGSS 3318	Early Women Novelists	4	HIST 3210	King, Court, Crusade: Writing Knightly Life in the High Middle Ages	4
WGSS 3537	Satire, Sex, Style: Age of T. Nash	4	HIST 3211	Medieval Sin, Sinners, and Outcasts	4
WGSS 3931	Introduction to Gay and Lesbian Literature	4	HIST 3212	The History of Medieval Christianity	4
WGSS 4127	Seminar: Novels By Women: Jane Austen to Toni Morrison	4	HIST 3213	Monsters, Magic, and the Undead in Medieval Europe	4
WGSS 4318	Seminar: Early Women Novelists	4	HIST 3214	Plagues and Peoples: Health and Disease in Medieval Europe	4

Advanced History Core Courses

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

Course	Title	Credits	Course	Title	Credits
AAST 3929	History of Chinese in the Americas	3	HIST 3230	Criminals, Outlaws, and Bandits: Solving Crime in Medieval Europe	4
AFAM 3001	African American History I	4	HIST 3260	Medieval Ireland to 1691	4
AFAM 3002	African American History II	4	HIST 3270	The Crusades	4
AFAM 3134	From Rock-N-Roll to Hip-Hop	4	HIST 3300	The History of the Medieval Book in the Latin West	4
AFAM 3148	History of South Africa	4	HIST 3301	Medieval Women's Lives	4
AFAM 3154	Black, White, and Catholic: Race, Religion, and Civil Rights	4	HIST 3305	Medieval Warfare	4
AFAM 3190	Mapping Southern Africa	4	HIST 3310	Medieval England: From Viking Invasions to Henry VIII	4
AFAM 3633	The Bronx: Immigration, Race, and Culture	4	HIST 3322	The Reformation Era	4
AFAM 3939	History of Global Popular Music: From Africa to the Americas and Back	4	HIST 3356	Confessionalization and Conflict in Early Modern Europe, 1453-8885	4
AFAM 3955	Slavery Freedom/Atlantic World	4	HIST 3362	Crime and Punishment in Europe	4
CLAS 3030	Athenian Democracy	4	HIST 3363	Europe and Early Modern World	4
CLAS 3031	The Spartan Mirage	4	HIST 3364	Environmental History of the Atlantic World, 1250-1650	4
CLAS 3033	Slavery in Ancient Greece	4	HIST 3411	Tudor and Stuart England	4
CLAS 3040	Law and Society in Greece and Rome	4	HIST 3412	The Tudors	4
CLAS 3050	Pagans and Christians	4	HIST 3413	Reformation England	4
GREK 3008	Herodotus	4	HIST 3414	Cabbages and Kings	4
HIST 3001	African American History I	4			

HIST 3415	European Women: 1500-1800	4	HIST 3575	Torture, Terror, and the Body in the Modern World	4
HIST 3416	European Women: 1800-Present	4	HIST 3580	War, Gender, and Violence in Modern Europe	4
HIST 3417	Civil Wars and Revolution in the British Isles	4	HIST 3614	Revolutionary and Soviet Russia	4
HIST 3420	The English Renaissance	4	HIST 3620	20th Century Europe	4
HIST 3425	Henry VIII's England	4	HIST 3622	Great Trials	4
HIST 3430	The World of Queen Elizabeth I	4	HIST 3623	Screening Europe's Past	4
HIST 3450	Black British History	4	HIST 3624	European Cities	4
HIST 3452	London After Dark: The Nocturnal City Since 1800	4	HIST 3626	Social History of Architecture	4
HIST 3455	20th Century Ireland	4	HIST 3627	History of LGBT Movements	4
HIST 3456	Britain: 1688-1867	4	HIST 3633	The Cold War Space Race	4
HIST 3457	Britain: 1867-Present	4	HIST 3634	Modern South Asian History	4
HIST 3458	Ireland: 1688-1923	4	HIST 3635	Science in Popular Culture	4
HIST 3459	Transgender History	4	HIST 3636	Social History of Technology	4
HIST 3460	Diversity and Globalization at the Irish-Atlantic Crossroads	4	HIST 3637	Stalinism: Making the Soviet State	4
HIST 3465	The Modern Atlantic World, 1780–1980: Literature and History	4	HIST 3638	Technology From Antiquity to Middle Ages	4
HIST 3474	The Arab Israeli Conflict: Cultural Perspectives	4	HIST 3653	Gender in Early America	4
HIST 3480	Judaism and Islam	4	HIST 3656	The American Revolution	4
HIST 3503	Modern France: 1900 to Present	4	HIST 3657	American Constitution	4
HIST 3505	The History and Politics of Cartoons and Caricature from the Middle Ages to the Present	4	HIST 3670	The Modern Middle East	4
HIST 3512	The French Revolution	4	HIST 3675	History of Modern Israel	4
HIST 3513	Old Regime and French Revolution	4	HIST 3682	The United States in the 1950s and the Illusion of Happiness	4
HIST 3515	Media History: 1400 to Present	4	HIST 3700	Sickness and Health in Early Ma	4
HIST 3517	The Belle Époque	4	HIST 3745	Colonial America 1492-1765	4
HIST 3538	The Good Earth?	4	HIST 3747	Slavery and Freedom in Greater New York City	4
HIST 3541	Modern Italy	4	HIST 3752	Coming of the Civil War	4
HIST 3543	The Connecting Sea: The Mediterranean Since 1800	4	HIST 3753	Civil War, Reconstruction, and Slavery	4
HIST 3545	Race and Nation in Modern Europe	4	HIST 3757	The American South	4
HIST 3549	Global Italy	4	HIST 3758	America at War	4
HIST 3550	Fascism from Mussolini to the Present	4	HIST 3759	African American Women's Activism, 1815–1915	4
HIST 3555	Hitler's Germany	4	HIST 3773	American Capitalism	4
HIST 3556	The History of the European Union (1948 to the Present): Foundations, Structures, Challenges	4	HIST 3774	History of Capitalism in the U.S.	4
HIST 3558	Europe: 1900-1945: Total War	4	HIST 3775	The Early Republic	4
HIST 3559	Europe Since 1945	4	HIST 3780	The Era of the Civil War	4
HIST 3562	Memory, Myth, and History in Post-1945 Europe	4	HIST 3785	Robber Barons and Reformers: The Gilded Age and Progressive Era in the U.S.	4
HIST 3563	New York City History in Film	4	HIST 3789	Modern South Africa Stories	4
HIST 3564	Environmental History of New York City: A Research Seminar	4	HIST 3795	U.S. Between Wars: 1919-1941	4
HIST 3565	History of New York	4	HIST 3799	Race and American Popular Music	4
HIST 3566	War and Imperialism	4	HIST 3806	U.S. Immigration/Ethnicity	4
HIST 3567	A Global History of Communism	4	HIST 3807	The U.S in the 1920s and 1930s: From the Jazz Age to Hard Times	4
HIST 3568	America and the Making of Europe: 1945 to Present	4	HIST 3809	Jews in the Modern World	4
HIST 3570	Genocide	4	HIST 3810	Jews in America	4
			HIST 3812	Jews in the Early Modern World	4
			HIST 3815	East European Jewish History	4
			HIST 3818	The History of Islam in the U.S.	4
			HIST 3822	U.S. Cultural History	4
			HIST 3823	History of Labor in the United States	4

HIST 3826	Modern US Women's History	4	HIST 3962	Narratives of Truth and Justice in Latin America	4
HIST 3827	Wealth & Poverty in the US: Capitalism, Social Welfare & Inequality	4	HIST 3965	Colonial Latin America	4
HIST 3830	History of American Women and Gender	4	HIST 3967	Modern Central America	4
HIST 3833	Screening America's Past	4	HIST 3968	Mexico	4
HIST 3834	Gender, Race, and American Mass Media	4	HIST 3969	Latin America and the U.S.	4
HIST 3838	History of U.S. Sexuality	4	HIST 3972	Revolution in Central America	4
HIST 3842	The Vietnam Wars	4	HIST 3974	Spaniards and Incas	4
HIST 3844	U.S. Foreign Relations in the 19th Century	4	HIST 3975	The Caribbean	4
HIST 3845	The History of U.S. Foreign Relations, 1898 to the Present	4	HIST 3977	Latin American History Through Film	4
HIST 3846	The History of U.S. Foreign Relations, 1974 to Present	4	HIST 3982	The Islamic World and the Crusades, 1099-Ca.1700	4
HIST 3852	The American Radical Tradition	4	HIST 3983	Apocalypticism and Messianism in Islamic Thought and History	4
HIST 3854	Where the Right Went Wrong: American Conservatism 1945–The Present	4	HIST 3985	Ottoman Empire/ 1300-1800	4
HIST 3857	America Since 1945	4	HIST 3986	Religion and Politics in Islamic History	4
HIST 3858	The Global Cold War	4	HIST 3989	History and Cinema: The Middle East and North Africa in Film	4
HIST 3860	The "Long" 1990s in United States History (1989-2008)	4	HIST 3990	North American Environmental History	4
HIST 3862	History of New York City	4	HIST 3991	History of the American Indians	4
HIST 3864	New Frontiers-1960's America	4	HIST 3992	Capitalism	4
HIST 3866	History of Comics and Superheroes	4	HIST 3993	Environmental History: New York City	4
HIST 3867	United States History Through Television	4	HIST 3994	Climate and Society	4
HIST 3868	Culture and Capitalism in the United States	4	HIST 3998	People and Other Animals in History	4
HIST 3869	1960s America: Gender, Race and Youth	4	HIST 3999	Tutorial	3
HIST 3880	History of the Cold War	4	HIST 4011	Why America Fights	4
HIST 3900	Global Histories of Forensic Science	4	HIST 4012	Values and Global Capitalism	4
HIST 3901	Bloody Murder	4	HIST 4100	Seminar: Med Political Ideologies	4
HIST 3911	U.S. and East Asia	4	HIST 4111	Modern African Stories	4
HIST 3915	Contemporary China	4	HIST 4120	Imagining Empire	4
HIST 3918	Cultural Revolution: China in Context	4	HIST 4308	Antisemitism	4
HIST 3919	Christianity in China	4	HIST 4310	Africa, Race, and the Global Cold War	4
HIST 3920	Modern Japan	4	HIST 4331	US in the Middle East: 1945-Present	4
HIST 3922	East Asian Cities	4	HIST 4353	Renaissance and Renewal	4
HIST 3924	East Asian Capitalisms	4	HIST 4591	Seminar: Race, Sex, and Colonialism	4
HIST 3925	The Holocaust	4	HIST 4610	Seminar: Jewish Society and Culture in Eastern Europe	4
HIST 3926	History of Political Thought in Britain from Civil War to Brexit	4	HIST 4631	Seminar: US in the Mid East: 1945-Pres	4
HIST 3929	History of Chinese in the Americas	3	HIST 4635	Seminar: Screening the Past	4
HIST 3931	Colonialism and South Asia	4	HIST 4657	Seminar: New York City History	4
HIST 3939	History of Global Popular Music: From Africa to the Americas and Back	4	HIST 4671	Seminar: Technology and Society	4
HIST 3942	Race, Sex, and Colonialism	4	HIST 4700	Seminar: Med Political Ideologies	4
HIST 3944	Africa in the Age of Decolonization	4	HIST 4704	Seminar: The First Crusade: Themes and Sources	4
HIST 3946	African Economies and Humanitarianism	4	HIST 4705	Seminar: Disease in the Middle Ages	4
HIST 3948	Gandhi: A Global Intellectual History	4	HIST 4707	Senior Seminar: The Making of the British Isles 1450-1660	4
HIST 3950	Latino History	4	HIST 4708	Seminar: The Great War	4
HIST 3951	Popular Education and Social Change in the Americas	4	HIST 4710	Seminar: Early Modern British Empire	4
HIST 3955	Slavery Freedom/Atlantic World	4	HIST 4711	Seminar: Post-WWII Britain	4
HIST 3961	Rebellion and Revolution in Latin America and the Atlantic World	4	HIST 4715	Oil and Power in the American Century	4
			HIST 4716	History of One: The Art of Biography	4
			HIST 4725	Seminar: Global Histories and Stories	4

HIST 4748	Seminar: The Worlds of the Enlightenment	4	AFAM 3136	U.S. Civil Rights	4
HIST 4757	Seminar: The Third Reich	4	AFAM 3139	Buffalo Soldiers: Race and War	4
HIST 4760	Seminar: Immigration to the U.S.	4	AFAM 3141	Women and Social Change in Africa	4
HIST 4767	Seminar: Torture and the Western Experience	4	AFAM 3142	Women, Power, and Leadership in Africa	4
HIST 4768	Seminar: Gender, Sex and Society in the Early U.S.	4	AFAM 3150	Caribbean Peoples and Culture	4
HIST 4771	Seminar: In Search of the Founders' Constitution	4	AFAM 3188	Exploring Africa: Encounter, Expedition, and Representation	4
HIST 4772	Seminar: Colonial Latin America	4	AFAM 3634	Film and the African American	4
HIST 4858	Seminar: Modern European City	4	AFAM 3692	Social Construction of Women	4
HIST 4860	Seminar: 1970'S: Revolutionary Decade	4	AMCS 3340	Catholicism and Democracy	4
HIST 4900	Seminar: Transnational Lives	4	ANTH 2202	Anthropology of Performance	4
HIST 4905	Seminar: History of Food	4	ANTH 2520	Introduction to Forensic Anthropology	4
HIST 4910	Seminar: Genocide	4	ANTH 2614	Urbanism and Change in the Middle East	4
HIST 4934	Seminar: Soviet Society under Stalin	4	ANTH 2700	You Are What You Eat: The Anthropology of Food	4
HIST 4954	Seminar: Law and Empire Iberian Atlantic	4	ANTH 2800	The Anthropology of Food: Community Engaged Learning	4
HIST 4999	Tutorial	4	ANTH 2880	Human Sexuality in Cross-Cultural Perspective	4
INST 3859	Post-1945: A Global History	4	ANTH 2885	Anthropology of Economics	4
LALS 3950	Latino History	4	ANTH 2886	Anthropology of Gender and Sexuality	4
LALS 3951	Popular Education and Social Change in the Americas	4	ANTH 2890	Visual Anthropology	4
LALS 3955	Slavery Freedom/Atlantic World	4	ANTH 2895	Anthropology of Capitalism	4
LALS 3962	Narratives of Truth and Justice in Latin America	4	ANTH 3006	Arab-Americans and the Diasporic Experience	4
LALS 3967	Modern Central America	4	ANTH 3013	Anthropology of Palestinian Communities	4
LALS 3968	Mexico	4	ANTH 3110	Ancient Cultures of the Bible	4
LALS 3972	Revolution in Central America	4	ANTH 3112	Archaeologies of the Present: Historical Archaeology and Advocacy	4
LALS 3977	Latin American History Through Film	4	ANTH 3115	Introduction to Medical Anthropology	4
LATN 3015	Caesar's Commentaries	4	ANTH 3182	Ethnographic Methods: Cultures of London	4
LATN 3045	Livy	4	ANTH 3260	Politics of Reproduction	4
MVST 3210	King, Court, and Crusade: Writing Knightly Life in the High Middle Ages	4	ANTH 3333	Seeing Race: American Visual Culture in Historical Perspective	4
MVST 3700	Medicine, Magic, and Miracles: Sickness and Health in the Early Middle Ages	4	ANTH 3339	Irish and Mexican Migration: New York Focus	4
WGSS 3415	European Women 1500-1800	4	ANTH 3340	Anthropological Perspectives on Race and Ethnicity	4
WGSS 3416	European Women 1800-Present	4	ANTH 3343	Ghettos and Gated Communities	4
WGSS 3459	Transgender History	4	ANTH 3351	Comparative Cultures	4
WGSS 3826	Modern US Women's History	4	ANTH 3355	Culture and Anticolonialism	4
WGSS 3930	Sex and Gender in South Asia	4	ANTH 3356	Uprisings: Protest and Resistance Across the Globe	4

Advanced Social Science Core Courses

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

Course	Title	Credits	Course	Title	Credits
AAST 3618	Asian America in New York City: An Ethnographic Exploration	4	ANTH 3357	Globalization and Migration	4
AFAM 3037	Being and Becoming Black in the Atlantic World	4	ANTH 3364	Anthropology of Social Justice	4
AFAM 3110	The Black Athlete	4	ANTH 3380	Hazards, Disasters, and Human Experience	4
AFAM 3115	Martin Luther King Jr. and Malcolm X	4	ANTH 3385	Post-Apocalyptic Societies	4
AFAM 3120	Black Religion and Black Politics	4	ANTH 3393	Graffiti: The Challenges and Conundrums of Street Art	4
AFAM 3132	Black Prison Experience	4	ANTH 3394	Horror Americana: Stephen King's and George Romero's Terror Gospels	4
AFAM 3133	Performance African Diaspora	4	ANTH 3395	Horror Films and Globalization: Narratives of Terror, Commodification, and Inequality	4

ANTH 3471	Ancient Tales of the Andes: Taki Ongoy, Tin Tin, and Enchaquirado Narratives	4	HIST 3139	Buffalo Soldiers: Race and War	4
ANTH 3476	Latin American Social Movements	4	INST 3100	The Global Environment	4
ANTH 3482	Reading Latin America: The Colonial Archive	4	INST 4620	The World of Democracy	4
ANTH 3510	Museums: Representing / Engaging Culture(s)	4	JOUR 3760	The Journalist and the Law	4
ANTH 3520	Forensic Investigation of the Human Skeleton	4	LALS 3007	Spanish Linguistics	4
ANTH 3570	Applied Human Rights	1	LING 3007	Spanish Linguistics	4
ANTH 3618	Asian America in New York City: An Ethnographic Exploration	4	LING 3035	Language, Linguistics, and Social Justice	4
ANTH 3620	Border Cultures in the City: Summer in New York	1	LING 3607	Topics in Multilingualism	4
ANTH 3650	Africa in the World	4	MAND 3060	Contemporary Chinese Politics	4
ANTH 3721	The Currency of Historical Memory	4	MLAL 3007	Spanish Linguistics	4
ANTH 3726	Language, Gender, and Sexuality	4	MLAL 3046	Democracy and Democratization in China	4
ANTH 4700	Economic Theologies	4	MLAL 3049	Modern Chinese Political Thought	4
ANTH 4802	Archaeology of New York	4	MLAL 3307	Germany and Migration	4
CLAS 3034	The Rhetoric of Athenian Democracy	4	MLAL 3607	Topics in Multilingualism	4
CLAS 3040	Law and Society in Greece and Rome	4	PJST 3110	Introduction to Peace and Justice	4
COMC 2111	Theories of Human Communication	4	PJST 3200	Environmental Justice	4
COMC 3171	Orality and Literacy	4	PJST 4200	Conflict Resolution and Peacemaking	4
COMC 3172	Principles of Advertising	4	POSC 3107	Dystopian Politics	4
COMC 3179	Crisis and Reputation Management in PR	4	POSC 3120	New York City Internship	4
COMC 3187	Sports Communication in the Field	4	POSC 3121	New York City Politics	4
COMC 3247	Race and Gender in Media	4	POSC 3131	Politics, Urban Health, and Environment	4
COMC 3268	Media and National Identity	4	POSC 3209	Constitutional Law	4
COMC 3350	Media Law	4	POSC 3210	Civil Rights and Liberties	4
COMC 3370	Ethical Issues in Media	4	POSC 3211	The U.S. Congress - Methods Intensive	4
COMC 3375	Children and Media	4	POSC 3213	Interest Group Politics	4
COMC 3380	International Communication	4	POSC 3214	The U.S. Congress	4
DTEM 3447	Race, Gender, and Digital Media	4	POSC 3215	American Political Parties	4
DTEM 3476	Social Media	4	POSC 3217	The American Presidency	4
ECON 3116	Intermediate Macroeconomics	4	POSC 3218	Constitutional Law and Democracy	4
ECON 3118	Intermediate Microeconomics	4	POSC 3219	Constitutional Law and the Death Penalty	4
ECON 3160	Game Theory	4	POSC 3220	Criminal Law and Justice in the U.S.	4
ECON 3212	Open Economy Macroeconomics	4	POSC 3223	Constitutional Law: Criminal Justice	4
ECON 3240	World Poverty	4	POSC 3228	Civil Rights	4
ECON 3244	International Economic Policy	4	POSC 3231	Judicial Politics	4
ECON 3248	Migration and Development: A Social Justice Perspective	4	POSC 3233	Youth and the Law	4
ECON 3346	International Trade	4	POSC 3301	Campaigns and Elections	4
ECON 3453	Law and Economics	4	POSC 3303	Political Polarization in American Politics	4
ECON 3570	Labor Market and Diversity	4	POSC 3307	Environmental Politics	4
ECON 3636	Money and Banking	4	POSC 3309	Gender in American Politics	4
ECON 3710	Economist as Storyteller	4	POSC 3310	Racial and Ethnic Politics	4
ECON 3850	Environmental Economics	4	POSC 3311	American Social Movements	4
ECON 3971	Urban Economics	4	POSC 3313	Political Psychology	4
ECON 4030	Environmental-Economic Policy	4	POSC 3315	Political Participation	4
ENST 3307	Environmental Politics	4	POSC 3316	Mass Media and American Politics	4
ENST 3308	Catastrophe and Human Survival	4	POSC 3319	Film and Politics	4
GERM 3307	Germany and Migration	4	POSC 3321	American Public Policy	4
			POSC 3324	Politics of Immigration and Citizenship	4
			POSC 3326	Latino Politics	4
			POSC 3327	Gender and Sexuality in US Politics	4
			POSC 3404	American Political Thought	4
			POSC 3405	Radical and Conservative Thought	4
			POSC 3411	Classical Political Thought	4

POSC 3412	Modern Political Thought	4	PSYC 3270	Clinical Child Psychology	4
POSC 3413	Contemporary Political Philosophy	4	PSYC 3300	Industrial Organizational Psychology	4
POSC 3414	Politics, Nature, and History	4	PSYC 3320	Consumer Behavior	4
POSC 3415	Politics, Reason, and Revelation	4	PSYC 3330	Family Psychology	4
POSC 3416	Liberalism and Its Critics	4	PSYC 3600	Multicultural Psychology	4
POSC 3418	Islamic Political Thought	4	PSYC 3610	Global Health and Psychology	4
POSC 3420	Women and Film	4	PSYC 3640	Cross-Cultural-Psychology	4
POSC 3421	Political Theory in Popular Culture	4	PSYC 3700	Human Sexuality	4
POSC 3422	Politics of the Present	4	PSYC 3730	Men and Masculinities	4
POSC 3429	Democratic Theory	4	PSYC 3820	Forensic Psychology	4
POSC 3430	Education Politics and Policy	4	PSYC 3850	Psychology of Well-Being	4
POSC 3456	Late Modern Political Thought	4	PSYC 3930	Introduction to Clinical Psychology	4
POSC 3507	International Human Rights	4	SOCI 2300	Social Networks	4
POSC 3511	War and Peace	4	SOCI 2410	Inequality: Class, Race, and Ethnicity	4
POSC 3515	Revolution	4	SOCI 2420	Social Problems of Race and Ethnicity	4
POSC 3516	Conflict Analysis/Resolution	4	SOCI 2425	Introduction to Asian American Studies	4
POSC 3521	Global Governance	4	SOCI 2606	Social Science Statistics	4
POSC 3522	United Nations	4	SOCI 2625	Data for Social Change	4
POSC 3526	Democracy, Terrorism, and Modern Life	4	SOCI 2701	Introduction to Criminal Justice	4
POSC 3527	United Nations Peace Operations	4	SOCI 2716	Social Change	4
POSC 3530	U.S. Foreign Policy	4	SOCI 2847	The 60s: Sex, Drugs, Rock & Roll	4
POSC 3534	The International Politics of Civilian Protection	4	SOCI 2855	The Journalist as Sociologist	4
POSC 3540	Politics of Cyberspace	4	SOCI 2925	Media, Crime, Sex, and Violence	4
POSC 3605	Comparative Democracy	4	SOCI 2960	Popular Culture	4
POSC 3610	Political Economy of Development	4	SOCI 3001	Ethical Issues in Criminal Justice	4
POSC 3613	Political Movements	4	SOCI 3002	The New Power Elite	4
POSC 3614	Political Institutions	4	SOCI 3017	Inequality in America	4
POSC 3616	Political Economy of Poverty	4	SOCI 3054	Time, Memory, and Identities	4
POSC 3620	British Government and Politics	4	SOCI 3067	Language, Media, Power	4
POSC 3621	European Politics	4	SOCI 3070	The City and Its Neighborhoods	4
POSC 3622	Politics of the European Union	4	SOCI 3102	Contemporary Social Issues and Policies	4
POSC 3624	The Qu'ran and Hadith in the Global Political Perspective	4	SOCI 3114	Sociology of Health and Illness	4
POSC 3630	South Asian Politics	4	SOCI 3115	Pandemic and Power	4
POSC 3631	China and Russia in Comparative Perspective	4	SOCI 3120	Controversies in Religion and International Relations	4
POSC 3632	China and U.S. in Global Era	4	SOCI 3134	Politics of Race, Class, and Gender in Higher Education	4
POSC 3635	China, Japan, Korea, and the U.S. in the Global Era	4	SOCI 3136	Inequality-Why/Effects	4
POSC 3636	China and the Global Economy	4	SOCI 3142	Environmental Sociology	4
POSC 3641	Latin American Politics	4	SOCI 3145	Environment Technology Society	4
POSC 3645	Politics of Immigration	4	SOCI 3148	Population and Economic Development Issues	4
POSC 3651	Comparative Politics of the Middle East	4	SOCI 3149	Economic Sociology	4
POSC 3653	Religion and Society in the Middle East	4	SOCI 3152	Sociology of Sports	4
POSC 3800	Internship	3	SOCI 3249	For the Death of Me! Socio-Cultural Perspectives on Death and Dying	4
POSC 3915	International Political Economy	4	SOCI 3256	Political Sociology in Film	4
POSC 3916	Understanding the Global Economy	4	SOCI 3260	Politics of Reproduction	4
POSC 4022	Seminar: China in Global Affairs	4	SOCI 3401	Gender, Crime, and Justice	4
POSC 4260	Seminar: Sex and Sexuality in U.S Politics	4	SOCI 3405	Gender, Race, and Class	4
POSC 4545	Seminar: Russian Politics and Society	4	SOCI 3406	Race/Social Construct	4
PSYC 3100	Health Psychology	4	SOCI 3410	Migration/Globalization	4
PSYC 3110	Cognitive Neuroscience	4	SOCI 3415	Development and Globalization	4

SOCI 3418	Contemporary Immigration in Global Perspective	4
SOCI 3419	Living in the Shadows: Undocumented Migration	4
SOCI 3425	Racial Segregation: An American Story	4
SOCI 3450	Transnational Social Movements	4
SOCI 3456	Modern Social Movements	4
SOCI 3457	Medicine, Science, and Social Movements	4
SOCI 3471	Undocumented Migration	4
SOCI 3500	Contemporary Family Issues	4
SOCI 3502	Work, Inequality, and Society in 21st Century America	4
SOCI 3505	Coming of Age: Adulthood	4
SOCI 3506	Diversity in American Families	4
SOCI 3601	Urban Poverty	4
SOCI 3603	Urban America	4
SOCI 3606	The Global City	4
SOCI 3610	The Family	4
SOCI 3670	Hispanic Women	4
SOCI 3708	Law and Society	4
SOCI 3711	American Criminal Justice	4
SOCI 3713	Criminology	4
SOCI 3714	Terrorism and Society	4
SOCI 4444	Unstrange Minds: On the Ethical Dimensions of Neurological and Cognitive Difference	4
SOCI 4500	Demography and Data Analysis	4
SOCI 4963	Population and Society	4
SPAN 3007	Spanish Linguistics	4
WGSS 3000	Gender and Sexuality Studies	4
WGSS 3004	Transnational Feminisms	4
WGSS 3141	Women in Africa	4

Capstone Courses

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

One Required Course

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

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

Course	Title	Credits
AAST 4150	Race and Contemporary Film	4
AAST 4600	Anger in Asian American Literature and Culture	4
AAST 4603	Asian American Critique	4
AAST 4616	Contemporary Issues in Asian America	4
AFAM 4105	Queer Caribbean and Its Diasporas	4
AFAM 4147	Food and Globalization	4
AFAM 4148	Race, Religion, and Politics: Catholic and Civil Rights	4
AMCS 4950	Christianity and Gender/Sexual Diversity: Interdisciplinary Perspectives	4
AMST 4010	Approaches to American Studies	4
ANTH 4004	Art Worlds: Anthropology and Sociology Perspectives	4
ANTH 4006	Palestinian Culture at Home and in Diaspora	4
ANTH 4114	Anthropology of Health Healing and Social Justice	4
ANTH 4341	Race, Sex, and Science	4
ANTH 4344	Reproductive Technologies: Global Perspective	4
ANTH 4373	Environment and Human Survival	4
ANTH 4490	Anthropology of Political Violence	4
ANTH 4616	Contemporary Issues in Asian America	4
ANTH 4722	Primate Ecology and Conservation	4
ARHI 4250	Aztec Art	4
ARHI 4435	Art of the Tudor Courts	4
ARHI 4555	Art & Ecology in the 19th, 20th & 21st century	4
BISC 4035	Ecology and Economics of Food Systems	4
CEED 4245	Ethics in Research	4
CHEM 4251	Physical and Computational Models of Biochemical Systems	3
CISC 4001	Computers and Robots in Film	4
CISC 4006	Brains and Behavior in Beasts and Bots	4
CLAS 4020	The Classical Tradition in Contemporary Fiction and Film	4
CLAS 4050	Ancient Roman Cities	4
CLAS 4051	Ancient Greece: Classical Study Tour	4
CLAS 4545	Bath Cultures and Bathing Rituals From Antiquity to Brooklyn	4
COLI 4018	Cuba: Revolution, Literature and Film	4
COLI 4020	Literature, Film and Development	4
COLI 4021	The Classical Tradition in Contemporary Fiction and Film	4
COLI 4150	Race and Contemporary Film	4
COLI 4206	Comparative Studies in Revolution	4
COLI 4207	Comparative Studies in Empire	4
COLI 4211	Empire and Sexuality	4
COLI 4217	Health, Self, and Capital: The Art of Living and Its Discontents	4
COLI 4320	Reading the Indian Ocean World	4

COLI 4600	Anger in Asian American Literature and Culture	4	HIST 4000	History, Philosophy, and Law: Problems in Interpretation	4
COLI 4603	Asian American Critique	4	HIST 4005	American Photography: History and Art	4
COMC 4211	Media and Modernity	4	HIST 4007	Medieval Autobiographies	4
COMC 4222	Media and the Environment	4	HIST 4008	Race and Gender in the Old West	4
COMC 4241	Communication, Popular Culture, and Philosophy	4	HIST 4009	Film, Fiction, and Power in the American Century	4
COMC 4246	Media, Disability, Futurity	4	HIST 4019	Luther and Loyola	4
COMC 4268	Media and the Social Construction of Reality	4	HIST 4031	Rise of the American Suburb	4
COMC 4340	Freedom of Expression	4	HIST 4048	Israel: History, Society, Politics and Culture	4
COMC 4348	Religion, Theology, and New Media	4	HIST 4057	Seminar: History and Film	4
ECON 4020	Disability: Economic and Other Approaches	4	HIST 4104	Food and Drink in Modern Society	4
ECON 4025	Bronx Urban Economic Development	4	HIST 4105	The Early Modern World: Art and Science	4
ECON 4035	Ecology and Economics of Food Systems	4	HIST 4115	Communication and Media in History: From Gutenberg to Google	4
ENGL 4005	The Medieval Traveler	4	HIST 4137	Hysteria, Sexuality, and the Unconscious	4
ENGL 4015	London Modernisms: 1890-1956: Unreal City	4	HIST 4152	The Italian Renaissance	4
ENGL 4020	Adrienne Kennedy: Text and Performance	4	HIST 4195	The Crusader Kingdom of Jerusalem	4
ENGL 4137	Hysteria, Sexuality, and the Unconscious	4	HIST 4295	Confucianism in Three Keys: The History, Philosophy, and Politics of Confucianism	4
ENGL 4142	Contemplating the Cloisters	4	HIST 4312	Antisemitism and Racism	4
ENGL 4143	Shakespeare: Text and Performance	4	HIST 4435	Art of the Tudor Courts	4
ENGL 4144	Hamlet: Text and Performance	4	HIST 4548	World War II: History, Literature, and Film	4
ENGL 4145	Dramaturgy	4	HIST 4654	Medieval London	4
ENGL 4146	The Body in Contemporary Women's Literature and Art	4	HIST 4998	Study Tour: Medieval Spain	4
ENGL 4147	Food and Globalization	4	JOUR 4766	Television News Innovators	4
ENGL 4148	Medieval Drama in Performance	4	JOUR 4767	History of Women's Magazines	4
ENGL 4150	Race and Contemporary Film	4	LALS 4001	Music, Text, and the Imperial Encounter	4
ENGL 4152	The Tempest: Text and Performance	4	LALS 4005	Queer Theory and the Americas	4
ENGL 4184	Postwar American Literature and Culture	4	LALS 4105	Queer Caribbean and Its Diasporas	4
ENGL 4185	Caribbean Islands and Oceans	4	LALS 4192	Rediscovering the New World	4
ENGL 4190	Shakespeare/Dylan: Plays, Songs, Conversations	4	LALS 4347	Latinx Borders	4
ENGL 4206	Comparative Studies in Revolution	4	LALS 4855	Fascisms, Aesthetics and the Hispanic World	4
ENGL 4207	Comparative Studies in Empire	4	LING 4015	Language and Thought	4
ENGL 4208	Narrative Across Media: Literature, Music, Film	4	LING 4020	Language and Race	4
ENGL 4211	Empire and Sexuality	4	MEST 4701	Urban Theatre, Music, Dance: Culture and the Formation of the Middle East Identities	4
ENGL 4217	Health, Self, and Capital: The Art of Living and Its Discontents	4	MLAL 4005	Queer Theory and the Americas	4
ENGL 4227	Black Literature and Film	4	MLAL 4006	Dante's Cosmos: Medieval Science, Theology, and Poetry in the Divina Commedia	4
ENGL 4246	Media, Disability, Futurity	4	MLAL 4007	Oral History, Literature & Film	4
ENGL 4370	Disgust in Literature and Psychology	4	MLAL 4347	Latinos: Fact and Fiction	4
ENGL 4421	Disability, Literature, Culture: Neurological, Mental & Cognitive Difference in Culture & Context	4	MUSC 4000	Music and Nationalism	4
ENGL 4490	British Literature, History, and Culture of the Great War	4	MUSC 4001	Music, Text, and the Imperial Encounter	4
ENGL 4548	World War II: History, Literature, and Film	4	MVST 4005	The Medieval Traveler	4
ENGL 4600	Anger in Asian American Literature and Culture	4	MVST 4006	Dante's Cosmos: Science, Theology, and Literature	4
ENGL 4603	Asian American Critique	4	MVST 4007	The Medieval Foundations of Modernity: Petrarch and the Origins of Modern Consciousness	4
			MVST 4008	Medieval Autobiographies	4
			MVST 4009	Medieval Jerusalem	4

MVST 4010	Medieval Franciscans and the Dream of a Just Economy	4	SOCI 4962	Health/Inequality in the US	4
MVST 4040	Exploring Medieval New York	4	SOCI 4965	Science Fiction and Social Crisis	4
MVST 4654	Medieval London	0-4	SOCI 4990	Conflict Resolution and Justice Creation	4
MVST 4998	Study Tour: Medieval Spain	4	SPAN 4005	Painting the Empire: Understanding the Spanish Empire Through Art and Literature	4
PHIL 4301	Happiness and Well-Being	4	SPAN 4018	Cuba: Revolution, Literature and Film	4
PHIL 4302	Environmental Policy and Ethics	4	SPAN 4347	Latinx Borders	4
PHIL 4303	Human Error: Philosophical and Psychological Perspectives	4	SPAN 4511	Spanish Civil War	4
PHIL 4304	The Philosophy and Economics of Law	4	SPAN 4520	Spain in Context	4
PHIL 4310	Human Rights in Context	4	SPAN 4855	Fascisms, Aesthetics and the Hispanic World	4
PHIL 4315	Jane Austen and Moral Philosophy	4	THEA 4020	Adrienne Kennedy: Text and Performance	4
PHIL 4366	Scientific Progress and the History of Science	4	THEA 4143	Shakespeare: Text and Performance	4
PHIL 4370	Nature, History, and the Anthropocene	4	THEA 4144	Hamlet: Text and Performance	4
PHIL 4422	Harry Potter and Philosophy (ICC)	4	THEA 4145	Dramaturgy	4
PHYS 4192	Rediscovering the New World	4	THEA 4148	Medieval Drama	4
POSC 4001	Rhetorical Arts & Politics in the Ignatian Tradition: A London Study Tour	4	THEA 4152	The Tempest: Text and Performance	4
POSC 4010	Taming "Wicked Problems": Social Science Research and Solutions Lab	4	THEO 4009	Medieval Jerusalem	4
POSC 4013	Religion and American Politics	4	THEO 4013	Religion and American Politics	4
POSC 4015	American Economic Policymaking	4	THEO 4036	Human Nature After Darwin	4
POSC 4020	Place, Space, and Immigrant Cities	4	THEO 4037	Nature in Historical and Ethical Perspective	4
POSC 4025	Youth and Politics	4	THEO 4040	Home, Away, and In-Between	4
POSC 4036	Human Nature After Darwin	4	THEO 4050	On Time and Its Value	4
POSC 4037	Social Movements and Revolutions	4	THEO 4055	What is College For?	4
POSC 4055	What Is College For?	4	THEO 4060	Religious Faith and Doubt in Western Thought	4
PSYC 4000	History and Systems of Psychology	4	THEO 4062	Hagar in the Bible and Beyond	4
PSYC 4015	Language and Thought	4	THEO 4105	Religion, Gender, and Sexuality	4
PSYC 4245	Ethics in Research	4	THEO 4411	Religion, Theology, and New Media	4
PSYC 4310	Aging and Society	4	THEO 4545	Bath Cultures and Bathing Rituals From Antiquity to Brooklyn	4
PSYC 4330	Music and Psychology	4	THEO 4630	G.O. Deeper. Interdisciplinary Inquiries	4
PSYC 4350	The Psychology of Race, Place, and Power	4	THEO 4852	Spirituality, Health, and Healing	4
PSYC 4370	Disgust in Literature and Psychology	4	THEO 4853	Spirituality and Politics	4
PSYC 4855	Participatory Action Research	4	THEO 4870	Economic Foundations of Catholic Social Teaching	4
SOCI 3044	Poverty and Community Development	4	THEO 4950	Christianity and Gender/Sexual Diversity: Interdisciplinary Perspectives	4
SOCI 4004	Art Worlds: Anthropology and Sociology Perspectives	4	WGSS 4005	Queer Theory and the Americas	4
SOCI 4010	Taming "Wicked Problems": Social Science Research and Solutions Lab	4	WGSS 4105	Religion, Gender, and Sexuality	4
SOCI 4020	Place, Space, and Immigrant Cities	4	WGSS 4341	Race, Sex, and Science	4
SOCI 4052	An Ethics of Modern Selfhood: The Pursuit of Authenticity	4	WGSS 4344	Reproductive Technologies: Global Perspective	4
SOCI 4105	Religion, Gender, and Sexuality	4	WGSS 4400	Gender, Bodies, and Sexuality	4
SOCI 4245	Ethics in Research	4	WGSS 4950	Christianity and Sexual Diversity	4
SOCI 4400	Gender, Bodies, and Sexuality	4	WMST 4005	Queer Theory and the Americas	4
SOCI 4408	Diversity in American Society	4			
SOCI 4420	Religious Freedom and American Democracy	4			
SOCI 4421	Disability, Literature, Culture: Neurological, Mental, & Cognitive Difference In Culture & Context	4			
SOCI 4961	Urban Issues and Policies	4			

Values Seminar

One Required Course

In these courses, students will learn to identify, take seriously, and think deeply and fairly about complex ethical issues in contemporary and former times. Faculty from all departments in the Arts and Sciences will develop these capstone seminars. These small, writing intensive topical

seminars will be offered in the Eloquentia Perfecta format and fulfill the EP4 requirement (p. 55).

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

Course	Title	Credits
AFAM 4000	Affirmative Action and the American Dream	4
AFAM 4192	Race and Religion in the Transatlantic World	4
AFAM 4650	Social Welfare and Society	4
ARHI 4230	Art and Ethics: Articulating Function in the Visual Arts	4
ARHI 4562	Art and the Second World War	4
CISC 4650	Cyberspace: Issues and Ethics	4
CISC 4660	Minds, Machines, and Society	4
CLAS 4040	The Birth of Learning: Classical Education Then, Now, and in New York City	4
COLI 4420	Ethics and Intelligence	4
COLI 4570	Films of Moral Struggle	4
COMC 4360	Communication Ethics and the Public Sphere	4
COMC 4370	Ethical Controversies in 21st Century Media	4
COMC 4380	Media and Moral Philosophy	4
DANC 4000	Art and Ethics	4
STEM 4480	Digital Media and Public Responsibility	4
ECON 4110	Ethics and Economics	4
ENGL 4044	Incarceration: History, Literature, Film	4
ENGL 4096	Hobbits/Heroes/Hubris	4
ENGL 4126	Ten Short Films About Morality	4
ENGL 4135	Bible in English Poetry	4
ENGL 4141	Death in the Middle Ages	4
ENGL 4149	Modern Drama as Moral Crucible	4
ENGL 4155	The Seven Deadly Sins	4
ENGL 4209	Literature of Peace and War	4
ENGL 4215	Law and Literature	4
ENGL 4216	Animal Welfare in Literature and Culture	4
ENGL 4228	Black Protest from Slavery to #BlackLivesMatter	4
ENGL 4403	Extraordinary Bodies	4
ENGL 4420	Ethics and Intelligence	4
FITV 4570	Films of Moral Struggle	4
FITV 4660	Ethics of Reality Television	4
HIST 4011	Why America Fights	4
HIST 4012	Values and Global Capitalism	4
HIST 4021	Ethical Responsibility and Historical Representation	4
HIST 4308	Antisemitism	4
HIST 4310	Africa, Race, and the Global Cold War	4
HIST 4510	Conquest, Conversion, Conscience	4
HIST 4591	Seminar: Race, Sex, and Colonialism	4
INST 4620	The World of Democracy	4
JOUR 4750	Values in the News	4
LALS 4100	Speaking For/As the Other	4
LALS 4510	Conquest, Conversion, Conscience	4
MATH 4001	Mathematical Ethics Practicum	4
MLAL 4010	Anni Di Piombo/Years of Lead: Culture, Politics, and Violence	4
MLAL 4011	Anni Di Piombo/Years of Lead: Culture, Politics, and Violence	4
MLAL 4100	Speaking For/As the Other	4
PHIL 4205	Seminar: Justice and Social Identity	4
PHIL 4320	Utopias and Dystopias	4
PHIL 4405	Freedom of Expression and Toleration	4
PHIL 4407	Gender, Power, and Justice	4
PHIL 4408	Hospitality and Cosmopolitanism	4
PHIL 4409	Environmental Ethics	4
PHIL 4410	Love and Empire	4
PHIL 4412	Classical Values: Art of Living	4
PHIL 4413	Religion and Morality	4
PHIL 4416	Art, Morality, and Politics	4
PHIL 4418	Issues of Life and Death	4
PHIL 4423	Business Ethics	4
PHIL 4425	Buddhist Moral Thought	4
PHIL 4430	Education and Democracy	4
PHIL 4436	Rethinking Citizenship	4
PHIL 4442	Fantasy and Philosophy	4
PHIL 4444	AI, Sci Fi, and Human Value	4
PHIL 4455	Respectful Disagreement	4
PHIL 4470	Lincoln: Democratic Values	4
PHIL 4473	War and Peace: Just War Theory	4
PHIL 4480	Technology and Values	4
PHIL 4484	Freedom and Responsibility	4
PHIL 4486	Evil, Vice, and Sin	4
PHIL 4490	Itineraries of Desire	4
POSC 4210	Seminar: State, Family, and Society	4
POSC 4400	Seminar: Global Justice	4
POSC 4515	Seminar: International Politics of Peace	4
POSC 4620	Seminar: The World of Democracy	4
POSC 4900	Seminar: Democracy, Development, and the Global Economy	4
PSYC 4340	Law and Psychology	4
PSYC 4900	Psychology and Human Values	4
PSYC 4920	Youth, Values, and Society	4
PSYC 4930	Codes for Mental Health Services	4
SOCI 4444	Unstrange Minds: On the Ethical Dimensions of Neurological and Cognitive Difference	4
SOCI 4970	Community Service/Social Action	4
SOCI 4971	Dilemmas of the Modern Self	4
THEA 4500	Theatre, Creativity, and Values	4
THEO 4005	Women and Theology	4
THEO 4008	Religion and Ecology	4
THEO 4010	Death and Dying	4
THEO 4011	The New Testament and Moral Choices	4
THEO 4014	Religion and Law	4
THEO 4025	Future of Marriage in the 21st Century	4
THEO 4026	Theologies of Peace	4

THEO 4027	The Ethics of Life	4
THEO 4028	Religion & Bioethics	4
THEO 4030	Moral Aspects of Medicine	4
THEO 4035	Professional Responsibilities and Organizational Ethics	4
THEO 4051	Religion and the Making of the Self	4
THEO 4444	Anthropocene: Sciences, Fictions, and Ethical Futures	4
THEO 4455	Eucharist, Justice, and Life	4
THEO 4570	Orthodox Christian Ethics	4
THEO 4600	Religion and Public Life	4
THEO 4847	Theologies of Liberation	4
THEO 4864	The Consistent Life Ethic: From Cardinal Bernardin to Pope Francis	4
VART 4300	Representation in Art	4

Disciplinary Ways of Knowing

Mathematical/Computational Reasoning

One Required Course

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

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

Course	Title	Credits
CISC 1100	Structures of Computer Science	3
CISC 1400	Discrete Structures	4
CISC 1600	Computer Science I	3
CISC 1800	Introduction to Computer Programming	3
MATH 1003	Mathematics and Democracy	3
MATH 1100	Finite Mathematics	3
MATH 1203	Applied Calculus I	3
MATH 1206	Calculus I	4
MATH 1700	Mathematical Modelling	4

Natural Science

Two Courses in Sequence: Physical Science and Life Science

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

courses, students will develop skills in critical thinking and discernment; qualitative and quantitative reasoning; written and oral communication; and formulation, analysis, and solution of complex problems.

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

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

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

Physical Science courses for Non-science Majors

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

Course	Title	Credits
CHEM 1102	Drug Discovery: From the Laboratory to the Clinic	3
CHEM 1104	Chemistry and the Artistic Image	3
CHEM 1109	Chemistry of the Environment	3
CHEM 1110	Forensic Science	3
NSCI 1010	Physical Sciences: From Past to Present	3
NSCI 1020	Physical Science: Today's World	3
NSCI 2020	An Introduction to Geology	3
PHYS 1201	Introduction to Astronomy	3
PHYS 1203	Environmental Physics	3
PHYS 1207	Physics of Light and Color	3
PHYS 1242	Science Fiction Physics	3
PHYS 1350	The Physics of Climate Change	3

Life Science for Non-science Majors

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

Course	Title	Credits
ANTH 1200	Introduction to Biological Anthropology	3
ANTH 1600	Introduction to Human Variation	3
BISC 1000	Life on the Planet Earth	3
BISC 1001	Human Biology	3
BISC 1002	Ecology: A Human Approach	3
BISC 1010	Foundations of Biology	3
NSCI 1030	Human Function and Dysfunction	3
NSCI 1040	People and the Living Environment	3
PSYC 1100	Biopsychology	3

Two-Course Disciplinary Introduction Sequences (mainly for science majors)

Course	Title	Credits
Rose Hill courses		
<i>Biology:</i>		
BISC 1403 & BISC 1413	Introductory Biology I and Introductory Biology Lab I	5
BISC 1404 & BISC 1414	Introductory Biology II and Introductory Biology Lab II	5
<i>Chemistry:</i>		
CHEM 1321 & CHEM 1331	General Chemistry I and General Chemistry Lab I	6
CHEM 1322 & CHEM 1332	General Chemistry II and General Chemistry Lab II	6
<i>General Physics:</i>		
PHYS 1501 & PHYS 1511	General Physics I and Physics I Lab	4
PHYS 1502 & PHYS 1512	General Physics II and Physics II Lab	4
<i>Introduction to Physics:</i>		
PHYS 1601 & PHYS 1511	Introduction to Physics I and Physics I Lab	5
PHYS 1602 & PHYS 1512	Introduction to Physics II and Physics II Lab	5
<i>Physics:</i>		
PHYS 1701 & PHYS 1511	Physics I and Physics I Lab	4
PHYS 1702 & PHYS 1512	Physics II and Physics II Lab	4
Lincoln Center		
<i>Introductory Biology:</i>		
NSCI 1403 & NSCI 1413	General Biology Lecture I and General Biology Lab I	5
NSCI 1404 & NSCI 1414	General Biology Lecture II and General Biology Lab II	5
<i>Concepts in Biology:</i>		
NSCI 1423 & NSCI 1433	Concepts in Biology Lecture I and Concepts in Biology Lab I	5
NSCI 1424 & NSCI 1434	Concepts in Biology Lecture II and Concepts in Biology Lab II	5
<i>General Chemistry:</i>		
NSCI 1321 & NSCI 1331	General Chemistry Lecture I and General Chemistry Lab I	6
NSCI 1322 & NSCI 1332	General Chemistry Lecture II and General Chemistry Lab II	6
<i>General Physics:</i>		
NSCI 1501 & NSCI 1511	General Physics Lecture I and General Physics Lab I	4
NSCI 1502 & NSCI 1512	General Physics Lecture II and General Physics Lab II	4
<i>Physics:</i>		
NSCI 1701 & NSCI 1511	Physics I and General Physics Lab I	4
NSCI 1702 & NSCI 1512	Physics II and General Physics Lab II	4

Philosophy of Human Nature**One Required Course**

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

Course	Title	Credits
PHIL 1000	Philosophy of Human Nature	3

Faith and Critical Reason**One Required Course**

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

Course	Title	Credits
THEO 1000	Faith and Critical Reason	3

Fine and Performing Arts**One Required Course**

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

The following courses have the FACC (Fine and Performing Arts) attribute:

Course	Title	Credits
ARHI 1100	Art History Introduction: World Art	3
ARHI 1101	Introduction to Art History: Europe	3
ARHI 1102	Introduction to Art History: Asia	3
ARHI 1103	Introduction to Art History: Americas	3
ARHI 1104	Introduction to Art History: Africa and African Diaspora	3
ARHI 1105	Introduction to Art History: Architecture	3
ARHI 1298	Art History AP	3
ARHI 3480	Art and Architecture in London	4
MUSC 1051	Who Cares If You Listen?! Music, Culture, and the Critical Ear	3
MUSC 1100	Introduction to Music History	3
THEA 1100	Invitation to Theatre	3
THEA 3520	Producing through a Social Justice Lens	4
VART 1101	Urbanism	3
VART 1135	Visual Thinking	3

Texts and Contexts

One Required Course

The introductory core course in English literature, which may include literature in translation, will teach the arts of literary interpretation by developing techniques of close reading, an appreciation of the relations among literary works and the contexts in which they are written and read, and an ability to write critically about the interplay between text and context. The sections of this course will offer students choice among thematic and topical foci, which will be specified in each section title and spelled out in the section's description. All sections will be offered in the Eloquentia Perfecta format, which emphasizes writing and presentation and fulfill the EP2 requirement (p. 55).

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

Course	Title	Credits
CLAS 2000	Texts and Contexts	3
COLI 2000	Texts and Contexts	3
ENGL 1004	Texts and Contexts: Upward Mobility and the Common Good	3
ENGL 2000	Texts and Contexts	3
HPLC 1201	Honors: English	3
MLAL 1010	Spanish Colonialism Through Film	3
MLAL 2000	Texts and Contexts	3

Prerequisite: ENGL 1102 Composition II

Understanding Historical Change

One Required Course

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

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

Course	Title	Credits
AFAM 1600	Understanding Historical Change: Africa	3
CLAS 1210	Understanding Historical Change: Ancient Greece	3
CLAS 1220	Understanding Historical Change: Ancient Rome	3
HIST 1000	Understanding Historical Change: Modern Europe	3
HIST 1075	Understanding Historical Change: Renaissance to Revolution in Europe	3
HIST 1100	Understanding Historical Change: American History	3
HIST 1103	Understanding Historical Change: Fighting for Equal Rights in American History	3
HIST 1200	Understanding Historical Change: Ancient History	3

HIST 1210	Understanding Historical Change: Ancient Greece	3
HIST 1220	Understanding Historical Change: Ancient Rome	3
HIST 1240	Understanding Historical Change: The Ancient World	3
HIST 1300	Understanding Historical Change: Medieval	3
HIST 1400	Understanding Historical Change: Latin America	3
HIST 1450	Understanding Historical Change: South Asian History	3
HIST 1550	Understanding Historical Change: Modern East Asia	3
HIST 1551	Understanding Historical Change: Representations of China and The West	3
HIST 1600	Understanding Historical Change: Africa	3
HIST 1650	Understanding Historical Change: The Black Atlantic	3
HIST 1700	Understanding Historical Change: Mideast	3
HIST 1750	Understanding Historical Change: Islamic History and Culture	3
HIST 1850	Understanding Historical Change: Jews in the Ancient and Medieval World	3
HIST 1851	Understanding Historical Change: Jews in the Modern World	3
HIST 1925	Understanding Historical Change: Science and Technology	3
LALS 1400	Understanding Historical Change: Latin America	3

Social Sciences

One Required Course

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

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

Course	Title	Credits
AFAM 1650	Black Popular Culture	4
ANTH 1050	Anthropology Focus	3
ANTH 1100	Introduction to Cultural Anthropology	3
ANTH 1300	Introduction to Archaeology	3
ANTH 1413	Language and Culture	4
COMC 2175	Persuasion and Public Opinion	4
COMC 2329	Media Industries	4
COMC 2377	Mass Communication and Media Effects	4
COMM 1000	Fundamentals of Communication and Media Studies	3

COMM 1010	Introduction to Communication and Media Studies	3
DTEM 2459	Social History of Communication and Technology	4
ECON 1100	Principles of Macroeconomics	3
ECON 1200	Principles of Microeconomics	3
JOUR 1761	The Power of News	3
LING 1500	Introduction to Psycholinguistics	3
POSC 1100	Introduction to Politics	3
POSC 1298	Government and Politics Comparative	3
POSC 1299	Government & Politics: US	3
PSYC 1004	The Mind-Body Connection: Introduction to Behavioral Health	3
PSYC 2600	Social Psychology	4
PSYC 2601	Lab in Social Psychology	5
PSYC 2700	Infant and Child Development	4
PSYC 2710	Adolescent and Adult Development	4
PSYC 2800	Personality	4
PSYC 2900	Psychopathology	4
SOCI 1025	Sociology of American Culture	3
SOCI 1050	Sociology Focus	3
SOCI 1100	Introduction to Sociology	3
SOCI 1102	Introduction to Sociology: Health Focus	3

Distributive Requirements

Eloquentia Perfecta Seminars

Four Required Courses

Eloquentia Perfecta (EP) seminars will dedicate at least one-fifth of class time to student writing and oral expression. Students will be expected to take four EP seminars during the undergraduate years. EP1 and EP3 apply to designated sections of individual courses, but are not listed in this bulletin. The EP2 and EP4 requirements are automatically fulfilled by completing, respectively, the Texts and Contexts (p. 54) and Values Seminars (p. 50) core requirements.

- EP1: Special sections of courses, which are reserved for first year students. Upper class transfer students are exempted from EP1.
- EP2: All sections of Texts and Contexts (p. 54) will be designated Eloquentia Perfecta 2.
- EP3: Special sections of core, major, and elective courses will be designated Eloquentia Perfecta 3.
- EP4: All Values Seminars (p. 50) will be designated Eloquentia Perfecta 4.

Courses in this bulletin that fulfill the EP2 and EP4 requirements are designated as such with the respective attribute on the course description itself. Individual sections with the EP1 or EP3 attribute are not visible in this bulletin or Degree Works because courses often have versions where EP1 or EP3 status depends on the instructor and syllabus. EP1 and EP3 sections may be found by searching for them using Browse Classes in the Registration tools in the portal.

Global Studies

One Required Course

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

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

Course	Title	Credits
AFAM 1600	Understanding Historical Change: Africa	3
AFAM 3037	Being and Becoming Black in the Atlantic World	4
AFAM 3072	Civil Wars in Africa	4
AFAM 3075	Democracy in Africa	4
AFAM 3141	Women and Social Change in Africa	4
AFAM 3142	Women, Power, and Leadership in Africa	4
AFAM 3146	African Immigrants in the United States	3
AFAM 3148	History of South Africa	4
AFAM 3150	Caribbean Peoples and Culture	4
AFAM 3188	Exploring Africa: Encounter, Expedition, and Representation	4
AFAM 3210	On the Move: Migration, Labor, and Trans-Nationalism in the African Diaspora	4
AFAM 3510	In "America's Backyard": U.S.-Caribbean Social, Political, and Economic Relations 1850-1950	4
AFAM 3530	Race, Climate Change, and Environmental Justice in the African Diaspora	4
AFAM 3667	Caribbean Literature	4
AFAM 3688	African Literature I	4
AFAM 3689	African Literature II	4
AFAM 3693	Contemporary African Literatures	4
AFAM 3955	Slavery Freedom/Atlantic World	4
AMCS 3256	Comparative Economic Systems	4
ANTH 1100	Introduction to Cultural Anthropology	3
ANTH 1300	Introduction to Archaeology	3
ANTH 1413	Language and Culture	4
ANTH 2500	Taboo: Anthropology of the Forbidden	4
ANTH 2619	Magic, Science, and Religion	4
ANTH 2770	Anthropology of Childhood	4
ANTH 2886	Anthropology of Gender and Sexuality	4
ANTH 2895	Anthropology of Capitalism	4
ANTH 3013	Anthropology of Palestinian Communities	4
ANTH 3110	Ancient Cultures of the Bible	4
ANTH 3111	New World Archaeology	4
ANTH 3260	Politics of Reproduction	4
ANTH 3343	Ghettos and Gated Communities	4
ANTH 3351	Comparative Cultures	4
ANTH 3356	Uprisings: Protest and Resistance Across the Globe	4
ANTH 3470	People and Cultures of Latin America	4

ANTH 3725	Anthropological Theory	4	ECON 3210	Development Economics	4
ANTH 4006	Palestinian Culture at Home and in Diaspora	4	ECON 3212	Open Economy Macroeconomics	4
ANTH 4114	Anthropology of Health Healing and Social Justice	4	ECON 3235	Economy of Latin America	4
ANTH 4200	Climate Change and Culture	4	ECON 3240	World Poverty	4
ANTH 4344	Reproductive Technologies: Global Perspective	4	ECON 3242	Global Economic Issues	4
ANTH 4373	Environment and Human Survival	4	ECON 3256	Comparative Economic Systems	4
ANTH 4600	Global South Megacities	4	ENGL 3059	Creating Dangerously: Writing Across Conflict Zones	4
ARHI 1100	Art History Introduction: World Art	3	ENGL 3145	Medieval Love in Comparison: Christian, Jewish, and Muslim Perspectives	4
ARHI 1102	Introduction to Art History: Asia	3	ENGL 3802	Literature and Imperialism	4
ARHI 1103	Introduction to Art History: Americas	3	ENGL 3803	Empire and Sexuality	4
ARHI 1105	Introduction to Art History: Architecture	3	ENGL 3839	Postcolonial Literatures	4
ARHI 2211	The Arts and Visual Culture of China and Beyond	4	ENGL 4005	The Medieval Traveler	4
ARHI 2221	Japanese Visual Culture: Prehistory to Present	4	ENGL 4206	Comparative Studies in Revolution	4
ARHI 2223	Art and Violence in Modern Asia	4	ENGL 4210	Comparative Studies in Atlantic Revolutions	4
ARHI 2230	Islamic Art	4	ENGL 4211	Empire and Sexuality	4
ARHI 2250	Ancient American Art	4	FITV 3588	Global Cinema	4
ARHI 2257	Modern Latin American Art	4	FITV 3688	Global Television	4
ARHI 2526	Art and the Black Atlantic	4	FREN 3480	Francophone Caribbean Literature	4
ARHI 2527	London Monuments: Power, Protest, and Public Space	4	FREN 3492	Climate Change and Sustainable Development in the Francophone World	4
ARHI 2552	Modern Asian Art	4	FREN 3637	Francophone Middle East	4
ARHI 2553	Art, Gender, and Sexuality in Asia	4	FREN 3640	Postcolonial Representation	4
ARHI 4250	Aztec Art	4	HIST 1400	Understanding Historical Change: Latin America	3
ARHI 4562	Art and the Second World War	4	HIST 1450	Understanding Historical Change: South Asian History	3
COLI 3119	Contemporary Middle East Film and Literature	4	HIST 1500	Introduction to Asian History	3
COLI 3145	Medieval Love in Comparison: Christian, Jewish, and Muslim Perspectives	4	HIST 1550	Understanding Historical Change: Modern East Asia	3
COLI 3434	The Avant-Gardes: Europe and Latin America	4	HIST 1551	Understanding Historical Change: Representations of China and The West	3
COLI 3440	Arabic Literature in English Translation	4	HIST 1600	Understanding Historical Change: Africa	3
COLI 3476	Conflict and Violence in Francophone African Cinemas	4	HIST 1650	Understanding Historical Change: The Black Atlantic	3
COLI 3480	Francophone Caribbean Literature	4	HIST 1700	Understanding Historical Change: Mideast	3
COLI 3689	African Literature II	4	HIST 1750	Understanding Historical Change: Islamic History and Culture	3
COLI 3802	Literature and Imperialism	4	HIST 1850	Understanding Historical Change: Jews in the Ancient and Medieval World	3
COLI 3803	Empire and Sexuality	4	HIST 1851	Understanding Historical Change: Jews in the Modern World	3
COLI 3839	Postcolonial Literatures	4	HIST 3073	African Intellectual History	4
COLI 3840	Latin American Culture Through Film	4	HIST 3450	Black British History	4
COLI 4018	Cuba: Revolution, Literature and Film	4	HIST 3538	The Good Earth?	4
COLI 4206	Comparative Studies in Revolution	4	HIST 3543	The Connecting Sea: The Mediterranean Since 1800	4
COLI 4210	Comparative Studies in Atlantic Revolutions	4	HIST 3634	Modern South Asian History	4
COLI 4211	Empire and Sexuality	4	HIST 3670	The Modern Middle East	4
COLI 4320	Reading the Indian Ocean World	4	HIST 3695	Major Debates in African Studies	4
COMC 2278	Media, Culture, and Globalization	4	HIST 3809	Jews in the Modern World	4
COMC 2279	Contemporary Asian Media Cultures	4	HIST 3858	The Global Cold War	4
COMC 3268	Media and National Identity	4			
COMC 3380	International Communication	4			

HIST 3900	Global Histories of Forensic Science	4	MEST 4701	Urban Theatre, Music, Dance: Culture and the Formation of the Middle East Identities	4
HIST 3915	Contemporary China	4	MLAL 3031	Chinese Cultural Concepts	4
HIST 3920	Modern Japan	4	MLAL 3043	Aesthetics and Politics: Modern Chinese Literature	4
HIST 3922	East Asian Cities	4	MLAL 3047	Confucianism, Taoism, and Buddhism: Chinese Thought and Literature	4
HIST 3948	Gandhi: A Global Intellectual History	4	MLAL 3075	Gender and China	4
HIST 3951	Popular Education and Social Change in the Americas	4	MLAL 3440	Arabic Literature in English Translation	4
HIST 3955	Slavery Freedom/Atlantic World	4	MLAL 3492	Climate Change and Sustainable Development in the Francophone World	4
HIST 3963	Afro-Latin America	4	MLAL 3607	Topics in Multilingualism	4
HIST 3965	Colonial Latin America	4	MLAL 4347	Latinos: Fact and Fiction	4
HIST 3967	Modern Central America	4	MUSC 2048	World Music and Dance	4
HIST 3968	Mexico	4	MVST 4005	The Medieval Traveler	4
HIST 3969	Latin America and the U.S.	4	PHIL 3712	Global Environment and Justice	4
HIST 3972	Revolution in Central America	4	PHIL 3756	Chinese Philosophy	4
HIST 3974	Spaniards and Incas	4	PHIL 3757	Japanese Philosophy	4
HIST 3975	The Caribbean	4	PHIL 3759	Buddhist Philosophy	4
HIST 3977	Latin American History Through Film	4	PHIL 3770	Daoist and Zen Philosophy	4
HIST 3986	Religion and Politics in Islamic History	4	POSC 3424	Political Philosophy between Islam and the West	4
HIST 4048	Israel: History, Society, Politics and Culture	4	POSC 3427	Islam, Art, and Resistance	4
HIST 4111	Modern African Stories	4	POSC 3520	Mideast and the World	4
HIST 4308	Antisemitism	4	POSC 3550	Decolonial Thought in Latin America	4
HIST 4310	Africa, Race, and the Global Cold War	4	POSC 3605	Comparative Democracy	4
HIST 4510	Conquest, Conversion, Conscience	4	POSC 3610	Political Economy of Development	4
HIST 4591	Seminar: Race, Sex, and Colonialism	4	POSC 3616	Political Economy of Poverty	4
HIST 4725	Seminar: Global Histories and Stories	4	POSC 3631	China and Russia in Comparative Perspective	4
HIST 4922	"Freedom Now": Black Political Thought	4	POSC 3632	China and U.S. in Global Era	4
HIST 4954	Seminar: Law and Empire Iberian Atlantic	4	POSC 3633	China and US-Global Era/Study Tour	4
INST 2500	Introduction to International Studies	4	POSC 3641	Latin American Politics	4
INST 3100	The Global Environment	4	POSC 3651	Comparative Politics of the Middle East	4
ITAL 3452	Italophone Migrant Literature From Africa and Beyond	4	POSC 4545	Seminar: Russian Politics and Society	4
LALS 1400	Understanding Historical Change: Latin America	3	PSYC 3610	Global Health and Psychology	4
LALS 3421	Latin American Fiction	4	PSYC 4910	Global Mental Health & Psychosocial Humanitarian Aid	4
LALS 3601	Latin American Archeology	4	SOCI 3046	International Sociology	4
LALS 3963	Afro-Latin America	4	SOCI 3148	Population and Economic Development Issues	4
LALS 3967	Modern Central America	4	SOCI 3260	Politics of Reproduction	4
LALS 3968	Mexico	4	SPAN 3002	Latin America: Literature and Culture Survey	4
LALS 3972	Revolution in Central America	4	SPAN 3166	Trends in Latin American Film	4
LALS 3977	Latin American History Through Film	4	SPAN 3525	Cultures of Sexual Dissidence in Latin America	4
LALS 4347	Latinx Borders	4	SPAN 3610	Children's Gaze in Latin American Literature	4
LALS 4510	Conquest, Conversion, Conscience	4	SPAN 3625	Spanish-American Short Fiction	4
LALS 4620	Oscar Romero: Faith and Politics in El Salvador	4	SPAN 3701	Spanish-American Women Writers	4
LING 3025	Language Endangerment	4	SPAN 3730	Writing Violence: Peru, 1980-2000	4
LING 3607	Topics in Multilingualism	4	SPAN 3820	Hispanic Caribbean Literature	4
MAND 3031	Chinese Cultural Concepts	4	SPAN 4018	Cuba: Revolution, Literature and Film	4
MEST 2000	Introduction to the Modern Middle East	4	SPAN 4347	Latinx Borders	4
MEST 3500	Modern Egypt	4			
MEST 3701	Urban Theatre Dance and Music	4			
MEST 3702	Urban Theatre, Music, Dance: Culture and the Formation of Middle East Identities	4			
MEST 4001	Seminar: Middle East	4			

THEA 3004	Global Theatre History: Foundational Impulses	4	AFAM 1650	Black Popular Culture	4
THEO 3130	Bible as Migration Literature: Then and Now	4	AFAM 2005	American Pluralism	4
THEO 3610	Christ in World Cultures	3	AFAM 3001	African American History I	4
THEO 3711	Sacred Texts of the Middle East	3	AFAM 3002	African American History II	4
THEO 3713	Classic Jewish Texts	3	AFAM 3030	African American Women	4
THEO 3715	Classic Islamic Texts	3	AFAM 3033	Women in Hip-Hop	4
THEO 3720	Hindu Literature and Ethics	3	AFAM 3034	Black Traditions in American Social Dance	4
THEO 3723	Tibetan Religion: Visionary Experience	3	AFAM 3110	The Black Athlete	4
THEO 3724	Classic Buddhist Texts	3	AFAM 3112	The Sixties	4
THEO 3728	Buddhist Meditation	3	AFAM 3115	Martin Luther King Jr. and Malcolm X	4
THEO 3731	Japanese Religions: Texts and Arts	3	AFAM 3120	Black Religion and Black Politics	4
THEO 3733	Chinese Religions	3	AFAM 3130	Racial and Ethnic Conflict	4
THEO 3882	Comparative Mysticism	3	AFAM 3132	Black Prison Experience	4
THEO 3883	Medicine and Healing in Islam	4	AFAM 3134	From Rock-N-Roll to Hip-Hop	4
THEO 4371	Islam in Modern Egypt	4	AFAM 3135	Contemporary Black Thinkers	4
THEO 4620	Oscar Romero: Faith and Politics in El Salvador	4	AFAM 3136	U.S. Civil Rights	4
TRNF G999	Globalism Transfer Elective	3-6	AFAM 3139	Buffalo Soldiers: Race and War	4
WGSS 3141	Women in Africa	4	AFAM 3152	Expressive Bodies: Race, Sexuality, and the Arts	4
WGSS 3930	Sex and Gender in South Asia	4	AFAM 3154	Black, White, and Catholic: Race, Religion, and Civil Rights	4
WGSS 4344	Reproductive Technologies: Global Perspective	4	AFAM 3162	Value in Black and White Drama	4
			AFAM 3530	Race, Climate Change, and Environmental Justice in the African Diaspora	4
			AFAM 3560	"We Can't Breathe...": The History of Black Protest	4
			AFAM 3632	Harlem Renaissance	4
			AFAM 3633	The Bronx: Immigration, Race, and Culture	4
			AFAM 3637	Black Feminism: Theory and Expression	4
			AFAM 3720	African American Philosophy	4
			AFAM 4600	African Americans and the Law	4
			AFAM 4802	Community Research Methods: Oral History	4
			AMST 2000	Major Developments in American Culture	4
			ANTH 3340	Anthropological Perspectives on Race and Ethnicity	4
			ANTH 3618	Asian America in New York City: An Ethnographic Exploration	4
			ANTH 4341	Race, Sex, and Science	4
			ANTH 4616	Contemporary Issues in Asian America	4
			ARHI 2528	Asian American Art	4
			ARHI 2535	History of Photography	4
			CLAS 4055	Race and Ethnicity in Antiquity and Today	4
			COLI 3357	Writing Asian America	4
			COLI 3359	Asian Diasporic Literatures	4
			COLI 3910	US Latino Film Making	4
			COLI 4055	Race and Ethnicity in Antiquity and Today	4
			COLI 4150	Race and Contemporary Film	4
			COLI 4600	Anger in Asian American Literature and Culture	4
			COLI 4603	Asian American Critique	4
			COMC 2377	Mass Communication and Media Effects	4
			COMC 3232	Class, Taste, and Popular Culture	4

American Pluralism

One Required Course

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

The following courses have the PLUR (Pluralism) attribute.

Certain sections of ENGL 2000 Texts and Contexts, COLI 2000 Texts and Contexts, and HIST 1100 Understanding Historical Change: American History may also have the PLUR attribute.

Course	Title	Credits
AAST 2528	Asian American Art	4
AAST 3000	Introduction to Asian American Studies	4
AAST 3280	Representing Asians in Journalism and Media	4
AAST 3357	Writing Asian America	4
AAST 3359	Asian Diasporic Literatures	4
AAST 3618	Asian America in New York City: An Ethnographic Exploration	4
AAST 3647	Seeing Stories: Reading Race and Graphic Narratives	4
AAST 4150	Race and Contemporary Film	4
AAST 4600	Anger in Asian American Literature and Culture	4
AAST 4603	Asian American Critique	4
AAST 4616	Contemporary Issues in Asian America	4

COMC 3240	Photography, Identity, Power	4	HIST 3838	History of U.S. Sexuality	4
COMC 3247	Race and Gender in Media	4	HIST 3869	1960s America: Gender, Race and Youth	4
COMC 3280	Representing Asians in Journalism and Media	4	HIST 3950	Latino History	4
DISA 2500	Introduction to Disabilities Studies	4	HIST 3951	Popular Education and Social Change in the Americas	4
DTEM 3447	Race, Gender, and Digital Media	4	HIST 3991	History of the American Indians	4
ECON 3570	Labor Market and Diversity	4	HIST 4008	Race and Gender in the Old West	4
ECON 3580	Economics of Diversity	4	JOUR 3740	Ethics and Diversity in Journalism	4
ECON 4020	Disability: Economic and Other Approaches	4	LALS 2005	American Pluralism	4
ENGL 3001	Queer Theories	4	LALS 3000	Latinx Images in Media	4
ENGL 3002	Queer Iconoclasts: Sexuality, Religion, Race	4	LALS 3427	Hispanics/Latinos in the USA	4
ENGL 3012	Novel, She Wrote	4	LALS 3670	Hispanic Women	4
ENGL 3037	US Latinx Literature	4	LALS 3950	Latino History	4
ENGL 3357	Writing Asian America	4	LING 2675	Sounds of New York	4
ENGL 3359	Asian Diasporic Literatures	4	LING 4020	Language and Race	4
ENGL 3585	Contemporary Indigenous Fiction	4	MEST 3620	Islam in America	4
ENGL 3608	(De)Constructing the American Renaissance	4	MLAL 3000	Gender and Sexuality Studies	4
ENGL 3609	Feminism and American Poetry	4	MUSC 2014	Jazz: A History in Sound	4
ENGL 3645	The Middle Passage	4	PHIL 3720	African American Philosophy	4
ENGL 3646	Black Disability Studies	4	PHIL 3722	Native American Philosophy	4
ENGL 3647	Seeing Stories: Reading Race and Graphic Narratives	4	POSC 2102	Introduction to Urban Politics	4
ENGL 3650	Stayin' Alive: Performing Blackness and Whiteness in 1970s US Film and Literature	4	POSC 3121	New York City Politics	4
ENGL 3652	New Wave Immigrant Literature	4	POSC 3213	Interest Group Politics	4
ENGL 3664	Queer Latinx Literature	4	POSC 3228	Civil Rights	4
ENGL 3683	Literature Beyond Borders	4	POSC 3231	Judicial Politics	4
ENGL 3964	Homelessness	4	POSC 3310	Racial and Ethnic Politics	4
ENGL 4108	Seminar: Exhibiting Latinidad: Curation/Display/Intervention	4	POSC 3324	Politics of Immigration and Citizenship	4
ENGL 4150	Race and Contemporary Film	4	POSC 3645	Politics of Immigration	4
ENGL 4227	Black Literature and Film	4	PSYC 1004	The Mind-Body Connection: Introduction to Behavioral Health	3
ENGL 4600	Anger in Asian American Literature and Culture	4	PSYC 3600	Multicultural Psychology	4
ENGL 4603	Asian American Critique	4	PSYC 3730	Men and Masculinities	4
ENGL 4606	Seminar: James Baldwin	4	SOCI 1025	Sociology of American Culture	3
FITV 3547	The Horror Film	4	SOCI 2410	Inequality: Class, Race, and Ethnicity	4
FITV 3579	Movies and American Experience	4	SOCI 2420	Social Problems of Race and Ethnicity	4
FITV 3648	Television, Race, and Civil Rights	4	SOCI 3000	Latinx Images in Media	4
FITV 3658	Italian Americans on Screen	4	SOCI 3134	Politics of Race, Class, and Gender in Higher Education	4
HIST 1103	Understanding Historical Change: Fighting for Equal Rights in American History	3	SOCI 3136	Inequality-Why/Effects	4
HIST 3001	African American History I	4	SOCI 3405	Gender, Race, and Class	4
HIST 3002	African American History II	4	SOCI 3418	Contemporary Immigration in Global Perspective	4
HIST 3139	Buffalo Soldiers: Race and War	4	SOCI 3427	Hispanics/Latinos in the USA	4
HIST 3747	Slavery and Freedom in Greater New York City	4	SOCI 3456	Modern Social Movements	4
HIST 3806	U.S. Immigration/Ethnicity	4	SOCI 3506	Diversity in American Families	4
HIST 3810	Jews in America	4	SOCI 3507	Queer Theory	4
HIST 3818	The History of Islam in the U.S.	4	SOCI 3601	Urban Poverty	4
HIST 3826	Modern US Women's History	4	SOCI 3602	Urban Sociology	4
HIST 3827	Wealth & Poverty in the US: Capitalism, Social Welfare & Inequality	4	SOCI 3603	Urban America	4
			SOCI 3670	Hispanic Women	4
			SOCI 3720	Mass Incarceration	4
			SOCI 4105	Religion, Gender, and Sexuality	4
			SOCI 4400	Gender, Bodies, and Sexuality	4

SOCI 4408	Diversity in American Society	4
SOCI 4962	Health/Inequality in the US	4
SPAN 2201	Spanish Community Engaged Learning	3
SPAN 3582	New York in Latinx Literature and Film	4
SPAN 3583	New York City Latino Theatre and Performance	4
SSCI 2000	American Pluralism	3
THEA 3005	Global Theatre History: Evolutions of the Present	4
THEA 4045	Young, Gifted, and Black	4
THEO 3375	American Religious Texts and Traditions	3
THEO 3725	Buddhism in America: A Multimedia Investigation	3
THEO 3839	Theologies of America	4
THEO 3847	Latinx Theology	4
THEO 3874	Religion in America	4
THEO 3876	Muslims in America	4
THEO 3960	Religion and Race in America	4
THEO 3970	Catholics in America	4
THEO 3995	Religion and the American Self	4
THEO 4110	Muslim, Jewish, and Christian Feminist Theologies: Discourses of Difference	4
THEO 4610	Malcolm, Martin, Baldwin, and the Church	4
TRNF P999	Pluralism Transfer Elective	3-6
WGSS 3001	Queer Theories	4
WGSS 3826	Modern US Women's History	4
WGSS 4105	Religion, Gender, and Sexuality	4
WGSS 4341	Race, Sex, and Science	4
WGSS 4400	Gender, Bodies, and Sexuality	4

Community Engaged Learning

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

Sections fulfilling this requirement have the SL attribute. These sections are not visible on this bulletin or Degree Works because courses often have versions where SL status depends on the instructor and syllabus. SL sections may be found by searching for them using Browse Classes in the Registration tools in the portal.

Initial Courses

Composition: One Required Course

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

ENGL 1102 Composition II

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

Foreign Language and Literature: Core Completion

A 2000-level course in a classical or modern language other than English fulfills the language requirement. In order to achieve a level of mastery of a foreign language that will allow students to comprehend a text of average sophistication in its oral and written form and to be able to comment on it orally and in writing in a coherent and correct manner, the courses provide either a critical analysis of selected cultural and literary texts, with composition, conversation, and review of pertinent grammatical structures, or advanced reading in classical authors.

Students starting a new language will take an intensive one-semester course (three class hours, two lab hours, two tutorial hours; 5 credits) in order to accelerate their progress (1001-Introduction I). This introductory course is followed by 1501 and 1502-Intermediate I and II, and concludes with a 2000-level course that completes the core requirement. Students continuing with a language will be placed in one of the following: 1002-Introduction II (offered only in the fall), Intermediate I or II, or a 2000-level course. The starting point will be determined by their placement test, and it will take zero to four courses (1001 or 1002, 1501, 1502, 2000 level course) for completion. The language preparation courses may not be taken Pass/Fail.

Students in classical languages (Greek and Latin) take 1001/1002-Introduction I/II, 1501-Intermediate I, and 2001. Students continuing with a language will be placed in Introduction II, in Intermediate I, or in 2001. The language preparation courses may not be taken Pass/Fail.

Students seeking a substitution for the foreign language core through the Office of Disability Services must complete the process by the end of their first year at Fordham. Similarly, students with proficiency in a foreign language must provide documentation to the Associate Chair of the Languages and Cultures Department regarding competence by the end of their first year at Fordham. This documentation may include the equivalent of a high school diploma from a foreign-language-speaking country where the foreign language is the language of instruction or official certification of having attained a C1-level score from the Common European Framework exam or passing the 16-point proficiency exam at NYU with a score of 15 or higher.

Courses in languages are offered by the Classical Languages and Civilization (p. 200) or Languages and Cultures departments.

Note: SPAN 2405 Healthcare Spanish does not fulfill the language requirement.

Exemptions: Psychology majors must complete the language requirement unless they are pre-health. B.A. students in PCS do not have a language requirement unless required for their major. All other B.S. and B.F.A. students, as well as students majoring in natural science, are exempt from the language requirement.

Fordham College at Rose Hill

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

Thomas More College, the University's coordinate college for women, it became coeducational.

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

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

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

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

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

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

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

Students should consult the university-wide sections of this bulletin for more information on academic programs, policies, and procedures (p. 14).

The College Council

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

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

Fordham College at Rose Hill Alumni Opportunities

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

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

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

Majors

- African and African American Studies Major (p. 154)
- American Studies Major (p. 158)
- Anthropology Major (p. 178)
- Art History Major (p. 180)
- Art History and Visual Arts Double Major (p. 182)
- Biochemistry Major (p. 193)
- Biological Sciences Major (p. 187)
- Chemistry Major (p. 197)
- Chinese Studies Major (p. 288)
- Classical Civilization Major (p. 201)
- Classical Languages Major (p. 201)
- Communication and Culture Major (p. 204)
- Comparative Literature Major (p. 218)
- Computer Science Major (p. 221)
- Digital Technologies and Emerging Media Major (p. 208)
- Economics Major (p. 232)
- Engineering Physics Major (p. 335)
- English Major (p. 236)
- English Major with a Creative Writing Concentration (p. 238)
- Environmental Science Major (p. 242)
- Environmental Studies Major (p. 244)
- Film and Television Major (p. 211)
- French and Francophone Studies Major (p. 290)
- General Science Major (p. 254)
- German Language and Literature Major (p. 291)
- German Studies Major (p. 292)
- History Major (p. 258)
- Humanitarian Studies Major (p. 264)
- Individualized Major (p. 266)
- Integrative Neuroscience Major (p. 270)

- Interdisciplinary Math & Economics Major (p. 233)
- International Political Economy Major (p. 272)
- International Studies Major (p. 274)
- Italian Language and Literature Major (p. 292)
- Italian Studies Major (p. 294)
- Journalism Major (p. 213)
- Latin American and Latino Studies Major (p. 302)
- Math and Computer & Information Sciences Major (p. 224)
- Mathematics Major (p. 314)
- Medieval Studies Major (p. 316)
- Middle East Studies Major (p. 319)
- Music Major (p. 321)
- New Media and Digital Design Major (p. 326)
- Philosophy Major (p. 332)
- Physics Major (p. 336)
- Political Science Major (p. 337)
- Psychology Major (p. 341)
- Religious Studies Major (p. 344)
- Social Work Major (p. 347)
- Sociology Major (p. 363)
- Spanish Language and Literature Major (p. 295)
- Spanish Studies Major (p. 296)
- Theology Religious Studies Major (p. 376)
- Theology Religious Studies Second Major (p. 379)
- Urban Studies Major (p. 381)
- Visual Arts Major (p. 372)
- Visual Arts and Art History Double Major (p. 375)
- Women, Gender, and Sexuality Studies Major (p. 382)
- Disability Studies Minor (p. 230)
- Economics Minor (p. 233)
- Engineering Physics Minor (p. 335)
- English Minor (p. 240)
- Environmental Studies Minor (p. 247)
- Fashion Studies Minor (p. 249)
- Film and Television Minor (p. 212)
- Finance Minor (p. 253)
- French and Francophone Studies Minor (p. 297)
- German Minor (p. 298)
- History Minor (p. 263)
- Humanitarian Studies Minor (p. 266)
- Irish Studies Minor (p. 282)
- Islamic Studies Minor (p. 283)
- Italian Minor (p. 298)
- Jewish Studies Minor (p. 284)
- Journalism Minor (p. 215)
- Latin American and Latino Studies Minor (p. 306)
- Linguistics Minor (p. 299)
- Mandarin Chinese Minor (p. 300)
- Marketing Minor (p. 312)
- Mathematics Minor (p. 315)
- Medieval Studies Minor (p. 319)
- Middle East Studies Minor (p. 320)
- Music Minor (p. 322)
- New Media and Digital Design Minor (p. 328)
- Orthodox Christian Studies Minor (p. 329)
- Peace and Justice Studies Minor (p. 330)
- Philosophy Minor (p. 334)
- Physics Minor (p. 336)
- Political Science Minor (p. 340)
- Psychology Minor (p. 343)
- Public & Professional Writing Minor (p. 240)
- Real Estate Minor (p. 132)
- Religious Studies Minor (p. 345)
- Russian Minor (p. 300)
- Sociology Minor (p. 364)
- Spanish Minor (p. 301)
- Sports Journalism Minor (p. 216)
- Sustainable Business Minor (p. 368)
- Theatre Minor (p. 372)
- Theology Religious Studies Minor (p. 380)
- Urban Studies Minor (p. 381)
- Visual Arts Minor (p. 375)
- Women, Gender, and Sexuality Studies Minor (p. 383)

Minors

- Accounting Minor (p. 152)
- African Studies Minor (p. 155)
- African and African American Studies Minor (p. 155)
- American Studies Minor (p. 177)
- Anthropology Minor (p. 179)
- Arabic Minor (p. 297)
- Art History Minor (p. 182)
- Asian American Studies Minor (p. 183)
- Biochemistry Minor (p. 196)
- Bioethics Minor (p. 185)
- Bioinformatics Minor (p. 220)
- Biological Sciences Minor (p. 189)
- Business Administration Minor (p. 190)
- Chemistry Minor (p. 199)
- Classical Civilization Minor (p. 201)
- Classical Languages Minor (p. 202)
- Communication and Culture Minor (p. 208)
- Comparative Literature Minor (p. 219)
- Computer Science Minor (p. 223)
- Creative Writing Minor (p. 236)
- Cybersecurity Minor (p. 223)
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Special Programs Certificate Programs

- American Catholic Studies Certificate (p. 157)

Special Academic Programs

- Accelerated M.S. in Real Estate Program (p. 134)
- Accelerated Master's in Teaching Program (p. 132)
- Cooperative Program in Engineering (3-2 Engineering) (p. 135)
- GSAS Accelerated Master's Programs (p. 137)
- Honors Program at FCRH (p. 68)
- Pre-Law (p. 138)
- Pre-Medical and Pre-Health (p. 138)

Academic Curriculum

The college curriculum, leading to the degrees of Bachelor of Arts and Bachelor of Science, is organized into three parts: the core curriculum, the major, and elective courses.

Core Curriculum

The Core Curriculum (p. 34) consists of a set of required courses distributed across a number of disciplines. Advanced Placement credit and college courses taken elsewhere may be considered for core credit. The core is designed to open up new intellectual vistas; enhance understanding of ways of knowing within the disciplines and of connections among the disciplines; develop writing, research, and quantitative skills in order to prepare students for upper-level study; and situate students intellectually so they are prepared to make the right choice among major fields of study. Students are expected to complete most of the core by the end of sophomore year, with the exception of the advanced disciplinary and interdisciplinary, global studies, pluralism, and values requirements.

The Major

The major, or field of concentration (p. 61), is designed to give the student mastery of a single field and to introduce that student to a field of possible professional involvement. A student will normally select a major by February of their sophomore year. If, at the time of preregistration for the fourth year, the student qualifies for a second major, he or she may request acceptance by that department. If the department finds that the student can complete its requirements satisfactorily in addition to the requirements for the original major, he or she may register for a double major with the final approval of the class dean. If successfully completed, the two majors will be entered on the student's official record. It is the major that determines the type of degree that is awarded. The college reserves the right to limit the number of students in a particular major.

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

Incoming first-year students wishing to major in biological sciences, chemistry, computer and information sciences, mathematics, physics, or psychology will be advised to register for the courses specified by these departments.

Students interested in premedical or pre-health professions, architecture, the 3-2 cooperative engineering program, or the five-year teacher-education track should indicate this program interest when applying. Changes may be made during the summer prior to beginning of classes. Incoming first-year students will be guided through course selection

and registration over the summer by a dedicated adviser. Changes subsequent to the start of classes may be made in consultation with the student's adviser.

The Minor

A minor is offered (p. 62) in many departments and in certain interdisciplinary programs. Interested students should consult the listings of the respective departments and programs. Students may register for a minor in their first semester of junior year, using the appropriate forms available in the offices of the class deans.

Electives

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

Educational Philosophy

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

Education for Intellectual Excellence

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

Education for Freedom

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

Education for Others and Respect of Difference

A liberal arts education involves a community of learners. This community, committed to achieving excellence in the practice of the liberal arts, is composed of learners who depend on each other in a task that is too great for any one of them or even any one generation alone.

This community of learners forms a republic of learning that transcends any one generation or nationality. The unifying principle of this republic is the preservation and advancement of the arts, the sciences, and wisdom.

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

Education for Leadership

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

Education for Wisdom

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

Degree Requirements

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

Students ordinarily take 20 courses (usually three-credit) in their first and second years and 16 courses (usually four-credit) in their third and fourth years. Two-credit laboratory courses do not count toward the 36-course total. The only exception to the 36-course requirement is that students who take (and successfully complete) Introductory Biology (with

laboratory) and General Chemistry (with laboratory) in their first semester may take only four courses and thereby reduce the number of courses required for graduation to 35.

Academic Policies and Procedures

Academic Policies and Procedures pertaining to students at FCRH:

- Academic Advising (p. 64)
- Academic Progress (p. 65)
- Business Coursework (p. 66)
- Registration (p. 66)
- Summer Courses (p. 67)

Academic Policies and Procedures pertaining to all undergraduate students:

- Academic Progress, Probation, Suspension, and Dismissal (p. 14)
- Admissions Policy (p. 15)
- Attribute Code Index (p. 15)
- Dean's List (p. 19)
- Deferred Examinations (p. 20)
- Grading System (p. 20)
- Important and Useful Links (p. 22)
- Incomplete Coursework (p. 22)
- Integrity of Full-Time Study (p. 23)
- Limits on Number of Majors and Minors (p. 23)
- Payment of Tuition and Fees (p. 23)
- Procedure for Appealing a Course Grade (FCRH, FCLC, and Gabelli School) (p. 23)
- Refund (p. 24)
- Student Attendance (p. 26)
- Transcript of Record (p. 26)
- Undergraduate Policy on Academic Integrity (p. 27)
- Withdrawal from the University and Leaves of Absence (p. 33)

Academic Policies and Procedures, university-wide:

- Affirmative Action Policy (p. 30)
- Campus Safety (p. 30)
- Equity in Athletics Disclosure Act (p. 30)
- Nondiscrimination and Director of Gender Equity/Title IX Coordinator (p. 30)
- Numbering of Undergraduate Courses (p. 30)
- Recruitment of Jesuits to the Faculty (p. 31)
- Reserved Rights (p. 31)
- Student Records (p. 31)
- Support Services for Students with Disabilities (p. 32)
- University Code of Conduct (p. 33)

Academic Advising

For the Class of 2025

In their first year at Fordham, most undergraduates in the class of 2025 were supported by core or transfer advisors—faculty members and

administrators who have a general knowledge of the core curriculum and college degree requirements and policies.

Upon declaring a major, students receive their primary advising on all matters pertaining to their major from their department or program, while class deans—and the assistant dean for student support and success—advise students on fulfilling their core curriculum and graduation requirements. Students are encouraged to consult their major advisors regularly to discuss their academic and professional progress.

For the Classes of 2026 and Beyond

Students at FCLC and FCRH are advised and supported by professional advisors throughout their undergraduate careers, in close contact with departments, programs, the assistant dean for student support and success, and other areas across the university. Advising for all undergraduates in the colleges is designed to support student success in keeping with Fordham's values and mission, and it includes robust faculty mentoring.

Academic Advising for Student-Athletes

The primary mission of the Office of Academic Advising for Student-Athletes is to provide Fordham University's more than 550 NCAA student-athletes with the resources and direction needed to achieve their scholastic potential and to prepare them for postgraduate scholastic, athletic, and career opportunities. The office brings a breadth and depth of experience in athletics and higher education to their many responsibilities. These responsibilities include general academic counseling, eligibility monitoring, assistance in maintaining satisfactory progress toward degrees, and course scheduling. Mid- and post-semester grade reviews are conducted every semester.

The office has five full-time administrators, all of whom are dedicated to working with and for Fordham's student-athletes.

Academic Progress

Academic Standing Policy

Academic standing is determined by semester or cumulative Grade Point Average (GPA) and the credit hours earned by class year. To remain in good academic standing at Fordham College and retain any awarded financial aid, students must meet established year-by-year standards of "academic progress." Faculty and administrators are dedicated to supporting students in meeting these standards for each class year as outlined in the Academic Status section.

The following categories are used to define a student's academic standing at Fordham College:

Good Academic Standing

Students are in good academic standing when they have a cumulative 2.0 GPA and are on track toward graduation as defined by the Credit Completion Policy below.

Academic Notice

Academic Notice is meant to help the student stay on track toward graduation and improve their GPA in the next semester. Students on Academic Notice are expected to work with their Academic Advisor on a Success Plan. Students may be placed on Academic Notice if:

- They meet the 2.000 GPA requirement, but are below a 2.300; OR
- They withdrew from more than one 3+ credit course in a semester.

Academic Restoration

Academic Restoration is a serious warning that a student's academic record at the University is not satisfactory. Students on Academic Restoration may continue to study at Fordham and are expected to work with their Academic Advisor on a Success Plan, which will include a discussion about participation in non-academic activities, including student organizations. Students may be placed on Academic Restoration if:

- They earn lower than a semester or cumulative 2.000 GPA.

Suspension

Suspension is a University-sanctioned pause in academic studies at Fordham College for at least one semester, and can only be granted for a maximum of 2 semesters. A student can be placed on Suspension if:

- They earn a GPA as indicated in the Academic Status section of the Bulletin; OR
- They receive three or more failing grades in one semester; OR
- They have been on Academic Restoration for two consecutive semesters.

To return to Fordham College after a Suspension, a student must apply for readmission. Readmission is granted as long as the student has demonstrated academic readiness to be successful at Fordham.

Dismissal

Academic Dismissal is the ultimate sanction imposed for failure to meet the standards outlined below toward completion of a student's bachelor's degree. A student who has been dismissed is no longer permitted to take undergraduate courses at Fordham College. A student may be dismissed from the College for any of the following reasons:

- Falling below the GPA as outlined in the Academic Status section of the Bulletin; OR
- Attaining a GPA of 1.000 or lower in any semester; OR
- Returning from Suspension and not demonstrating academic readiness in the first semester; OR
- Being placed on Academic Restoration for three consecutive semesters.

Appeal Policy

All academic standing decisions may be appealed in writing to the Dean of the college. The appeal must be made within three business days of the notification of change in academic standing. An appeal should include the following items:

- Documentation of any extenuating circumstances that may have impacted the student, such as death in the immediate family or an illness; AND
- A statement from the student explaining the reason for the appeal.

Once the appeal is received, the Dean will make a decision in consultation with the Associate Deans, and that decision will be final.

Academic Status

The guidelines below are used to determine a student's Academic Standing as well as Satisfactory Academic Progress (SAP) which is

connected to their financial aid package. Students who do not meet the standards below may need to appeal their financial aid package. More information on the SAP Appeal can be found at Financial Aid.

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

- Complete a minimum of 36 courses of three credits or more; AND
- Complete a minimum of 124 credits; AND
- Complete a minimum of 64 credits at Fordham University, not to include any courses taken as Pass/Fail; AND
- Earn a cumulative grade point average (GPA) of 2.0 or higher; AND
- Complete the Core Curriculum; AND
- Complete the requirements for a major.

Full-time students should complete their coursework in four years. Students who require extra time to complete their degree due to special circumstances such as illness, a change in major, etc. should work with their Academic Advisor or Class Dean to complete their coursework in at least six years.

W (Withdrawal), ABS (Absent from exam), or INC (Incomplete) grades (p. 20) are to be used in special situations based on an individual's circumstance. Students are advised to minimize grades of W, ABS, and INC, as these may delay progress towards graduation.

Repeated courses will be calculated into a student's GPA and will not replace the original grade.

The outline below is a guide for students to keep on track toward graduation. Failure to meet these standards based on class year will result in a change in the student's Academic Standing and could affect financial aid.

Year or Classification	Good Academic Standing	Academic Restoration	Subject to Suspension	Subject to Dismissal
First Year (0-29 credits)	2.000	1.400-1.999	1.350-1.399	Less than 1.350
Sophomore (30-59 credits)	2.000	1.600-1.999	1.550-1.599	Less than 1.550
Junior (60-89 credits)	2.000	1.800-1.999	1.700-1.799	Less than 1.700
Senior (90+ credits)	2.000	Less than 2.000		

Credit Completion Policy

Independent of the student's GPA, the completion of fewer credits than outlined below may affect a student's academic standing for not maintaining satisfactory academic progress toward the bachelor's degree. Falling below these completion rates may cause a student to lose financial aid.

Please note: these standards differ slightly for students receiving funds from the New York State Tuition Assistance Program (TAP).

Year or Classification	Credits Attempted ¹	Percentage Completed ¹	Minimum Credits Completed ²
First/First Year	0-29	65%	18-20
Second/Sophomore	30-59	70%	42

Updated: 09-06-2024

Third/Junior	60-91	75%	69
Fourth/Senior	92+	80%	99-100

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

² For students pursuing a degree on a part-time basis, credits earned will be proportionate; for example, half-time students should complete half of these credits.

The registration portal only allows students who failed or withdrew from a non-repeatable course to retake that course. If a student passed a course, but needs to retake it for a better grade, consultation with the department offering the course and the student's adviser or class dean is needed.

Business Coursework

Undergraduate liberal arts students in all three liberal arts colleges (FCRH, FCLC, and PCS) may take up to six courses in the Gabelli School of Business. Students should be aware that business courses are three-credit courses, rather than four-credit courses, typically offered in PCS, FCRH and FCLC for juniors and seniors. Hence, when considering these minors, students should consult with their advisors to be sure they will have the minimum number of credits (124) required for graduation. Because a maximum of six courses from the Gabelli School of Business can be taken, FCRH, FCLC, and PCS students may consequently pursue only one business minor.

As an exception, students minoring in business administration as part of a Bachelor of Arts or Bachelor of Science degree must complete a minimum of 120 credits to earn their degrees (compared to 124 credits).

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

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

Registration

Matriculation

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

Classification of Students

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

Year or Classification	Credits Completed
First Year	0-29
Sophomore	30-59
Junior	60-91
Senior	92 and above

Official Registration

Fordham University recognizes that the responsibility for each student's academic success is shared by the student, the faculty, and the

administration. Therefore, before a student registers for coursework at the University, preregistration advising is provided.

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

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

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

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

Late Registration

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

Course Changes

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

Veteran students should be aware that if they are using any military education benefit, withdrawal from a class may create a debt with the VA, their Service Branch, or Fordham. Before withdrawing from a class, such students should consult with the VA Certifying Officials in the Office of Academic Records.

Registration in Other Fordham Schools

With a few exceptions, such as Honors Program and Manresa courses that are college-specific, Fordham College at Rose Hill students may register for courses in the Gabelli School of Business and Fordham College at Lincoln Center (FCLC). Courses for the major and minor should be taken at the home school or at FCLC; however, with departmental approval, a limited number of these courses may be taken at the School of Professional and Continuing Studies. Students may not take more than six courses at the Gabelli School.

Changes of Name or Address

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

Credit Limits

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

Sophomores completing a B.A. degree have a credit ceiling of 20 credits. Sophomores completing a B.S. degree, requiring additional lab courses, have a credit limit of 21 credits. This is a result of the Core Curriculum, which encourages sophomores to begin taking upper-level and major courses at an earlier stage in their studies.

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

Academic Rank in Class

Starting in the 2019-2020 academic year, rank in class will no longer be computed or published for Fordham College at Rose Hill students. This section pertains to the 2018-2019 academic year and earlier.

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

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

Summer Courses

Summer Courses at Fordham

Fordham offers summer courses in three distinct sessions: Session I (approximately the month of June), Session II (approximately the month of July), and Session III (spanning Session I and Session II with less frequent class meetings). Students can take Fordham summer courses according to these guidelines:

- A maximum of 2 courses (up to 8 credits) per summer are permitted.
 - It is strongly recommended to take at most 1 course per session.
- Exceptions can be allowed only for extenuating circumstances, with approval of the student's Academic Advisor or Assistant Dean for their class year. These decisions are based on the student's academic history

More information on Summer at Fordham can be found at this link.

Summer Courses Taken at Other Universities

Students may receive credit for courses taken outside of Fordham

- for which they earned a grade of C or above, AND
- which were taken during the summer at an accredited four-year college or university.

(Please note that the policy on this page does not refer to Study Abroad courses. All requests for summer courses taken abroad must follow the Study Abroad application process, which can be found here.)

All summer courses taken outside of Fordham must be approved in advance through the External Summer Course Approval Form found in the student portal. The guidelines for taking external courses are:

- The student must have a GPA of 2.000 or higher.
- Courses to be applied toward a major or minor must be approved through the academic department or program through the Director of Transfer Students. Note that the department or program may have a limit on how many external courses may be applied to the major or minor.
- In order to meet residency requirements, the student must not exceed 60 transfer credits in total.

During the fall and spring semesters, as well as winter break, students may not take courses at another college or university with the exception of an approved study abroad program.

Departments

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

- African Studies (p. 155)
- African and African American Studies (p. 153)
- American Catholic Studies (p. 156)
- American Studies (p. 158)
- Anthropology (p. 177)
- Art History (p. 180)
- Asian American Studies (p. 183)
- Bioethics (p. 184)
- Biological Sciences (p. 186)
- Chemistry and Biochemistry (p. 193)
- Classical Languages and Civilization (p. 200)
- Communication and Media Studies (p. 202)
- Comparative Literature (p. 217)
- Computer and Information Sciences (p. 219)
- Disability Studies (p. 230)
- Economics (p. 231)
- English (p. 234)
- Environmental Science (p. 241)
- Environmental Studies (p. 243)
- General Science (p. 254)
- History (p. 257)
- Humanitarian Studies (p. 263)
- Integrative Neuroscience (p. 269)
- International Political Economy (p. 272)
- International Studies (p. 273)
- Irish Studies (p. 282)
- Islamic Studies (p. 282)
- Jewish Studies (p. 284)
- Languages and Cultures (p. 285)
- Latin American and Latino Studies (p. 301)
- Mathematics (p. 312)
- Medieval Studies (p. 316)
- Middle East Studies (p. 319)
- Music (p. 320)

- New Media and Digital Design (p. 326)
- Orthodox Christian Studies (p. 328)
- Peace and Justice Studies (p. 330)
- Philosophy (p. 331)
- Physics and Engineering Physics (p. 334)
- Political Science (p. 337)
- Psychology (p. 340)
- Religious Studies (p. 344)
- Social Work (p. 347)
- Sociology (p. 362)
- Theatre and Visual Arts (p. 369)
- Theology (p. 376)
- Urban Studies (p. 380)
- Women, Gender, and Sexuality Studies (p. 382)

Honors Program at FCRH

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

The mission of the Rose Hill Honors Program is to produce and promote a community of scholars for justice. We achieve our mission through a curriculum that in some substantive way focuses on the concerns of diversity and justice in each of its courses, regardless of discipline or subject matter. In small, seminar-style classes that are reading- and writing-intensive and discussion-driven, students learn to analyze and critically assess materials from the humanities, social sciences, and STEM fields. With a course specifically devoted to academic research methods, students also learn to engage in the scholarly life, and each course in the curriculum beyond the first year includes a research or scholarship component. Honors students' research abilities culminate in the senior thesis project, for which students complete an original project in their major field. The program also features two courses specifically devoted to the academic study of justice in both American and global contexts, a course designed to introduce students to the diverse history and culture of the Bronx, and a capstone seminar in which students engage in reflective analysis of a Jesuit, liberal arts education. In all, we seek to provide a Jesuit education for the 21st century.

The Honors curriculum takes the place of the regular Fordham College at Rose Hill core curriculum, with the exception of the language requirement. Most students enter the program at the beginning of their first year, though it is occasionally possible for a certain number of students with strong academic records to join in the middle of that year or at the beginning of their sophomore year.

Because Honors courses usually take the form of small seminars, enrollment in the program is necessarily limited to around 35 students each year. Members of the program are normally expected to maintain a grade point average of 3.5. Successful completion of the program entitles the student to the designation *in cursu honorum* on the diploma and the transcript.

For more information

Visit the Rose Hill Honors Program website.

Requirements

The Honors Program is an alternative core. Honors students are not required to take any of the other Fordham College core curriculum requirements, with the exception of the general Fordham College language requirement (p. 60). AP placement may exempt students from the language requirement. Honors students must also fulfill their major requirements as outlined by the respective academic department (p. 68).

Curriculum

For students beginning as of Fall 2019 (New curriculum)

Course	Title	Credits
First Year		
Fall		
HPRH 1101	Interdisciplinary STEM I	3
HPRH 1102	Foundational Texts: Theology/Classics	3
HPRH 1103	Foundational Texts: Philosophy	3
HPRH 1104	Bronx Exploration (Does not count as one of the courses students take each semester.)	1
Credits		10
Spring		
HPRH 1201	Interdisciplinary STEM II	3
HPRH 1202	Foundational Texts: Literature	3
HPRH 1203	Foundational Topics: History	3
HPRH 1205	Foundational Topics: Art	3
or HPRH 1206	or Foundational Topics: Music History	
Credits		12
Second Year		
Fall		
HPRH 2101	Justice I: The American Experience (Students must take at least one Justice course in the Social Sciences.) ¹	3
HPRH 2102	Focused Study: History	3
HPRH 2103	Research Methods/Oral Presentation (Does not count as one of the courses students take each semester.)	1
Credits		7
Spring		
HPRH 2201	Justice II: Global Contexts (Students must take at least one Justice course in the Social Sciences.) ¹	3
HPRH 2202	Focused Study: Philosophy	3
Credits		6
Third Year		
Fall		
HPRH 3101	Focused Study: Literature	4

HPRH 3075	Ignatian Education Seminar (Does not count as one of the courses students take each semester.)	1
Credits		5
Spring		
HPRH 3201	Focused Study: Theology	4
Credits		4
Fourth Year		
Fall or Spring		
HPRH 4001	Senior Thesis (Students register for the seminar for one semester, but attend it the whole year.)	4
Credits		4
Total Credits		48

¹ Specific sections of HPRH 2101 and HPRH 2201 that fulfill this requirement have the attribute HPJS.

For students beginning prior to Fall 2019 (Legacy curriculum)

Course	Title	Credits
First Year		
Fall		
Ancient Period		
HPRH 1001 (Ancient Literature)		
HPRH 1002 (Ancient Philosophy)		3
HPRH 1003 (Ancient History and Art)		3
HPRH 1004 (Honors: Mathematics)		3
Credits		9
Spring		
Medieval Period		
HPRH 1051 (Medieval Literature and Art)		3
HPRH 1052 (Medieval Philosophy and Theology)		
HPRH 1053 (Medieval History)		3
Credits		6
Second Year		
Fall		
Early Modern Period		
HPRH 2001 (Early Modern Literature/Art)		3
HPRH 2002 (Early Modern Philosophy and Theology)		3
HPRH 2003 (Early Modern History/Music)		3
HPRH 2004 (Honors: Science I)		3
Credits		12
Spring		
Contemporary Period		
HPRH 2051 (Contemporary Literature and Music)		
HPRH 2052 (Contemporary Social and Political Thought)		
HPRH 2053 (Contemporary History and Art)		
HPRH 2005 (Honors: Science II)		
Credits		0

Third Year**Fall**

HPRH 3001	Religion in the Modern World	4
Credits		4

Spring

HPRH 3051 (Ethical Dimensions of Contemporary Social Problems)		4
Credits		4

Fourth Year**Fall or Spring**

HPRH 4001	Senior Thesis	4
Credits		4

Total Credits		39
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GPA Requirement

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

Study Abroad

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

Advanced Placement Credit

AP credit is awarded by the College and, where appropriate, earns students credits toward graduation. AP credit does not exempt students from any Honors course.

Course/Requirement Waivers for STEM/Pre-Health Students

In the Honors core curriculum (beginning fall 2019), in consideration of the coursework taken towards their majors/pre-professional programs, STEM/pre-health students are waived from the following courses/requirements, as follows.

- HPRH 1101 Interdisciplinary STEM I and HPRH 1201 Interdisciplinary STEM II waiver: majors in biological sciences, chemistry, integrative neuroscience, and students on the pre-health track (with any major).
- HPRH 1101 Interdisciplinary STEM I waiver: majors in computer science, physics, engineering physics, or mathematics/computer science.
 - If the student is also a biological sciences, chemistry, or integrative neuroscience major, or is on the pre-health track, the student is waived from both STEM courses.

The foreign language core requirement is waived for the following populations:

- All students pursuing a Bachelor of Science (B.S.) degree as their primary major, *except* B.S. degree students in psychology.
- Bachelor of Science in Psychology who are *also* on the pre-health track.

Supporting Student Success

Academic Support

At its core, Fordham University is committed to the holistic development of students' academic and personal success. We offer proactive academic support for our students through student-centered activities and programs, intentional goal-setting, and opportunities for personal and professional discernment. Our student support and success team can assist you in these areas, as well as connect you with other available resources at the University. Students can contact their advisor or class dean to be referred to develop an individualized success plan.

College Writing Center

A service free to all Fordham students, the Writing Center encourages students and helps improve their writing across all levels and disciplines. Our aim is to provide personalized instruction that will enhance students' prose and help them become more confident writers. To ensure that students reach these goals, we offer up to 90 minutes of one-on-one instruction per week, during which we will assist in all stages of writing, from brainstorming to drafting to revising. Additionally, our tutors—a select group of masters and doctoral students—offer collaborative consultations and provide free workshops on academic writing.

Students can register and make appointments using the Writing Center's website. If students cannot attend their session, they should log on to the online sign-up site and cancel their appointment. If students are not present at the start of their appointment time, the session will be made available to other students. Walk-ins are also welcome whenever space is available.

Students should bring a hard copy of their assignment and be prepared to work with their tutor.

For more information about hours and locations on each campus, visit the Writing Center's website.

College and Departmental Tutoring Services

Gabelli School of Business: Father Boyle Society and Beta Alpha Psi members provide peer-to-peer tutoring for students seeking assistance in a business course. Interested students should visit Gabelli Access, stop by the Gabelli Study Center (Hughes Hall 4th floor), or email Brian Dunn at bdunn@fordham.edu to reserve a tutor.

Fordham College at Rose Hill and Fordham College Lincoln Center offer tutoring services for most academic departments, free of charge through Knack Tutoring. Please visit the FCRH tutoring website for details. For any subject area not listed below, please consult with the associate chair for undergraduates of the department.

Classical Languages (Greek and Latin): Graduate students in the department provide tutoring for undergraduates in Greek and Latin. Students can consult either their professor or the chair of the Department of Classics for further details.

Economics: The Economics Tutoring Center is available to assist students in preparing for classes, examinations, and homework, and in mastering the fundamentals of economics. At Rose Hill, the Economics Tutoring Center is located in Dealy Hall E-535. At Lincoln Center, we use several locations for the Economics Tutoring Center. Please see Kerri

Maguire in Lowenstein 924 to direct you to the tutoring center location (212-636-6381). Visit the tutoring center's website for more information.

English: Each of Fordham's three campuses has a writing center. At Rose Hill, the writing center is located in the Walsh Library Reference Area, room 121. At Lincoln Center, it is located in the Quinn Library at 140 W. 62nd Street, room 233. The Westchester Campus Writing Center is for Professional and Continuing Studies students and is located in room 202. Students can register and schedule appointments online.

Languages and Cultures: Free tutoring, practice, and conversation are available in all languages taught by the department. Skilled junior and senior language majors and students who are native speakers serve as tutors. No appointment is needed, but students should check individual tutors' hours before visiting.

The language learning centers in Keating B25 (RH) and LL 412 (LC) also provide instructional technology for language students, as well as access to international television stations and films.

Office of Information Technology

Web: <https://www.fordham.edu/IT>

Fordham University's Office of Information Technology provides resources and services in support of students' academic goals. Please visit the Student Technology Services webpage for detailed information about our help and support services, free software, remote learning and on-campus resources, and other essential links including portal and ID card set up information.

Fordham University Portal

Web: fordham.edu

Fordham.edu is the gateway to Fordham's online resources including core application access such as Gmail, Blackboard, and Zoom, and student services like registration, financial aid, bill payment, schedules, and academic course information.

To gain access to the portal, you will need to claim your username, create a password, and set up multi-factor authentication using the Duo Mobile application. To do this, go to fordham.edu. In the login box, click the 'New user: Claim account' link and follow the instructions provided. If you encounter any issues, please call the IT Service Desk at 718-817-3999 for assistance in walking you through the process.

IT Service Desk

Web: fordham.edu/helpIT

The IT Service Desk serves as a central point of contact for all technology-related questions and concerns. With a focus on prompt and effective solutions, this team offers expertise in troubleshooting, technical guidance, and problem resolution. They provide comprehensive support and assistance for a wide range of technology resources and services, contributing to a seamless and efficient technology experience for all members of the university community. Visit the webpage above for hours and locations or call 718-817-3999.

Computer Labs & LITE

Web: fordham.edu/computerlabs

Computers for public use are available on each of our campuses in teaching labs and in the on-campus libraries. Here students can utilize both Mac and Windows computers and access printing resources. Our

Learning and Innovation Technology Environment (LITE) offers access to a more unique range of hardware and software for use by the community such as 3D printing and pod casting rooms. Check out the complete list of offerings at the link above. Computer lab assistants are always available to help with the equipment and answer any questions.

Fordham College at Lincoln Center

Fordham College at Lincoln Center (FCLC) is a dynamic liberal arts college on Fordham's beautiful, self-contained campus at the cultural and communications crossroads of Manhattan.

FCLC is a close-knit intellectual and creative community of faculty and students that combines a traditionally strong Fordham liberal arts education with the innovative instructional and preprofessional opportunities readily available at our location amid the world's most remarkable concentration of artistic, cultural, media, commercial, and nonprofit institutions. The college offers majors in the humanities, social sciences, and interdisciplinary natural sciences, as well as outstanding programs in theatre, visual arts, music, education, and social work. Through our affiliation with the Ailey School, the official school of the Alvin Ailey American Dance Theater, our students can study at one of the country's premier schools of dance.

A vast array of internship opportunities, including in our new signature program for paid Cultural Engagement Internships, enable students to connect their academic learning to real-world experience and make the most of the unparalleled opportunities New York City offers. Opportunities for community service and community engaged learning are readily available, and the college's dynamic urban location also allows students to confront and examine the pressing social and ethical questions of modern life: issues of justice, equality, community, diversity, faith, and human dignity. The social work and education programs further immerse students in the work of the city.

The College at a Glance

- FCLC has a diverse student body of approximately 2,350, with more than 50% of the most recent entering class identifying as students of color.
- Classes are small and personalized, in keeping with the Jesuit tradition of caring for each student as an individual.
- The college welcomes transfer students. Each year, many students receive credit for coursework completed at other universities and go on to complete their bachelor's degrees at FCLC.
- Many graduates of the college continue their education at outstanding medical, dental, law, graduate, and other professional schools across the United States and abroad. In 2021, FCLC seniors had a 100% law school admission rate.
- Members of the faculty are well-known and established scholars, authors, and editors in a wide range of academic disciplines. Others are active practitioners, including painters, photographers, filmmakers, poets, composers, and award-winning actors and directors.
- Our future scientists and physicians work with our multidisciplinary natural sciences faculty and pre-health advisers in their labs, with research opportunities at Mount Sinai Hospital, Rockefeller University, Columbia, NYU, Einstein Medical College, and other institutions. The Department of Natural Sciences takes particular pride in its mission to not only educate undergraduates but also mentor them and help them produce research.

- Qualified students may gain entry to the 3-3 program with Fordham Law School and thereby save a year of study, earning a bachelor's degree and a law degree in six years.
- Qualified students may participate in the 3-2 Cooperative Program in Engineering to earn a B.A. or B.S. degree from Fordham and a B.S. degree in engineering from Columbia University or Case Western Reserve University after a total of five years of study.
- Students who meet the requirements for an accelerated master's program may apply to departments within the Graduate School of Arts and Sciences that offer such programs, earning an M.A. or M.S. in one year after graduation.
- Graduates of the B.A. in social work can complete their M.S.W. degree in one year through Fordham's Graduate School of Social Service.
- Our teacher-education track, offered in collaboration with Fordham's Graduate School of Education, leads to certification in a total of five years of study.
- FCLC students may take business courses or complete a business minor at Fordham's Gabelli School of Business on the Lincoln Center campus.
- Faculty from theatre, English, and communication and media studies collaborate to offer a minor in creative writing.
- A visual arts complex offers students facilities for painting, drawing, photography, video, and computer graphics.
- The B.F.A. in dance combines the artistic training of the school of the Alvin Ailey American Dance Theater with Fordham's liberal arts education.
- Our Global Outreach and community engaged learning programs reflect Fordham's Jesuit commitment to educate people who will put their education to work in the service of others.

Visit our website at fordham.edu/fclc.

Students should consult the university-wide sections of this bulletin for more information on academic programs, policies, and procedures (p. 14).

The College Council

Since its inception, Fordham College at Lincoln Center has fostered the development of an academic community among its faculty, students, and administrators, with the College Council being one manifestation of this community. The FCLC College Council is a representative body of students, faculty, and administrators that assists in formulating policies for the college and making recommendations to appropriate University officers and bodies concerning University policies that affect the college. The dean of the college serves as chairperson of the council.

Fordham College at Lincoln Center Alumni Opportunities

All graduates of Fordham College at Lincoln Center are members of the Fordham University Alumni Association by virtue of their graduation. Fordham alumni enjoy many opportunities to engage with current students and other alumni across the world. The goal of all alumni activities is to foster lifelong relationships between alumni and Fordham, and to create ways for alumni to share their talents and interests with the University.

The Office of Alumni Relations also sponsors numerous opportunities for FCLC alumni to interact with alumni from across the University, as well as opportunities for current students to be mentored and supported by

Fordham alumni. The Fordham University Alumni Association connects alumni from all of Fordham's schools. The young alumni program focuses on the specific needs of alumni who have graduated within the past 10 years. The regional club program maintains Fordham's national and international alumni network. The cultural program capitalizes on the unique benefits of New York City for metro-area alumni. RamPass, the alumni ID card, affords alumni special discounts, and allows them to easily return to both campuses.

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

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- American Studies Major (p. 158)
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Academic Curriculum

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

Core Curriculum

The Core Curriculum (p. 34) consists of a set of required courses distributed across a number of disciplines. Advanced Placement credit and college courses taken elsewhere may be considered for core credit. The core is designed to open up new intellectual vistas;

enhance understanding of ways of knowing within the disciplines and of connections among the disciplines; develop writing, research, and quantitative skills in order to prepare students for upper-level study; and situate students intellectually so they are prepared to make the right choice among major fields of study. Students are expected to complete most of the core by the end of sophomore year, with the exception of the advanced disciplinary and interdisciplinary, global studies, pluralism, and values requirements.

The Major

Fordham University offers major fields of study (p. 72) in a wide variety of areas in each of its undergraduate colleges. Students normally select an academic major before completion of the second year of study. They are assisted in this process by their academic advisers and the academic deans. Requirements for the major are described in the departmental and program sections of the bulletin. The College reserves the right to limit the number of students in a particular major.

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

The Minor

Students have the option of completing a minor (p. 73) in addition to a major. A minor requires fewer courses and provides opportunity to pursue a complementary field of study. Some areas of study are offered only as minors, often representing new academic disciplines.

Electives

Coursework that falls neither within the core (p. 34) nor the major is of equal importance to courses in these two categories. Electives enable students to explore intellectual interests and build their own academic concentrations and special competence. Electives should be chosen with care and with the advice of the academic adviser. To ensure the breadth of learning that electives are intended to promote, at least half of a student's elective choices should be used to take courses in disciplines other than his or her major.

Educational Philosophy

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

Education for Intellectual Excellence

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

who speak other languages, and those who are absent, perhaps even long dead.

Education for Freedom

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

Education for Others and Respect of Difference

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

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

Education for Leadership

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

Education for Wisdom

A liberal arts education demands a spirit of inquiry that bars no question in itself and no aspect of life. Fordham's Core Curriculum requires, therefore, the mastery and questioning of the various ways of knowing demanded by the most diverse subject matters and disciplines. This key part of undergraduate education leads to questions concerning meaning and values, and the nature and purpose of human action in the world, and includes an openness to questions of faith and the transcendent. What begins as a quest for excellence in the practice of writing and

speaking leads to a quest for higher things, to a search for the wisdom that transforms life for the better. Socrates insisted at the very beginning of higher education that the eloquent sophist is not the ultimate goal; that in order for higher education to be complete, it must seek wisdom: *"We were educated once, and it is indeed taking our whole life to get over it, to cease being astonished at what is"* (Phaedrus).

Degree Requirements

Fordham College at Lincoln Center awards both the B.A. and the B.S. degrees, as well as the B.F.A. degree. The bachelor's degree programs at Fordham College at Lincoln Center Hill are four-year, eight-semester programs. Degrees are awarded on the successful completion of a minimum of 36 courses of three or more credits each, and 124 credits, with a minimum cumulative index of 2.000, and completion of the core curriculum and a major. It is expected that students will be in residence during the final semester in which they complete their degree.

Students ordinarily take 20 courses (usually three-credit) in their first and second years and 16 courses (usually four-credit) in their third and fourth years.

Academic Policies and Procedures

Academic Policies and Procedures pertaining to students at FCLC:

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- Academic Progress (p. 75)
- Business Coursework (p. 77)
- Nonmatriculated Students (p. 77)
- Registration (p. 77)
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Academic Policies and Procedures pertaining to all undergraduate students:

- Academic Progress, Probation, Suspension, and Dismissal (p. 14)
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Academic Advising For the Class of 2025

In their first year at Fordham, most undergraduates in the class of 2025 were supported by core or transfer advisors—faculty members and administrators who have a general knowledge of the core curriculum and college degree requirements and policies.

Upon declaring a major, students receive their primary advising on all matters pertaining to their major from their department or program, while class deans—and the assistant dean for student support and success—advise students on fulfilling their core curriculum and graduation requirements. Students are encouraged to consult their major advisors regularly to discuss their academic and professional progress.

For the Class of 2026 and Beyond

Students at FCLC and FCRH are advised and supported by professional advisors throughout their undergraduate careers, in close contact with departments, programs, the assistant dean for student support and success, and other areas across the university. Advising for all undergraduates in the colleges is designed to support student success in keeping with Fordham's values and mission, and it includes robust faculty mentoring.

Academic Progress Academic Standing Policy

Academic standing is determined by semester or cumulative Grade Point Average (GPA) and the credit hours earned by class year. To remain in good academic standing at Fordham College and retain any awarded financial aid, students must meet established year-by-year standards of "academic progress." Faculty and administrators are dedicated to supporting students in meeting these standards for each class year as outlined in the Academic Status section.

The following categories are used to define a student's academic standing at Fordham College:

Good Academic Standing

Students are in good academic standing when they have a cumulative 2.0 GPA and are on track toward graduation as defined by the Credit Completion Policy below.

Academic Notice

Academic Notice is meant to help the student stay on track toward graduation and improve their GPA in the next semester. Students on Academic Notice are expected to work with their Academic Advisor on a Success Plan. Students may be placed on Academic Notice if:

- They meet the 2.000 GPA requirement, but are below a 2.300; OR
- They withdrew from more than one 3+ credit course in a semester.

Academic Restoration

Academic Restoration is a serious warning that a student's academic record at the University is not satisfactory. Students on Academic Restoration may continue to study at Fordham and are expected to work with their Academic Advisor on a Success Plan, which will include a discussion about participation in non-academic activities, including student organizations. Students may be placed on Academic Restoration if:

- They earn lower than a semester or cumulative 2.000 GPA.

Suspension

Suspension is a University-sanctioned pause in academic studies at Fordham College for at least one semester, and can only be granted for a maximum of 2 semesters. A student can be placed on Suspension if:

- They earn a GPA as indicated in the Academic Status section of the Bulletin; OR
- They receive three or more failing grades in one semester; OR
- They have been on Academic Restoration for two consecutive semesters.

To return to Fordham College after a Suspension, a student must apply for readmission. Readmission is granted as long as the student has demonstrated academic readiness to be successful at Fordham.

Dismissal

Academic Dismissal is the ultimate sanction imposed for failure to meet the standards outlined below toward completion of a student's bachelor's degree. A student who has been dismissed is no longer permitted to take undergraduate courses at Fordham College. A student may be dismissed from the College for any of the following reasons:

- Falling below the GPA as outlined in the Academic Status section of the Bulletin; OR
- Attaining a GPA of 1.000 or lower in any semester; OR
- Returning from Suspension and not demonstrating academic readiness in the first semester; OR
- Being placed on Academic Restoration for three consecutive semesters.

Appeal Policy

All academic standing decisions may be appealed in writing to the Dean of the college. The appeal must be made within three business days of the notification of change in academic standing. An appeal should include the following items:

- Documentation of any extenuating circumstances that may have impacted the student, such as death in the immediate family or an illness; AND
- A statement from the student explaining the reason for the appeal.

Once the appeal is received, the Dean will make a decision in consultation with the Associate Deans, and that decision will be final.

Academic Status

The guidelines below are used to determine a student's Academic Standing as well as Satisfactory Academic Progress (SAP) which is

connected to their financial aid package. Students who do not meet the standards below may need to appeal their financial aid package. More information on the SAP Appeal can be found at Financial Aid.

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

- Complete a minimum of 36 courses of three credits or more; AND
- Complete a minimum of 124 credits; AND
- Complete a minimum of 64 credits at Fordham University, not to include any courses taken as Pass/Fail; AND
- Earn a cumulative grade point average (GPA) of 2.0 or higher; AND
- Complete the Core Curriculum; AND
- Complete the requirements for a major.

Full-time students should complete their coursework in four years. Students who require extra time to complete their degree due to special circumstances such as illness, a change in major, etc. should work with their Academic Advisor or Class Dean to complete their coursework in at least six years.

W (Withdrawal), ABS (Absent from exam), or INC (Incomplete) grades (p. 20) are to be used in special situations based on an individual's circumstance. Students are advised to minimize grades of W, ABS, and INC, as these may delay progress towards graduation.

Repeated courses will be calculated into a student's GPA and will not replace the original grade.

The outline below is a guide for students to keep on track toward graduation. Failure to meet these standards based on class year will result in a change in the student's Academic Standing and could affect financial aid.

Year or Classification	Good Academic Standing	Academic Restoration	Subject to Suspension	Subject to Dismissal
First Year (0-29 credits)	2.000	1.400-1.999	1.350-1.399	Less than 1.350
Sophomore (30-59 credits)	2.000	1.600-1.999	1.550-1.599	Less than 1.550
Junior (60-89 credits)	2.000	1.800-1.999	1.700-1.799	Less than 1.700
Senior (90+ credits)	2.000	Less than 2.000		

Credit Completion Policy

Independent of the student's GPA, the completion of fewer credits than outlined below may affect a student's academic standing for not maintaining satisfactory academic progress toward the bachelor's degree. Falling below these completion rates may cause a student to lose financial aid.

Please note: these standards differ slightly for students receiving funds from the New York State Tuition Assistance Program (TAP).

Year or Classification	Credits Attempted ¹	Percentage Completed ¹	Minimum Credits Completed ²
First/First Year	0-29	65%	18-20
Second/Sophomore	30-59	70%	42

Third/Junior	60-91	75%	69
Fourth/Senior	92+	80%	99-100

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

² For students pursuing a degree on a part-time basis, credits earned will be proportionate; for example, half-time students should complete half of these credits.

The registration portal only allows students who failed or withdrew from a non-repeatable course to retake that course. If a student passed a course, but needs to retake it for a better grade, consultation with the department offering the course and the student's adviser or class dean is needed.

Business Coursework

Undergraduate liberal arts students in all three liberal arts colleges (FCRH, FCLC, and PCS) may take up to six courses in the Gabelli School of Business. Students should be aware that business courses are three-credit courses, rather than four-credit courses, typically offered in PCS, FCRH and FCLC for juniors and seniors. Hence, when considering these minors, students should consult with their advisors to be sure they will have the minimum number of credits (124) required for graduation. Because a maximum of six courses from the Gabelli School of Business can be taken, FCRH, FCLC, and PCS students may consequently pursue only one business minor.

As an exception, students minoring in business administration as part of a Bachelor of Arts or Bachelor of Science degree must complete a minimum of 120 credits to earn their degrees (compared to 124 credits).

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

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

Nonmatriculated Students

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

Visiting Students

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

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

Juilliard-Fordham Exchange Students

On a space-available basis, up to six Juilliard students each semester may enroll in courses of intermediate and above instruction in French, German, or Italian, or business or economics courses that have no prerequisites. Tuition is not charged for these courses. Registration of Juilliard students will be arranged through the associate dean of Fordham College at Lincoln Center. Interested Juilliard students should contact their dean of academic affairs.

Special Students

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

Alumni Audit

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

Registration

Matriculation

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

Classification of Students

Class standing is determined by the number of credits the student has completed, which in turn determines which class dean the student will work with. Exception: BFA students' class dean is based on their entry year.

Year or Classification	Credits Completed
First Year	0-29
Sophomore	30-59
Junior	60-91
Senior	92 and above

Official Registration

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

An advising hold is placed on each student. Once students have met with their adviser, this hold is removed and students may register for the next semester. Students must register according to the schedule provided in their registration materials before attending any course. Registration materials are emailed to each student's Fordham email address before official registration in the fall (for the next spring term) and spring (for the next fall term). Students must register before the first day of classes.

Students will not be awarded credit for courses they have not registered for by the end of the add/drop period.

Course Changes

Students may change their course schedules by adding/dropping until the deadline specified in the academic calendar. Note that the add/drop period is meant for replacing one course with another. Students who drop all their classes during the add/drop week will be responsible for tuition charges corresponding to withdrawal prior to the second week of classes.

Veteran students should be aware that if they are using any military education benefits, withdrawal from a class may create a debt with the VA, their service branch, or Fordham. Before withdrawing from a class, such students should consult with the VA Certifying Officials in the Office of Academic Records.

Registration in Other Fordham Schools

With a few exceptions, such as Honors Program and Manresa courses that are college-specific, FCLC students may register for courses in GSB, PCS-LC, PCS-RH, and FCRH. Students may not take more than six courses at the Gabelli School of Business (GSB).

Please note that FCLC students are not permitted to take online courses during the academic year.

Credit/Course Load

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

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

Leave of Absence and Readmission

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

All former students who wish to apply for readmission must complete the online Undergraduate Readmit Application Form, which will be submitted electronically to the Office of Academic Advising (LL804; 212-636-6350).

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

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

Summer Courses

Summer Courses at Fordham

Fordham offers summer courses in three distinct sessions: Session I (approximately the month of June), Session II (approximately the month of July), and Session III (spanning Session I and Session II with less frequent class meetings). Students can take Fordham summer courses according to these guidelines:

- A maximum of 2 courses (up to 8 credits) per summer are permitted.
 - It is strongly recommended to take at most 1 course per session.
- Exceptions can be allowed only for extenuating circumstances, with approval of the student's Academic Advisor or Assistant Dean for their class year. These decisions are based on the student's academic history

More information on Summer at Fordham can be found at this link.

Summer Courses Taken at Other Universities

Students may receive credit for courses taken outside of Fordham

- for which they earned a grade of C or above, AND
- which were taken during the summer at an accredited four-year college or university.

(Please note that the policy on this page does not refer to Study Abroad courses. All requests for summer courses taken abroad must follow the Study Abroad application process, which can be found here.)

All summer courses taken outside of Fordham must be approved in advance through the External Summer Course Approval Form found in the student portal. The guidelines for taking external courses are:

- The student must have a GPA of 2.000 or higher.
- Courses to be applied toward a major or minor must be approved through the academic department or program through the Director of Transfer Students. Note that the department or program may have a limit on how many external courses may be applied to the major or minor.
- In order to meet residency requirements, the student must not exceed 60 transfer credits in total.

During the fall and spring semesters, as well as winter break, students may not take courses at another college or university with the exception of an approved study abroad program.

Departments

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

- African Studies (p. 155)
- African and African American Studies (p. 153)
- American Studies (p. 158)
- Anthropology (p. 177)
- Art History (p. 180)
- Asian American Studies (p. 183)

- Bioethics (p. 184)
- Chemistry and Biochemistry (p. 193)
- Classical Languages and Civilization (p. 200)
- Communication and Media Studies (p. 202)
- Comparative Literature (p. 217)
- Computer and Information Sciences (p. 219)
- Dance (p. 225)
- Disability Studies (p. 230)
- Economics (p. 231)
- English (p. 234)
- Environmental Science (p. 241)
- Environmental Studies (p. 243)
- Fashion Studies (p. 248)
- History (p. 257)
- Humanitarian Studies (p. 263)
- Integrative Neuroscience (p. 269)
- International Political Economy (p. 272)
- International Studies (p. 273)
- Irish Studies (p. 282)
- Islamic Studies (p. 282)
- Jewish Studies (p. 284)
- Languages and Cultures (p. 285)
- Latin American and Latino Studies (p. 301)
- Mathematics (p. 312)
- Medieval Studies (p. 316)
- Middle East Studies (p. 319)
- Music (p. 320)
- Natural Sciences (p. 322)
- New Media and Digital Design (p. 326)
- Orthodox Christian Studies (p. 328)
- Peace and Justice Studies (p. 330)
- Philosophy (p. 331)
- Political Science (p. 337)
- Psychology (p. 340)
- Religious Studies (p. 344)
- Social Work (p. 347)
- Sociology (p. 362)
- Theatre and Visual Arts (p. 369)
- Theology (p. 376)
- Urban Studies (p. 380)
- Women, Gender, and Sexuality Studies (p. 382)

Honors Program at FCLC

The honors program at Fordham College at Lincoln Center is an opportunity for talented and motivated students to explore many areas of learning in a small intellectual community of student scholars and faculty. The program is limited to approximately 18 students in each year and is directed by a faculty member, as well as a faculty adviser who stays with each class through their four years. The honors program gives students a solid grounding in the major academic disciplines, and then prepares the students for independent learning and research, culminating in a senior thesis or project.

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

For more information

Visit the Lincoln Center Honors Program web page.

Requirements

During the first year the honors student takes four honors seminars (two each semester) in philosophy, English, theology, and history. In addition, students take a full year interdisciplinary natural science and math class and workshops in writing and public speaking. Honors students also take a year of a modern or classical language at the intermediate level or higher. (If a student starts a new language in the first year, four semesters will be required.)

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

In the junior year, the student's primary focus is on the major course of study, but students also complete an honors requirement from among the following options, writing a reflection at the conclusion of the experience:

- They may elect to study abroad in a program approved by the Honors Director.
- They may complete a tutorial or research project designed by the student and one or more faculty and approved by the Director
- They may arrange a special internship (e.g., work with an artist, writer, or scientist, with directed academic readings), approved by the Director.
- They may undertake a semester or yearlong community service project, approved by the Director.

In the senior year, honors students will participate with their peers in a senior thesis workshop and in the honors Senior Values seminar. Finally, to receive honors, students are required to publicly present their thesis or the equivalent (i.e., artistic project).

Course	Title	Credits
Year 1		
Fall		
HPLC 1201	Honors: English	3
HPLC 1401	Honors: Theology	3
HPLC 1603	Honors: Natural Science I	4
HPLC 1811	Honors: Writing Intensive	2
Modern or classical language		3
Credits		15
Spring		
HPLC 1001	Honors Philosophy	3
HPLC 1801	Honors: History	3
HPLC 1604	Honors: Natural Science II	4

HPLC 1011	Honors: Speech and Rhetoric I	1
Modern or classical language		3
Credits		14
Year 2		
Fall		
HPLC 2501	Honors: Art History at the Museums	3
HPLC 2803	Honors: Trends in NYC	3
Three major or elective courses		9 to 12
Credits		15-18
Spring		
HPLC 2610	Globalization: Seminar	3
HPLC 2811	Honors Sacred Texts	3
Three major or elective courses		9 to 12
Credits		15-18
Year 3		
Fall		
Individualized plan of study		16 to 20
Credits		16-20
Spring		
Individualized plan of study		16 to 20
Credits		16-20
Year 4		
Fall		
HPLC 4500	Thesis Workshop	3
Major, minor, elective courses		12 to 16
Credits		15-19
Spring		
HPLC 4050	Honors: Senior Values Seminar	4
HPLC 0045	Honors Thesis Completion	0
Major, minor, elective courses		12 to 16
Credits		16-20
Total Credits		122-144

Supporting Student Success

Assistant Dean for Student Support and Success

At its core, Fordham University is committed to the holistic development of students' academic and personal success. We offer proactive academic support for our students through student-centered activities and programs, intentional goal-setting, and opportunities for personal and professional discernment. The assistant dean for student support and success can assist you in these areas, as well as connect you with other available resources at the University. Students can contact the assistant dean directly (Tracyann Williams, twilliams126@fordham.edu) or be referred to develop an individualized success plan.

Knack Tutoring Services

Fordham has partnered with Knack Tutoring to provide free peer tutoring across all subjects. See the FCLC Tutoring Services page for information on signing up to receive or provide tutoring.

In addition to Knack, departmental tutoring programs are available as follows.

College Writing Center

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

Mathematics Help Room

The Department of Mathematics runs a Math Help Room staffed by faculty and upper class math majors. It is located in Lowenstein QuinnX Library (street level). Appointments are not necessary. The hours for the Math Help Room are subject to the opening hours for QuinnX. The staffing schedule will be announced at the beginning of each semester. Any student at Fordham is welcome to come and seek help. There is no charge for this service. Visit the FCLC tutoring website for more information.

Economics Tutoring Center

The Economics Department offers free tutoring services in ECON 1100 Principles of Macroeconomics, ECON 1200 Principles of Microeconomics, ECON 2140 Statistics I, and ECON 2142 Statistics II. Tutoring is primarily virtual, with some in-person hours to be announced. Visit the FCLC tutoring website for more information.

Computer Science Tutoring

The Department of Computer and Information Sciences provides tutoring for students in CISC 1100 Structures of Computer Science, CISC 1400 Discrete Structures, CISC 1600 Computer Science I, CISC 2100 Discrete Structures II and CISC 2000 Computer Science II. There is no charge for this service. Visit the FCLC tutoring website for more information.

Information Technology Services

Fordham University's information technology services are provided in support of your academic goals. Please visit the Student Technology Services website for detailed information on such services as My.Fordham, your Fordham email account, computer maintenance, and security tips, the IT Service Desk, recommended computer specifications, free software, computer labs, and the campus network.

Fordham University Portal

The portal is the gateway to Fordham's online resources, including Blackboard; campus and personal announcements; your Fordham Gmail and Google Apps; and registration, financial aid, bill payment, and academic course information through Banner—the student information system. Tutorials online help you navigate and find the apps you need.

To gain access to the portal, you students will need to have claimed their username. To do this, open your the browser and go to my.fordham.edu. Click the "New user: Claim account" link and follow the prompts. If you problems are encountered, please call the Service Desk at 718-817-3999 for assistance; only they can help you students validate your their personal information and escalate the issue if necessary.

Fordham IT Service Desk

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

Telephone: 718-817-3999

Email: helpit@fordham.edu

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

The Language Learning Centers in Lowenstein 412 (LC) and Keating B25 (RH) provide advanced instructional technology for language students in all the languages Fordham currently teaches (Arabic, French, German, Hebrew, Italian, Japanese, Mandarin, Spanish, and Russian), as well as access to international television stations and films. Whether you are enrolled in a language course or just want to study a language on your own, the Language Learning Centers are open for you to hone your language skills. Visit the website for more information.

Gerald M. Quinn Library

The Gerald M. Quinn Library is located in the 140 West building at the Lincoln Center campus, with the QuinnX annex located across the hall on the first floor of the Leon Lowenstein building. Quinn supports the curricula of Fordham College at Lincoln Center, the Graduate School of Social Service, the Gabelli School of Business, and the Graduate School of Education. The Learning Commons on the first floor of Quinn Library offers open stacks and self-checkout of over 90,000 of the most recently published titles covering subjects supporting a myriad of academic disciplines. Approximately 350,000 books are housed in QuinnX. All HOLD requested items are available for pick-up on shelf units adjacent to the self-check kiosks at the first floor entrance to Quinn. An extensive collection of DVDs and CDs can also be obtained from QuinnX in the same fashion. Reading areas are located on all three floors of Quinn Library, along with access to public computing throughout. Over 1,500 periodical subscriptions (full-text online and hard copy) are also available to the entire Fordham community. The Fordham online catalog (OPAC) reflects the entire holdings of the Lincoln Center, Westchester, and Rose Hill collections and print materials can be sent to patrons on all campuses upon request made through InterCampusLoan. More than 300 online databases may be accessed in the library or via remote access. Items at other universities are also available to Lincoln Center students through the InterLibraryLoan department. Reference consultations can be easily arranged from the library website or stopping at the library services desk on the second floor. In addition, the writing center is located on the second floor of Quinn Library. Please consult their website for further details.

For information regarding the hours, services, and policies of the University libraries, please refer to the Fordham University library website at fordham.edu/library.

Visual Arts Complex

LC: Lowenstein, Street Level, SL 24A-F

Visual Arts Office: Lowenstein 423, 212-636-6303

The 12,000-square-foot visual arts complex at Lincoln Center has studios designed to offer the best possible environment for each discipline: A

large airy painting and drawing studio, a dedicated graphics lab with all of the industry standard graphics programs, state-of-the-art film and video-editing and screening facilities, an architectural lab with computers, and large plotter printers and work tables. In addition, there is an outstanding photography area with computer and printing digital capabilities, a well-equipped darkroom, and separate finishing and critique rooms. We make every effort to keep all software and hardware up-to-date and equivalent to industry standards.

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

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

Gabelli School of Business

The Gabelli School of Business provides an innovative, rigorous, experience-based undergraduate education designed to cultivate future leaders of the business world. Through a unique dual foundation in business and the liberal arts, Gabelli School students learn to write compellingly and persuasively, deliver captivating presentations, comprehend events on a global scale, and understand how the lessons of the past influence our present. These are among the many traits that set Fordham business graduates apart.

Each Gabelli School student may customize a degree program that matches his or her goals. Within the school's areas of study—accounting, alternative investments, business economics, communications and media management, entrepreneurship, finance, fintech, healthcare management, information systems, law and ethics, management, marketing, social innovation, sports business, sustainability, and value investing — students select majors, minors, and concentrations that give them the background they need to enter the career field of their choice.

The Gabelli School's focus is unwaveringly global. In recognition of the fact that all commerce today is world commerce, each course weaves in international themes and exposes students to the inner workings of economies across the globe. Students have the opportunity to crystallize this particular element of a Gabelli School education through the secondary concentration in global business, which requires three internationally themed courses, proficiency in a foreign language, and either study abroad experience or a globally oriented internship.

The heart of the Gabelli School program is its dual core curriculum. The integrated business core's 13 courses provide a solid grounding in business fundamentals while honing students' ability to clearly express themselves, collaborate in teams, think strategically and creatively, and evaluate their own work. The liberal arts core, also 13 courses, combines economics, English, the fine arts, history, mathematics, philosophy, and theology to give Fordham business students an uncommonly well-rounded education.

There are other hallmarks of the Gabelli School education as well. One is a commitment to personal and professional development. Through a carefully planned four-year sequence, students become aware of their personal and career goals and chart concrete plans for attaining them. Another is a hands-on, experiential education. Gabelli School course assignments are crafted to replicate the situations that students will

face as professionals and to develop the skills needed to handle them successfully. Students engage in business simulations, research actual firms, develop plans to launch their own companies, utilize industry-standard financial analysis software, and much more.

All of this happens in the business capital of New York City. With one campus on Fordham's Rose Hill campus in the Bronx and the other at Fordham's Lincoln Center campus, the Gabelli School puts its students in extraordinarily close proximity to the fast-paced corporate world of Manhattan. More than 90% of Gabelli School students hold at least one internship while they are in college. Course syllabi include visits to the headquarters of multinational corporations, institutions such as the New York Stock Exchange and the United Nations, and the workplaces of scores of Fordham alumni. The Gabelli School of Business alumni network is extraordinarily strong; alumni routinely return to campus as guest speakers, act as mentors, and help students to find internships and jobs.

This high degree of alumni engagement is unsurprising given Fordham's role as a Jesuit university, where helping others is a core value. The Gabelli School's Jesuit identity comes into play in other ways, too, foremost among them the belief that business must serve a higher purpose than mere profit. Students are encouraged to think about how they, as business leaders, can contribute to the advancement of society and move the world forward in profound and lasting ways. They practice this concept from their earliest days as students, enrolling in local and international service-learning courses; volunteering as mentors and student leaders; launching socially conscious student businesses; and designing their own community service projects for additional credit.

Accreditations and Affiliations

Since its introduction in 1926, the bachelor of science degree program of the Gabelli School of Business has been fully recognized and registered by the University of the State of New York. The school has been a member of the Middle Atlantic (formerly New York State) Association of Colleges of Business Administration since the organization's formation in 1951. The Gabelli School is accredited by the Middle States Association of Colleges and Secondary Schools and, since 1939, by the Association for the Advancement of Collegiate Schools of Business—International (AACSB), which is recognized as the preeminent accrediting agency for baccalaureate and master's degree programs in business administration.

As an institution accredited by the AACSB, the Gabelli School has an active chapter of Beta Gamma Sigma, the national honorary business fraternity. Membership is based on, among other things, the maintenance of an outstanding scholastic record. Other active chapters of honorary and professional fraternities with national affiliations include Alpha Sigma Nu, Phi Kappa Phi, and Beta Alpha Psi, the national honorary for financial services.

In addition to these affiliations, accreditations, and associations, the Gabelli School is a member of the American Council on Education's Internationalization Collaborative, which is an invitational forum for member institutions to advance international education on their campuses and nationally, and is one of only 24 schools worldwide to be selected as a "Champion" university within the United Nations' Principles of Responsible Management Education initiative.

Majors

Majors at Rose Hill

- Accounting - Public Accountancy Major (CPA-150 track) (p. 150)
- Accounting - Public Accounting Major (120 credits) (p. 151)
- Accounting Information Systems Major (p. 267)
- Applied Accounting and Finance Major (p. 250)
- Business Administration Major (p. 190)
- Finance Major (p. 252)
- Information Systems Major (p. 268)
- Marketing Major (p. 311)

Majors at Lincoln Center

- Global Business Major (p. 256)

Minors

The following business minors are available to Gabelli students:

- Business Law and Ethics Minor (p. 192)
- Economics Minor (p. 233)
- Sustainable Business Minor (p. 368)

Concentrations

Primary Concentrations

All primary concentrations at Rose Hill may also be pursued as secondary concentrations.

• Rose Hill:

- Accounting (p. 153)
- Business Economics (p. 191)
- Consulting (p. 365)
- Entrepreneurship (p. 367)
- Finance (p. 251)
- Information Systems (p. 268)
- Management (p. 308)
- Marketing (p. 310)
- Social Innovation (p. 346)

• Lincoln Center:

- Global Marketing with Consumer Insights (p. 310)
- Digital Media and Technology (Media Track) (p. 229)
- Digital Media and Technology (Technology Track) (p. 229)
- Global Finance and Business Economics (p. 252)

Secondary Concentrations

- Accounting (p. 153)
- Alternative Investments (p. 250)
- Business Economics (p. 191)
- Business Law and Ethics (p. 192)
- Business of Healthcare (p. 365)

- Communications and Media Management (p. 217)
- Consulting (p. 365)
- Credit (p. 251)
- Digital Marketing (p. 309)
- Entrepreneurship (p. 367)
- Finance (p. 251)
- Fintech (p. 251)
- Information Systems (p. 268)
- Integrated Marketing Communications (p. 310)
- Global Business (p. 256) (Rose Hill only)
- Management (p. 308)
- Marketing (p. 310)
- Marketing Analytics (p. 311)
- Personal Development and Leadership (p. 308)
- Process and Quality Analytics (p. 269)
- Social Innovation (p. 346)
- Sports Business (p. 364)
- Strategic Branding (p. 311)
- Value Investing (p. 252)

Academic Curriculum

The Gabelli School of Business offers coursework in a variety of areas. Each student's academic program has four distinct elements:

1. The liberal arts core (p. 85)
2. The business core (p. 88)
3. The major(s) (p. 82) and concentration(s) (p. 82)
4. Electives (p. 966)

All students take the same liberal arts core and business core. They customize their academic program by choosing their major(s), concentration(s), and electives.

Each part of the academic program plays a specific role in a student's overall education. The liberal arts core is designed to nurture curiosity and to give students the broad liberal arts foundation needed to engage in lifelong learning. The business core provides broad knowledge across all business disciplines while developing a student's written and oral presentation abilities, capacity for teamwork, critical thinking, and problem-solving skills. The major(s) and concentration(s) allow students to establish a focus in a specific area of business. Electives offer the chance to try new things and to cultivate additional areas of expertise.

Double Major Policy

Students may declare two majors (a double major) offered by the Gabelli School of Business, as long as their primary major is not business administration or public accountancy. And depending on a student's primary major, not all majors may be available as a second (double) major, as described below. In addition to declaring a primary major or a double major, students from all majors may declare a concentration or a primary and secondary concentration (p. 82).

Public Accountancy Majors (p. 150)

Cannot declare a double major, but may declare one or two concentrations (p. 82) in any area.

Public Accounting Majors (p. 151)

May declare a double major in Finance (p. 252), Information Systems (p. 268), Marketing (p. 311), or Global Business (p. 256) (and a concentration in any area).

Applied Accounting and Finance Majors (p. 250)

May declare a double major in Information Systems (p. 268), Marketing (p. 311), or Global Business (p. 256) (and a concentration in any area).

Accounting Information Systems Majors (p. 267)

May declare a double major in Finance (p. 252), Marketing (p. 311), or Global Business (p. 256) (and a concentration in any area).

Information Systems Majors (p. 268)

May declare a double major in Applied Accounting and Finance (p. 250), Finance (p. 252), Marketing (p. 311), Public Accounting (p. 151), or Global Business (p. 256) (and a concentration in any area except Digital Media and Technology, either track).

Finance Majors (p. 252)

May declare a double major in Accounting Information Systems (p. 267), Information Systems (p. 268), Marketing (p. 311), Public Accounting (p. 151), or Global Business (p. 256) (and a concentration in any area except Global Finance and Business Economics).

Marketing Majors (p. 311)

May declare a double major in Accounting Information Systems (p. 267), Applied Accounting and Finance (p. 250), Information Systems (p. 268), Finance (p. 252), Public Accounting (p. 151), or Global Business (p. 256) (and a concentration in any area except Global Marketing with Consumer Insights).

Business Administration Majors (p. 190)

Cannot declare a double major, but may declare one or two concentrations (p. 82) in any area.

Global Business Majors (p. 256)

Concentration in Global Finance and Business Economics

May declare a double major in Accounting Information Systems (p. 267), Applied Accounting and Finance (p. 250), Information Systems (p. 268), Marketing (p. 311), or Public Accounting (p. 151).

Concentration in Global Marketing with Consumer Insights

May declare a double major in Accounting Information Systems (p. 267), Applied Accounting and Finance (p. 250), Information Systems (p. 268), Finance (p. 252), or Public Accounting (p. 151).

Concentration in Digital Media and Technology (all tracks)

May declare a double major in Accounting Information Systems (p. 267), Applied Accounting and Finance (p. 250), Finance (p. 252), Marketing (p. 311), or Public Accounting (p. 151).

Degree Requirements

Four Year (Day) Program

The Gabelli School of Business program at Rose Hill consists of 40 courses and requires a minimum of 120 credits. (Please note that certain three-credit business core courses are split into two 1.5-credit courses; in such cases, those two courses do not count separately, but rather count together as one course.) Students must achieve a cumulative quality point index (GPA) of at least 2.0 to graduate.

Students who transfer into the Gabelli School of Business from another school must complete a minimum of 20 courses and 60 credits as matriculated Gabelli School students.

Gabelli School students typically take five courses per semester plus one Integrated Project per year. All students who come to Fordham without any prior credit for college coursework must take this number to be on target for graduation in four years. Any deviation from a five-course semester should be approved by the class dean.

See the Gabelli School of Business Core Curriculum (p. 83) and Academic Programs (p. 83) list for specific course requirements.

Below is a listing of business courses, liberal arts courses, and free electives for the different business majors, along with the number of courses of each type that must be completed for each major.

New York State guidelines require that at least 50% of students' curricula include courses in the liberal arts. Consistent with these guidelines, certain core coursework at the Gabelli School in the areas of communications, statistics, and ethics are considered to reflect liberal arts content. Such courses include Business Communications, Statistical Decision Making, and Ethics in Business.

Rose Hill

Business Administration Major (p. 190)

Course Type	Number of Courses
Business core	13
Liberal arts core	13
Primary Concentration	4
Liberal arts elective(s)	5
Free electives	4
Business elective(s)	1
Total number of courses	40

Marketing Major (p. 311)

Course Type	Number of Courses
Business core	13
Liberal arts core	13
Major	9
Liberal arts elective(s)	5
Free electives	0
Business elective(s)	0
Total number of courses	40

Finance Major (p. 252)

Course Type	Number of Courses
Business core	13

Liberal arts core	13
Major	10
Liberal arts elective(s)	4
Free electives	0
Business elective(s)	0
Total number of courses	40

Information Systems Major (p. 268)

Course Type	Number of Courses
Business core	13
Liberal arts core	13
Major	10
Liberal arts elective(s)	4
Free electives	0
Business elective(s)	0
Total number of courses	40

Accounting (Public Accounting 120-credit) Major (p. 151)

Course Type	Number of Courses
Business core	13
Liberal arts core	13
Major	11
Liberal arts elective(s)	3
Free electives	0
Business elective(s)	0
Total number of courses	40

Lincoln Center

Global Business Major (p. 256)

Course Type	Number of Courses
Business core	13
Liberal arts core	13
Primary Concentration	5
Liberal arts elective(s)	7
Free electives	0
Business elective(s)	2
Total number of courses	40

Evening Program

The Gabelli School of Business evening program allows students to take classes on a part-time or modified full-time basis, depending on the circumstances.

Admission to the Evening Program

There is no direct admission to the Gabelli School of Business evening program. Students first must be admitted to Fordham's School of Professional and Continuing Studies (PCS). For more information on this initial stage of the process, please visit the School of Professional and Continuing Studies Admissions web pages: <http://www.fordham.edu/pcs>.

Once accepted to the School of Professional and Continuing Studies, students must complete all of the Gabelli School's evening prerequisites. These are:

- ECON 1100 Principles of Macroeconomics
- ECON 1200 Principles of Microeconomics
- ECON 2140 Statistics I
- MATH 1108 Math for Business: Finite
- MATH 1109 Math for Business: Calculus

With those prerequisites complete and other evening-program requirements met, candidates must submit an internal transfer application. Candidates should contact the transfer dean to get more information about the requirements and to begin this phase. Decisions are typically made twice per semester.

Evening Program Schedule

Students take primarily evening-hours business courses and also may choose among a select number of evening and weekend liberal arts courses. All liberal arts core courses must be taken through Fordham's School of Professional and Continuing Studies (p. 97).

Evening students who wish to take business courses during the daytime may do so on a limited basis, with approval from the evening program director.

Evening Curriculum

The evening program is similar academically to the day program — including a liberal arts core, a business core, a major/concentration, and electives—but varies in its delivery, structure, and approach.

The evening program calls for at least 40 3- or 4-credit courses and 120 credits with a minimum cumulative index (GPA) of 2.0. Students who transfer from another school are required to complete a minimum of 20 courses and 60 credits as matriculated Gabelli School of Business students.

Evening students may generally choose from the same majors and concentrations available to four-year day students and listed in the Areas of Study (p. 93) section of this bulletin. They also may pursue a secondary concentration or a liberal arts minor, and, if interested, are encouraged to discuss this with the evening program adviser as soon as possible after their acceptance. Please note, however, that there are certain majors and concentrations that are more accessible to evening students and others that are more accessible to day students based upon scheduling concerns. Students should confer with the director of evening programs to determine the best program of study for their needs.

Below is a listing of business courses, liberal arts courses, and free electives required for the business administration major and the public accounting major. The number refers to the actual number of courses that must be completed for each major.

Business Administration Major (p. 190)

Course Type	Number of Courses
Business core	12
Liberal arts core	13
Primary Concentration	4
Liberal arts elective(s)	6
Free electives	4
Business elective(s)	1
Total number of courses	40

Accounting (Public Accounting 120-credit) Major (p. 151)

Course Type	Number of Courses
Business core	12
Liberal arts core	13
Major	11
Liberal arts elective(s)	4
Free electives	0
Business elective(s)	0
Total number of courses	40

Evening students are advised to save two or three liberal arts electives and the fine arts core requirement for their last year, because it is much easier to schedule these courses around the very specific senior-year business requirements.

In the event of questions, current evening students may consult the evening program director.

Liberal Arts Core

Students in the Gabelli School of Business are required to complete **13 courses** in the liberal arts core as part of their degree requirements.

Course	Title	Credits
ENGL 1102	Composition II ¹	3
	Texts and Contexts ²	3
PHIL 1000	Philosophy of Human Nature	3
PHIL 3000	Philosophical Ethics	3
THEO 1000	Faith and Critical Reason	3
	Sacred Texts and Traditions ²	3
	Understanding Historical Change ²	3
MATH 1108	Math for Business: Finite ^{1,3}	3
MATH 1109	Math for Business: Calculus ^{1,3,4,5}	3
ECON 1100	Principles of Macroeconomics ^{1,4}	3
ECON 1200	Principles of Microeconomics ^{1,4}	3
ECON 2140	Statistics I ¹	4
	Fine Arts ²	3

¹ Required course for the first year; must be completed prior to beginning the business core. Students in the Ignite Scholars Program complete an honors-level section of this course.

² See below for a list of courses that fulfill these requirements.

³ If the student is pursuing a language course or a fundamental course (i.e. MATH 1001 Math for Business: Precalculus or ENGL 1101 Composition I), then this course may be taken later as advised by the student's class dean.

⁴ Only these courses can be fulfilled by a score of 4 or 5 on an Advanced Placement exam. Other approved Advanced Placement exams with a score of 4 or 5 may fulfill a liberal arts or free elective requirement.

⁵ Gabelli School of Business students interested in pursuing a minor in Mathematics should take MATH 1206 Calculus I in lieu of MATH 1109 Math for Business: Calculus.

In all cases, the core curriculum also includes three distributive requirements: Global Studies, American Pluralism, and Senior Values Seminar. These requirements are satisfied by certain business courses for Gabelli School students.

- The Global Studies requirement is fulfilled by completing any course with the GLBB attribute. All Gabelli School majors already require at least one such course.
- The American Pluralism requirement is fulfilled by the completion of two business core courses: LPBU 3223 Principles of Management and MKBU 3225 Marketing Principles.
- The Senior Values Seminar requirement is fulfilled by another business core course, BLBU 3443 Ethics in Business.

Any Gabelli School student who wishes to complete a liberal arts major must also complete the full liberal arts core required of FCRH and FCLC.

Courses fulfilling Liberal Arts Core requirements

Understanding Historical Change

The following courses, which have the HC attribute, fulfill this requirement:

Course	Title	Credits
AFAM 1600	Understanding Historical Change: Africa	3
CLAS 1210	Understanding Historical Change: Ancient Greece	3
CLAS 1220	Understanding Historical Change: Ancient Rome	3
HIST 1000	Understanding Historical Change: Modern Europe	3
HIST 1075	Understanding Historical Change: Renaissance to Revolution in Europe	3
HIST 1100	Understanding Historical Change: American History	3
HIST 1103	Understanding Historical Change: Fighting for Equal Rights in American History	3
HIST 1200	Understanding Historical Change: Ancient History	3
HIST 1210	Understanding Historical Change: Ancient Greece	3
HIST 1220	Understanding Historical Change: Ancient Rome	3
HIST 1240	Understanding Historical Change: The Ancient World	3
HIST 1300	Understanding Historical Change: Medieval	3
HIST 1400	Understanding Historical Change: Latin America	3
HIST 1450	Understanding Historical Change: South Asian History	3
HIST 1550	Understanding Historical Change: Modern East Asia	3
HIST 1551	Understanding Historical Change: Representations of China and The West	3
HIST 1600	Understanding Historical Change: Africa	3
HIST 1650	Understanding Historical Change: The Black Atlantic	3
HIST 1700	Understanding Historical Change: Mideast	3
HIST 1750	Understanding Historical Change: Islamic History and Culture	3

HIST 1850	Understanding Historical Change: Jews in the Ancient and Medieval World	3
HIST 1851	Understanding Historical Change: Jews in the Modern World	3
HIST 1925	Understanding Historical Change: Science and Technology	3
LALS 1400	Understanding Historical Change: Latin America	3

Fine Arts

The following courses, which have the FACC attribute, fulfill this requirement:

Course	Title	Credits
ARHI 1100	Art History Introduction: World Art	3
ARHI 1101	Introduction to Art History: Europe	3
ARHI 1102	Introduction to Art History: Asia	3
ARHI 1103	Introduction to Art History: Americas	3
ARHI 1104	Introduction to Art History: Africa and African Diaspora	3
ARHI 1105	Introduction to Art History: Architecture	3
ARHI 1298	Art History AP	3
ARHI 3480	Art and Architecture in London	4
MUSC 1051	Who Cares If You Listen?! Music, Culture, and the Critical Ear	3
MUSC 1100	Introduction to Music History	3
THEA 1100	Invitation to Theatre	3
THEA 3520	Producing through a Social Justice Lens	4
VART 1101	Urbanism	3
VART 1135	Visual Thinking	3

Notes

- Gabelli School students in London may also apply MUSC 2031 Rock and Pop Music Since World War II to this requirement, even though it does not have the FACC attribute.
- Gabelli School students may also apply ARHI 2534 The Victorian City: Art and Architecture in the 19th Century London to this requirement, even though it does not have the FACC attribute.
- VART 1135 Visual Thinking has the FACC attribute effective Spring 2019.

Texts and Contexts

The following courses, which have the TC attribute, fulfill this requirement:

Course	Title	Credits
CLAS 2000	Texts and Contexts	3
COLI 2000	Texts and Contexts	3
ENGL 1004	Texts and Contexts: Upward Mobility and the Common Good	3
ENGL 2000	Texts and Contexts	3
HPLC 1201	Honors: English	3
MLAL 1010	Spanish Colonialism Through Film	3
MLAL 2000	Texts and Contexts	3

Sacred Texts and Traditions

The following courses, which have the STXT attribute, fulfill this requirement:

Course	Title	Credits
HPLC 2811	Honors Sacred Texts	3
THEO 3100	Introduction to Old Testament / Tanakh	3
THEO 3102	Book of Genesis	3
THEO 3105	The Torah	3
THEO 3120	The Prophets	3
THEO 3130	Bible as Migration Literature: Then and Now	4
THEO 3200	Introduction to New Testament	3
THEO 3207	The First Three Gospels	3
THEO 3212	Gospel of John	3
THEO 3250	Jesus in History and Faith	3
THEO 3300	Who Cares About the Bible?	3
THEO 3310	Early Christian Writings	3
THEO 3314	St. Augustine of Hippo	3
THEO 3316	Byzantine Christianity	3
THEO 3317	Women of the Christian East	3
THEO 3320	Augustine, Aquinas, and Luther	3
THEO 3330	Medieval Theology Texts	3
THEO 3332	Christians, Muslims, Jews in the Medieval Period	3
THEO 3335	Queer Interpretations of Sacred Texts and Theology	3
THEO 3340	Christian Mystical Texts	3
THEO 3345	The Book of Revelation	3
THEO 3350	Apocalyptic Literature: Ancient & Modern	3
THEO 3360	Reformation Texts	3
THEO 3361	Protestant Texts	3
THEO 3365	Pentecostal Christianity	3
THEO 3371	The American Transcendentalists: Spirituality Without Religion	3
THEO 3375	American Religious Texts and Traditions	3
THEO 3376	Spirituals, the Blues, and African-American Christianity	3
THEO 3380	US Latinx Spiritualities	3
THEO 3383	Latin American Liberation Theologies	3
THEO 3390	Church in Controversy	3
THEO 3542	Catholic Social Teaching	3
THEO 3546	The Bible and Social Justice	3
THEO 3605	Scripture and the Human Response to Trauma	3
THEO 3610	Christ in World Cultures	3
THEO 3611	Scripture and the Struggle for Racial Justice	3
THEO 3620	Great Christian Hymns	3
THEO 3652	Liturgy That Does Justice	3
THEO 3655	The Journey of Faith: Autobiography as Sacred Text	3
THEO 3711	Sacred Texts of the Middle East	3
THEO 3712	Shari'ah (Islamic Law)	3

THEO 3713	Classic Jewish Texts	3
THEO 3715	Classic Islamic Texts	3
THEO 3716	Islam and Modernity	3
THEO 3720	Hindu Literature and Ethics	3
THEO 3723	Tibetan Religion: Visionary Experience	3
THEO 3724	Classic Buddhist Texts	3
THEO 3725	Buddhism in America: A Multimedia Investigation	3
THEO 3728	Buddhist Meditation	3
THEO 3731	Japanese Religions: Texts and Arts	3
THEO 3733	Chinese Religions	3
THEO 3785	Spiritual Exercises and Culture	3
THEO 3854	Ignatian Spirituality	3
THEO 3882	Comparative Mysticism	3
THEO 3884	Sufism: Islam's Mystical Tradition	3

Global Business Honors Program Liberal Arts Core

Course	Title	Credits
English		
ENGL 1102	Composition II	3
One Texts and Contexts course ¹		3
Philosophy		
PHIL 1000	Philosophy of Human Nature	3
PHIL 3000	Philosophical Ethics	3
Theology		
THEO 1000	Faith and Critical Reason	3
One Sacred Texts and Traditions course ²		3
History		
One Understanding Historical Change course ³		3
Mathematics		
MATH 1198	Honors Business Math	4
<i>Quantitative Elective</i>		3 to 4
One course from the following:		
CISC 1400	Discrete Structures	
CISC 2500	Information and Data Management	
CISC 2850	Computer and Data Analysis	
CISC 4631	Data Mining	
ECON 3154	Math for Economists	
ECON 3885	Introductory Econometrics	
FNBU 4454	ST: Financial Modeling	
INSY 3433	Programming with Java	
INSY 3436	ST: Programming with Python	
INSY 3441	Systems Analysis	
INSY 4432	Mobile Commerce & Apps	
INSY 4433	Advanced Python for Business	
INSY 4508	Business Modeling With Spreadsheets	
MATH 1700	Mathematical Modelling	
MATH 2004	Multivariable Calculus I	
MATH 2006	Linear Algebra I	
MATH 3002	Differential Equations	

MKBU 3445	ST: Marketing Analytics	
MKBU 4451	ST: Data Driven Marketing Decisions	
Economics		
ECON 1150	CB Honors Macroeconomics	4
ECON 1250	CB Honors Microeconomics	3
HPCB 4703	Probability and Statistics	4
Fine and Performing Arts		
One course in Fine and Performing Arts ⁴		3

¹ Courses fulfilling this requirement have the TC (Texts and Contexts) attribute (p. 86).

² Courses fulfilling this requirement have the STXT (Sacred Texts and Traditions) attribute (p. 87).

³ Courses fulfilling this requirement have the HC (Understanding Historical Change) attribute (p. 86).

⁴ Courses fulfilling this requirement have the FACC (Fine and Performing Arts) attribute (p. 86). Several other course options (p. 86) are also available to Gabelli School students.

Ignite Scholars Program Business Core

Students in the Gabelli School of Business' Ignite Scholars Program are required to complete **13 business core courses** ³ plus **four integrated project (IP) courses** in their business core curriculum, as follows. They also complete additional program-specific coursework.

Course	Title	Credits
CBBU 1001	The Ground Floor: Starting and Succeeding at the Gabelli School of Business ¹	3
ACBU 2222	Principles of Financial Accounting	3
ACBU 2223	Principles of Managerial Accounting	3
BLBU 2234	Legal Framework of Business	3
SABU 2142	Statistics II	3
OPBU 3438	Operations and Supply Chain Management	3
BLBU 3443	Ethics in Business	3
FNBU 3221	Financial Management	3
MKBU 3225	Marketing Principles	3
LPBU 3223	Principles of Management	3
HPCB 4441	Honors Strategy	3
INSY 2299	Information Systems: GSB Integrated Core Only ²	1.5
INSY 2301	Information Systems: GSB Integrated Core Only ²	1.5
CMBU 2664	Business Communications: GSB Integrated Core Only ²	1.5
CMBU 2666	Business Communications: GSB Integrated Core Only ²	1.5
Integrated Projects ³		
CBBU 1003	ST: Career Exploration ¹	1
CBBU 1002	ST: Consulting Challenge IP	1
CBBU 1004	ST: Analytics Requirement	1
or CBBU 1005	Marketing Analytics Requirement	
CBBU 1006	ST: Senior Seminar	1

Ignite Program-Specific Courses

HPCB 4800	Ignite Scholars Readings ⁴	3
<i>Capstone Project</i> ⁵		
HPCB 4802	Ignite Capstone Project I	1.5
HPCB 4803	Ignite Capstone Project II ⁶	3
HPCB 4804	Ignite Capstone Project III	1.5

¹ Students take a special section of this course designated for Ignite Scholars.

² Certain 3-credit business core courses are split into two 1.5-credit courses; in such cases, those two courses do not count separately, but rather count together as one course.

³ Integrated Projects (IPs) are semester-long projects that use knowledge from the business core and apply it to real-world circumstances. Students complete one IP per year during their four-year program. All four projects must be completed in order to graduate.

⁴ This course may double-count as a liberal arts elective. Students who join the Ignite Scholars Program after their first year fulfill this requirement with HPCB 4800 Ignite Scholars Readings.

⁵ Credits earned as part of the capstone project may count towards liberal arts or free electives for Global Business majors (p. 256).

⁶ This course may double-count as an elective toward the student's major.

Business Core

Students in the Gabelli School of Business are required to complete **thirteen full-length courses** plus **four 1-credit value-added topical courses** (typically, one per year) in their business core curriculum, as follows:

Course	Title	Credits
CBBU 1001	The Ground Floor: Starting and Succeeding at the Gabelli School of Business	3
ACBU 2222	Principles of Financial Accounting	3
ACBU 2223	Principles of Managerial Accounting	3
BLBU 2234	Legal Framework of Business	3
SABU 2142	Statistics II	3
OPBU 3438	Operations and Supply Chain Management	3
BLBU 3443	Ethics in Business	3
FNBU 3221	Financial Management ¹	3
MKBU 3225	Marketing Principles	3
LPBU 3223	Principles of Management	3
SABU 4441	Strategy ²	3
INSY 2299	Information Systems: GSB Integrated Core Only ³	1.5
INSY 2301	Information Systems: GSB Integrated Core Only ³	1.5
CMBU 2664	Business Communications: GSB Integrated Core Only ³	1.5
CMBU 2666	Business Communications: GSB Integrated Core Only ³	1.5
One-Credit Topical Courses		
CBBU 1003	ST: Career Exploration	1
CBBU 1002	ST: Consulting Challenge IP	1
CBBU 1004	ST: Analytics Requirement	1

or CBBU 1005 Marketing Analytics Requirement	
CBBU 1006 ST: Senior Seminar	1

¹ Certain students may, by invitation, fulfill this requirement with select sections of HPCB 3221 Financial Management.

² Certain students may, by invitation, fulfill this requirement with select sections of HPCB 4441 Honors Strategy.

³ Certain 3-credit business core courses are split into two 1.5-credit courses; in such cases, those two courses do not count separately, but rather count together as one course.

Global Business Honors Program Business Core

Students in the Global Business Honors Program pursue a different version of the Gabelli School's Business Core.

Course	Title	Credits
HPCB 4701	Global Business Readings	3
ACBU 2222	Principles of Financial Accounting	3
ACBU 2223	Principles of Managerial Accounting	3
BLBU 2234	Legal Framework of Business	3
HPCB 4704	ST: Business Practices	3
OPBU 3438	Operations and Supply Chain Management	3
BLBU 3443	Ethics in Business	3
FNBU 3221	Financial Management ¹	3
MKBU 3225	Marketing Principles	3
LPBU 3223	Principles of Management	3
SABU 4441	Strategy	3
CMBU 2664	Business Communications: GSB Integrated Core Only ²	1.5
CMBU 2666	Business Communications: GSB Integrated Core Only ²	1.5
INSY 2299	Information Systems: GSB Integrated Core Only ²	1.5
INSY 2301	Information Systems: GSB Integrated Core Only ²	1.5
Integrated Projects ³		
CBBU 1002	ST: Consulting Challenge IP	1
CBBU 1003	ST: Career Exploration	1
CBBU 1004	ST: Analytics Requirement	1
or CBBU 1005	Marketing Analytics Requirement	
CBBU 1006	ST: Senior Seminar	1
Honors Thesis		
BABU 4461	Honors Seminar I	1.5
<i>One of the following courses, depending on the student's major: ⁴</i>		
ACBU 4706	ST: Honors Thesis II - Acctg (For Accounting majors)	3
BABU 4706	Honors Thesis II (For Business Administration majors)	
BLBU 4706	Honors Thesis II - B'Law (For students interested in business law)	
FNBU 4706	Honors Thesis II - Finance (For Finance majors)	

INSY 4706	Honors Thesis II - Info Sys (For Information Systems majors)	
MKBU 4706	Honors Thesis II - Marketing (For Marketing majors)	
BABU 4463	Honors Seminar III	1.5

¹ HPCB 3221 Financial Management, when offered, also fulfills this requirement.

² Certain 3-credit business core courses are split into two 1.5-credit courses; in such cases, those two courses do not count separately, but rather count together as one course.

³ Integrated Projects (IPs) are semester-long projects that use knowledge from the business core and apply it to real-world circumstances. Students complete one IP per year during their four-year program. All four projects must be completed in order to graduate.

⁴ The course taken to fulfill this requirement may double-count as an elective towards the student's major.

Academic Policies and Procedures

Academic Policies and Procedures pertaining to undergraduate students at Gabelli:

- Academic Advising (p. 90)
- Academic Progress (p. 90)
- Business Minors (p. 92)
- Registration (p. 92)

Academic Policies and Procedures pertaining to all undergraduate students at Fordham University:

- Academic Progress, Probation, Suspension, and Dismissal (p. 14)
- Admissions Policy (p. 15)
- Attribute Code Index (p. 15)
- Dean's List (p. 19)
- Deferred Examinations (p. 20)
- Grading System (p. 20)
- Important and Useful Links (p. 22)
- Incomplete Coursework (p. 22)
- Integrity of Full-Time Study (p. 23)
- Limits on Number of Majors and Minors (p. 23)
- Payment of Tuition and Fees (p. 23)
- Procedure for Appealing a Course Grade (FCRH, FCLC, and Gabelli School) (p. 23)
- Refund (p. 24)
- Student Attendance (p. 26)
- Transcript of Record (p. 26)
- Undergraduate Policy on Academic Integrity (p. 27)
- Withdrawal from the University and Leaves of Absence (p. 33)

Academic Policies and Procedures, university-wide:

- Affirmative Action Policy (p. 30)
- Campus Safety (p. 30)
- Equity in Athletics Disclosure Act (p. 30)
- Nondiscrimination and Director of Gender Equity/Title IX Coordinator (p. 30)

- Numbering of Undergraduate Courses (p. 30)
- Recruitment of Jesuits to the Faculty (p. 31)
- Reserved Rights (p. 31)
- Student Records (p. 31)
- Support Services for Students with Disabilities (p. 32)
- University Code of Conduct (p. 33)

Academic Advising

Each student is different. Some know their major and career paths from the moment they arrive at Fordham. Others have no idea where to start. Still others think they know when they're first years, but arrive at completely different decisions after a few semesters. The Gabelli School's academic advising deans are adept at coaching students in each of these situations and more.

The entire specialized academic advising staff—first year, sophomore, junior, and senior class deans; the dean of international programs; the transfer dean; the evening program director; and the dean of honors opportunities—helps each student to plan an academic program and learn how to make wise decisions regarding academics, careers, and life in general.

Advising deans provide help in identifying goals, choosing courses, investigating majors and concentrations, experimenting with electives, securing internships, and building the portfolio of skills needed to succeed in any given area of business. For more details and contact information for each advising dean visit the Undergraduate Advising web pages.

Academic Advising for Student-Athletes

The primary mission of the Office of Academic Advising for Student-Athletes is to provide Fordham University's more than 550 NCAA student-athletes with the resources and direction needed to achieve their scholastic potential and to prepare them for postgraduate scholastic, athletic, and career opportunities. The office brings a breadth and depth of experience in athletics and higher education to their many responsibilities. These responsibilities include general academic counseling, eligibility monitoring, assistance in maintaining satisfactory progress toward degrees, and course scheduling. Mid- and post-semester grade reviews are conducted every semester.

The office has five full-time administrators, all of whom are dedicated to working with and for Fordham's student-athletes.

Academic Progress

Academic Standards Policy

To remain in good standing at the Gabelli School of Business and retain any awarded financial aid, students must meet established year-by-year standards of "academic progress." Faculty and administrators are dedicated to supporting students in meeting these standards. For details on standards for each class year, see the Academic Status section.

Full-time students are expected to complete their coursework in four years. Students who need additional time to complete their degrees due to special circumstances, such as an illness or a change in major, must receive approval from the senior class dean to continue their programs. Part-time students are not held to this four-year expectation and may take longer to complete their degrees.

It is extremely important that Gabelli School students develop adequate skills in written and oral English. Each teacher, no matter what the subject, may include an assessment of the student's ability to communicate as part of the grade. The teacher can adjust grades for the quality of the student's writing and has the right to require reports to be rewritten on the basis of poor writing alone.

If a student repeats a course, the original grade will remain and will be calculated into the student's GPA along with subsequent grades.

To preserve the quality of a Fordham education, the Gabelli School restricts the use of grades W (Withdrawal), ABS (Absent from exam), and INC (Incomplete). If a student does establish a pattern of these grades, it is considered evidence of failing to maintain reasonable academic progress.

Students must complete 120 credits and 40 courses to graduate. (Please note that certain 3-credit business core courses are split into two 1.5-credit courses; in such cases, those two courses do not count separately, but rather count together as one course.) If a student does not complete enough credits in the time allotted, he or she may warrant dismissal for failure to maintain satisfactory progress toward the bachelor's degree.

Failure to meet standards of academic progress may result in penalties, including probation, suspension, and dismissal. Students on probation may continue to study at Fordham and may be awarded financial aid, though this is not guaranteed; however, they will need to improve their academic status and return to good academic standing.

Minimum Credit Completion Policy

Year or Classification	Credits Attempted ¹	Percentage Completed ¹	Minimum Credits Completed ²
First/First Year	up to 30	65%	18-20
Second/Sophomore	30-60	70%	42
Third/Junior	60-92	75%	69
Fourth/Senior	92+	80%	99-100

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

² For Gabelli School evening students pursuing a degree on a part-time basis, credits earned will be proportionate. Half-time students should complete half of these credits; three-quarter-time students should complete three quarters of these credits.

Gabelli School Evening Students

First/First Year

Fall	15-29 credits attempted
Spring	30-44 credits attempted

Second/Sophomore

Fall	45-59 credits attempted
Spring	60-74 credits attempted

Third/Junior

Fall	75-89 credits attempted
Spring	90+ credits attempted

Academic Status

Though students must achieve a 2.000 cumulative GPA by the end of their academic program to graduate, minimum standards for the first three years of study are somewhat lower. Please note that for students receiving funds from the New York State Tuition Assistance Program (TAP) and other financial aid, academic standards differ somewhat from the chart below. For further details, consult Fordham's Office of Academic Records.

Gabelli School of Business Administration Day Program Students

First Year

Year of Attendance	Minimally Acceptable	Academic Probation	Subject to Suspension	Dismissal
Seven Semesters Until Graduate	2.000	1.400-1.999	1.350-1.399	less than 1.350
Six Semesters Until Graduate	2.000	1.500-1.999	1.450-1.499	less than 1.450

Second Year

Year of Attendance	Minimally Acceptable	Academic Probation	Subject to Suspension	Dismissal
Five Semesters Until Graduate	2.000	1.600-1.999	1.550-1.599	less than 1.550
Four Semesters Until Graduate	2.000	1.700-1.999	1.650-1.699	less than 1.650

Third Year

Year of Attendance	Minimally Acceptable	Academic Probation	Subject to Suspension	Dismissal
Three Semesters Until Graduate	2.000	1.800-1.999	1.700-1.799	less than 1.700
Two Semesters Until Graduate	2.000	1.900-1.999	-	less than 1.900
Two Semesters Until Graduate	2.000	-	-	-

These standards also apply to transfer students. Both full- and part-time students on probation for two semesters may be subject to dismissal if they do not make satisfactory progress toward good academic standing. In addition, students may be subject to suspension or dismissal if their GPA falls below those indicated.

Course Failures

If a student fails a course, but his or her academic record does not otherwise warrant direction to withdraw from the University, he or she

may continue his or her course of study with the understanding of the following:

- That failing any required course is a deficiency that must be made up by repeating the course, normally before the beginning of senior year.
- That a failure in any course becomes a permanent part of a student's record and influences the student's GPA even after he or she has repeated the course for a passing grade.
- That the responsibility for repeating and passing a failed course rests with the student, who should arrange to remedy this deficiency as soon as possible.

Make-Up by Equivalent Course

If a student fails a required course at Fordham, he or she must make up that course at Fordham, in all but exceptional cases. Four-year day students who fail a course must retake and pass the class through the Gabelli School of Business, Fordham College at Rose Hill, or the Fordham summer program. Evening students who fail a course must retake and pass the class through the Gabelli School of Business, Fordham's School of Professional and Continuing Studies, or the Fordham summer program. Only if scheduling or other circumstances prevent this may a student apply for permission from the class dean to take an equivalent course in another school within Fordham or at another institution.

Students wishing to pursue this option first must get approval from the class dean that the University will accept and give transfer credit for the course in question. If the course is a liberal arts course, the class dean also may require the student to get permission from the chair of the department that offers the course. Forms for this approval process are available from the deans' offices.

Though the class dean may approve an exception for a student to retake a course outside of Fordham, only courses taken at Fordham count toward a student's GPA. Students should consider the ramifications of this policy, especially knowing that the original failing grade remains even when a course is successfully retaken: A course retaken and passed at Fordham will yield a higher counterbalancing grade, whereas a course retaken and passed elsewhere will not. In addition, students should note that the University will not transfer in any external course in which the grade received is below a C (2.0 out of 4.0).

The above policies also apply to courses taken outside of Fordham that had not been failed at Fordham (including non-Fordham study abroad programs).

Probation, Suspension, and Dismissal

Probation

Students are given probationary status through the direct action of a dean. In all but rare cases, students may remain on probation for no longer than the equivalent of one academic year.

Suspension

Suspension is an enforced termination of formal studies, typically given for two semesters. A student may be put on suspension if any one or more of these criteria apply:

- He or she fails to maintain satisfactory academic standing as indicated in the Academic Status section of this bulletin.
- He or she receives three failing grades in any semester.
- He or she has more than one academic integrity violation.

If a student wishes to continue his or her studies at the Gabelli School after a suspension, he or she must formally apply for readmission to the school and should contact their Gabelli School class dean for an application. Students are generally required to demonstrate academic proficiency at another four-year college or university prior to returning to Fordham.

Dismissal

A student may be dismissed if either or both of the following criteria are met:

- He or she fails to maintain satisfactory academic standing as indicated in the Academic Status section of this bulletin.
- He or she receives three failing grades in any semester.
- He or she is placed on academic probation for three successive semesters.

If a student has been dismissed for academic reasons, he or she may not continue to take courses in the school. Dismissal is a formal termination of all further studies in the Gabelli School of Business and Fordham University.

Dismissal Appeal Policy

All academic progress decisions may be appealed, as a final form of review, in writing, to the dean of the school/college. The appeal must be made within three business days of the notification of change in academic status. It should include documentation of any extenuating circumstances that may have impacted the student, such as a death in the immediate family or an illness, as well as a statement from the student explaining the reasons for the appeal. The dean will make a decision in consultation with a convened committee, and that decision shall be final.

Grievance Procedure

Any enrolled student has the right to grieve alleged discriminatory treatment on the part of any Fordham administrative office, department, procedure, or student organization. The student alleging discriminatory treatment has the right to a prompt investigation of the charges, resulting in redress of grievances where cause is found. Internal grievance channels provide for the investigation and adjudication of charges by members of the Fordham community. Two internal procedures have been established: one for grievances in academic matters and a second for grievances in nonacademic matters. In either instance, to be valid, a grievance must be filed within thirty (30) days of the action against which it is directed. Further details concerning these procedures are available in the dean's office.

Academic Rank in Class

Starting in the 2019-2020 academic year, rank in class will no longer be computed or published for Gabelli School of Business students. This section pertains to the 2018-2019 academic year and earlier.

In the Gabelli School of Business, a student's rank in class was computed on the basis of a minimum of 24 graded credits in a regular academic year. No rank in class was computed for a student who had fewer than 24 graded credits in an academic year.

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

Business Minors

Undergraduates in all four of Fordham's schools—the Gabelli School of Business, Fordham College at Rose Hill (FCRH), Fordham College at Lincoln Center (FCLC), and the School of Professional and Continuing Studies (PCS)—are eligible to pursue business minors of various types. Students may choose one or more of these to complement their major; each provides a foundational understanding in a specific area. These minors especially may be helpful to liberal arts students who are considering entering the business world after graduation.

Undergraduate liberal arts students in all three liberal arts colleges may take up to six courses in the Gabelli School of Business. Students should be aware that business courses are 3-credit courses, rather than 4-credit courses typically offered in FCRH, FCLC, and PCS for juniors and seniors. Hence, in considering this minor, students should consult with the junior or senior class dean to be sure they will have the required number of credits (124) required by New York State for graduation.

Students in the Gabelli School of Business are required to complete the business core curriculum (p. 83) as part of their degree requirements. Traditional day students will pursue Track 1, while evening students will pursue Track 2.

The availability of the respective business minors to students in each school is listed in parentheses below:

- Accounting (p. 152) (FCRH)
- Business Administration (p. 190) (FCRH, FCLC, PCS)
- Business Law and Ethics (p. 192) (GSB)
- Finance (p. 253) (FCRH, FCLC)
- Marketing (p. 312) (FCRH, FCLC)
- Sustainable Business (p. 368) (FCRH, GSB)

Registration

General Registration Policy

Each semester, students are assigned a specific day or days for registration. Registration dates for each semester can be found on the enrollment services website. Students register based on the academic program they are pursuing and to which they have been admitted. They are responsible for consulting with their class dean to familiarize themselves with their program's requirements and to make sure that their program is correctly listed in Degree Works, accessible through the student tab on my.fordham.edu portal. The Gabelli School of Business offers multiple special academic programs; most are open to all students, while others are by admission only. Students with an interest in or questions about any academic programs are encouraged to see their class deans or the individual program directors.

By the last date for course changes, students should recognize that they have made a serious commitment to complete the courses for which they have registered. Alterations in registration after that date are at the discretion of the dean's office. Students should make sure they can complete any non-academic commitments they have—clubs, jobs, internships, and so on—without interfering with the coursework they committed to during registration. If students register late, they are held accountable for any absences they may incur as a result.

Veteran students should be aware that if they are using any military education benefit, withdrawal from a class may create a debt with the VA, their Service Branch, or Fordham. Before withdrawing from a class, such

students should consult with the VA Certifying Officials in the Office of Academic Records.

Please note that no Gabelli School student shall at the same time be matriculated in any other school or college, either at Fordham University or elsewhere, without the consent of the dean.

Full-Time Status

Students should maintain full-time status to participate in intercollegiate athletics, University housing, family medical-insurance plans, and, for international students, their student visa. Full-time status means that a student is enrolled in at least 12 credits each semester and completes at least 12 credits each semester. Students who fail to complete at least 12 credits per semester may find themselves ineligible for intercollegiate athletics, University housing, financial aid, scholarships, the outside medical insurance plans under which they are covered through their families, and/or their student visa. Students who anticipate one or more semesters in which they do not maintain full-time status should speak with their class dean and their families as soon as possible to better understand any potential consequences.

To meet the 120-credit and 40-course requirements for on-time graduation, Gabelli School students in the four-year program should register for five courses each semester (plus one Integrated Project per year), with 1.5-credit courses counted as half courses. Any deviation from this five-course format requires a class dean's approval and may require taking summer classes or delaying graduation.

Program Approval

During the second semester of sophomore year (or, in some circumstances, the first semester of junior year), Gabelli School students must declare their specific program of study: a major and, if needed or desired, one or more concentrations or minors. They declare this program through their class dean, whose offices are on the fourth floor of Hughes Hall. Once the program of study has been recorded, students are responsible to ensure that it is listed correctly in Degree Works and They must inform their class dean immediately if there are any errors.

Program Changes

Students who are contemplating a change in their program of study should seek advice from their class dean immediately. The class dean helps students to take next steps with the academic area chair, and ultimately gives approval for the change.

Students who are considering changing their academic program should do so as early as possible. Changes often involve considerable adjustments and become increasingly costly in time and credits if delayed beyond the first semester of junior year.

In considering program changes, please note that:

1. courses cannot be added to a program after the first week of class in any given semester without permission; and
2. if any course is dropped without written permission from the class dean, it will result in a failure.

Changes of Name or Address

In the case of a change of name or address, students are expected to immediately notify, in writing, the dean's office and the office of

enrollment services. Students also must follow any procedures required by enrollment services.

Areas of Study

General Academic Programs

- Business Administration (p. 189)
- Global Business (p. 256)

Academic Areas

- Accounting and Taxation (p. 147)
- Business Law and Ethics (p. 192)
- Communication and Media Management (p. 217)
- Finance and Business Economics (p. 249)
- Information, Technology, and Operations (p. 267)
- Leading People and Organizations (p. 307)
- Marketing (p. 309)
- Strategy (p. 365)

Interdisciplinary Areas of Study

- Business Economics (p. 191)
- Digital Media and Technology
- Entrepreneurship (p. 367)
- FinTech (p. 251)
- Global Business (p. 256)
- Marketing Analytics (p. 311)
- Social Innovation (p. 346)
- Sports Business (p. 364)
- Sustainable Business (p. 368)
- Strategic Branding (p. 311)

Personal and Professional Development

Personal and Professional Development Center

The Gabelli School of Business's Personal and Professional Development (PPD) Center offers a comprehensive slate of programs and activities to help students develop into global business leaders.

All students at Fordham have access to the University-wide Office of Career Services. On top of that, Gabelli School students have an additional advantage in our Personal and Professional Development Center, which offers business-specific career-development programs and direct industry connections. The PPD Center's offerings include:

- One-on-one advising, including résumé reviews and mock interviews, with industry-specific advisers
- Field-specific programming in accounting, finance, and marketing
- Workshops, networking events, corporate on-site visits, and speaker series
- Industry competitions
- Outreach to target employers and alumni who may choose to hire Gabelli School students

- Online career resources
- Collaboration with business student clubs and organizations

In addition, all major personal and professional development events are listed on the Gabelli School's online calendar. Students are strongly encouraged to take advantage of the center from their first year onward.

All PPD offerings are part of the Gabelli Progress Status (GPS) Checklist, a four-year sequence designed to help Gabelli School students discover their full potential and tap into it for the benefit of themselves and others. We recognize that the business world is a challenging place, and that a little extra support during a student's college years can make all the difference in succeeding in it. The checklist is designed to give our students that extra lift toward their personal and professional goals and wraps together elements of self-discovery and self-awareness, career development, and service to others. Students emerge prepared to handle anything that life after graduation might bring their way.

Current students can make an appointment with a PPD team member via GabelliAccess.

The Alumni Network

Finding an alumni community more loyal than Fordham's isn't easy. Gabelli School of Business graduates have an uncommonly strong belief in the power of a Fordham education—and in the potential of current students. Alumni and students connect through an extensive networking program, both online and in person.

Students can find out about alumni networking opportunities through the Gabelli School's online calendar. These events span a very wide range and vary by semester, but examples include

- **The Alumni/Student Supper Club:** An alumnus or alumna holds a networking dinner with current students who aspire to work in his or her business field. Supper Club dinners take place at restaurants in the Bronx or Manhattan; either the host or the school picks up the check, so that students are not responsible for the cost of the meal. This small-group format, of perhaps six people total, is the best way to get to know an alumnus or alumna one-on-one.
- **Boardroom Series:** Alumni visit Hughes Hall to meet in a conference-style format with a small group of students, typically no more than 25. This allows students the chance to approach the alumni afterward to make a personal connection.
- **Young alumni panel discussions:** Coordinated by the Personal and Professional Development Center, these panels bring together up to a dozen recent graduates to speak with students about what it was like to start their careers.
- **Fordham sporting events:** Student groups such as the Dean's Council may sponsor halftime celebrations for Gabelli alumni at basketball games and other contests.

In addition, because Fordham's alumni network is global—our graduates live from Manhattan to Melbourne to Munich—the Gabelli School of Business offers ways for alumni and students to connect online. Please note that you will need to type or copy-paste these URLs into your web browser; if you are looking at the online version of this course bulletin, the links will not work directly because they are external websites.

- Gabelli School of Business Facebook page
- Gabelli School of Business Alumni LinkedIn group

For more information about getting to know our alumni, please visit the Personal and Professional Development Center web page.

Special Academic Programs

Gabelli offers many co-curricular programs and activities to its students:

- CFA Program (p. 94)
- Community Engaged Learning (p. 95)
- Dual-Degree Programs (p. 95)
- Global Business Honors Program (p. 95)
- Honors Thesis Program (p. 96)
- Internships (p. 96)
- Research with Faculty (p. 97)
- Study Abroad (p. 97)

CFA Program

The Chartered Financial Analyst (CFA) charter is a professional designation awarded by the CFA Institute. The CFA charter, perhaps the most respected and recognized investment credential in the world, demonstrates a mastery of a comprehensive body of knowledge important in the investment decision-making process. Fordham University is an Affiliated University of the CFA Institute that provides currently enrolled students access to the Awareness Scholarship Program sponsored by the CFA Institute to affiliated universities. To earn a CFA designation, a candidate must pass three levels of exams (Levels I, II, III) and meet the experience requirement specified by the CFA Institute. The CFA Body of Knowledge has 10 topic areas: ethical and professional standards, quantitative methods, economics, accounting and corporate finance, global markets and instruments, valuation and investment theory, analysis of fixed-income securities, analysis of equity investments, analysis of alternative investments, and portfolio management. Candidates are tested on all topic areas at each level.

To enroll with the CFA Institute and register for the first exam, a candidate must have a bachelor's (or equivalent) degree, or be in the final year of his or her bachelor's degree program at the time of registration. If a student initially enrolls/registers as a final-year undergraduate student with a degree in progress, he or she may not register for the Level II exam until he or she has earned a bachelor's degree (or has obtained enough professional work experience to meet the program's entrance requirements).

Many investment firms require entry-level employees to pursue the CFA designation as a condition of employment. However, the CFA Institute's program is a graduate-level curriculum. Thus, it shows a particular level of commitment for an undergraduate student to be preparing for the exam. We are offering this program as one opportunity for our students to distinguish themselves in a competitive employment market.

At Fordham, the CFA program is a sequence of undergraduate courses offered by the Gabelli School of Business. The courses have been designed to prepare a student to take the CFA Level I exam shortly after graduation. When possible, courses use the same textbooks and reference materials as the CFA curriculum. Also, questions from previous CFA exams are used on some course exams.

A candidate completing the finance courses in the CFA program should have a basic framework for the fixed-income securities analysis, equity securities, analysis, and portfolio management topic areas. Other required courses in the business school curriculum should give the

student a preliminary background in the quantitative analysis and economics sections. The remaining sections (ethical and professional standards and financial accounting) are covered in the business core curriculum and supplemented with business electives in the curriculum.

Because Fordham is a CFA Program Partner University, a certain number of students may be selected each year to receive CFA student scholarships. These scholarships are provided by the CFA Institute, the global association of investment professionals that awards the Chartered Financial Analyst designation; they provide reduced costs for college or university students enrolling in the CFA program. Students may not apply directly for a scholarship, but rather must be selected and sponsored by the Gabelli School's CFA program director. Full details of the scholarship program are provided to students at the start of each fall semester.

Completion of the CFA program does not directly grant CFA professional licensure in any state or territory. To enroll with the CFA Institute and register for the first exam, a candidate must have a bachelor's (or equivalent) degree, or be in the final year of his or her bachelor's degree program at the time of registration, pass three levels of exams (Levels I, II, III), and meet the experience requirement specified by the CFA Institute.

For more information

To learn more about the CFA charter, please refer to the CFA Institute website. To learn more about the CFA program at the Gabelli School of Business, please visit the CFA program information page on the Gabelli School of Business website.

Community Engaged Learning

Two of the hallmarks of a Gabelli School education are learning by doing and business with purpose. These principles come together through community engaged learning.

Community engaged learning at the Gabelli School is available both internationally and in New York. To learn more about international community engaged learning, see the part of this section that deals with Fair Trade. To learn more about community engaged learning in New York City, see below.

In one recent year alone, Gabelli School students volunteered more than 1,300 total hours at nine Bronx nonprofits as part of the community engaged learning program—and gained hands-on experience in the process, along with one additional academic credit. Students have learned from and engaged with local residents in projects that had them assisting low-income residents in filing their income taxes, leading SAT-preparation workshops for high school students, and much more.

The greatest part about the Gabelli School's community engaged learning program is that students get to choose the organization they help by proposing a project that interests them to the community engaged learning adviser. Students build their resumes and enhance their experience while advancing the cause of a nonprofit, program, or part of the community that matters most to them.

For more information

Visit the Gabelli School web pages to learn more about New York City-based community engaged learning at the Gabelli School, or to propose a one-credit community learning experience paired with an academic course.

Dual-Degree Programs

In today's business world, advanced degrees carry an ever-greater advantage in helping graduates distinguish themselves in the eyes of potential employers. Certain self-directed, academically capable students can complete their Fordham education through the master's level in business in five years. There is also a dual-degree program that allows the completion of a law degree in six years. Information on both options is below.

Specific requirements and offerings of the dual-degree programs change often. For that reason, interested students are encouraged to visit the Gabelli School website for the most up-to-date information.

4+1 Programs

Fordham undergraduate students can apply to enroll in a business-related Master of Science (M.S.) program immediately after completing their undergraduate degree. For more information, please visit the 4+1 Programs section of the Gabelli School website.

B.S./J.D. Program

This six-year dual-degree program, known as the 3-3 Program, enables students to complete an undergraduate degree at the Gabelli School and a law degree at Fordham Law School within a total of six years. Participants study at the Gabelli School for three years and then move on to the law school. The B.S. is awarded in the fourth year, following the completion of the first year of law school. To participate, students must

- complete all core and major requirements and at least 92 credits before beginning law school;
- maintain a superior grade point average, including transfer credits;
- have a very strong LSAT score; it is preferable that the LSAT scores be available by December of the academic year in which the application is made.

Students who meet these criteria will be eligible to apply to Fordham Law School during their junior year. Interested students should meet with their academic advisers early on to make sure they complete all necessary undergraduate courses and credits. The program may be successfully pursued without advanced placement courses; however, advanced coursework will give students greater flexibility to take electives.

Students who intend to participate in the 3-3 Program must have an interview with the Gabelli School pre-law adviser (dcappello@fordham.edu), who will select candidates to forward to the admissions office at Fordham Law. Admission is not guaranteed and is very competitive. Students must meet Fordham Law's admissions criteria, which can vary from year to year.

Global Business Honors Program

The four-year Global Business Honors Program (GBHP) selects incoming first-year students with stellar high school academic records and prepares them for high-level roles in the world's most dynamic firms and organizations. The approximately 25 students in each GBHP class form a close-knit community of friends and scholars.

GBHP core curriculum courses are especially rigorous and in-depth. They include business mathematics, micro- and macroeconomics, and statistics. In addition to their coursework, participants travel together on intercontinental trips during their sophomore and junior years. The international experiences expose students to the global marketplace

and the variation of business environments across borders. Over the course of their junior and senior years, GBHP students select a business topic of interest and, working individually or in small groups, complete an original research project with the help of a faculty adviser. Some resulting papers have been selected for presentation at undergraduate research conferences.

Global Business Honors Program Highlights

- Students take honors-only sections of selected business and liberal core courses.
- By graduation, students have experienced business on three continents—Europe, Asia/South America, and North America—through a combination of their NYC semesters and most-expenses-paid GBHP trips.
- Career-development programs hone participants' "soft skills," such as interviewing, networking, international business etiquette, and verbal presentation.

For more information, contact the Dean of Honors Opportunities.

Honors Thesis Program

The Honors Thesis Program (HTP) is a three-course sequence that enables high-ability students to conduct original business research of publishable quality.

Junior Year: Spring Semester

The Honors Thesis Program begins in the spring semester of a student's junior year. During that first term, each participant defines a specific thesis topic based on their own interest, identifies Gabelli faculty expertise on the topic, and surveys the relevant scientific literature in the field. Students produce a proposal that includes a comprehensive literature review and a road map for a theory-driven study on their chosen topic. This proposal is in turn used to pair the student with a faculty expert in their field to advise the project one-on-one during the following year.

Senior Year: Fall Semester

The thesis program continues in the fall of a student's senior year. During the fall of senior year, each student refines their specific proposal and learns more about research design, data collection methods, and data analysis. Students deliver a revised and expanded proposal that includes the design, method, and analysis plans for their own research.

Senior Year: Spring Semester

The third and final term, the spring of a student's senior year, includes final data collection and analysis, as well as manuscript composition that follows an iterative drafting process under the adviser's and Honors Thesis Program director's supervision. Students present their finished projects during a daylong seminar and celebration near the end of the semester. All students who complete an honors thesis earn a medal at the GSB Awards Ceremony during the week before graduation. The thesis voted best each year by faculty and program administrators earns a special award.

For more information, visit the Honors Program web page.

Internships

An internship is a short-term, pre-professional work experience that provides hands-on practice and skill development in a professional

environment. Internships may take place during the fall, spring, or summer semesters; may be paid or unpaid; may help you to earn college credit or not; and can be full-time or part-time. On average, 91% of Gabelli School students hold at least one internship during their college careers. Internships can help students to:

- Explore a possible career interest
- Choose a major or career path
- See the real-world application of concepts learned in class
- Gain work experience and develop marketable skills
- Build a résumé
- Cultivate professional contacts and references
- Test out a possible future employer
- Get into a track toward a permanent job (successful interns may receive full-time offers)
- Earn income

Please note that Gabelli School students may not pursue internships during the school year as first years. They may begin holding internships in the summer following their first year.

Successful internships depend on the right match between a student and employer. For guidance on obtaining an internship that truly will provide advancement toward a desired career, students should seek out the Personal and Professional Development Center staff. Students can search industry information on the CareerInsights database and apply for internships via the CareerLink posting site.

Academic Credit for Internships

Students may pursue internships of two types: for-credit and not-for-credit. The following section provides an explanation of the for-credit type and outlines the steps students must take to receive academic credit.

Gabelli School students may earn one-credit per semester for an internship opportunity. Students should work with their class dean to obtain and complete the internship forms to request credit. An internship course does not replace a full course for graduation requirements.

To receive credit for an internship, students must complete these steps:

1. Seek an internship¹: through the Office of Career Services, using its CareerLink database; through the Gabelli School's Personal and Professional Development Center; by networking; by conducting your own independent search; or with the help of a Gabelli School faculty member. If you want, the Personal and Professional Development Center staff can help you to perfect your résumé and cover letter.
2. Once the internship has been secured, students should consult with their class dean about earning credit.
3. Fill out and sign the internship registration form and statement of responsibility and submit it as instructed within two weeks of starting the internship, if possible. Students should contact their class dean to obtain the registration form and statement of responsibility
4. Students should register before the semester begins, but they may register after the semester begins with permission from their class dean. Students may not retroactively enroll in the internship course for credit after the semester has ended or near the end of the semester. *Note: Many students will obtain their internship during the semester and will still be able to register for the one-credit internship course at that time*
5. Note: International students on the F-1 Visa MUST register for credit when they accept their internship, then have their academic

adviser fill in the required CPT form, then bring it along with their I-20 and their official offer letter from the employer to the Office of International Services BEFORE they start their first day of work. International students on F-1 Visas should make sure to follow all regulations and give themselves enough lead time to get the paperwork done.

6. Complete a minimum of 60 hours in the internship for the semester (or summer)
7. Students may receive credit for an internship whether the internship is paid or unpaid.
8. Complete the internship course by submitting the online reflection and internship evaluation and attending any required events or class meetings (if applicable). The online reflection and internship evaluation is due by the week of finals and must be submitted online. If a student's online reflection and internship evaluation are not received by the deadline, a failing ("F") grade will be awarded.
9. The one-credit internship course is taken on a pass/fail basis only.

¹ Note: Students typically begin their search for an internship about four to five months prior to the planned start date for the internship, but this can vary dramatically depending on the industry and the sector within the industry. Each company, industry, and sector may have different time frames for recruiting interns. Students are urged to see their class dean or a Personal and Professional Development Center staff member for more information.

Research with Faculty

Just as the Global Business Honors Program and Honors Thesis Program allow students to conduct their own original research, a separate Gabelli School program offers students the chance to collaborate with professors on faculty research.

Undergraduate research assistantships are open to Gabelli School sophomores, juniors, and seniors who have demonstrated exceptional academic performance and a strong interest in academic inquiry. Students assist a full-time faculty member on his or her research throughout the school year. Opportunities vary each semester in quantity of assistantships available and topics being researched, depending on faculty needs. In this program:

- A student works with one or more faculty members on a faculty-directed research project.
- The student is compensated for his or her work and, in some cases, is listed as a co-author of the resulting paper.
- Duration (project, semester, year) is dependent upon faculty needs.
- An application is required. For more details, please contact the Assistant Dean of Honors Opportunities.

Study Abroad

Traveling to another country offers an unparalleled advantage for business students. Abroad, Gabelli School students have the chance to immerse themselves in a distinct business culture, make connections at an all-new roster of corporations, learn another language, and expand their cultural fluency. Gabelli School students should integrate as much international experience as possible into their undergraduate careers.

There are three options available to business students, who may take advantage of one or all:

- Full semesters abroad
- Short-term summers abroad
- Seven- to 10-day global immersion courses

Full Semesters and Summers Abroad

The Gabelli School encourages qualified students to study for a semester or summer in another country. Fordham has partnerships with many colleges and universities that offer study abroad opportunities. Applications for these programs can be found on the Office of International and Study Abroad Programs (ISAP) website. Programs for business students are available in Africa, Asia, Europe, and South America and include opportunities for internships, direct enrollment at prestigious universities around the world, and programs focused specifically on the study of global business.

Of particular interest is the Gabelli School of Business in London program, which combines the advantages of an overseas experience with actual Fordham courses that can be used to fulfill core and major requirements. The Gabelli School in London gives students an advanced socioeconomic understanding of business in the U.K. and Europe through coursework, corporate visits, and cultural excursions. Accounting, marketing, finance, and other disciplines get a fresh context in Europe. This program is available in the fall, spring, and summer semesters.

Global Immersion Courses

No time in your schedule for a full semester abroad? Prefer to experience several countries rather than only one? Already studied abroad for a semester but want to hit one or two more destinations? Global immersion courses meet all of these needs—and more. These seven- to 10-day trips are connected directly with a business class; for example, the Entrepreneurship and Fair Trade course includes a tour to meet business people in India. Travel takes place over winter or spring break or at the end of a semester, to accommodate students' schedules. Students travel the entire time with Fordham professors and deans, are met on the ground by knowledgeable local guides, and stay in excellent hotels. Global immersion courses include visits to the offices of corporations, exchanges, and markets; meetings with business leaders; excursions to noteworthy historical sites; meals at traditional restaurants; and sometimes even sessions with Fordham alumni who live abroad. Destinations change each semester; past countries visited include Argentina, Brazil, Canada, France, India, Ireland, Italy, Japan, Peru, Singapore, Switzerland, and the United Kingdom.

For more information

Visit the Gabelli School Global Business Education web pages and the Fordham office of International and Study Abroad Programs.

Fordham School of Professional and Continuing Studies

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

At the heart of Fordham's reputation, of course, is the quality of its educational program—a program born of the Jesuit tradition of education and built on the belief that a university must do more than equip a

graduate with a particular skill or specialized capability. Few students are more pragmatic than adult students. And few understand better than experienced adults that the best program is one that multiplies their options and prepares them not just for the next opportunity but also for the many others that will follow. This defines the liberal arts tradition and the experience that will engage you at Fordham School of Professional and Continuing Studies. It is the educational experience all Fordham students share.

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

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

Visit our website at fordham.edu/pcs.

Alumni Opportunities

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

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

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

Majors

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

The Major

Students are expected to choose a major field of study by the time they have accumulated 60 credits (including any transfer credits) toward the

bachelor's degree. The courses required for the completion of each major are indicated in the description of each major are linked below.

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

- African and African American Studies (p. 154)
- Art History (p. 180)
- Business (p. 124)
- Communications (p. 125)
- Comparative Literature (p. 218)
- Computer Science (p. 221)
- Economics (p. 232)
- English (p. 236)
- History (p. 258)
- Individualized Major (p. 266)
- Information Technology and Systems (p. 128)
- Latin American and Latino Studies (p. 302)
- Natural Science (p. 322)
- New Media and Digital Design (p. 326)
- Organizational Leadership (p. 129)
- Philosophy (p. 332)
- Political Science (p. 337)
- Psychology (p. 341)
- Real Estate (p. 131)
- Religious Studies (p. 344)
- Social Work (p. 347)
- Sociology (p. 363)
- Theology Religious Studies (p. 376)
- Visual Arts (p. 372)
- Women, Gender, and Sexuality Studies (p. 382)

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

- Anthropology (p. 178)
- American Studies (p. 158)
- Biochemistry (p. 193)
- Biological Sciences (p. 187)
- Chemistry (p. 197)
- Chinese Studies (p. 288)
- Classical Civilization (p. 201)
- Classical Languages (p. 201)
- Communication and Culture (p. 204)
- Digital Technologies and Emerging Media (p. 208)
- Engineering Physics (p. 335)
- Environmental Science (p. 242)
- Environmental Studies (p. 244)
- Film and Television (p. 211)
- French and Francophone Studies (p. 290)
-

- General Science (p. 254)
- German Language and Literature (p. 291)
- German Studies (p. 292)
- Humanitarian Studies (p. 264)
- Integrative Neuroscience (p. 270)
- Interdisciplinary Math & Economics (p. 315)
- International Political Economy (p. 272)
- International Studies (p. 274)
- Italian Language and Literature (p. 292)
- Italian Studies (p. 294)
- Journalism (p. 213)
- Mathematics (p. 314)
- Mathematics and Computer & Information Sciences (p. 224)
- Medieval Studies (p. 316)
- Middle East Studies (p. 319)
- Music (p. 321)
- Physics (p. 336)
- Spanish Language and Literature (p. 295)
- Spanish Studies (p. 296)
- Theatre (p. 370)
- Urban Studies (p. 381)

- Communication and Culture Minor (p. 208)
- Communications Minor (p. 126)
- Comparative Literature Minor (p. 219)
- Computer Science Minor (p. 223)
- Creative Writing Minor (p. 236)
- Cybersecurity Minor (p. 223)
- Digital Technologies and Emerging Media Minor (p. 210)
- Disability Studies Minor (p. 230)
- Economics Minor (p. 233)
- Engineering Physics Minor (p. 335)
- English Minor (p. 240)
- Environmental Studies Minor (p. 247)
- Film and Television Minor (p. 212)
- French and Francophone Studies Minor (p. 297)
- German Minor (p. 298)
- History Minor (p. 263)
- Humanitarian Studies Minor (p. 266)
- Irish Studies Minor (p. 282)
- Islamic Studies Minor (p. 283)
- Italian Minor (p. 298)
- Jewish Studies Minor (p. 284)
- Journalism Minor (p. 215)
- Latin American and Latino Studies Minor (p. 306)
- Linguistics Minor (p. 299)
- Mandarin Chinese Minor (p. 300)
- Mathematics Minor (p. 315)
- Medieval Studies Minor (p. 319)
- Middle East Studies Minor (p. 320)
- Music Minor (p. 322)
- New Media and Digital Design Minor (p. 328)
- Organizational Leadership Minor (p. 129)
- Orthodox Christian Studies Minor (p. 329)
- Peace and Justice Studies Minor (p. 330)
- Philosophy Minor (p. 334)
- Physics Minor (p. 336)
- Political Science Minor (p. 340)
- Psychology Minor (p. 343)
- Public & Professional Writing Minor (p. 240)
- Real Estate Minor (p. 132)
- Religious Studies Minor (p. 345)
- Russian Minor (p. 300)
- Sociology Minor (p. 364)
- Spanish Minor (p. 301)
- Sports Journalism Minor (p. 216)
- Theatre Minor (p. 372)
- Theology Religious Studies Minor (p. 380)
- Urban Studies Minor (p. 381)
- Visual Arts Minor (p. 375)
- Women, Gender, and Sexuality Studies Minor (p. 383)

Minors

The Minor

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

Minors can be completed in almost every field in which the college offers a major; requirements are listed in each academic department's section of this bulletin.

For information on the minors in business, see the page on Business minors in the Gabelli School of Business (p. 92).

- African Studies Minor (p. 155)
- African and African American Studies Minor (p. 155)
- American Studies Minor (p. 177)
- Anthropology Minor (p. 179)
- Arabic Minor (p. 297)
- Art History Minor (p. 182)
- Asian American Studies Minor (p. 183)
- Biochemistry Minor (p. 196)
- Bioethics Minor (p. 185)
- Bioinformatics Minor (p. 220)
- Biological Sciences Minor (p. 189)
- Business Administration Minor (p. 190)
- Chemistry Minor (p. 199)
- Classical Civilization Minor (p. 201)
- Classical Languages Minor (p. 202)

Special Programs

- College at Sixty (p. 125)
- Credit for Experiential Learning (p. 127)
- Honors Program at PCS (p. 123)
- Post-Baccalaureate Pre-Medical/Pre-Health Program (p. 130)

Academic Curriculum

Core Curriculum

In keeping with the Jesuit educational philosophy, the PCS core curriculum is designed to provide the student with a broad humanistic background. As students' majors and electives allow specialization and individualization in their studies, the core curriculum assures that every student's undergraduate education is anchored, as a whole, in the liberal arts. The PCS core enables students to go beyond mere proficiency and achieve a level of excellence in the essential skills of literacy. Excellence in the expressive skills of writing and speaking with logical clarity is founded on the arts of reading, listening, observing, thinking, and mastery and thorough understanding of the topic under consideration. Education in the liberal arts has traditionally been called "liberal" for several reasons, but among them is the fact that these arts engender the ability to form judgments based on sound reasoning, free of prejudice and free of insufficiently examined premises. The PCS core enables the student to sample a range of academic disciplines and fields of study, and provides a solid foundation for achievement in any of them.

The core curriculum consists of 12 courses. Select advanced placement credit and college courses taken elsewhere may be considered for core transfer credit. Students will ordinarily be expected to complete, at Fordham, at least one course in literature, philosophy, history and theology, with the guidance of their academic adviser.

ENGL 1101 Composition I: One Required Course (dependent on advisement)

Instruction in sentence and paragraph construction, reading comprehension skills and analysis, the basic principles of grammar with an emphasis on diagnosing and solving persistent problems, and principles of argumentation and evidence. Weekly assignments and regular grammar exercises to build confidences and competence in college writing.

ENGL 1102 Composition II: One Required Course

This course will build competence and confidence in the use of language for analytic, dialogic, and expressive purposes, develop basic reasoning skills and skills of close and attentive reading, enrich an appreciation of the power and importance of language, and help students learn sound practices with respect to conventions of citation, quotation, paraphrase, and documentation. *Prerequisite: Depending on placement, ENGL 1101 Composition I may be required. To move to ENGL 1102 Composition II from ENGL 1101 Composition I, a grade of C or better is required.*

ENGL 2000 Texts and Contexts: One Required Course

The introductory core course in English literature, which may include literature in translation, will teach the arts of literary interpretation by developing techniques of close reading, an appreciation of the relations among literary works and the contexts in which they are written and read, and an ability to write critically about the interplay between text and context. The sections of this course will offer students choice among thematic and topical foci, which will be specified in each section title

and spelled out in the section's description. *Prerequisite: ENGL 1102 Composition II*

PHIL 1000 Philosophy of Human Nature: One Required Course

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

THEO 1000 Faith and Critical Reason: One Required Course

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

HIST 1***: Understanding Historical Change: One Required Course

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

Courses in this group have the HC attribute.

Course	Title	Credits
AFAM 1600	Understanding Historical Change: Africa	3
CLAS 1210	Understanding Historical Change: Ancient Greece	3
CLAS 1220	Understanding Historical Change: Ancient Rome	3
HIST 1000	Understanding Historical Change: Modern Europe	3
HIST 1075	Understanding Historical Change: Renaissance to Revolution in Europe	3
HIST 1100	Understanding Historical Change: American History	3
HIST 1103	Understanding Historical Change: Fighting for Equal Rights in American History	3
HIST 1200	Understanding Historical Change: Ancient History	3
HIST 1210	Understanding Historical Change: Ancient Greece	3
HIST 1220	Understanding Historical Change: Ancient Rome	3

HIST 1240	Understanding Historical Change: The Ancient World	3
HIST 1300	Understanding Historical Change: Medieval	3
HIST 1400	Understanding Historical Change: Latin America	3
HIST 1450	Understanding Historical Change: South Asian History	3
HIST 1550	Understanding Historical Change: Modern East Asia	3
HIST 1551	Understanding Historical Change: Representations of China and The West	3
HIST 1600	Understanding Historical Change: Africa	3
HIST 1650	Understanding Historical Change: The Black Atlantic	3
HIST 1700	Understanding Historical Change: Mideast	3
HIST 1750	Understanding Historical Change: Islamic History and Culture	3
HIST 1850	Understanding Historical Change: Jews in the Ancient and Medieval World	3
HIST 1851	Understanding Historical Change: Jews in the Modern World	3
HIST 1925	Understanding Historical Change: Science and Technology	3
LALS 1400	Understanding Historical Change: Latin America	3

Fine Arts OR Social Science: One Required Course from Either Area

Fine Arts Option

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

Courses in this group have the FACC attribute.

Course	Title	Credits
ARHI 1100	Art History Introduction: World Art	3
ARHI 1101	Introduction to Art History: Europe	3
ARHI 1102	Introduction to Art History: Asia	3
ARHI 1103	Introduction to Art History: Americas	3
ARHI 1104	Introduction to Art History: Africa and African Diaspora	3
ARHI 1105	Introduction to Art History: Architecture	3
ARHI 1298	Art History AP	3
ARHI 3480	Art and Architecture in London	4
MUSC 1051	Who Cares If You Listen?! Music, Culture, and the Critical Ear	3
MUSC 1100	Introduction to Music History	3
THEA 1100	Invitation to Theatre	3
THEA 3520	Producing through a Social Justice Lens	4
VART 1101	Urbanism	3
VART 1135	Visual Thinking	3

Social Science Option

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

Courses in this group have the SSCI attribute.

Course	Title	Credits
AFAM 1650	Black Popular Culture	4
ANTH 1050	Anthropology Focus	3
ANTH 1100	Introduction to Cultural Anthropology	3
ANTH 1300	Introduction to Archaeology	3
ANTH 1413	Language and Culture	4
COMC 2175	Persuasion and Public Opinion	4
COMC 2329	Media Industries	4
COMC 2377	Mass Communication and Media Effects	4
COMM 1000	Fundamentals of Communication and Media Studies	3
COMM 1010	Introduction to Communication and Media Studies	3
DTEM 2459	Social History of Communication and Technology	4
ECON 1100	Principles of Macroeconomics	3
ECON 1200	Principles of Microeconomics	3
JOUR 1761	The Power of News	3
LING 1500	Introduction to Psycholinguistics	3
POSC 1100	Introduction to Politics	3
POSC 1298	Government and Politics Comparative	3
POSC 1299	Government & Politics: US	3
PSYC 1004	The Mind-Body Connection: Introduction to Behavioral Health	3
PSYC 2600	Social Psychology	4
PSYC 2601	Lab in Social Psychology	5
PSYC 2700	Infant and Child Development	4
PSYC 2710	Adolescent and Adult Development	4
PSYC 2800	Personality	4
PSYC 2900	Psychopathology	4
SOCI 1025	Sociology of American Culture	3
SOCI 1050	Sociology Focus	3
SOCI 1100	Introduction to Sociology	3
SOCI 1102	Introduction to Sociology: Health Focus	3

Mathematical/Computational Reasoning: One Required Course

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

computational issues in the natural sciences, the social sciences, and the humanities.

In addition to the below courses with the MCR attribute, ECON 2140 Statistics I also fulfills this requirement for PCS students.

Course	Title	Credits
CISC 1100	Structures of Computer Science	3
CISC 1400	Discrete Structures	4
CISC 1600	Computer Science I	3
CISC 1800	Introduction to Computer Programming	3
MATH 1003	Mathematics and Democracy	3
MATH 1100	Finite Mathematics	3
MATH 1203	Applied Calculus I	3
MATH 1206	Calculus I	4
MATH 1700	Mathematical Modelling	4

Natural Science: One Course in Physical Science or Life Science

By exploring the natural sciences, students will gain understanding of scientific methodology as a way of knowing and an appreciation of the social responsibility and ethics of science. By understanding how reasoning and experimental evidence lead to scientific conclusions, students will develop scientific literacy—the ability to understand the breakthroughs in science, medicine, and technology as educated, creative, responsible citizens. Students will also develop skills in critical thinking and discernment; qualitative and quantitative reasoning; written and oral communication; and formulation, analysis, and solution of complex problems. With knowledge of the basic principles of science, students will be able to evaluate the legal, moral, and ethical issues that will affect their lives after they graduate. Science courses for non-science majors include Health and Disease; Human Biology; Human Function and Dysfunction; Life on Planet Earth; Physics of Everyday Life; Alchemy to Astrophysics; People and the Living Environment; and Ecology: A Human Approach.

Science majors will fulfill this core requirement through their major courses.

Physical Science Courses

Courses in this group have the PSCI attribute.

Course	Title	Credits
CHEM 1102	Drug Discovery: From the Laboratory to the Clinic	3
CHEM 1104	Chemistry and the Artistic Image	3
CHEM 1109	Chemistry of the Environment	3
CHEM 1110	Forensic Science	3
NSCI 1010	Physical Sciences: From Past to Present	3
NSCI 1020	Physical Science: Today's World	3
NSCI 2020	An Introduction to Geology	3
PHYS 1201	Introduction to Astronomy	3
PHYS 1203	Environmental Physics	3
PHYS 1207	Physics of Light and Color	3
PHYS 1242	Science Fiction Physics	3
PHYS 1350	The Physics of Climate Change	3

Life Science Courses

Courses in this group have the LSCI attribute.

Course	Title	Credits
ANTH 1200	Introduction to Biological Anthropology	3
ANTH 1600	Introduction to Human Variation	3
BISC 1000	Life on the Planet Earth	3
BISC 1001	Human Biology	3
BISC 1002	Ecology: A Human Approach	3
BISC 1010	Foundations of Biology	3
NSCI 1030	Human Function and Dysfunction	3
NSCI 1040	People and the Living Environment	3
PSYC 1100	Biopsychology	3

Advanced Disciplinary Study

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

PHIL 3000 Philosophical Ethics: One Required Course

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

Sacred Texts and Traditions: One Required Course

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

Courses in this group have the STXT attribute.

Course	Title	Credits
HPLC 2811	Honors Sacred Texts	3
THEO 3100	Introduction to Old Testament / Tanakh	3
THEO 3102	Book of Genesis	3
THEO 3105	The Torah	3
THEO 3120	The Prophets	3
THEO 3130	Bible as Migration Literature: Then and Now	4
THEO 3200	Introduction to New Testament	3

THEO 3207	The First Three Gospels	3
THEO 3212	Gospel of John	3
THEO 3250	Jesus in History and Faith	3
THEO 3300	Who Cares About the Bible?	3
THEO 3310	Early Christian Writings	3
THEO 3314	St. Augustine of Hippo	3
THEO 3316	Byzantine Christianity	3
THEO 3317	Women of the Christian East	3
THEO 3320	Augustine, Aquinas, and Luther	3
THEO 3330	Medieval Theology Texts	3
THEO 3332	Christians, Muslims, Jews in the Medieval Period	3
THEO 3335	Queer Interpretations of Sacred Texts and Theology	3
THEO 3340	Christian Mystical Texts	3
THEO 3345	The Book of Revelation	3
THEO 3350	Apocalyptic Literature: Ancient & Modern	3
THEO 3360	Reformation Texts	3
THEO 3361	Protestant Texts	3
THEO 3365	Pentecostal Christianity	3
THEO 3371	The American Transcendentalists: Spirituality Without Religion	3
THEO 3375	American Religious Texts and Traditions	3
THEO 3376	Spirituals, the Blues, and African-American Christianity	3
THEO 3380	US Latinx Spiritualities	3
THEO 3383	Latin American Liberation Theologies	3
THEO 3390	Church in Controversy	3
THEO 3542	Catholic Social Teaching	3
THEO 3546	The Bible and Social Justice	3
THEO 3605	Scripture and the Human Response to Trauma	3
THEO 3610	Christ in World Cultures	3
THEO 3611	Scripture and the Struggle for Racial Justice	3
THEO 3620	Great Christian Hymns	3
THEO 3652	Liturgy That Does Justice	3
THEO 3655	The Journey of Faith: Autobiography as Sacred Text	3
THEO 3711	Sacred Texts of the Middle East	3
THEO 3712	Shari'ah (Islamic Law)	3
THEO 3713	Classic Jewish Texts	3
THEO 3715	Classic Islamic Texts	3
THEO 3716	Islam and Modernity	3
THEO 3720	Hindu Literature and Ethics	3
THEO 3723	Tibetan Religion: Visionary Experience	3
THEO 3724	Classic Buddhist Texts	3
THEO 3725	Buddhism in America: A Multimedia Investigation	3
THEO 3728	Buddhist Meditation	3
THEO 3731	Japanese Religions: Texts and Arts	3
THEO 3733	Chinese Religions	3
THEO 3785	Spiritual Exercises and Culture	3

THEO 3854	Ignatian Spirituality	3
THEO 3882	Comparative Mysticism	3
THEO 3884	Sufism: Islam's Mystical Tradition	3

Advanced Disciplinary Course in Literature, History, or Social Science: One Required Course

Following the introductory literature, history and social science courses, this requirement will enable the student to achieve a sharper focus and more detailed knowledge of complex literary, historical, or social methods, materials, interactions and processes. To fulfill the requirement, one advanced disciplinary course will be taken in one of the following disciplines:

- an advanced literature course numbered 2000 or above, or
- an advanced history course numbered 2000 or above, or
- an advanced social science course numbered 2000 or above

Advanced Literature Courses

Courses in this group have the ALC attribute.

Course	Title	Credits
AAST 3357	Writing Asian America	4
AAST 3359	Asian Diasporic Literatures	4
AAST 3647	Seeing Stories: Reading Race and Graphic Narratives	4
AAST 3838	Postcolonial Literature and Film	4
AFAM 3693	Contemporary African Literatures	4
AMCS 3320	The Writing Irish	4
AMCS 3333	American Catholic Fictions	4
AMCS 3535	Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias	4
ARAB 2400	Approaches to Arabic Culture	4
ARAB 3000	Topics in Arabic Cultures	4
ARAB 3010	Human Rights in Arabic Literature	4
ARAB 3040	Topics in Arabic Literature	4
COLI 3010	Politics and Poetry in the Middle Ages: The Rise of Vernacular Culture in the Mediterranean	4
COLI 3031	Medieval Monsters	4
COLI 3102	Notre Dame de Paris: The Cathedral in Art, Literature, Culture, & History	4
COLI 3112	Italian Neorealist Cinema	4
COLI 3122	The Eternal Feminine in Literature and Film	4
COLI 3123	Surviving the Barbarians in Early Medieval Britain	4
COLI 3135	Irish and British High Medieval Literature: Connections and Comparisons	4
COLI 3137	World Cinema Masterpieces	4
COLI 3143	World Cinema Masterpieces 1960-1980	4
COLI 3145	Medieval Love in Comparison: Christian, Jewish, and Muslim Perspectives	4
COLI 3146	Science and Magic in Medieval Literature	4
COLI 3200	Machiavelli's Utopia	4
COLI 3202	Ariosto to Galileo: The Invention of Modernity in Renaissance Italy	4

COLI 3220	The Stage and Society	4	ENGL 3107	Chaucer	4
COLI 3357	Writing Asian America	4	ENGL 3108	Imaginary Travelers	4
COLI 3359	Asian Diasporic Literatures	4	ENGL 3109	Arthurian Literature	4
COLI 3364	Novels of Ideas: 19th Century	4	ENGL 3110	Satire and Society	4
COLI 3365	Novels of Ideas: High Modernism	4	ENGL 3111	Medieval Romance and Adventure	4
COLI 3400	Modern Jewish Writing	4	ENGL 3112	The Medieval North: Vikings, Saxons, and Dragons	4
COLI 3407	Foreignness & Translation: Multilingual Autobiography Writing in Contemp Latin-Am & Latino Lit	4	ENGL 3113	Introduction to Old English	4
COLI 3438	American Modernism	4	ENGL 3114	The (Medieval) Walking Dead	4
COLI 3440	Arabic Literature in English Translation	4	ENGL 3115	Medieval Women Writers	4
COLI 3450	The City in Literature and Art	4	ENGL 3122	Extinction	4
COLI 3463	Diderot	4	ENGL 3123	Surviving the Barbarians in Early Medieval Britain	4
COLI 3466	Discovering French Cinema	4	ENGL 3125	Beowulf in Old English	4
COLI 3476	Conflict and Violence in Francophone African Cinemas	4	ENGL 3127	Dreams in Middle Ages	4
COLI 3480	Francophone Caribbean Literature	4	ENGL 3134	Love in the Middle Ages	4
COLI 3535	Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias	4	ENGL 3135	Irish and British High Medieval Literature: Connections and Comparisons	4
COLI 3575	Painting the Empire: Understanding the Spanish Empire Through Art and Literature	4	ENGL 3137	World Cinema Masterpieces	4
COLI 3624	Music and Nation in the Arab World	4	ENGL 3138	Late Modernism	4
COLI 3802	Literature and Imperialism	4	ENGL 3140	Myth of the Hero: Medieval Memory	4
COLI 3803	Empire and Sexuality	4	ENGL 3143	World Cinema Masterpieces, 1960-1980	4
ENGL 3001	Queer Theories	4	ENGL 3144	Other Worlds	4
ENGL 3002	Queer Iconoclasts: Sexuality, Religion, Race	4	ENGL 3145	Medieval Love in Comparison: Christian, Jewish, and Muslim Perspectives	4
ENGL 3008	The 19th Century Novel of Manners	4	ENGL 3146	Science and Magic in Medieval Literature	4
ENGL 3009	Critical Edge: Writing About the Arts	4	ENGL 3147	Supernatural Stories	4
ENGL 3012	Novel, She Wrote	4	ENGL 3148	Science Fiction and Fictional Science	4
ENGL 3021	The Graphic Novel	4	ENGL 3149	A World of Their Own: Women in Science Fiction	4
ENGL 3024	Poetry and Citizenship	4	ENGL 3151	Metaphysical Poets: Radicals and the Poetic Tradition	4
ENGL 3031	Medieval Monsters	4	ENGL 3152	Race and Religion in Literature: Beowulf to Wuthering Heights	4
ENGL 3034	Modern Selves and Science	4	ENGL 3203	Streets/Gardens/Magical Worlds: Space and Place	4
ENGL 3035	Age of Innocence	4	ENGL 3206	Shakespeare	4
ENGL 3036	Latin American Short Story	4	ENGL 3207	Milton	4
ENGL 3037	US Latinx Literature	4	ENGL 3209	Ecoliterature from Milton to Today	4
ENGL 3038	Latinx Performance Studies: Image, Fashion, and Politics	4	ENGL 3221	Shakespeare's History Plays	4
ENGL 3040	The Stuff of Fiction	4	ENGL 3222	Shakespeare and Popular Culture	4
ENGL 3047	Rhetorics of Resistance and Social Movements	4	ENGL 3226	Stage Vengeance	4
ENGL 3059	Creating Dangerously: Writing Across Conflict Zones	4	ENGL 3227	Early Modern Lyric Poetry	4
ENGL 3067	Contemporary Women Poets	4	ENGL 3230	Early Renaissance Poetry	4
ENGL 3075	Pride & Prejudice: An Examination of Black Britain and the Problem of Belonging	4	ENGL 3234	A Midsummer Night's Dream	4
ENGL 3100	Medieval Literature	4	ENGL 3235	Dangerous Women	4
ENGL 3101	Apocalyptic Representation Before 1800	4	ENGL 3239	The Rise of the Novel	4
ENGL 3102	Medieval Drama	4	ENGL 3247	NYC Latinx Literature	4
ENGL 3104	Medieval English Blackness?	4	ENGL 3306	Jonathan Swift and the Art of Satire	4
ENGL 3105	"Game of Thrones" and the Modern Medieval	4	ENGL 3311	Opening Heads: Writing About Minds and Brains Before 1800	4
ENGL 3106	After the Apocalypse	4	ENGL 3318	Early Women Novelists	4
			ENGL 3319	Plays and Players: 1600-1700	4
			ENGL 3329	Plays and Players, 1700-1800	4

ENGL 3330	The Global Eighteenth Century	4	ENGL 3603	American Renaissance	4
ENGL 3333	Captives, Cannibals, and Rebels	4	ENGL 3604	American Literature to 1870	4
ENGL 3336	Early American Novel	4	ENGL 3606	On the Road	4
ENGL 3338	Keats and the Romantic City	4	ENGL 3608	(De)Constructing the American Renaissance	4
ENGL 3339	Romanticism and Confession	4	ENGL 3610	Abolition	4
ENGL 3341	Love and Sex in Early Modern Literature	4	ENGL 3611	Modern American Autobiography	4
ENGL 3342	Women, Crime, & Punishment in Literature	4	ENGL 3613	Modern American Novels	4
ENGL 3350	Ethnic Camera: Race and Visual Media	4	ENGL 3616	American Cultures of War	4
ENGL 3357	Writing Asian America	4	ENGL 3617	American Short Story	4
ENGL 3359	Asian Diasporic Literatures	4	ENGL 3619	Crip, Queer and Critical Race Studies	4
ENGL 3361	The Female Bildungsroman	4	ENGL 3620	Ordinariness	4
ENGL 3363	Crime and Punishment	4	ENGL 3624	Melville	4
ENGL 3364	Novels of Ideas: 19th Century	4	ENGL 3625	Early American Literature	4
ENGL 3365	Novels of Ideas: High Modernism	4	ENGL 3630	Black American Icons	4
ENGL 3402	Victorian Literature	4	ENGL 3631	Contemporary American Fiction	4
ENGL 3404	Beyond the Bronte-verse	4	ENGL 3633	The Enlightened Earth: American Environment Cultures After 1960	4
ENGL 3409	Education in Literature	4	ENGL 3634	The Literature of Climate Crisis	4
ENGL 3410	Jane Austen in Context	4	ENGL 3635	Future Environments: Human Life After the End	4
ENGL 3417	Early Victorian Novels	4	ENGL 3636	Introduction to African American Literature	4
ENGL 3418	Later Victorian Novels	4	ENGL 3641	Slavery and American Fiction	4
ENGL 3419	Not Shakespeare	4	ENGL 3645	The Middle Passage	4
ENGL 3420	Poems of Shakespeare and Others	4	ENGL 3646	Black Disability Studies	4
ENGL 3424	Romantics and Their World	4	ENGL 3647	Seeing Stories: Reading Race and Graphic Narratives	4
ENGL 3425	Nathaniel Hawthorne	4	ENGL 3648	Novels by Women	4
ENGL 3426	Nineteenth-Century British Poetry	4	ENGL 3650	Stayin' Alive: Performing Blackness and Whiteness in 1970s US Film and Literature	4
ENGL 3430	Regency Romanticism	4	ENGL 3651	The Hunger Games and Survival Literature	4
ENGL 3434	19th Century British Women's Tales	4	ENGL 3652	New Wave Immigrant Literature	4
ENGL 3436	American Dream in Literature	4	ENGL 3653	Major American Authors	4
ENGL 3437	Victorian Novel	4	ENGL 3658	Migrations/Movements/Masks	4
ENGL 3438	American Modernism	4	ENGL 3659	Selfie Lit	4
ENGL 3439	Oddity and Creativity	4	ENGL 3660	Dystopian Environments	4
ENGL 3450	The City in Literature and Art	4	ENGL 3661	Journeying and Storytelling	4
ENGL 3462	Romanticism and Private Life	4	ENGL 3663	Graphic Novels Through the Ages	4
ENGL 3467	Disobedience in Literature	4	ENGL 3664	Queer Latinx Literature	4
ENGL 3468	Transatlantic Modern Women	4	ENGL 3666	Documenting Queer Art: Biography and Memoir	4
ENGL 3502	Modern British Writing	4	ENGL 3667	Afro-American Afro-British 1900-1960	4
ENGL 3504	Virginia Woolf	4	ENGL 3669	20th/21st Century on Stage	4
ENGL 3511	Modern Poetry	4	ENGL 3673	Postmodern Literature and Culture	4
ENGL 3512	British and American Poetry: Romantic to Modern	4	ENGL 3677	Latino/a US Literatures	4
ENGL 3518	The City in Literature	4	ENGL 3680	One Big Book	4
ENGL 3519	The Novel	4	ENGL 3683	Literature Beyond Borders	4
ENGL 3520	How Fiction Works	4	ENGL 3686	Women's Diaries	4
ENGL 3523	Very Contemporary American Fiction	4	ENGL 3688	Fantastic Women	4
ENGL 3529	Theater and the Avant-Garde	4	ENGL 3691	Black Atlantic Literature: Modernisms	4
ENGL 3532	James Joyce	4	ENGL 3695	Black Protest, Black Resistance, Black Freedom, Black Rage	4
ENGL 3535	Modern Poetry	4	ENGL 3701	American Writers in Paris	4
ENGL 3537	Satire, Sex, Style: The Age of Thomas Nashe	4			
ENGL 3555	Love, Formally	4			
ENGL 3560	Film Theory and Criticism	4			
ENGL 3585	Contemporary Indigenous Fiction	4			

ENGL 3802	Literature and Imperialism	4	FREN 3225	Hollywood's Holy Grail: Medieval French Literature on the Screen	4
ENGL 3803	Empire and Sexuality	4	FREN 3250	Du scandale au chef d'oeuvre: Art that Shocks, Offends, and Endures	4
ENGL 3834	History of the English Language	4	FREN 3253	Moliere: From Page to Stage	4
ENGL 3835	Aliens and Encounters with the Unknown	4	FREN 3270	Écocritique: Francophone environments and cultures	4
ENGL 3837	From Page to Screen	4	FREN 3275	Documentary and Storytelling in the Francophone World	4
ENGL 3838	Postcolonial Literature and Film	4	FREN 3280	French Documentary in Action	4
ENGL 3839	Postcolonial Literatures	4	FREN 3290	Early Authors Modern Theory	4
ENGL 3841	Contemporary Fiction	4	FREN 3292	French Revolutions (1789-present)	4
ENGL 3842	The Short Story	4	FREN 3300	The Enlightenment	4
ENGL 3851	Horror and Madness in Fiction and Film	4	FREN 3301	France and Global Enlightenment	4
ENGL 3855	The Jazz Age: Literature and Culture	4	FREN 3333	Tableaux: Art and Theater: 1700s	4
ENGL 3901	Autism and Literature	4	FREN 3340	Amazones, Salonnieres, and Révolutionnaires: Women writers in Ancien Régime France	4
ENGL 3909	Interspecies Friendship	4	FREN 3350	Thinkers and Moralists	4
ENGL 3910	Nature and Horror	4	FREN 3360	French Autobiography	4
ENGL 3917	Unreal City: Modernist London, 1900-1950	4	FREN 3450	Writers and Lawbreakers	4
ENGL 3923	Stories of Brains and Minds	4	FREN 3453	The Flaneur in Paris	4
ENGL 3930	Introduction to Queer Literature	4	FREN 3456	20th-Century France: A Blast from the Past	4
ENGL 3964	Homelessness	4	FREN 3460	Postcolonial Representations	4
ENGL 4018	The Poet's Choice	4	FREN 3464	French Films d'Auteur	4
ENGL 4106	Seminar: The Great Depression: Literature and Culture	4	FREN 3465	Women on the Margins	4
ENGL 4108	Seminar: Exhibiting Latinidad: Curation/Display/Intervention	4	FREN 3466	Discovering French Cinema	4
ENGL 4116	Seminar: The Beat Generation and U.S. Culture	4	FREN 3470	Francophone North Africa	4
ENGL 4117	Seminar: Modern Geographies	4	FREN 3471	Francophone Sub-Saharan Africa	4
ENGL 4125	Seminar: Im/Possible Worlds: Race, Social Difference, and Pop Genres	4	FREN 3475	Narratives of the Sahel	4
ENGL 4127	Seminar: Novels By Women: Jane Austen to Toni Morrison	4	FREN 3476	Conflict and Violence in Francophone African Cinemas	4
ENGL 4401	Seminar: The Brontës in Context	4	FREN 3478	The Essay Film	4
ENGL 4425	Seminar: Nathaniel Hawthorne	4	FREN 3479	The New Wave Arrives	4
FREN 2600	France: Literature, History, and Civilization	4	FREN 3480	Francophone Caribbean Literature	4
FREN 3005	French Business Culture	4	FREN 3490	Africa: Society and Culture Through Film	4
FREN 3030	What Is Writing? The Inscription of Culture From Page to Screen	4	FREN 3500	French Literary Theory	4
FREN 3040	Changing Climate, Changing Culture	4	FREN 3550	In Search of Lost Time: Modernity, Temporality, and the Self in 20th Century French Literature	4
FREN 3055	Language and AI (Artificial Intelligence)	4	FREN 3555	Man: Beast or Machine	4
FREN 3060	Translation and Creative Writing in French	4	FREN 3564	French Theatre and Performance (Taught in French)	4
FREN 3070	France Votes!	4	FREN 3565	French Contemporary Novel	4
FREN 3080	Critical Disability Studies: Perspectives in French and Francophone Literature and Film	4	FREN 3605	Cultural and Literary History of Journalism	4
FREN 3100	Medieval French Literature	4	FREN 3612	Cinemas of Quebec	4
FREN 3101	Word and Image in Medieval France	4	FREN 3630	Francophone Voices From North Africa	4
FREN 3102	Notre Dame de Paris: The Cathedral in Art, Literature, Culture, & History	4	FREN 3631	North African France	4
FREN 3103	Medieval Other, Modern Ethics: Christians, Muslims, and Jews in Medieval France	4	FREN 3637	Francophone Middle East	4
FREN 3125	Mapping the Nation	4	FREN 3640	Postcolonial Representation	4
FREN 3130	Culture and Science in France	4	FREN 3666	The Francophone Graphic Novel	4
FREN 3140	Changing Climate, Changing Culture	4	FREN 3675	America! French and Francophone Perspectives	4
FREN 3175	French Renaissances	4	FREN 3676	Fashioning the Empire	4

GERM 2800	German Short Stories	4	ITAL 3021	Vice and Virtue in Medieval Italian Literature	4
GERM 3010	Frisch Aus Der Presse: Media and Communication	4	ITAL 3050	Arts and Politics in Italian Humanism	4
GERM 3020	"The Book Was Better" – Modern German Literature from Page to Screen	4	ITAL 3051	Survey of Italian Literature	4
GERM 3023	Kurz und bündig: Short German Narrative Texts	4	ITAL 3062	Ethics and Economic Value in Medieval Literature	4
GERM 3030	Kafka und Amerika	4	ITAL 3063	Saturian Spirits: Art and Literature in Italy	4
GERM 3050	The Sound of Music: German Music and Musical Genres	4	ITAL 3065	Lies and Liars in Medieval and Renaissance Italian Literature	4
GERM 3051	Survey of Literature I	4	ITAL 3111	New Italian Cinema	4
GERM 3052	Survey of Literature II	4	ITAL 3120	Renaissance Literature	4
GERM 3057	Medieval German Literature: Potions, Passions, Players, and Prayers	4	ITAL 3123	Fantastic Beasts, Fantastic Renaissance: Matteo Maria Boiardo's "Orlando in Love"	4
GERM 3123	Pioneers of Modernism	4	ITAL 3125	Magnificence and Power: The Medici and Renaissance Florence	4
GERM 3275	Grim Tales and Grimms' Tales	4	ITAL 3215	Love and Honor in the Renaissance Courts	4
GERM 3302	German Through the Senses	4	ITAL 3280	The Italian Short Story	4
GERM 3303	Borders and Crossings	4	ITAL 3452	Italophone Migrant Literature From Africa and Beyond	4
GERM 3307	Germany and Migration	4	ITAL 3500	Comedy and Satire in Italian Cinema	4
GERM 3310	Deep in the Forest: The Pagan-Christian Enchantment of the Fairy Tale	4	ITAL 3530	The Stage and Society Since 1700	4
GERM 3520	German Culture in Context	4	ITAL 3550	Italian Unification: Film/Literature	4
GERM 3566	Deutschland 1968: Protest, Hippies, Und Terroristen (Taught in German)	4	ITAL 3553	Italy From Unification to 1945: Literature, Culture, and Society of the Modern Period	4
GERM 3710	Mord und Totschlag: An Introduction to the Histories of Espionage and Crime in Vienna, Austria	4	ITAL 3625	The Modern Italian Theater	4
GREK 3008	Herodotus	4	ITAL 3650	Italy at War	4
GREK 3012	Plato: Socratic Dialogues	4	ITAL 3701	Italian Women Writers	4
GREK 3034	Readings in Homer	4	ITAL 3901	Narrative and Film	4
GREK 3200	Readings in Greek	4	ITAL 3910	Italy Today	4
GREK 3211	Greek Prose Composition	4	ITAL 3920	Words on Fire: Contemporary Italian Poetry and Society	4
HIST 3474	The Arab Israeli Conflict: Cultural Perspectives	4	JWST 3300	Literatures and Cultures of Modern Israel	4
HIST 3998	People and Other Animals in History	4	JWST 3474	The Arab Israeli Conflict: Cultural Perspectives	4
ITAL 2500	Approaches to Literature	4	LALS 3005	Latin American Themes	4
ITAL 2561	Reading Culture Through Literature	4	LALS 3275	Hybrid Futures: A Panorama of Mexican Short Fiction	4
ITAL 2700	Filming the City Inside and Out: A Cinematic Journey Through Italy	4	LALS 3407	Foreignness & Translation: Multilingual Autbio Writing in Contemp Latin-Am & Latino Lit	4
ITAL 2705	The Souths of Italy: Words, Images, and Sounds	4	LALS 3575	Painting the Empire: Understanding the Spanish Empire Through Art and Literature	4
ITAL 2775	Modern Italy and the Arts: Tradition and Innovation	4	LATN 3009	Horace: Odes	4
ITAL 2800	Italy and the Arts: Politics, Religion, and Imagination in Medieval and Renaissance Italy	4	LATN 3039	Suetonius	4
ITAL 2802	Lorenzo de' Medici (The Magnificent) and the Invention of Modernity	4	LATN 3041	Ovid	4
ITAL 2910	Emigration in Literature and Film 1850-Present	4	LATN 3045	Livy	4
ITAL 3002	The Art of Translation	4	LATN 3051	Cicero's "De Oratore"	4
ITAL 3005	Translation: Theory and Practice	4	LATN 3052	Cicero: A Survey	4
ITAL 3011	Dante and His Age	4	LATN 3060	Readings in Vergil	4
ITAL 3012	Medieval Storytelling	4	LATN 3061	Christian Latin	4
ITAL 3020	Renaissance and Baroque Novella	4	LATN 3142	Readings in Tacitus	4
			LATN 3300	Advanced Latin	4
			LATN 3332	Seneca's Letters	4
			LATN 3334	The Letters of Pliny	4

LATN 3456	Imperial Latin Biography	4	MLAL 3095	The Apocalypse Course: Russian and American Revelations	4
LATN 3542	Medieval Latin Literature	4	MLAL 3096	Dostoevsky's The Brothers Karamazov	4
LATN 3545	Lucretius	4	MLAL 3116	Social Issues in Italian Literature and Film	4
MAND 2500	Approaches to Literature	4	MLAL 3200	Machiavelli's Utopia	4
MAND 3002	Topics in Chinese Culture	4	MLAL 3202	Ariosto to Galileo: The Invention of Modernity in Renaissance Italy	4
MAND 3020	Learn Chinese Through Film	4	MLAL 3203	Dante and His Translators	4
MAND 3030	Masterpieces of Chinese Film: Theory and Texts	4	MLAL 3210	Islam and Italy	4
MAND 3031	Chinese Cultural Concepts	4	MLAL 3220	The Stage and Society	4
MAND 3032	Chinese Political Thought	4	MLAL 3250	Culture and Society in Italian Cinema	4
MAND 3040	Topics in Mandarin Chinese Literature	4	MLAL 3300	Literatures and Cultures of Modern Israel	4
MAND 3050	China in the Headlines: An Advanced Newspaper Reading Course in Mandarin Chinese	4	MLAL 3307	Germany and Migration	4
MAND 3055	China and Globalization	4	MLAL 3325	'The Gatekeepers?' Documentary Cinema in Israel	4
MLAL 2755	Performing Dante	4	MLAL 3333	Eunuchs, Dwarves and Dragon Ladies: The Universe of Game of Thrones	4
MLAL 3000	Gender and Sexuality Studies	4	MLAL 3350	Promised Land: Israeli Culture Between Utopia and Dystopia	4
MLAL 3005	Themes in Latina/o and Latin American Studies	4	MLAL 3402	Introduction to Russian Drama	4
MLAL 3010	Politics and Poetry in the Middle Ages: The Rise of Vernacular Culture in the Mediterranean	4	MLAL 3405	Masterpieces of Russian Film	4
MLAL 3012	Medieval Storytelling	4	MLAL 3410	Arab Cinema: History and Cultural Identity	4
MLAL 3020	Culture and Critique: Marx, Nietzsche, Freud	4	MLAL 3440	Arabic Literature in English Translation	4
MLAL 3030	Masterpieces of Chinese Film: Theory and Texts	4	MLAL 3442	Arabic Culture and the News Media	4
MLAL 3031	Chinese Cultural Concepts	4	MLAL 3450	The Arab Spring in Arabic Literature	4
MLAL 3033	Prison Literature from Martin Luther to Martin Luther King	4	MLAL 3474	The Arab Israeli Conflict: Cultural Perspectives	4
MLAL 3035	From Rust Belt to Green Belt: Germany's Ruhr Area	4	MLAL 3475	Oppositional Thought in Islamic Literature	4
MLAL 3043	Aesthetics and Politics: Modern Chinese Literature	4	MLAL 3500	Writing Under German Censorship: A Culture of Banned Books	4
MLAL 3045	Women in Chinese Literature and Society	4	MLAL 3504	Study Tour: Berlin Tales: Germany's Kiez	4
MLAL 3047	Confucianism, Taoism, and Buddhism: Chinese Thought and Literature	4	MLAL 3515	Food for Thought	4
MLAL 3050	Becoming Germany—German Literature, Film, and Popular Culture after World War II	4	MLAL 3535	Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias	4
MLAL 3055	Critical Communities: Marx, Nietzsche, Freud	4	MLAL 3600	Women's Voices in German and Austrian Literature	4
MLAL 3057	Medieval German Literature: Potions, Passions, Players, and Prayers	4	MLAL 3624	Music and Nation in the Arab World	4
MLAL 3059	Gender Benders	4	MLAL 3701	Villains, Vamps and Vampires: An Introduction to German Cinema	4
MLAL 3060	Magic and Reality in Russian Literature	4	MLAL 3710	Fin-De Siecle Vienna: Klimt, Cafes, and Cemeteries	4
MLAL 3067	Dostoevsky and Race in America	4	MLAL 3800	Cloisters, Castles, and Kings: Medieval Bavaria	4
MLAL 3070	Russian Visions: The Interplay Between Russian Literature and Art in Mid-19th/ Early 20th Century	4	MLAL 3820	Memory and Identity in Modern Italy	4
MLAL 3076	Great Russian Minds: Mikhail Bakhtin	4	MLAL 3822	The Arabian Nights	4
MLAL 3080	Tolstoy, Dostoevsky and the Meaning of Life and Death	4	MLAL 3993	Advanced Spanish Immersion in Granada	3
MLAL 3090	100 Years of War and Peace. Revolution in Russia and Soviet Literature: Tolstoy, Bulgakov and Bely	4	MVST 3057	Medieval German Literature: Potions, Passions, Players, and Prayers	4
			MVST 3225	Hollywood's Holy Grail: Medieval French Literature on the Screen	4
			MVST 3502	The Clerkenwell Tales: England's Literature	4
			MVST 3535	Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias	4

MVST 3542	Medieval Latin Literature	4	SPAN 3625	Spanish-American Short Fiction	4
MVST 3800	Cloisters, Castles, and Kings: Medieval Bavaria	4	SPAN 3642	Spanish-American Literature and Popular Music	4
RUSS 2650	Media and the Russian State: News Outlets From 19th Century to Present Day Russia	4	SPAN 3701	Spanish-American Women Writers	4
RUSS 3002	Genres and Styles Russian Literature	4	SPAN 3710	Contemporary Latin American Fiction	4
RUSS 3250	Translating Russian Poetry, Music, Animation, Film, and Journalism	4	SPAN 3712	Literatures of the Latin American Boom and Post-Boom	4
SPAN 2500	Approaches to Literature	4	SPAN 3715	Latin American Cyberliterature	4
SPAN 2700	Hispanic Legends	4	SPAN 3720	The Hispanic Transatlantic	4
SPAN 3001	Spain: Literature and Culture Survey	4	SPAN 3730	Writing Violence: Peru, 1980-2000	4
SPAN 3002	Latin America: Literature and Culture Survey	4	SPAN 3770	Cultures of Memory and Post-Memory in Contemporary Chile	4
SPAN 3066	Survey of Latin American Film	4	SPAN 3800	The Spanish Diaspora	4
SPAN 3075	Crime in Hispanic Fiction	4	SPAN 3808	Bodies, Touch, and Affect in Argentine Film and Literature	4
SPAN 3123	Questioning Race in Mexican Film and Literature	4	SPAN 3809	Argentine Literature and Film	4
SPAN 3166	Trends in Latin American Film	4	SPAN 3820	Hispanic Caribbean Literature	4
SPAN 3175	Crime Fiction in Argentina and Chile	4	SPAN 3850	Narrating the City	4
SPAN 3210	Transatlantic Picaresque	4	SPAN 3851	The Neoliberal City in Post-War Central American Cultural Production	4
SPAN 3230	Sinful Business	4	SPAN 3908	Francoist Spain	4
SPAN 3250	God, Gold, and Glory	4	SPAN 3950	The Fantastic in Spanish Literature and Film	4
SPAN 3275	Hybrid Futures: A Panorama of Mexican Short Fiction	4	SPAN 3993	Advanced Spanish Immersion in Granada	3
SPAN 3285	Trends in Mexican Cinema	4	SPAN 3997	Back to Nature: New Ruralism in 21st Century Spanish Literature and Film	4
SPAN 3301	Federico Garcia Lorca and His World	4	SPAN 4001	Cervantes and Don Quixote	4
SPAN 3305	Posthuman Mestizaje and the Non-Human Turn in Mexican Culture	4	THEA 2755	Performing Dante	4
SPAN 3310	Latin American Science Fiction	4	THEA 3004	Global Theatre History: Foundational Impulses	4
SPAN 3401	Modern Spanish Fiction	4	THEA 3005	Global Theatre History: Evolutions of the Present	4
SPAN 3405	Women Translators in the Spanish-Speaking World	4	THEA 3253	Moliere: From Page to Stage	4
SPAN 3407	Foreignness & Translation: Multilingual Autobiography Writing in Contemp Latin-Am & Latino Lit (1980-2015)	4	THEA 3564	French Theatre and Performance	4
SPAN 3456	Posthuman Body in Mexican Fiction	4	WGSS 3067	Contemporary Women Poets	4
SPAN 3515	New Spanish Literature: Rewriting the Public Sphere in 21st Century Spain	4	WGSS 3318	Early Women Novelists	4
SPAN 3525	Cultures of Sexual Dissidence in Latin America	4	WGSS 3537	Satire, Sex, Style: Age of T. Nash	4
SPAN 3530	Excess in Spanish Lit	4	WGSS 3931	Introduction to Gay and Lesbian Literature	4
SPAN 3535	Unus Mundus: Deconstructing 'Time' Through Spanish Literature	4	WGSS 4127	Seminar: Novels By Women: Jane Austen to Toni Morrison	4
SPAN 3540	Spain and Islam	4	WGSS 4318	Seminar: Early Women Novelists	4
SPAN 3550	Expressing the Colonies	4	Advanced History Courses		
SPAN 3555	Cultural Politics in Spanish Democracy (1978–2020)	4	<i>Courses in this group have the AHC attribute.</i>		
SPAN 3560	Reimagining the Colonies	4	Course	Title	Credits
SPAN 3561	Representing the Gypsy	4	AAST 3929	History of Chinese in the Americas	3
SPAN 3582	New York in Latinx Literature and Film	4	AFAM 3001	African American History I	4
SPAN 3585	La Frontera: Art as Resistance	4	AFAM 3002	African American History II	4
SPAN 3590	Theater Against Power in Spain and Latin America	4	AFAM 3134	From Rock-N-Roll to Hip-Hop	4
SPAN 3610	Children's Gaze in Latin American Literature	4	AFAM 3148	History of South Africa	4
			AFAM 3154	Black, White, and Catholic: Race, Religion, and Civil Rights	4
			AFAM 3190	Mapping Southern Africa	4
			AFAM 3633	The Bronx: Immigration, Race, and Culture	4

AFAM 3939	History of Global Popular Music: From Africa to the Americas and Back	4	HIST 3356	Confessionalization and Conflict in Early Modern Europe, 1453-8885	4
AFAM 3955	Slavery Freedom/Atlantic World	4	HIST 3362	Crime and Punishment in Europe	4
CLAS 3030	Athenian Democracy	4	HIST 3363	Europe and Early Modern World	4
CLAS 3031	The Spartan Mirage	4	HIST 3364	Environmental History of the Atlantic World, 1250-1650	4
CLAS 3033	Slavery in Ancient Greece	4	HIST 3411	Tudor and Stuart England	4
CLAS 3040	Law and Society in Greece and Rome	4	HIST 3412	The Tudors	4
CLAS 3050	Pagans and Christians	4	HIST 3413	Reformation England	4
GREK 3008	Herodotus	4	HIST 3414	Cabbages and Kings	4
HIST 3001	African American History I	4	HIST 3415	European Women: 1500-1800	4
HIST 3002	African American History II	4	HIST 3416	European Women: 1800-Present	4
HIST 3012	Medieval France	4	HIST 3417	Civil Wars and Revolution in the British Isles	4
HIST 3014	Medieval Feud, Ordeal, and Law	4	HIST 3420	The English Renaissance	4
HIST 3018	Medieval Nobility: Love, War, and Devotion	4	HIST 3425	Henry VIII's England	4
HIST 3019	Medieval Paris: A City and Its People	4	HIST 3430	The World of Queen Elizabeth I	4
HIST 3050	Christians, Muslims, and Jews in Medieval Iberia	4	HIST 3450	Black British History	4
HIST 3051	The Black Death, 1348-1450	4	HIST 3452	London After Dark: The Nocturnal City Since 1800	4
HIST 3100	History of the Arts at Lincoln Center: Urban Renewal and the Arts	4	HIST 3455	20th Century Ireland	4
HIST 3110	History of Gay and Lesbian New York City	4	HIST 3456	Britain: 1688-1867	4
HIST 3139	Buffalo Soldiers: Race and War	4	HIST 3457	Britain: 1867-Present	4
HIST 3145	Medieval Barbarians	4	HIST 3458	Ireland: 1688-1923	4
HIST 3192	The United States, Africa, and the Cold War	4	HIST 3459	Transgender History	4
HIST 3203	Medieval Family Life	4	HIST 3460	Diversity and Globalization at the Irish-Atlantic Crossroads	4
HIST 3204	Sex & Celibacy in the Middle Ages	4	HIST 3465	The Modern Atlantic World, 1780-1980: Literature and History	4
HIST 3205	Medieval Medicine	4	HIST 3474	The Arab Israeli Conflict: Cultural Perspectives	4
HIST 3207	Late Medieval Religion and Society	4	HIST 3480	Judaism and Islam	4
HIST 3208	The Medieval Other	4	HIST 3503	Modern France: 1900 to Present	4
HIST 3209	The Origins of Christianity from the Apostles to the 4th Century	4	HIST 3505	The History and Politics of Cartoons and Caricature from the Middle Ages to the Present	4
HIST 3210	King, Court, Crusade: Writing Knightly Life in the High Middle Ages	4	HIST 3512	The French Revolution	4
HIST 3211	Medieval Sin, Sinners, and Outcasts	4	HIST 3513	Old Regime and French Revolution	4
HIST 3212	The History of Medieval Christianity	4	HIST 3515	Media History: 1400 to Present	4
HIST 3213	Monsters, Magic, and the Undead in Medieval Europe	4	HIST 3517	The Belle Époque	4
HIST 3214	Plagues and Peoples: Health and Disease in Medieval Europe	4	HIST 3538	The Good Earth?	4
HIST 3215	Middle Ages and West	4	HIST 3541	Modern Italy	4
HIST 3216	Rich and Poor in the Middle Ages	4	HIST 3543	The Connecting Sea: The Mediterranean Since 1800	4
HIST 3217	Islamic History, 1000-1600	4	HIST 3545	Race and Nation in Modern Europe	4
HIST 3220	Medieval Hollywood	4	HIST 3549	Global Italy	4
HIST 3230	Criminals, Outlaws, and Bandits: Solving Crime in Medieval Europe	4	HIST 3550	Fascism from Mussolini to the Present	4
HIST 3260	Medieval Ireland to 1691	4	HIST 3555	Hitler's Germany	4
HIST 3270	The Crusades	4	HIST 3556	The History of the European Union (1948 to the Present): Foundations, Structures, Challenges	4
HIST 3300	The History of the Medieval Book in the Latin West	4	HIST 3558	Europe: 1900-1945: Total War	4
HIST 3301	Medieval Women's Lives	4	HIST 3559	Europe Since 1945	4
HIST 3305	Medieval Warfare	4			
HIST 3310	Medieval England: From Viking Invasions to Henry VIII	4			
HIST 3322	The Reformation Era	4			

HIST 3562	Memory, Myth, and History in Post-1945 Europe	4	HIST 3806	U.S. Immigration/Ethnicity	4
HIST 3563	New York City History in Film	4	HIST 3807	The U.S. in the 1920s and 1930s: From the Jazz Age to Hard Times	4
HIST 3564	Environmental History of New York City: A Research Seminar	4	HIST 3809	Jews in the Modern World	4
HIST 3565	History of New York	4	HIST 3810	Jews in America	4
HIST 3566	War and Imperialism	4	HIST 3812	Jews in the Early Modern World	4
HIST 3567	A Global History of Communism	4	HIST 3815	East European Jewish History	4
HIST 3568	America and the Making of Europe: 1945 to Present	4	HIST 3818	The History of Islam in the U.S.	4
HIST 3570	Genocide	4	HIST 3822	U.S. Cultural History	4
HIST 3575	Torture, Terror, and the Body in the Modern World	4	HIST 3823	History of Labor in the United States	4
HIST 3580	War, Gender, and Violence in Modern Europe	4	HIST 3826	Modern US Women's History	4
HIST 3614	Revolutionary and Soviet Russia	4	HIST 3827	Wealth & Poverty in the US: Capitalism, Social Welfare & Inequality	4
HIST 3620	20th Century Europe	4	HIST 3830	History of American Women and Gender	4
HIST 3622	Great Trials	4	HIST 3833	Screening America's Past	4
HIST 3623	Screening Europe's Past	4	HIST 3834	Gender, Race, and American Mass Media	4
HIST 3624	European Cities	4	HIST 3838	History of U.S. Sexuality	4
HIST 3626	Social History of Architecture	4	HIST 3842	The Vietnam Wars	4
HIST 3627	History of LGBT Movements	4	HIST 3844	U.S. Foreign Relations in the 19th Century	4
HIST 3633	The Cold War Space Race	4	HIST 3845	The History of U.S. Foreign Relations, 1898 to the Present	4
HIST 3634	Modern South Asian History	4	HIST 3846	The History of U.S. Foreign Relations, 1974 to Present	4
HIST 3635	Science in Popular Culture	4	HIST 3852	The American Radical Tradition	4
HIST 3636	Social History of Technology	4	HIST 3854	Where the Right Went Wrong: American Conservatism 1945–The Present	4
HIST 3637	Stalinism: Making the Soviet State	4	HIST 3857	America Since 1945	4
HIST 3638	Technology From Antiquity to Middle Ages	4	HIST 3858	The Global Cold War	4
HIST 3653	Gender in Early America	4	HIST 3860	The "Long" 1990s in United States History (1989-2008)	4
HIST 3656	The American Revolution	4	HIST 3862	History of New York City	4
HIST 3657	American Constitution	4	HIST 3864	New Frontiers-1960's America	4
HIST 3670	The Modern Middle East	4	HIST 3866	History of Comics and Superheroes	4
HIST 3675	History of Modern Israel	4	HIST 3867	United States History Through Television	4
HIST 3682	The United States in the 1950s and the Illusion of Happiness	4	HIST 3868	Culture and Capitalism in the United States	4
HIST 3700	Sickness and Health in Early Ma	4	HIST 3869	1960s America: Gender, Race and Youth	4
HIST 3745	Colonial America 1492-1765	4	HIST 3880	History of the Cold War	4
HIST 3747	Slavery and Freedom in Greater New York City	4	HIST 3900	Global Histories of Forensic Science	4
HIST 3752	Coming of the Civil War	4	HIST 3901	Bloody Murder	4
HIST 3753	Civil War, Reconstruction, and Slavery	4	HIST 3911	U.S. and East Asia	4
HIST 3757	The American South	4	HIST 3915	Contemporary China	4
HIST 3758	America at War	4	HIST 3918	Cultural Revolution: China in Context	4
HIST 3759	African American Women's Activism, 1815–1915	4	HIST 3919	Christianity in China	4
HIST 3773	American Capitalism	4	HIST 3920	Modern Japan	4
HIST 3774	History of Capitalism in the U.S.	4	HIST 3922	East Asian Cities	4
HIST 3775	The Early Republic	4	HIST 3924	East Asian Capitalisms	4
HIST 3780	The Era of the Civil War	4	HIST 3925	The Holocaust	4
HIST 3785	Robber Barons and Reformers: The Gilded Age and Progressive Era in the U.S.	4	HIST 3926	History of Political Thought in Britain from Civil War to Brexit	4
HIST 3789	Modern South Africa Stories	4	HIST 3929	History of Chinese in the Americas	3
HIST 3795	U.S. Between Wars: 1919-1941	4	HIST 3931	Colonialism and South Asia	4
HIST 3799	Race and American Popular Music	4	HIST 3939	History of Global Popular Music: From Africa to the Americas and Back	4

HIST 3942	Race, Sex, and Colonialism	4	HIST 4704	Seminar: The First Crusade: Themes and Sources	4
HIST 3944	Africa in the Age of Decolonization	4	HIST 4705	Seminar: Disease in the Middle Ages	4
HIST 3946	African Economies and Humanitarianism	4	HIST 4707	Senior Seminar: The Making of the British Isles 1450-1660	4
HIST 3948	Gandhi: A Global Intellectual History	4	HIST 4708	Seminar: The Great War	4
HIST 3950	Latino History	4	HIST 4710	Seminar: Early Modern British Empire	4
HIST 3951	Popular Education and Social Change in the Americas	4	HIST 4711	Seminar: Post-WWII Britain	4
HIST 3955	Slavery Freedom/Atlantic World	4	HIST 4715	Oil and Power in the American Century	4
HIST 3961	Rebellion and Revolution in Latin America and the Atlantic World	4	HIST 4716	History of One: The Art of Biography	4
HIST 3962	Narratives of Truth and Justice in Latin America	4	HIST 4725	Seminar: Global Histories and Stories	4
HIST 3965	Colonial Latin America	4	HIST 4748	Seminar: The Worlds of the Enlightenment	4
HIST 3967	Modern Central America	4	HIST 4757	Seminar: The Third Reich	4
HIST 3968	Mexico	4	HIST 4760	Seminar: Immigration to the U.S.	4
HIST 3969	Latin America and the U.S.	4	HIST 4767	Seminar: Torture and the Western Experience	4
HIST 3972	Revolution in Central America	4	HIST 4768	Seminar: Gender, Sex and Society in the Early U.S.	4
HIST 3974	Spaniards and Incas	4	HIST 4771	Seminar: In Search of the Founders' Constitution	4
HIST 3975	The Caribbean	4	HIST 4772	Seminar: Colonial Latin America	4
HIST 3977	Latin American History Through Film	4	HIST 4858	Seminar: Modern European City	4
HIST 3982	The Islamic World and the Crusades, 1099-Ca.1700	4	HIST 4860	Seminar: 1970'S: Revolutionary Decade	4
HIST 3983	Apocalypticism and Messianism in Islamic Thought and History	4	HIST 4900	Seminar: Transnational Lives	4
HIST 3985	Ottoman Empire/ 1300-1800	4	HIST 4905	Seminar: History of Food	4
HIST 3986	Religion and Politics in Islamic History	4	HIST 4910	Seminar: Genocide	4
HIST 3989	History and Cinema: The Middle East and North Africa in Film	4	HIST 4934	Seminar: Soviet Society under Stalin	4
HIST 3990	North American Environmental History	4	HIST 4954	Seminar: Law and Empire Iberian Atlantic	4
HIST 3991	History of the American Indians	4	HIST 4999	Tutorial	4
HIST 3992	Capitalism	4	INST 3859	Post-1945: A Global History	4
HIST 3993	Environmental History: New York City	4	LALS 3950	Latino History	4
HIST 3994	Climate and Society	4	LALS 3951	Popular Education and Social Change in the Americas	4
HIST 3998	People and Other Animals in History	4	LALS 3955	Slavery Freedom/Atlantic World	4
HIST 3999	Tutorial	3	LALS 3962	Narratives of Truth and Justice in Latin America	4
HIST 4011	Why America Fights	4	LALS 3967	Modern Central America	4
HIST 4012	Values and Global Capitalism	4	LALS 3968	Mexico	4
HIST 4100	Seminar: Med Political Ideologies	4	LALS 3972	Revolution in Central America	4
HIST 4111	Modern African Stories	4	LALS 3977	Latin American History Through Film	4
HIST 4120	Imagining Empire	4	LATN 3015	Caesar's Commentaries	4
HIST 4308	Antisemitism	4	LATN 3045	Livy	4
HIST 4310	Africa, Race, and the Global Cold War	4	MVST 3210	King, Court, and Crusade: Writing Knightly Life in the High Middle Ages	4
HIST 4331	US in the Middle East: 1945-Present	4	MVST 3700	Medicine, Magic, and Miracles: Sickness and Health in the Early Middle Ages	4
HIST 4353	Renaissance and Renewal	4	WGSS 3415	European Women 1500-1800	4
HIST 4591	Seminar: Race, Sex, and Colonialism	4	WGSS 3416	European Women 1800-Present	4
HIST 4610	Seminar: Jewish Society and Culture in Eastern Europe	4	WGSS 3459	Transgender History	4
HIST 4631	Seminar: US in the Mid East: 1945-Pres	4	WGSS 3826	Modern US Women's History	4
HIST 4635	Seminar: Screening the Past	4	WGSS 3930	Sex and Gender in South Asia	4
HIST 4657	Seminar: New York City History	4			
HIST 4671	Seminar: Technology and Society	4			
HIST 4700	Seminar: Med Political Ideologies	4			

Advanced Social Science Courses

Courses in this group have the ASSC attribute.

Course	Title	Credits	Course	Title	Credits
AAST 3618	Asian America in New York City: An Ethnographic Exploration	4	ANTH 3364	Anthropology of Social Justice	4
AFAM 3037	Being and Becoming Black in the Atlantic World	4	ANTH 3380	Hazards, Disasters, and Human Experience	4
AFAM 3110	The Black Athlete	4	ANTH 3385	Post-Apocalyptic Societies	4
AFAM 3115	Martin Luther King Jr. and Malcolm X	4	ANTH 3393	Graffiti: The Challenges and Conundrums of Street Art	4
AFAM 3120	Black Religion and Black Politics	4	ANTH 3394	Horror Americana: Stephen King's and George Romero's Terror Gospels	4
AFAM 3132	Black Prison Experience	4	ANTH 3395	Horror Films and Globalization: Narratives of Terror, Commodification, and Inequality	4
AFAM 3133	Performance African Diaspora	4	ANTH 3471	Ancient Tales of the Andes: Taki Ongoy, Tin Tin, and Enchaquirado Narratives	4
AFAM 3136	U.S. Civil Rights	4	ANTH 3476	Latin American Social Movements	4
AFAM 3139	Buffalo Soldiers: Race and War	4	ANTH 3482	Reading Latin America: The Colonial Archive	4
AFAM 3141	Women and Social Change in Africa	4	ANTH 3510	Museums: Representing / Engaging Culture(s)	4
AFAM 3142	Women, Power, and Leadership in Africa	4	ANTH 3520	Forensic Investigation of the Human Skeleton	4
AFAM 3150	Caribbean Peoples and Culture	4	ANTH 3570	Applied Human Rights	1
AFAM 3188	Exploring Africa: Encounter, Expedition, and Representation	4	ANTH 3618	Asian America in New York City: An Ethnographic Exploration	4
AFAM 3634	Film and the African American	4	ANTH 3620	Border Cultures in the City: Summer in New York	1
AFAM 3692	Social Construction of Women	4	ANTH 3650	Africa in the World	4
AMCS 3340	Catholicism and Democracy	4	ANTH 3721	The Currency of Historical Memory	4
ANTH 2202	Anthropology of Performance	4	ANTH 3726	Language, Gender, and Sexuality	4
ANTH 2520	Introduction to Forensic Anthropology	4	ANTH 4700	Economic Theologies	4
ANTH 2614	Urbanism and Change in the Middle East	4	ANTH 4802	Archaeology of New York	4
ANTH 2700	You Are What You Eat: The Anthropology of Food	4	CLAS 3034	The Rhetoric of Athenian Democracy	4
ANTH 2800	The Anthropology of Food: Community Engaged Learning	4	CLAS 3040	Law and Society in Greece and Rome	4
ANTH 2880	Human Sexuality in Cross-Cultural Perspective	4	COMC 2111	Theories of Human Communication	4
ANTH 2885	Anthropology of Economics	4	COMC 3171	Orality and Literacy	4
ANTH 2886	Anthropology of Gender and Sexuality	4	COMC 3172	Principles of Advertising	4
ANTH 2890	Visual Anthropology	4	COMC 3179	Crisis and Reputation Management in PR	4
ANTH 2895	Anthropology of Capitalism	4	COMC 3187	Sports Communication in the Field	4
ANTH 3006	Arab-Americans and the Diasporic Experience	4	COMC 3247	Race and Gender in Media	4
ANTH 3013	Anthropology of Palestinian Communities	4	COMC 3268	Media and National Identity	4
ANTH 3110	Ancient Cultures of the Bible	4	COMC 3350	Media Law	4
ANTH 3112	Archaeologies of the Present: Historical Archaeology and Advocacy	4	COMC 3370	Ethical Issues in Media	4
ANTH 3115	Introduction to Medical Anthropology	4	COMC 3375	Children and Media	4
ANTH 3182	Ethnographic Methods: Cultures of London	4	COMC 3380	International Communication	4
ANTH 3260	Politics of Reproduction	4	DTEM 3447	Race, Gender, and Digital Media	4
ANTH 3333	Seeing Race: American Visual Culture in Historical Perspective	4	DTEM 3476	Social Media	4
ANTH 3339	Irish and Mexican Migration: New York Focus	4	ECON 3116	Intermediate Macroeconomics	4
ANTH 3340	Anthropological Perspectives on Race and Ethnicity	4	ECON 3118	Intermediate Microeconomics	4
ANTH 3343	Ghettos and Gated Communities	4	ECON 3160	Game Theory	4
ANTH 3351	Comparative Cultures	4	ECON 3212	Open Economy Macroeconomics	4
ANTH 3355	Culture and Anticolonialism	4	ECON 3240	World Poverty	4
ANTH 3356	Uprisings: Protest and Resistance Across the Globe	4	ECON 3244	International Economic Policy	4
ANTH 3357	Globalization and Migration	4	ECON 3248	Migration and Development: A Social Justice Perspective	4
			ECON 3346	International Trade	4
			ECON 3453	Law and Economics	4
			ECON 3570	Labor Market and Diversity	4

ECON 3636	Money and Banking	4	POSC 3319	Film and Politics	4
ECON 3710	Economist as Storyteller	4	POSC 3321	American Public Policy	4
ECON 3850	Environmental Economics	4	POSC 3324	Politics of Immigration and Citizenship	4
ECON 3971	Urban Economics	4	POSC 3326	Latino Politics	4
ECON 4030	Environmental-Economic Policy	4	POSC 3327	Gender and Sexuality in US Politics	4
ENST 3307	Environmental Politics	4	POSC 3404	American Political Thought	4
ENST 3308	Catastrophe and Human Survival	4	POSC 3405	Radical and Conservative Thought	4
GERM 3307	Germany and Migration	4	POSC 3411	Classical Political Thought	4
HIST 3139	Buffalo Soldiers: Race and War	4	POSC 3412	Modern Political Thought	4
INST 3100	The Global Environment	4	POSC 3413	Contemporary Political Philosophy	4
INST 4620	The World of Democracy	4	POSC 3414	Politics, Nature, and History	4
JOUR 3760	The Journalist and the Law	4	POSC 3415	Politics, Reason, and Revelation	4
LALS 3007	Spanish Linguistics	4	POSC 3416	Liberalism and Its Critics	4
LING 3007	Spanish Linguistics	4	POSC 3418	Islamic Political Thought	4
LING 3035	Language, Linguistics, and Social Justice	4	POSC 3420	Women and Film	4
LING 3607	Topics in Multilingualism	4	POSC 3421	Political Theory in Popular Culture	4
MAND 3060	Contemporary Chinese Politics	4	POSC 3422	Politics of the Present	4
MLAL 3007	Spanish Linguistics	4	POSC 3429	Democratic Theory	4
MLAL 3046	Democracy and Democratization in China	4	POSC 3430	Education Politics and Policy	4
MLAL 3049	Modern Chinese Political Thought	4	POSC 3456	Late Modern Political Thought	4
MLAL 3307	Germany and Migration	4	POSC 3507	International Human Rights	4
MLAL 3607	Topics in Multilingualism	4	POSC 3511	War and Peace	4
PJST 3110	Introduction to Peace and Justice	4	POSC 3515	Revolution	4
PJST 3200	Environmental Justice	4	POSC 3516	Conflict Analysis/Resolution	4
PJST 4200	Conflict Resolution and Peacemaking	4	POSC 3521	Global Governance	4
POSC 3107	Dystopian Politics	4	POSC 3522	United Nations	4
POSC 3120	New York City Internship	4	POSC 3526	Democracy, Terrorism, and Modern Life	4
POSC 3121	New York City Politics	4	POSC 3527	United Nations Peace Operations	4
POSC 3131	Politics, Urban Health, and Environment	4	POSC 3530	U.S. Foreign Policy	4
POSC 3209	Constitutional Law	4	POSC 3534	The International Politics of Civilian Protection	4
POSC 3210	Civil Rights and Liberties	4	POSC 3540	Politics of Cyberspace	4
POSC 3211	The U.S. Congress - Methods Intensive	4	POSC 3605	Comparative Democracy	4
POSC 3213	Interest Group Politics	4	POSC 3610	Political Economy of Development	4
POSC 3214	The U.S. Congress	4	POSC 3613	Political Movements	4
POSC 3215	American Political Parties	4	POSC 3614	Political Institutions	4
POSC 3217	The American Presidency	4	POSC 3616	Political Economy of Poverty	4
POSC 3218	Constitutional Law and Democracy	4	POSC 3620	British Government and Politics	4
POSC 3219	Constitutional Law and the Death Penalty	4	POSC 3621	European Politics	4
POSC 3220	Criminal Law and Justice in the U.S.	4	POSC 3622	Politics of the European Union	4
POSC 3223	Constitutional Law: Criminal Justice	4	POSC 3624	The Qu'ran and Hadith in the Global Political Perspective	4
POSC 3228	Civil Rights	4	POSC 3630	South Asian Politics	4
POSC 3231	Judicial Politics	4	POSC 3631	China and Russia in Comparative Perspective	4
POSC 3233	Youth and the Law	4	POSC 3632	China and U.S. in Global Era	4
POSC 3301	Campaigns and Elections	4	POSC 3635	China, Japan, Korea, and the U.S. in the Global Era	4
POSC 3303	Political Polarization in American Politics	4	POSC 3636	China and the Global Economy	4
POSC 3307	Environmental Politics	4	POSC 3641	Latin American Politics	4
POSC 3309	Gender in American Politics	4	POSC 3645	Politics of Immigration	4
POSC 3310	Racial and Ethnic Politics	4	POSC 3651	Comparative Politics of the Middle East	4
POSC 3311	American Social Movements	4	POSC 3653	Religion and Society in the Middle East	4
POSC 3313	Political Psychology	4			
POSC 3315	Political Participation	4			
POSC 3316	Mass Media and American Politics	4			

POSC 3800	Internship	3	SOCI 3249	For the Death of Me! Socio-Cultural Perspectives on Death and Dying	4
POSC 3915	International Political Economy	4	SOCI 3256	Political Sociology in Film	4
POSC 3916	Understanding the Global Economy	4	SOCI 3260	Politics of Reproduction	4
POSC 4022	Seminar: China in Global Affairs	4	SOCI 3401	Gender, Crime, and Justice	4
POSC 4260	Seminar: Sex and Sexuality in U.S Politics	4	SOCI 3405	Gender, Race, and Class	4
POSC 4545	Seminar: Russian Politics and Society	4	SOCI 3406	Race/Social Construct	4
PSYC 3100	Health Psychology	4	SOCI 3410	Migration/Globalization	4
PSYC 3110	Cognitive Neuroscience	4	SOCI 3415	Development and Globalization	4
PSYC 3270	Clinical Child Psychology	4	SOCI 3418	Contemporary Immigration in Global Perspective	4
PSYC 3300	Industrial Organizational Psychology	4	SOCI 3419	Living in the Shadows: Undocumented Migration	4
PSYC 3320	Consumer Behavior	4	SOCI 3425	Racial Segregation: An American Story	4
PSYC 3330	Family Psychology	4	SOCI 3450	Transnational Social Movements	4
PSYC 3600	Multicultural Psychology	4	SOCI 3456	Modern Social Movements	4
PSYC 3610	Global Health and Psychology	4	SOCI 3457	Medicine, Science, and Social Movements	4
PSYC 3640	Cross-Cultural-Psychology	4	SOCI 3471	Undocumented Migration	4
PSYC 3700	Human Sexuality	4	SOCI 3500	Contemporary Family Issues	4
PSYC 3730	Men and Masculinities	4	SOCI 3502	Work, Inequality, and Society in 21st Century America	4
PSYC 3820	Forensic Psychology	4	SOCI 3505	Coming of Age: Adulthood	4
PSYC 3850	Psychology of Well-Being	4	SOCI 3506	Diversity in American Families	4
PSYC 3930	Introduction to Clinical Psychology	4	SOCI 3601	Urban Poverty	4
SOCI 2300	Social Networks	4	SOCI 3603	Urban America	4
SOCI 2410	Inequality: Class, Race, and Ethnicity	4	SOCI 3606	The Global City	4
SOCI 2420	Social Problems of Race and Ethnicity	4	SOCI 3610	The Family	4
SOCI 2425	Introduction to Asian American Studies	4	SOCI 3670	Hispanic Women	4
SOCI 2606	Social Science Statistics	4	SOCI 3708	Law and Society	4
SOCI 2625	Data for Social Change	4	SOCI 3711	American Criminal Justice	4
SOCI 2701	Introduction to Criminal Justice	4	SOCI 3713	Criminology	4
SOCI 2716	Social Change	4	SOCI 3714	Terrorism and Society	4
SOCI 2847	The 60s: Sex, Drugs, Rock & Roll	4	SOCI 4444	Unstrange Minds: On the Ethical Dimensions of Neurological and Cognitive Difference	4
SOCI 2855	The Journalist as Sociologist	4	SOCI 4500	Demography and Data Analysis	4
SOCI 2925	Media, Crime, Sex, and Violence	4	SOCI 4963	Population and Society	4
SOCI 2960	Popular Culture	4	SPAN 3007	Spanish Linguistics	4
SOCI 3001	Ethical Issues in Criminal Justice	4	WGSS 3000	Gender and Sexuality Studies	4
SOCI 3002	The New Power Elite	4	WGSS 3004	Transnational Feminisms	4
SOCI 3017	Inequality in America	4	WGSS 3141	Women in Africa	4
SOCI 3054	Time, Memory, and Identities	4			
SOCI 3067	Language, Media, Power	4			
SOCI 3070	The City and Its Neighborhoods	4			
SOCI 3102	Contemporary Social Issues and Policies	4			
SOCI 3114	Sociology of Health and Illness	4			
SOCI 3115	Pandemic and Power	4			
SOCI 3120	Controversies in Religion and International Relations	4			
SOCI 3134	Politics of Race, Class, and Gender in Higher Education	4			
SOCI 3136	Inequality-Why/Effects	4			
SOCI 3142	Environmental Sociology	4			
SOCI 3145	Environment Technology Society	4			
SOCI 3148	Population and Economic Development Issues	4			
SOCI 3149	Economic Sociology	4			
SOCI 3152	Sociology of Sports	4			

Senior Values Seminar: One Required Course

This course will be designated as a Senior Values Seminar, in the 4000 range, and will cover topics in ethical issues and moral choices through a variety of disciplines.

Courses in this group have the VAL attribute.

Course	Title	Credits
AFAM 4000	Affirmative Action and the American Dream	4
AFAM 4192	Race and Religion in the Transatlantic World	4
AFAM 4650	Social Welfare and Society	4

ARHI 4230	Art and Ethics: Articulating Function in the Visual Arts	4	PHIL 4407	Gender, Power, and Justice	4
ARHI 4562	Art and the Second World War	4	PHIL 4408	Hospitality and Cosmopolitanism	4
CISC 4650	Cyberspace: Issues and Ethics	4	PHIL 4409	Environmental Ethics	4
CISC 4660	Minds, Machines, and Society	4	PHIL 4410	Love and Empire	4
CLAS 4040	The Birth of Learning: Classical Education Then, Now, and in New York City	4	PHIL 4412	Classical Values: Art of Living	4
COLI 4420	Ethics and Intelligence	4	PHIL 4413	Religion and Morality	4
COLI 4570	Films of Moral Struggle	4	PHIL 4416	Art, Morality, and Politics	4
COMC 4360	Communication Ethics and the Public Sphere	4	PHIL 4418	Issues of Life and Death	4
COMC 4370	Ethical Controversies in 21st Century Media	4	PHIL 4423	Business Ethics	4
COMC 4380	Media and Moral Philosophy	4	PHIL 4425	Buddhist Moral Thought	4
DANC 4000	Art and Ethics	4	PHIL 4430	Education and Democracy	4
DTEM 4480	Digital Media and Public Responsibility	4	PHIL 4436	Rethinking Citizenship	4
ECON 4110	Ethics and Economics	4	PHIL 4442	Fantasy and Philosophy	4
ENGL 4044	Incarceration: History, Literature, Film	4	PHIL 4444	AI, Sci Fi, and Human Value	4
ENGL 4096	Hobbits/Heroes/Hubris	4	PHIL 4455	Respectful Disagreement	4
ENGL 4126	Ten Short Films About Morality	4	PHIL 4470	Lincoln: Democratic Values	4
ENGL 4135	Bible in English Poetry	4	PHIL 4473	War and Peace: Just War Theory	4
ENGL 4141	Death in the Middle Ages	4	PHIL 4480	Technology and Values	4
ENGL 4149	Modern Drama as Moral Crucible	4	PHIL 4484	Freedom and Responsibility	4
ENGL 4155	The Seven Deadly Sins	4	PHIL 4486	Evil, Vice, and Sin	4
ENGL 4209	Literature of Peace and War	4	PHIL 4490	Itineraries of Desire	4
ENGL 4215	Law and Literature	4	POSC 4210	Seminar: State, Family, and Society	4
ENGL 4216	Animal Welfare in Literature and Culture	4	POSC 4400	Seminar: Global Justice	4
ENGL 4228	Black Protest from Slavery to #BlackLivesMatter	4	POSC 4515	Seminar: International Politics of Peace	4
ENGL 4403	Extraordinary Bodies	4	POSC 4620	Seminar: The World of Democracy	4
ENGL 4420	Ethics and Intelligence	4	POSC 4900	Seminar: Democracy, Development, and the Global Economy	4
FITV 4570	Films of Moral Struggle	4	PSYC 4340	Law and Psychology	4
FITV 4660	Ethics of Reality Television	4	PSYC 4900	Psychology and Human Values	4
HIST 4011	Why America Fights	4	PSYC 4920	Youth, Values, and Society	4
HIST 4012	Values and Global Capitalism	4	PSYC 4930	Codes for Mental Health Services	4
HIST 4021	Ethical Responsibility and Historical Representation	4	SOCI 4444	Unstrange Minds: On the Ethical Dimensions of Neurological and Cognitive Difference	4
HIST 4308	Antisemitism	4	SOCI 4970	Community Service/Social Action	4
HIST 4310	Africa, Race, and the Global Cold War	4	SOCI 4971	Dilemmas of the Modern Self	4
HIST 4510	Conquest, Conversion, Conscience	4	THEA 4500	Theatre, Creativity, and Values	4
HIST 4591	Seminar: Race, Sex, and Colonialism	4	THEO 4005	Women and Theology	4
INST 4620	The World of Democracy	4	THEO 4008	Religion and Ecology	4
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LALS 4510	Conquest, Conversion, Conscience	4	THEO 4014	Religion and Law	4
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MLAL 4010	Anni Di Piombo/Years of Lead: Culture, Politics, and Violence	4	THEO 4026	Theologies of Peace	4
MLAL 4011	Anni Di Piombo/Years of Lead: Culture, Politics, and Violence	4	THEO 4027	The Ethics of Life	4
MLAL 4100	Speaking For/As the Other	4	THEO 4028	Religion & Bioethics	4
PHIL 4205	Seminar: Justice and Social Identity	4	THEO 4030	Moral Aspects of Medicine	4
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			THEO 4444	Anthropocene: Sciences, Fictions, and Ethical Futures	4
			THEO 4455	Eucharist, Justice, and Life	4

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Academic Policies and Procedures

Academic Policies and Procedures pertaining to students at PCS:

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Academic Advising

The advising process in Fordham School of Professional and Continuing Studies is intended to ensure that students are well informed concerning opportunities and requirements at the start of their Fordham careers and throughout their studies. It is also intended to foster the development of personal relationships with advising deans and faculty through frequent interaction, which is encouraged and facilitated at all times, and required at certain key points in the student's career.

Advisement is an ongoing activity beginning with informational materials and counseling during the admissions process, the starting of an academic plan review for each student, and the presentation of a thorough orientation program. The advising deans provide assistance and clearance for the student's first registration for classes. Advising deans and faculty conduct workshops on topics of interest to new students (study skills, time management, interest assessment, choosing a major, etc.) to extend and reinforce orientation during the term. Registration for the second semester of enrollment is also a "personal" one, in that students are cleared to register only after conferring with an advising dean. For the third and succeeding registrations, advising consultation is encouraged and facilitated, but, in the interest of convenience for working adults, will not be required for registration clearance as long as the student is in good academic standing. Students are always encouraged to speak with their advising dean regarding any matters that may impact their enrollment or academic achievement.

When students declare their choice of major, a faculty member of that academic department or the appointed advising dean meets with students to ensure that departmental requirements are understood and to assist with course planning.

Academic Progress

Academic Progress Policy

Academic progress toward a degree must be maintained for the continuation of study in Fordham School of Professional and Continuing Studies. Satisfactory academic progress, as defined by the school, must also be maintained to receive financial aid.

Fordham University recognizes that the responsibility for seeing that each student succeeds academically is shared by the student, the faculty, and the administration. Therefore, before a student begins coursework at the University, preregistration advising is provided.

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

1. Completion of at least 124 credits with a minimum grade point average of 2.0.
2. At least 49 of those credits must be earned through Fordham courses, excluding courses taken on a pass/fail basis (except courses governed by the COVID-19 policy); Life Experience credits; or credits awarded on the basis of CLEP exams, DANTES exams, or NPONSI. (See the Other Academic Programs section of this bulletin.)

- The completion of the University Core Curriculum that provides students with a broad-based exposure to the liberal arts and sciences.
- Completion of a major with a minimum grade point average of 2.0.

Restrictions on the use of grade W (course withdrawal) and the temporary grades of ABS (absent from final exam) or INC (coursework overdue) preserve the character of a Fordham education. Permission to have such grades is the recognition by the University of the exigencies of individual circumstances. However, a pattern of reliance on these grades contravenes the intentions of an academic program. In addition, a pattern of reliance on grades of W, ABS and INC will be taken as evidence of failing to maintain reasonable academic progress. Repeated courses will be calculated into a student's GPA and will not replace the original grade, but only the repeated course will be counted toward graduation requirements. In addition, the satisfactory completion of fewer credits than stipulated may warrant dismissal for failure to maintain satisfactory progress toward the Fordham School of Professional and Continuing Studies bachelor's degree.

Minimum Credit Completion Policy

Year or Classification	Credits Attempted ¹	Percentage Completed ¹	Minimum Credits Completed ²
First or First Year	up to 30	65%	18-20
Second or Sophomore	30-60	70%	42
Third or Junior	60-92	75%	69
Fourth or Senior	greater than 92	80%	99-100

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

² For Fordham School of Professional and Continuing Studies, pursuing a degree on a part-time basis credits earned will be proportionate. For example, half-time students should complete half of these credits.

Fordham School of Professional and Continuing Studies has established minimum standards of academic progress for each year of attendance. Failure to maintain these standards will result in being placed on academic probation, and the student may be subject to suspension and dismissal. Students on probation may continue to study at Fordham and may be awarded financial aid in keeping with their status, but they should recognize the seriousness of probation. Both full- and part-time students on probation for two terms may be subject to dismissal if they are judged not to be making satisfactory progress toward achieving good academic standing. In addition, students may be subject to dismissal if their GPA falls below those indicated.

Students who are demonstrating substantial progress toward meeting the minimum requirements may petition for an extension to their probation status, which may be granted by the dean of PCS subject to a review and recommendation by the PCS academic affairs committee.

Academic Status

Years or Classification	Academic Probation	Subject to Dismissal
First or First Year	1.99-1.61	1.60 or less
Second or Sophomore	1.99-1.81	1.80 or less

Third or Junior	1.99 or less	1.99 or less
Graduation	2.00	—

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

Appeals Process

All academic progress appeals should be initiated, in writing, with the student's advising dean. A decision will be made in collaboration with the dean of the school. The appeal must be made within two weeks of the notification of academic status. Extenuating circumstances, such as a death in the immediate family, illness, etc., should be included in the documentation provided. The decision of the dean shall be final.

Procedure for Appealing a Course Grade

NOTE: A disagreement about the subjective evaluation of the student's performance in the class is NOT grounds for appeal. It is assumed that the instructor, as the subject matter expert, is the one most qualified to evaluate any and all work submitted. Therefore, in order for an appeal to be considered, students must demonstrate an objective discrepancy between the way in which they were evaluated and the grading policies and procedures outlined in the syllabus.

Only final grades may be appealed. If students receive a final grade in a course that they wish to appeal, they must appeal the grade prior to the completion of the next semester in which the course was taken even if they are not in attendance; otherwise, the appeal will not be considered. Once students have graduated and have a degree awarded by the University, a grade appeal will not be considered.

Students who believe they have received a grade that does not fairly reflect their academic performance must consider the following before beginning the process of a grade appeal:

- Double-check the calculation of the final numerical grades for the class based on the percentages each exam/project was worth as stated in the instructor's syllabus.
- Objectively assess your attendance record. As partners in learning, students are expected to attend class and contribute.
- Objectively assess the *quality* of class participation. If a student's grade appeal is based solely on a difference of opinion about class participation, it will be virtually impossible to resolve this issue as only the instructor will be able to evaluate this.
- Compare all of the above with the original class syllabus to determine whether all requirements have been fulfilled as stated by the instructor.
- Check that the work submitted met the requirements enumerated by the instructor. For example, if a student submitted a well-written and well-researched paper on the life of Plato but the instructor specifically asked for a comparative study of the ideas of Plato, Aristotle, and Socrates, the grade will not be reviewed since the student did not follow instructions as to what was required.

If after all considerations students determine that a grade appeal is warranted, then the following process should be followed:

Level 1: Faculty

Students should contact the instructor to discuss any concerns about their grade PRIOR to beginning any grade appeal process. Students should contact the instructor by the e-mail provided on the syllabus to

detail the reason for the grade appeal. The student should initiate contact within 10 days of the posting of the final grade for the semester in which the course was taken.

Level 2: Written Appeal to the PCS Grade Appeals Committee

If all attempts have been made to contact the instructor and failed, or the student has successfully contacted the instructor in writing and subsequent communication did not resolve the dispute by clarifying the basis on which the grade was given, or the instructor clarified the basis on which the grade was given and the student still disagrees with the instructor's assessment, the student may begin the formal grade appeal process by submitting the appeal to the Associate Dean for Academic Programs. The appeal must be received within 10 days of the faculty's response or within 10 days of when the email was sent, if no response was received.

NOTE: A disagreement about the subjective evaluation of the student's performance in the class is NOT grounds for appeal. It is assumed that the instructor, as the subject matter expert, is the one most qualified to evaluate any and all work submitted. Therefore, in order for an appeal to be considered, the student must demonstrate an objective discrepancy between the way in which they were evaluated and the grading policies and procedures outlined in the syllabus.

By submitting a grade appeal the student acknowledges that upon review and investigation, the determination may result in a *final* grade:

- Which may be the *same* as that of the original grade.
- Which may be *higher* as that of the original grade.
- Which may be *lower* as that of the original grade.

The Associate Dean for Academic Programs will guide the student as to what materials will be required to submit to start the appeal process that will be reviewed by the PCS Grade Appeals Committee. The grade appeals committee convenes once a semester approximately 6 weeks after the first day of classes to review all outstanding grade appeals. Students will be notified in writing of the decision within 30 days of the meeting of the PCS Grade Appeals Committee.

Level 3: Written Appeal to the Dean

If after receiving the decision in writing from the PCS Grade Appeals Committee, the student remains in disagreement, the final step is to submit an appeal in writing to the Dean of the School of Professional and Continuing Studies **within 10 days**.

Grade appeals must include:

1. a letter to the dean indicating why the decision rendered by the PCS Grade Appeal Committee is being appealed.
2. a copy of the decision letter received from the PCS Grade Appeal Committee.
3. a copy of the supporting materials submitted to the PCS Grade Appeals Committee.

The dean will only consider appeals based on a lack of due process or evidence that relevant information was not taken into consideration. The final decision rendered by the dean will be the grade that appears on the student's official Fordham University transcript. The student must be prepared for a final decision that keeps the original grade, is a higher grade, or lowers the original

grade, since **no further grade appeals of the same course at the University will be considered.**

Dismissal Appeal Policy

All academic progress decisions may be appealed, as a final form of review, in writing, to the dean of the school/college. The appeal must be made within three business days of the notification of change in academic status. It should include documentation of any extenuating circumstances that may have impacted the student, such as a death in the immediate family or an illness, as well as a statement from the student explaining the reasons for the appeal. The dean will make a decision in consultation with a convened committee, and that decision shall be final.

Admissions

Consistent with its mission and traditions, Fordham School of Professional and Continuing Studies welcomes inquiries and applications from men and women who wish to begin or resume their undergraduate degree study primarily through evening, weekend, and online courses, and usually on a part-time basis in light of their career and/or family responsibilities. A candidate applying for admission to Fordham University directly from high school will generally be referred to the full-time day colleges of the University.

Admission requirements are as follows:

1. Submission of a completed application for admission.
2. Candidates meet with an admissions representative at the campus of their choice to discuss the program.
3. A brief College Skills Assessment examination is intended to ensure that all accepted students have the requisite skills for success in a challenging university program. The assessment often identifies areas in need of improvement, and some candidates are admitted on condition that they attend to them early in their Fordham careers. The assessment can be waived in cases where, in the judgment of the admission officer, sufficient skills have been demonstrated in other ways—for example, through recent performance at another accredited university.
4. All applicants must submit documentation of the highest educational level at which they have studied. Therefore:
 - Applicants who have prior college experience must request that an official transcript be sent to Fordham.
 - Applicants who have not attended college must submit or present evidence of having graduated from high school (official transcript or original diploma) or having earned a General Equivalency Diploma. Applicants can present the actual certificate or request that the NYS Education Department send an official GED score report to Fordham by calling 518-474-5906.
 - Applicants who are unable to provide documentation in a timely manner may, at the discretion of the admission officer, and based on their performance in the College Skills Assessment, be admitted conditionally for their first term of study. Further registration for courses will not be permitted, however, until the required documentation is submitted.
5. Applicants may, if they wish, submit other information relevant to their candidacy, such as educational achievements outside formal academic settings, community activities, employment history, and the like.

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

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

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

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

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

Lincoln Center: 212-636-7333

Rose Hill: 718-817-2600

Westchester: 914-367-3302

Information is also available at <https://www.fordham.edu/pcs>.

Applicants for Readmission

Students not in attendance for a semester or more, and not on an official leave of absence, must be readmitted before they can register for classes.

For more information, contact the PCS office at the campus you will be attending.

Business Coursework

Undergraduate liberal arts students in all three liberal arts colleges (FCRH, FCLC, and PCS) may take up to six courses in the Gabelli School of Business. Students should be aware that business courses are three-credit courses, rather than four-credit courses, typically offered in PCS, FCRH and FCLC for juniors and seniors. Hence, when considering these minors, students should consult with their advisors to be sure they will have the minimum number of credits (124) required for graduation. Because a maximum of six courses from the Gabelli School of Business can be taken, FCRH, FCLC, and PCS students may consequently pursue only one business minor.

As an exception, students minoring in business administration as part of a Bachelor of Arts or Bachelor of Science degree must complete a minimum of 120 credits to earn their degrees (compared to 124 credits).

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

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

Financial Aid and Scholarships

Financial aid is available for both full- and part-time students. For purposes of financial aid, students who take 12 or more credits in both

the fall and spring semesters are considered full-time students. The Office of Student Financial Services on each campus assists students in identifying programs of grants, scholarships, and loans with which to fund part of their education. They also assist with the application process for Federal Pell Grants, New York State's Tuition Assistance Plan (TAP), Aid to Part-Time Students (APTS), Federal Subsidized/Unsubsidized Direct Loans, and the private education loans and can provide information on the Lifetime Learning Credit.

In addition to the availability of these aid and loan programs, Fordham is one of the few universities which offers grant and scholarship funds from its own resources to assist adult learners. In Fordham School of Professional and Continuing Studies, students can qualify for:

Dean's Scholarships of \$5,000 annually, for newly admitted students whose prior records and/or performance in the admissions skills assessment demonstrate outstanding promise. Scholarships are renewable for up to five years, assuming a B average and the completion of least 4 courses per year.

Achievement Awards of \$3,500 based on class rank for the preceding academic year during which the student completed a total of at least 12 credits with a minimum GPA of 3.6.

University Grants-in-Aid ranging from \$1,500 to \$7,300 annually, based primarily on financial need.

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

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

Good Neighbor Initiative

Starting in fall 2021, the Good Neighbor Initiative provides an automatic 30% tuition reduction for undergraduate degree-seeking students enrolled in the School of Professional and Continuing Studies at Fordham's Rose Hill campus, as long as they live within one of the campus' "neighbor" zip codes.

Additional merit or need-based aid may be available in addition to the Good Neighbor award.

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

The Tognino Family Scholarship, established by John N. Tognino, PCS '75, provides a scholarship award to a business, economics or organizational leadership major in the School of Professional and Continuing Studies who demonstrates good academic achievement and financial need. Eligible students must have at least 24 earned credits with a minimum 3.0 GPA. Applications are available each spring.

The Charlotte W. Newcombe Foundation Scholarships are awarded to women students who are age 25 or over, have earned at least 60 credits

with a 3.0 cumulative GPA, and who show financial need. Applications are available in late spring.

The Morton J. Levy Scholarship is awarded annually until degree completion to a student who has demonstrated academic excellence by achieving a 3.5 GPA after earning at least 24 credits and who has demonstrated financial need. Preference is given to adult, nontraditional male students. Information about applications is posted in early spring for the award in the next academic year.

Grade Appeal Process (PCS Students)

This policy applies to both undergraduate and graduate courses in the School of Professional and Continuing Studies.

Only final grades may be appealed. If students receive a final grade in a course that they wish to appeal, they must appeal the grade prior to the completion of the next semester in which the course was taken—even if they are not in attendance; otherwise, the appeal will not be considered. Once students have graduated and have a degree awarded by the University, a grade appeal will not be considered.

Complete the Grade Appeal Form

Students who believe they have received a grade that does not fairly reflect their academic performance must consider the following before beginning the process of a grade appeal:

1. Double-check the calculation of the final numerical grades for the class based on the percentages each exam/project was worth, as stated in the instructor's syllabus.
2. Objectively assess your attendance record. As partners in learning, students are expected to attend class and contribute.
3. Objectively assess the quality of class participation. If a student's grade appeal is based solely on a difference of opinion about class participation, it will be virtually impossible to resolve this issue, as only the instructor will be able to evaluate this.
4. Compare all of the above with the original class syllabus to determine whether all requirements have been fulfilled, as stated by the instructor.
5. Check that the work submitted met the requirements enumerated by the instructor. For example, if a student submitted a well-written and well-researched paper on the life of Plato, but the instructor specifically asked for a comparative study of the ideas of Plato, Aristotle, and Socrates, the grade will not be reviewed since the student did not follow instructions.

If, after all considerations, a student determines that a grade appeal is warranted, then the following process should be followed:

Level 1: Faculty

Students should contact the instructor to discuss any concerns about their grade **prior** to beginning any grade appeal process. Students should contact the instructor by the email provided on the syllabus to detail the reason for the grade appeal. The student should initiate contact within 10 days of the posting of the final grade for the semester in which the course was taken.

Level 2: Written Appeal to the PCS Grade Appeals Committee

If all attempts to contact the instructor have failed, the student has successfully contacted the instructor in writing and subsequent

communication did not resolve the dispute by clarifying the basis on which the grade was given, or the instructor clarified the basis on which the grade was given and the student still disagrees with the instructor's assessment, the student may begin the formal grade appeal process by submitting the appeal to the associate dean for academic programs. The appeal must be received within 10 days of the faculty's response or within 10 days of when the email was sent if no response was received.

Note: A disagreement about the subjective evaluation of the student's performance in the class is **not** grounds for appeal. It is assumed that the instructor, as the subject-matter expert, is the one most qualified to evaluate any and all work submitted. Therefore, in order for an appeal to be considered, students must demonstrate an objective discrepancy between the way in which they were evaluated and the grading policies and procedures outlined in the syllabus.

By submitting a grade appeal, the student acknowledges that, upon review and investigation, the determination may result in a final grade:

- That may be the same as that of the original grade.
- That may be higher than the original grade.
- That may be lower than the original grade.

The associate dean for academic programs will advise the student on what materials they must submit to start the appeal process with the PCS Grade Appeals Committee. The grade appeals committee convenes once a semester, approximately six weeks after the first day of classes, to review all outstanding grade appeals. Students will be notified in writing of the decision within 30 days of the meeting of the committee.

Level 3: Written Appeal to the Dean

If, after receiving the decision in writing from the PCS Grade Appeals Committee, the student remains in disagreement, the final step is to submit an appeal in writing to the dean of the School of Professional and Continuing Studies **within 10 days of the date on the letter**. Grade appeals must include:

1. A letter to the dean indicating why the decision rendered by the PCS Grade Appeal Committee is being appealed.
2. A copy of the decision letter received from the PCS Grade Appeal Committee.
3. A copy of the supporting materials submitted to the PCS Grade Appeals Committee.

The dean will only consider appeals based on a lack of due process or evidence that relevant information was not taken into consideration. The final decision rendered by the dean will be the grade that appears on the student's official Fordham University transcript. The student must be prepared for a final decision that keeps the original grade, is a higher grade, or lowers the original grade, since **no further grade appeals of the same course at the University will be considered**.

These instructions supersede any prior versions of the PCS grade appeal process.

International Students

Fordham University welcomes international students and currently registers students from about 40 different countries. The Office of International Students serves as a resource center for international students and facilitates their adjustment to life in the United States. A

special orientation is held each semester for new international students. Any student unable to participate in orientation must register with the office within two weeks of starting classes. The office assists students in matters concerning immigration, such as visas and I-20 or IAM/P-66 forms, employment, and travel authorizations. The office also provides personal counseling, information on health insurance requirements and banking, and programs to promote cross-cultural and international understanding. Students fluent in English are invited to apply to the degree programs. Those students who are not proficient in the English language will be referred to the Institute of American Language and Culture.

Students are encouraged to complete the High School Certificate, the General Certificate of Education at the Ordinary Level (five passes minimum), the Baccalaureate, Maturita, or the Abitur. All submitted documents must be accompanied by a notarized English translation. Proof of financial responsibility and of thorough competence in the use and comprehension of the English language should be included among these documents. This last requirement is determined by the results of the Test of English as a Foreign Language. This test is given by the Educational Testing Service, and complete information concerning the test can be obtained by writing to

TOEFL
Educational Testing Service
P.O. Box 6151
Princeton, NJ 08451

International students who are at least 21 years of age are asked to submit the above required material to the PCS Admissions Office at the campus of their choice by July 15 for the fall semester and by November 15 for the spring semester, and also to supply the following: admissions application and fee, personal statement, any official college or university records with certified English translation, and two letters of recommendation. Adult international students will be required to take a placement examination on arrival.

Nonmatriculated Students

Qualified students who are not enrolled in a degree program at Fordham are welcome to register for classes. However, they are not eligible for state, federal, or institutional aid through Fordham University. The number of classes a non-matriculated student is permitted to take is determined by each division.

Visiting Students

Those students who are matriculated at another school or university and who wish to attend Fordham may apply for admission as a visiting student at the campus of their choice. A visiting student may maintain nonmatriculated status for one academic year. After such time, students must receive approval in order to continue their studies. Students should contact their degree-granting institution in regard to financial aid and course approval. Students should request that the Office of Enrollment Services send a transcript of their Fordham grades to their degree-granting institution.

Alumni Audit

A graduate of any school within Fordham University may audit a course for a nominal fee on a space-available basis; it will not appear on a transcript, and the student receives no credit. Alumni should contact the Office of the campus where they intend to take the class for details.

Registration

Matriculation

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

Classification of Students

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

Year or Classification	Credits Completed
First Year	0-29
Sophomore	30-59
Junior	60-91
Senior	92-123
Graduation	124

Official Registration

Students must register according to the schedule provided in their registration materials before attending any course. Registration information is made available to each student well before official registration for an upcoming term.

Late Registration

A late registration period is held prior to the beginning of classes each semester.

Course Changes

Students may change their course schedules with their dean or through the internet registration system by adding/dropping until the deadline specified in the academic calendar.

Veteran students should be aware that if they are using any military education benefit, withdrawal from a class may create a debt with the VA, their Service Branch, or Fordham. Before withdrawing from a class, such students should consult with the VA Certifying Officials in the Office of Academic Records.

Registration in Other Fordham Schools

As part of their degree program, students may register for courses in the other undergraduate schools of Fordham University at any campus, with the permission of their advising dean.

Except in unusual circumstances, students are expected to take at least 60 percent of their courses in their home school, through evening, weekend, or online study.

Seniors may take an introductory course in one of the graduate schools of the University with the approval of the graduate chairperson.

Credit/Course Load

Full-time status is achieved by registering for 12 or more credits per semester.

The typical course load in Fordham School of Professional and Continuing Studies for undergraduate students is two or three courses per term. Many students vary their course loads from one term to the

next, based on changing personal, employment or family responsibilities—in such cases, students should consult with their advising dean.

Transfer Credit

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

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

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

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

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

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

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

Honors Program at PCS

Fordham School of Professional and Continuing Studies is unique among major universities in offering an honors program tailored specifically for adult students. The program enables students who have demonstrated their capability for independent work of high quality to form mentorship relationships with senior faculty of their choosing and to design projects related to their personal and professional goals.

For more information:

Please contact your advising dean to express your interest in the Honors Program or to determine your eligibility.

Requirements

Students become eligible for nomination to the Honors Program after completion of at least 30 credits toward the bachelor's degree (which may include transferred credits) and at least four Core Curriculum

courses at Fordham with a cumulative grade point average of 3.6. Nominations from among this eligible group are made annually by faculty members and reviewed by the Honors Program Committee.

Students who are invited to participate, and who accept this invitation, will register for a four-credit interdisciplinary honors course, in which they must earn a grade of at least B to continue in the program. Interdisciplinary honors courses are offered each term and rotated among the campuses.

In subsequent semesters prior to graduation, honors students will seek faculty mentorship for two advanced-level study projects. Each project will be done as an independent research course and need not be taken in consecutive semesters. Project grading will be done by the faculty mentor, in consultation with the honors program director or designee.

Projects must be in two different disciplines, only one per semester, and none in the semester of intended graduation. The interdisciplinary honors course or one of the projects may, if appropriate, be counted toward fulfillment of the student's major. None can substitute for a major or core curriculum requirement.

Upon satisfactory completion of the interdisciplinary honors course, two independent study projects, as well as the completion of all other degree requirements with a final cumulative grade point average of 3.6, students will graduate with the notation in *cursu honorum* inscribed on their diplomas and transcripts. Students who are unable to fulfill all of these requirements will, nevertheless, receive full academic credit for work which they have completed.

Supporting Student Success

College Writing Center

The writing center at each campus offers tutoring on all levels of writing, from students' first compositions to advanced research papers, and in all aspects of the writing process, from topic development to the teaching of editing techniques. Professional tutors act as advisers; the work remains the student's own. Students schedule half-hour appointments or walk in during the center's hours, which are posted. The services are free to students.

Mathematics Help Room

The Mathematics Help Center offers tutoring services designed to assist students who have weak math skills or "math anxiety." This service is free to students.

Periodic Workshops

The Office of the Dean at each campus offers periodic workshops which include topics on study skills, test taking, and time management.

Student Services

Students should consult the Student Services section of this bulletin for information on health services, campus ministry, counseling centers, disability services, and career services.

Academic Enhancement Courses

The following three-credit courses, open only to students in PCS or the Gabelli School of Business—Evening Program, are especially recommended for new students with no prior college experience or who are returning after an extended absence from the classroom:

ENGL 1101. Composition I. (3 Credits)

Instruction in sentence and paragraph construction, reading comprehension skills and analysis, the basic principles of grammar with an emphasis on diagnosing and solving persistent problems, and principles of argumentation and evidence. Weekly assignments and regular grammar exercises to build confidences and competence in college writing.

IDIS 1010. Critical Reading in the Disciplines. (3 Credits)

This course will provide students with the critical skills necessary to read successfully and use reference materials at the college level. Selections from disciplines such as literature, psychology, history, and natural sciences will be analyzed for information, main and subordinate ideas, logical structure, inference, tone, and irony. Written exercises and reports will measure students' comprehension.

IDIS 1100. The Adult Learner: Identity, Change, and Development. (3 Credits)

This seminar has been designed to encourage each student to study his or her own unique identity development in adulthood. Each adult learner will be assisted in examining their skills, values, goals, experience, educational background, learning style and personality. Students can use this information for both short and long term career, educational and life planning. This new self-discovery will be developed through assessment testing, occupational research, informational interviewing and consultations with career development and educational specialists. The course utilizes a combination of readings, lecture, class discussions, presentations, exercises, guest speakers and video material.

PHIL 1010. Introduction to Critical Thinking. (3 Credits)

The course is intended to sharpen a student's ability to think clearly, consistently, critically, and creatively. The course objective considers principles of sound judgment and helps students learn how to recognize and analyze arguments present in ordinary spoken and written language, how to distinguish correct reasoning from incorrect reasoning, and how to construct valid, sound arguments.

PCS Programs

Programs

Majors

- Business Major (p. 124)
- Communications Major (p. 125)
- Information Technology and Systems Major (p. 128)
- Organizational Leadership Major (p. 129)
- Real Estate Major (p. 131)

Minors

- Communications Minor (p. 126)
- Organizational Leadership Minor (p. 129)
- Real Estate Minor (p. 132)

Special Programs

- College at Sixty (p. 125)
- Credit for Experiential Learning (p. 127)
- Honors Program at PCS (p. 123)
- Post-Baccalaureate Pre-Medical/Pre-Health Program (p. 130)

Business Major

Fordham's School of Professional and Continuing Studies offers a bachelor of arts degree in business that provides adult undergraduates with the skills necessary to become effective leaders in the business world. The major provides a broad base of business knowledge in both a theoretical and an applied context, placing students in an optimal position to build a career focused on the future.

The curriculum emphasizes real-world financial and economic issues, accounting, ethics, management, marketing, and best organizational practices. By mastering this comprehensive business curriculum as well as a specialized liberal arts core, Fordham's adult students are not only able to comprehend the relationships among the functional areas of business but are also able to develop the knowledge base and professional skills required for career advancement in an evolving global business environment.

The program combines an excellent business curriculum with an outstanding liberal arts program so that students graduate with strong analytic, verbal, and writing skills.

For more information

Visit the business program page.

CIP Code

52.0101 - Business/Commerce, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The major consists of five prerequisites and 12 business courses, several of which also satisfy requirements of the University core curriculum.

Course	Title	Credits
Prerequisites		
ECON 1100	Principles of Macroeconomics	3
ECON 1200	Principles of Microeconomics	3
MATH 1108	Math for Business: Finite	3
MATH 1109	Math for Business: Calculus	3
ECON 2140	Statistics I	4
Required Business Courses		
INSY 2300	Information Systems	3
ACBU 2222	Principles of Financial Accounting	3
ACBU 2223	Principles of Managerial Accounting	3
CMBU 2665	Business Communication	3
BLBU 2234	Legal Framework of Business	3
BLBU 3443	Ethics in Business	3
LPBU 3223	Principles of Management	3
ECON 2142	Statistics II	4
OPBU 3438	Operations and Supply Chain Management	3
FNBU 3221	Financial Management	3

MKBU 3225	Marketing Principles	3
SABU 4441	Strategy	3

Availability

The major in business is available to students in Fordham's School of Professional and Continuing Studies at Westchester.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

College at Sixty

Fordham's School of Professional and Continuing Studies offers a College at 60 program for individuals who want to be stimulated by new ideas and engage in a dynamic community. For more than 50 years, College at 60, a nationally recognized program, has served as a springboard into the classroom for students ages 60 and older who are interested in learning among a community of peers in a supportive, intellectual environment. The program welcomes adults from many walks of life and varied educational backgrounds. Some are recently retired or work part-time. Others may have either left college early to embark on life's journeys or completed college and earned advanced degrees. What they all have in common is a strong desire for lifelong learning.

College at 60 offers noncredit, liberal arts college courses taught by experienced faculty members, some of whom also teach in Fordham's undergraduate and graduate schools. These seminars cover a variety of topics, such as creative writing, art history, literature, classical music, science, theater, psychology, philosophy, religious studies, and history.

Program Activities

Periodically, College at 60 offers free lectures to enhance the learning experience of our students. Participation in the College at 60 program also entitles you to attend general campus events and use Fordham's facilities, including libraries, computer centers, bookstores, and cafeterias at the Manhattan, Bronx, and Westchester campuses.

College at 60 courses are offered at the Lincoln Center campus in Manhattan during the fall and spring semesters. The courses are noncredit, nondegree-based courses.

The fall semester runs from September to December, and the spring term runs from February to May. Daytime courses are offered once a week for a two-hour class session, either from 10:30 a.m. to 12:30 p.m. or from 1:30 to 3:30 p.m. to take advantage of off-peak commuting hours. Course schedules are listed in a separate brochure that is distributed in May and November and available online.

Eligibility for the program is available to adults ages 60 and older who have a desire to develop their intellectual interests and a capacity for college-level reading. You'll meet with the program director and complete a brief interest form to help ensure this is the right program for you.

Tuition is modest and indicated in the course schedule brochure and on the College at 60 website at fordham.edu/colleageat60.

For more information

Visit the College at 60 program page.

Communications Major Requirements

Majors take 11 required courses, including the two introductory courses (to be completed by the end of the first semester of the junior year); two media, culture, and society courses; one ethics, law, and policy course (to be taken during the senior year); three courses in a chosen concentration, one of which serves as the introduction to the concentration; and three free electives.

Course requirements for the major are as follows:

Course	Title	Credits
Introductory Courses ¹		
COMM 1000	Fundamentals of Communication and Media Studies	
COMC 2329	Media Industries	
Media, Culture, and Society		
Select two courses from the media, culture, and society concentration ²		
Concentration		
Select three courses in one of the following concentrations:		
Media, Culture, and Society		
Film		
Journalism		
New Media/ Participatory Media		
Television/Radio		
Ethics, Law, and Policy		
Select one ethics, law, and policy course ³		
Electives		
Select three electives in COMC, DTEM, FITV, JOUR, or in appropriate related programs ⁴		

¹ Majors are required to take both introductory courses by the end of the first semester of their junior year.

² This includes any COMC course except COMC 2329 Media Industries. Those majors who wish to concentrate in media, culture, and society must take three additional courses from the media, culture, and society concentration, for a total of five media, culture, and society courses, to fulfill this requirement.

³ See course options under Ethics, Law, and Policy Course Requirement (p. 202) in the Communication and Media Studies department.

⁴ Any course with the COMM subject code or the COMM attribute code may fulfill this requirement.

Learning Outcomes

Upon graduation from the communications major or minor in PCS, students will have achieved the following curricular goals:

- Develop a critically-informed understanding of media as a set of industries, institutions, objects, and infrastructures; sites of political, economic, and cultural contestation; and fields of creative production.
- Understand how media—as historically situated technologies, production practices, and consumption practices—define cultural notions of pastness and futurity.

- Recognize and evaluate the ethical, regulatory, and legal frameworks within which media and communication systems operate, as well as the asymmetrical power relations embedded within these frameworks.
- Assess the affordances of communication and media practices for addressing or perpetuating social inequities, and for promoting positive social change.
- Articulate the varied roles that media play in the shaping of global identities, cultures, and beliefs.

Availability

The major in communications is available to students in Fordham's School of Professional and Continuing Studies at Lincoln Center and Rose Hill, and to students in Fordham College at Rose Hill (FCRH) and Fordham College at Lincoln Center (FCLC) who matriculated at FCRH or FCLC prior to fall 2016. Although most courses with the COMM subject code have been reassigned to COMC, DTEM, FITV, or JOUR, the requirements for the major in communications have not changed substantially. Requirements for the major have been restated using the new subject codes.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Fordham College at Lincoln Center students: *The requirements above are in addition to those of the Core Curriculum.*

Professional and Continuing Studies students: *The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.*

CIP Code

09.0101 - Speech Communication and Rhetoric.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Concentrations

Communications majors are required to specialize in one of the program's five concentrations by taking that concentration's introductory course plus two additional courses in the same concentration.

Media, Culture, and Society concentration requirements

Courses in this concentration also fulfill the Media, Culture, and Society requirement for all COMM majors.

Course	Title	Credits
COMC 1101	Communications and Culture: History, Theory, and Methods	

Select any two other COMC courses or courses otherwise fulfilling the requirements for the communication and culture major¹

¹ Any course with the COMC subject code or the COMC attribute code may fulfill this requirement.

Film concentration requirements

Course	Title	Credits
FITV 1501	Understanding Film	

Select any two other FITV courses numbered x5xx (i.e., whose second digit is a 5)¹

¹ Any course with the FITV subject code or the FITV attribute code may fulfill this requirement.

Journalism concentration requirements

Course	Title	Credits
JOUR 1702	Introduction to Journalism	4

Select any two other JOUR courses or courses otherwise fulfilling the requirements for the Journalism major

¹ Any course with the JOUR subject code or the JOUR attribute code may fulfill this requirement.

New Media concentration requirements

Course	Title	Credits
DTEM 1401	Introduction to Digital Technologies and Emerging Media	

Select any two other DTEM courses or courses otherwise fulfilling the requirements for the Digital Technologies and Emerging Media major

¹ Any course with the DTEM subject code or the DTEM attribute code may fulfill this requirement.

Television/Radio concentration requirements

Course	Title	Credits
FITV 1601	Understanding Television	

Select any two other FITV courses numbered x6xx (i.e., whose second digit is a 6) or where the title of the course contains Television or Radio¹

¹ Any course with the FITV subject code or the FITV attribute code may fulfill this requirement.

Communications Minor Requirements

Six courses are required for the minor:

Course	Title	Credits
<i>Select one of the following two courses:</i>		
COMM 1000	Fundamentals of Communication and Media Studies ¹	
COMC 2329	Media Industries	

Select one course from the media, culture, and society concentration of the major²

Select one ethics, law, and policy course³

Select three electives in COMC, DTEM, FITV, JOUR, or in appropriate related programs⁴

¹ Minors are required to complete this requirement by the end of the first semester of their junior year.

² This includes any COMC course except COMC 2329 Media Industries. Any course with the COMC subject code (p. 1067) or the COMC attribute code may fulfill this requirement.

³ See the below list of Ethics, Law, and Policy courses.

⁴ Any course with the any of the CMS subject codes or attribute codes (COMM, COMC, DTEM, FITV, or JOUR) may fulfill this requirement.

Ethics, Law, and Policy courses

Courses in this group have the CELP attribute.

Course	Title	Credits
AAST 3280	Representing Asians in Journalism and Media	4
COLI 4570	Films of Moral Struggle	4
COMC 2277	Media and Sexuality	4
COMC 3240	Photography, Identity, Power	4
COMC 3260	Media Regulation	4
COMC 3280	Representing Asians in Journalism and Media	4
COMC 3310	Ethics and Popular Culture	4
COMC 3330	Peace, Justice, and the Media	4
COMC 3350	Media Law	4
COMC 3370	Ethical Issues in Media	4
COMC 3375	Children and Media	4
COMC 3380	International Communication	4
COMC 4170	Dissent and Disinformation	4
COMC 4340	Freedom of Expression	4
COMC 4360	Communication Ethics and the Public Sphere	4
COMC 4370	Ethical Controversies in 21st Century Media	4
DTEM 2450	Digital Property: Rights, Policies, and Practice	4
DTEM 3500	Resistance and Global Activism	4
DTEM 4430	Digital Media Ethics	4
DTEM 4440	Privacy and Surveillance	4
DTEM 4470	Values in Design	4
DTEM 4480	Digital Media and Public Responsibility	4
FITV 2670	Television and Social Change	4
FITV 4570	Films of Moral Struggle	4
FITV 4660	Ethics of Reality Television	4
JOUR 3740	Ethics and Diversity in Journalism	4
JOUR 3760	The Journalist and the Law	4
JOUR 4750	Values in the News	4
JOUR 4770	Media Law and Journalism Ethics	4

Learning Outcomes

Upon graduation from the communications major or minor in PCS, students will have achieved the following curricular goals:

- Develop a critically-informed understanding of media as a set of industries, institutions, objects, and infrastructures; sites of

political, economic, and cultural contestation; and fields of creative production.

- Understand how media—as historically situated technologies, production practices, and consumption practices—define cultural notions of pastness and futurity.
- Recognize and evaluate the ethical, regulatory, and legal frameworks within which media and communication systems operate, as well as the asymmetrical power relations embedded within these frameworks.
- Assess the affordances of communication and media practices for addressing or perpetuating social inequities, and for promoting positive social change.
- Articulate the varied roles that media play in the shaping of global identities, cultures, and beliefs.

Availability

The minor in communications is available to students in Fordham's School of Professional and Continuing Studies at Lincoln Center and Rose Hill, and to students in Fordham College at Rose Hill (FCRH) and Fordham College at Lincoln Center (FCLC) who matriculated at FCRH or FCLC prior to fall 2016. Students may not major in any of the new Communication and Media Studies department majors (COMC, DTEM, FITV, or JOUR) with a minor in communications (COMM) or vice versa.

Credit for Experiential Learning

As part of its mission to educate working adults and part-time learners, Fordham School of Professional and Continuing Studies enables students to earn credit for learning that has taken place outside formal academic settings but through which students have mastered knowledge or skills equivalent to what would have been achieved in college-level courses.

There are several ways in which students can demonstrate this learning and be awarded credit toward the baccalaureate degree. These programs provide a substantial savings of time and tuition for students and recognize the experiences and accomplishments that they have already attained:

- CLEP and DANTES/DSST Exams
- ACE/NPONSI National Program on Noncollegiate Sponsored Instruction
- Life Experience Portfolio

For more information

Visit the webpage for receiving credit for experiential learning.

Requirements

Students are eligible for the experiential learning programs after successful completion of at least five courses in residence at Fordham, which must include the courses Composition II and Texts and Contexts.

Students who are in their last two semesters of the degree program are not eligible to participate in the Life Experience Portfolio Program.

A maximum award of 32 credits towards the undergraduate degree may be earned for work completed through any combination of the experiential learning options.

Credits earned through CLEP or DANTES exams, ACE/NPONSI, or the Life Experience Portfolio will be counted within the total number of 75

allowable transfer credits and will not, therefore, reduce the Fordham residency requirement of 49 credits.

CLEP AND DANTES/DSST Exam Programs

Students can earn up to 18 credits for successful completion of exams sponsored by the College-Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Support Subject Standardized Tests (DANTES/DSST). The exams are offered at the Rose Hill and Westchester campuses throughout the year. Information and a full listing of the subject exams and acceptable passing scores are available in the campus deans' offices. There is a fee of approximately \$90 per exam, payable online at the time of the test along with an administrative fee of \$20.

Students who have taken CLEP or DANTES exams elsewhere can request that their scores be sent to PCS for transfer acceptance (school code #2259 for Rose Hill or #7280 for Lincoln Center or #2406 for Westchester).

ACE/NPONS National Program on Noncollegiate Sponsored Instruction

The American Council on Education and the New York State Board of Regents have reviewed many educational programs sponsored by corporations, governmental agencies, and the military and found some to be the equivalent of college-level coursework. Students who have completed such programs successfully should submit documentation of the courses and, generally, Regents or ACE recommendations will be honored.

Life Experience Portfolio Program

Students whose experiential learning is in an area of knowledge that cannot be verified by examination or ACE/NPONS may register for a two-credit Life Experience Portfolio Workshop intended to assist them in articulating one or more areas of skill or knowledge.

In the workshop course, students will assemble the documentation or validations of their experience, will prepare one or more outlines of the essays they will produce, and will complete at least one such essay. Working with a course syllabus, the workshop mentor will work with the student directly or refer the student to a faculty supervisor whose expertise is necessary. The faculty supervisor will meet with the student, review the documentation, offer suggestions on the outline, critique a first draft of the essay, and review the final essay—usually at least 25 to 30 pages and including reference to standard work in the field, where appropriate. At least one such essay must be completed by the end of the semester for the student to earn a grade of pass for the workshop course and there is no maximum limit on the number of essays which may be included in a portfolio.

The faculty supervisor will work with the dean's office in recommending either zero-credit, three-credits (lower level), or four-credits (upper level) per essay for the course-equivalent experiential learning which the student has demonstrated in the portfolio. Credits earned shall count as electives only and will not be charged the per-credit tuition rate; a posting fee per credited essay will be charged to the student's tuition account.

Within one year, a student may register for a second Life Experience Portfolio Workshop on an audit basis, for the purpose of continuing in the development of essays in other areas of learning.

Information Technology and Systems Major

The Computer and Information Sciences Department offers a Bachelor of Science degree in information technology and systems (ITS). The ITS major provides students with skills and hands-on experience in systems analysis, database management, web programming, cybersecurity, network administration, and software development. This major emphasizes the needs of capable new technology users across virtually every field of employment. The structure of the information technology systems major allows students to tailor their programs to current workplace demands and long-term career objectives.

For more information

Visit the information technology and systems program webpage.

CIP Code

11.0101 - Computer and Information Sciences, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Information technology and systems majors must complete 10 courses in computer science:

Course	Title	Credits
Required Courses		
CISC 1100 or CISC 1400	Structures of Computer Science Discrete Structures	3 to 4
CISC 1600 & CISC 1610	Computer Science I and Computer Science I Lab ¹	4
CISC 2000 & CISC 2010 or CISC 3400	Computer Science II and Computer Science II Lab Java Programming	4
CISC 2201	Systems Analysis	4
CISC 2350	Information and Web Programming	4
CISC 3500	Database Systems	4
CISC 3580 or CISC 3600	Cybersecurity and Applications Secure Cyber Networks	4
CISC 4615 or CISC 4700	Data Communications and Networks Network and Client Server	4
Electives		
Select two elective computer science courses ²		8

¹ Students who take CISC 1600 during Fordham's Summer Session do not take CISC 1610, as the summer lecture and lab are offered in a combined format.

² These electives are chosen with approval of the academic adviser and selected from CISC 2000 Computer Science II through CISC 4999 Tutorial.

Availability

The major in information technology and systems is available to students in Fordham's School of Professional and Continuing Studies at Lincoln Center and Rose Hill.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Organizational Leadership Major

Success in leadership positions, whether in management and/or a supervisory capacity in business, government, cultural institutions and nonprofit organizations is based largely upon the following competencies or skill sets: the ability to communicate effectively; familiarity with essential organizational functions (such as strategic planning, budgeting, information processing, legal issues, and public relations) broad-based learning and the critical thinking skills requisite for continual adaptability to changing responsibilities; and, increasingly, the ability to understand and participate with others in multiple task-groups.

The Organizational Leadership major is available to students in the School of Professional and Continuing Studies on the Lincoln Center, Rose Hill and Westchester campuses. The courses will be offered on-site, online and in hybrid formats.

The target population includes:

- Individuals who need a Bachelor's degree to advance professionally
- Professionals who want to establish themselves as change agents
- Working professionals and early to mid-career level managers, who may or may not be supervising others.

CIP Code

52.0213 - Organizational Leadership.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The organizational leadership major consists of nine courses.

Course	Title	Credits
Required Courses		18
ORGL 2000	Theories of Leadership, Context and Change	
ORGL 2100	Information Systems and Technology for Leadership	
ORGL 2200	Transforming Managers into Inspired Leaders	
ORGL 2210	Ethical Decision Making for Leadership	
ECON 2140	Statistics I	

Area Requirement **Varies**
Students will choose one course from each of the following areas.

Leading Change (Human Capital)

ORGL 2300	Issues in Human Resource Management
ORGL 2500	Change Management and Organizational Culture
ORGL 2600	Mediation, Negotiation, Alternative Dispute Resolution
ORGL 2610	Applied Organizational Behavior and Leadership
ORGL 3100	Leading with Emotional Intelligence

Organizational Communications

ORGL 2700	Organizational Communication
ORGL 2701	Business Communications in Leadership
ORGL 2702	Interpersonal Communication
ORGL 2703	Digital and Social Media Marketing Communication in Leadership

Organizational Strategy

ORGL 2400	The Legal Environment
ORGL 2704	Interpersonal Behavior within Organizations
ORGL 2900	Entrepreneurship
ORGL 3110	Strategic Leadership, Development & Diversity
ORGL 3120	Leading Innovation: Strategies for Growth
ORGL 3200	Special Topics Seminar

Senior-Level Capstone Course **4**

ORGL 4000	Leadership Concepts and Cases
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Students must earn a grade of C or above in order for a required course to count toward their major in organizational leadership.

Availability

The major in organizational leadership is available to students in Fordham's School of Professional and Continuing Studies at Lincoln Center, Rose Hill, and Westchester.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Organizational Leadership Minor Requirements

Students minoring in organizational leadership must complete six courses:

Course	Title	Credits
ORGL 2000		undefined
ORGL 2200		4

Area Requirement

Students will choose one course from each of the following areas.

Leading Change (Human Capital)

ORGL 2300	
ORGL 2500	
ORGL 2600	
ORGL 2610	

ORGL 3100
<i>Organizational Communications</i>
ORGL 2700
ORGL 2701
ORGL 2702
ORGL 2703
<i>Organizational Strategy</i>
ORGL 2400
ORGL 2704
ORGL 2900
ORGL 3110
ORGL 3120
ORGL 3200
Capstone Course
ORGL 4000

Students must earn a grade of C or above in order for a required course to count toward their minor in organizational leadership.

Availability

The minor in organizational leadership is available to students in Fordham's School of Professional and Continuing Studies at Lincoln Center, Rose Hill, and Westchester.

Post-Baccalaureate Pre-Medical/Pre-Health Program

The Fordham Post-Baccalaureate Pre-Medical/Pre-Health Program is for students who have completed their undergraduate degrees and are preparing for entry into the health professions but need the prerequisite science courses. Individuals seeking admission to medical, dental, physician assistant, veterinary, select nursing, genetics counseling, and other health-related programs, may apply to the School of Professional and Continuing Studies (PCS) for the prerequisite science courses as nonmatriculated students. The official Fordham Post-Baccalaureate Pre-Medical/Pre-Health Program description and information on financial aid and course schedules may be found at on the PCS website.

In keeping with the PCS educational philosophy to serve adult students, the Fordham Post-Baccalaureate Pre-Medical/Pre-Health Program offers its pre-med curriculum primarily in the evening, on weekends, and in summer sessions, with classes at Rose Hill, Lincoln Center, and Westchester. A limited number of day classes are also available during the academic year.

Committee Evaluation Letter:

The Fordham Postbaccalaureate program Committee on Health Professions (CHP) process is a comprehensive one which provides candidates with several workshops and support to prepare them for the medical school application process. The CHP process includes a committee interview and committee letter for those students who qualify.

Students must submit a preliminary application to be considered as a candidate for the Committee on Health Professions process. The preliminary application will be reviewed by our Board of Evaluators and decisions will be made as to which applicants will be eligible to proceed with the committee process.

In order to apply for the CHP process, students must meet the following criteria:

- Minimum 3.2 GPA
- Minimum 150 hours of health-related work and/or volunteer experience
- Minimum 30 credits of coursework taken in the Fordham Postbaccalaureate program or the PCS Undergraduate program only. Additionally, students must have attended classes in the Fordham Postbac program for at least two semesters (not including summer sessions) prior to applying to the CHP process.
- Completion and submission of CHP process application

Candidates who indicate intent to participate in a spring CHP cohort after the CHP application deadline will not be able to participate in the spring CHP process. (Students may still apply to medical school but will not be able to get a committee letter from the Fordham Postbaccalaureate program.)

Please note:

- Students may apply for the CHP process up to one application cycle after leaving the Fordham Postbaccalaureate program.
- Students completing or who have completed a Fordham College undergraduate degree or postbaccalaureate work at another program are not eligible for the Fordham Postbac CHP process.
- All courses in the basic curriculum must be completed prior to or concurrent with the professional school admissions test and no later than the end of the first summer session of the application year in which the Committee evaluation is sought. The Committee evaluation letter is based on a student's academic portfolio, which includes the following: coursework, transcripts, personal statement, self-assessment, and biographical information on personal history, including volunteer and/or internship experience and research experience, faculty recommendations, and a personal interview with members of the Committee.

For more information

Visit the Post-Baccalaureate Pre-Medical/Pre-Health Program webpage.

Admissions

Candidates submit an application online for PCS admission as nonmatriculated students, provide official undergraduate transcripts and interview with the program director. The general requirement for consideration is a minimum 3.0 GPA. Once admitted to the Fordham Post-Baccalaureate Program, all remaining courses must be taken at Fordham.

Requirements

Program Requirements

Fordham Post-Baccalaureate Pre-Medical/Pre-Health Curriculum

The basic curriculum includes one year of biology, general chemistry, organic chemistry, physics, calculus and statistics, biochemistry and physiology, psychology and sociology, and English required by most medical and professional schools as prerequisites for admission. Additional upper-level science courses are also available and require prior completion of the basic sequence in biology, general chemistry, and

calculus. These courses prepare students for the professional school entrance exams, e.g., MCAT, DAT, VCAT, OAT.

Course	Title	Credits
One year of general biology with lab		
BISC 1403 & BISC 1413	Introductory Biology I and Introductory Biology Lab I	5
BISC 1404 & BISC 1414	Introductory Biology II and Introductory Biology Lab II	5
One year of general chemistry with lab		
CHEM 1321 & CHEM 1331	General Chemistry I and General Chemistry Lab I	6
CHEM 1322 & CHEM 1332	General Chemistry II and General Chemistry Lab II	6
CHEM 1311	General Chemistry I Recitation	0
CHEM 1312	General Chemistry II Recitation	0
One year of organic chemistry with lab¹		
CHEM 2521 & CHEM 2541	Organic Chemistry I and Organic Chemistry Lab I	6
CHEM 2522 & CHEM 2542	Organic Chemistry II and Organic Chemistry Lab II	6
One year of general physics with lab		
PHYS 1501 & PHYS 1511	General Physics I and Physics I Lab	3
or PHYS 1601	Introduction to Physics I	
or PHYS 1701	Physics I	
PHYS 1502 & PHYS 1512	General Physics II and Physics II Lab	3
or PHYS 1602	Introduction to Physics II	
or PHYS 1702	Physics II	
PHYS 1503	General Physics I Recitation	0
PHYS 1504	General Physics II Recitation	0
Additional courses		
BISC 3132 & BISC 3142	Human Physiology and Human Physiology Lab	5
BISC 3521	Biochemistry	3
ECON 2140	Statistics I	4
MATH 1203	Applied Calculus I	3
MATH 1205	Applied Statistics	3
PSYC 1200	Foundations of Psychology	4
PSYC 2000	Statistics	4
SOCI 1100	Introduction to Sociology	3
SOCI 2606	Social Science Statistics	4

¹ General chemistry, including labs, must be successfully completed before enrollment in organic chemistry.

Upper Level Electives

Course	Title	Credits
BISC 2539 & BISC 2549	General Genetics and General Genetics Lab	5
BISC 3221 & BISC 3231	Human Anatomy and Human Anatomy Lab	5
BISC 3643 & BISC 3653	Microbiology and Microbiology Lab ¹	5

BISC 3752	Molecular Biology	3
BISC 3754	Cell Biology	3

Note: Genetics and lab must be successfully completed before enrollment in all upper level electives.

Real Estate Major

In cooperation with the Fordham Real Estate Institute, the bachelor's degree in real estate for adult students focuses on real-world, professional practices with a foundation in real estate law, economics, accounting, finance, investment, valuation, development, construction, and management. Through this comprehensive real estate curriculum, Fordham's adult students develop the knowledge base and professional skills required for career advancement and achievement in a global real estate environment.

Our small class sizes, engaged faculty, and career and learning resources at the Lincoln Center and Westchester campus locations provide each student with the academic tools and flexibility necessary for success in today's real estate industry.

The real estate major consists of three prerequisite courses, six core real estate courses, and elective courses, several of which also satisfy requirements of the Fordham University Core Curriculum. Students complete their major with elective courses in real estate.

The Bachelor of Science in Real Estate in the School of Professional and Continuing Studies has the following learning objectives:

- Demonstrate competency in critical thinking skills.
- Demonstrate a capacity for ethical decision-making.
- Demonstrate an awareness of the local, national, and global perspectives of Real Estate.
- Demonstrate effective written and verbal communication skills.
- Demonstrate an understanding of professional practices and effective methodology.

CIP Code

52.1501 - Real Estate.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Students majoring in Real Estate must complete the following courses prior to beginning the Real Estate major:

Course	Title	Credits
ECON 1100	Principles of Macroeconomics	3
ECON 1200	Principles of Microeconomics	3
ECON 2140	Statistics I	4
Total Credits		10

Major Requirements

Course	Title	Credits
Real Estate Core Courses		
REAL 1002	Fundamentals of Real Estate Law	3
REAL 1004	Principles of Real Estate Economics	3
REAL 1006	Real Estate Accounting Essentials	3
REAL 1008	Principles of Real Estate Finance	3
REAL 1010	Principles of Real Estate Valuation and Feasibility	4
REAL 1020	Real Estate Development Principles and Practices	4
Real Estate Electives		15 to 16
Total Credits		35-36

Real Estate Electives

Courses in this group have the REE attribute.

Course	Title	Credits
REAL 2002	Real Estate Financial Modeling	4
REAL 2004	Real Estate Management	3
REAL 2006	Global Real Estate Markets	3
REAL 2008	Building Design and Construction	4
REAL 2010	Special Topics in Real Estate	4

Availability

The major in real estate is available to students in Fordham's School of Professional and Continuing Studies at Lincoln Center, Rose Hill, and Westchester, as well as online.

Real Estate Minor Overview

The undergraduate minor in real estate offers students a unique opportunity to learn how the ever-expanding, multifaceted real estate industry functions and how real estate assets—the built environment in which we all live—are analyzed, financed, and developed. The courses in the minor—real estate law, real estate economics, and real estate finance—especially complement majors in business, economics, communications, legal or political studies, and organizational leadership.

Requirements

Students minoring in Real Estate must complete six courses:

Course	Title	Credits
ECON 1200	Principles of Microeconomics	3
ECON 1100	Principles of Macroeconomics	3
ECON 2140	Statistics I	4
REAL 1002	Fundamentals of Real Estate Law	3
REAL 1004	Principles of Real Estate Economics	3
REAL 1008	Principles of Real Estate Finance	3
Total Credits		19

Students majoring in Business (PCS only) (p. 124), Economics (p. 232), Interdisciplinary Math & Economics (p. 233), or International Political Economy (p. 272), or minoring in Business Administration (p. 190) or Economics (p. 132), which require three of the same

courses as the Real Estate minor, must take an additional undergraduate course (of three or more credits) with the REAL subject code (p. 1604).

Availability

The minor in real estate is available to students in Fordham's School of Professional and Continuing Studies (at Lincoln Center, Rose Hill, and Westchester, and online), Fordham College at Rose Hill, and Fordham College at Lincoln Center.

Special Academic Programs

- Accelerated M.S. in Real Estate Program (p. 134)
- Accelerated Master's in Teaching Program (p. 132)
- Community Engaged Learning (p. 135)
- Cooperative Program in Engineering (3-2 Engineering) (p. 135)
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Accelerated Master's in Teaching Program

Accelerated Master's Degree in Teaching Program (formerly 5-year track program)

The Fordham University Graduate School of Education (GSE) offers an Accelerated Master's Degree in Teaching program for students enrolled in one of the undergraduate colleges at Fordham University. This program provides an opportunity for students to complete a B.A./B.S. and any one of our M.S.T. degrees:

- 36-credit Master of Science in Teaching (M.S.T.) degree in Early Childhood Education (p. 730) or Childhood Education (p. 726), single certification;
- 30-credit Master of Science in Teaching (M.S.T.) degree in Adolescence Education (biology (p. 711), chemistry (p. 713), physics (p. 720), earth science (p. 715), mathematics (p. 719), English (p. 718), or social studies (p. 722)), single certification;
- 30-credit Master of Science in Teaching (M.S.T.) degree in Teaching English to Students of other Languages (p. 732);
- 42-credit Master of Science in Teaching (M.S.T.) in Teaching General and Exceptional Adolescents (p. 733), dual certification in Adolescents and Special Education programs;
- 30-credit Master of Science in Teaching (M.S.T.) in Adolescence Special Education (p. 723); or
- 45-credit Master of Science in Teaching (M.S.T.), dual certification in Early Childhood/Special Education (p. 731), Childhood/Special Education (p. 728), Early Childhood/Childhood (p. 729) programs.

Once obtaining certification in teaching, extensions (p. 704) may also be pursued in early childhood special education (p. 705), childhood special education (p. 704), bilingual childhood education (p. 704), middle school and adolescence special education (p. 705). Courses are also offered in TESOL, special education and bilingual education for additional credits.

The accelerated master's degree in teaching program consists of early admission to the GSE (application fee is waived), integration of 12 GSE credits in undergraduate senior year, the completion of a B.A./B.S. degree, acceleration as a full-time student to complete the required credits in coursework and two semesters of student teaching. Dual certifications require additional credits and will take longer to complete. After completion of all Graduate School of Education (GSE) program requirements in good standing, students obtain an M.S.T. degree and are eligible for GSE endorsement for New York State Initial Teacher Certification. Students who successfully complete all master's degree requirements will be endorsed for New York State Initial Teacher Certification. New York State Certification is reciprocal with many states.

Early advisement/seminar, fieldwork exploration and coordination between undergraduate and graduate programs are important features and benefits of this program, as well as the opportunity to save time and money.

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

To find out more about the accelerated master's degree in teaching, complete the declaration of interest form.

For further information about all of our Graduate School of Education academic programs, please visit the Graduate School of Education Bulletin (p. 708).

Accelerated Master's Degree Program Activities & Responsibilities

Once the declaration of interest form is submitted, undergraduates can enroll in the program and register for the 1 credit Field Experience Seminar (CTGE 4200). Participants in this program will meet 5 times a semester for seminar and complete 60 hours minimum of a field experience during sophomore, junior and senior years. Seniors will register for two, three credit graduate level courses each semester (12 credits total) which are paid for by undergraduate tuition.

Field experience requires 30 hours per semester through senior year. The field hours are arranged according to the student's schedule, and helps students examine and explore their interest in the teaching profession, gain experience working with children on different grade levels, allows education faculty to learn about student's suitability for teaching, and prepare the student for a formal student teaching requirement while enrolled in the Graduate School of Education.

In junior year, students complete an early admissions application to GSE. Completion of an undergraduate degree with a GPA of 3.0 or higher and acceptance into GSE marks a student's transition into a master's degree program at Fordham University.

Transition to the Graduate School of Education

In preparation for enrollment into graduate school, undergraduate seniors will be introduced to their program specific GSE academic advisor for an overview of the requirements specific to the teacher education program chosen. In GSE, academic advisors are the point person pertaining to all aspects of their program requirements, registration, student teaching and administrative issues. Students can plan to begin graduate school in the summer following their graduation from an undergraduate program (adolescence programs begin in the fall of that same year).

Student Teaching

In addition to completion of coursework and workshop requirements, students are required to complete a full-time student teaching placement at two different schools in the grade levels of the certification age range. GSE students are placed in schools that have partnered with the GSE and with cooperating teachers that have more than three years of experience teaching. Observation of student's experience is required by NYS, which is completed by a Fordham University field specialist who serves as a mentor and coach and evaluates the student in each of their student teaching placements. Student teaching placements provide more than 600 hours of comprehensive experience in public schools for preparation to become certified and hired as a lead teacher.

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

New York State Teacher Certification Exams and Workshops

Students are notified and advised about New York State teaching certification requirements: certification exams, specialized workshops, fingerprinting, and application process. Support is provided to students throughout this process. NYS workshop required for certification are offered within GSE. Students are required to establish a NYSED TEACH account. Information on certification exam requirements can be found on the New York State Teacher Certification Examinations (NYSTCE) website.

Final Portfolio Project

A final cumulative portfolio project is required as part of GSE program completion. Students prepare a capstone project that includes a theoretical and reflective essay highlighting teaching practice and knowledge gained from coursework and student teaching. Adolescence education programs require the completion of a student work sample.

Admissions

There are two application stages to the Accelerated Master's in Teaching Program.

First Stage

- Complete a declaration of interest form.
- Plan to seek undergraduate program advisement about core courses to complete the B.A./B.S. Students should plan to be able to integrate 12 GSE credits in senior year schedule. Fordham undergraduate core courses must include content required by NYSED for teacher candidates; some core courses may fulfill more than one NYSED requirement.
- Inform undergraduate major advisor of decision to enroll in the accelerated master's in teaching program. Advisor will give permission to register for the one-credit Field Experience Seminar (CTGE 4200).

- Each semester of sophomore, junior, and senior years, enroll in the Seminar, and meet with GSE Five-Year Teacher Education Track coordinator (5yeartrack@fordham.edu).

Second Stage

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

Note: GRE/MAT exam scores are not required, as of January 2022.

Requirements

New York State Certification Requirements

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

- earned a passing score on the relevant New York state teacher examinations; and
- passed New York state mandated workshops: Dignity for All Students Act (DASA), Child Abuse Identification and Reporting (CAIR), and Schools Against Violence Education (SAVE), offered by our Hagin Center. These workshops are held twice each semester.
 - Drug and Alcohol Abuse, Autism and for childhood programs, health and physical education are offered in the GSE.

Undergraduate Core and Content Requirements

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

Students must also meet the admissions prerequisites for their chosen master's program. For example, students pursuing adolescence education must have the required 30 credits in specific content areas. More information about the requirements for each certification and major can be obtained from Dr. Aida Nevárez-La Torre, Chair of Curriculum and

Teaching, at nevarezlator@fordham.edu. Information is also available on our admissions website. It is students' responsibility to meet with their undergraduate advisors and to ensure they are meeting Fordham undergraduate, GSE, and New York State admissions and completion requirements for their Graduate School of Education program of choice.

To meet all requirements for the baccalaureate degree and a master's degree, candidates work closely with their Fordham undergraduate advisors and the GSE accelerated master's in teaching program coordinator.

Accelerated M.S. in Real Estate Program Overview

The accelerated B.A./B.S.-M.S.R.E. program is available to juniors and seniors in Fordham College at Rose Hill (FCRH), Fordham College at Lincoln Center (FCLC) and the School of Professional and Continuing Studies (PCS) who have a specific interest in a real estate career or who have a desire to explore a nontraditional academic area to enhance their undergraduate experience, with a goal of earning a master's degree in real estate.

To be eligible to enroll in the accelerated program, FCRH/FCLC/PCS students should have a cumulative 3.0 grade point average. Students with a lower GPA may request special consideration from their advisor and the director of the Real Estate Institute.

Students should plan to formally express their intent to pursue a master's degree in real estate no later than the second semester of their sophomore year (for those who plan to begin the accelerated program as juniors) and no later than the first semester of junior year (for those who plan to begin graduate studies as seniors).

Interested students should contact their FCRH/FCLC/PCS academic advisor to express their intent and discuss their eligibility. Students will need the following:

- An intent form;
- A statement of consent/approval from their advisor; and
- An interview with the Director of the M.S.R.E. program.

Recommended Courses

The initial graduate courses are those that will introduce students to real estate and expose them to industry practices, while helping them complete the requirements of their undergraduate studies. Eligible FCRH/FCLC students will be permitted to take the following courses, completing up to 6 graduate credits in their junior or senior year.

First Semester

- REAL 5006 Real Estate Legal Concepts and Contracts (3 credits)

Second Semester

- REAL 5014 Negotiation (1.5 credits)
- REAL 5016 Ethical Issues in Real Estate (1.5 credits)

Admissions

Students who successfully complete the stipulated 6 graduate credits will be supported in submitting their applications to the M.S.R.E. program. Students will need to submit the standard application for the

M.S.R.E. program, but the GMAT/GRE requirement and the application fee will be waived for FCRH/FCLC students in the accelerated program.

Community Engaged Learning

We learn by doing, and we grow as scholars and as citizens when we pursue curious and compassionate engagement with the world around us. Fordham's two campuses are not set apart from the city in which we reside and the neighborhoods we call home, but rather are integral parts of that city and those communities. Community engaged learning courses give students and faculty the opportunity to deploy the concepts and content introduced in the classroom in the complex and dynamic places and spaces we share.

Fordham's Center for Community Engaged Learning sponsors courses according to an asset-based approach to engagement. We bring the institutional and academic resources of the University together with the leadership, experience, and richness of our communities to enhance student learning, support faculty research, and build on community strengths. Students mobilize abstract concepts they learn in the classroom by engaging in real-world challenges. They enhance memory and retention by teaching new ideas to young people in local schools and centering in reflective practices together with their classes. They immerse themselves in the various cultures of New York's vibrant neighborhoods, and speak the myriad languages native to our city. And, they hone civic leadership and take on pressing matters of policy and equity by partnering with elected officials, community boards, activists, and organizations to work for change.

For more information, and for faculty, student, and community resources, please visit Fordham's Center for Community Engaged Learning.

Community Engaged Learning Courses

In community engaged learning courses, experiences are employed as a learning resource alongside readings, lectures, discussion, or labs. Community engagement is integrated into the syllabus and classroom approach, and is therefore required of all students enrolled in the course. These courses require up to 20 hours of engagement (the instructor may offer more), robust written assignments, and a reflective classroom activity.

Sections of courses that integrate service as a learning resource will be listed in Banner under the attribute code SL, "Community-Engaged Learning." Through this notation, students can identify prior to registration those classes in which engagement hours in the community are required.

Community engaged learning courses include the following:

Course	Title	Credits
AMCS 4990	El Salvador: Revolutionary Faith	4
ANTH 2800	The Anthropology of Food: Community Engaged Learning	4
ANTH 3006	Arab-Americans and the Diasporic Experience	4
BISC 3466	Urban Ecology & Evolution	3
BISC 4035	Ecology and Economics of Food Systems	4
ENGL 3610	Abolition	4
ENGL 3964	Homelessness	4
HIST 3824	U.S. Social Movements Since 1900: Struggles for Social Justice	4

HIST 4312	Antisemitism and Racism	4
JWST 4800	Internship in Jewish Studies	1-3
MLAL 1010	Spanish Colonialism Through Film	3
MLAL 3033	Prison Literature from Martin Luther to Martin Luther King	4
MLAL 3055	Critical Communities: Marx, Nietzsche, Freud	4
MLAL 3515	Food for Thought	4
NMDD 3880	Designing Smart Cities for Social Justice	4
PHIL 1003	Lost Interlocutor: Philosophy of Human Nature	3
PSYC 1004	The Mind-Body Connection: Introduction to Behavioral Health	3
PSYC 4820	Community Psychology	5
PSYC 4850	Community Mental Health	4
PSYC 4855	Participatory Action Research	4
SERV 0099	Community-Engaged Learning	1
SOCI 4970	Community Service/Social Action	4
SPAN 2201	Spanish Community Engaged Learning	3
THEA 3520	Producing through a Social Justice Lens	4
THEO 1008	Mystics Monks and Mindfulness: Contemplation-In-Action Today	3
THEO 4500	Religion in NYC: Theory & Practice	4
VART 1111	Intro to Art & Engagement: Protest, Participation, the Public and other Performance Practices	4
VART 2222	Art of the Interview	4
VART 2424	Art and Action on the Bronx River	4
VART 3333	Art Making in Hell's Kitchen	4

Cooperative Program in Engineering (3-2 Engineering)

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

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

The program consists of three years at Fordham and two years at the engineering school. Students who wish to enter the program should have completed a minimum mathematics level of pre-calculus before entering Fordham, since Calculus I (MATH 1206) and Calculus II (MATH 1207) must be taken in the first year. By the end of the junior year at Fordham, the student must have completed all of the major requirements. The cooperative program is very intensive, and it may be necessary for the student to take certain core curriculum courses during the summer at additional expense. Some courses taken at the engineering school fulfill some of Fordham's degree requirements. At Rose Hill and at Lincoln Center, both the Fordham and Columbia degrees are awarded at the end of the fifth year.

To retain membership in the cooperative engineering program at Fordham and to permit admission to the engineering college, the student must maintain a 3.0 cumulative grade point average and a 3.0 grade point average in mathematics and science courses. Admission to either Columbia or Case Western is not guaranteed. Columbia has the additional requirements that the student must maintain a 3.3 cumulative grade point average and it is recommended to receive a minimum grade of B in each pre-engineering requirement.

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

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

During the FCRH and FCLC New Student Orientations, a special session is held regarding the 3-2 cooperative program in engineering. All students interested in the program are expected to attend the session at their college.

Fordham is committed to supporting all students who are interested in pursuing the 3-2 cooperative program in engineering. Given the high standards required by Columbia and Case Western Reserve, it is important that students make adequate progress toward the requirements to be able to transfer at the end of their junior year at Fordham. In order to ensure academic success, a student may be removed from the 3-2 program by the director in the following instances:

1. If the student is not making sufficiently adequate progress toward a transfer to Columbia or Case Western Reserve, for example: their cumulative GPA is below a 3.0, grades in more than four pre-engineering required classes are below a B-, or they have not taken enough pre-engineering requirements by the end of each academic year.
2. If the student has not declared one of the required majors before the end of their first year (physics, engineering physics, chemistry, mathematics, computer science, or the joint math-computer and information science major).
3. If the student does not apply for transfer by the deadline during their junior year.

Removal from the program merely means the student will be expected to finish their four years at Fordham, and then with the help of the director, find alternative paths to a career in engineering.

For more information

Visit the Cooperative Program in Engineering webpage.

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

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

Requirements

1. At least 27 credits in the humanities (fulfilled by the Fordham Core Curriculum).
2. A completed major in chemistry (Rose Hill), engineering physics (Rose Hill), physics (Rose Hill), mathematics (Rose Hill or Lincoln Center), computer and information sciences (Rose Hill or Lincoln Center), or in the joint major in mathematics and computer & information sciences (Rose Hill or Lincoln Center).
3. The following pre-engineering requirements for all intended engineering degrees;
 - Two years of calculus (MATH 1206 Calculus I, MATH 1207 Calculus II, MATH 2004 Multivariable Calculus I, and MATH 2005 Multivariable Calculus II)—can place out of some of these with AP credit or a placement exam.
 - One year of calculus-based physics with lab, choosing one of the following sequences:
 - PHYS 1601 Introduction to Physics I & PHYS 1602 Introduction to Physics II + lab: PHYS 1511 Physics I Lab & PHYS 1512 Physics II Lab
 - PHYS 1701 Physics I & PHYS 1702 Physics II + lab: PHYS 1511 Physics I Lab & PHYS 1512 Physics II Lab
 - NSCI 1701 Physics I & NSCI 1702 Physics II + lab: NSCI 1511 General Physics Lab I & NSCI 1512 General Physics Lab II
 - One semester of chemistry with lab (CHEM 1321 General Chemistry I & CHEM 1331 General Chemistry Lab I or NSCI 1321 General Chemistry Lecture I & NSCI 1331 General Chemistry Lab I)
 - One class in computer science in C++ (CISC 1600 Computer Science I & CISC 1610 Computer Science I Lab)
 - One class in economics (ECON 1100 Principles of Macroeconomics or ECON 1200 Principles of Microeconomics, which satisfy the Fordham Core Curriculum)
 - One class in English composition (ENGL 1102 Composition II)
4. Additional courses are required for the intended field of engineering at either Columbia or Case Western Reserve, please see the 3-2 Program website for more information.

Graduate Study

Fordham College at Rose Hill and Fordham College at Lincoln Center make an effort to acquaint students with opportunities for study beyond the baccalaureate level. Students who show special promise in scholarship are encouraged to give serious consideration to graduate study after completion of their college program. At the beginning of junior year, qualified students should consult the appropriate adviser in their major department.

Most Arts and Sciences departments with a master's degree program offer accelerated master's programs, whereby accepted undergraduate students can begin taking graduate courses in their senior year. These graduate courses apply to both the bachelor's and master's degrees.

In addition, Fordham College seniors are allowed to register for courses in Fordham's Graduate School of Arts and Sciences. Seniors with an index of at least 3.000 may register for courses offered by their major department. Students wishing to take graduate courses must get permission from the department and the dean of the Graduate School of Arts and Sciences, then contact their class dean to be registered.

In order to make the 3-credit graduate course count as 4 credits toward the total credits for graduation as well as in the GPA, undergraduate students enrolled in a graduate course will be enrolled in a companion 1-credit administrative course that receives the same grade as the actual course.

GSAS Accelerated Master's Programs

Qualified Fordham juniors may apply for the accelerated master's in select GSAS programs. The accelerated master's program allows exceptional students to follow a plan to complete both their bachelor's and master's in a total of five years (4+1). Fordham undergraduate students apply during their junior (or equivalent) year, and if admitted to the accelerated program, they are eligible to take up to three GSAS graduate-level courses in their senior year which will count toward both the bachelor's and the master's degree. **No more than three (3) GSAS graduate courses, in total, may be taken during senior year.** Upon graduation with their bachelor's degree, students can then complete the M.A. or M.S. degree in one year.

Programs that offer the accelerated master's are listed on the accelerated master's programs web page. Please refer to this page or to a specific program for eligibility requirements (such as minimum GPA) and program participation.

Higher Education Opportunity Program

HEOP, funded by New York State, provides financial aid, counseling, and tutorial and other services to carefully selected economically and academically disadvantaged students. Applicants must be residents of New York State, possess a high school diploma or an equivalent, and show potential for success in college. All students accepted by HEOP are required to attend a special summer program prior to the beginning of their first year. For further information, contact the HEOP Rose Hill office at Freeman Hall, Room 102, 718-817-4205. HEOP Rose Hill can also be contacted at HEOPRH1@fordham.edu. HEOP Lincoln Center can be reached at Lowenstein 803, 212-636-6235.

Institute of American Language and Culture

Institute Overview

The Institute of American Language and Culture (IALC) offers English as a Second Language (ESL) courses to non-native English speakers in all skill areas: writing, grammar, reading, speaking, listening, and vocabulary. Content-based courses, seminars, and intercultural skills are offered to students at advanced levels of proficiency.

The Community ESL program provides free adult literacy classes to residents of New York. The Community ESL program does not meet the requirements for student visas.

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

The Via Fordham Program provides promising international students a different path into an undergraduate college at Fordham University. Admission to Via Fordham is selective. Students interested in Via Fordham must apply for undergraduate admission using the Common Application.

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

For more information

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

Institute of American Language and Culture
45 Columbus Ave, 3rd Floor
New York, New York 10023
Telephone: 212-636-6353
Fax: 212-636-7045

Internships

The professional achievements of Fordham graduates arise, in part, from the University's extensive internship program. This highly successful program offers students the opportunity to intern with one of more than 3,500 organizations in New York City and beyond. More than 600 students participate in internships each year. Popular internship sites have included ABC News, the American Museum of Natural History, Apple, Barclays, BBC Worldwide Americas, Comedy Central, Deloitte, ESPN, EY, Goldman Sachs, JPMorgan Chase, KPMG, Legal Aid Society, Madison Square Garden, the Manhattan District Attorney's Office, Memorial Sloan Kettering Cancer Center, Merrill Lynch, *Saturday Night Live*, the United Nations, and many more.

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

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

Fieldwork experience is arranged where students can obtain academic credit and may also include a stipend from the sponsoring organization. Opportunities are available in the fall, spring, and summer semesters in all career fields/industries. Placements can be coordinated on a regional

and national basis over the summer. Juniors and seniors generally participate in an internship on a part-time basis while maintaining a full course-load during the fall and spring semesters and generally participate on a full-time basis during the summer. Corporations and not-for-profit organizations participating in the program represent a wide geographic location: metropolitan New York, the tri-state area, and national as well as international locations.

FCRH, FCLC, PCS College Policy

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

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

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

Gabelli Policy

On average, 91 percent of Gabelli students hold at least one internship during their college careers. An internship is a short-term, pre-professional work experience that provides hands-on practice and skill development in a professional environment that complements and advances the Gabelli education. Students at Gabelli who are interested in pursuing an internship should review Gabelli's internship policies (p. 93).

For more information

Visit the Career Services web page.

Pre-Law

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

Most law schools employ three basic academic criteria in selecting applicants: the Law School Admission Test (LSAT) score, the cumulative grade point average, and the undergraduate university attended. Law schools are also looking for well-rounded students who are active and demonstrate leadership in their communities. To assure optimum performance on the LSAT, students should take the exam at a time that affords the best opportunity for preparation, usually in the spring or summer of junior year or in the early fall of senior year. To assure optimum performance in the classroom, students should choose courses

that stimulate their interest and encourage them to excel. In addition, the prudent applicant will consult with the pre-law adviser by the beginning of their junior year, or earlier, in order to maximize chances for success in the highly competitive law school admission process.

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

3-3 Program

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

- Complete all core and major requirements and at least 92 credits (transfer students must have completed at least 47 credits at Fordham) before beginning law school.
- Maintain a recommended grade point average of at least A- (3.670) in all undergraduate courses including transferred credits.
- Have a very strong LSAT score, scoring at the 93 percentile or higher is recommended. It is recommended that the LSAT scores be available by December of the academic year in which the application is being made.

Students who meet these criteria become eligible during the fall of their junior year to apply to the School of Law of Fordham University. Before they apply, however, they must receive a favorable recommendation from their pre-law adviser. After receiving such clearance, the director of admissions of the School of Law will invite them for an interview. Students recommended for application are not guaranteed admittance to the law school. Final admission decisions rest with the School of Law. Study abroad is discouraged for 3-3 program applicants, due to the condensed nature of the undergraduate program.

For more information

Visit the Pre-Law program webpage.

Pre-Medical and Pre-Health Overview

Fordham has a long history of successfully preparing students for medical, dental, veterinary, and other allied health careers. Fordham graduates are regularly accepted to top-ranked medical schools such as Harvard, Yale, Cornell, Columbia, New York University, Albert Einstein, Mount Sinai, New York Medical College, Tufts, Creighton, Johns Hopkins, Georgetown, Tulane, Loyola University of Chicago, all of the SUNY medical schools, as well as many osteopathic schools of medicine. Students have also gained admission to many top-tier schools of dentistry, optometry, podiatry, and veterinary medicine.

Students in Fordham's pre-health professions programs, available at both the Lincoln Center and Rose Hill campuses, participate in individual and group meetings with pre-health program staff throughout their undergraduate years and as alumni. Group sessions tailored to each

stage of the program help students plan for significant upcoming events, such as taking the MCAT, applying for admission, etc. Students are also encouraged to meet individually with pre-health program staff to discuss their progress in attaining acceptance into a health professions program.

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

Health Professions Resources

Health care professionals have a wide range of degree options and occupations. The health professions include the areas of medicine, physician assistant, nursing, dentistry, veterinary, physical therapy, occupational therapy, and other advanced degrees in science and public health.

Students are encouraged to research their desired profession on the websites listed below. Each site contains valuable information about preparation, academic requirements, and the requirements for the profession.

Medical Schools

Allopathic Medicine: American Association of Medical Colleges

Osteopathic Medicine: American Association of Colleges of Osteopathic Medicine

Dental Schools

American Dental Education Association

Veterinary Medical Schools

Association of American Veterinary Medical Colleges

Nursing Programs

Centralized Application Service for Nursing Programs

Physical Therapy Programs

Physical Therapy Centralized Application Service

Physician Assistant Programs

Central Application Service for Physician Assistants

Public Health Programs

Association of Schools of Public Health

Optometry

The Optometry Centralized Application Service

For more information, visit the following Fordham pre-health program web pages:

Fordham College at Lincoln Center

Fordham College at Rose Hill

School of Professional and Continuing Studies

Requirements

Program Requirements across the University

Students focused on entering a health profession program such as medicine, dentistry, veterinary medicine, nursing, or other health professional schools will need to complete majors-level science coursework and labs. The courses listed below constitute the minimum requirements for an application to most health profession programs, regardless of major:

- One year of general biology with lab (at LC: NSCI 1403 and NSCI 1404, and NSCI 1413 and NSCI 1414; at RH: BISC 1403 and BISC 1404, and BISC 1413 and BISC 1414)
- One year of general chemistry with lab (at LC: NSCI 1321 and NSCI 1322, and NSCI 1331 and NSCI 1332; at RH: CHEM 1311, CHEM 1321 and CHEM 1312, CHEM 1322, and CHEM 1331 and CHEM 1332)
- One year of organic chemistry with lab (at LC: NSCI 3121 and NSCI 3122, and NSCI 3821 and NSCI 3822; at RH: CHEM 2511, CHEM 2521 and CHEM 2512, CHEM 2522, and CHEM 2541 and CHEM 2542)
- One year of physics with labs:
 - at LC: NSCI 1501 and NSCI 1502, and NSCI 1511 and NSCI 1512
 - at RH, students are required to take PHYS 1511 and PHYS 1512 with one of the following three options:
 - PHYS 1501 and PHYS 1503, and PHYS 1502 and PHYS 1504
 - PHYS 1601 and PHYS 1603, and PHYS 1602 and PHYS 1604
 - PHYS 1701 and PHYS 1703, and PHYS 1702 and PHYS 1704
- One year of English (satisfied by core requirements)
- One course in mathematics (MATH 1203 or MATH 1206)

Students planning on completing additional coursework in the sciences should note that the biology and general chemistry foundation courses, plus all applicable labs (all listed above), must be successfully completed prior to enrollment in all upper-division biology courses.

In addition, students applying to medical school are required to take the following coursework to meet the required competencies:

- One semester of biochemistry (BISC 3521 or NSCI 4153)
- One semester of psychology (PSYC 1200)
- One semester of sociology (SOCI 1100)
- One semester of statistics (MATH 1205 or SOCI 2606 or ECON 2140 or PSYC 2000)

All pre-health students, no matter what their primary fields of study, should master the major concepts and skills of science and mathematics, and are generally advised to take additional upper-level science coursework to help prepare for standardized entrance exams. Subtle variations in this coursework may be necessary for application to programs specific to each discipline.

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

For more information, visit the following college web pages:

Fordham College at Lincoln Center
 Fordham College at Rose Hill
 Professional and Continuing Studies

Pre-Health at Fordham College at Lincoln Center

Pre-Health Program for FCLC Students

With the assistance of the natural sciences faculty and the Pre-Health Professional Program, Fordham College at Lincoln Center students have an excellent record of gaining admission to medical and other health professional schools. The pre-health professions advisor oversees the development of each student and helps them prepare their applications. Additionally, the Pre-Health Program invites medical professionals, including Fordham alumni, to speak with students about their experiences and build connections in various careers in the health field. Pre-health students at FCLC have opportunities to participate in many undergraduate research studies throughout their academic journey.

The Natural Sciences Major (NSCI)

The natural sciences major at Fordham College at Lincoln Center (FCLC) offers a comprehensive and interdisciplinary education, emphasizing undergraduate training through rigorous coursework, lab experiences, and independent research. The department includes faculty members with expertise in chemistry, physics, data science, and biology, who teach courses supporting a variety of majors and programs. Students can choose concentrations in chemical sciences, organismal biology, and cell and molecular biology within the natural sciences major. The department's courses also fulfill requirements for integrative neuroscience, environmental science, pre-health, the FCLC Honors program, and the Core Curriculum. With small class sizes and hands-on lab work, students benefit from personalized attention and mentorship, preparing them for successful careers in fields such as medicine, academia, and education.

The natural sciences department (NSCI) plays a crucial role in the pre-health program at FCLC, offering required courses for students aspiring to enter health professions. Although students can major in any field, they can complete their Pre-Health requirements through NSCI (except for Calculus or Applied Calculus, which are provided by the mathematics department). The department's interdisciplinary approach and rigorous training ensure that pre-health students receive a solid foundation in the sciences. By following the recommended curriculum guidelines and engaging in independent research, students are well-prepared for medical school and other health-related graduate programs.

Pre-Health Advising

In addition to regular meetings with their primary advisors, students are encouraged to meet with the pre-health advisor at least once a year

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to check in on their pre-health academic progress and planning. The pre-health advisor is able to provide advice on clinical and volunteer activities in preparation for aspirant health programs. Early preparation is extremely beneficial to a successful and robust application to health professional programs.

The Fordham College Lincoln Center Committee on Health Professions Process (CHP)

The FCLC Committee on Health Professions (CHP) provides students with comprehensive support as they prepare for the medical school application process. Students who need a committee letter for programs in related fields may also participate in the CHP process. The CHP process includes a committee interview and a committee letter.

Students can participate in CHP in their junior or senior year. It is recommended that students have completed clinical and health-related work or volunteer experiences prior to CHP.

Students must submit a statement of their intent to participate in a spring application cycle in September (the fall semester prior to the spring application cycle) to Ms. Eliane Victoria at fclcprehealth@fordham.edu. The pre-health advisor holds a CHP information session in the fall semester to review the process and deadlines.

The Committee letter is based on a student's portfolio, which includes the following: coursework, transcripts, personal statement, self-assessment, volunteer and/or internship experience and research experience, faculty recommendations, and a personal interview with members of the Committee.

NOTE: Candidates who submit their statement of intent after the September CHP application deadline will not be able to participate in the spring CHP process. (Students may still apply to medical school, but will not be able to get a committee letter from Fordham.)

Students may apply for the CHP process up to two application cycles after graduating from Fordham College Lincoln Center. Students are not eligible for CHP after this due to the timeliness of recommendation letters and courses.

For more information, visit the Pre-Health Program page for FCLC students and the natural sciences department or write to fclcprehealth@fordham.edu. (fclcprehealth@fordham.edu)

Contact Information

Laura Bigaouette, Ed.D., M.B.A.
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 Phone: (212) 636-7141
 Email: mdigrandi@fordham.edu

Pre-Health at Fordham College at Rose Hill

The Fordham College at Rose Hill (FCRH) pre-health program provides support for students and alumni applying to health programs. Students

can declare an interest in participating in the FCRH pre-health program upon accepting admission to FCRH or at any other time during their attendance or as alumni.

Course of Study and Curriculum

Pre-health students may choose to pursue a major in or outside of the sciences. There are several different academic curricular paths that students can take to completing pre-health requirements. All pre-health students, no matter what their primary fields of study, should learn the major concepts and skills of science and mathematics, and would be well served by taking additional upper-level science coursework to help prepare for standardized entrance exams. In addition, schools may require calculus as a prerequisite. Variations in this coursework may be necessary for application to programs specific to each discipline and from school to school. Each applicant, working with the pre-health program staff, should become informed what the specific requirements are for admission to M.D., D.O., D.D.S./D.M.D., PA, PT, and other programs in order to best prepare for them.

Preparing Students to Become Healthcare Professionals

The pre-health program helps prospective applicants gain formative experiences by creating healthcare-related programming; this includes a first-year pre-health symposium, workshops, guest healthcare professional seminars, and co-sponsored career fairs, MCAT preparation and other experiential opportunities such as hospital volunteer and shadowing positions with the campus career center. The program also provides opportunities for students to meet other health care professionals and pre-health students through a peer and alumni network, and encourages participation in the multiple health-care-related FCRH student groups and organizations that host activities and events. Students planning on pursuing an application to a health professional program should be in regular contact with their academic advisor and the pre-health professions staff for guidance on key factors that lead to successful admission to a health professional program: course selection, extracurricular activities, and clinical and research experiences.

Helping Students Apply to Health Professional Schools

The FCRH Committee on Health Professions (CHP) is composed of faculty and staff that manage and support students in a comprehensive yearlong process that leads to application to health professional schools. Students should elect to join the CHP the year before they intend to apply for a health professional school, typically in their junior or senior year. A mandatory information meeting is held in the fall term to explain the process and to gauge a student's interest in starting the application process. If a student expresses an intent to apply that year and be part of the CHP process, they submit a self-assessment and, if needed, attend a meeting with the CHP committee members to assess readiness for applying. In the spring term, students submit a portfolio that includes coursework, transcripts, a personal statement, volunteer and/or internship experiences, research experience, faculty recommendations, and other documents in advance of a committee interview. It is recommended that students complete substantive clinical and health-related work or volunteer experiences before the CHP interviews.

The CHP provides students with a committee letter of support that may be required by health professional schools, namely M.D., D.O., and dental schools. The committee letter is based on the interview and all

of the student's documentation. Students not requiring a committee letter for health-related programs may also participate in the CHP process. Students may participate in the CHP process for several years or application cycles after graduating, but after a period of time, the CHP may no longer recommend an FCRH Committee letter due to the lack of timeliness of recommendation letters and coursework.

For more information, visit the Pre-Health Program at Fordham College at Rose Hill web page.

Contact Information

FCRH Office of the Dean
Office Location: Keating Hall 201
Phone: 718-817-4700
Email: prehealthfcrh@fordham.edu

Pre-Health at the School of Professional and Continuing Studies

The Fordham Post-Baccalaureate Pre-Med/Pre-Health Program (PBPH) is for college graduates interested in a career in the health professions and who need prerequisite science courses. The program offers the pre-health curriculum in the evening during the academic year and summer sessions to prepare students for application to medical, dental, physician assistant, veterinary, nursing, physical therapy, occupational therapy, accelerated nursing, or anesthesiology assistant programs.

This program is flexible and intended to meet the demands of adult students and career changers. Entry terms are fall, spring, and summer. The minimum GPA requirement is a 3.0 from undergraduate programs.

Unique Features

- Flexibility: students are able to start in any semester and take the program at their own pace.
- Evening program: we target career changers and working professionals. Courses are offered in the evening and on weekends.
- Financial Aid: Fordham is one of the few programs that provides eligibility for subsidized or unsubsidized Stafford loans of up to \$12,500 for one year for post-baccalaureate students (subject to individual student approval).
- Personal advising: one-on-one advising is a key part of the program. We work with you on your program plan, academic progress, and the committee process if applicable.
- The Fordham brand and a rigorous curriculum.
- Small class sizes provide an opportunity to meet fellow students and get to know your professors.
- Availability of required courses (no wait lists).
- The Fordham and post-bac student community: you are a member of the Fordham University and post-bac student communities. You have access to all resources at Fordham. The post-bac community is supportive and progressive.

Post-Bac Committee on Health Professions (CHP)

The Fordham Post-Baccalaureate Program Committee on Health Professions (CHP) process is a comprehensive one which provides candidates with several workshops and support to prepare them for the medical school application process. The CHP process includes a committee interview and committee letter.

In order to apply for the CHP process, students must meet the following criteria:

- Minimum 3.2 GPA.
- Minimum 150 hours of health-related work and/or volunteer experience.
- Minimum 30 credits of coursework taken in the Fordham post-baccalaureate program or the PCS undergraduate program only. Additionally, students must have attended classes in the Fordham post-bac program for at least 2 semesters (not including summer sessions) prior to applying to the CHP process.
- Completion and submission of CHP process application.

Students may apply for the CHP process up to one application cycle after leaving the Fordham post-baccalaureate program.

Students completing or who have completed a Fordham College undergraduate degree or post-baccalaureate work at another program are not eligible for the Fordham post-bac CHP process.

All courses in the basic curriculum must be completed prior to, or concurrent with the professional school admissions test, and no later than the end of the first summer session of the application year in which the committee evaluation is sought. The committee evaluation letter is based on a student's academic portfolio which includes the following: coursework; transcripts; personal statement; self-assessment and biographical information on personal history, including volunteer and/or internship experience and research experience; faculty recommendations; and a personal interview with members of the committee.

For more information

Visit the Post-Baccalaureate Pre-Medical/Pre-Health Program web page.

Contact Information

Laura Bigaouette, Ed.D., M.B.A.

Associate Dean, Strategy and Program Development

Post-Baccalaureate/Pre-Health Program Pre-Health Advisor

School of Professional and Continuing Studies, Fordham University

Phone: 914-367-3303

Email: lbigaouette@fordham.edu

pcs.fordham.edu

ROTC: Reserve Officers' Training Corps

Army Reserve Officers' Training Corps (ROTC)

Fordham University hosts the Yankee Battalion of the Army's Reserve Officers' Training Corps (ROTC), which exists for:

- College and university students in New York City and the Hudson Valley, who
- Belong to a diverse service-oriented team, and who
- Grow as organizational leaders.

Fordham's military program began in the late 1840s, when New York State issued 12 muskets to students to defend the school against xenophobic nativist mobs. In 1885, Major General James R. O'Beirne, a Fordham graduate who led the capture of Abraham Lincoln's assassin, orchestrated a formal partnership between Fordham and the US Army. In 1926, this partnership expanded into today's ROTC unit, and by World War II, Fordham produced more officers for the Army than West Point.

After Vietnam and 9/11, Fordham and the Army expanded ROTC opportunities for schools across New York City and the Hudson Valley. Today, our distinguished military alumni include general officers like Jack Keane, who led the Army through 9/11, six Medal of Honor recipients from the Civil War to Vietnam, and tens of thousands who have served their country by leading Soldiers.

Fordham's Department of Military Science is an interdisciplinary academic department with oversight from the Fordham College at Rose Hill. We teach classes at several locations across New York City and the Hudson Valley, including students from 32 partnered universities and colleges.

Students learn through structured study in the field of military science, anchored by classroom instruction expanded through experiential learning and practical exercises, including physical fitness and outdoor adventure-type activities.

Students who successfully develop and demonstrate leadership talents can serve after graduation as leaders and officers in the active Army, Army Reserve, or Army National Guard.

Students enrolled in ROTC classes can compete for paid-contracts and scholarships, including generous institutional incentives. Military science course credit may fulfill specific college or elective requirements. Courses are taken by students at no cost.

To learn more about the Army ROTC program, including eligibility requirements and scholarship opportunities, please:

- Visit our website at <https://www.fordham.edu/rotc>,
- Visit our main office at Fordham University's Rose Hill campus, in Faculty Memorial Hall Room 130,
- Email our Recruiting Operations Officer at rotcroo@fordham.edu, or
- Call us at 718-817-4798.

For more Army ROTC information, please refer to the appropriate chapter of this bulletin. (p. 144)

Naval Science

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

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

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

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

NROTC@sunymaritime.edu (nrotc@sunymaritime.edu)

For more Navy ROTC information, please refer to the appropriate chapter of this bulletin. (p. 145)

Aerospace Studies

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

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

Those interested in obtaining more information about the four-year and two-year Air Force ROTC Scholarship and College Programs should contact the Unit Admissions Officer. Please call 718-862-7201, visit the AFROTC detachment website, or write to

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

For more Air Force ROTC information, please refer to the appropriate chapter of this bulletin. (p. 143)

Air Force ROTC/Aerospace Science

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

Fordham students may compete for scholarships as part of this program, covering as few as two years through as many as three and a half years.

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

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

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

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

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

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

Requirements can be found on the Fordham website.

Requirements

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

The general academic requirements for a cadet include

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

Army ROTC/Military Science

Since 1848, Fordham's cadet program has prepared talented and diverse students in the New York metropolitan area to serve their country as leaders within the Armed Forces.

Today, Fordham hosts one of New York City's premier officer training programs, including crosstown enrollment of visiting students from more than 30 partner universities and colleges. The Yankee Battalion, formally known as Fordham University Army Reserve Officers' Training Corps (ROTC), exists for college and university students in New York City and the Hudson Valley who

- Belong to a diverse service-oriented team
- Grow as organizational leaders

Our program enhances a student's college education by integrating leadership and management theory with leadership practicum modules in the curriculum.

Through coursework and in-class practical experience, students develop decision-making, team-building, and time-management skills—leadership qualities essential to success in any field, including corporate and research careers.

Students completing the ROTC program may earn a commission as a second lieutenant in the U.S. Army, Army Reserve, or Army National Guard. Students may participate in the first two years of Army ROTC with no commitment to military service, unless they accept an ROTC contract or scholarship during that time.

We offer a four-year program composed of the Basic Course (typically during the first and sophomore years) and the Advanced Course (typically during the junior and senior years). Graduate students and upper-level students may enroll directly into the Advanced Course under certain conditions.

Four-Year Program

The four-year curriculum combines classroom and leadership laboratory work. Any student is eligible to participate in leadership development courses regardless of academic grade.

During the summer between junior and senior year, students participate in a four-week intensive leadership development exercise at Fort Knox, Kentucky (near Louisville). Upon graduation from college and successful completion of the Advanced Course, students receive commissions as officers in the U.S. Army, U.S. Army Reserve, or Army National Guard.

Two-Year Program

The two-year program is designed for students who did not complete the first two years of the Army ROTC program. If students have at least four semesters remaining in their academic program or are interested in pursuing a graduate degree, they may be eligible to participate in the Advanced Course. Students must validate Basic Course requirements through a variety of options, including attending a paid four-week summer course, taking additional coursework during their first year provided they meet eligibility requirements, demonstrating completion of any service's enlisted Basic Training Course, or graduating from a certified Junior Reserve Officers' Training Corps program.

Once students validate Basic Course requirements, they are eligible to receive the same benefits as members in the four-year program.

Scholarships

Army ROTC scholarships are available on a competitive basis to qualified applicants. Two-, three-, and four-year scholarships are available each year, and are awarded through a national selection board, or on-campus through the Professor of Military Science. High school seniors may apply for four-year scholarships through the national board. Scholarships pay full tuition and all mandatory fees, plus \$1,200 for books and supplies each year, and a tax-free stipend ranging from \$420 per month. The scholarship is flexible in that it can be used for either of the following: tuition and all mandatory fees, or room and board.

Non-Scholarship Contracts

Contracts are available to students who have not yet received a scholarship or who do not desire to apply for one. Some contracts provide students a tax-free stipend ranging from \$300 to \$500 per month, and others afford students the chance to simultaneously study in ROTC while belonging to an Army Reserve or National Guard unit. These simultaneous membership programs offer additional benefits and incentives.

Program of Instruction

The Army ROTC curriculum provides distinctive leadership and management training in conjunction with realistic experience. The program emphasizes leadership theory and practice, organizational management, public speaking, leadership techniques and tactics, professional military ethics, history, resiliency, and wellness.

In the first two years of the program, students attend class once per week. Students may also join weekly practical applications and group workouts three times a week. If students sign a contract or accept scholarships, these weekly practical applications and group workouts become mandatory. Collegiate athletes who meet Army fitness standards are excused from physical fitness training while their sport is in season.

In the program's final two years, all students attend a weekly class and practical exercise, plus three group workouts a week. Students also participate in a field training exercise each semester that explores small unit leadership training, military tactics, land navigation, rappelling, obstacle negotiation, and familiarization with military equipment like helicopters, tanks, and communications equipment.

Extracurricular Events

The Fordham ROTC program offers students challenging and rewarding extracurricular activities, from community service to high-adventure training. During the academic year, the student-led cadet battalion plans and executes activities ranging from workouts to orienteering to social events like the St. Patrick's Day Parade and the annual Military Ball. Students participate in ROTC color guards to represent the Army at events throughout New York City and the Hudson Valley, from professional sporting events to concerts in Carnegie Hall. Students can also attend a variety of professional and social events, galas, and ceremonies associated with the Army throughout New York. Fordham also offers a chapter of the Pershing Rifles ROTC Honor Society, recognizing exceptional ROTC students from all military services across the country.

During summers, ROTC students can attend military training such as courses in parachuting, helicopter operations, mountain operations,

and combat engineering. We offer academic internships in foreign languages, cyber activities, national research laboratories, foreign military exchanges, and at Army units to prepare students for the wide range of Army officer jobs.

Students who desire to serve in the Army Reserve or Army National Guard may enroll in simultaneous membership programs that allow them to participate in a Reserve or National Guard unit while also studying in ROTC. This program generally entails one weekend of reserve duty a month and two weeks each summer, during which students will also receive reserve pay and benefits.

After graduation, we offer opportunities—primarily for students going on to law, medical, seminary, dental, or veterinary school—to defer service obligations until completion of graduate studies. Many graduate study opportunities are funded by the Army.

Eligibility Criteria

Enrollment in first-year and sophomore ROTC courses is open to all Fordham students and students from our 32 partner universities and colleges.

To be eligible for Army ROTC scholarships and/or enrollment in junior- and senior-year ROTC courses, students must meet the following requirements:

- Be registered full-time students at Fordham or one of our partner colleges and universities
- Have good moral character
- Be medically able to participate
- Be a United States citizen (with some exceptions)

Application Procedure

Students may enroll in the course or apply for a campus-based scholarship each semester.

Contact Us

To learn more about the Army ROTC program, including eligibility requirements and scholarship opportunities, please:

- Visit our website at <https://www.fordham.edu/rotc>,
- Visit our main office at Fordham University's Rose Hill campus, in Faculty Memorial Hall, Room 130;
- Email our Recruiting Operations Officer at rotcroo@fordham.edu; or
- Call us at 718-817-4798.

Naval ROTC/Naval Science

Naval Science classes and drills are held at SUNY Maritime College, located in historic Fort Schuyler on the Throggs Neck peninsula, and on Fordham's Rose Hill Campus in the Bronx.

To receive a commission, a Midshipman must complete all requirements for a bachelor's degree in accordance with Fordham University's rules and regulations and complete additional courses required by either the Navy or Marine Corps, depending on which branch of service the Midshipman will commission into.

Additionally, Midshipmen must meet all medical/physical requirements prescribed by the Navy or Marine Corps prior to commissioning.

Those interested in obtaining more information about the Navy/Marine Corps ROTC Scholarship and College Programs should refer to the pertinent paragraphs in the Grants and Scholarships section under the Financial Services chapter of this Bulletin.

For more information

Visit the Naval ROTC program webpage

Requirements

For details on Naval ROTC program requirements, please visit the NROTC Program website.

Study Abroad

In the long-standing tradition of Jesuit education, Fordham University encourages study that enhances students' appreciation of the world's people and their interdependence. Our goal is to help you gain an understanding of other cultures and to encourage you to consider incorporating a global dimension into your chosen field of study by offering a broad range of study abroad programs.

Semester-long and summer programs in business, arts, and sciences, as well as internship placements, are offered at the Fordham London Centre. Fordham's study abroad programs in Granada, Spain, are based in one of the most beautiful and historic cities of Andalucia. Courses in English or Spanish enable students to fully immerse themselves in Spanish language and culture or begin their study of the Spanish language. A broad range of major, minor, and core courses are offered at both program sites.

Fordham University has partnerships with universities in more than 50 countries around the world and offers over 100 study abroad programs, including opportunities for direct enrollment at prestigious universities, exchange programs, internships, community engagement, and experiential learning. Program types and academic fields vary by location. You can see a list of all the study abroad programs on the study abroad website and use the advanced search feature, which allows you to search for a program by field of study, academic setting, term, language, housing options, and much more.

Applications to study abroad are completed in the Study Abroad Portal and typically open almost one year in advance of when you wish to go abroad, so start early. Staff in the International and Study Abroad Programs office are available to answer any questions you might have and look forward to working with you to help make the world your classroom!

For more information and deadlines, please visit the International and Study Abroad Programs website.

Tutorials

Juniors and seniors have the opportunity to develop opportunities for independent research or study. Students choose a faculty member in the area of study and together design the course, including objectives, course requirements, and bibliography. Approval must be received from the instructor, the department chair, and an advisor or assistant dean. Applications for a tutorial can be submitted for FCRH or FCLC by the instructor; they will be reviewed by the department chair and the

student's advisor or the assistant dean for their class year. For PCS, applications should be initiated with the student's advising dean.

Accounting and Taxation

Accounting is the language of business. All Gabelli School students need to understand the basics of accounting, both for their courses at Fordham and for their business careers. Students receive rigorous exposure to financial accounting in the integrated business core, and those who choose can continue with a program of study that prepares them to succeed on the CPA exam and obtain other highly regarded certifications.

The study of accounting does not end in the classroom. Fordham fields teams regularly for regional and national competitions in accounting and taxation. These competitions are run by major accounting firms, such as Deloitte, KPMG, PwC, and EY. Guest speakers from accounting firms, Fortune 500 corporations, and regulatory and standard-setting agencies, such as the Financial Accounting Standards Board and the Public Company Accounting Oversight Board, frequently appear on campus and provide networking opportunities for students.

Accounting students may join the on-campus student chapters of several prominent professional and academic groups. Active involvement in these groups often paves the way for internships and subsequent job offers. These organizations include:

- ALPFA, the Association of Latino Professionals in Finance and Accounting
- Ascend, the premier nonprofit professional association for Pan-Asians
- Beta Alpha Psi, the honor society for finance and accounting students and professionals

Program Requirements

Gabelli School students may integrate accounting into their academic program in several ways: As a major (through one of four options), as a minor, or as a concentration within the Business Administration major.

One of the four majors is the Public Accountancy program, which is a five-year program that leads students to complete the 150 credits that New York State requires for individuals who want to take the Certified Public Accountant (CPA) exam and earn licensure. With the other three majors, students may elect to pursue licensure, or not.

The Road To Licensure: Various Paths

By the time a student sits for the CPA exam, if licensure is his or her goal, he or she must have logged the 150 course hours mandated by New York State. Fordham has developed a variety of paths that students can pursue to reach that total.

As noted above, the five-year undergraduate Public Accountancy major is one of them. But there are other paths, too. Dual-degree programs merge a bachelor's with a master's degree at the Gabelli School. By the time a student completes both his or her undergraduate and graduate degree in five years, he or she will have reached the 150-hour level and be qualified to sit for the CPA exam.

The table below offers an overview of how the various licensure paths are structured. Students who wish to pursue one of these paths should apply during their senior year; please review the Dual-Degree Programs (p. 95) information on the Gabelli School website and contact the dual-degree programs adviser for more information.

Undergraduate Major	Certified Public Accountant (CPA) Licensure Determination	Supplemental Graduate Concentration Leading to Licensure
Single Degree		
150-credit B.S. in Public Accountancy (CPA-track)	Meets the educational requirements for licensure, either directly or through reciprocity, in all 50 States as a stand-alone degree, without supplemental graduate coursework as of March 24, 2021.	N/A

Dual Degree

B.S. in Public Accounting	Does not meet the educational requirements for licensure as a stand-alone degree in any State as all States required 150 credits minimum for CPA licensure among other requirements. However, the program does meet the educational requirements for licensure, either directly or through reciprocity, in all 50 States when combined with qualifying supplemental graduate coursework identified in this table as of March 24, 2021.	combined with:	<p>(a) M.B.A. Public Accounting</p> <p>(b) M.B.A. Finance • Note: With this option, completion of 6 Accounting credits within the M.B.A. degree program is required to meet CPA educational requirements.</p> <p>(c) M.B.A. Information Systems • Note: With this option, completion of 6 Accounting credits within the M.B.A. degree program is required to meet CPA educational requirements.</p> <p>(d) M.B.A. Communication and Media Management • Note: With this option, completion of 6 Accounting credits within the M.B.A. degree program is required to meet CPA educational requirements.</p> <p>(e) M.B.A. Management • Note: With this option, completion of 6 Accounting credits within the M.B.A. degree program is required to meet CPA educational requirements.</p> <p>(f) M.B.A. Marketing • Note: With this option, completion of 6 Accounting credits within the M.B.A. degree program is required to meet CPA educational requirements.</p> <p>(g) M.S. in Professional Accounting</p>
B.S. in Applied Accounting and Finance	Does not meet the educational requirements for licensure as a stand-alone degree in any State as all States required 150 credits minimum for CPA licensure among other requirements. However, the program does meet the educational requirements for licensure, either directly or through reciprocity, in all 50 States when combined with qualifying supplemental graduate coursework identified in this table as of March 24, 2021.	combined with:	<p>(h) M.S. in Professional Taxation</p> <p>(a) M.B.A. Public Accounting</p> <p>(b) M.S. in Professional Accounting</p>

B.S. in Accounting Information Systems	Does not meet the educational requirements for licensure as a stand-alone degree in any State as all States required 150 credits minimum for CPA licensure among other requirements. However, the program does meet the educational requirements for licensure, either directly or through reciprocity, in all 50 States when combined with qualifying supplemental graduate coursework identified in this table as of March 24, 2021.	combined with:	M.S. in Professional Accounting
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Undergraduate Minor or Concentration

Accounting Minor	Completing the Accounting Minor is not equivalent to an accounting degree, nor does it meet the educational requirements for licensure as a stand-alone credential, either directly or through reciprocity, in any State.	N/A
Concentration in Accounting	Completing the Concentration in Accounting is not equivalent to an accounting degree, nor does it meet the educational requirements for licensure as a stand-alone credential, either directly or through reciprocity, in any State.	N/A

Requirements for the Certified Public Accountant (CPA) license are subject to State-specific requirements and typically require more than successful completion of educational requirements. CPA licensure candidates must satisfy pertinent additional requirements, contingent on State specificities, including but not limited to completing the CPA application process, submitting payment for all relative fees, passing licensure examinations, and professional experience.

Students are encouraged to regularly visit the National Association of State Boards of Accountancy website and the American Institute of Certified Public Accountants website to stay apprised of any additional relevant licensure requirement updates. Please refer to the table above to review in which States your program meets the educational requirements for professional CPA licensure as of March 24, 2021.

For further information, please refer to the respective pages for each program. Students are encouraged to meet with their class dean and/or the accounting adviser for additional information regarding the programs.

How courses are counted

Students must note the following policy for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both. Any exceptions to these rules will be posted within the specific area major, minor, or concentration requirements.

For more information

Visit the Accounting Area web page.

Programs

Majors

- Accounting - Public Accountancy Major (CPA-150 track) (p. 150)
- Accounting - Public Accounting Major (120 credits) (p. 151)

- Accounting Information Systems Major (p. 152)
- Applied Accounting and Finance Major (p. 153)

Minor and Concentration

- Accounting Minor (p. 152)
- Concentration in Accounting (p. 153)

Accounting - Public Accountancy Major (CPA-150 track)

Requirements

Course	Title	Credits
ACBU 3434	Intermediate Financial Accounting I	3
ACBU 3435	Intermediate Financial Accounting II	3
ACBU 3441	Advanced Concepts in Financial Accounting	3
ACBU 3442	Individual and Business Taxation	3
ACBU 3443	Assurance and Auditing	3
ACBU 4646	Ethics in Financial Reporting and Accounting	3
ACBU 4444	Sustainability and Environmental Reporting and Disclosure	3
ACBU 3421	ST: Accounting Information Systems	3
ACBU 3445	Corporate and Partnership Taxation	3
INSY 4506	Business Analytics	3
BLBU 3436	Commercial Transactions	3
One upper-level accounting course ¹		
One upper-level finance course ²		
<i>Select one of the following options:</i>		
Seven upper-level business electives ³		
Sustainability Reporting concentration and five upper-level business electives ^{3,4}		

¹ Any course from the subject code ACBU (p. 971) numbered 3000 or higher may fulfill this requirement.

² Any course from the subject code FNBU (p. 1264) numbered 3440 or higher may fulfill this requirement.

³ Upper level business electives are any 3000-4999 numbered courses within a Gabelli School area.

⁴ See the Concentrations tab (p. 150) for details.

Students must also complete the Gabelli School business and liberal arts Core Curricula. In addition, all students complete between three and seven liberal arts electives depending on their major requirements.

CIP Code

52.0301 - Accounting.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-

graduation visa extensions. Learn more about CIP codes and other information resources.

Concentrations

Concentration in Sustainable Reporting

A new, standardized language is needed to articulate material non-financial risks as well as opportunities facing companies today. Both financial and non-financial risks affect a corporation's ability to create long-term value. Thus, reporting should include the way companies compete, use resources, and impact society.

The concentration in sustainable reporting enables students to further develop analytic tools and effective communication capabilities pertaining to this expanding field of study. Earning this unique concentration can better position you for careers not only in accounting but also in financial service-related fields that focus on non-financial considerations.

This concentration is only available to Gabelli School of Business students at Rose Hill pursuing a major in public accounting (p. 151) or public accountancy (p. 150).

Students can complete this concentration as part of their major in public accounting (p. 151) or public accountancy (p. 150) without any additional courses.

Requirements for Public Accounting Majors

Course	Title	Credits
Two of the following courses:		
ACBU 4444	Sustainability and Environmental Reporting and Disclosure	
ACBU 4646	Ethics in Financial Reporting and Accounting	
ACGB 719N	Business Risks In A Global Digital Economy ¹	
Two upper-level business electives:		
LPBU 3430	ST: Sustainable Business (required for the concentration)	
<i>One of the following:</i>		
FNBU 4441	ST: Sustainability and Finance	
LPBU 3446	ST: Social Entrepreneurship	
LPBU 4005	ST: Fair Trade Entrepreneurship	
MKBU 3448	ST: Social Marketing	

¹ This graduate-level course can be taken as an undergraduate, as part of the Gabelli School's 4+1 Undergraduate-to-Graduate degree options.

Requirements for Public Accountancy Majors

Course	Title	Credits
Required Course		
LPBU 3430	ST: Sustainable Business	
One of the following:		
FNBU 4441	ST: Sustainability and Finance	
LPBU 3446	ST: Social Entrepreneurship	
LPBU 4005	ST: Fair Trade Entrepreneurship	
MKBU 3448	ST: Social Marketing	

In addition to the sustainability reporting track requirements listed above, students must also complete a sustainability reporting section of CBBU 1004 ST: Analytics Requirement, designated by the section attribute SRIP.

Accounting - Public Accounting Major (120 credits)

Requirements

Course	Title	Credits
Required Courses		
ACBU 3434	Intermediate Financial Accounting I	3
ACBU 3435	Intermediate Financial Accounting II	3
ACBU 3441	Advanced Concepts in Financial Accounting	3
ACBU 3442	Individual and Business Taxation	3
ACBU 3443	Assurance and Auditing	3
INSY 4506	Business Analytics	3
ACBU 3421	ST: Accounting Information Systems	3

Electives

Select four electives as outlined below, or complete the Sustainability Reporting concentration.¹

Three upper-level accounting electives²

One upper-level business elective³

¹ See the Concentrations tab (p. 151) for details.

² Any three courses from subject code ACBU (p. 971) numbered 3000 or higher may fulfill this requirement.

³ Upper level business electives are any 3000-4999 numbered courses within a Gabelli School area.

Students must also complete the Gabelli School business and liberal arts Core Curricula. In addition, all students complete between three and seven liberal arts electives depending on their major requirements.

CIP Code

52.0301 - Accounting.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Concentrations

Concentration in Sustainable Reporting

A new, standardized language is needed to articulate material non-financial risks as well as opportunities facing companies today. Both financial and non-financial risks affect a corporation's ability to create long-term value. Thus, reporting should include the way companies compete, use resources, and impact society.

The concentration in sustainable reporting enables students to further develop analytic tools and effective communication capabilities pertaining to this expanding field of study. Earning this unique concentration can better position you for careers not only in accounting but also in financial service-related fields that focus on non-financial considerations.

This concentration is only available to Gabelli School of Business students at Rose Hill pursuing a major in public accounting (p. 151) or public accountancy (p. 150).

Students can complete this concentration as part of their major in public accounting (p. 151) or public accountancy (p. 150) without any additional courses.

Requirements for Public Accounting Majors

Course	Title	Credits
Two of the following courses:		
ACBU 4444	Sustainability and Environmental Reporting and Disclosure	
ACBU 4646	Ethics in Financial Reporting and Accounting	
ACGB 719N	Business Risks In A Global Digital Economy ¹	

Two upper-level business electives:

LPBU 3430	ST: Sustainable Business (required for the concentration)	
<i>One of the following:</i>		
FNBU 4441	ST: Sustainability and Finance	
LPBU 3446	ST: Social Entrepreneurship	
LPBU 4005	ST: Fair Trade Entrepreneurship	
MKBU 3448	ST: Social Marketing	

¹ This graduate-level course can be taken as an undergraduate, as part of the Gabelli School's 4+1 Undergraduate-to-Graduate degree options.

Requirements for Public Accountancy Majors

Course	Title	Credits
Required Course		
LPBU 3430	ST: Sustainable Business	
One of the following:		
FNBU 4441	ST: Sustainability and Finance	
LPBU 3446	ST: Social Entrepreneurship	
LPBU 4005	ST: Fair Trade Entrepreneurship	
MKBU 3448	ST: Social Marketing	

In addition to the sustainability reporting track requirements listed above, students must also complete a sustainability reporting section

of CBBU 1004 ST: Analytics Requirement, designated by the section attribute SRIP.

Accounting Minor

This minor, requiring seven courses, provides a systematic program of study in accounting. Completing it is not equivalent to an accounting degree, nor does it make students eligible to take the certified public accounting exam. Rather, it provides an integrated approach to issues that may benefit students who seek careers in business and in the financial services industry.

The accounting minor is available to any interested student in Fordham College at Rose Hill.

Learning Goals

- Students will demonstrate a substantive knowledge of key business concepts and theories.
- Students will demonstrate competency in analytical and technical skills in decision-making.
- Students will demonstrate competency in oral and written communication.
- Students will demonstrate capacity for ethical decision-making and an understanding of how business can positively impact society.
- Students will demonstrate an awareness and competency in effectively working in teams and dealing with globally diverse situations.

Requirements

Students of any major in Fordham College at Rose Hill may elect to complete an accounting minor.

A total of seven courses are required:

Course	Title	Credits
ECON 1200	Principles of Microeconomics	3
ACBU 2222	Principles of Financial Accounting	3
ACBU 2223	Principles of Managerial Accounting	3
ACBU 3434	Intermediate Financial Accounting I	3
ACBU 3435	Intermediate Financial Accounting II	3
Two upper-level accounting electives ¹		

¹ Any course with the ACBU subject code (p. 971) numbered 3000 or higher may fulfill this requirement.

Fordham College at Rose Hill students may use Basic Microeconomics to satisfy one of their core social science requirements. It is advisable that students interested in pursuing the accounting minor take ECON 1200 Principles of Microeconomics as early as possible, as it is a prerequisite for the accounting classes. In addition, as many of the accounting classes are sequential, it is recommended that students begin this minor no later than the fall of sophomore year.

Availability

The minor in accounting is available for Fordham College at Rose Hill students.

Accounting Information Systems Major Requirements

Course	Title	Credits
ACBU 3434	Intermediate Financial Accounting I	3
ACBU 3435	Intermediate Financial Accounting II	3
ACBU 3441	Advanced Concepts in Financial Accounting	3
ACBU 3421	ST: Accounting Information Systems	3
INSY 4506	Business Analytics	3
INSY 3432	Database Systems	3
INSY 3441	Systems Analysis	3
One elective course from list below		3
One upper-level Information Systems course ¹		3
Two CPA-required courses OR two additional upper-level business electives ²		6
Total Credits		33

¹ Any course with the INSY subject code (p. 1375) numbered 3421 or higher counts toward this requirement. Some Computer Science electives may apply with department approval.

² ACBU 3442 Individual and Business Taxation and ACBU 3443 Assurance and Auditing should both be taken if a student pursues the two CPA-required courses.

Electives

Courses in this group have the ACIS attribute.

Course	Title	Credits
INSY 3436	ST: Programming with Python	3
INSY 4435	ST: AIS Consulting Project	3
INSY 4508	Business Modeling With Spreadsheets	3
INSY 4800	Global Information Technology Strategy and Management	3

Students may take INSY 4435 ST: AIS Consulting Project or ACBU 4435 ST: AIS Consulting Project, but not both.

Students must also complete the Gabelli School business and liberal arts Core Curricula. In addition, all students complete between three and seven liberal arts electives depending on their major requirements.

CIP Code

11.0103 - Information Technology.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Applied Accounting and Finance Major Requirements

The requirements for the **applied accounting and finance major** are as follows:

Course	Title	Credits
ACBU 3434	Intermediate Financial Accounting I	3
ACBU 3435	Intermediate Financial Accounting II	3
ACBU 3441	Advanced Concepts in Financial Accounting	3
ACBU 4646	Ethics in Financial Reporting and Accounting	3
ACBU 3421	ST: Accounting Information Systems	3
FNBU 3440	Corporate Financial Policy	3
FNBU 3441	Investments & Security Anlys	3
One elective course from list below ¹		3
One upper-level elective in finance ²		3
Two CPA-required courses OR two additional upper-level business electives ³		6
Total Credits		33

¹ CPA track students should take INSY 4506 Business Analytics to fulfill this requirement.

² Any course with subject code FNBU (p. 1264) numbered 3440 or higher may fulfill this requirement.

³ ACBU 3442 Individual and Business Taxation and ACBU 3443 Assurance and Auditing should both be taken if a student pursues the two CPA-required courses.

Electives

Courses in this group have the AAAF attribute.

Course	Title	Credits
ACBU 4436	Accounting for Derivative Securities	3
FNBU 4453	ST: Fixed-Income Analysis	3
FNBU 4454	ST: Financial Modeling	3
FNBU 4464	ST: Compliance and Risk Management	3
FNBU 4480	ST: Traded Credit Products	3
INSY 4506	Business Analytics	3

Students must also complete the Gabelli School business and liberal arts Core Curricula. In addition, all students complete between three and seven liberal arts electives depending on their major requirements.

CIP Code

52.0304 - Accounting and Finance.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Concentration in Accounting Requirements

The Accounting concentration is available to Gabelli students at Rose Hill..

Primary concentration

To complete a primary concentration in accounting, students must take the following courses:

Course	Title	Credits
ACBU 3434	Intermediate Financial Accounting I	3
ACBU 3435	Intermediate Financial Accounting II	3

Two upper-level accounting courses ¹

Secondary concentration

Students who want to pursue accounting as a secondary concentration are required to complete three upper-level accounting courses ¹.

¹ Any course from subject code ACBU (p. 971) numbered 3000 or higher will fulfill this requirement.

African and African American Studies

The Department of African and African American Studies is both an academic unit and a community comprised of students and faculty interested in the interdisciplinary study of Africa and its diaspora. Our work is grounded in the cultural and historical experiences of people of African descent. This focus on experience informs our interpretations of the African Diasporic past and present and propels our directives for the future. The department sponsors a wide range of cultural programs, lectures, and community events. Strong emphasis is placed on preparing students for graduate and professional study and careers in public or community work.

Program Activities

In order to develop student research and writing skills and to promote scholarship at the undergraduate level, the department sponsors an annual student-led symposium based on course-related research. Involvement with faculty research projects is available and highly encouraged.

The Bronx African American History Project (BAAHP) is a major research initiative sponsored by the department in cooperation with the Bronx County Historical Society. The BAAHP is dedicated to uncovering the cultural, political, economic, and religious histories of more than 500,000 people of African descent in the Bronx. The BAAHP hires student researchers and transcribers and has presented its research in public schools, academic conferences, and libraries throughout the city.

For more information

Visit the African and African American Studies department web page.

Contribution to the Core

African and African American studies offers AFAM 1600 Understanding Historical Change: Africa, which fulfills the Understanding Historical Change core requirement. The department also offers a wide variety

of Eloquentia Perfecta (EP1, EP3), American Pluralism, and Global Studies courses each year. In addition, a Values Seminar/EP4 and an Interdisciplinary Capstone Course are offered annually.

Programs

- African and African American Studies Major (p. 154)
- African and African American Studies Minor (p. 155)

African and African American Studies Major

Overview

The Department of African and African American Studies (AAAS) offers a major and minor in AAAS, as well as a minor in African Studies. The major prepares students to become global citizens, scholars, and socially-minded thinkers and solvers sensitive to the demands of an increasingly diverse America and the world. It fulfills key components of Fordham University's vision, educating students as leaders for justice and cultivating an inclusive community. The major equips students with both knowledge and skills for graduate study and careers in various fields, including law, academia, education, policy, government and politics, international organizations, journalism, and public service.

Major Requirements

- Completion of a minimum of nine one-semester courses offered by the department at the Rose Hill and Lincoln Center campuses.
- Required courses include African History, Caribbean History, and African American History.
- Two additional required courses include "Being and Becoming Black in the Atlantic World" and a senior research seminar in the senior year.
- Four elective courses chosen from cross-listed courses in English and, literary studies, history, art and music history, women, gender, and sexuality studies, media and communications, and political science.

Learning Outcomes

Upon graduation, students will have achieved the following curricular goals:

- Develop a critically-informed understanding of major themes and debates in African and African American complex histories.
- Gain knowledge in interdisciplinary approaches necessary for understanding the diverse histories, cultures, and experiences of African and African American peoples.
- Acquire conversance in multiple research methods relevant to the study of African and African American studies, including historical, literary, anthropological, sociological, and linguistic approaches.
- Develop critical skills in articulating and interpreting past and contemporary knowledge about African and African American histories and cultures.
- Acquire a foundation in critical thinking and problem solving, research, writing, and analytical skills essential for liberal arts education and well-rounded outlook on the world.

CIP Code

05.0201 - African-American/Black Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Students who major in African and African American studies must complete a minimum of nine one-semester courses offered by the department at the Rose Hill and Lincoln Center campuses.

Course	Title	Credits
One African History course		
One The Caribbean course		
One African-American History course		
Additional Required courses		
AFAM 3037	Being and Becoming Black in the Atlantic World	4
AFAM 4890	Research Seminar	4
Electives		
Select four courses ¹		14 to 16

African History

Course	Title	Credits
AFAM/HIST 1600	Understanding Historical Change: Africa	3
AFAM 3140	Contemporary Africa	4
AFAM 3141	Women and Social Change in Africa	4
AFAM 3146	African Immigrants in the United States	3
AFAM 3148	History of South Africa	4
AFAM 3188	Exploring Africa: Encounter, Expedition, and Representation	4

The Caribbean

Course	Title	Credits
AFAM 3150	Caribbean Peoples and Culture	4
AFAM 3155	Children of Immigrants in America	4
AFAM 3036	Global Black Youth Cultures	4
AFAM 3510	In "America's Backyard": U.S.-Caribbean Social, Political, and Economic Relations 1850-1950	4
AFAM 3667	Caribbean Literature	4

African-American History

Course	Title	Credits
AFAM 3001	African American History I	4
AFAM 3002	African American History II	4
AFAM 3115	Martin Luther King Jr. and Malcolm X	4
AFAM 3132	Black Prison Experience	4
AFAM 3632	Harlem Renaissance	4
HIST 3001	African American History I	4
HIST 3002	African American History II	4

¹ Any course with the AFAM subject code or the AFAM attribute code may fulfill this requirement.

Availability

The major in African and African American studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

African and African American Studies Minor

Overview

Minor Requirements

- Completion of a minimum of six one-semester courses offered by the department on the Lincoln Center or Rose Hill campuses.
- Required courses: one African History Course, one African American History Course, and four Elective Courses.
- Elective courses chosen from cross-listed courses in English and literary studies, history, art and music history, women, gender, and sexuality studies, media and communications, and political science.

Learning Outcomes

Upon graduation, students will have achieved the following curricular goals:

- Gain knowledge in interdisciplinary approaches necessary for understanding the diverse histories, cultures, and experiences of African and African American peoples.
- Develop critical skills in articulating and interpreting past and contemporary knowledge about African and African American cultures.

Requirements

Those students who minor in African and African American studies must complete a minimum of six one-semester courses:

Course	Title	Credits
	One African History course	
	One African-American History course	
	Four Elective courses ¹	

¹ Any course with the AFAM subject code or the AFAM attribute code may fulfill this requirement.

African History

Course	Title	Credits
AFAM 1600	Understanding Historical Change: Africa	3
AFAM 3140	Contemporary Africa	4
AFAM 3141	Women and Social Change in Africa	4
AFAM 3146	African Immigrants in the United States	3
AFAM 3148	History of South Africa	4
AFAM 3188	Exploring Africa: Encounter, Expedition, and Representation	4

African-American History

Course	Title	Credits
AFAM 3001	African American History I	4
AFAM 3002	African American History II	4
AFAM 3115	Martin Luther King Jr. and Malcolm X	4
AFAM 3132	Black Prison Experience	4
AFAM 3632	Harlem Renaissance	4
HIST 3001	African American History I	4
HIST 3002	African American History II	4

Availability

The minor in African and African American studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

African Studies

The purpose of this interdisciplinary minor is to provide unique opportunities for Fordham students to develop a level of expertise in African political and social history, literature, sociology, economics, among others; learn African languages; meet with Africa permanent representatives at the U.N.; and interact with and network among the diverse African population present in the city.

This interdisciplinary minor provides a background for careers in government, business, law, foreign service, academia, and other areas. The minor also complements majors in many departments and professional schools throughout the university, such as Economics, Political Science, International Humanitarian Affairs, and Business. It is recommended to students wishing to gain an international perspective before entering the global marketplace.

For more information

Visit the African studies program page.

Programs

- African Studies Minor (p. 155)

African Studies Minor

Overview

The African studies minor provides unique opportunities for students to develop expertise in African political and social history, literatures, sociology, economics, women, gender, and sexuality studies, among

others. It also offers language learning opportunities and interaction and networking among New York City's diverse African population.

Requirements

- Completion of six courses, including one required course, Understanding Historical Change: Africa (AFAM 1600).
- Five elective courses are required, including at least one course in social sciences, one course in arts and humanities, and three general African studies courses.
- Additionally, students must demonstrate proficiency through the intermediate level in a language spoken on the African continent other than English.

Learning Outcomes

Upon graduation, students will have achieved the following curricular goals:

- Develop an understanding of major themes and debates in African studies.
- Gain knowledge in interdisciplinary approaches necessary for understanding the diverse histories, cultures, and experiences of African peoples.
- Acquire critical skills in multiple research methods relevant to the study of past and contemporary African societies and cultures.
- Develop a foundation in critical thinking and problem solving, research, writing, and analytical skills essential for the field.
- Develop proficiency in some indigenous and foreign languages spoken on the African continent.

Requirements

The minor consists of six courses, including one required course (AFAM 1600) which, in general, is offered by the African & African American studies department every year.

Course	Title	Credits
AFAM/HIST 1600	Understanding Historical Change: Africa	3
One Social Studies course ¹		3 to 4
One Arts and Humanities course ¹		3 to 4
Three general African Studies electives ^{1,2}		9 to 12

¹ Students may take no more than two electives from any one discipline.

² Any course with the AFAM subject code (p. 976) or the AFST attribute code may fulfill this requirement.

In addition to the requirements listed above, students must demonstrate proficiency through the intermediate level in a language spoken on the African continent other than English such as Swahili, Twi, Zulu, Arabic, Portuguese, Spanish or French; or another language approved by the director of African Studies.

It is not necessary to study abroad to earn the minor, but credit towards the minor can be earned by studying in Ghana, South Africa, Morocco, or Tanzania. Limited scholarship funds will be available to cover the cost of traveling.

Social Science electives

Courses in this group have the AFSS attribute.

Course	Title	Credits
AFAM 3070	African Politics	4
AFAM 3072	Civil Wars in Africa	4
AFAM 3075	Democracy in Africa	4
AFAM 3140	Contemporary Africa	4
AFAM 3141	Women and Social Change in Africa	4
AFAM 3146	African Immigrants in the United States	3
AFAM 3148	History of South Africa	4
AFAM 3188	Exploring Africa: Encounter, Expedition, and Representation	4
HIST 3073	African Intellectual History	4
HIST 3695	Major Debates in African Studies	4
MEST 2000	Introduction to the Modern Middle East	4
POSC 3418	Islamic Political Thought	4
POSC 3520	Mideast and the World	4
POSC 3522	United Nations	4

Arts and Humanities electives

Courses in this group have the AFAH attribute.

Course	Title	Credits
AFAM 3148	History of South Africa	4
AFAM 3688	African Literature I	4
AFAM 3689	African Literature II	4
AFAM 3693	Contemporary African Literatures	4
AFAM 4192	Race and Religion in the Transatlantic World	4
DANC 2430	West African Dance	2
POSC 3427	Islam, Art, and Resistance	4

Availability

The minor in African studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in African studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

American Catholic Studies

The Francis and Ann Curran Center for American Catholic Studies (CACS) offers an honors undergraduate certificate program in American Catholic studies. The six-course certificate offers an interdisciplinary approach to the study of American Catholic culture, history, and theology. This interdisciplinary study is achieved through a sequence of required and elective courses offered in the art history, English, history, Latin American and Latino studies, music, philosophy, political science, sociology and anthropology, and theology departments of the Faculty of Arts and Sciences and the Gabelli School of Business.

The CACS certificate program offers undergraduates an opportunity to study the complex reality of American Catholic culture from a rigorously interdisciplinary standpoint, in the process helping students to hone their critical and analytical skills in analyzing often diverse ideological, racial and ethnic, socioeconomic, and geographical loyalties all claiming to be genuinely "American" and "Catholic."

Program Activities

The Discernment Seminar

All concentrators are required to participate in the Discernment Seminar. These monthly seminars, inspired in structure by the Spiritual Exercises of St. Ignatius of Loyola, have two aims: to encourage students to reflect deeply and critically on the challenges that confront the contemporary world and to ask them to consider how they might deploy their intellectual abilities and other talents in the service of a more just and humane society. In this process, students learn how to communicate effectively, efficiently, and memorably their views on the multifaceted global issues of our time. The goal is that concentrators will emerge from these seminars not only more aware of the needs of the world but also more capable of contributing to their resolution. Recent topics have included the shortage and unequal distribution of economic resources, public apathy in an age of renewed nuclear proliferation, and strategies for communicating clearly about highly complex topics. In the second semester of their junior year, concentrators will have the opportunity to begin to prepare applications for such nationally and internationally prestigious fellowships as the Rhodes, Marshall, Gates, and Jack Kent Cooke scholarships. Those concentrators who elect to do so will work closely with the Curran Center's associate director of Prestigious Fellowships and Fordham's St. Edmund Campion Institute as they proceed through the application process.

Lectures and Symposia

The center hosts lectures, symposia, and readings each semester. These often feature speakers, scholars, and artists of national and international reputation.

Communitas Discussion Dinners

Each semester, the Curran Center convenes a discussion dinner hosted by an invited speaker who brings to the table expertise in a topic of interest to CACS students and faculty.

Receptions, Networking, and Conviviality

To aid its students in their educational and career goals, the center offers receptions to bring students into contact with scholarship donors as well as alumni currently working in the academic, legal, business, and not-for-profit fields.

For more information

Visit the American Catholic Studies Center web page.

Programs

- American Catholic Studies Certificate (p. 157)

American Catholic Studies Certificate

The certificate in American Catholic studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and the Gabelli School of Business.

Services and Community

Students participate in a program of community service and attend various communal and academic events designed to foster a community of scholars who seek to combine cultivation of their academic talents with a life of thoughtful and creative engagement within the University community and in broader church and civic arenas.

Admissions

Admission to the CACS program is selective, a 3.5 cumulative grade point average on a 4.0 scale and interviews with program directors being required for admission. All students are designated as *Scholars in Catholic Studies: An Honors Certificate at Fordham* on their official transcripts.

Requirements

The concentration begins with a one-credit seminar for new concentrators in the spring of the sophomore year. An intensive two-semester American Catholic Studies seminar in the junior year follows. Each student crafts an individualized course of study comprising four additional courses in consultation with the directors of the undergraduate program. These courses are selected from offerings in a range of disciplines, including history, theology, philosophy, social science, art, and literature.

Courses below have the AMCS attribute.

Course	Title	Credits
AFAM 3130	Racial and Ethnic Conflict	4
AFAM 3150	Caribbean Peoples and Culture	4
ECON 4110	Ethics and Economics	4
ENGL 3002	Queer Iconoclasts: Sexuality, Religion, Race	4
ENGL 4135	Bible in English Poetry	4
FITV 3551	Film History 1950-Present	4
HIST 1400	Understanding Historical Change: Latin America	3
HIST 3260	Medieval Ireland to 1691	4
HIST 3965	Colonial Latin America	4
ITAL 3012	Medieval Storytelling	4
LALS 1400	Understanding Historical Change: Latin America	3
LALS 3427	Hispanics/Latinos in the USA	4
LATN 3061	Christian Latin	4
MLAL 3010	Politics and Poetry in the Middle Ages: The Rise of Vernacular Culture in the Mediterranean	4
MLAL 3012	Medieval Storytelling	4
MLAL 3033	Prison Literature from Martin Luther to Martin Luther King	4
MVST 4006	Dante's Cosmos: Science, Theology, and Literature	4
MVST 4010	Medieval Franciscans and the Dream of a Just Economy	4
PHIL 3301	Problem of God	4
PHIL 3354	Problem of Evil	4
PHIL 3557	Confessions of Augustine	4
PHIL 4418	Issues of Life and Death	4
POSC 4013	Religion and American Politics	4
SOCI 3427	Hispanics/Latinos in the USA	4
THEA 4500	Theatre, Creativity, and Values	4
THEO 3200	Introduction to New Testament	3
THEO 3212	Gospel of John	3
THEO 3300	Who Cares About the Bible?	3
THEO 3375	American Religious Texts and Traditions	3

THEO 3390	Church in Controversy	3
THEO 3542	Catholic Social Teaching	3
THEO 3610	Christ in World Cultures	3
THEO 3620	Great Christian Hymns	3
THEO 3874	Religion in America	4
THEO 3876	Muslims in America	4
THEO 3995	Religion and the American Self	4
THEO 4005	Women and Theology	4
THEO 4008	Religion and Ecology	4
THEO 4013	Religion and American Politics	4
THEO 4025	Future of Marriage in the 21st Century	4
THEO 4040	Home, Away, and In-Between	4
THEO 4411	Religion, Theology, and New Media	4
THEO 4600	Religion and Public Life	4
THEO 4853	Spirituality and Politics	4
THEO 4870	Economic Foundations of Catholic Social Teaching	4

Other courses may apply at the discretion of the director of the program.

American Studies

American studies is the interdisciplinary study of the United States. Majors and minors analyze American history and experience through a variety of disciplines in order to gain insight into the multiplicity of cultures, ideas, and institutions that make up the nation. They draw on departments and programs such as African and African American studies, American Catholic studies, art history and music, English, history, Latin American and Latino studies, philosophy, political science, urban studies, and sociology. Those majoring or minoring in American studies have in common, however, the desire to link these perspectives into a complex view of the nation and its culture.

American studies is a small program, and admission is competitive based on grades, a writing sample, and a faculty reference. Students seeking to enter the program meet with the director to obtain an application and entrance information. We have about 15 to 20 majors and minors per class.

Program Activities

The American studies program presents a variety of activities for its students. We take city excursions, such as faculty-led tours of New York City's waterfronts, the New-York Historical Society, Green-Wood Cemetery, and El Museo del Barrio. We sponsor guest lecturers and performers, such as Darren Dochuk, author of *Anointed with Oil*; Judith Sloan and Warren Lehrer, authors of *Crossing the BLVD: Strangers, Neighbors, and Aliens in a New America*; historian Mae Ngai, author of *Impossible Subjects: Illegal Aliens and the Making of Modern America*; journalist Philip Gourevitch, author of *The Ballad of Abu Ghraib*; and performance artist Patrick Johnson, who wrote *Sweet Tea: Black Gay Men of the South*. Many of these events give students an opportunity to make their voices and opinions heard, such as our open forums and salon discussions on topics such as the presidential election, "Wal-Mart: the Price of Doing Business in America," and "Democracy and the Media: The Effects of Journalism on Past and Present Elections." Perhaps the most highly anticipated day of the year is the Senior Thesis presentation every December. These events, along with social gatherings each semester, allow American

studies students opportunities to socialize with one another and with their faculty.

For more information

Visit the American Studies program webpage.

Programs

- American Studies Major (p. 158)
- American Studies Minor (p. 177)

American Studies Major

Requirements

The benefits of the American studies major include: 1) the sharp focus brought by the American studies sequence (AMST 2000, AMST 4010, and AMST 4500), at the end of which the student completes a Senior Thesis and 2) the flexibility offered by our faculty in several different disciplines. The courses listed for the multidisciplinary requirement below are representative of the potential of the major, and change each semester.

Accepted students are expected to successfully complete 10 courses in a well-integrated program to be worked out individually in consultation with the program director.

Course	Title	Credits
AMST 2000	Major Developments in American Culture (ideally in the sophomore year)	4
AMST 4010	Approaches to American Studies	4
AMST 4500	The Senior Seminar	4
Four required courses from one of the following concentrations:		12
	Cultural Products	
	Diversity and Difference	
	Power, Politics, and Institutions	
Multidisciplinary Diversity ¹		12
	American Literature	
	American Art, Music, Theatre, or Media	
	American Religion or Philosophy	
	American History or Social Science	
Three elective courses ²		9

¹ These courses are not additional requirements above the courses described above; rather, they govern the distribution of courses taken to complete concentration and open elective requirements.

² Any course with the AMST subject code (p. 987) or the AMST attribute code may fulfill this requirement.

Multidisciplinary Diversity

Students will also be required to demonstrate multidisciplinary diversity. Courses taken to fulfill concentration and open elective requirements must include one course in each of the following four areas:

These are not additional requirements above the 10 described above; they are rules governing the distribution of courses taken to complete

concentration and open elective requirements. These courses include the following:

American Literature courses

Courses in this group have the ASLT attribute.

Course	Title	Credits
AAST 3357	Writing Asian America	4
AAST 3359	Asian Diasporic Literatures	4
AAST 3647	Seeing Stories: Reading Race and Graphic Narratives	4
AAST 4600	Anger in Asian American Literature and Culture	4
AAST 4603	Asian American Critique	4
AFAM 3162	Value in Black and White Drama	4
AFAM 3632	Harlem Renaissance	4
AFAM 3637	Black Feminism: Theory and Expression	4
AFAM 3667	Caribbean Literature	4
AMCS 3320	The Writing Irish	4
AMCS 3333	American Catholic Fictions	4
AMCS 3355	American Catholic Novel	4
AMCS 3359	American Catholic Women Writers	4
COLI 3000	Literary Theories	4
COLI 3357	Writing Asian America	4
COLI 3359	Asian Diasporic Literatures	4
COLI 3407	Foreignness & Translation: Multilingual Autobiography Writing in Contemp Latin-Am & Latino Lit	4
COLI 3438	American Modernism	4
COLI 3450	The City in Literature and Art	4
COLI 3480	Francophone Caribbean Literature	4
COLI 3522	Strange Memories, Strange Desires	4
COLI 3531	Unhappy Families	4
COLI 3691	20th Century African-American and African Women	4
COLI 3692	Anglophone African Literature	4
COLI 3912	Literature of the Americas	4
COLI 4206	Comparative Studies in Revolution	4
COLI 4600	Anger in Asian American Literature and Culture	4
COLI 4603	Asian American Critique	4
ENGL 1004	Texts and Contexts: Upward Mobility and the Common Good	3
ENGL 3001	Queer Theories	4
ENGL 3037	US Latinx Literature	4
ENGL 3038	Latinx Performance Studies: Image, Fashion, and Politics	4
ENGL 3333	Captives, Cannibals, and Rebels	4
ENGL 3336	Early American Novel	4
ENGL 3350	Ethnic Camera: Race and Visual Media	4
ENGL 3357	Writing Asian America	4
ENGL 3359	Asian Diasporic Literatures	4
ENGL 3424	Romantics and Their World	4
ENGL 3436	American Dream in Literature	4
ENGL 3438	American Modernism	4
ENGL 3441	American Modernism	4
ENGL 3450	The City in Literature and Art	4
ENGL 3512	British and American Poetry: Romantic to Modern	4
ENGL 3523	Very Contemporary American Fiction	4
ENGL 3535	Modern Poetry	4
ENGL 3603	American Renaissance	4
ENGL 3604	American Literature to 1870	4
ENGL 3609	Feminism and American Poetry	4
ENGL 3611	Modern American Autobiography	4
ENGL 3613	Modern American Novels	4
ENGL 3616	American Cultures of War	4
ENGL 3617	American Short Story	4
ENGL 3620	Ordinariness	4
ENGL 3624	Melville	4
ENGL 3625	Early American Literature	4
ENGL 3630	Black American Icons	4
ENGL 3631	Contemporary American Fiction	4
ENGL 3633	The Enlightened Earth: American Environment Cultures After 1960	4
ENGL 3635	Future Environments: Human Life After the End	4
ENGL 3636	Introduction to African American Literature	4
ENGL 3641	Slavery and American Fiction	4
ENGL 3645	The Middle Passage	4
ENGL 3646	Black Disability Studies	4
ENGL 3647	Seeing Stories: Reading Race and Graphic Narratives	4
ENGL 3650	Stayin' Alive: Performing Blackness and Whiteness in 1970s US Film and Literature	4
ENGL 3652	New Wave Immigrant Literature	4
ENGL 3653	Major American Authors	4
ENGL 3658	Migrations/Movements/Masks	4
ENGL 3664	Queer Latinx Literature	4
ENGL 3673	Postmodern Literature and Culture	4
ENGL 3677	Latino/a US Literatures	4
ENGL 3680	One Big Book	4
ENGL 3683	Literature Beyond Borders	4
ENGL 3691	Black Atlantic Literature: Modernisms	4
ENGL 3695	Black Protest, Black Resistance, Black Freedom, Black Rage	4
ENGL 3701	American Writers in Paris	4
ENGL 3702	American Naturalism	4
ENGL 3841	Contemporary Fiction	4
ENGL 3855	The Jazz Age: Literature and Culture	4
ENGL 3916	Animals in Literature	4
ENGL 3930	Introduction to Queer Literature	4
ENGL 3964	Homelessness	4
ENGL 4008	Seminar: Black Letters	4
ENGL 4010	Seminar: American Crime Stories	4
ENGL 4033	Sound in U.S. Culture, History, and Literature	4

ENGL 4044	Incarceration: History, Literature, Film	4	ANTH 3393	Graffiti: The Challenges and Conundrums of Street Art	4
ENGL 4106	Seminar: The Great Depression: Literature and Culture	4	ANTH 3510	Museums: Representing / Engaging Culture(s)	4
ENGL 4108	Seminar: Exhibiting Latinidad: Curation/ Display/Intervention	4	ARHI 1103	Introduction to Art History: Americas	3
ENGL 4113	Seminar: Writing Whiteness	4	ARHI 2250	Ancient American Art	4
ENGL 4116	Seminar: The Beat Generation and U.S. Culture	4	ARHI 2257	Modern Latin American Art	4
ENGL 4119	Seminar: God and Money in Early America	4	ARHI 2520	American Art	4
ENGL 4121	New York City in Fiction	4	ARHI 2526	Art and the Black Atlantic	4
ENGL 4149	Modern Drama as Moral Crucible	4	ARHI 2550	20th Century Art	4
ENGL 4184	Postwar American Literature and Culture	4	ARHI 3100	Museum Methods	4
ENGL 4185	Caribbean Islands and Oceans	4	ARHI 3555	Contemporary Art	4
ENGL 4206	Comparative Studies in Revolution	4	ARHI 4230	Art and Ethics: Articulating Function in the Visual Arts	4
ENGL 4207	Comparative Studies in Empire	4	ARHI 4250	Aztec Art	4
ENGL 4216	Animal Welfare in Literature and Culture	4	ARHI 4530	Gender and Modern Art	4
ENGL 4228	Black Protest from Slavery to #BlackLivesMatter	4	ARHI 4540	Seminar: Modern Art	4
ENGL 4236	Seminar: Latin American Short Story	4	CISC 4001	Computers and Robots in Film	4
ENGL 4370	Disgust in Literature and Psychology	4	CISC 4650	Cyberspace: Issues and Ethics	4
ENGL 4403	Extraordinary Bodies	4	COLI 3137	World Cinema Masterpieces	4
ENGL 4425	Seminar: Nathaniel Hawthorne	4	COLI 3143	World Cinema Masterpieces 1960-1980	4
ENGL 4600	Anger in Asian American Literature and Culture	4	COLI 3450	The City in Literature and Art	4
ENGL 4603	Asian American Critique	4	COLI 3840	Latin American Culture Through Film	4
ENGL 4606	Seminar: James Baldwin	4	COLI 4020	Literature, Film and Development	4
FITV 1601	Understanding Television	4	COLI 4206	Comparative Studies in Revolution	4
FREN 3480	Francophone Caribbean Literature	4	COLI 4570	Films of Moral Struggle	4
GERM 3030	Kafka und Amerika	4	COMC 1101	Communications and Culture: History, Theory, and Methods	4
LALS 3344	Crime, Literature, and Latinos	4	COMC 2236	The Rock Revolution in Music and Media	4
PHIL 3422	Harry Potter and Philosophy	4	COMC 2329	Media Industries	4
PSYC 4370	Disgust in Literature and Psychology	4	COMC 2377	Mass Communication and Media Effects	4
SOCI 4421	Disability, Literature, Culture: Neurological, Mental, & Cognitive Difference In Culture & Context	4	COMC 3232	Class, Taste, and Popular Culture	4
SPAN 3002	Latin America: Literature and Culture Survey	4	COMC 3235	Popular Music as Communication	4
SPAN 3123	Questioning Race in Mexican Film and Literature	4	COMC 3240	Photography, Identity, Power	4
SPAN 3405	Women Translators in the Spanish-Speaking World	4	COMC 3247	Race and Gender in Media	4
SPAN 3582	New York in Latinx Literature and Film	4	COMC 3268	Media and National Identity	4
SPAN 3701	Spanish-American Women Writers	4	COMC 3272	History and Culture of Advertising	4
SPAN 3820	Hispanic Caribbean Literature	4	COMC 3330	Peace, Justice, and the Media	4
WGSS 3001	Queer Theories	4	COMC 3350	Media Law	4
			COMC 3370	Ethical Issues in Media	4
			COMC 3375	Children and Media	4
			COMC 3378	Media, Youth Culture, and Civic Discourse	4
			COMC 4170	Dissent and Disinformation	4
			COMC 4211	Media and Modernity	4
			COMC 4340	Freedom of Expression	4
			COMC 4348	Religion, Theology, and New Media	4
			COMC 4360	Communication Ethics and the Public Sphere	4
			COMC 4380	Media and Moral Philosophy	4
			DANC 2001	World Dance History	3
			DANC 2010	Black Tradition in American Dance	3
			DTEM 2414	Media Ecology	4
			DTEM 2452	Game Culture: Theory & Practice	4

American Art, Music, Theater, or Media courses

Courses in this group have the ASAM attribute.

Course	Title	Credits
AFAM 3112	The Sixties	4
AFAM 3134	From Rock-N-Roll to Hip-Hop	4
AFAM 3162	Value in Black and White Drama	4
AMCS 3150	Catholics and Popular Culture	4

DTEM 3447	Race, Gender, and Digital Media	4	FITV 3637	Queer Studies in Film and Television	4
DTEM 3476	Social Media	4	FITV 3638	British Cinema and Television	4
DTEM 4440	Privacy and Surveillance	4	FITV 3639	Quality Television/Cult TV	4
DTEM 4480	Digital Media and Public Responsibility	4	FITV 3647	TV, Identity, and Representation	4
ENGL 3137	World Cinema Masterpieces	4	FITV 3648	Television, Race, and Civil Rights	4
ENGL 3143	World Cinema Masterpieces, 1960-1980	4	FITV 3658	Italian Americans on Screen	4
ENGL 3350	Ethnic Camera: Race and Visual Media	4	FITV 3678	Television Comedy and American Values	4
ENGL 3450	The City in Literature and Art	4	FITV 3688	Global Television	4
ENGL 3650	Stayin' Alive: Performing Blackness and Whiteness in 1970s US Film and Literature	4	FITV 3999	Tutorial	3
ENGL 4044	Incarceration: History, Literature, Film	4	FITV 4570	Films of Moral Struggle	4
ENGL 4108	Seminar: Exhibiting Latinidad: Curation/Display/Intervention	4	FITV 4625	Writing Television Sitcoms	4
ENGL 4206	Comparative Studies in Revolution	4	FITV 4660	Ethics of Reality Television	4
FITV 1999	Tutorial	1	FITV 4676	Television and Society	4
FITV 2425	Digital Video Production I for FITV	4	FITV 4999	Tutorial	4
FITV 2501	History of Film, 1895-1950	4	HIST 3799	Race and American Popular Music	4
FITV 2511	Screenwriting I	4	HIST 3833	Screening America's Past	4
FITV 2531	Serials, Series, and Franchise Films	4	HIST 3867	United States History Through Television	4
FITV 2533	Fashion Costuming in Film	4	HIST 4009	Film, Fiction, and Power in the American Century	4
FITV 2601	History of Television	4	JOUR 1761	The Power of News	3
FITV 2611	Television Production I	4	JOUR 2723	Introduction to Climate Storytelling	4
FITV 2612	Writing Producing Web Series	4	JOUR 2786	Sports Writing and Reporting	4
FITV 2670	Television and Social Change	4	JOUR 3760	The Journalist and the Law	4
FITV 2674	Teen Television	4	JOUR 3763	The Murrow Years: 1938-65	4
FITV 2999	Tutorial	2	JOUR 3769	History of Television and Radio News	4
FITV 3425	Digital Video Production II	4	JOUR 3782	Science Journalism	4
FITV 3501	Film Theory and Criticism	4	JOUR 4733	Photojournalism	4
FITV 3505	Topics in Film Studies	4	JOUR 4750	Values in the News	4
FITV 3511	Screenwriting II	4	JOUR 4766	Television News Innovators	4
FITV 3512	Film/Television: Narrative Basics	4	JOUR 4767	History of Women's Magazines	4
FITV 3532	Landmarks, Locations, and Adaption	4	LALS 3000	Latinx Images in Media	4
FITV 3534	Fashion in British Film and Television	4	MLAL 3701	Villains, Vamps and Vampires: An Introduction to German Cinema	4
FITV 3535	Film Adaptation	4	MLAL 4007	Oral History, Literature & Film	4
FITV 3545	Film and Television of Hitchcock	4	MUSC 1100	Introduction to Music History	3
FITV 3548	Film and Gender	4	MUSC 2014	Jazz: A History in Sound	4
FITV 3551	Film History 1950-Present	4	MUSC 2022	Broadway Musicals	4
FITV 3553	Hollywood Genres	4	MUSC 2024	The Musical Theater of Stephen Sondheim	4
FITV 3555	The City in Film and Television	4	MUSC 2031	Rock and Pop Music Since World War II	4
FITV 3558	Italian Film	4	MUSC 4001	Music, Text, and the Imperial Encounter	4
FITV 3565	The Documentary Idea	4	PHIL 3422	Harry Potter and Philosophy	4
FITV 3571	Science Fiction in Film and Television	4	SOCI 2847	The 60s: Sex, Drugs, Rock & Roll	4
FITV 3578	American Film Comedy	4	SOCI 2925	Media, Crime, Sex, and Violence	4
FITV 3579	Movies and American Experience	4	SOCI 2960	Popular Culture	4
FITV 3585	Transnational Asian Media	4	SOCI 3000	Latinx Images in Media	4
FITV 3587	United Kingdom and Irish Film	4	SOCI 3255	Sociology of Media	4
FITV 3588	Global Cinema	4	SPAN 3808	Bodies, Touch, and Affect in Argentine Film and Literature	4
FITV 3601	Television Theory and Criticism	4	THEA 2900	Theatre Management	3
FITV 3604	Critical Production Studies in Film and Television	4	THEA 4045	Young, Gifted, and Black	4
FITV 3605	Topics in Television and Radio	4	THEO 3376	Spirituals, the Blues, and African-American Christianity	3
FITV 3624	Writing Television Dramas	4			
FITV 3626	Writing the Original Television Pilot	4			

VART 1111	Intro to Art & Engagement: Protest, Participation, the Public and other Performance Practices	4	PHIL 3720	African American Philosophy	4
VART 2003	Graphic Design and Digital Tools	4	PHIL 3722	Native American Philosophy	4
VART 2055	Environmental Design	4	PHIL 3725	Philosophies of Race	4
VART 2222	Art of the Interview	4	PHIL 3731	Philosophy of the City	4
VART 3030	Art Design and Politics	4	PHIL 3904	Feminist Philosophy	4
VART 3134	20th Century Art: Modernism and Modernity	4	PHIL 4302	Environmental Policy and Ethics	4
VART 3135	Modernism and Its Aftermath	4	PHIL 4418	Issues of Life and Death	4
VART 3333	Art Making in Hell's Kitchen	4	PHIL 4486	Evil, Vice, and Sin	4
VART 3535	Seminar: History of Photography	4	POSC 3326	Latino Politics	4
WGSS 3001	Queer Theories	4	POSC 3404	American Political Thought	4

American Religion or Philosophy courses

Courses in this group have the ASRP attribute.

Course	Title	Credits	Course	Title	Credits
AFAM 3115	Martin Luther King Jr. and Malcolm X	4	SOCI 4105	Religion, Gender, and Sexuality	4
AFAM 3120	Black Religion and Black Politics	4	SOCI 4420	Religious Freedom and American Democracy	4
AMCS 3101	The Discernment Seminar	1	SPAN 3123	Questioning Race in Mexican Film and Literature	4
AMCS 3130	Faith in U.S. Politics	4	THEO 3371	The American Transcendentalists: Spirituality Without Religion	3
AMCS 3150	Catholics and Popular Culture	4	THEO 3375	American Religious Texts and Traditions	3
AMCS 3200	American and Catholic	4	THEO 3376	Spirituals, the Blues, and African-American Christianity	3
AMCS 3251	Labor, Leisure, and God	4	THEO 3380	US Latinx Spiritualities	3
AMCS 3340	Catholicism and Democracy	4	THEO 3383	Latin American Liberation Theologies	3
AMCS 3350	American Catholic Poetry	4	THEO 3546	The Bible and Social Justice	3
AMCS 3355	American Catholic Novel	4	THEO 3611	Scripture and the Struggle for Racial Justice	3
AMCS 3359	American Catholic Women Writers	4	THEO 3725	Buddhism in America: A Multimedia Investigation	3
AMCS 3451	Niebuhr in America	4	THEO 3847	Latinx Theology	4
AMCS 3777	Jesuit Conspiracy in America	4	THEO 3874	Religion in America	4
AMCS 3975	Catholic Across Cultures	4	THEO 3876	Muslims in America	4
AMCS 3982	Catholic Studies Seminar II	4	THEO 3961	Religion, Sex, and Culture in America Since 1700	4
ANTH 3354	Race, Identity, and Globalization	4	THEO 3970	Catholics in America	4
ANTH 4373	Environment and Human Survival	4	THEO 3993	Wartime Religion in U.S. History	4
COLI 3652	Contemporary French Philosophy	4	THEO 3995	Religion and the American Self	4
COLI 4570	Films of Moral Struggle	4	THEO 4013	Religion and American Politics	4
COMC 3268	Media and National Identity	4	THEO 4025	Future of Marriage in the 21st Century	4
COMC 4340	Freedom of Expression	4	THEO 4055	What is College For?	4
COMC 4348	Religion, Theology, and New Media	4	THEO 4355	Histories and Cultures of American Evangelicalism	4
COMC 4380	Media and Moral Philosophy	4	THEO 4411	Religion, Theology, and New Media	4
ECON 4110	Ethics and Economics	4	THEO 4600	Religion and Public Life	4
FITV 4570	Films of Moral Struggle	4	THEO 4610	Malcolm, Martin, Baldwin, and the Church	4
FITV 4660	Ethics of Reality Television	4	THEO 4870	Economic Foundations of Catholic Social Teaching	4
HIST 3073	African Intellectual History	4			
HIST 3657	American Constitution	4			
JOUR 4750	Values in the News	4			
MLAL 3535	Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias	4			
PHIL 3195	Political Libertarians and Critics	4			
PHIL 3422	Harry Potter and Philosophy	4			
PHIL 3652	Contemporary French Philosophy	4			
PHIL 3653	Latin American Philosophy	4			

VART 2424	Art and Action on the Bronx River	4
WGSS 4105	Religion, Gender, and Sexuality	4

American History or Social Science courses

Courses in this group have the ASHS attribute.

Course	Title	Credits
AAST 3359	Asian Diasporic Literatures	4
AAST 3929	History of Chinese in the Americas	3
AFAM 1650	Black Popular Culture	4
AFAM 2005	American Pluralism	4
AFAM 3002	African American History II	4
AFAM 3003	African American Family	4
AFAM 3030	African American Women	4
AFAM 3036	Global Black Youth Cultures	4
AFAM 3037	Being and Becoming Black in the Atlantic World	4
AFAM 3102	The Black Family	4
AFAM 3112	The Sixties	4
AFAM 3115	Martin Luther King Jr. and Malcolm X	4
AFAM 3132	Black Prison Experience	4
AFAM 3134	From Rock-N-Roll to Hip-Hop	4
AFAM 3136	U.S. Civil Rights	4
AFAM 3138	Nonviolent Protest	4
AFAM 3139	Buffalo Soldiers: Race and War	4
AFAM 3146	African Immigrants in the United States	3
AFAM 3150	Caribbean Peoples and Culture	4
AFAM 3162	Value in Black and White Drama	4
AFAM 3210	On the Move: Migration, Labor, and Trans-Nationalism in the African Diaspora	4
AFAM 3510	In "America's Backyard": U.S.-Caribbean Social, Political, and Economic Relations 1850-1950	4
AFAM 3632	Harlem Renaissance	4
AFAM 3633	The Bronx: Immigration, Race, and Culture	4
AFAM 3634	Film and the African American	4
AFAM 3663	Minorities in the Media	4
AFAM 3729	The Black American Novel	4
AFAM 3939	History of Global Popular Music: From Africa to the Americas and Back	4
AFAM 3955	Slavery Freedom/Atlantic World	4
AFAM 4000	Affirmative Action and the American Dream	4
AFAM 4105	Queer Caribbean and Its Diasporas	4
AFAM 4600	African Americans and the Law	4
AFAM 4650	Social Welfare and Society	4
AFAM 4890	Research Seminar	4
AFAM 4896	Feeling the Funk	4
AMCS 3251	Labor, Leisure, and God	4
AMCS 3982	Catholic Studies Seminar II	4
AMST 3100	Intro to American Culture	4
AMST 3610	Special Topics: Women and American Comedy	4
AMST 4010	Approaches to American Studies	4

ANTH 2700	You Are What You Eat: The Anthropology of Food	4
ANTH 2770	Anthropology of Childhood	4
ANTH 3111	New World Archaeology	4
ANTH 3180	Ethnographic Methods	4
ANTH 3333	Seeing Race: American Visual Culture in Historical Perspective	4
ANTH 3339	Irish and Mexican Migration: New York Focus	4
ANTH 3351	Comparative Cultures	4
ANTH 3354	Race, Identity, and Globalization	4
ANTH 3356	Uprisings: Protest and Resistance Across the Globe	4
ANTH 3380	Hazards, Disasters, and Human Experience	4
ANTH 3393	Graffiti: The Challenges and Conundrums of Street Art	4
ANTH 3470	People and Cultures of Latin America	4
ANTH 3510	Museums: Representing / Engaging Culture(s)	4
ANTH 3605	Mothering and Motherhood	4
ANTH 3620	Border Cultures in the City: Summer in New York	1
ANTH 3725	Anthropological Theory	4
ANTH 3771	Pyramids, Gods, and Mummies	4
ANTH 4114	Anthropology of Health Healing and Social Justice	4
ANTH 4341	Race, Sex, and Science	4
ANTH 4373	Environment and Human Survival	4
ANTH 4490	Anthropology of Political Violence	4
ARHI 2550	20th Century Art	4
BISC 1002	Ecology: A Human Approach	3
COLI 3359	Asian Diasporic Literatures	4
COLI 4206	Comparative Studies in Revolution	4
COLI 4207	Comparative Studies in Empire	4
COMC 1101	Communications and Culture: History, Theory, and Methods	4
COMC 2236	The Rock Revolution in Music and Media	4
COMC 3268	Media and National Identity	4
COMC 3350	Media Law	4
COMC 3375	Children and Media	4
COMC 4115	Communication and the Food System	4
COMC 4222	Media and the Environment	4
COMC 4338	American Political Communication	4
COMC 4340	Freedom of Expression	4
DISA 2500	Introduction to Disabilities Studies	4
DTEM 4440	Privacy and Surveillance	4
DTEM 4480	Digital Media and Public Responsibility	4
ECON 3235	Economy of Latin America	4
ECON 3435	Industrial Organization	4
ECON 3453	Law and Economics	4
ECON 3570	Labor Market and Diversity	4
ECON 3580	Economics of Diversity	4
ECON 3743	Stocks, Bonds, Options, and Futures	4
ECON 3850	Environmental Economics	4

ECON 3971	Urban Economics	4	HIST 3822	U.S. Cultural History	4
ECON 4110	Ethics and Economics	4	HIST 3824	U.S. Social Movements Since 1900: Struggles for Social Justice	4
ENGL 3001	Queer Theories	4	HIST 3826	Modern US Women's History	4
ENGL 3359	Asian Diasporic Literatures	4	HIST 3827	Wealth & Poverty in the US: Capitalism, Social Welfare & Inequality	4
ENGL 4044	Incarceration: History, Literature, Film	4	HIST 3830	History of American Women and Gender	4
ENGL 4206	Comparative Studies in Revolution	4	HIST 3833	Screening America's Past	4
ENST 3307	Environmental Politics	4	HIST 3838	History of U.S. Sexuality	4
ENST 3308	Catastrophe and Human Survival	4	HIST 3842	The Vietnam Wars	4
ENST 4900	Environmental Internship and Media Advocacy	4	HIST 3844	U.S. Foreign Relations in the 19th Century	4
FITV 2601	History of Television	4	HIST 3845	The History of U.S. Foreign Relations, 1898 to the Present	4
HIST 1100	Understanding Historical Change: American History	3	HIST 3846	The History of U.S. Foreign Relations, 1974 to Present	4
HIST 1103	Understanding Historical Change: Fighting for Equal Rights in American History	3	HIST 3852	The American Radical Tradition	4
HIST 1400	Understanding Historical Change: Latin America	3	HIST 3857	America Since 1945	4
HIST 1851	Understanding Historical Change: Jews in the Modern World	3	HIST 3860	The "Long" 1990s in United States History (1989-2008)	4
HIST 3002	African American History II	4	HIST 3866	History of Comics and Superheroes	4
HIST 3073	African Intellectual History	4	HIST 3867	United States History Through Television	4
HIST 3139	Buffalo Soldiers: Race and War	4	HIST 3868	Culture and Capitalism in the United States	4
HIST 3417	Civil Wars and Revolution in the British Isles	4	HIST 3869	1960s America: Gender, Race and Youth	4
HIST 3565	History of New York	4	HIST 3911	U.S. and East Asia	4
HIST 3627	History of LGBT Movements	4	HIST 3929	History of Chinese in the Americas	3
HIST 3633	The Cold War Space Race	4	HIST 3939	History of Global Popular Music: From Africa to the Americas and Back	4
HIST 3653	Gender in Early America	4	HIST 3942	Race, Sex, and Colonialism	4
HIST 3656	The American Revolution	4	HIST 3950	Latino History	4
HIST 3657	American Constitution	4	HIST 3955	Slavery Freedom/Atlantic World	4
HIST 3675	History of Modern Israel	4	HIST 3961	Rebellion and Revolution in Latin America and the Atlantic World	4
HIST 3682	The United States in the 1950s and the Illusion of Happiness	4	HIST 3963	Afro-Latin America	4
HIST 3745	Colonial America 1492-1765	4	HIST 3965	Colonial Latin America	4
HIST 3747	Slavery and Freedom in Greater New York City	4	HIST 3967	Modern Central America	4
HIST 3752	Coming of the Civil War	4	HIST 3968	Mexico	4
HIST 3753	Civil War, Reconstruction, and Slavery	4	HIST 3969	Latin America and the U.S.	4
HIST 3757	The American South	4	HIST 3977	Latin American History Through Film	4
HIST 3759	African American Women's Activism, 1815-1915	4	HIST 3990	North American Environmental History	4
HIST 3775	The Early Republic	4	HIST 3991	History of the American Indians	4
HIST 3780	The Era of the Civil War	4	HIST 3992	Capitalism	4
HIST 3785	Robber Barons and Reformers: The Gilded Age and Progressive Era in the U.S.	4	HIST 4008	Race and Gender in the Old West	4
HIST 3795	U.S. Between Wars: 1919-1941	4	HIST 4009	Film, Fiction, and Power in the American Century	4
HIST 3799	Race and American Popular Music	4	HIST 4011	Why America Fights	4
HIST 3806	U.S. Immigration/Ethnicity	4	HIST 4031	Rise of the American Suburb	4
HIST 3807	The U.S. in the 1920s and 1930s: From the Jazz Age to Hard Times	4	HIST 4104	Food and Drink in Modern Society	4
HIST 3808	New York City Politics	4	HIST 4312	Antisemitism and Racism	4
HIST 3809	Jews in the Modern World	4	HIST 4331	US in the Middle East: 1945-Present	4
HIST 3810	Jews in America	4	HIST 4510	Conquest, Conversion, Conscience	4
HIST 3815	East European Jewish History	4	HIST 4591	Seminar: Race, Sex, and Colonialism	4
			HIST 4631	Seminar: US in the Mid East: 1945-Pres	4
			HIST 4657	Seminar: New York City History	4

HIST 4760	Seminar: Immigration to the U.S.	4	POSC 3120	New York City Internship	4
HIST 4767	Seminar: Torture and the Western Experience	4	POSC 3121	New York City Politics	4
HIST 4768	Seminar: Gender, Sex and Society in the Early U.S.	4	POSC 3131	Politics, Urban Health, and Environment	4
HIST 4771	Seminar: In Search of the Founders' Constitution	4	POSC 3209	Constitutional Law	4
HIST 4780	Sem: History of Capitalism	4	POSC 3210	Civil Rights and Liberties	4
HIST 4860	Seminar: 1970'S: Revolutionary Decade	4	POSC 3211	The U.S. Congress - Methods Intensive	4
HIST 4913	Social Darwinism: Theme and Variations in Global Context	4	POSC 3213	Interest Group Politics	4
HIST 4922	"Freedom Now": Black Political Thought	4	POSC 3214	The U.S. Congress	4
HIST 4933	Seminar: Cold War Science and Technology	4	POSC 3215	American Political Parties	4
HIST 4954	Seminar: Law and Empire Iberian Atlantic	4	POSC 3216	American Political Institutions	4
HUST 4001	The Humanitarian System: Past, Present, and Future	4	POSC 3217	The American Presidency	4
IRST 3412	Irish America	4	POSC 3219	Constitutional Law and the Death Penalty	4
JOUR 4766	Television News Innovators	4	POSC 3220	Criminal Law and Justice in the U.S.	4
JOUR 4767	History of Women's Magazines	4	POSC 3228	Civil Rights	4
LALS 1400	Understanding Historical Change: Latin America	3	POSC 3231	Judicial Politics	4
LALS 2005	American Pluralism	4	POSC 3303	Political Polarization in American Politics	4
LALS 3000	Latinx Images in Media	4	POSC 3307	Environmental Politics	4
LALS 3343	Crime and Minority Rights	4	POSC 3309	Gender in American Politics	4
LALS 3344	Crime, Literature, and Latinos	4	POSC 3310	Racial and Ethnic Politics	4
LALS 3427	Hispanics/Latinos in the USA	4	POSC 3311	American Social Movements	4
LALS 3670	Hispanic Women	4	POSC 3315	Political Participation	4
LALS 3950	Latino History	4	POSC 3316	Mass Media and American Politics	4
LALS 3951	Popular Education and Social Change in the Americas	4	POSC 3319	Film and Politics	4
LALS 3955	Slavery Freedom/Atlantic World	4	POSC 3321	American Public Policy	4
LALS 3963	Afro-Latin America	4	POSC 3322	Disability Law, Policy, and Advocacy	4
LALS 3967	Modern Central America	4	POSC 3326	Latino Politics	4
LALS 3968	Mexico	4	POSC 3404	American Political Thought	4
LALS 3977	Latin American History Through Film	4	POSC 3408	The Civil Rights Movement and the Courts	4
LALS 4005	Queer Theory and the Americas	4	POSC 3412	Modern Political Thought	4
LALS 4105	Queer Caribbean and Its Diasporas	4	POSC 3426	Sex Wars	4
LALS 4510	Conquest, Conversion, Conscience	4	POSC 3526	Democracy, Terrorism, and Modern Life	4
MEST 3620	Islam in America	4	POSC 3530	U.S. Foreign Policy	4
MLAL 3535	Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias	4	POSC 3531	US Security Policy	4
MLAL 4005	Queer Theory and the Americas	4	POSC 3610	Political Economy of Development	4
MUSC 1100	Introduction to Music History	3	POSC 3614	Political Institutions	4
MVST 4040	Exploring Medieval New York	4	POSC 3632	China and U.S. in Global Era	4
PHIL 3725	Philosophies of Race	4	POSC 3633	China and US-Global Era/Study Tour	4
PHIL 3904	Feminist Philosophy	4	POSC 3641	Latin American Politics	4
PHIL 4302	Environmental Policy and Ethics	4	POSC 3645	Politics of Immigration	4
PHIL 4407	Gender, Power, and Justice	4	POSC 3915	International Political Economy	4
PHIL 4418	Issues of Life and Death	4	POSC 4010	Taming "Wicked Problems": Social Science Research and Solutions Lab	4
PJST 3200	Environmental Justice	4	POSC 4025	Youth and Politics	4
POSC 2001	Political Analysis	4	POSC 4037	Social Movements and Revolutions	4
POSC 2102	Introduction to Urban Politics	4	POSC 4055	What Is College For?	4
POSC 2203	Introduction to the American Legal System	4	POSC 4210	Seminar: State, Family, and Society	4
			POSC 4215	Seminar: Presidential Elections	4
			POSC 4216	Seminar: Campaigns and Elections	4
			POSC 4260	Seminar: Sex and Sexuality in U.S Politics	4
			POSC 4305	Seminar: American Politics Research	4
			POSC 4315	Seminar: Polarization in American Politics	4
			POSC 5100	American Political Behavior	3

PSYC 3600	Multicultural Psychology	4	SOCI 4105	Religion, Gender, and Sexuality	4
PSYC 3640	Cross-Cultural-Psychology	4	SOCI 4400	Gender, Bodies, and Sexuality	4
PSYC 3700	Human Sexuality	4	SOCI 4408	Diversity in American Society	4
PSYC 4310	Aging and Society	4	SOCI 4420	Religious Freedom and American Democracy	4
PSYC 4340	Law and Psychology	4	SOCI 4421	Disability, Literature, Culture: Neurological, Mental, & Cognitive Difference In Culture & Context	4
PSYC 4920	Youth, Values, and Society	4	SOCI 4961	Urban Issues and Policies	4
SOCI 1025	Sociology of American Culture	3	SOCI 4965	Science Fiction and Social Crisis	4
SOCI 2200	Sociology of Culture	4	SOCI 4970	Community Service/Social Action	4
SOCI 2410	Inequality: Class, Race, and Ethnicity	4	SOCI 4971	Dilemmas of the Modern Self	4
SOCI 2420	Social Problems of Race and Ethnicity	4	SPAN 3123	Questioning Race in Mexican Film and Literature	4
SOCI 2701	Introduction to Criminal Justice	4	THEO 3375	American Religious Texts and Traditions	3
SOCI 2800	Sociological Theory	4	THEO 3611	Scripture and the Struggle for Racial Justice	3
SOCI 2847	The 60s: Sex, Drugs, Rock & Roll	4	THEO 3725	Buddhism in America: A Multimedia Investigation	3
SOCI 2925	Media, Crime, Sex, and Violence	4	THEO 3876	Muslims in America	4
SOCI 2960	Popular Culture	4	THEO 4600	Religion and Public Life	4
SOCI 3000	Latinx Images in Media	4	VART 1101	Urbanism	3
SOCI 3002	The New Power Elite	4	VART 2050	Designing the City	4
SOCI 3017	Inequality in America	4	VART 2424	Art and Action on the Bronx River	4
SOCI 3021	Sociology of Medicine	4	VART 3070	Urban Architectural Design	4
SOCI 3070	The City and Its Neighborhoods	4	WGSS 3000	Gender and Sexuality Studies	4
SOCI 3102	Contemporary Social Issues and Policies	4	WGSS 3001	Queer Theories	4
SOCI 3110	Global Conflict: Wars/Religion	4	WGSS 3002	Feminist and Women's Studies	4
SOCI 3114	Sociology of Health and Illness	4	WGSS 3004	Transnational Feminisms	4
SOCI 3134	Politics of Race, Class, and Gender in Higher Education	4	WGSS 3826	Modern US Women's History	4
SOCI 3136	Inequality-Why/Effects	4	WGSS 4005	Queer Theory and the Americas	4
SOCI 3149	Economic Sociology	4	WGSS 4105	Religion, Gender, and Sexuality	4
SOCI 3255	Sociology of Media	4	WGSS 4400	Gender, Bodies, and Sexuality	4
SOCI 3401	Gender, Crime, and Justice	4			
SOCI 3405	Gender, Race, and Class	4			
SOCI 3406	Race/Social Construct	4			
SOCI 3415	Development and Globalization	4			
SOCI 3418	Contemporary Immigration in Global Perspective	4			
SOCI 3425	Racial Segregation: An American Story	4			
SOCI 3427	Hispanics/Latinos in the USA	4			
SOCI 3456	Modern Social Movements	4			
SOCI 3471	Undocumented Migration	4			
SOCI 3500	Contemporary Family Issues	4			
SOCI 3502	Work, Inequality, and Society in 21st Century America	4			
SOCI 3506	Diversity in American Families	4			
SOCI 3601	Urban Poverty	4			
SOCI 3602	Urban Sociology	4			
SOCI 3610	The Family	4			
SOCI 3670	Hispanic Women	4			
SOCI 3708	Law and Society	4			
SOCI 3710	Violence and Politics	4			
SOCI 3711	American Criminal Justice	4			
SOCI 3714	Terrorism and Society	4			
SOCI 3720	Mass Incarceration	4			
SOCI 4010	Taming "Wicked Problems": Social Science Research and Solutions Lab	4			

Availability

The major in American studies is available at Fordham College at Rose Hill and at Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in American studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Fordham College at Lincoln Center students: *The requirements above are in addition to those of the Core Curriculum.*

Professional and Continuing Studies students: *The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.*

CIP Code

05.0102 - American/United States Studies/Civilization.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Concentrations

American studies majors can tailor their coursework to their interests by selecting from a wide range of courses that fall into three areas of concentration.

The three possible areas of concentration are:

1. **Cultural Products:** the arts, literature, thought and media. This concentration focuses on American literature, arts, media, and thought, examining their history and place in American culture and society. Students take courses in literature, film, media, music, the visual arts, the performing arts, popular culture, philosophy, and intellectual history.
2. **Diversity and Difference:** This concentration takes up the problem of American social and cultural pluralism. Students will consider the place of categories such as race, ethnicity, class, gender, and religion in American history. Students will most likely take courses in literature, philosophy, African American studies, Latino studies, history, political science, urban studies, women's studies, religion, American Catholic studies, and sociology.
3. **Power, Politics, and Institutions:** This concentration focuses on American society and institutions, such as politics and religion. Students will primarily take courses in political science, history, sociology, Latino studies, American Catholic studies, African American studies, and urban studies.

Four courses are required in a concentration.

Courses for the Cultural Products concentration

Courses in this group have the ACUP attribute.

Course	Title	Credits
AAST 3357	Writing Asian America	4
AAST 3359	Asian Diasporic Literatures	4
AAST 3647	Seeing Stories: Reading Race and Graphic Narratives	4
AAST 3929	History of Chinese in the Americas	3
AAST 4600	Anger in Asian American Literature and Culture	4
AAST 4603	Asian American Critique	4
AFAM 1650	Black Popular Culture	4
AFAM 2005	American Pluralism	4
AFAM 3002	African American History II	4
AFAM 3036	Global Black Youth Cultures	4
AFAM 3037	Being and Becoming Black in the Atlantic World	4
AFAM 3102	The Black Family	4
AFAM 3112	The Sixties	4
AFAM 3120	Black Religion and Black Politics	4
AFAM 3134	From Rock-N-Roll to Hip-Hop	4
AFAM 3146	African Immigrants in the United States	3
AFAM 3150	Caribbean Peoples and Culture	4
AFAM 3162	Value in Black and White Drama	4

AFAM 3210	On the Move: Migration, Labor, and Trans-Nationalism in the African Diaspora	4
AFAM 3630	Harlem Century	4
AFAM 3633	The Bronx: Immigration, Race, and Culture	4
AFAM 3634	Film and the African American	4
AFAM 3637	Black Feminism: Theory and Expression	4
AFAM 3663	Minorities in the Media	4
AFAM 3667	Caribbean Literature	4
AFAM 3729	The Black American Novel	4
AFAM 3939	History of Global Popular Music: From Africa to the Americas and Back	4
AFAM 3955	Slavery Freedom/Atlantic World	4
AFAM 4105	Queer Caribbean and Its Diasporas	4
AFAM 4896	Feeling the Funk	4
AMCS 3150	Catholics and Popular Culture	4
AMCS 3320	The Writing Irish	4
AMCS 3333	American Catholic Fictions	4
AMCS 3350	American Catholic Poetry	4
AMCS 3975	Catholic Across Cultures	4
AMST 3100	Intro to American Culture	4
AMST 3610	Special Topics: Women and American Comedy	4
ANTH 2700	You Are What You Eat: The Anthropology of Food	4
ANTH 3006	Arab-Americans and the Diasporic Experience	4
ANTH 3111	New World Archaeology	4
ANTH 3333	Seeing Race: American Visual Culture in Historical Perspective	4
ANTH 3339	Irish and Mexican Migration: New York Focus	4
ANTH 3351	Comparative Cultures	4
ANTH 3393	Graffiti: The Challenges and Conundrums of Street Art	4
ANTH 3470	People and Cultures of Latin America	4
ANTH 3510	Museums: Representing / Engaging Culture(s)	4
ANTH 3725	Anthropological Theory	4
ARHI 1103	Introduction to Art History: Americas	3
ARHI 2250	Ancient American Art	4
ARHI 2257	Modern Latin American Art	4
ARHI 2520	American Art	4
ARHI 2526	Art and the Black Atlantic	4
ARHI 2550	20th Century Art	4
ARHI 3555	Contemporary Art	4
ARHI 4230	Art and Ethics: Articulating Function in the Visual Arts	4
ARHI 4250	Aztec Art	4
ARHI 4530	Gender and Modern Art	4
ARHI 4540	Seminar: Modern Art	4
CISC 4001	Computers and Robots in Film	4
CISC 4660	Minds, Machines, and Society	4
COLI 3000	Literary Theories	4
COLI 3137	World Cinema Masterpieces	4

COLI 3143	World Cinema Masterpieces 1960-1980	4	ENGL 3137	World Cinema Masterpieces	4
COLI 3357	Writing Asian America	4	ENGL 3143	World Cinema Masterpieces, 1960-1980	4
COLI 3359	Asian Diasporic Literatures	4	ENGL 3333	Captives, Cannibals, and Rebels	4
COLI 3407	Foreignness & Translation: Multilingual Autobio Writing in Contemp Latin-Am & Latino Lit	4	ENGL 3336	Early American Novel	4
COLI 3438	American Modernism	4	ENGL 3350	Ethnic Camera: Race and Visual Media	4
COLI 3450	The City in Literature and Art	4	ENGL 3357	Writing Asian America	4
COLI 3480	Francophone Caribbean Literature	4	ENGL 3359	Asian Diasporic Literatures	4
COLI 3522	Strange Memories, Strange Desires	4	ENGL 3424	Romantics and Their World	4
COLI 3691	20th Century African-American and African Women	4	ENGL 3436	American Dream in Literature	4
COLI 3692	Anglophone African Literature	4	ENGL 3438	American Modernism	4
COLI 3840	Latin American Culture Through Film	4	ENGL 3441	American Modernism	4
COLI 3910	US Latino Film Making	4	ENGL 3450	The City in Literature and Art	4
COLI 3912	Literature of the Americas	4	ENGL 3512	British and American Poetry: Romantic to Modern	4
COLI 4020	Literature, Film and Development	4	ENGL 3523	Very Contemporary American Fiction	4
COLI 4207	Comparative Studies in Empire	4	ENGL 3535	Modern Poetry	4
COLI 4570	Films of Moral Struggle	4	ENGL 3603	American Renaissance	4
COLI 4600	Anger in Asian American Literature and Culture	4	ENGL 3604	American Literature to 1870	4
COLI 4603	Asian American Critique	4	ENGL 3609	Feminism and American Poetry	4
COMC 1101	Communications and Culture: History, Theory, and Methods	4	ENGL 3611	Modern American Autobiography	4
COMC 2236	The Rock Revolution in Music and Media	4	ENGL 3613	Modern American Novels	4
COMC 2377	Mass Communication and Media Effects	4	ENGL 3616	American Cultures of War	4
COMC 3232	Class, Taste, and Popular Culture	4	ENGL 3617	American Short Story	4
COMC 3235	Popular Music as Communication	4	ENGL 3620	Ordinariness	4
COMC 3240	Photography, Identity, Power	4	ENGL 3624	Melville	4
COMC 3247	Race and Gender in Media	4	ENGL 3625	Early American Literature	4
COMC 3272	History and Culture of Advertising	4	ENGL 3630	Black American Icons	4
COMC 3330	Peace, Justice, and the Media	4	ENGL 3631	Contemporary American Fiction	4
COMC 3370	Ethical Issues in Media	4	ENGL 3635	Future Environments: Human Life After the End	4
COMC 4115	Communication and the Food System	4	ENGL 3636	Introduction to African American Literature	4
COMC 4170	Dissent and Disinformation	4	ENGL 3641	Slavery and American Fiction	4
COMC 4268	Media and the Social Construction of Reality	4	ENGL 3645	The Middle Passage	4
COMC 4340	Freedom of Expression	4	ENGL 3647	Seeing Stories: Reading Race and Graphic Narratives	4
COMC 4348	Religion, Theology, and New Media	4	ENGL 3650	Stayin' Alive: Performing Blackness and Whiteness in 1970s US Film and Literature	4
COMC 4380	Media and Moral Philosophy	4	ENGL 3652	New Wave Immigrant Literature	4
DTEM 1402	Digital Cultures	4	ENGL 3653	Major American Authors	4
DTEM 2414	Media Ecology	4	ENGL 3658	Migrations/Movements/Masks	4
DTEM 3447	Race, Gender, and Digital Media	4	ENGL 3664	Queer Latinx Literature	4
DTEM 3476	Social Media	4	ENGL 3673	Postmodern Literature and Culture	4
DTEM 4440	Privacy and Surveillance	4	ENGL 3680	One Big Book	4
DTEM 4480	Digital Media and Public Responsibility	4	ENGL 3683	Literature Beyond Borders	4
ECON 3580	Economics of Diversity	4	ENGL 3691	Black Atlantic Literature: Modernisms	4
ENGL 1004	Texts and Contexts: Upward Mobility and the Common Good	3	ENGL 3695	Black Protest, Black Resistance, Black Freedom, Black Rage	4
ENGL 3001	Queer Theories	4	ENGL 3701	American Writers in Paris	4
ENGL 3037	US Latinx Literature	4	ENGL 3702	American Naturalism	4
ENGL 3038	Latinx Performance Studies: Image, Fashion, and Politics	4	ENGL 3841	Contemporary Fiction	4
			ENGL 3855	The Jazz Age: Literature and Culture	4
			ENGL 3916	Animals in Literature	4
			ENGL 3930	Introduction to Queer Literature	4

ENGL 3964	Homelessness	4	FITV 3624	Writing Television Dramas	4
ENGL 4008	Seminar: Black Letters	4	FITV 3637	Queer Studies in Film and Television	4
ENGL 4010	Seminar: American Crime Stories	4	FITV 3639	Quality Television/Cult TV	4
ENGL 4033	Sound in U.S. Culture, History, and Literature	4	FITV 3647	TV, Identity, and Representation	4
ENGL 4106	Seminar: The Great Depression: Literature and Culture	4	FITV 3648	Television, Race, and Civil Rights	4
ENGL 4108	Seminar: Exhibiting Latinidad: Curation/Display/Intervention	4	FITV 3658	Italian Americans on Screen	4
ENGL 4113	Seminar: Writing Whiteness	4	FITV 3678	Television Comedy and American Values	4
ENGL 4116	Seminar: The Beat Generation and U.S. Culture	4	FITV 4570	Films of Moral Struggle	4
ENGL 4119	Seminar: God and Money in Early America	4	FITV 4625	Writing Television Sitcoms	4
ENGL 4121	New York City in Fiction	4	FITV 4660	Ethics of Reality Television	4
ENGL 4149	Modern Drama as Moral Crucible	4	FITV 4676	Television and Society	4
ENGL 4184	Postwar American Literature and Culture	4	FREN 3225	Hollywood's Holy Grail: Medieval French Literature on the Screen	4
ENGL 4185	Caribbean Islands and Oceans	4	FREN 3480	Francophone Caribbean Literature	4
ENGL 4207	Comparative Studies in Empire	4	FREN 3675	America! French and Francophone Perspectives	4
ENGL 4216	Animal Welfare in Literature and Culture	4	GERM 3030	Kafka und Amerika	4
ENGL 4228	Black Protest from Slavery to #BlackLivesMatter	4	HIST 3653	Gender in Early America	4
ENGL 4236	Seminar: Latin American Short Story	4	HIST 3682	The United States in the 1950s and the Illusion of Happiness	4
ENGL 4370	Disgust in Literature and Psychology	4	HIST 3757	The American South	4
ENGL 4403	Extraordinary Bodies	4	HIST 3799	Race and American Popular Music	4
ENGL 4425	Seminar: Nathaniel Hawthorne	4	HIST 3806	U.S. Immigration/Ethnicity	4
ENGL 4600	Anger in Asian American Literature and Culture	4	HIST 3807	The U.S. in the 1920s and 1930s: From the Jazz Age to Hard Times	4
ENGL 4603	Asian American Critique	4	HIST 3809	Jews in the Modern World	4
ENGL 4606	Seminar: James Baldwin	4	HIST 3810	Jews in America	4
FITV 1601	Understanding Television	4	HIST 3822	U.S. Cultural History	4
FITV 2425	Digital Video Production I for FITV	4	HIST 3826	Modern US Women's History	4
FITV 2501	History of Film, 1895-1950	4	HIST 3833	Screening America's Past	4
FITV 2511	Screenwriting I	4	HIST 3838	History of U.S. Sexuality	4
FITV 2531	Serials, Series, and Franchise Films	4	HIST 3860	The "Long" 1990s in United States History (1989-2008)	4
FITV 2533	Fashion Costuming in Film	4	HIST 3866	History of Comics and Superheroes	4
FITV 2601	History of Television	4	HIST 3867	United States History Through Television	4
FITV 2670	Television and Social Change	4	HIST 3868	Culture and Capitalism in the United States	4
FITV 2674	Teen Television	4	HIST 3929	History of Chinese in the Americas	3
FITV 3501	Film Theory and Criticism	4	HIST 3939	History of Global Popular Music: From Africa to the Americas and Back	4
FITV 3511	Screenwriting II	4	HIST 3950	Latino History	4
FITV 3535	Film Adaptation	4	HIST 3955	Slavery Freedom/Atlantic World	4
FITV 3545	Film and Television of Hitchcock	4	HIST 3969	Latin America and the U.S.	4
FITV 3548	Film and Gender	4	HIST 3977	Latin American History Through Film	4
FITV 3551	Film History 1950-Present	4	HIST 3991	History of the American Indians	4
FITV 3553	Hollywood Genres	4	HIST 4005	American Photography: History and Art	4
FITV 3555	The City in Film and Television	4	HIST 4009	Film, Fiction, and Power in the American Century	4
FITV 3565	The Documentary Idea	4	HIST 4104	Food and Drink in Modern Society	4
FITV 3571	Science Fiction in Film and Television	4	HIST 4312	Antisemitism and Racism	4
FITV 3578	American Film Comedy	4	HIST 4860	Seminar: 1970'S: Revolutionary Decade	4
FITV 3579	Movies and American Experience	4	HIST 4954	Seminar: Law and Empire Iberian Atlantic	4
FITV 3585	Transnational Asian Media	4	IRST 3412	Irish America	4
FITV 3588	Global Cinema	4	JOUR 2723	Introduction to Climate Storytelling	4
FITV 3601	Television Theory and Criticism	4			

JOUR 3769	History of Television and Radio News	4	POSC 4210	Seminar: State, Family, and Society	4
JOUR 4766	Television News Innovators	4	PSYC 4370	Disgust in Literature and Psychology	4
JOUR 4767	History of Women's Magazines	4	SOCI 1025	Sociology of American Culture	3
LALS 2005	American Pluralism	4	SOCI 2200	Sociology of Culture	4
LALS 3000	Latinx Images in Media	4	SOCI 2847	The 60s: Sex, Drugs, Rock & Roll	4
LALS 3275	Hybrid Futures: A Panorama of Mexican Short Fiction	4	SOCI 2960	Popular Culture	4
LALS 3344	Crime, Literature, and Latinos	4	SOCI 3000	Latinx Images in Media	4
LALS 3346	Latinos and the Media	4	SOCI 3500	Contemporary Family Issues	4
LALS 3407	Foreignness & Translation: Multilingual Autobiography Writing in Contemp Latin-Am & Latino Lit	4	SOCI 3506	Diversity in American Families	4
LALS 3421	Latin American Fiction	4	SOCI 3602	Urban Sociology	4
LALS 3601	Latin American Archeology	4	SOCI 3670	Hispanic Women	4
LALS 3670	Hispanic Women	4	SOCI 4408	Diversity in American Society	4
LALS 3840	Latin America Through Film	4	SOCI 4965	Science Fiction and Social Crisis	4
LALS 3950	Latino History	4	SPAN 3002	Latin America: Literature and Culture Survey	4
LALS 3955	Slavery Freedom/Atlantic World	4	SPAN 3066	Survey of Latin American Film	4
LALS 3977	Latin American History Through Film	4	SPAN 3072	Geographies of Power/Injustice	4
LALS 4005	Queer Theory and the Americas	4	SPAN 3123	Questioning Race in Mexican Film and Literature	4
LALS 4105	Queer Caribbean and Its Diasporas	4	SPAN 3166	Trends in Latin American Film	4
LALS 4347	Latinx Borders	4	SPAN 3275	Hybrid Futures: A Panorama of Mexican Short Fiction	4
LING 2675	Sounds of New York	4	SPAN 3300	Modern Latin American Visual Culture	4
MLAL 3001	The Italian American Experience in Literature and Film	4	SPAN 3405	Women Translators in the Spanish-Speaking World	4
MLAL 3005	Themes in Latina/o and Latin American Studies	4	SPAN 3407	Foreignness & Translation: Multilingual Autobiography Writing in Contemp Latin-Am & Latino Lit (1980-2015)	4
MLAL 3442	Arabic Culture and the News Media	4	SPAN 3560	Reimagining the Colonies	4
MLAL 3535	Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias	4	SPAN 3582	New York in Latinx Literature and Film	4
MLAL 3701	Villains, Vamps and Vampires: An Introduction to German Cinema	4	SPAN 3610	Children's Gaze in Latin American Literature	4
MLAL 4005	Queer Theory and the Americas	4	SPAN 3625	Spanish-American Short Fiction	4
MLAL 4007	Oral History, Literature & Film	4	SPAN 3642	Spanish-American Literature and Popular Music	4
MUSC 1100	Introduction to Music History	3	SPAN 3701	Spanish-American Women Writers	4
MUSC 2014	Jazz: A History in Sound	4	SPAN 3710	Contemporary Latin American Fiction	4
MUSC 2022	Broadway Musicals	4	SPAN 3712	Literatures of the Latin American Boom and Post-Boom	4
MUSC 2024	The Musical Theater of Stephen Sondheim	4	SPAN 3715	Latin American Cyberliterature	4
MUSC 2031	Rock and Pop Music Since World War II	4	SPAN 3808	Bodies, Touch, and Affect in Argentine Film and Literature	4
MUSC 4001	Music, Text, and the Imperial Encounter	4	SPAN 3820	Hispanic Caribbean Literature	4
MVST 1250	Traditions of Storytelling	4	SPAN 3850	Narrating the City	4
MVST 3225	Hollywood's Holy Grail: Medieval French Literature on the Screen	4	SPAN 4347	Latinx Borders	4
MVST 4040	Exploring Medieval New York	4	THEA 4045	Young, Gifted, and Black	4
PHIL 3422	Harry Potter and Philosophy	4	THEO 3375	American Religious Texts and Traditions	3
PHIL 3606	Early Modern Philosophy: Self and World	4	THEO 3376	Spirituals, the Blues, and African-American Christianity	3
PHIL 3722	Native American Philosophy	4	THEO 3383	Latin American Liberation Theologies	3
PHIL 3725	Philosophies of Race	4	THEO 3961	Religion, Sex, and Culture in America Since 1700	4
PHIL 3904	Feminist Philosophy	4	THEO 4013	Religion and American Politics	4
POSC 3316	Mass Media and American Politics	4	THEO 4025	Future of Marriage in the 21st Century	4
POSC 3319	Film and Politics	4			
POSC 4013	Religion and American Politics	4			
POSC 4025	Youth and Politics	4			

THEO 4355	Histories and Cultures of American Evangelicalism	4	AFAM 3510	In "America's Backyard": U.S.-Caribbean Social, Political, and Economic Relations 1850-1950	4
THEO 4600	Religion and Public Life	4	AFAM 3632	Harlem Renaissance	4
VART 1101	Urbanism	3	AFAM 3633	The Bronx: Immigration, Race, and Culture	4
VART 1111	Intro to Art & Engagement: Protest, Participation, the Public and other Performance Practices	4	AFAM 3634	Film and the African American	4
VART 2424	Art and Action on the Bronx River	4	AFAM 3637	Black Feminism: Theory and Expression	4
VART 3060	Visual Justice: Enacting Change Through Image-Based Storytelling	4	AFAM 3663	Minorities in the Media	4
VART 3134	20th Century Art: Modernism and Modernity	4	AFAM 3667	Caribbean Literature	4
VART 3135	Modernism and Its Aftermath	4	AFAM 3729	The Black American Novel	4
VART 3333	Art Making in Hell's Kitchen	4	AFAM 3939	History of Global Popular Music: From Africa to the Americas and Back	4
VART 3535	Seminar: History of Photography	4	AFAM 3955	Slavery Freedom/Atlantic World	4
WGSS 3000	Gender and Sexuality Studies	4	AFAM 4000	Affirmative Action and the American Dream	4
WGSS 3001	Queer Theories	4	AFAM 4105	Queer Caribbean and Its Diasporas	4
WGSS 3826	Modern US Women's History	4	AFAM 4650	Social Welfare and Society	4
WGSS 4005	Queer Theory and the Americas	4	AFAM 4890	Research Seminar	4

Courses for the Diversity and Difference concentration

Courses in this group have the ADVD attribute.

Course	Title	Credits	Course	Title	Credits
AAST 3357	Writing Asian America	4	AMCS 3200	American and Catholic	4
AAST 3359	Asian Diasporic Literatures	4	AMCS 3340	Catholicism and Democracy	4
AAST 3647	Seeing Stories: Reading Race and Graphic Narratives	4	AMST 3610	Special Topics: Women and American Comedy	4
AAST 3929	History of Chinese in the Americas	3	ANTH 2700	You Are What You Eat: The Anthropology of Food	4
AAST 4600	Anger in Asian American Literature and Culture	4	ANTH 2800	The Anthropology of Food: Community Engaged Learning	4
AAST 4603	Asian American Critique	4	ANTH 3006	Arab-Americans and the Diasporic Experience	4
AFAM 1650	Black Popular Culture	4	ANTH 3180	Ethnographic Methods	4
AFAM 2005	American Pluralism	4	ANTH 3333	Seeing Race: American Visual Culture in Historical Perspective	4
AFAM 3002	African American History II	4	ANTH 3339	Irish and Mexican Migration: New York Focus	4
AFAM 3003	African American Family	4	ANTH 3351	Comparative Cultures	4
AFAM 3030	African American Women	4	ANTH 3354	Race, Identity, and Globalization	4
AFAM 3036	Global Black Youth Cultures	4	ANTH 3356	Uprisings: Protest and Resistance Across the Globe	4
AFAM 3037	Being and Becoming Black in the Atlantic World	4	ANTH 3470	People and Cultures of Latin America	4
AFAM 3102	The Black Family	4	ANTH 3620	Border Cultures in the City: Summer in New York	1
AFAM 3112	The Sixties	4	ANTH 3725	Anthropological Theory	4
AFAM 3115	Martin Luther King Jr. and Malcolm X	4	ANTH 3771	Pyramids, Gods, and Mummies	4
AFAM 3120	Black Religion and Black Politics	4	ANTH 4341	Race, Sex, and Science	4
AFAM 3132	Black Prison Experience	4	ANTH 4373	Environment and Human Survival	4
AFAM 3134	From Rock-N-Roll to Hip-Hop	4	ARHI 2257	Modern Latin American Art	4
AFAM 3136	U.S. Civil Rights	4	ARHI 2526	Art and the Black Atlantic	4
AFAM 3139	Buffalo Soldiers: Race and War	4	ARHI 4250	Aztec Art	4
AFAM 3146	African Immigrants in the United States	3	ARHI 4530	Gender and Modern Art	4
AFAM 3150	Caribbean Peoples and Culture	4	COLI 3357	Writing Asian America	4
AFAM 3162	Value in Black and White Drama	4	COLI 3359	Asian Diasporic Literatures	4
AFAM 3210	On the Move: Migration, Labor, and Trans-Nationalism in the African Diaspora	4	COLI 3407	Foreignness & Translation: Multilingual Autobiography Writing in Contemp Latin-Am & Latino Lit	4
			COLI 3522	Strange Memories, Strange Desires	4

COLI 3691	20th Century African-American and African Women	4	ENGL 4108	Seminar: Exhibiting Latinidad: Curation/Display/Intervention	4
COLI 3692	Anglophone African Literature	4	ENGL 4113	Seminar: Writing Whiteness	4
COLI 3840	Latin American Culture Through Film	4	ENGL 4185	Caribbean Islands and Oceans	4
COLI 3912	Literature of the Americas	4	ENGL 4228	Black Protest from Slavery to #BlackLivesMatter	4
COLI 4207	Comparative Studies in Empire	4	ENGL 4403	Extraordinary Bodies	4
COLI 4600	Anger in Asian American Literature and Culture	4	ENGL 4600	Anger in Asian American Literature and Culture	4
COLI 4603	Asian American Critique	4	ENGL 4603	Asian American Critique	4
COMC 3232	Class, Taste, and Popular Culture	4	ENGL 4606	Seminar: James Baldwin	4
COMC 3240	Photography, Identity, Power	4	FITV 2670	Television and Social Change	4
COMC 3247	Race and Gender in Media	4	FITV 3548	Film and Gender	4
COMC 3268	Media and National Identity	4	FITV 3555	The City in Film and Television	4
COMC 3272	History and Culture of Advertising	4	FITV 3585	Transnational Asian Media	4
COMC 4340	Freedom of Expression	4	FITV 3588	Global Cinema	4
DANC 2010	Black Tradition in American Dance	3	FITV 3637	Queer Studies in Film and Television	4
DISA 2500	Introduction to Disabilities Studies	4	FITV 3647	TV, Identity, and Representation	4
DTEM 3447	Race, Gender, and Digital Media	4	FITV 3648	Television, Race, and Civil Rights	4
ECON 3235	Economy of Latin America	4	FITV 3658	Italian Americans on Screen	4
ECON 3570	Labor Market and Diversity	4	FITV 3678	Television Comedy and American Values	4
ECON 3580	Economics of Diversity	4	FITV 4660	Ethics of Reality Television	4
ENGL 3001	Queer Theories	4	FITV 4676	Television and Society	4
ENGL 3037	US Latinx Literature	4	GERM 3307	Germany and Migration	4
ENGL 3038	Latinx Performance Studies: Image, Fashion, and Politics	4	HIST 1103	Understanding Historical Change: Fighting for Equal Rights in American History	3
ENGL 3350	Ethnic Camera: Race and Visual Media	4	HIST 1851	Understanding Historical Change: Jews in the Modern World	3
ENGL 3357	Writing Asian America	4	HIST 3002	African American History II	4
ENGL 3359	Asian Diasporic Literatures	4	HIST 3073	African Intellectual History	4
ENGL 3609	Feminism and American Poetry	4	HIST 3139	Buffalo Soldiers: Race and War	4
ENGL 3630	Black American Icons	4	HIST 3627	History of LGBT Movements	4
ENGL 3636	Introduction to African American Literature	4	HIST 3653	Gender in Early America	4
ENGL 3641	Slavery and American Fiction	4	HIST 3675	History of Modern Israel	4
ENGL 3645	The Middle Passage	4	HIST 3757	The American South	4
ENGL 3647	Seeing Stories: Reading Race and Graphic Narratives	4	HIST 3759	African American Women's Activism, 1815–1915	4
ENGL 3650	Stayin' Alive: Performing Blackness and Whiteness in 1970s US Film and Literature	4	HIST 3799	Race and American Popular Music	4
ENGL 3652	New Wave Immigrant Literature	4	HIST 3806	U.S. Immigration/Ethnicity	4
ENGL 3658	Migrations/Movements/Masks	4	HIST 3809	Jews in the Modern World	4
ENGL 3664	Queer Latinx Literature	4	HIST 3810	Jews in America	4
ENGL 3683	Literature Beyond Borders	4	HIST 3815	East European Jewish History	4
ENGL 3691	Black Atlantic Literature: Modernisms	4	HIST 3824	U.S. Social Movements Since 1900: Struggles for Social Justice	4
ENGL 3695	Black Protest, Black Resistance, Black Freedom, Black Rage	4	HIST 3826	Modern US Women's History	4
ENGL 3701	American Writers in Paris	4	HIST 3827	Wealth & Poverty in the US: Capitalism, Social Welfare & Inequality	4
ENGL 3855	The Jazz Age: Literature and Culture	4	HIST 3830	History of American Women and Gender	4
ENGL 3930	Introduction to Queer Literature	4	HIST 3838	History of U.S. Sexuality	4
ENGL 3964	Homelessness	4	HIST 3866	History of Comics and Superheroes	4
ENGL 4008	Seminar: Black Letters	4	HIST 3911	U.S. and East Asia	4
ENGL 4044	Incarceration: History, Literature, Film	4	HIST 3929	History of Chinese in the Americas	3
ENGL 4106	Seminar: The Great Depression: Literature and Culture	4	HIST 3939	History of Global Popular Music: From Africa to the Americas and Back	4

HIST 3942	Race, Sex, and Colonialism	4	MLAL 3001	The Italian American Experience in Literature and Film	4
HIST 3950	Latino History	4	MLAL 3005	Themes in Latina/o and Latin American Studies	4
HIST 3955	Slavery Freedom/Atlantic World	4	MLAL 3307	Germany and Migration	4
HIST 3961	Rebellion and Revolution in Latin America and the Atlantic World	4	MLAL 3442	Arabic Culture and the News Media	4
HIST 3963	Afro-Latin America	4	MLAL 3701	Villains, Vamps and Vampires: An Introduction to German Cinema	4
HIST 3965	Colonial Latin America	4	MLAL 4005	Queer Theory and the Americas	4
HIST 3968	Mexico	4	MLAL 4347	Latinos: Fact and Fiction	4
HIST 3969	Latin America and the U.S.	4	PHIL 3720	African American Philosophy	4
HIST 3977	Latin American History Through Film	4	PHIL 3722	Native American Philosophy	4
HIST 3991	History of the American Indians	4	PHIL 4407	Gender, Power, and Justice	4
HIST 4008	Race and Gender in the Old West	4	PHIL 4418	Issues of Life and Death	4
HIST 4104	Food and Drink in Modern Society	4	POSC 3210	Civil Rights and Liberties	4
HIST 4331	US in the Middle East: 1945-Present	4	POSC 3220	Criminal Law and Justice in the U.S.	4
HIST 4510	Conquest, Conversion, Conscience	4	POSC 3228	Civil Rights	4
HIST 4591	Seminar: Race, Sex, and Colonialism	4	POSC 3309	Gender in American Politics	4
HIST 4631	Seminar: US in the Mid East: 1945-Pres	4	POSC 3310	Racial and Ethnic Politics	4
HIST 4760	Seminar: Immigration to the U.S.	4	POSC 3322	Disability Law, Policy, and Advocacy	4
HIST 4768	Seminar: Gender, Sex and Society in the Early U.S.	4	POSC 3326	Latino Politics	4
HIST 4922	"Freedom Now": Black Political Thought	4	POSC 3408	The Civil Rights Movement and the Courts	4
HIST 4954	Seminar: Law and Empire Iberian Atlantic	4	POSC 3426	Sex Wars	4
HUST 4001	The Humanitarian System: Past, Present, and Future	4	POSC 3632	China and U.S. in Global Era	4
IRST 3412	Irish America	4	POSC 3633	China and US-Global Era/Study Tour	4
LALS 2005	American Pluralism	4	POSC 3641	Latin American Politics	4
LALS 3000	Latinx Images in Media	4	POSC 3645	Politics of Immigration	4
LALS 3005	Latin American Themes	4	POSC 4037	Social Movements and Revolutions	4
LALS 3275	Hybrid Futures: A Panorama of Mexican Short Fiction	4	POSC 4055	What Is College For?	4
LALS 3343	Crime and Minority Rights	4	POSC 4260	Seminar: Sex and Sexuality in U.S Politics	4
LALS 3344	Crime, Literature, and Latinos	4	PSYC 3600	Multicultural Psychology	4
LALS 3346	Latinos and the Media	4	PSYC 3640	Cross-Cultural-Psychology	4
LALS 3407	Foreignness & Translation: Multilingual Autbio Writing in Contemp Latin-Am & Latino Lit	4	PSYC 3700	Human Sexuality	4
LALS 3421	Latin American Fiction	4	PSYC 4310	Aging and Society	4
LALS 3427	Hispanics/Latinos in the USA	4	PSYC 4920	Youth, Values, and Society	4
LALS 3600	Latin America: Current Trends	4	SOCI 1025	Sociology of American Culture	3
LALS 3601	Latin American Archeology	4	SOCI 2200	Sociology of Culture	4
LALS 3670	Hispanic Women	4	SOCI 2410	Inequality: Class, Race, and Ethnicity	4
LALS 3840	Latin America Through Film	4	SOCI 2420	Social Problems of Race and Ethnicity	4
LALS 3950	Latino History	4	SOCI 2800	Sociological Theory	4
LALS 3955	Slavery Freedom/Atlantic World	4	SOCI 3000	Latinx Images in Media	4
LALS 3963	Afro-Latin America	4	SOCI 3017	Inequality in America	4
LALS 3968	Mexico	4	SOCI 3070	The City and Its Neighborhoods	4
LALS 3977	Latin American History Through Film	4	SOCI 3102	Contemporary Social Issues and Policies	4
LALS 4005	Queer Theory and the Americas	4	SOCI 3134	Politics of Race, Class, and Gender in Higher Education	4
LALS 4105	Queer Caribbean and Its Diasporas	4	SOCI 3136	Inequality-Why/Effects	4
LALS 4347	Latinx Borders	4	SOCI 3401	Gender, Crime, and Justice	4
LALS 4510	Conquest, Conversion, Conscience	4	SOCI 3405	Gender, Race, and Class	4
LING 2675	Sounds of New York	4	SOCI 3406	Race/Social Construct	4
MEST 3620	Islam in America	4	SOCI 3418	Contemporary Immigration in Global Perspective	4
			SOCI 3425	Racial Segregation: An American Story	4

SOCI 3427	Hispanics/Latinos in the USA	4
SOCI 3456	Modern Social Movements	4
SOCI 3471	Undocumented Migration	4
SOCI 3502	Work, Inequality, and Society in 21st Century America	4
SOCI 3503	Work, Family, and Gender	4
SOCI 3506	Diversity in American Families	4
SOCI 3670	Hispanic Women	4
SOCI 3720	Mass Incarceration	4
SOCI 4105	Religion, Gender, and Sexuality	4
SOCI 4400	Gender, Bodies, and Sexuality	4
SOCI 4408	Diversity in American Society	4
SOCI 4421	Disability, Literature, Culture: Neurological, Mental, & Cognitive Difference In Culture & Context	4
SOCI 4961	Urban Issues and Policies	4
SOCI 4970	Community Service/Social Action	4
SPAN 3002	Latin America: Literature and Culture Survey	4
SPAN 3066	Survey of Latin American Film	4
SPAN 3072	Geographies of Power/Injustice	4
SPAN 3166	Trends in Latin American Film	4
SPAN 3275	Hybrid Futures: A Panorama of Mexican Short Fiction	4
SPAN 3300	Modern Latin American Visual Culture	4
SPAN 3407	Foreignness & Translation: Multilingual Autobiography Writing in Contemporary Latin-American & Latino Literature (1980-2015)	4
SPAN 3560	Reimagining the Colonies	4
SPAN 3582	New York in Latin American Literature and Film	4
SPAN 3610	Children's Gaze in Latin American Literature	4
SPAN 3625	Spanish-American Short Fiction	4
SPAN 3642	Spanish-American Literature and Popular Music	4
SPAN 3701	Spanish-American Women Writers	4
SPAN 3710	Contemporary Latin American Fiction	4
SPAN 3712	Literatures of the Latin American Boom and Post-Boom	4
SPAN 3715	Latin American Cyberliterature	4
SPAN 3808	Bodies, Touch, and Affect in Argentine Film and Literature	4
SPAN 3820	Hispanic Caribbean Literature	4
SPAN 3850	Narrating the City	4
SPAN 4347	Latin American Borders	4
THEA 4045	Young, Gifted, and Black	4
THEO 3376	Spirituals, the Blues, and African-American Christianity	3
THEO 3380	US Latin American Spiritualities	3
THEO 3725	Buddhism in America: A Multimedia Investigation	3
THEO 3847	Latin American Theology	4
THEO 3876	Muslims in America	4
THEO 4610	Malcolm, Martin, Baldwin, and the Church	4
VART 2222	Art of the Interview	4
VART 3333	Art Making in Hell's Kitchen	4
WGSS 3000	Gender and Sexuality Studies	4
WGSS 3001	Queer Theories	4
WGSS 3002	Feminist and Women's Studies	4
WGSS 4005	Queer Theory and the Americas	4
WGSS 4105	Religion, Gender, and Sexuality	4
WGSS 4400	Gender, Bodies, and Sexuality	4

Courses for the Power, Politics, and Institutions concentration

Courses in this group have the APPI attribute.

Course	Title	Credits
AFAM 2005	American Pluralism	4
AFAM 3002	African American History II	4
AFAM 3030	African American Women	4
AFAM 3037	Being and Becoming Black in the Atlantic World	4
AFAM 3102	The Black Family	4
AFAM 3115	Martin Luther King Jr. and Malcolm X	4
AFAM 3120	Black Religion and Black Politics	4
AFAM 3132	Black Prison Experience	4
AFAM 3136	U.S. Civil Rights	4
AFAM 3138	Nonviolent Protest	4
AFAM 3146	African Immigrants in the United States	3
AFAM 3150	Caribbean Peoples and Culture	4
AFAM 3510	In "America's Backyard": U.S.-Caribbean Social, Political, and Economic Relations 1850-1950	4
AFAM 3633	The Bronx: Immigration, Race, and Culture	4
AFAM 4000	Affirmative Action and the American Dream	4
AFAM 4600	African Americans and the Law	4
AFAM 4650	Social Welfare and Society	4
AMCS 3130	Faith in U.S. Politics	4
AMCS 3200	American and Catholic	4
AMCS 3340	Catholicism and Democracy	4
AMCS 3451	Niebuhr in America	4
ANTH 3180	Ethnographic Methods	4
ANTH 3354	Race, Identity, and Globalization	4
ANTH 3356	Uprisings: Protest and Resistance Across the Globe	4
ANTH 3380	Hazards, Disasters, and Human Experience	4
ANTH 3510	Museums: Representing / Engaging Culture(s)	4
ANTH 3725	Anthropological Theory	4
ANTH 4373	Environment and Human Survival	4
ANTH 4490	Anthropology of Political Violence	4
BISC 1002	Ecology: A Human Approach	3
CISC 4650	Cyberspace: Issues and Ethics	4
COLI 4206	Comparative Studies in Revolution	4
COLI 4207	Comparative Studies in Empire	4
COMC 2377	Mass Communication and Media Effects	4
COMC 3232	Class, Taste, and Popular Culture	4
COMC 3247	Race and Gender in Media	4

COMC 3268	Media and National Identity	4	HIST 3753	Civil War, Reconstruction, and Slavery	4
COMC 3272	History and Culture of Advertising	4	HIST 3757	The American South	4
COMC 3330	Peace, Justice, and the Media	4	HIST 3759	African American Women's Activism, 1815–1915	4
COMC 3350	Media Law	4	HIST 3775	The Early Republic	4
COMC 3370	Ethical Issues in Media	4	HIST 3780	The Era of the Civil War	4
COMC 3375	Children and Media	4	HIST 3785	Robber Barons and Reformers: The Gilded Age and Progressive Era in the U.S.	4
COMC 3378	Media, Youth Culture, and Civic Discourse	4	HIST 3795	U.S. Between Wars: 1919-1941	4
COMC 4170	Dissent and Disinformation	4	HIST 3806	U.S. Immigration/Ethnicity	4
COMC 4222	Media and the Environment	4	HIST 3808	New York City Politics	4
COMC 4268	Media and the Social Construction of Reality	4	HIST 3824	U.S. Social Movements Since 1900: Struggles for Social Justice	4
COMC 4338	American Political Communication	4	HIST 3826	Modern US Women's History	4
COMC 4340	Freedom of Expression	4	HIST 3830	History of American Women and Gender	4
COMC 4360	Communication Ethics and the Public Sphere	4	HIST 3838	History of U.S. Sexuality	4
DTEM 1402	Digital Cultures	4	HIST 3842	The Vietnam Wars	4
DTEM 4440	Privacy and Surveillance	4	HIST 3844	U.S. Foreign Relations in the 19th Century	4
DTEM 4480	Digital Media and Public Responsibility	4	HIST 3845	The History of U.S. Foreign Relations, 1898 to the Present	4
ECON 3235	Economy of Latin America	4	HIST 3846	The History of U.S. Foreign Relations, 1974 to Present	4
ECON 3435	Industrial Organization	4	HIST 3852	The American Radical Tradition	4
ECON 3453	Law and Economics	4	HIST 3857	America Since 1945	4
ECON 3580	Economics of Diversity	4	HIST 3860	The "Long" 1990s in United States History (1989-2008)	4
ECON 3743	Stocks, Bonds, Options, and Futures	4	HIST 3868	Culture and Capitalism in the United States	4
ECON 3850	Environmental Economics	4	HIST 3869	1960s America: Gender, Race and Youth	4
ECON 3971	Urban Economics	4	HIST 3950	Latino History	4
ECON 4110	Ethics and Economics	4	HIST 3961	Rebellion and Revolution in Latin America and the Atlantic World	4
ENGL 3695	Black Protest, Black Resistance, Black Freedom, Black Rage	4	HIST 3967	Modern Central America	4
ENGL 4044	Incarceration: History, Literature, Film	4	HIST 3969	Latin America and the U.S.	4
ENGL 4119	Seminar: God and Money in Early America	4	HIST 3990	North American Environmental History	4
ENGL 4206	Comparative Studies in Revolution	4	HIST 3991	History of the American Indians	4
ENGL 4207	Comparative Studies in Empire	4	HIST 3992	Capitalism	4
ENGL 4228	Black Protest from Slavery to #BlackLivesMatter	4	HIST 4008	Race and Gender in the Old West	4
ENST 3307	Environmental Politics	4	HIST 4009	Film, Fiction, and Power in the American Century	4
ENST 3308	Catastrophe and Human Survival	4	HIST 4011	Why America Fights	4
ENST 4900	Environmental Internship and Media Advocacy	4	HIST 4331	US in the Middle East: 1945-Present	4
FITV 2601	History of Television	4	HIST 4510	Conquest, Conversion, Conscience	4
FITV 3648	Television, Race, and Civil Rights	4	HIST 4591	Seminar: Race, Sex, and Colonialism	4
HIST 1100	Understanding Historical Change: American History	3	HIST 4631	Seminar: US in the Mid East: 1945-Pres	4
HIST 1103	Understanding Historical Change: Fighting for Equal Rights in American History	3	HIST 4767	Seminar: Torture and the Western Experience	4
HIST 3073	African Intellectual History	4	HIST 4771	Seminar: In Search of the Founders' Constitution	4
HIST 3417	Civil Wars and Revolution in the British Isles	4	HIST 4780	Sem: History of Capitalism	4
HIST 3566	War and Imperialism	4	HIST 4922	"Freedom Now": Black Political Thought	4
HIST 3633	The Cold War Space Race	4	HIST 4933	Seminar: Cold War Science and Technology	4
HIST 3653	Gender in Early America	4	HPRH 2101	Justice I: The American Experience	3
HIST 3657	American Constitution	4	HUST 4001	The Humanitarian System: Past, Present, and Future	4
HIST 3747	Slavery and Freedom in Greater New York City	4			
HIST 3752	Coming of the Civil War	4			

IRST 3412	Irish America	4	POSC 3413	Contemporary Political Philosophy	4
JOUR 1761	The Power of News	3	POSC 3415	Politics, Reason, and Revelation	4
JOUR 2723	Introduction to Climate Storytelling	4	POSC 3426	Sex Wars	4
JOUR 3760	The Journalist and the Law	4	POSC 3526	Democracy, Terrorism, and Modern Life	4
JOUR 4750	Values in the News	4	POSC 3527	United Nations Peace Operations	4
JOUR 4766	Television News Innovators	4	POSC 3530	U.S. Foreign Policy	4
LALS 3343	Crime and Minority Rights	4	POSC 3610	Political Economy of Development	4
LALS 3344	Crime, Literature, and Latinos	4	POSC 3614	Political Institutions	4
LALS 3950	Latino History	4	POSC 3645	Politics of Immigration	4
LALS 3951	Popular Education and Social Change in the Americas	4	POSC 3915	International Political Economy	4
LALS 3967	Modern Central America	4	POSC 4010	Taming "Wicked Problems": Social Science Research and Solutions Lab	4
LALS 4347	Latinx Borders	4	POSC 4013	Religion and American Politics	4
LALS 4510	Conquest, Conversion, Conscience	4	POSC 4025	Youth and Politics	4
MLAL 3535	Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias	4	POSC 4037	Social Movements and Revolutions	4
PHIL 3725	Philosophies of Race	4	POSC 4210	Seminar: State, Family, and Society	4
PHIL 3904	Feminist Philosophy	4	POSC 4215	Seminar: Presidential Elections	4
PHIL 4302	Environmental Policy and Ethics	4	POSC 4216	Seminar: Campaigns and Elections	4
PHIL 4407	Gender, Power, and Justice	4	POSC 4260	Seminar: Sex and Sexuality in U.S Politics	4
PHIL 4418	Issues of Life and Death	4	POSC 4305	Seminar: American Politics Research	4
PJST 3200	Environmental Justice	4	POSC 4315	Seminar: Polarization in American Politics	4
POSC 1100	Introduction to Politics	3	PSYC 4340	Law and Psychology	4
POSC 2102	Introduction to Urban Politics	4	PSYC 4920	Youth, Values, and Society	4
POSC 2202	Introduction to American Politics	3	SOCI 1025	Sociology of American Culture	3
POSC 2203	Introduction to the American Legal System	4	SOCI 2200	Sociology of Culture	4
POSC 3121	New York City Politics	4	SOCI 2410	Inequality: Class, Race, and Ethnicity	4
POSC 3131	Politics, Urban Health, and Environment	4	SOCI 2420	Social Problems of Race and Ethnicity	4
POSC 3209	Constitutional Law	4	SOCI 2701	Introduction to Criminal Justice	4
POSC 3210	Civil Rights and Liberties	4	SOCI 2847	The 60s: Sex, Drugs, Rock & Roll	4
POSC 3211	The U.S. Congress - Methods Intensive	4	SOCI 2925	Media, Crime, Sex, and Violence	4
POSC 3213	Interest Group Politics	4	SOCI 2960	Popular Culture	4
POSC 3214	The U.S. Congress	4	SOCI 3002	The New Power Elite	4
POSC 3215	American Political Parties	4	SOCI 3017	Inequality in America	4
POSC 3216	American Political Institutions	4	SOCI 3070	The City and Its Neighborhoods	4
POSC 3217	The American Presidency	4	SOCI 3102	Contemporary Social Issues and Policies	4
POSC 3219	Constitutional Law and the Death Penalty	4	SOCI 3110	Global Conflict: Wars/Religion	4
POSC 3220	Criminal Law and Justice in the U.S.	4	SOCI 3134	Politics of Race, Class, and Gender in Higher Education	4
POSC 3228	Civil Rights	4	SOCI 3136	Inequality-Why/Effects	4
POSC 3231	Judicial Politics	4	SOCI 3149	Economic Sociology	4
POSC 3303	Political Polarization in American Politics	4	SOCI 3255	Sociology of Media	4
POSC 3307	Environmental Politics	4	SOCI 3401	Gender, Crime, and Justice	4
POSC 3309	Gender in American Politics	4	SOCI 3405	Gender, Race, and Class	4
POSC 3310	Racial and Ethnic Politics	4	SOCI 3415	Development and Globalization	4
POSC 3311	American Social Movements	4	SOCI 3418	Contemporary Immigration in Global Perspective	4
POSC 3315	Political Participation	4	SOCI 3425	Racial Segregation: An American Story	4
POSC 3321	American Public Policy	4	SOCI 3456	Modern Social Movements	4
POSC 3322	Disability Law, Policy, and Advocacy	4	SOCI 3471	Undocumented Migration	4
POSC 3326	Latino Politics	4	SOCI 3502	Work, Inequality, and Society in 21st Century America	4
POSC 3404	American Political Thought	4	SOCI 3503	Work, Family, and Gender	4
POSC 3408	The Civil Rights Movement and the Courts	4	SOCI 3601	Urban Poverty	4
POSC 3412	Modern Political Thought	4			

SOCI 3602	Urban Sociology	4
SOCI 3708	Law and Society	4
SOCI 3710	Violence and Politics	4
SOCI 3711	American Criminal Justice	4
SOCI 3713	Criminology	4
SOCI 3714	Terrorism and Society	4
SOCI 3720	Mass Incarceration	4
SOCI 4004	Art Worlds: Anthropology and Sociology Perspectives	4
SOCI 4010	Taming "Wicked Problems": Social Science Research and Solutions Lab	4
SOCI 4420	Religious Freedom and American Democracy	4
SOCI 4961	Urban Issues and Policies	4
SOCI 4970	Community Service/Social Action	4
SOCI 4971	Dilemmas of the Modern Self	4
SPAN 3072	Geographies of Power/Injustice	4
SPAN 4347	Latinx Borders	4
THEO 3375	American Religious Texts and Traditions	3
THEO 3383	Latin American Liberation Theologies	3
THEO 3546	The Bible and Social Justice	3
THEO 3611	Scripture and the Struggle for Racial Justice	3
THEO 3874	Religion in America	4
THEO 3876	Muslims in America	4
THEO 3993	Wartime Religion in U.S. History	4
THEO 3995	Religion and the American Self	4
THEO 4013	Religion and American Politics	4
THEO 4025	Future of Marriage in the 21st Century	4
THEO 4411	Religion, Theology, and New Media	4
THEO 4600	Religion and Public Life	4
THEO 4870	Economic Foundations of Catholic Social Teaching	4
VART 1101	Urbanism	3
VART 2050	Designing the City	4
VART 2424	Art and Action on the Bronx River	4
VART 3030	Art Design and Politics	4
VART 3070	Urban Architectural Design	4
WGSS 3000	Gender and Sexuality Studies	4
WGSS 3004	Transnational Feminisms	4
WGSS 3826	Modern US Women's History	4

American Studies Minor Requirements

A minor in American studies consists of six courses.

Course	Title	Credits
AMST 2000	Major Developments in American Culture	4
One course in American Literature ¹		
One course in American Philosophy or Religion ¹		
One course in American Art, Music, Theater, or Media ¹		

One course in American History or Social Science ¹

Two electives in American Studies ²

¹ Courses that fulfill these requirements respectively are listed on the page for the American Studies major (p. 158).

² Any course with the AMST subject code (p. 987) or the AMST attribute code may fulfill this requirement.

Availability

The minor in American studies is available at Fordham College at Rose Hill and at Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in American studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Anthropology

Note: "Sociology and Anthropology" is a single academic department at Fordham, but the academic information for each subject is listed on a separate web page. Information about sociology programs is listed under sociology (p. 362).

The aim of anthropology is the comprehensive study of the human condition, the origins of our species in evolutionary biology, and the development of culture and society in its many variations among ancient and contemporary peoples. Its subject matter encompasses an immense time depth and a vast spatial range, including the simplest human societies and the most complex civilizations, including modern industrial nations. Anthropology brings together many areas of scientific and humanistic inquiry, unifying and integrating knowledge about people and their perceptions of the world, and it offers a balanced perspective on the momentous cultural changes wrought by globalization that are ongoing today.

A major in anthropology is important for those who seek to understand our multiethnic society and the varieties of culture on our planet. It is a valuable asset for any work entailing contact with the public and especially for careers involving international affairs or travel. The experience with cultural diversity that anthropology provides is excellent preparation for law, business, and other graduate studies, and its biological component makes it attractive to admissions officers of medical schools. The synthesizing nature of anthropology also makes it suitable for students pursuing a double major in which anthropology is combined with other areas of the humanities and the natural and social sciences.

Program Activities Honors and Awards

The Departmental Honors Thesis in Sociology and Anthropology is designed for FCRH and FLC students who are interested in conducting independent research during their final year. Working closely with a faculty advisor, students plan and execute their own research, and then report the results in a substantial thesis. Students who earn a minimum grade of B on the thesis will graduate with honors in the sociology or anthropology major. Students are invited to apply by email during the spring of their junior year. Applicants must have a 3.4 overall grade point average and a 3.5 average in their major to be eligible for the program.

At Rose Hill, the department honors its seniors at the end-of-year awards ceremony, Encaenia, by bestowing the Rev. J. Franklin Ewing, S.J., Memorial Award for the best submitted essay by a graduating anthropology major. At Lincoln Center, the department also recognizes excellence in its graduating seniors with departmental honors in anthropology at its own diploma ceremony.

Internships

Both sociology and anthropology majors and nonmajors are encouraged to take advantage of the Internship Seminar offered by the department. This course is designed to provide students with the opportunity to develop skills in social analysis, policy development, program evaluation, and interpersonal relations while being of service to others in a real-life setting outside the classroom. Employment opportunities include agencies and corporations in the New York metropolitan area, ranging from organizations in the public sector, including the New York State Department of Corrections, the Legal Aid Society, and the Puerto Rican Family Institute, to organizations in the private sector such as CBS, Merrill Lynch, and IBM. Participating students are required to take SOCI 4900 (Internship Seminar) and to spend a minimum of eight to 10 hours per week in an agency (public or private) or organization chosen to fit the individual student's interests and expertise.

Anthropology Resources

Departmental resources include Stone Age implements; ethnographic art and artifacts from Southeast Asia, the South Pacific, and Africa; a teaching collection of human skeletal material, an archive and database of colonial and early American bricks from New York City and a large collection of colonial and early American artifacts. In cooperation with the history department, the anthropology program at Rose Hill conducted the longest running archaeological excavation in New York City at the Rose Hill manor from 1985 to 2002, located on the Rose Hill campus. Artifacts from this campaign are undergoing laboratory analysis, for which students may volunteer to help.

For more information

Visit the Sociology and Anthropology department web page

Contribution to the Core

Sociology and anthropology offer the following which fulfill the first social science core requirement:

Course	Title	Credits
ANTH 1100	Introduction to Cultural Anthropology	3
ANTH 1300	Introduction to Archaeology	3
SOCI 1100	Introduction to Sociology	3

The advanced social science core requirement may be satisfied by an advanced-level course in sociology or anthropology. The course in Physical Anthropology, ANTH 1200 Introduction to Biological Anthropology, and ANTH 1600 Introduction to Human Variation, each fulfill the life science core requirement for nonmajors. In addition, the department regularly offers courses that fulfill the American Pluralism, Global Studies, Interdisciplinary Capstone, and *Eloquentia Perfecta* 1 and 3, and Values Seminar/EP4 core requirements.

Programs

- Anthropology Major (p. 178)
- Anthropology Minor (p. 179)

Anthropology Major Requirements

Students majoring in anthropology are required to complete nine courses.

Course	Title	Credits
Required Courses		
ANTH 1100	Introduction to Cultural Anthropology	3
ANTH 3725	Anthropological Theory	4
<i>One of the following introductory subfield courses:</i>		3
ANTH 1200	Introduction to Biological Anthropology	
ANTH 1300	Introduction to Archaeology	
ANTH 1413	Language and Culture	
ANTH 1600	Introduction to Human Variation	
<i>One of the following options:</i>		4
ANTH 3180	Ethnographic Methods	
One upper-level course in Archaeology, Biological Anthropology, or Linguistic Anthropology ¹		
Electives²		
Five elective courses (up to two may be Sociology courses) ³		15 to 20

¹ See below for the lists of courses that may fulfill this option.

² With prior approval, one or two courses in other departments, or special tutorials taken with anthropology faculty, may be credited toward the major as electives, if such courses complement departmental offerings and lie within a student's specific area of anthropological interest. Majors are strongly encouraged to enroll in anthropology courses taught by faculty on both campuses, since the disciplinary specializations and course offerings differ at Rose Hill and Lincoln Center.

³ Any course with the ANTH subject code or the ANTH attribute code, or the SOCI subject code or the SOCI attribute code, may fulfill this requirement.

Sociology courses are those with the SOCI subject code or the SOCI attribute code.

Archaeology courses

Courses in this group have the ANAR attribute.

Course	Title	Credits
ANTH 2343	Witches or Saints: Women in Archaeology	4
ANTH 3110	Ancient Cultures of the Bible	4
ANTH 3111	New World Archaeology	4
ANTH 3112	Archaeologies of the Present: Historical Archaeology and Advocacy	4
ANTH 3510	Museums: Representing / Engaging Culture(s)	4
ANTH 4373	Environment and Human Survival	4
ANTH 4802	Archaeology of New York	4

Biological Anthropology courses

Courses in this group have the ANBA attribute.

Course	Title	Credits
ANTH 2520	Introduction to Forensic Anthropology	4
ANTH 3520	Forensic Investigation of the Human Skeleton	4
ANTH 4373	Environment and Human Survival	4
ANTH 4722	Primate Ecology and Conservation	4

Linguistic Anthropology courses

Courses in this group have the ANLA attribute.

Course	Title	Credits
ANTH 3726	Language, Gender, and Sexuality	4
FREN 3055	Language and AI (Artificial Intelligence)	4
SPAN 3402	Language and Identity in the Spanish-Speaking World	4

Availability

The major in anthropology is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in anthropology only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

45.0201 - Anthropology, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Anthropology Minor Requirements

The minor in anthropology requires six courses, as follows.

Course	Title	Credits
Required Courses		
ANTH 1100	Introduction to Cultural Anthropology	3
<i>One of the following introductory subfield courses:</i>		
ANTH 1200	Introduction to Biological Anthropology	3
ANTH 1300	Introduction to Archaeology	

ANTH 1413	Language and Culture	
ANTH 1600	Introduction to Human Variation	
<i>One of the following options:</i>		4
ANTH 3180	Ethnographic Methods	
ANTH 3725	Anthropological Theory	
One upper-level course in Archaeology, Biological Anthropology, or Linguistic Anthropology ¹		
Electives		
Three elective courses (up to one may be a Sociology course) ²		9 to 12

¹ See below for the lists of courses that may fulfill this option.

² Any course with the ANTH subject code or the ANTH attribute code, or the SOCI subject code or the SOCI attribute code, may fulfill this requirement. Sociology courses are those with the SOCI subject code or the SOCI attribute code.

Archaeology courses

Courses in this group have the ANAR attribute.

Course	Title	Credits
ANTH 2343	Witches or Saints: Women in Archaeology	4
ANTH 3110	Ancient Cultures of the Bible	4
ANTH 3111	New World Archaeology	4
ANTH 3112	Archaeologies of the Present: Historical Archaeology and Advocacy	4
ANTH 3510	Museums: Representing / Engaging Culture(s)	4
ANTH 4373	Environment and Human Survival	4
ANTH 4802	Archaeology of New York	4

Biological Anthropology courses

Courses in this group have the ANBA attribute.

Course	Title	Credits
ANTH 2520	Introduction to Forensic Anthropology	4
ANTH 3520	Forensic Investigation of the Human Skeleton	4
ANTH 4373	Environment and Human Survival	4
ANTH 4722	Primate Ecology and Conservation	4

Linguistic Anthropology courses

Courses in this group have the ANLA attribute.

Course	Title	Credits
ANTH 3726	Language, Gender, and Sexuality	4
FREN 3055	Language and AI (Artificial Intelligence)	4
SPAN 3402	Language and Identity in the Spanish-Speaking World	4

Availability

The minor in anthropology is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in anthropology only if they receive the approval of their advising dean and/or department,

and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Art History

Note: "Art History and Music" is a single academic department at Fordham, but the academic information for each subject is listed on a separate web page. Information about Music programs is listed under Music (p. 320).

The art history major and minor offer students the opportunity to study the great cultural accomplishments of human civilization within a broad historical context. Art history intersects with many different fields, including history, literature, philosophy, and theology. It is integral to a strong liberal arts curriculum that is at the heart of the Fordham education. The art history major and minor focus on the history of European, American, and Global art. Students are prepared for graduate school and for employment in galleries, auction houses, art publishing, and nonprofessional positions in museums. Many students pursue careers in other fields, including law and education.

No course in which the student earns a grade of D or F may be used toward a departmental major or minor.

Program Activities Internships

We encourage students to take advantage of the many internship opportunities in New York City. Art history majors have held internships at the Metropolitan Museum of Art, the Museum of Modern Art, the Guggenheim Museum, the Neue Gallery, the Studio Museum of Harlem, the New Museum of Contemporary Art, the International Center of Photography, El Museo del Barrio, the Drawing Center, the New York Historical Society, Christie's and Sotheby's, art magazines, art appraisers and many private galleries. With the approval and supervision of the department, majors may receive elective credit for one internship, graded on a pass/fail basis. Internships offer valuable experience and can lead to after-graduation employment but do not count toward requirements for the major or minor.

Awards

The department supplements its academic programs with several prizes to honor art history majors. The Stark Prize is money awarded to a junior art history major toward travel in Europe over the spring or summer break; the Marion Scholarship is awarded to a senior on the basis of documented need and academic record; the Art History prize is awarded to one senior at Rose Hill and one senior at Lincoln Center on the basis of an exceptional academic record. The department also sponsors the Vasari Symposium each spring for which one or more graduating seniors are invited to give a public lecture on the topic of their senior seminar research papers.

For more information

Visit the Art History department web page.

Contribution to the Core

The Art History program offers ARHI 1100 Art History Introduction: World Art, ARHI 1101 Introduction to Art History: Europe, ARHI 1102 Introduction to Art History: Asia, and ARHI 1103 Introduction to Art History: Americas. all of which fulfill the Core Fine Arts requirement, and three of which (ARHI 1100 Art History Introduction: World Art, ARHI 1102

Introduction to Art History: Asia, ARHI 1103 Introduction to Art History: Americas) fulfill the Core Global Studies requirement.

Programs

- Art History and Visual Arts Double Major (p. 182)
- Art History Major (p. 180)
- Art History Minor (p. 182)

Art History Major

Requirements

Majors in art history must complete a minimum of nine one-semester courses.

Course	Title	Credits
ARHI 1100	Art History Introduction: World Art ¹	3
or ARHI 1101	Introduction to Art History: Europe	
or ARHI 1102	Introduction to Art History: Asia	
or ARHI 1103	Introduction to Art History: Americas	
VART 1135	Visual Thinking	3
ARHI 4600	Senior Seminar	4
<i>One required course from each of the following areas of study:</i>		16
Ancient/Medieval		
Renaissance/Baroque		
Modern		
Global		
Two elective courses ²		8

¹ Students in the FCRH Honors Program may fulfill this requirement with HPRH 1205 Foundational Topics: Art. Students in the FCLC Honors Program may fulfill this requirement with HPLC 2501 Honors: Art History at the Museums.

² Any course with the subject code ARHI (p. 1004) numbered 1102-4999 (except for ARHI 4900 Internship) may fulfill this requirement. Both elective courses should preferably be taken in the same area of study (Ancient/Medieval, Renaissance/Baroque, Modern, or Global).

Students who have taken the art history AP exam and have scored 4 or 5 can count this AP credit (ARHI 1298) toward their fine arts core requirement.

Art history majors who have taken the art history AP and have scored 4 or 5 must still take nine art history courses to complete the major.

Art history majors may earn academic credit for internships (via ARHI 4900 Internship), but may not apply such credit towards the major.

Courses belonging to the art history areas of study are listed in the areas of study section (p.).

Current Fordham students may count toward the art history major or minor up to two courses taken on study abroad programs or in special cases at other U.S. institutions. Students must meet with their adviser in the art history program in advance to discuss plans. Credit of such non-Fordham courses toward the art history major or minor will be granted at the discretion of the department.

Incoming transfer students may count up to four courses taken at their previous institution toward the Fordham art history major or minor. Application of non-Fordham credits toward the major or minor is not automatic and will be decided at the discretion of the Chair or Associate Chair.

Availability

The major in art history is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Lincoln Center.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

50.0703 - Art History, Criticism and Conservation.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Areas of Study

The major requires students to take one course from each of the areas of study below. Students are encouraged to complete the major's elective requirement with two additional courses from a single area of study.

Renaissance/Baroque area of study courses

Courses in this group have the AHRB attribute

Course	Title	Credits
ARHI 2410	Northern Renaissance Art	4
ARHI 2415	Italian Renaissance Art	4
ARHI 2418	Gender and Sexuality in Renaissance Art	4
ARHI 2430	Renaissance Portraits	4
ARHI 2432	Renaissance Centers	4
ARHI 2450	17th Century Art	4
ARHI 3316	Art and Architecture of Rome	4
ARHI 3455	Michelangelo	4
ARHI 4250	Aztec Art	4
ARHI 4435	Art of the Tudor Courts	4
HIST 4435	Art of the Tudor Courts	4

Modern area of study courses

Courses in this group have the AHMO attribute.

Course	Title	Credits
AAST 2528	Asian American Art	4
ARHI 2100	History of Architecture	4
ARHI 2257	Modern Latin American Art	4

ARHI 2260	Global Modern Architecture	4
ARHI 2510	18th Century Art	4
ARHI 2520	American Art	4
ARHI 2525	Museums from Revolution to Restitution (1793-present)	4
ARHI 2526	Art and the Black Atlantic	4
ARHI 2527	London Monuments: Power, Protest, and Public Space	4
ARHI 2528	Asian American Art	4
ARHI 2530	19th Century Art	4
ARHI 2534	The Victorian City: Art and Architecture in the 19th Century London	4
ARHI 2535	History of Photography	4
ARHI 2545	Museum Architecture	4
ARHI 2550	20th Century Art	4
ARHI 2552	Modern Asian Art	4
ARHI 2553	Art, Gender, and Sexuality in Asia	4
ARHI 2565	Architecture and the Environment	4
ARHI 2571	Topics in Modern Art	4
ARHI 2575	Visualizing Black Queer Feminisms	4
ARHI 2620	Introduction to Fashion History	4
ARHI 3100	Museum Methods	4
ARHI 3110	Can Museums Be Decolonized?	4
ARHI 3300	Art Crime and the Law	4
ARHI 3480	Art and Architecture in London	4
ARHI 3540	Seminar: Contemporary Architecture	4
ARHI 3555	Contemporary Art	4
ARHI 3565	Issues: Contemporary Art	4
ARHI 3621	Museum Collaboration	4
ARHI 4100	Contemporary Art in Exhibition	4
ARHI 4530	Gender and Modern Art	4
ARHI 4535	Contemporary Black and Indigenous Art	4
ARHI 4540	Seminar: Modern Art	4
ARHI 4555	Art & Ecology in the 19th, 20th & 21st century	4

Global area of study courses

Courses in this group have the AHGL attribute.

Course	Title	Credits
AAST 2528	Asian American Art	4
ARHI 1102	Introduction to Art History: Asia	3
ARHI 1103	Introduction to Art History: Americas	3
ARHI 1104	Introduction to Art History: Africa and African Diaspora	3
ARHI 1105	Introduction to Art History: Architecture	3
ARHI 2211	The Arts and Visual Culture of China and Beyond	4
ARHI 2221	Japanese Visual Culture: Prehistory to Present	4
ARHI 2223	Art and Violence in Modern Asia	4
ARHI 2230	Islamic Art	4
ARHI 2250	Ancient American Art	4
ARHI 2254	Topics in Global Art	4

ARHI 2257	Modern Latin American Art	4
ARHI 2260	Global Modern Architecture	4
ARHI 2526	Art and the Black Atlantic	4
ARHI 2527	London Monuments: Power, Protest, and Public Space	4
ARHI 2528	Asian American Art	4
ARHI 2552	Modern Asian Art	4
ARHI 2553	Art, Gender, and Sexuality in Asia	4
ARHI 2565	Architecture and the Environment	4
ARHI 3110	Can Museums Be Decolonized?	4
ARHI 4250	Aztec Art	4
ARHI 4562	Art and the Second World War	4

Ancient/Medieval area of study courses

Courses in this group have the AHAM attribute.

Course	Title	Credits
ARHI 2230	Islamic Art	4
ARHI 2250	Ancient American Art	4
ARHI 2254	Topics in Global Art	4
ARHI 2305	Gods, Monsters, Heroes, and Mortals: Narrative in Greek Art	4
ARHI 2311	Athens and Ancient Greece: Athens and Pericles in the Fifth Century BC "Golden Age"	4
ARHI 2314	Ancient Architecture and New York City	4
ARHI 2315	Roman Art	4
ARHI 2320	The Fall of Ancient Rome: A Material Culture Investigation	4
ARHI 2341	Medieval Desire and Devotion	4
ARHI 2360	Illuminated Manuscripts	4
ARHI 2365	Medieval Art and the Museum	4
ARHI 2370	Art and Science in the Middle Ages	4
ARHI 3200	Museum Studies in Ancient Art	4
ARHI 3316	Art and Architecture of Rome	4
ARHI 3350	Age of Cathedrals	4
ARHI 4250	Aztec Art	4
MVST 2360	Illuminated Manuscripts	4
MVST 2370	Art and Science in the Middle Ages	4

Art History Minor

Requirements

The department offers a minor consisting of six one-semester departmental courses in art history.

Course	Title	Credits
Introductory Art History Course(s)		
Select at least one of the following: ¹		
ARHI 1100	Art History Introduction: World Art	
ARHI 1101	Introduction to Art History: Europe	
ARHI 1102	Introduction to Art History: Asia	
ARHI 1103	Introduction to Art History: Americas	

Electives

Select five additional art history courses ²

¹ Students in the FCRH Honors Program may count HPRH 1205 Foundational Topics: Art towards this requirement.

² Any course with the subject code ARHI (p. 1004) numbered 1100-4999 (except for ARHI 4900 Internship) may fulfill this requirement. Introductory courses (numbered 1100-1103), may be included as long as students do not repeat material covered in a course already taken. One visual arts course, VART 1135 Visual Thinking, may be substituted for one of the five elective art history courses. AP Art History exam credit (ARHI 1298) does not count towards the minor.

Art history minors may earn academic credit for internships (via ARHI 4900 Internship), but may not apply such credit towards the minor.

Current Fordham students may count toward the art history minor up to two courses taken on study abroad programs or in special cases at other U.S. institutions. Students must meet with their adviser in the art history program in advance to discuss plans. Credit of such non-Fordham courses toward the art history minor will be granted at the discretion of the department.

Incoming transfer students may count up to four courses taken at their previous institution toward the Fordham art history minor. Application of non-Fordham credits toward the minor is not automatic and will be decided at the discretion of the Chair or Associate Chair.

Availability

The minor in art history is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and at Fordham's School of Professional and Continuing Studies at Lincoln Center.

Art History and Visual Arts Double Major Overview

A double major in art history and visual arts is a desirable choice for students who want the solid background in the humanities that art history offers in tandem with a broad foundation in the visual arts. Students should be aware that some of the courses necessary for completing the double major may be offered only at the Lincoln Center or the Rose Hill campus.

CIP Code

Art History Major

50.0703 - Art History, Criticism and Conservation.

Visual Arts Major

50.0799 - Fine Arts and Art Studies, Other.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

For the double major, a total of 15 courses is necessary.

Course	Title	Credits
ARHI 1100	Art History Introduction: World Art ¹	3
or ARHI 1101	Introduction to Art History: Europe	
or ARHI 1102	Introduction to Art History: Asia	
or ARHI 1103	Introduction to Art History: Americas	
VART 1135	Visual Thinking	3
VART 1150	Drawing I	4
Five additional visual arts electives ²		
One course from each art history area of study: ³		
Ancient/Medieval		
Renaissance/Baroque		
Modern		
Global		
Two art history elective courses ⁴		
ARHI 4600	Senior Seminar (taken in senior year, only offered fall semester)	4

¹ Students in the FCRH Honors Program may fulfill this requirement with HPRH 1205 Foundational Topics: Art. Students in the FCLC Honors Program may fulfill this requirement with HPLC 2501 Honors: Art History at the Museums.

² Any course with the VART subject code (p. 1700) may fulfill this requirement. It is assumed that the student will choose courses in more than one visual arts area of study (p. 373) and will pursue advanced courses in at least one of the areas of study (p. 373).

³ See the art history major (p. 180) for courses fulfilling each requirement.

⁴ Any course with the subject code ARHI (p. 1004) numbered 1102-4999 (except for ARHI 4900 Internship) may fulfill this requirement. Both elective courses should preferably be taken in the same area of study (Ancient/Medieval, Renaissance/Baroque, Modern, or Global).

It is suggested that the art history introduction course (ARHI 1100, ARHI 1101, ARHI 1102, or ARHI 1103), VART 1135 Visual Thinking, and VART 1150 Drawing I be completed by the end of sophomore year.

Availability

The double major in art history and visual arts is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Asian American Studies

Overview

Through research, teaching, and community service, the Asian American Studies Program promotes greater understanding of the lives of Asian American and Asian diasporic peoples, particularly as they intersect with broader themes such as race, gender, sexuality, capital, and empire.

Through a range of disciplinary and interdisciplinary methods and perspectives, students in the program will graduate with practical and theoretical knowledge of the histories, cultures, lived experiences, structural conditions, and ethico-political concerns of Asian diasporic peoples in the United States and around the world. In so doing, they will gain an array of critical thinking skills that will help them grow as citizen scholars informed by a global perspective and guided by an ethical commitment to social justice.

Programs

- Asian American Studies Minor (p. 183)

Asian American Studies Minor

Overview

Upon completing the minor in Asian American studies, students will

- understand fundamental concepts and disciplinary methods employed in Asian American studies, and know how to apply them thoughtfully and critically;
- understand major historical events that have shaped Asian racialization in western modernity, and know how to analyze their relevance to the contemporary moment;
- understand how Asian racialization relates to other forms of racialization, as well as other forms of social difference, and know how to analyze its role in broader social formations;
- know how to communicate their knowledge effectively so as to help empower Asian American and Asian diasporic communities, build meaningful coalitions among oppressed and/or marginalized social groups, and promote the cause of social justice; and
- possess a global frame of reference, informed by an ethical commitment to social justice.

Requirements

The minor in Asian American studies requires six (6) courses, as follows:

Course	Title	Credits
Required Course		
AAST 3000	Introduction to Asian American Studies	4
Electives		
Three AAST electives ¹		12
One of the following:		4
One additional AAST subject code course		
One additional AAST attribute code course ²		
One AASR attribute code course ³		
One of the following:		4
One advanced AFAM subject code course or AFAM attribute code course ⁴		
One advanced LALS subject code course or LALS attribute code course (note: both LALS options require approval of the AAST Program Director on the student's home campus)		5

¹ Courses with the subject code AAST or the attribute code AAST (except for AAST 3000, which is a required course) fulfill this requirement. See list below for courses with the AAST attribute code.

² See list below for courses with the AAST attribute code.

³ See list below for courses with the AASR attribute code.

⁴ A list of AFAM subject code and AFAM attribute code courses can be found in the relevant Bulletin section. AFAM subject code courses must be numbered 3000 or above.

⁵ A list of LALS subject code and LALS attribute code courses can be found in the relevant Bulletin section. LALS subject code courses must be numbered 3000 or above. The Program Director's approval will depend simply on whether the course focuses on themes and methods relevant to Asian American Studies, broadly understood (e.g., race, immigration, diaspora, colonialism, etc.), as opposed to, for example, Spanish Linguistics (LALS 3007) or Business Spanish (SPAN 2450).

Asian American studies courses

Courses in this group have the AAST attribute.

Course	Title	Credits
ANTH 3618	Asian America in New York City: An Ethnographic Exploration	4
ANTH 4616	Contemporary Issues in Asian America	4
ARHI 2528	Asian American Art	4
COLI 3357	Writing Asian America	4
COLI 3359	Asian Diasporic Literatures	4
COLI 4150	Race and Contemporary Film	4
COLI 4600	Anger in Asian American Literature and Culture	4
COLI 4603	Asian American Critique	4
COMC 3280	Representing Asians in Journalism and Media	4
ENGL 3357	Writing Asian America	4
ENGL 3359	Asian Diasporic Literatures	4
ENGL 3647	Seeing Stories: Reading Race and Graphic Narratives	4
ENGL 3838	Postcolonial Literature and Film	4
ENGL 4026	Seminar: Race and Speculative Fiction	4
ENGL 4150	Race and Contemporary Film	4
ENGL 4600	Anger in Asian American Literature and Culture	4
ENGL 4603	Asian American Critique	4
HIST 3929	History of Chinese in the Americas	3
SOCI 3428	Asian American Immigration and Community Organizing	4
THEO 3725	Buddhism in America: A Multimedia Investigation	3

Asian American studies-related courses

Courses in this group have the AASR attribute.

Course	Title	Credits
ANTH 4341	Race, Sex, and Science	4
ANTH 4344	Reproductive Technologies: Global Perspective	4
COLI 3802	Literature and Imperialism	4
ENGL 3802	Literature and Imperialism	4
SOCI 4408	Diversity in American Society	4

THEO 3130	Bible as Migration Literature: Then and Now	4
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Availability

The minor in Asian American studies is available at Fordham College at Rose Hill and at Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in Asian American studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Bioethics

The interdisciplinary bioethics minor introduces students to critical moral questions and informed ethical decision-making on issues related to individual, public, and global health; professional healthcare decision-making; health equity and justice; and health policy. Bioethics minors will gain an interdisciplinary perspective on these topics through required and elective courses, including: an introductory bioethics course, thematic courses in the humanities and sciences, a values course and a research ethics capstone course. The minor in bioethics is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and the School of Professional and Continuing Studies.

Program Activities

Lectures and Symposia

Bioethics students have valuable opportunities to attend and participate in Center for Ethics Education–sponsored activities, including major symposia, lectures, and Ethics Colloquium Series events and conferences.

Ethics Competitions

The Center for Ethics Education sponsors Fordham's Intercollegiate Ethics Bowl team (through CEED 3600 Ethics in Action: Intercollegiate Ethics Bowl), two ethics essay competitions (the Chynn Undergraduate Prize in Ethics & Morality and the Ethics & Social Justice Essay Prize), and the NYC High School Ethics Bowl competition.

Professional Development, Career Advising, and Graduate Activities

Bioethics students have an opportunity to make a professional presentation on a bioethics topic of interest at the Fordham Undergraduate Research Symposium (through the required course PSYC 4245 /SOCI 4245 Ethics in Research). The minor also provides valuable career and graduate school resources and panels on careers in ethics and advising by program directors and affiliated faculty. Bioethics minors also have opportunities to interact with students enrolled in the M.A. Ethics and Society program through lectures, presentations, and career development events.

For more information

Visit the Bioethics program web page.

Programs

- Bioethics Minor (p. 185)

Bioethics Minor Requirements

The minor consists of six courses.

Course	Title	Credits
THEO/CEED 3856	Introduction to Bioethics	4
CEED/SOCI/PSYC 4245	Ethics in Research	4
or PHIL 4304	The Philosophy and Economics of Law	
One course in Humanities		3 to 4
One course in Social and Natural Science		3 to 4
One course in Values		4
One additional course in Humanities OR Social/Natural Science ¹		3 to 4

¹ Students who have not completed a Biological Sciences (BISC) or biologically based Life Science (LSCI) course as part of the core curriculum or otherwise will be required to take one of the following natural science or biological science course offerings to fulfill the Bioethics Natural Science requirement:

- NSCI 1030 Human Function and Dysfunction
- BISC 1000 Life on the Planet Earth
- BISC 1001 Human Biology
- BISC 1002 Ecology: A Human Approach
- BISC 1010 Foundations of Biology

Humanities courses

Courses in this group have the BEHR attribute.

Course	Title	Credits
AMCS 4950	Christianity and Gender/Sexual Diversity: Interdisciplinary Perspectives	4
CEED 3600	Ethics in Action: Intercollegiate Ethics Bowl	4
COLI 4570	Films of Moral Struggle	4
COMC 3370	Ethical Issues in Media	4
ENGL 4137	Hysteria, Sexuality, and the Unconscious	4
HIST 4137	Hysteria, Sexuality, and the Unconscious	4
HIST 4705	Seminar: Disease in the Middle Ages	4
HIST 4913	Social Darwinism: Theme and Variations in Global Context	4
MLAL 3000	Gender and Sexuality Studies	4
PHIL 3266	Philosophy of Science	4
PHIL 3710	Healthcare Justice	4
PHIL 3712	Global Environment and Justice	4
PHIL 3715	Kant on Morality and Religion	4
PHIL 3940	Neuroethics	4
PHIL 3980	Contemporary Issues in Metaethics	4
PHIL 4001	Politics and Biopower	4
PHIL 4044	Modern Ethical Theories	4
PHIL 4310	Human Rights in Context	4
PHIL 4484	Freedom and Responsibility	4
THEO 3827	Bible and Human Sexuality	4

THEO 4010	Death and Dying	4
THEO 4027	The Ethics of Life	4
THEO 4035	Professional Responsibilities and Organizational Ethics	4
THEO 4036	Human Nature After Darwin	4
THEO 4520	Animals, Angels, and Aliens: Beyond the Human in Christian Thought	3
THEO 4870	Economic Foundations of Catholic Social Teaching	4
THEO 4950	Christianity and Gender/Sexual Diversity: Interdisciplinary Perspectives	4

Social and Natural Science courses

Courses in this group have the BESN attribute.

Course	Title	Credits
ANTH 2619	Magic, Science, and Religion	4
ANTH 3260	Politics of Reproduction	4
ANTH 3570	Applied Human Rights	1
ANTH 4114	Anthropology of Health Healing and Social Justice	4
ANTH 4344	Reproductive Technologies: Global Perspective	4
BISC 1000	Life on the Planet Earth	3
BISC 1001	Human Biology	3
BISC 1002	Ecology: A Human Approach	3
BISC 1010	Foundations of Biology	3
BISC 1403	Introductory Biology I	3
BISC 4035	Ecology and Economics of Food Systems	4
ENST 4900	Environmental Internship and Media Advocacy	4
NSCI 1030	Human Function and Dysfunction	3
PJST 3200	Environmental Justice	4
POSC 3131	Politics, Urban Health, and Environment	4
POSC 3225	Human Trafficking and the Law	4
PSYC 3100	Health Psychology	4
PSYC 3110	Cognitive Neuroscience	4
PSYC 3600	Multicultural Psychology	4
PSYC 3610	Global Health and Psychology	4
PSYC 4310	Aging and Society	4
SOCI 1102	Introduction to Sociology: Health Focus	3
SOCI 3021	Sociology of Medicine	4
SOCI 3114	Sociology of Health and Illness	4
SOCI 3120	Controversies in Religion and International Relations	4
SOCI 3249	For the Death of Me! Socio-Cultural Perspectives on Death and Dying	4
SOCI 3260	Politics of Reproduction	4
SOCI 3457	Medicine, Science, and Social Movements	4
SOCI 4105	Religion, Gender, and Sexuality	4
SOCI 4962	Health/Inequality in the US	4

Values courses

Courses in this group have the BEVL attribute.

Course	Title	Credits
COLI 4570	Films of Moral Struggle	4
ENGL 4403	Extraordinary Bodies	4
FITV 4570	Films of Moral Struggle	4
PHIL 3970	Humanity's Value	4
PHIL 4418	Issues of Life and Death	4
PHIL 4473	War and Peace: Just War Theory	4
PSYC 4900	Psychology and Human Values	4
PSYC 4920	Youth, Values, and Society	4
PSYC 4930	Codes for Mental Health Services	4
THEO 4026	Theologies of Peace	4
THEO 4027	The Ethics of Life	4
THEO 4028	Religion & Bioethics	4
THEO 4030	Moral Aspects of Medicine	4
THEO 4847	Theologies of Liberation	4

It is presumed that bioethics minor students will have completed the core course Philosophical Ethics (PHIL 3000) by the end of their junior year.

Should faculty sabbaticals or other developments create a situation that limits the availability of courses, the directors of the program would have the authority to amend the guidelines regarding the distribution of electives.

Availability

The minor in bioethics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in bioethics only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Biological Sciences

The curriculum in the biological sciences provides a comprehensive understanding of the principles underlying life's processes, from the molecular level through the biosphere. Many of the courses offered have lecture and laboratory components. This ensures that students become scientists capable of making significant contributions to the field. Majors have the opportunity to participate in cutting-edge research under the mentorship of a faculty member in the department. This affords students the opportunity to develop their organizational, technical, and analytical skills while using the most up-to-date techniques and instrumentation. Students conducting original research are expected to communicate their findings to the scientific community through, for example, their participation in Fordham College's annual Undergraduate Research Symposium. Students doing meritorious research are guided to publish their work in nationally recognized science journals.

The department offers two undergraduate degrees: the bachelor of science (B.S.) and the bachelor of arts (B.A.) in the biological sciences. Both degree tracks ensure the major's exposure to the broad scope of the discipline while providing the flexibility to choose upper-level courses that focus on one or more of the sub disciplines in greater depth. The curriculum gives students a strong foundation from which they can pursue studies leading to a career in medicine, dentistry, veterinary medicine, research and development, education, industry, forensics, or laboratory analysis.

Accelerated Master's Program

Please read the Graduate School of Arts and Sciences Accelerated Master's Programs (p. 137) section for more information. Interested students must apply by the time they register for the fall semester of their senior year but are encouraged to apply earlier. Students opting for early admission to the M.S. program must consult with their adviser and the associate chair for graduate studies before registering for graduate courses. Applications are made online through the Graduate School of Arts and Sciences website and do not need to include GRE scores unless the student is planning to apply for financial aid after completing the bachelor's degree.

The minimum GPA required for eligibility is 3.5. This policy applies to students registered in FCRH, FCLC, and PCS. Candidates will begin their graduate studies in their senior year and will carry elective credit in the summer between their fourth and fifth years. Courses taken as part of the early admissions option must be approved by the department's associate chair for graduate studies.

Program Activities

Biology Colloquium

Students are encouraged to attend the weekly Biology Colloquium which features presentations of outstanding research by visiting scientists as well as by the department's own faculty and graduate students.

Research Opportunities

There are many varied research opportunities available to biology majors. A student interested in a faculty member's research should meet with that faculty member and discuss a program of independent laboratory or field research under that faculty member's mentorship. The student may elect to register for two semesters of research (for four credits each semester), including writing and defending a thesis, during the senior year in lieu of two elective biology courses (see BISC 4792 Senior Thesis Research in the course listings). Another alternative is enrollment in a research tutorial for a maximum of four credits in lieu of one biology elective (see BISC 4999 Research Tutorial in the course listings). If neither of the above options is desirable, a student may volunteer on an extracurricular basis to participate in a faculty member's research. Details may be obtained in the department office. Fordham University has formal affiliations with the New York Botanical Garden, the Wildlife Conservation Society (Bronx Zoo), Albert Einstein College of Medicine, and Montefiore Hospital.

For more information

Visit the Biology department web page.

Contribution to the Core

The Department of Biological Sciences offers courses numbered BISC 1000 Life on the Planet Earth-BISC 1010 Foundations of Biology, which satisfy the core life-science component of the natural science requirement in the Fordham College Core Curriculum. The two course sequence, BISC 1403 Introductory Biology I-BISC 1404 Introductory Biology II, when taken in sequence, will fulfill both natural science requirements (physical science and life-science).

Programs

- Biological Sciences Major (p. 187)
- Biological Sciences Minor (p. 189)

Biological Sciences Major

Overview

The science of biology spans an extraordinary range of subjects, from molecular biology through ecosystem ecology. Biology also underpins some of the most important challenges and opportunities in human society, such as understanding human health and disease, managing agriculture and developing technologies to feed the global population, and predicting responses of organisms to climatic changes and figuring out ways to protect biological diversity. A student seeking a biology major at Fordham is offered a diverse and rigorous program that encompasses the breadth of this field and provides them the tools they need to address these challenges.

The broad learning goals of our biological sciences program are to:

- Cultivate a life-long curiosity about science and all aspects of biology,
- Provide an understanding of the use of the scientific method in biological investigations, and gain practical experience and technical skills using these methods, and
- Give students a deeper understanding of basic concepts, principles, ideas and theories in biology, so that students become knowledgeable and literate in their field.

We help our students develop an academic program that best fits their interests and career goals. Through this, our graduates pursue diverse careers in fields like healthcare, education, research, and work with government agencies, non-profit organizations, or private-sector research laboratories.

All majors in our undergraduate program begin with Introductory Biology courses BISC 1403 + BISC 1414; and BISC 1404 + BISC 1414 and General Chemistry courses CHEM 1321 + CHEM 1331; and CHEM 1322 + CHEM 1322. From this foundation, Biology majors take more advanced courses, including General Genetics (BISC 2539 + BISC 2549) and Organic Chemistry (CHEM 2521 + CHEM 2541; and CHEM 2522 + CHEM 2542). These courses all include laboratory training and experience. Students may also participate in hands-on research projects working under the mentorship of biology research faculty in a research tutorial (BISC 4999) or senior research thesis (BISC 4792).

A grade of C- is the minimum accepted grade for all courses to count toward fulfilling requirements of the biology major (note: medical schools often require at least a C).

For questions about the program, students can contact the associate chair at undergradbisc@fordham.edu.

Requirements

The Department of Biological Sciences offers two undergraduate degrees: the Bachelor of Science (B.S.) and the Bachelor of Arts (B.A.). Beyond the chemistry, physics, and math requirements, majors must complete a minimum of nine courses in biology for a B.S. degree and seven for a B.A. degree. Lecture and lab courses must be taken concurrently.

The program of biology courses is structured in the following way:

Course	Title	Credits
Biology Courses		
<i>Core Courses</i>		
BISC 1403 & BISC 1413	Introductory Biology I and Introductory Biology Lab I	5
BISC 1404 & BISC 1414	Introductory Biology II and Introductory Biology Lab II	5
BISC 2539 & BISC 2549	General Genetics and General Genetics Lab	5
BISC 2561 & BISC 2571	Ecology and Ecology Lab	5
<i>Distribution Courses</i>		
Select a minimum of two of the following:		
BISC 3221 & BISC 3231	Human Anatomy and Human Anatomy Lab	
BISC 3132 & BISC 3142	Human Physiology and Human Physiology Lab	
BISC 3405 & BISC 3415	Plant Biology and Plant Biology Lab	
BISC 3521	Biochemistry	
BISC 3643 & BISC 3653	Microbiology and Microbiology Lab	
BISC 3752	Molecular Biology	
BISC 3754	Cell Biology	
Chemistry Courses		
CHEM 1321 & CHEM 1331	General Chemistry I and General Chemistry Lab I	6
CHEM 1322 & CHEM 1332	General Chemistry II and General Chemistry Lab II	6
CHEM 2521 & CHEM 2541	Organic Chemistry I and Organic Chemistry Lab I	6
CHEM 2522 & CHEM 2542	Organic Chemistry II and Organic Chemistry Lab II	6
Physics Courses		
Select one of the following sequences:		
<i>Sequence 1:</i>		
PHYS 1701 & PHYS 1511	Physics I and Physics I Lab	
PHYS 1702 & PHYS 1512	Physics II and Physics II Lab	
<i>Sequence 2:</i>		
PHYS 1501 & PHYS 1511	General Physics I and Physics I Lab	
PHYS 1502 & PHYS 1512	General Physics II and Physics II Lab	
Calculus Course ²		
Select one of the following:		
MATH 1203	Applied Calculus I	
MATH 1204	Applied Calculus II	
MATH 1206	Calculus I	
MATH 1207	Calculus II	
Elective Courses		

Select three elective BISC courses for the B.S. degree and one for the B.A. degree³

¹ Either sequence of introductory courses is a prerequisite for all other biology courses in the major.

² A score of 4 or 5 in AP Calculus AB or BC will fulfill the Mathematics requirement.

³ Elective courses comprise all courses with the attribute BIEL (see list below). Such courses include additional Distribution courses **beyond** the two needed to meet Distribution courses requirement. Courses counted toward the Distribution course requirement **cannot** be double-counted toward the Elective course requirement. Only one tutorial (BISC 4999) can count toward the major.

Elective courses

Courses in this group have the BIEL attribute.

Course	Title	Credits
BISC 3000	Environmental Science	3
BISC 3132	Human Physiology	3
BISC 3221	Human Anatomy	3
BISC 3244	Evolutionary Biology	3
BISC 3405	Plant Biology	3
BISC 3466	Urban Ecology & Evolution	3
BISC 3521	Biochemistry	3
BISC 3643	Microbiology	3
BISC 3752	Molecular Biology	3
BISC 3754	Cell Biology	3
BISC 3893	Introduction to Virology	3
BISC 4530	Cancer Biology and Signaling	3
BISC 4532	Neuroscience	3
BISC 4575	Conservation Biology	4
BISC 4642	Animal Behavior	4
BISC 4693	Developmental Biology	3
BISC 4792	Senior Thesis Research	4
BISC 4999	Research Tutorial	0-4
CHEM 4221	Biochemistry I	3
ENVS 3000	Environmental Science	3

It is recommended that first year students take the following:

Course	Title	Credits
<i>Calculus (one of the following):</i>		
MATH 1206	Calculus I	
MATH 1207	Calculus II	
MATH 1203	Applied Calculus I	
MATH 1204	Applied Calculus II	
BISC 1403 & BISC 1413	Introductory Biology I and Introductory Biology Lab I	5
CHEM 1321 & CHEM 1331	General Chemistry I and General Chemistry Lab I	6
BISC 1404 & BISC 1414	Introductory Biology II and Introductory Biology Lab II	5

CHEM 1322 & CHEM 1332	General Chemistry II and General Chemistry Lab II	6
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Note that BISC 1403, BISC 1404, CHEM 1321, and CHEM 1322 (with their respective labs) are prerequisites for all advanced biology courses.

The following requirement is best fulfilled in sophomore year:

Course	Title	Credits
CHEM 2521 & CHEM 2541	Organic Chemistry I and Organic Chemistry Lab I	
CHEM 2522 & CHEM 2542	Organic Chemistry II and Organic Chemistry Lab II	

The following requirement is best fulfilled in junior year:

Course	Title	Credits
Physics sequence options:		
<i>Sequence 1:</i>		
PHYS 1701 & PHYS 1511	Physics I and Physics I Lab	
PHYS 1702 & PHYS 1512	Physics II and Physics II Lab	
<i>Sequence 2:</i>		
PHYS 1501 & PHYS 1511	General Physics I and Physics I Lab	
PHYS 1502 & PHYS 1512	General Physics II and Physics II Lab	

C- is the minimum accepted grade for all courses in the biology major. All majors must meet with their adviser each semester prior to registration to have their course schedules approved.

The following courses are college Core Curriculum Life Science courses and are not applicable to the major:

Course	Title	Credits
BISC 1000	Life on the Planet Earth	
BISC 1001	Human Biology	
BISC 1002	Ecology: A Human Approach	
BISC 1005	Aids: A Conspiracy of Cells	
BISC 1008	The Finch, the Seed, and the Storm: Adventures in Contemporary Evolution	
BISC 1010	Foundations of Biology	

Biology majors are expected to take all of their required major courses at Fordham. Exceptions may be made on a case-by-case basis for certain rare and compelling reasons. Under no circumstances can more than two external courses be transferred toward the major.

Note that online courses from other universities are not acceptable substitutes for required courses.

Availability

The major in biological sciences is available at Fordham College at Rose Hill. Students in Fordham's School of Professional and Continuing Studies may major in biological sciences only if they receive the approval of their advising dean and/or department, and their schedules are

sufficiently flexible to permit them to take day courses at the Rose Hill campus.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

26.0101 - Biology/Biological Sciences, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Biological Sciences Minor

Overview

The science of biology spans an extraordinary range of subjects, from molecular biology through ecosystem ecology. Biology also underpins some of the most important challenges and opportunities in human society, such as understanding human health and disease, managing agriculture and developing technologies to feed the global population, and predicting responses of organisms to climatic changes and figuring out ways to protect biological diversity. A student seeking a biology minor at Fordham is offered a diverse and rigorous program that encompasses the breadth of this field and provides them the tools they need to address these challenges.

The broad learning goals of our biological sciences program are to:

- Cultivate a life-long curiosity about science and all aspects of biology,
- Provide an understanding of the use of the scientific method in biological investigations, and gain practical experience and technical skills using these methods, and
- Give students a deeper understanding of basic concepts, principles, ideas and theories in biology, so that students become knowledgeable and literate in their field.

We help our students develop an academic program that best fits their interests and career goals. Through this, our graduates pursue diverse careers in fields like healthcare, education, research, and work with government agencies, non-profit organizations, or private-sector research laboratories.

A grade of C- is the minimum accepted grade for all courses to count toward fulfilling requirements of the biology minor (note: medical schools often require at least a C).

For questions about the program, students can contact the associate chair at undergradbisc@fordham.edu.

Requirements

The course requirements for the biological sciences minor depend on the student's major.

- Biochemistry and chemistry majors must select six biological sciences major core courses (p. 187) or courses with the BIEL (elective) attribute.
- Environmental science, general science, and integrative neuroscience majors must select eight biological sciences major core courses (p. 187) or courses with the BIEL (elective) attribute.
- All other majors must complete four biological sciences major core courses (p. 187) or courses with the BIEL (elective) attribute and two courses in chemistry (subject code CHEM) (p. 1035) at or above CHEM 1300.

C- is the minimum grade credited toward the minor. No more than two external classes can be transferred toward the minor.

Note that online courses from other universities are not acceptable substitutes for required courses.

Elective Courses

Courses in this group have the BIEL attribute.

Course	Title	Credits
BISC 3000	Environmental Science	3
BISC 3132	Human Physiology	3
BISC 3221	Human Anatomy	3
BISC 3244	Evolutionary Biology	3
BISC 3405	Plant Biology	3
BISC 3466	Urban Ecology & Evolution	3
BISC 3521	Biochemistry	3
BISC 3643	Microbiology	3
BISC 3752	Molecular Biology	3
BISC 3754	Cell Biology	3
BISC 3893	Introduction to Virology	3
BISC 4530	Cancer Biology and Signaling	3
BISC 4532	Neuroscience	3
BISC 4575	Conservation Biology	4
BISC 4642	Animal Behavior	4
BISC 4693	Developmental Biology	3
BISC 4792	Senior Thesis Research	4
BISC 4999	Research Tutorial	0-4
CHEM 4221	Biochemistry I	3
ENVS 3000	Environmental Science	3

Availability

The minor in biological sciences is available at Fordham College at Rose Hill. Students in Fordham's School of Professional and Continuing Studies may minor in biological sciences only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.

Business Administration

Entrepreneurs pursue innovative ideas through unbridled commitment. Accountants keep businesses honest. Marketing executives craft campaigns that excite consumers. What do these disparate careers have

in common? A rock-solid educational foundation: a degree in business administration.

Whether pursuing the major or a minor, studying business administration allows for a breadth of knowledge across multiple disciplines from finance and information systems to psychology and economics.

How courses are counted

Students must note the following policy for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both. Any exceptions to these rules will be posted within the specific area major, minor, or concentration requirements.

Programs

- Business Administration Major (p. 190)
- Business Administration Minor (p. 190)

Business Administration Major

This major is only available to Gabelli School students on the Rose Hill campus.

The Business Administration major allows students to customize their business degrees by picking one primary concentration and combining that with other primary and secondary concentrations as well as business and/or liberal arts minors.

Students must also complete the Gabelli School business and liberal arts Core Curricula. In addition, all students complete between three and seven liberal arts electives depending on their major requirements.

CIP Code

52.0201 - Business Administration and Management, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Students pursuing a major in Business Administration must select one primary concentration and may also complete one or more secondary concentrations or minors. Minors can be from the Gabelli School (p. 82), Fordham College at Lincoln Center (p. 73), or Fordham College at Rose Hill (p. 62).

Available primary concentrations include:

- Accounting (p. 153)
- Business Economics (p. 191)
- Consulting (p. 365)
- Entrepreneurship (p. 367)
- Finance (p. 251)
- Information Systems (p. 268)
- Management (p. 308)
- Marketing (p. 310)
- Social Innovation (p. 346)

Available secondary concentrations include:

- Accounting (p. 153)
- Alternative Investments (p. 250)
- Business Economics (p. 191)
- Communications and Media Management (p. 217)
- Consulting (p. 365)
- Credit (p. 251)
- Digital Marketing (p. 309)
- Entrepreneurship (p. 367)
- Finance (p. 251)
- Fintech (p. 251)
- Information Systems (p. 268)
- Integrated Marketing Communications (p. 310)
- Global Business (p. 256)
- Management (p. 308)
- Marketing (p. 310)
- Marketing Analytics (p. 311)
- Personal Development and Leadership (p. 308)
- Process and Quality Analytics (p. 269)
- Social Innovation (p. 346)
- Sports Business (p. 364)
- Strategic Branding (p. 311)
- Value Investing (p. 252)

Business Administration Minor

In conjunction with the Gabelli School of Business, students in Fordham College at Rose Hill (FCRH), Fordham College at Lincoln Center (FCLC) or Fordham School of Professional and Continuing Studies (PCS) may complete a minor in business administration. Students minoring in business administration as part of a Bachelor of Arts or Bachelor of Science degree must complete a minimum of 120 credits to earn their degrees (compared to 124 credits), since many courses for the minor bear three credits.

The business administration minor complements the liberal arts core by providing a clear, concise way of analyzing issues in economics and business. It can be helpful to students who plan to look for a job after graduation or to pursue the study of law or business.

The required business courses for the minor are offered regularly on both the Rose Hill and Lincoln Center campuses. Students who plan to minor in business administration may take Basic Macroeconomics and Basic Microeconomics to fulfill both the social science requirement and the business minor. With the permission of the adviser to the business minor, students who complete a course equivalent to ECON 2140 Statistics I in their major may substitute it for the statistics requirement. Economics

majors may count Basic Macroeconomics, Basic Microeconomics, and Statistics I toward their major and the business minor.

Learning Goals

- Students will demonstrate a substantive knowledge of key business concepts and theories.
- Students will demonstrate competency in analytical and technical skills in decision-making.
- Students will demonstrate competency in oral and written communication.
- Students will demonstrate capacity for ethical decision-making and an understanding of how business can positively impact society.
- Students will demonstrate an awareness and competency in effectively working in teams and dealing with globally diverse situations.

Requirements

The business administration minor consists of eight courses.

Course	Title	Credits
ECON 1100	Principles of Macroeconomics	3
ECON 1200	Principles of Microeconomics	3
ECON 2140	Statistics I ¹	4
ACBU 2222	Principles of Financial Accounting	3
CBBU 1001	The Ground Floor: Starting and Succeeding at the Gabelli School of Business	3

Two of the following:

BLBU 2234	Legal Framework of Business
CMBU 2665	Business Communication
INSY 2300	Information Systems
LPBU 3223	Principles of Management
MKBU 3225	Marketing Principles
FNBU 3221	Financial Management

One upper level business elective ²

¹ Students may also take any of the following courses to fulfill this requirement:

- MATH 3007 Statistics
- PSYC 2000 Statistics
- SOCI 2606 Social Science Statistics
- SOCI 2607 Social Science Research and Statistics

² Upper level business electives are any 3000-4999 numbered courses within a Gabelli School area. The upper level business elective should be a continuation of study within an area already examined through a core course for the minor. Students may elect to take ACBU 2223 Principles of Managerial Accounting as their one upper level business elective.

Availability

Students in Fordham College at Rose Hill (FCRH), Fordham College at Lincoln Center (FCLC), and Fordham's School of Professional and Continuing Studies (PCS) may minor in business administration.

Business Economics

Understanding economics is essential for everyone in business. Whether your career is in finance, accounting, marketing, information technology, or another discipline, a comprehension of how the world economy works is key. The Gabelli School's business economics program ensures that every student has a strong handle on the forces that push, pull, and shape the economies of the United States and other nations.

Business economics differs from standard economics in that it emphasizes practical applications in the world of commerce, but the courses are still drawn from Fordham's economics department. Gabelli School students who want to focus on business economics can choose a primary concentration, a secondary concentration, or a minor.

These concentrations and minor might be especially attractive to students who envision themselves attending graduate school in business, because microeconomic theory (or managerial economics) and macroeconomic analysis are required courses in many graduate programs. Business economics coursework also is valued by potential employers, for students choosing work rather than further study after graduation.

For course descriptions, please refer to the economics department listings in the Fordham College at Rose Hill section of this bulletin.

How courses are counted

Students must note the following policy for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both. Any exceptions to these rules will be posted within the specific area major, minor, or concentration requirements.

For more information

Visit the Finance and Business Economics area web page.

Programs

- Concentration in Business Economics (p. 191)
- Minor in Economics (Economics Department) (p. 233)

Concentration in Business Economics Requirements

The concentration in Business Economics is available to Gabelli students at Rose Hill.

Primary concentration

Course	Title	Credits
ECON 3116	Intermediate Macroeconomics	4
ECON 3118	Intermediate Microeconomics	4

Two 3000-level or higher economics courses

For the latter two courses, the economics department offers a wide array of courses in monetary and financial economics, international economics and development, economics of law, industrial economics, and public sector economics.

Secondary concentration

Students who want to pursue business economics as a secondary concentration are required to complete three 3000-level or higher economics courses.

A student electing to pursue one of these routes should consult with his or her class dean and/or the associate chair of the economics department.

Available courses

Any course with the subject code ECON (p. 1162) numbered 3000 or higher in the economics department may fulfill these course requirements.

Business Law and Ethics

Business law and ethics courses highlight important concepts for students entering the business world.

The business law courses are designed to provide a strong foundation in the areas of contract law, agency, partnerships, and corporations. The area also offers courses in a variety of other legal topics, such as Law of Commercial Transactions (recommended for accounting students pursuing their CPA license), Securities Law, Employment Law, and Sports and the Law (required for the secondary concentration in sports business).

The business ethics classes address issues involving values and social norms in the business community. These classes focus on case discussions and role-play simulations to help put theory into practice.

The concepts discussed in all law and ethics classes expose students to salient issues that affect modern commerce. Asking our students to think about contemporary legal and ethical issues gives them a competitive edge. And they also consider a question that is central to business education at Fordham: Should a business exist purely for the purpose of profit, or should it contribute to society in a greater way?

How courses are counted

Students must note the following policy for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both. Any exceptions to these rules will be posted within the specific area major, minor, or concentration requirements.

For more information

View the Business Law and Ethics Area web page.

Programs Minor

- Business Law and Ethics Minor (p. 192)

Secondary Concentration

- Concentration in Business Law and Ethics (p. 192)

Related Concentration

- Concentration in Sports Business (p. 364)

Business Law and Ethics Minor Requirements

The minor in business law and ethics is available to Gabelli School students. It requires six courses, two of which are already part of the business core curriculum (p. 83).

Course	Title	Credits
BLBU 2234	Legal Framework of Business	3
BLBU 3443	Ethics in Business	3
Four upper-level business law courses ^{1,2}		

¹ Any course from subject code BLBU (p. 1026) 3444 or higher will fulfill this requirement. Also, Law and Economics (ECON 3453) may be applied to this minor, as may Commercial Transactions (BLBU 3436).

² Gabelli students majoring in Public Accountancy or Public Accounting may count Ethics in Financial Reporting and Accounting (ACBU 4646) towards the minor.

Concentration in Business Law and Ethics

Courses in business law and business ethics are key to success in the working world.

This is why every Gabelli School student takes a core-curriculum course in each: Legal Framework of Business and Business Ethics.

In the law class, students learn the fundamental rules that govern doing business in the United States—and find out how to apply them in a shifting business landscape. In the ethics course, students explore the issues that affect the stakeholders in a business relationship, debating what constitutes good or bad conduct.

They also consider a question that is central to business education at Fordham: Should a business exist purely for the purpose of profit, or should it contribute to society in a greater way?

Requirements

The following three courses are required to complete this secondary concentration:

Course	Title	Credits
Two courses with the BLEA attribute.		
One additional course with the BLEA attribute OR one course with the BLEB attribute.		

The following courses have the BLEA attribute:

Course	Title	Credits
BLBU 3436	Commercial Transactions	3
BLBU 4431	ST: White-Collar Crime	3
BLBU 4434	ST: Business Organizations Law	3
BLBU 4436	ST: Business & Ethics of Sports	3
BLBU 4437	ST: International Bus Ethics	3
BLBU 4438	ST: Law, Business and the Arts	3
BLBU 4449	ST: Sports and the Law	3
BLBU 4450	ST: Employment Law	3
BLBU 4452	ST: Securities Law	3

The following courses have the BLEB attribute:

Course	Title	Credits
ACBU 4646	Ethics in Financial Reporting and Accounting	3
CMGB 7525	Cross Cultural Negotiation and Communication	3
ECON 3453	Law and Economics	4
FNBU 3440	Corporate Financial Policy	3
FNBU 4464	ST: Compliance and Risk Management	3
LPBU 3226	Exploring Entrepreneurship	3
MKBU 3448	ST: Social Marketing	3

Chemistry and Biochemistry Overview

The Department of Chemistry and Biochemistry offers a B.S. in chemistry and has faculty with expertise in organic, physical, analytical, and inorganic chemistry and biochemistry. The department is committed to providing its majors with a strong foundation in modern chemical theory and practice that prepares them for further study in graduate or professional schools or for employment in chemical research and industry. To this end, beyond required coursework, we have all our majors participate in ongoing research projects with faculty mentors in which they learn to work independently, develop organizational and scientific writing skills, engage in responsible and safe work habits, and are trained in the use of state-of-the-art instrumentation. Their work frequently leads to publications in peer-reviewed journals and presentations at regional and national meetings of scientific organizations. The department is accredited by the American Chemical Society (ACS) and actively supports a chapter of Sigma Xi.

The Chemistry and Biochemistry Department at FCRH is certified by the American Chemical Society, and an ACS certificate of achievement is awarded to majors contingent upon certain elective choices. These include two additional laboratory courses (CHEM 4231 Biochemistry Lab I and CHEM 4432 Inorganic Chemistry Lab), at least one advanced chemistry elective lecture course, and at least two semesters of research under the supervision of a faculty member that requires a capstone research report. Chemistry majors who are enrolled in one of the pre-

professional programs meet the above degree requirements subject to certain course substitutions.

Opportunities for student chemistry research participation with a faculty member are available subject to departmental approval. For first years, CHEM 1990 Introduction to Research is a zero credit P/F course that provides an introduction to modern research practice. Upperclassmen may take CHEM 3990 Directed Research, which is a one credit P/F course, or CHEM 4990 Independent Research, which is a variable credit (1 credit per 5 hrs contact) graded course that requires a capstone paper subject to the ACS guidelines. Students must take at least one semester of CHEM 3990 as a prerequisite to CHEM 4990.

For more information

Visit the Chemistry and Biochemistry department web page.

Contribution to the Core

Chemistry and Biochemistry offers courses numbered CHEM 1100-1110, which count as a core physical science course to fulfill part of the natural science core requirement. The two course sequence CHEM 1321 General Chemistry I/CHEM 1331 General Chemistry Lab I-CHEM 1322 General Chemistry II/CHEM 1332 General Chemistry Lab II when taken in sequence will fulfill both natural science course requirements (physical and life science).

Programs

- Biochemistry Major (p. 193)
- Biochemistry Minor (p. 196)
- Chemistry Major (p. 197)
- Chemistry Minor (p. 199)

Biochemistry Major Overview

Biochemistry is a highly interdisciplinary science that focuses on the study of the chemistry of living systems and understanding their structure and function at the molecular level. In particular, biochemistry lays the foundation for deciphering the mechanisms involved in many diseases that plague the world. Students will learn how biomolecules such as proteins, nucleic acids, fats, lipids, and carbohydrates interact in biological processes, and how structures of these biomolecules relate to function and regulation of metabolic pathways in cells, tissues, and organisms as a whole.

The biochemistry major will prepare students to be the next generation of scientists with a broad range of career options in biotechnology, molecular and cellular biochemistry, medicine, bioengineering, and pharmacology, as well as in allied health fields, including clinical biochemistry, forensic science, the physician associate profession, cosmetics, food technology, and nursing.

The program will also lay a foundation for students to compete for positions in top graduate programs and professional schools in medicine, biomedical engineering, and biomedical sciences.

Learning Goals and Expected Outcomes

The biochemistry program provides students with a solid foundation to pursue a career in medicine/dentistry or other allied health related professions; pursue research at a top ranked graduate school; forensic science; cosmetic chemistry and beyond. For the major, students can pursue a track of their choice (American Chemical Society track or General track). The biochemistry minor also helps students develop an in-depth understanding of fundamental biochemical concepts and techniques.

1. Learn about the structure, and function of biological building blocks such as amino acids, lipids and fats; carbohydrates and their implications in metabolism and disease.
2. Students should be able to decipher how biomolecules interact chemically and biologically; and understand their key role in molecular interactions at the cellular level.
3. Understand basic concepts of drug design.
4. Apply thermodynamic and kinetic principles to elucidate molecular driving forces in biochemical reactions and mechanisms of enzymes.
5. Learn about biological pathways implicated in diseases including cancer, diabetes and obesity; and neurodegenerative diseases.
6. Be able to work on a research plan/ proposal, conduct investigations and perform analyses. Students will learn to analyze and interpret data, including critically analyze experimental design and data interpretation in the biochemical literature.
7. Develop effective biochemical laboratory skills and design experiments that entail the use of biochemical/biophysical and bioanalytical methods.
8. Become familiar with the use instrumentation in modern biochemistry.
9. Be able to demonstrate quantitative analysis and biocomputational skills.
10. Effectively communicate the language of biochemistry through written and oral communication skills.

CIP Code

26.0202 - Biochemistry.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The biochemistry major is offered in two tracks (p. 195): an American Chemical Society (ACS)-certified track (p. 196) and a general track (p. 195).

Students interested in pursuing courses with an emphasis on chemistry in relation to physical, analytical, and advanced structural and molecular aspects of biochemistry may choose to opt for the ACS track. On the other hand, students inclined more toward cell, molecular, and structural aspects of biochemistry in addition to biocomputational and physiological approaches may pursue the general track. Both tracks require students to participate in research.

Students interested in pursuing more in-depth organic chemistry laboratory coursework have the option of taking CHEM 2531 Organic Chemistry Lab I for Chem Majors and CHEM 2532 Organic Chemistry Lab II for Chem Majors in lieu of CHEM 2541 and CHEM 2542.

Research courses (CHEM 1990 Introduction to Research, CHEM 3990 Directed Research, and CHEM 4990 Independent Research) are available. Students should contact specific faculty for research opportunities based on their research interests.

Chemistry majors and biological sciences majors may not double major in biochemistry, but they may pursue a biochemistry minor (p. 196). Integrative neuroscience majors pursuing a concentration in systems/computational neuroscience or in cognitive neuroscience may double major in biochemistry. However, integrative neuroscience majors pursuing a concentration in cell and molecular neuroscience may not double major in biochemistry.

A minimum grade of C or higher is required in the following foundational course sequences (lecture and lab) listed below: general chemistry, biology, organic chemistry, and mathematics.

Course	Title	Credits
Foundational Courses		
<i>General Chemistry</i>		
Select one of the following (Rose Hill students take CHEM; Lincoln Center students take NSCI):		6
CHEM 1321 & CHEM 1331 & CHEM 1311	General Chemistry I and General Chemistry Lab I and General Chemistry I Recitation	
NSCI 1321 & NSCI 1331	General Chemistry Lecture I and General Chemistry Lab I	
Select one of the following (Rose Hill students take CHEM; Lincoln Center students take NSCI):		6
CHEM 1322 & CHEM 1332 & CHEM 1312	General Chemistry II and General Chemistry Lab II and General Chemistry II Recitation	
NSCI 1322 & NSCI 1332	General Chemistry Lecture II and General Chemistry Lab II	
<i>Biology</i>		
Select one of the following (Rose Hill students take BISC; Lincoln Center students take NSCI):		5
BISC 1403 & BISC 1413	Introductory Biology I and Introductory Biology Lab I	
NSCI 1403 & NSCI 1413	General Biology Lecture I and General Biology Lab I	
NSCI 1423 & NSCI 1433	Concepts in Biology Lecture I and Concepts in Biology Lab I	
Select one of the following (Rose Hill students take BISC; Lincoln Center students take NSCI):		5
BISC 1404 & BISC 1414	Introductory Biology II and Introductory Biology Lab II	
NSCI 1404 & NSCI 1414	General Biology Lecture II and General Biology Lab II	
NSCI 1424 & NSCI 1434	Concepts in Biology Lecture II and Concepts in Biology Lab II	
<i>Organic Chemistry</i>		
Select one of the following (Rose Hill students take CHEM; Lincoln Center students take NSCI):		6

CHEM 2521 & CHEM 2541 & CHEM 2511	Organic Chemistry I and Organic Chemistry Lab I and Organic Chemistry I Recitation	6
CHEM 2521 & CHEM 2531 & CHEM 2511	Organic Chemistry I and Organic Chemistry Lab I for Chem Majors and Organic Chemistry I Recitation	
NSCI 3121 & NSCI 3821	Organic Chemistry Lecture I and Organic Chemistry Lab I	

Select one of the following (Rose Hill students take CHEM;
Lincoln Center students take NSCI):

CHEM 2522 & CHEM 2542 & CHEM 2512	Organic Chemistry II and Organic Chemistry Lab II and Organic Chemistry II Recitation	6
CHEM 2522 & CHEM 2532 & CHEM 2512	Organic Chemistry II and Organic Chemistry Lab II for Chem Majors and Organic Chemistry II Recitation	
NSCI 3122 & NSCI 3822	Organic Chemistry Lecture II and Organic Chemistry Lab II	

Mathematics ¹

MATH 1206	Calculus I	4
MATH 1207	Calculus II	4

Physics

Select one of the following (Rose Hill students take PHYS;
Lincoln Center students take NSCI):

PHYS 1501 & PHYS 1511 & PHYS 1503	General Physics I and Physics I Lab and General Physics I Recitation	4
PHYS 1601 & PHYS 1511 & PHYS 1603	Introduction to Physics I and Physics I Lab and Introduction to Physics I Recitation	
PHYS 1701 & PHYS 1511 & PHYS 1703	Physics I and Physics I Lab and Physics I Recitation	
NSCI 1501 & NSCI 1511	General Physics Lecture I and General Physics Lab I	

Select one of the following (Rose Hill students take PHYS;
Lincoln Center students take NSCI):

PHYS 1502 & PHYS 1512 & PHYS 1504	General Physics II and Physics II Lab and General Physics II Recitation	4
PHYS 1602 & PHYS 1512 & PHYS 1604	Introduction to Physics II and Physics II Lab and Introduction to Physics II Recitation	
PHYS 1702 & PHYS 1512 & PHYS 1704	Physics II and Physics II Lab and Physics II Recitation	
NSCI 1502 & NSCI 1512	General Physics Lecture II and General Physics Lab II	

Track Courses ²

Select one of the following:

General Track

ACS Track

¹ Students interested in the ACS track should complete Calculus I (MATH 1206) and Calculus II (MATH 1207) as early as possible in

their studies. A score of 4 or 5 in AP Calculus AB or BC, or an IB HL Mathematics (Analysis and Approaches) score of 6 or 7, fulfills the Calculus I requirement.

² Consult the Tracks section (p. 195) for the required and elective courses that comprise each track.

Availability

The major in biochemistry is available at Fordham College at Rose Hill and at Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in biochemistry only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses. Students should note that many of the courses that comprise the major are offered only at the Rose Hill campus.

Tracks

General track

Course	Title	Credits
Required Courses		
CHEM 4221 & CHEM 4231	Biochemistry I and Biochemistry Lab I	4
CHEM 4222	Biochemistry II	3
CHEM 3141	Methods of Biochemical Research (also fulfills Eloquentia Perfecta 3 requirement for the Core Curriculum)	3
CHEM 4251	Physical and Computational Models of Biochemical Systems	3
CHEM 4030	Chemistry Seminar (taken in both semesters of junior and senior years, four times total)	0
Select one of the following (Rose Hill students take BISC; Lincoln Center students take NSCI):		3 to 5
BISC 2539 & BISC 2549	General Genetics and General Genetics Lab	
NSCI 3133	Genetics Lecture	
Select one of the following (Rose Hill students take BISC; Lincoln Center students take NSCI):		3 to 5
BISC 3752	Molecular Biology	
NSCI 4176 & NSCI 4876	Molecular Biology Lecture and	

Elective Courses

Select two of the following:		6 to 12
BISC 3132 & BISC 3142	Human Physiology and Human Physiology Lab	
BISC 3754/ NSCI 3154	Cell Biology (Rose Hill students take BISC; Lincoln Center students take NSCI)	
BISC 3893	Introduction to Virology	
BISC 4530	Cancer Biology and Signaling	
CHEM 3621 & CHEM 3631	Physical Chemistry I and Physical Chemistry Lab I ¹	
CHEM 3622 & CHEM 3632	Physical Chemistry II and Physical Chemistry Lab II ¹	
CHEM 3721 or CHEM 3722	Quantitative Analysis Instrumental Analysis	

CHEM 4241	Biomimetic Chemistry
CHEM 4621	Bionanotechnology and Introduction to Nanomedicine
NSCI 4081	Neurochemistry

¹ Only one Physical Chemistry sequence (CHEM 3621 Physical Chemistry I and CHEM 3631 Physical Chemistry Lab I or CHEM 3622 Physical Chemistry II and CHEM 3632 Physical Chemistry Lab II) may count towards the major.

CHEM 4621	Bionanotechnology and Introduction to Nanomedicine
NSCI 4081	Neurochemistry

¹ Only one Physical Chemistry sequence (CHEM 3621 Physical Chemistry I and CHEM 3631 Physical Chemistry Lab I or CHEM 3622 Physical Chemistry II and CHEM 3632 Physical Chemistry Lab II) may count towards the major.

American Chemical Society (ACS) track

Course	Title	Credits
Required Courses		
CHEM 4221 & CHEM 4231	Biochemistry I and Biochemistry Lab I	4
CHEM 4222	Biochemistry II	3
CHEM 3721 or CHEM 3722	Quantitative Analysis or Instrumental Analysis	4
CHEM 4422	Inorganic Chemistry	3
CHEM 4030	Chemistry Seminar (taken in both semesters of junior and senior years, four times total)	0
<i>Select one of the following:</i> ¹		6
CHEM 3621 & CHEM 3631	Physical Chemistry I and Physical Chemistry Lab I	
CHEM 3622 & CHEM 3632	Physical Chemistry II and Physical Chemistry Lab II	
<i>Select one of the following (Rose Hill students take BISC; Lincoln Center students take NSCI):</i>		3 to 5
BISC 2539 & BISC 2549	General Genetics and General Genetics Lab	
NSCI 3133	Genetics Lecture	
<i>Select one of the following (Rose Hill students take BISC; Lincoln Center students take NSCI):</i>		3 to 5
BISC 3752	Molecular Biology	
NSCI 4176 & NSCI 4876	Molecular Biology Lecture and	
Elective Courses		
<i>Select one of the following:</i>		3 to 5
BISC 3132 & BISC 3142	Human Physiology and Human Physiology Lab	
BISC 3754/ NSCI 3154	Cell Biology (Rose Hill students take BISC; Lincoln Center students take NSCI)	
BISC 3893	Introduction to Virology	
BISC 4530	Cancer Biology and Signaling	
CHEM 3141	Methods of Biochemical Research (also fulfills Eloquentia Perfecta 3 requirement for the Core Curriculum)	
CHEM 4241	Biomimetic Chemistry	
CHEM 4251	Physical and Computational Models of Biochemical Systems	

Biochemistry Minor

Overview

The biochemistry minor has four required courses taken from biological sciences and chemistry. These are: Genetics (BISC 2539 and BISC 2549) and Molecular Biology (BISC 3752 or NSCI 4176 and NSCI 4876) and Biochemistry I and II (CHEM 4221, CHEM 4231, and CHEM 4222). Two elective courses outside of a student's major complete the six course total that corresponds to a minor. (Note that the required laboratory co-requisites are not counted).

Research opportunities are subject to respective departmental policies. Interested students should contact faculty members or the program director.

Learning Goals and Expected Outcomes

The biochemistry program provides students with a solid foundation to pursue a career in medicine/dentistry or other allied health related professions; pursue research at a top ranked graduate school; forensic science; cosmetic chemistry and beyond. For the major, students can pursue a track of their choice (American Chemical Society track or General track). The biochemistry minor also helps students develop an in-depth understanding of fundamental biochemical concepts and techniques.

1. Learn about the structure, and function of biological building blocks such as amino acids, lipids and fats; carbohydrates and their implications in metabolism and disease.
2. Students should be able to decipher how biomolecules interact chemically and biologically; and understand their key role in molecular interactions at the cellular level.
3. Understand basic concepts of drug design.
4. Apply thermodynamic and kinetic principles to elucidate molecular driving forces in biochemical reactions and mechanisms of enzymes.
5. Learn about biological pathways implicated in diseases including cancer, diabetes and obesity; and neurodegenerative diseases.
6. Be able to work on a research plan/ proposal, conduct investigations and perform analyses. Students will learn to analyze and interpret data, including critically analyze experimental design and data interpretation in the biochemical literature.
7. Develop effective biochemical laboratory skills and design experiments that entail the use of biochemical/biophysical and bioanalytical methods.
8. Become familiar with the use instrumentation in modern biochemistry.
9. Be able to demonstrate quantitative analysis and biocomputational skills.

10. Effectively communicate the language of biochemistry through written and oral communication skills.

Requirements

The biochemistry minor requires six (6) courses:

Course	Title	Credits
Required Courses		
CHEM 4221 & CHEM 4231	Biochemistry I and Biochemistry Lab I	4
CHEM 4222	Biochemistry II	3
<i>One of the following:</i>		5
BISC 2539 & BISC 2549	General Genetics and General Genetics Lab	
NSCI 3133 & NSCI 3833	Genetics Lecture and Genetics Lab	
<i>One of the following:</i>		3 to 5
BISC 3752	Molecular Biology	
NSCI 4176 & NSCI 4876	Molecular Biology Lecture and	
Electives		6 to 10
Select two courses that do not count towards a major:		
BISC 3643 & BISC 3653	Microbiology and Microbiology Lab	5
BISC 3754	Cell Biology	3
CHEM 3622	Physical Chemistry II	4
CHEM 3721	Quantitative Analysis	4
CHEM 4241	Biomimetic Chemistry	3
CHEM 4621	Bionanotechnology and Introduction to Nanomedicine	4
CHEM 4625	Computational Chemistry	3
NSCI 2122 & NSCI 2822	Immunology Lecture and Immunology Lab	5
NSCI 4080	Pharmacological Chemistry	3
NSCI 4081	Neurochemistry	3
NSCI 3154	Cell and Development Biology Lecture ¹	3
NSCI 4143 & NSCI 4843	Advanced Microbiology Lecture and Advanced Microbiology Lab	5

¹ NSCI 3854 Cell and Development Biology Lab may, optionally, be taken with this course.

The pre-requisites for the biochemistry minor core, namely General and Organic Chemistry, are required courses for biological sciences, chemistry, and natural science majors, as well as for students associated with the pre-health program. Of the allied interdisciplinary STEM programs whose students are most likely to pursue a biochemistry minor, nearly all require General Chemistry and some require a semester of Organic Chemistry. The four core courses represent a complete, full-year course in fundamental biochemistry complemented by courses providing a thorough foundation in molecular biology.

Availability

The minor in biochemistry is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in biochemistry only

if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Chemistry Major

Requirements

Requirements for the Chemistry major are as follows:

Course	Title	Credits
First Year		
CHEM 1321 & CHEM 1311	General Chemistry I and General Chemistry I Recitation	4
CHEM 1331	General Chemistry Lab I	2
CHEM 1322 & CHEM 1312	General Chemistry II and General Chemistry II Recitation	4
CHEM 1332	General Chemistry Lab II	2
MATH 1206	Calculus I ¹	4
MATH 1207	Calculus II	4
BISC 1403 & BISC 1413	Introductory Biology I and Introductory Biology Lab I ²	5
BISC 1404 & BISC 1414	Introductory Biology II and Introductory Biology Lab II ²	5
Sophomore Year		
CHEM 2521 & CHEM 2511	Organic Chemistry I and Organic Chemistry I Recitation	4
CHEM 2531 or CHEM 2541	Organic Chemistry Lab I for Chem Majors Organic Chemistry Lab I	2
CHEM 2522 & CHEM 2512	Organic Chemistry II and Organic Chemistry II Recitation	4
CHEM 2532 or CHEM 2542	Organic Chemistry Lab II for Chem Majors Organic Chemistry Lab II	2
PHYS 1701 & PHYS 1511	Physics I and Physics I Lab	4
PHYS 1702 & PHYS 1512	Physics II and Physics II Lab	4
Junior Year		
CHEM 3621 & CHEM 3631	Physical Chemistry I and Physical Chemistry Lab I	6
CHEM 3622 & CHEM 3632	Physical Chemistry II and Physical Chemistry Lab II	6
CHEM 3721	Quantitative Analysis	4
CHEM 3722	Instrumental Analysis	4
CHEM 4030	Chemistry Seminar ³	0
Senior Year		
CHEM 4221	Biochemistry I ⁴	3
CHEM 4422	Inorganic Chemistry ⁴	3
Chemistry Elective ⁵		3 to 4
CHEM 4030	Chemistry Seminar ³	0

¹ MATH 12AB Transfer Calculus AB or MATH 12BC Transfer Calculus BC (transfer credit from AP Calculus) also fulfills the Calculus I requirement. Students pursuing the ACS Certified Degree and/or interested in graduate study are also strongly encouraged, but not required, to take MATH 2004 Multivariable Calculus I.

- ² **OPTIONAL:** Students in Pre-Health or interested in the Biochemistry minor should take BISC 1403 Introductory Biology I and BISC 1404 Introductory Biology II, along with labs. Students not pursuing these tracks are not required to take these courses.
- ³ Four semesters of CHEM 4030 Chemistry Seminar are required, generally taken during each semester of the junior and senior years. Additional elective research courses may be taken throughout the four-year curriculum. Contact the Associate Chair for details.
- ⁴ **ACS-Certified degree** candidates should also take the corresponding laboratory courses CHEM 4231 Biochemistry Lab I and CHEM 4432 Inorganic Chemistry Lab
- ⁵ Courses with the subject code CHEM (p. 1035), numbered 4222-4989, may count as electives. A rotating selection of courses satisfying the chemistry elective requirement are offered, including CHEM 4222 Biochemistry II, CHEM 4241 Biomimetic Chemistry, CHEM 4340 Environmental Chemistry, CHEM 4621 Bionanotechnology and Introduction to Nanomedicine, and CHEM 4625 Computational Chemistry. Students may take additional electives if their schedule permits.

General Advice

Majors meet with their academic adviser within the department to have their course schedules approved each semester.

For all CHEM foundation courses (i.e. General Chemistry through Organic Chemistry, including labs), a minimum grade of C- (in both lecture and lab) is required, both in order to enroll in the next course in the sequence, and for the course to apply towards the major.

Students are encouraged to pursue research projects with faculty members in the department for academic credit. These courses do not count toward major or minor requirements. Enrollment in research courses requires approval by the faculty supervisor. First-year students can enroll in CHEM 1990 Introduction to Research. Sophomores, juniors, and seniors can enroll in CHEM 3990 Directed Research. Juniors and seniors pursuing independent research can enroll in CHEM 4990 Independent Research.

Students are required to consult with the department before registering for CHEM 4030 Chemistry Seminar. Detailed instructions can be found on the department's website.

It is recommended that all chemistry majors take CHEM 3141 Methods of Biochemical Research in the years that it is offered.

Students planning to pursue graduate study in physical chemistry or chemical engineering are encouraged to take additional coursework in computer programming and mathematics and should speak with their adviser.

American Chemical Society (ACS) Certification

As an ACS-approved program in chemistry, Fordham offers the option of an ACS-certified chemistry major. This is generally recommended for students interested in pursuing careers or further study in chemistry and requires additional laboratory experience. In addition to the coursework listed above, students must complete CHEM 4432 Inorganic Chemistry Lab and CHEM 4231 Biochemistry Lab I. Students in pursuing this option are also encouraged (but not required) to take additional mathematics coursework, such as MATH 2004 Multivariable Calculus I

Biochemistry Minor

Requirements for the biochemistry minor can be found in the academic bulletin (p. 196). In addition to the courses listed above, chemistry majors interested in the biochemistry minor typically take:

- **First year:** BISC 1403 Introductory Biology I, BISC 1413 Introductory Biology Lab I, BISC 1404 Introductory Biology II, and BISC 1414 Introductory Biology Lab II
- **Sophomore year:** General Genetics with Lab (BISC 2539 General Genetics/BISC 2549 General Genetics Lab or NSCI 3133 Genetics Lecture/NSCI 3833 Genetics Lab)
- **Junior year:** CHEM 4221 Biochemistry I, CHEM 4231 Biochemistry Lab I, CHEM 4222 Biochemistry II (Physical Chemistry can be postponed to senior year)
- **Senior year:** Two elective courses outside the chemistry major

Pre-Health Track

Students interested in pre-health should consult the recommended pre-health professions curriculum guidelines posted online.

In general, many chemistry majors who are pre-health take BISC 1403 Introductory Biology I, BISC 1413 Introductory Biology Lab I, BISC 1404 Introductory Biology II, and BISC 1414 Introductory Biology Lab II, in their first year. However, this coursework is not strictly required for the chemistry major. In addition, many students find taking the biochemistry sequence (CHEM 4221 Biochemistry I and CHEM 4222 Biochemistry II) to be useful preparation for taking such professional school examinations as the MCAT, DAT, and VCAT.

3-2 Engineering Track

Interested students should consult with the director of the 3-2 engineering program (p. 135) for information regarding major courses to be completed in their sophomore and junior years. In general, these programs often require taking coursework in the sophomore year, such as CISC 1600 Computer Science I, MATH 2004 Multivariable Calculus I, and MATH 2005 Multivariable Calculus II. Your 3-2 engineering program (p. 135) adviser will be able to provide additional guidance.

Learning Goals

Our American Chemical Society certified curriculum provides students with the necessary skill-sets, and prepares them for a range of STEM-related careers. The breadth and depth of courses, and research opportunities offered will prepare students for their applications to top-tier professional schools, including medical schools, graduate school programs, or to entry-level industrial positions. Students will learn how to apply their acquired knowledge in chemistry to a wide range of areas in a variety of chemistry related fields.

This preparation takes the form of the following learning goals:

1. **Students will gain knowledge and proficiency in the core concepts of Chemistry.** Students will understand the fundamental basis for the structure and reactivity of atoms, molecules and non-molecular solids. Our curriculum will introduce students to all the branches of chemistry: Organic, Inorganic, Physical, Analytical and Biochemistry.
2. **Students will acquire problem-solving and critical-thinking skills that will prepare them to work independently on research questions by drawing upon experimental, theoretical, and computational evidence.** Students will apply research methods, for design, data analysis, and interpretation. This is achieved through pedagogically engaging, discovery-based laboratory courses as well as research courses

(offered in all 4 years of study) in which the students work directly with individual faculty.

3. **Students will learn to utilize chemical knowledge learned in their course work to real world applications in pharmacology, medicine and the environment.**
4. **Students will receive hands-on training with operating and interpreting data from high-tech analytical instrumentation.** The opportunities for hands-on experience on the department's bevy of modern instrumentation, either via independent research or within the framework of laboratory courses, will prepare students for scientific future careers.
5. **Students will gain experience in the computational methods of chemistry, ranging from ab initio calculations of electronic structure to molecular dynamics simulations, and learn how these compliment experimental data.** Our curriculum will initiate students to "computational thinking," including chemical and materials informatics, applications of data science to chemistry, and first-principles simulation methods.
6. **Students will acquire scientific literacy skills, particularly reading, writing, and presenting scientific communications.** Through classwork and presentations at regional and national conferences, students will be prepared to communicate research findings to chemist and non-chemist audiences. Students will learn to utilize library resources and critically read scientific literature. Students will also have the opportunity to hone their writing skills through research grant applications and writing initial drafts of peer-reviewed publications.
7. **Students will be able to work safely in a laboratory setting and have hands-on experience with common laboratory equipment and glassware in organic, analytical, biochemistry, inorganic, and physical chemistry laboratories.** As a graduate of the chemistry department, students will be ready to safely work in industrial and academic research settings.

Availability

The chemistry major is available at Fordham College at Rose Hill. Students in Fordham's School of Professional and Continuing Studies may major in chemistry only if they receive the approval of their advising dean and/or department, and if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

40.0501 - Chemistry, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Chemistry Minor Requirements

The requirements for the Chemistry minor for students majoring in **Biological Sciences, Natural Science, or Environmental Science** are as follows:

Course	Title	Credits
CHEM 2521	Organic Chemistry I	4
CHEM 2541	Organic Chemistry Lab I	2
CHEM 2511	Organic Chemistry I Recitation	0
CHEM 2522	Organic Chemistry II	4
CHEM 2542	Organic Chemistry Lab II	2
CHEM 2512	Organic Chemistry II Recitation	0

Select four additional courses with the subject code CHEM at the 3000- or 4000-level

The requirements for the Chemistry minor for **all other students** are as follows:

Course	Title	Credits
CHEM 1321	General Chemistry I	4
CHEM 1331	General Chemistry Lab I	2
CHEM 1311	General Chemistry I Recitation	0
CHEM 1322	General Chemistry II	4
CHEM 1332	General Chemistry Lab II	2
CHEM 1312	General Chemistry II Recitation	0
CHEM 2521	Organic Chemistry I	4
CHEM 2541	Organic Chemistry Lab I	2
CHEM 2511	Organic Chemistry I Recitation	0
CHEM 2522	Organic Chemistry II	4
CHEM 2542	Organic Chemistry Lab II	2
CHEM 2512	Organic Chemistry II Recitation	0

Select two additional courses with the subject code CHEM at the 3000- or 4000-level

For all CHEM foundation courses (i.e. General Chemistry through Organic Chemistry, including labs), a minimum grade of C- (in both lecture and lab) is required, both in order to enroll in the next course in the sequence, and for the course to apply towards the major.

Learning Goals

Our American Chemical Society certified curriculum provides students with the necessary skill-sets, and prepares them for a range of STEM-related careers. The breadth and depth of courses, and research opportunities offered will prepare students for their applications to top-tier professional schools, including medical schools, graduate school programs, or to entry-level industrial positions. Students will learn how to apply their acquired knowledge in chemistry to a wide range of areas in a variety of chemistry related fields.

This preparation takes the form of the following learning goals:

1. **Students will gain knowledge and proficiency in the core concepts of Chemistry.** Students will understand the fundamental basis for the structure and reactivity of atoms, molecules and non-molecular

solids. Our curriculum will introduce students to all the branches of chemistry: Organic, Inorganic, Physical, Analytical and Biochemistry.

- Students will acquire problem-solving and critical-thinking skills that will prepare them to work independently on research questions by drawing upon experimental, theoretical, and computational evidence.** Students will apply research methods, for design, data analysis, and interpretation. This is achieved through pedagogically engaging, discovery-based laboratory courses as well as research courses (offered in all 4 years of study) in which the students work directly with individual faculty.
- Students will learn to utilize chemical knowledge learned in their course work to real world applications in pharmacology, medicine and the environment.**
- Students will receive hands-on training with operating and interpreting data from high-tech analytical instrumentation.** The opportunities for hands-on experience on the department's bevy of modern instrumentation, either via independent research or within the framework of laboratory courses, will prepare students for scientific future careers.
- Students will gain experience in the computational methods of chemistry, ranging from ab initio calculations of electronic structure to molecular dynamics simulations, and learn how these compliment experimental data.** Our curriculum will initiate students to "computational thinking," including chemical and materials informatics, applications of data science to chemistry, and first-principles simulation methods.
- Students will acquire scientific literacy skills, particularly reading, writing, and presenting scientific communications.** Through classwork and presentations at regional and national conferences, students will be prepared to communicate research findings to chemist and non-chemist audiences. Students will learn to utilize library resources and critically read scientific literature. Students will also have the opportunity to hone their writing skills through research grant applications and writing initial drafts of peer-reviewed publications.
- Students will be able to work safely in a laboratory setting and have hands-on experience with common laboratory equipment and glassware in organic, analytical, biochemistry, inorganic, and physical chemistry laboratories.** As a graduate of the chemistry department, students will be ready to safely work in industrial and academic research settings.

Availability

The minor in Chemistry is available at Fordham College at Rose Hill. Students in Fordham's School of Professional and Continuing Studies may minor in Chemistry only if they receive the approval of their advising dean and/or department, and if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.

Classical Languages and Civilization

The classics department at Fordham teaches courses in the Latin and Greek languages as well as courses pertaining to the culture of ancient Greece and Rome. Two areas of major or minor concentration are offered: classical languages and classical civilization. Classical languages involve the study of Latin, Greek, or both languages and literatures. A concentration in classical civilization requires no study of Latin or Greek, although it may be included; rather it consists of courses in Greek and Roman literature, history, mythology, art, philosophy, religion and other areas, all taught in English translation. Acquaintance with, and

appreciation of, classical languages and literatures and the classical tradition is essential to Fordham's identity as a university in the Catholic tradition.

Program Activities

Students who are academically qualified are invited to become members of Eta Sigma Phi, the National Honors Society for Classics. Chapters are operative on both campuses. The department encourages and supports the activities of an undergraduate classics club. All undergraduates are invited to the lectures sponsored by the department, including the annual Robert Carrubba Memorial Lecture.

Students are also encouraged to take advantage of the many opportunities for study abroad available through Fordham both during the summer months and the academic year.

Fellowship monies are available for qualified students majoring in classics during their junior and senior years.

For more information

Visit the Classical Languages and Civilizations department web page.

Contribution to the Core

The department participates actively in the core curriculum.

Classes in Latin or Greek fulfill the foreign language requirement. The B.A. requirement may be fulfilled by completing Greek Language and Literature (GREK 2001) or Latin Language and Literature (LATN 2001) or one advanced course.

The prerequisite for GREK 2001 or LATN 2001, the exit-level course, is Intermediate Greek I (GREK 1501) or Intermediate Latin I (LATN 1501).

Students with sufficient previous language training may be placed directly into the intermediate (GREK 1501 or LATN 1501), literature (exit) (GREK 2001 or LATN 2001), or advanced reading level in Greek or Latin (GREK or LATN 3000s).

HIST 1210 Understanding Historical Change: Ancient Greece and HIST 1220 Understanding Historical Change: Ancient Rome are core area history courses. Core area courses are taken by all students during the first year and sophomore year and must be completed by the end of sophomore year.

The department offers three Texts and Contexts courses (CLAS 2000 Texts and Contexts): Myth in Greco-Roman Literature, Gender in Greco-Roman Literature, Tragedy and Comedy. All sections fulfill Eloquencia Perfecta 2 (p. 55) requirements.

CLAS 3030 Athenian Democracy, CLAS 3050 Pagans and Christians, CLAS 3141 Love, Fate, and Death in the Ancient Novel, CLAS 4020 The Classical Tradition in Contemporary Fiction and Film are Eloquencia Perfecta 3 (p. 55) courses.

Courses taken in the ancient world to fulfill core requirements may also be used for a major or minor in classics.

Programs

- Classical Civilization Major (p. 201)
- Classical Civilization Minor (p. 201)

- Classical Languages Major (p. 201)
- Classical Languages Minor (p. 202)

Classical Civilization Major Requirements

To complete the classical civilization major, students should complete ten courses with the classics (CLAS (p. 1043)), Greek (GREK (p. 1298)), or Latin (LATN (p. 1433)) subject codes, or having the CLAS attribute. Of these:

- At least three classes must be departmentally based: courses with the subject codes for classics (CLAS (p. 1043)), Greek (GREK (p. 1298)), or Latin (LATN (p. 1433)). HIST 1210 and HIST 1220 count as departmental courses for this requirement.
- At least two classes must be at or above the 2000 level, with at least one of those two being an EP3 or EP4 course with the classics (CLAS (p. 1043)), Greek (GREK (p. 1298)), or Latin (LATN (p. 1433)) subject codes.
- A maximum of six classes in Greek (GREK (p. 1298)) or Latin (LATN (p. 1433)) may count toward the major. Two Latin/Greek courses at the 1000 level may count *only* if both 1000-level courses are in the same language (Latin or Greek).

While no courses in Latin or Greek are required for the classical civilization major, the department encourages classical civilization majors to fulfill their College language requirement in Latin or Greek.

Availability

The major in classical civilization is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in classical civilization only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Fordham College at Lincoln Center students: *The requirements above are in addition to those of the Core Curriculum.*

Professional and Continuing Studies students: *The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.*

CIP Code

30.2201 - Ancient Studies/Civilization.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Classical Civilization Minor Requirements

To complete the classical civilization minor, students should complete six courses bearing CLAS (p. 1043), GREK (p. 1298), or LATN (p. 1433) subject codes or having the CLAS attribute.

- At least two classes must be departmentally based: They must have either the CLAS (p. 1043), GREK (p. 1298), or LATN (p. 1433) subject codes. HIST 1210 and HIST 1220 count as departmental courses for this requirement.
- At least one classes must be at or above the 2000 level.
- A maximum of four classes in LATN or GREK may count toward the major. Two Latin/Greek courses at the 1000 level may count *only* if both 1000-level courses are in the same language (Latin or Greek).

Availability

The minor in classical civilization is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in classical civilization only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Classical Languages Major Requirements

The major in classical languages consists of 10 courses in classics, Greek or Latin, including four 3000-level courses in a primary classical language (Greek or Latin).

The remaining coursework can be fulfilled by any course in classics (subject code CLAS (p. 1043)), Greek (subject code GREK (p. 1298)), or Latin (subject code LATN (p. 1433)), or having the CLAS attribute code. Courses taken en-route to the 3000-level courses in Greek or Latin, including pre-requisites, may count toward this requirement.

The department does not require, but strongly recommends, that all majors take courses in both languages. Students who have not had Greek should take the beginning course as soon as possible. The department also recommends that majors have a broad training in ancient history and master the fundamentals of at least one modern language.

Availability

The major in classical languages is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in classic languages only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Fordham College at Lincoln Center students: *The requirements above are in addition to those of the Core Curriculum.*

Professional and Continuing Studies students: *The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.*

CIP Code

16.1200 - Classics and Classical Languages, Literatures, and Linguistics, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Classical Languages Minor Requirements

A minor in classical languages consists of six courses:

- Two Greek (p. 1298) or Latin (p. 1433) courses at any level.
- Two more Greek (p. 1298) or Latin (p. 1433) courses at the 3000-level or higher.
- Any two additional courses in classics (subject code CLAS (p. 1043)), Greek (subject code GREK (p. 1298)), or Latin (subject code LATN (p. 1433)), or having the CLAS attribute.

Availability

The minor in classical languages is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in classical languages only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Communication and Media Studies

The Department of Communication and Media Studies at Fordham University (CMS) is dedicated to the interdisciplinary examination of human communication in an increasingly networked society. Just as digitalization and other forms of technological innovation yield a media environment that is constantly changing and evolving, sometimes in revolutionary ways, our diverse program keeps current with the most recent developments in theory and practice while staying true to its mission of emphasizing ethics and social engagement.

The department provides its students in all its programs with an interdisciplinary approach to the study of communication, including an emphasis on the media technologies, industries, and institutions that support the processes of mediated communication and their relationship to culture and society. The program blends theory and practice to prepare students for advanced study or careers in communications, all within the context of a rigorous liberal arts education supplemented by New York City's resources as the media capital of the world. We pride ourselves on offering opportunities for undergraduate students to work directly with faculty members in scholarship and training for future careers in multiple communication and media-focused careers.

In fall 2016, the department began to offer four new programs of study at Fordham College Rose Hill and Fordham College Lincoln Center, replacing

a single undergraduate major and minor in communications for those two colleges.

- Communication and Culture (major (p. 204), minor (p. 208))
- Digital Technologies and Emerging Media (major (p. 208), minor (p. 210))
- Film and Television (major (p. 211), minor (p. 212))
- Journalism (major (p. 213), minor (p. 215), plus a minor in sports journalism (p. 216))

The new areas of study allow students the opportunity to explore their interests in much greater depth than was possible within a single major or minor; both elective and required courses will now be better aligned with the specific interests of students and faculty in each area. (Students in PCS may still pursue a major (p. 125) or minor (p. 126) in communications.)

The original communications major and minor is no longer offered to incoming students at FCRH and FCLC. Students who began at Fordham after spring 2016 will be permitted to pursue only one of the new majors or minors, and may not major or minor in communications.

Note: Information about the Communication and Media Management (p. 217) area at Gabelli is listed separately.

Course Prerequisites

- COMM 1000 Fundamentals of Communication and Media Studies must be taken before any of the following courses (students prior to fall 2017 may have taken COMM 1010 instead):
 - COMC 1101 Communications and Culture: History, Theory, and Methods
 - DTEM 1401 Introduction to Digital Technologies and Emerging Media
 - FITV 1501 Understanding Film
 - FITV 1601 Understanding Television
- DTEM 1401 Introduction to Digital Technologies and Emerging Media is recommended to be taken before DTEM 1402 Digital Cultures, especially for DTEM majors.
- JOUR 1702 Introduction to Journalism must be taken before any intermediate or advanced writing/reporting course (i.e., any JOUR course where the second two digits are 71 or 72).
- FITV 1501 Understanding Film must be taken before FITV 2501 History of Film, 1895-1950 or FITV 3501 Film Theory and Criticism
- FITV 1601 Understanding Television must be taken before FITV 2601 History of Television or FITV 3601 Television Theory and Criticism.

Ethics, Law, and Policy Course Requirement

A course in ethics, law, and policy (ELP) is required for students majoring in communication and culture, as well as for students minoring in communication and culture. An ELP course is also required for students majoring or minoring in communication (FCRH/FCLC students enrolling prior to fall 2016 or PCS students).

The ELP requirement may be fulfilled by taking any course in COMC, DTEM, FITV, or JOUR with the CELP attribute, which includes the following courses:

Courses in this group have the CELP attribute.

Course	Title	Credits
AAST 3280	Representing Asians in Journalism and Media	4
COLI 4570	Films of Moral Struggle	4
COMC 2277	Media and Sexuality	4
COMC 3240	Photography, Identity, Power	4
COMC 3260	Media Regulation	4
COMC 3280	Representing Asians in Journalism and Media	4
COMC 3310	Ethics and Popular Culture	4
COMC 3330	Peace, Justice, and the Media	4
COMC 3350	Media Law	4
COMC 3370	Ethical Issues in Media	4
COMC 3375	Children and Media	4
COMC 3380	International Communication	4
COMC 4170	Dissent and Disinformation	4
COMC 4340	Freedom of Expression	4
COMC 4360	Communication Ethics and the Public Sphere	4
COMC 4370	Ethical Controversies in 21st Century Media	4
DTEM 2450	Digital Property: Rights, Policies, and Practice	4
DTEM 3500	Resistance and Global Activism	4
DTEM 4430	Digital Media Ethics	4
DTEM 4440	Privacy and Surveillance	4
DTEM 4470	Values in Design	4
DTEM 4480	Digital Media and Public Responsibility	4
FITV 2670	Television and Social Change	4
FITV 4570	Films of Moral Struggle	4
FITV 4660	Ethics of Reality Television	4
JOUR 3740	Ethics and Diversity in Journalism	4
JOUR 3760	The Journalist and the Law	4
JOUR 4750	Values in the News	4
JOUR 4770	Media Law and Journalism Ethics	4

Program Requirements

There are two pathways to declaring a major in the Department of Communication and Media Studies:

- 2.500 cumulative GPA and 30 earned credits; or
- 2.000 cumulative GPA and 3.000 GPA in 2 Communication and Media Studies courses and 30 earned credits.

Qualifying Communication and Media Studies courses for the second pathway can include: COMM 1000 Fundamentals of Communication and Media Studies and a major-specific course (e.g. FITV 1501 Understanding Film), or 2 major-specific courses (e.g. JOUR 1702 Introduction to Journalism and JOUR 2711 Intermediate Multimedia Reporting).

In addition, no D-grade work will be credited toward the major or minor.

Internships

A significant feature of all the communication and media studies majors is the opportunity to participate in internships working under the direct supervision of professionals in media organizations, ranging from daily

newspapers and television networks to public relations and advertising agencies and corporate communication programs.

Internship Requirements

- For their first internship, ALL CMS students wishing to receive credit for that internship MUST enroll in COMM 4701 Internship Seminar and successfully complete that course. This course is worth four credits and counts toward an elective in all four undergraduate majors.
- For all subsequent internships, students may take a tutorial –COMM 4999. Typically, these internships are worth one (1) course credit and *do not* count as an elective.
- All internships for academic credit must be approved by the department prior to registration. In general, students requesting academic credit for internships are expected to have a 3.0 cumulative GPA.
- The department recommends about 15 hours per week of internship duty over a semester (e.g., two days per week, seven hours per day; or three days per week, five hours per day).

Independent Research

Independent studies enable both majors and minors to pursue special projects as part of their requirements. Students may register to study with a professor for an Independent Tutorial for one to four credits, based upon an agreement with the professor.

Extracurricular Activities

Majors who belong to affiliated professional organizations may be eligible to apply for membership in Lambda Pi Eta, the Communication Honors Society. They are also active at WFUV (wfuv.org, 90.7 FM), Fordham University's highly regarded public media station; on a number of campus publications, including *The Ram* and *The Observer*; on *Fordham Nightly News*; and in many other student organizations.

Departmental Awards

Awards presented by the department include the Society of Professional Journalists/Sigma Delta Chi Award, the Herbert Robinson Award in Creative Writing, the Ralph W. Dengler, S.J., Award, the William F. DiPietra Awards in film and in screenwriting, the Ann M. Sperber Biography Award, the Kavanagh Award, and the Edward A. Walsh Scholarship for studies in communications.

For more information

Visit the Communication and Media Studies department web page.

Contribution to the Core

Communication and Media Studies offers the following courses that count toward Core Curriculum requirements:

The following courses satisfy the social science core requirement (p. 54):

Course	Title	Credits
COMM 1000	Fundamentals of Communication and Media Studies	3
COMC 2175	Persuasion and Public Opinion	4
COMC 2329	Media Industries	4
COMC 2377	Mass Communication and Media Effects	4
JOUR 1761	The Power of News	3

DTEM 2459	Social History of Communication and Technology	4
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The following courses satisfy the advanced social science core requirement (p. 45):

Course	Title	Credits
COMC 3171	Orality and Literacy	4
COMC 3172	Principles of Advertising	4
COMC 3247	Race and Gender in Media	4
COMC 3268	Media and National Identity	4
COMC 3350	Media Law	4
COMC 3375	Children and Media	4
COMC 3380	International Communication	4
COMC 3330	Peace, Justice, and the Media	4
DTEM 3476	Social Media	4
FITV 3678	Television Comedy and American Values	4
FITV 3571	Science Fiction in Film and Television	4
JOUR 3760	The Journalist and the Law	4

First-year students taking any section of JOUR 1702 Introduction to Journalism may request that the first-year class dean apply this course to fulfill the EP1 requirement.

Specified sections of the following courses satisfy the Eloquencia Perfecta 3 (EP3) requirement (p. 55):

Course	Title	Credits
COMC 3114	Effective Speaking	4
COMC 3375	Children and Media	4
FITV 3565	The Documentary Idea	4
FITV 3588	Global Cinema	4
JOUR 3727	Writing for Magazines	4

The following courses satisfy the Values Seminar/Eloquencia Perfecta 4 (EP4) requirement (p. 50):

Course	Title	Credits
COMC 4360	Communication Ethics and the Public Sphere	4
DTEM 4480	Digital Media and Public Responsibility	4
FITV 4570	Films of Moral Struggle	4
JOUR 4750	Values in the News	4

The following course satisfies the Interdisciplinary Capstone Core (ICC) requirement (p. 48):

Course	Title	Credits
COMC 4222	Media and the Environment	4
COMC 4241	Communication, Popular Culture, and Philosophy	4
COMC 4340	Freedom of Expression	4
COMC 4348	Religion, Theology, and New Media	4
JOUR 4766	Television News Innovators	4
JOUR 4767	History of Women's Magazines	4

Programs

- Communication and Culture Major (p. 204)
- Communication and Culture Minor (p. 208)
- Digital Technologies and Emerging Media Major (p. 208)
- Digital Technologies and Emerging Media Minor (p. 210)
- Film and Television Major (p. 211)
- Film and Television Minor (p. 212)
- Journalism Major (p. 213)
- Journalism Minor (p. 215)
- Sports Journalism Minor (p. 216)

The Communications (COMM) Major (p. 125) and Minor (p. 126) are available only to students at Fordham's School of Professional and Continuing Studies. Students in Fordham College at Rose Hill and Fordham College at Lincoln Center from the class of 2019 or earlier may also pursue the COMM major or minor.

Communication and Culture Major

The communication and culture major combines humanistic and social science approaches to the study of all aspects of human and mediated communication, including: the strategic application and implications of communication theories, tools, and techniques; the institutions and industries engaged in the production and distribution of mediated content; the receivers of this content and their reciprocal relationship with such messages; and the media texts in their social, political, local, and global cultural contexts.

In our increasingly interconnected world, it is clear that, when strategically chosen, the right words and images can be powerful instruments to help us move towards a more ethical and socially just world. The communication and culture major prepares the media professionals of tomorrow to use the power of mediated communication with responsibility by training them to be critical consumers and ethical producers of mediated communication in all areas of their lives: personal, professional, and civic.

Learning Outcomes

Upon graduation from the communication and culture major or minor, students will have achieved the following curricular goals:

1. Develop a critically-informed understanding of media as a set of industries, institutions, objects, and infrastructures; sites of political, economic, and cultural contestation; and fields of creative production.
2. Understand how media—as historically situated technologies, production practices, and consumption practices—define cultural notions of pastness and futurity.
3. Recognize and evaluate the ethical, regulatory, and legal frameworks within which media and communication systems operate, as well as the asymmetrical power relations embedded within these frameworks.
4. Assess the affordances of communication and media practices for addressing or perpetuating social inequities, and for promoting positive social change.
5. Articulate the varied roles that media and communication practices play in the shaping of global identities, cultures, and beliefs.

6. Engage in communication analysis and research, including humanistic and social scientific inquiry.

CIP Code

09.0100 - Communication, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The communication and culture (COMC) major requires eleven (11) courses.

Course	Title	Credits
COMM 1000	Fundamentals of Communication and Media Studies ¹	3
	or COMM 1010 Introduction to Communication and Media Studies	
COMC 1101	Communications and Culture: History, Theory, and Methods ²	4
Two courses in Communication Studies: Applications and Interactions		
Two courses in Cultural Studies: Critique and Analysis		
Two courses in Media Studies: Institutions and Audiences		
Two additional courses in one of the three areas (above) as a concentration		
One ethics, law, and policy course, ordinarily taken senior year ³		

¹ COMM 1010 Introduction to Communication and Media Studies has been discontinued and replaced by COMM 1000 as of Fall 2017.

² Either COMM 1000 or COMM 1010 is a prerequisite for COMC 1101 Communications and Culture: History, Theory, and Methods.

³ See below list of Ethics, Law, and Policy courses.

Students majoring in communication and culture must pursue one of three concentrations (p. 205): Communication Studies, Cultural Studies, and Media Studies.

Ethics, Law, and Policy courses

Courses in this group have the CELP attribute.

Courses that have this attribute typically explore the legal and regulatory frameworks within which media industries operate, and examine the ethical and moral questions that shape media production.

Course	Title	Credits
AAST 3280	Representing Asians in Journalism and Media	4
COLI 4570	Films of Moral Struggle	4
COMC 2277	Media and Sexuality	4
COMC 3240	Photography, Identity, Power	4
COMC 3260	Media Regulation	4
COMC 3280	Representing Asians in Journalism and Media	4

COMC 3310	Ethics and Popular Culture	4
COMC 3330	Peace, Justice, and the Media	4
COMC 3350	Media Law	4
COMC 3370	Ethical Issues in Media	4
COMC 3375	Children and Media	4
COMC 3380	International Communication	4
COMC 4170	Dissent and Disinformation	4
COMC 4340	Freedom of Expression	4
COMC 4360	Communication Ethics and the Public Sphere	4
COMC 4370	Ethical Controversies in 21st Century Media	4
DTEM 2450	Digital Property: Rights, Policies, and Practice	4
DTEM 3500	Resistance and Global Activism	4
DTEM 4430	Digital Media Ethics	4
DTEM 4440	Privacy and Surveillance	4
DTEM 4470	Values in Design	4
DTEM 4480	Digital Media and Public Responsibility	4
FITV 2670	Television and Social Change	4
FITV 4570	Films of Moral Struggle	4
FITV 4660	Ethics of Reality Television	4
JOUR 3740	Ethics and Diversity in Journalism	4
JOUR 3760	The Journalist and the Law	4
JOUR 4750	Values in the News	4
JOUR 4770	Media Law and Journalism Ethics	4

Availability

The major in communication and culture is available at Fordham College at Rose Hill (FCRH) and Fordham College at Lincoln Center (FCLC). Students in Fordham's School of Professional and Continuing Studies may major in communication and culture only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses. Such students must provide the Communication and Media Studies Associate Chair at their home campus a statement confirming they are able to take day classes in order to fulfill their major requirements.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Concentrations

Concentration in Communication Studies: Applications and Interactions

Courses in this concentration focus on the strategic application of theory related to mediated and human communication, as well as on the development of tools for studying human interaction through language, rhetoric, and socio-cultural practices. Courses may be taken in any sequence.

Courses fulfilling the communication studies concentration are generally numbered COMC x1xx—that is, any COMC course where the second

digit is a 1 fulfills this concentration requirement, plus some additional courses.

Courses in this group have the CCMS attribute.

Course	Title	Credits
CMBU 3434	Fundamentals of Integrated Marketing Communication	3
CMBU 4412	ST: Understanding Audiences/Users	3
COMC 2111	Theories of Human Communication	4
COMC 2112	Strategic Communication: Theory and Practice	4
COMC 2113	Interpersonal Communication	4
COMC 2117	Language, Consciousness, and Culture	4
COMC 2146	Introduction to Health Communication	4
COMC 2159	Communication Technologies and Society	4
COMC 2166	Media Advocacy	4
COMC 2175	Persuasion and Public Opinion	4
COMC 2377	Mass Communication and Media Effects	4
COMC 3114	Effective Speaking	4
COMC 3115	Performance for Broadcast Media	4
COMC 3171	Orality and Literacy	4
COMC 3172	Principles of Advertising	4
COMC 3174	Public Relations	4
COMC 3179	Crisis and Reputation Management in PR	4
COMC 3186	Sports Communication	4
COMC 3187	Sports Communication in the Field	4
COMC 3272	History and Culture of Advertising	4
COMC 3328	Media Logistics	4
COMC 4114	Speaking for Change	4
COMC 4115	Communication and the Food System	4
COMC 4146	Health Communication and Social Justice	4
COMC 4170	Dissent and Disinformation	4
COMC 4340	Freedom of Expression	4
COMC 4348	Religion, Theology, and New Media	4
COMC 4360	Communication Ethics and the Public Sphere	4
COMC 4380	Media and Moral Philosophy	4
COMM 4000	Communication and Media Studies Honors Seminar	4
DTEM 2459	Social History of Communication and Technology	4
DTEM 3475	Digital Media and Advocacy	4
DTEM 3500	Resistance and Global Activism	4
DTEM 4488	Political Communication in the Digital Era	4
JOUR 2723	Introduction to Climate Storytelling	4
LING 2400	Analyzing Discourse: Text and Talk in Context	4
MKBU 3434	Fundamentals of Integrated Marketing Communication	3
NMDD 3020	Explorations in Digital Storytelling	4
NMDD 3308	Professional Social Media	4
THEO 4411	Religion, Theology, and New Media	4

Concentration in Cultural Studies: Critique and Analysis

Courses in this concentration focus on the analysis and interpretation of media texts within the context of competing ideologies and systems of representation.

Courses may be taken in any sequence. Courses fulfilling the cultural studies concentration are generally numbered COMC x2xx—that is, any COMC course where the second digit is a 2 fulfills this concentration requirement, plus some additional courses. Courses in this group have the CCUS attribute.

Courses in this group have the CCUS attribute.

Course	Title	Credits
AFAM 3134	From Rock-N-Roll to Hip-Hop	4
CISC 4001	Computers and Robots in Film	4
CISC 4660	Minds, Machines, and Society	4
COLI 4018	Cuba: Revolution, Literature and Film	4
COMC 2146	Introduction to Health Communication	4
COMC 2223	Comic Books and American Culture	4
COMC 2234	Media and the Arts	4
COMC 2236	The Rock Revolution in Music and Media	4
COMC 2277	Media and Sexuality	4
COMC 2278	Media, Culture, and Globalization	4
COMC 2279	Contemporary Asian Media Cultures	4
COMC 3232	Class, Taste, and Popular Culture	4
COMC 3233	Promotional Culture	4
COMC 3235	Popular Music as Communication	4
COMC 3240	Photography, Identity, Power	4
COMC 3247	Race and Gender in Media	4
COMC 3260	Media Regulation	4
COMC 3268	Media and National Identity	4
COMC 3272	History and Culture of Advertising	4
COMC 4115	Communication and the Food System	4
COMC 4146	Health Communication and Social Justice	4
COMC 4211	Media and Modernity	4
COMC 4222	Media and the Environment	4
COMC 4241	Communication, Popular Culture, and Philosophy	4
COMC 4246	Media, Disability, Futurity	4
COMC 4266	Communicating Revolution	4
COMC 4268	Media and the Social Construction of Reality	4
COMC 4380	Media and Moral Philosophy	4
COMM 4000	Communication and Media Studies Honors Seminar	4
DTEM 1402	Digital Cultures	4
DTEM 2411	Digital Research Methods	4
DTEM 3447	Race, Gender, and Digital Media	4
DTEM 3500	Resistance and Global Activism	4
DTEM 4430	Digital Media Ethics	4
ENST 4900	Environmental Internship and Media Advocacy	4

FITV 3534	Fashion in British Film and Television	4	COMC 3233	Promotional Culture	4
FITV 3588	Global Cinema	4	COMC 3240	Photography, Identity, Power	4
FITV 3601	Television Theory and Criticism	4	COMC 3247	Race and Gender in Media	4
FITV 3604	Critical Production Studies in Film and Television	4	COMC 3272	History and Culture of Advertising	4
FITV 3647	TV, Identity, and Representation	4	COMC 3280	Representing Asians in Journalism and Media	4
FITV 3678	Television Comedy and American Values	4	COMC 3310	Ethics and Popular Culture	4
FITV 4660	Ethics of Reality Television	4	COMC 3328	Media Logistics	4
HIST 3515	Media History: 1400 to Present	4	COMC 3329	Media Archaeology	4
HIST 4115	Communication and Media in History: From Gutenberg to Google	4	COMC 3330	Peace, Justice, and the Media	4
LALS 3000	Latinx Images in Media	4	COMC 3350	Media Law	4
LALS 3005	Latin American Themes	4	COMC 3370	Ethical Issues in Media	4
MLAL 3005	Themes in Latina/o and Latin American Studies	4	COMC 3375	Children and Media	4
MLAL 3410	Arab Cinema: History and Cultural Identity	4	COMC 3378	Media, Youth Culture, and Civic Discourse	4
NMDD 3880	Designing Smart Cities for Social Justice	4	COMC 3380	International Communication	4
PHIL 3422	Harry Potter and Philosophy	4	COMC 4211	Media and Modernity	4
PHIL 4422	Harry Potter and Philosophy (ICC)	4	COMC 4222	Media and the Environment	4
PHIL 4444	AI, Sci Fi, and Human Value	4	COMC 4338	American Political Communication	4
POSC 3421	Political Theory in Popular Culture	4	COMC 4340	Freedom of Expression	4
SOCI 3000	Latinx Images in Media	4	COMC 4348	Religion, Theology, and New Media	4
SOCI 3409	Race and Gender in Visual Culture	4	COMC 4360	Communication Ethics and the Public Sphere	4
SOCI 4052	An Ethics of Modern Selfhood: The Pursuit of Authenticity	4	COMC 4370	Ethical Controversies in 21st Century Media	4
SPAN 4018	Cuba: Revolution, Literature and Film	4	COMC 4380	Media and Moral Philosophy	4
WGSS 3001	Queer Theories	4	COMM 3701	Summer Media Internship Seminar	3
			COMM 4000	Communication and Media Studies Honors Seminar	4
			COMM 4701	Internship Seminar	4
			DTEM 1401	Introduction to Digital Technologies and Emerging Media	4
			DTEM 1402	Digital Cultures	4
			DTEM 2411	Digital Research Methods	4
			DTEM 2414	Media Ecology	4
			DTEM 2443	Fashion and Digital Media	4
			DTEM 2450	Digital Property: Rights, Policies, and Practice	4
			DTEM 3463	Civic Media	4
			DTEM 3475	Digital Media and Advocacy	4
			DTEM 3476	Social Media	4
			DTEM 3500	Resistance and Global Activism	4
			DTEM 4488	Political Communication in the Digital Era	4
			ENST 4900	Environmental Internship and Media Advocacy	4
			FITV 3604	Critical Production Studies in Film and Television	4
			FITV 3688	Global Television	4
			HIST 3515	Media History: 1400 to Present	4
			HIST 4115	Communication and Media in History: From Gutenberg to Google	4
			JOUR 4773	Public Media	4
			POSC 3316	Mass Media and American Politics	4
			THEO 4411	Religion, Theology, and New Media	4

Concentration in Media Studies: Institutions and Audiences

Courses in this concentration focus on the reciprocal relationship between producers and consumers of mediated communication; the economic, political, and legal factors shaping media institutions and industries; and the sociological variables that influence the experience of creating and consuming mediated communication.

Courses fulfilling the media studies concentration are generally numbered COMC x3xx—that is, any COMC course where the second digit is a 3 fulfills this concentration requirement, plus some additional courses. Courses in this group have the CMST attribute.

Courses in this group have the CMST attribute.

Course	Title	Credits
AAS 3280	Representing Asians in Journalism and Media	4
CMBU 4412	ST: Understanding Audiences/Users	3
COMC 2223	Comic Books and American Culture	4
COMC 2234	Media and the Arts	4
COMC 2236	The Rock Revolution in Music and Media	4
COMC 2278	Media, Culture, and Globalization	4
COMC 2279	Contemporary Asian Media Cultures	4
COMC 2329	Media Industries	4
COMC 2377	Mass Communication and Media Effects	4
COMC 3179	Crisis and Reputation Management in PR	4

Communication and Culture Minor Requirements

The communication and culture (COMC) minor requires six courses.

Course	Title	Credits
COMM 1000	Fundamentals of Communication and Media Studies ¹	3
COMC 1101	Communications and Culture: History, Theory, and Methods ²	4
<i>Select two courses in a single group:</i> ³		
Communication Studies		
Cultural Studies		
Media Studies		
Select one ethics, law, and policy course, ordinarily taken senior year ⁴		
Select one other COMC course		

¹ COMM 1010 Introduction to Communication and Media Studies may be used if taken before spring 2017.

² COMM 1000 or COMM 1010 is a prerequisite for COMC 1101.

³ See the Concentrations tab for the Communication and Culture Major (p. 205).

⁴ See the below list of Ethics, Law, and Policy courses.

Ethics, Law, and Policy courses

Courses in this group have the CELP attribute.

Courses that have this attribute typically explore the legal and regulatory frameworks within which media industries operate, and examine the ethical and moral questions that shape media production.

Course	Title	Credits
AAS 3280	Representing Asians in Journalism and Media	4
COLI 4570	Films of Moral Struggle	4
COMC 2277	Media and Sexuality	4
COMC 3240	Photography, Identity, Power	4
COMC 3260	Media Regulation	4
COMC 3280	Representing Asians in Journalism and Media	4
COMC 3310	Ethics and Popular Culture	4
COMC 3330	Peace, Justice, and the Media	4
COMC 3350	Media Law	4
COMC 3370	Ethical Issues in Media	4
COMC 3375	Children and Media	4
COMC 3380	International Communication	4
COMC 4170	Dissent and Disinformation	4
COMC 4340	Freedom of Expression	4
COMC 4360	Communication Ethics and the Public Sphere	4
COMC 4370	Ethical Controversies in 21st Century Media	4
DTEM 2450	Digital Property: Rights, Policies, and Practice	4
DTEM 3500	Resistance and Global Activism	4

DTEM 4430	Digital Media Ethics	4
DTEM 4440	Privacy and Surveillance	4
DTEM 4470	Values in Design	4
DTEM 4480	Digital Media and Public Responsibility	4
FITV 2670	Television and Social Change	4
FITV 4570	Films of Moral Struggle	4
FITV 4660	Ethics of Reality Television	4
JOUR 3740	Ethics and Diversity in Journalism	4
JOUR 3760	The Journalist and the Law	4
JOUR 4750	Values in the News	4
JOUR 4770	Media Law and Journalism Ethics	4

Learning Outcomes

Upon graduation from the communication and culture major or minor, students will have achieved the following curricular goals:

1. Develop a critically-informed understanding of media as a set of industries, institutions, objects, and infrastructures; sites of political, economic, and cultural contestation; and fields of creative production.
2. Understand how media—as historically situated technologies, production practices, and consumption practices—define cultural notions of pastness and futurity.
3. Recognize and evaluate the ethical, regulatory, and legal frameworks within which media and communication systems operate, as well as the asymmetrical power relations embedded within these frameworks.
4. Assess the affordances of communication and media practices for addressing or perpetuating social inequities, and for promoting positive social change.
5. Articulate the varied roles that media and communication practices play in the shaping of global identities, cultures, and beliefs.
6. Engage in communication analysis and research, including humanistic and social scientific inquiry.

Availability

[The minor in communication and culture is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.](#) Students in Fordham's School of Professional and Continuing Studies may minor in communication and culture only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses. Such students must provide the Communication and Media Studies Associate Chair at their home campus a statement confirming they are able to take day classes in order to fulfill their minor requirements.

Digital Technologies and Emerging Media Major

The digital technologies and emerging media (DTEM) major takes a critical approach to internet and participatory technologies. It draws from a broad tradition of communication and media studies research; social science disciplines including anthropology, psychology, sociology, and political science; and the humanities and fine arts.

The major is designed to encourage greater understanding, critical thinking, and analysis of emerging technologies such as the web, social

media, mobile apps, video games, wearables, and the like, while also offering a number of production and writing classes. Students wishing to pursue engineering or digital production should augment the major with classes in computer science, visual arts, journalism, and new media and digital design.

Note: Information about the Gabelli concentration in Digital Media and Technology is listed separately.

Learning Outcomes

Upon graduation from the digital technology and emerging media major or minor, students will have achieved the following curricular goals:

1. Develop a critically-informed understanding of the key characteristics of digital technologies and emerging media, their affordances, constraints, histories, and infrastructures.
2. Learn to analyze digital media as not only tools, but a set of industries and institutions, and a site of political and cultural contestation, creative practice, and professional production.
3. Gain the skills to plan, develop and execute appropriate methodologies for researching digital media from a variety of perspectives.
4. Be conversant with the ethical, regulatory, political, and economic issues raised by the emergence and evolution of digital media and communication systems - especially as they relate to matters of social equity and equality, right, privacy and surveillance.
5. Demonstrate an understanding of the practice of digital technology design, and develop a critical understanding of their processes of invention, creation, deployment and use.

CIP Code

09.0702 - Digital Communication and Media/Multimedia.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The digital technologies and emerging media (DTEM) major requires ten courses.

Course	Title	Credits
Required Courses		
COMM 1000	Fundamentals of Communication and Media Studies ¹	3
DTEM 1401	Introduction to Digital Technologies and Emerging Media ²	4
DTEM 1402	Digital Cultures ²	4
One DTEM methods course		4
Distribution Requirement		
<i>Select two courses drawn from either or both of these categories:</i>		<i>8</i>
³		
Digital, Equity, Ethics, and Power/Values (DTEV attribute)		
Digital Governance, Policy, and Law (DTPL attribute)		

Electives

Four DTEM electives ⁴ 16

¹ COMM 1010 Introduction to Communication and Media Studies may be used if taken before spring 2017.

² DTEM 1401 is a prerequisite for DTEM 1402.

³ See below for the lists of courses included in each category.

⁴ Any course with the DTEM subject code or the DTEM attribute code may fulfill this requirement. Up to two courses may be taken outside the Communication and Media Studies department to fulfill major requirements.

DTEM Methods courses

Generally, DTEM methods courses are numbered between DTEM 2410 to 2419, in addition to other courses as listed below.

Courses in this group have the DTMM attribute.

A course covering social-science and/or humanities-based research methods is required for all DTEM majors. These courses can cover either qualitative or quantitative approaches. They teach students about the process of research design (developing questions and designing the appropriate process to answer them rigorously), and methods to collect and analyze data, digital texts, and or platforms and their role in society.

Course	Title	Credits
COMC 1101	Communications and Culture: History, Theory, and Methods	4
DTEM 2411	Digital Research Methods	4
DTEM 2412	Digital Ethnography	4
DTEM 2413	Participatory Methods	4
DTEM 2414	Media Ecology	4
DTEM 2417	Data Visualization	4
NMDD 3880	Designing Smart Cities for Social Justice	4

Digital, Equity, Ethics, and Power/Values courses

Courses in this group have the DTEV attribute.

These courses focus on issues of ethics, justice, and values as they are built into digital technologies and the industries that develop and maintain them. Some courses focus on the intersection of social justice and technology.

Course	Title	Credits
CISC 4650	Cyberspace: Issues and Ethics	4
COMC 3240	Photography, Identity, Power	4
COMC 4360	Communication Ethics and the Public Sphere	4
COMC 4370	Ethical Controversies in 21st Century Media	4
DTEM 3444	Nerds, Geeks, and Bros.	4
DTEM 3447	Race, Gender, and Digital Media	4
DTEM 3463	Civic Media	4
DTEM 3500	Resistance and Global Activism	4
DTEM 4430	Digital Media Ethics	4
DTEM 4470	Values in Design	4
DTEM 4480	Digital Media and Public Responsibility	4

NMDD 3450	User Experience Design: Design for Empowerment	4
NMDD 3880	Designing Smart Cities for Social Justice	4

Digital Governance, Policy, and Law courses

Courses in this group have the DTPL attribute.

These courses focus on the laws and policy-making that have governed technology across history, as well as the internal policies that govern how technology is deployed, developed, and used.

Course	Title	Credits
COMC 3350	Media Law	4
COMC 4340	Freedom of Expression	4
DTEM 2450	Digital Property: Rights, Policies, and Practice	4
DTEM 4440	Privacy and Surveillance	4
DTEM 4451	The Technology Industries	4

Availability

The major in digital technologies and emerging media is available at Fordham College at Rose Hill (FCRH) and Fordham College at Lincoln Center (FCLC). Students in Fordham's School of Professional and Continuing Studies may major in digital technologies and emerging media only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses. Such students must provide the Communication and Media Studies Associate Chair at their home campus a statement confirming they are able to take day classes in order to fulfill their major requirements.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Digital Technologies and Emerging Media Minor Requirements

The digital technologies and emerging media (DTEM) minor requires six courses.

Course	Title	Credits
Required Courses		
DTEM 1401	Introduction to Digital Technologies and Emerging Media	4
DTEM 1402	Digital Cultures	4
Select one DTEM methods course ¹		
Distributive Requirement		
Select one course from one of the following categories: ²		
Digital, Equity, Ethics, and Power/Values (DTEV attribute)		
Digital Governance, Policy, and Law (DTPL attribute)		
Electives		
Select two electives ³		

¹ Any DTEM course numbered 2410-2419, or COMC 1101 Communications and Culture: History, Theory, and Methods. Students in the class of 2021 and earlier are exempt from this requirement, and may take an additional DTEM elective instead.

² See below for the lists of courses included in each category.

³ Any course with the DTEM subject code or the DTEM attribute code may fulfill this requirement.

Digital, Equity, Ethics, and Power/Values courses

Courses in this group have the DTEV attribute.

These courses focus on issues of ethics, justice, and values as they are built into digital technologies and the industries that develop and maintain them. Some courses focus on the intersection of social justice and technology.

Course	Title	Credits
CISC 4650	Cyberspace: Issues and Ethics	4
COMC 3240	Photography, Identity, Power	4
COMC 4360	Communication Ethics and the Public Sphere	4
COMC 4370	Ethical Controversies in 21st Century Media	4
DTEM 3444	Nerds, Geeks, and Bros.	4
DTEM 3447	Race, Gender, and Digital Media	4
DTEM 3463	Civic Media	4
DTEM 3500	Resistance and Global Activism	4
DTEM 4430	Digital Media Ethics	4
DTEM 4470	Values in Design	4
DTEM 4480	Digital Media and Public Responsibility	4
NMDD 3450	User Experience Design: Design for Empowerment	4
NMDD 3880	Designing Smart Cities for Social Justice	4

Digital Governance, Policy, and Law courses

Courses in this group have the DTPL attribute.

These courses focus on the laws and policy-making that have governed technology across history, as well as the internal policies that govern how technology is deployed, developed, and used.

Course	Title	Credits
COMC 3350	Media Law	4
COMC 4340	Freedom of Expression	4
DTEM 2450	Digital Property: Rights, Policies, and Practice	4
DTEM 4440	Privacy and Surveillance	4
DTEM 4451	The Technology Industries	4

Learning Outcomes

Upon graduation from the digital technology and emerging media major or minor, students will have achieved the following curricular goals:

1. Develop a critically-informed understanding of the key characteristics of digital technologies and emerging media, their affordances, constraints, histories, and infrastructures.

- Learn to analyze digital media as not only tools, but a set of industries and institutions, and a site of political and cultural contestation, creative practice, and professional production.
- Gain the skills to plan, develop and execute appropriate methodologies for researching digital media from a variety of perspectives.
- Be conversant with the ethical, regulatory, political, and economic issues raised by the emergence and evolution of digital media and communication systems - especially as they relate to matters of social equity and equality, right, privacy and surveillance.
- Demonstrate an understanding of the practice of digital technology design, and develop a critical understanding of their processes of invention, creation, deployment and use.

Availability

The minor in digital technologies and emerging media [is available at Fordham College at Rose Hill and Fordham College at Lincoln Center](#). Students in Fordham's School of Professional and Continuing Studies may minor in digital technologies and emerging media only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses. Such students must provide the Communication and Media Studies Associate Chair at their home campus a statement confirming they are able to take day classes in order to fulfill their minor requirements.

Film and Television Major

The film and television major takes a critical and practical approach to the study of media in their shared and distinctive artistic and industrial elements. It draws from a broad tradition of historical, theoretical, and creative practices to best prepare students with the skills they need in the rapidly evolving media landscape.

Fordham's location in New York City and Jesuit mission makes the University uniquely positioned to offer students cultural and career opportunities in film and television as well as a curriculum that trains them in ethical approaches to media studies and practice.

The major offers a concentration in either film or television, with courses designed uniquely for each concentration and with courses that bridge both tracks. It also offers flexibility for those students wishing to focus on film and/or television writing and production, and those wishing to concentrate on critical, historical, and theoretical concerns.

Learning Outcomes

Upon graduation from the film and television major or minor, students will have achieved the following curricular goals:

- Develop a critically-informed understanding of film and television as a set of industries and institutions, forms of aesthetic expression, sites of cultural contestation, modes of representation, spaces of creative production, and evolving political-economic ecosystems.
- Be conversant in the multiple histories and theories of cinema and/or television, and be able to connect those histories and theories to current and emerging screen-based media forms.
- Be able to frame cinematic and televisual production, distribution and consumption within the context of regulatory, economic and policy

parameters, as well as social norms and systemic and institutional exclusions.

- Be able to articulate the role that film and television play in the development of identities, cultures, and beliefs on local, national, and global scales.
- Cultivate skills necessary to ethically create and engage in varying forms of film and television writing, production, and reception, and thus develop a holistic appreciation of film and television cultures.

CIP Code

50.0601 - Film/Cinema/Media Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The film and television (FITV) major requires eleven (11) courses.

Students must declare a concentration in film or television. The required courses for the major are:

Course	Title	Credits
COMM 1000	Fundamentals of Communication and Media Studies ¹	3
Select one of the following tracks:		12
<i>Film</i>		
FITV 1501	Understanding Film	
FITV 2501	History of Film, 1895-1950	
FITV 3501	Film Theory and Criticism	
<i>Television</i>		
FITV 1601	Understanding Television	
FITV 2601	History of Television	
FITV 3601	Television Theory and Criticism	
One Production course		4
Two FITV courses at the 3000/4000 level (excluding production courses) ²		8
Three additional electives ²		12
One Film, Television, Identity and Difference course (normally taken during the senior year) ³		4

¹ COMM 1010 Introduction to Communication and Media Studies may be substituted if taken prior to Spring 2017.

² Any course with the FITV subject code or the FITV attribute code may fulfill this requirement.

³ Any course with the FIID attribute code may fulfill this requirement (see list below).

Production Courses

Any FITV course numbered xx1x or xx2x—i.e., courses whose third digit is 1 or 2) may fulfill this requirement.

Courses in this group have the FIPR attribute.

A course in film and TV production is required for students majoring in film and television. These courses focus on the development of technical and creative skills that include screenwriting and digital video production.

Course	Title	Credits
DTEM 2425	Digital Video Production I for DTEM	4
DTEM 3423	Projects in Digital Video	4
DTEM 3425	Digital Video Production II	4
FITV 2425	Digital Video Production I for FITV	4
FITV 2511	Screenwriting I	4
FITV 2611	Television Production I	4
FITV 2612	Writing Producing Web Series	4
FITV 3425	Digital Video Production II	4
FITV 3511	Screenwriting II	4
FITV 3512	Film/Television: Narrative Basics	4
FITV 3525	Writing the Genre Screenplay: Horror, Sci-Fi, and Fantasy	4
FITV 3624	Writing Television Dramas	4
FITV 3626	Writing the Original Television Pilot	4
FITV 4625	Writing Television Sitcoms	4
FITV 4626	Writing For Animation	4
JOUR 4789	Sports Television Production: Theory and Practice	4
VART 1265	Film/Video I	4
VART 2265	Film/Video II	4
VART 3251	Film Video Postproduction	4
VART 3261	Documentary Film/Video Production	4
VART 3262	Narrative Film/Video Production	4

Film, Television, Identity, and Difference courses

Courses in this group have the FIID attribute.

These courses explore film and television from minority, ethnic, diasporic, postcolonial, colonial, indigenous, global, feminist, and queer traditions. They center on how race, gender, ethnicity, sexuality, nationality, and disability shape the aesthetics, politics, and ethics of film and television. Fundamentally, they are attentive to the importance of intersectionality as well as social justice in theory and practice.

Course	Title	Credits
COMC 2277	Media and Sexuality	4
COMC 3240	Photography, Identity, Power	4
FITV 2670	Television and Social Change	4
FITV 3548	Film and Gender	4
FITV 3554	African American Cinema	4
FITV 3585	Transnational Asian Media	4
FITV 3588	Global Cinema	4
FITV 3604	Critical Production Studies in Film and Television	4
FITV 3637	Queer Studies in Film and Television	4
FITV 3647	TV, Identity, and Representation	4
FITV 3648	Television, Race, and Civil Rights	4
FITV 3658	Italian Americans on Screen	4
FITV 3688	Global Television	4
FITV 4554	Black Experimental and Art Cinema	4

FITV 4570	Films of Moral Struggle	4
FITV 4660	Ethics of Reality Television	4

Availability

The major in film and television is available at Fordham College at Rose Hill (FCRH) and Fordham College at Lincoln Center (FCLC). Students in Fordham's School of Professional and Continuing Studies may major in film and television only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses. Such students must provide the Communication and Media Studies Associate Chair at their home campus a statement confirming they are able to take day classes in order to fulfill their major requirements.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Fordham College at Lincoln Center students: *The requirements above are in addition to those of the Core Curriculum.*

Film and Television Minor Requirements

Students must pursue either film or television as a sequence of study. The film and television (FITV) minor requires six courses. Required courses are:

Course	Title	Credits
Departmental Introductory Course		
COMM 1010	Introduction to Communication and Media Studies (if taken before spring 2017) or COMM 10 Fundamentals of Communication and Media Studies	

Film, Television, Identity and Difference Course

Select one Film, Television, Identity and Difference course, ordinarily taken senior year ¹

FITV Sequences

Select one of the following sequences:

For students interested in pursuing the film sequence:

FITV 1501	Understanding Film
FITV 2501	History of Film, 1895-1950 or FITV 3501 Film Theory and Criticism

For students interested in pursuing the television sequence:

FITV 1601	Understanding Television
FITV 2601	History of Television or FITV 3601 Television Theory and Criticism

FITV Electives

Select any two courses with the FITV subject code ²

¹ Any course with the FIID attribute code may fulfill this requirement (see list below).

² Any course with the FITV subject code may fulfill this requirement.

Film, Television, Identity, and Difference courses

Courses in this group have the FIID attribute.

These courses explore film and television from minority, ethnic, diasporic, postcolonial, colonial, indigenous, global, feminist, and queer traditions. They center on how race, gender, ethnicity, sexuality, nationality, and disability shape the aesthetics, politics, and ethics of film and television. Fundamentally, they are attentive to the importance of intersectionality as well as social justice in theory and practice.

Course	Title	Credits
COMC 2277	Media and Sexuality	4
COMC 3240	Photography, Identity, Power	4
FITV 2670	Television and Social Change	4
FITV 3548	Film and Gender	4
FITV 3554	African American Cinema	4
FITV 3585	Transnational Asian Media	4
FITV 3588	Global Cinema	4
FITV 3604	Critical Production Studies in Film and Television	4
FITV 3637	Queer Studies in Film and Television	4
FITV 3647	TV, Identity, and Representation	4
FITV 3648	Television, Race, and Civil Rights	4
FITV 3658	Italian Americans on Screen	4
FITV 3688	Global Television	4
FITV 4554	Black Experimental and Art Cinema	4
FITV 4570	Films of Moral Struggle	4
FITV 4660	Ethics of Reality Television	4

Learning Outcomes

Upon graduation from the film and television major or minor, students will have achieved the following curricular goals:

1. Develop a critically-informed understanding of film and television as a set of industries and institutions, forms of aesthetic expression, sites of cultural contestation, modes of representation, spaces of creative production, and evolving political-economic ecosystems.
2. Be conversant in the multiple histories and theories of cinema and/or television, and be able to connect those histories and theories to current and emerging screen-based media forms.
3. Be able to frame cinematic and televisual production, distribution and consumption within the context of regulatory, economic and policy parameters, as well as social norms and systemic and institutional exclusions.
4. Be able to articulate the role that film and television play in the development of identities, cultures, and beliefs on local, national, and global scales.
5. Cultivate skills necessary to ethically create and engage in varying forms of film and television writing, production, and reception, and thus develop a holistic appreciation of film and television cultures.

Availability

The minor in film and television is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in film and television only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses. Such students must provide the Communication and Media Studies Associate Chair at

their home campus a statement confirming they are able to take day classes in order to fulfill their minor requirements.

Journalism Major

The journalism major prepares reporters to serve the public interest in the digital age armed with strong practical skills, a deep grounding in journalism history and ethics, and sharp critical thinking. By synthesizing theory and practice, our graduates will be ready to serve in our rapidly evolving media landscape. Classes are taught by a mix of full-time Fordham professors and media professionals from the New York area. Our faculty, who come from such organizations as *The New York Times*, CBS News, MTV, and *Sports Illustrated*, help our students by bringing real-world experience to the classroom, making sure our graduates are ready to compete in the job market.

The major moves students through introductory, intermediate, and advanced multimedia reporting classes to hone their skills and bring them to a professional level in reporting, writing, and creating digital content. Majors in journalism become grounded in the profession through one required course in ethics, and one course in the "social construction of journalism"—Media Law, Journalism History, or Sociology of News. Journalism majors are also required to take a course in social media to learn how to use such sites as Facebook, Twitter, and Instagram for gathering and disseminating news.

Learning Outcomes

Upon graduation with a journalism major or minor, students will have achieved the following curricular goals:

1. In terms of knowledge, students will develop a critically-informed understanding of journalism as a set of industries and institutions, a site of political and cultural contestation, a space of creative and critical production, and an evolving political and economic ecosystem.
2. Be conversant in journalism history, and be able to connect those histories to current and emerging media forms and issues of pluralism.
3. Be cognizant of the regulatory, economic, occupational, and legal parameters that frame journalistic practice.
4. In terms of skills, students will serve the public good by reporting, writing and creating compelling journalism across media platforms.
5. In terms of values, students will be aware of the ethical and moral challenges that journalists face, and the ways in which such challenges are addressed.
6. Be sensitive to issues of diversity, equity and inclusion as reflected in the theory, practice, and history of journalism.

CIP Code

09.0401 - Journalism.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The journalism (JOUR) major requires 11 courses.

Course	Title	Credits
COMM 1000	Fundamentals of Communication and Media Studies ¹	3
JOUR 1702	Introduction to Journalism	4
One Digital Production for Journalism course		4
JOUR 2711	Intermediate Multimedia Reporting ²	4
One course in Journalism Ethics, Law, Policy, or History		4
One course in Social Media		4
Three courses in Intermediate/Advanced Journalism Reporting/Writing		12
Two elective courses ³		8

¹ COMM 1010 Introduction to Communication and Media Studies may be substituted if taken prior to Spring 2017.

² Students in the class of 2021 and earlier are exempt from this requirement, and may take an additional intermediate/advanced journalism course.

³ Any course with the JOUR subject code or the JOUR attribute code may fulfill this requirement.

Requirements for students who took JOUR 1701 in Spring 2021 or earlier

Course	Title	Credits
COMM 1000	Fundamentals of Communication and Media Studies ¹	3
JOUR 1701	Introduction to Multimedia Journalism With Lab	4
JOUR 2711	Intermediate Multimedia Reporting ²	4
One course in Journalism Ethics		4
One course in Journalism Law, Policy, or History		4
One course in Social Media		4
Three courses in Intermediate/Advanced Journalism Reporting/Writing		12
Two elective courses ³		8

¹ COMM 1010 Introduction to Communication and Media Studies may be substituted if taken prior to Spring 2017.

² Students in the class of 2021 and earlier are exempt from this requirement, and may take an additional intermediate/advanced journalism course.

³ Any course with the JOUR subject code or the JOUR attribute code may fulfill this requirement.

Digital Production for Journalism

Courses in this group have the JDPR attribute.

Course	Title	Credits
DTEM 2421	Digital Production for New Media	4
DTEM 2425	Digital Video Production I for DTEM	4
FITV 2425	Digital Video Production I for FITV	4

Journalism Ethics

Courses in this group have the JETH attribute.

Ethical behavior is key to a successful career in journalism. These courses focus on ethical conduct in journalism or in media.

Course	Title	Credits
AAST 3280	Representing Asians in Journalism and Media	4
COMC 3280	Representing Asians in Journalism and Media	4
COMC 3370	Ethical Issues in Media	4
COMC 4360	Communication Ethics and the Public Sphere	4
COMC 4370	Ethical Controversies in 21st Century Media	4
DTEM 4480	Digital Media and Public Responsibility	4
JOUR 3740	Ethics and Diversity in Journalism	4
JOUR 4750	Values in the News	4
JOUR 4770	Media Law and Journalism Ethics	4

Journalism Law, Policy, or History

Courses in this group have the JPLH attribute.

A course on the social construction of journalism. These courses generally do not involve the production of journalism, but focus on the larger questions of journalism's role in society. They deepen understanding of the history of journalism, the conventions of journalism, and the effects of journalism on society. These courses may be drawn from journalism or media history, courses that focus on journalism or media law, or courses that are centered on the policy effects that result from journalism.

Course	Title	Credits
AAST 3280	Representing Asians in Journalism and Media	4
COMC 3260	Media Regulation	4
COMC 3280	Representing Asians in Journalism and Media	4
COMC 3350	Media Law	4
COMC 3378	Media, Youth Culture, and Civic Discourse	4
COMC 4170	Dissent and Disinformation	4
COMC 4340	Freedom of Expression	4
DTEM 4430	Digital Media Ethics	4
JOUR 1761	The Power of News	3
JOUR 2723	Introduction to Climate Storytelling	4
JOUR 3760	The Journalist and the Law	4
JOUR 3763	The Murrow Years: 1938-65	4
JOUR 3769	History of Television and Radio News	4
JOUR 4766	Television News Innovators	4
JOUR 4767	History of Women's Magazines	4
JOUR 4770	Media Law and Journalism Ethics	4

Social Media

Courses in this group have the JSME attribute.

A course in social media provides the understanding of the theory and practice of social media that is key for working journalists. This requirement can be fulfilled with a number of courses—including a

specialized course in Social Media for Journalists (JOUR 3776) and other, more general courses on using social media to gather and disseminate information.

Course	Title	Credits
CMBU 4453	Social Media	3
DTEM 2411	Digital Research Methods	4
DTEM 3476	Social Media	4
JOUR 3776	Social Media for Journalists	4
NMDD 3308	Professional Social Media	4

Intermediate/Advanced Journalism Reporting/Writing

Any JOUR course numbered x71x or x72x (i.e., any course where the second two digits are 71 or 72) fulfills this requirement, in addition to any other course on this list. JOUR 1701 Introduction to Multimedia Journalism With Lab or JOUR 1702 Introduction to Journalism is a prerequisite for any course on this list. At least one 3000-level course must be completed prior to enrolling in a 4000-level course on this list.

Courses in this group have the JWRI attribute.

These courses are intermediate- and advanced-level hands-on courses where students expand their capabilities to produce compelling journalism beyond basic reporting skills. They may involve reporting in one medium like print—or they may involve multimedia production. The courses in this area include general reporting classes focusing on one medium (like audio reporting or video reporting) and also specialized reporting courses that address one specific subject area (like arts, theater, sports, or criminal justice reporting).

Course	Title	Credits
JOUR 2712	Intermediate Print Reporting	4
JOUR 2714	Radio and Audio Reporting	4
JOUR 2722	Intermediate Feature Writing	4
JOUR 2723	Introduction to Climate Storytelling	4
JOUR 2725	Writing Workshop	4
JOUR 2735	Video Journalism	4
JOUR 2786	Sports Writing and Reporting	4
JOUR 2789	Sports Broadcasting	4
JOUR 3712	The Multimedia Newsroom Experience	4
JOUR 3715	Writing for Broadcast News	4
JOUR 3718	On-Air Reporting	4
JOUR 3719	Data Journalism	4
JOUR 3723	Interviews and Profiles	4
JOUR 3724	First Person Journalism	4
JOUR 3727	Writing for Magazines	4
JOUR 3728	Special Reporting: In-Depth Reporting	4
JOUR 3731	Criminal Justice Reporting	4
JOUR 3732	Breaking News Reporting	4
JOUR 3781	Arts and Culture Reporting	4
JOUR 3782	Science Journalism	4
JOUR 3783	Theater Journalism	4
JOUR 3785	Writing for the Media	4
JOUR 3788	International Reporting	4
JOUR 4711	Advanced Multimedia Reporting	4
JOUR 4712	The Advanced Multimedia Newsroom Experience	4

JOUR 4713	Audio Reporting and Podcasting	4
JOUR 4727	Advanced Magazine Article Writing	4
JOUR 4733	Photojournalism	4
JOUR 4745	Campus Journalism Practicum	4
JOUR 4747	Reporting the Bronx	4
JOUR 4773	Public Media	4
JOUR 4784	Business Journalism	4

Availability

The major in journalism is available at Fordham College at Rose Hill (FCRH) and Fordham College at Lincoln Center (FCLC). Students in Fordham's School of Professional and Continuing Studies may major in journalism only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses. Such students must provide the Communication and Media Studies Associate Chair at their home campus a statement confirming they are able to take day classes in order to fulfill their major requirements.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Journalism Minor Requirements

The journalism minor requires six courses.

Course	Title	Credits
JOUR 1702	Introduction to Journalism	4
	One Digital Production for Journalism course ¹	4
JOUR 2711	Intermediate Multimedia Reporting ²	4
	One course in Journalism Ethics, Law, Policy, or History ¹	

Two courses in Intermediate/Advanced Journalism Reporting/Writing ¹

¹ See Journalism Major (p. 214) for approved courses.

² Students in the class of 2021 and earlier are exempt from this requirement, and may take an additional intermediate/advanced journalism course.

Requirements for students who took JOUR 1701 in spring 2021 or earlier

Course	Title	Credits
JOUR 1701	Introduction to Multimedia Journalism With Lab	
JOUR 2711	Intermediate Multimedia Reporting ¹	4
	One course in Journalism Ethics, Law, Policy, or History ²	
	Two courses in Intermediate/Advanced Journalism Reporting/Writing ²	
	One journalism-related elective ³	

¹ Students in the class of 2021 and earlier are exempt from this requirement, and may take an additional intermediate/advanced journalism course.

² See Journalism Major (p. 214) for approved courses.

³ Any course with the JOUR subject code or the JOUR attribute code may fulfill this requirement.

Learning Outcomes

Upon graduation with a journalism major or minor, students will have achieved the following curricular goals:

1. In terms of knowledge, students will develop a critically-informed understanding of journalism as a set of industries and institutions, a site of political and cultural contestation, a space of creative and critical production, and an evolving political and economic ecosystem.
2. Be conversant in journalism history, and be able to connect those histories to current and emerging media forms and issues of pluralism.
3. Be cognizant of the regulatory, economic, occupational, and legal parameters that frame journalistic practice.
4. In terms of skills, students will serve the public good by reporting, writing and creating compelling journalism across media platforms.
5. In terms of values, students will be aware of the ethical and moral challenges that journalists face, and the ways in which such challenges are addressed.
6. Be sensitive to issues of diversity, equity and inclusion as reflected in the theory, practice, and history of journalism.

Availability

The minor in journalism is available at Fordham College at Rose Hill (FCRH) and Fordham College at Lincoln Center (FCLC). Students in Fordham's School of Professional and Continuing Studies may minor in journalism only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses. Such students must provide the Communication and Media Studies Associate Chair at their home campus a statement confirming they are able to take day classes in order to fulfill their minor requirements.

Sports Journalism Minor

Sports journalism is offered as a minor only. The minor in sports journalism focuses on developing broad journalistic skills and specific sports journalism training. Students examine issues of ethics, race, and gender in the world of athletics within the interdisciplinary context of business, law, and sociology.

Learning Outcomes

Upon graduation with a sports journalism minor, students will have achieved the following curricular goals:

1. In terms of knowledge, students will develop a critically-informed understanding of journalism as a set of industries and institutions, a site of political and cultural contestation, a space of creative and critical production, and an evolving political and economic ecosystem.

2. Through specific sports journalism training, students will learn fundamental journalistic skills as well as multimedia production skills to prepare for a career in sports journalism.
3. Students will gain knowledge of the sports industry with critical thinking of the structure, key actors, and trends within the industry as well as challenges facing the industry and the impact of sports on society.
4. Students will be able to examine issues of ethics, race, and gender in the world of athletics within the interdisciplinary context of business, law, and sociology.
5. Students will also consider the economic, legal and sociological framings of sport, all of which feed into shaping the production and reception of sports media.
6. In terms of values, minors will be aware of the ethical and moral challenges that journalists face, and the ways in which such challenges are addressed.

Requirements

The sports journalism minor requires six courses.

Course	Title	Credits
JOUR 1702	Introduction to Journalism	4
STEM 2421	Digital Production for New Media	4
JOUR 2711	Intermediate Multimedia Reporting	4
Two Sports Journalism courses		
One general sports-related course		

Requirements for students who took JOUR 1701 in spring 2021 or earlier

Course	Title	Credits
JOUR 1701	Introduction to Multimedia Journalism With Lab	4
JOUR 2711	Intermediate Multimedia Reporting ¹	4
<i>Select one of the following Sports Communication courses:</i>		
COMC 3186	Sports Communication	4
JOUR 2786	Sports Writing and Reporting	4
JOUR 2789	Sports Broadcasting	4
One course in Journalism Ethics, Law, Policy, or History ²		
One course in Intermediate/Advanced Journalism Reporting/Writing ²		
One general sports-related course		

¹ Students in the class of 2021 and earlier are exempt from this requirement, and may take an additional JOUR elective (p. 1420) instead.

² See Journalism Major (p. 214) for approved courses.

Sports Journalism courses

Courses in this group have the SJWR attribute.

Course	Title	Credits
JOUR 2786	Sports Writing and Reporting	4
JOUR 2789	Sports Broadcasting	4

General sports-related courses

Courses in this group have the SJOR attribute.

Course	Title	Credits
AFAM 3110	The Black Athlete	4
BLBU 4449	ST: Sports and the Law	3
CMBU 4488	ST: Business of Sports Media	3
COMC 3186	Sports Communication	4
COMC 3187	Sports Communication in the Field	4
INSY 3437	ST: Sports Analytics	3
JOUR 4789	Sports Television Production: Theory and Practice	4
MKBU 4454	ST: Sports Marketing	3
PSYC 3360	Sports Psychology	4
SOCI 3152	Sociology of Sports	4

Availability

The minor in sports journalism is available at Fordham College at Rose Hill (FCRH) and Fordham College at Lincoln Center (FCLC). The sports journalism minor is not available to journalism majors due to overlap between the requirements. The majority of sports-focused journalism classes are taught at the Rose Hill campus.

Students in Fordham's School of Professional and Continuing Studies may minor in sports journalism only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses. Such students must provide the Communication and Media Studies Associate Chair at their home campus a statement confirming they are able to take day classes in order to fulfill their minor requirements.

Communications and Media Management

Foundation coursework in communication and media management is common to all Gabelli School students via the business core. Students who want to investigate this area further may take elective courses or pursue a secondary concentration.

The secondary concentration allows students to strengthen their personal portfolios through advanced study. Depending on the coursework chosen, students will:

- Enhance their communicative skills with specific application to their chosen major, and/or
- Increase their understanding of the communication, information media, and entertainment industries, including television and cable, digital and social media, and new media. Studies will emphasize administrative, financial, and marketing issues in these industries.

No matter what their major or primary concentration, students will find valuable points of connection in their communication and media management coursework. Each course ties communication and media management to real-world issues in accounting, business economics, entrepreneurship, finance, management, human resource management, management of information and communications systems, or marketing.

Note: Information about programs in the Communication and Media Studies department (p. 202) at Fordham's liberal arts schools (FCRH, FCLC, PCS) is listed separately.

How courses are counted

Students must note the following policy for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both. Any exceptions to these rules will be posted within the specific area major, minor, or concentration requirements.

For more information

Visit the Communications and Media Management Area web page.

Programs

Concentration

- Concentration in Communications and Media Management (p. 217)

Related Concentration

- Concentration in Digital Media and Technology

Concentration in Communications and Media Management

Requirements

Communications and Media Management is available to Gabelli students as a secondary concentration only.

Students pursuing this concentration must complete three courses from the subject code CMBU (p. 1079) numbered 3000 and higher.

Note: Information about programs in the Communication and Media Studies department (p. 202) at Fordham's liberal arts schools (FCRH, FCLC, PCS) is listed separately.

Comparative Literature

Comparative literature (formerly literary studies) is a bi-campus, interdepartmental, interdisciplinary program housing the comparative literature major. The program is co-directed, with the assistance of an executive committee. The program periodically consults a board of advisers made up of prominent scholars from various academic institutions.

The comparative literature major is concerned with the study of literature from a broad range of cross-cultural and interdisciplinary perspectives. Students may concentrate on the study of literature in at least two modern or classical languages, or in a different comparative context, such as literature and a textual discipline in the humanities or social sciences (e.g., anthropology, philosophy, political science, and others), literature and film, or literature and the creative arts, among others. The comparative literature major requires advanced proficiency in at least one classical or modern foreign language, and advanced coursework in at least one Western or non-Western literary tradition other than English.

Program Activities

The Program offers a broad range of activities for undergraduates: *Bricolage*, Fordham's journal of literary studies, is edited by comparative literature majors and minors, under the guidance of a faculty adviser, and showcases critical essays by students on literature, culture, film, the arts, and theory; the Comparative Literature Club organizes social activities (e.g., theater outings); invited speakers offer lectures, talks, and seminars, either designed for or open to undergraduates; the program regularly sponsors film screenings in conjunction with courses and lectures.

Awards

Theses written by comparative literature majors and minors are eligible for the Katie Fraser Prize for Excellence in comparative literature (for majors) and the Literary Studies Prize for Work in Comparative Literature (for minors).

Internships

Students who wish to pursue an internship and receive college credit for it should contact the Comparative Literature major adviser and Career Service to identify internship opportunities relevant to their field of study and professional interests. To receive college credit, students sign up for a two-credit tutorial with the major adviser, and provide weekly reports on their experience, in addition to meeting with the adviser on a regular basis during the semester. Requirements may vary depending on the type of internship. In some cases, students may be eligible for more credits depending on the relevance of the experience to their course of study, and contingent on the completion of a substantial final project.

Honors in Comparative Literature

Honors in Comparative Literature is awarded on the basis of grade point average in the major (3.5), and the quality of the senior thesis and its presentation at the Senior Project Roundtable.

For more information

Visit the Comparative Literature program web page.

Contribution to the Core

Comparative literature offers COLI 2000 Texts and Contexts, which fulfills the core requirement in literature in English and counts toward the distributive requirement in *Eloquentia Perfecta* 2. Unless otherwise specified, nonmajors may take the program's elective (major) offerings toward the core requirement in Advanced Disciplinary Courses in Literature. In addition, comparative literature offers courses that fulfill the distributive requirements in American pluralism, global studies, *Eloquentia Perfecta* 3 and 4 (Values) seminars as well as courses that fulfill the interdisciplinary capstone requirement.

Programs

- Comparative Literature Major (p. 218)
- Comparative Literature Minor (p. 219)

Comparative Literature Major

Requirements

Early in their program of study and in consultation with the comparative literature major adviser, students choose to take courses and write their thesis in one of the following areas of study:

- Literature across the languages
- Literature and diaspora studies
- Literature and the humanities, sciences or social sciences (e.g., anthropology, philosophy, political science or the natural sciences among others)
- Literature and film or media
- Literature and the creative arts
- Comparative theories

Course	Title	Credits
Major Requirements		
<i>One of the following classes</i>		
COLI 3000	Literary Theories	
ENGL 3000	Literary Theories	
ENGL 3045	Theory for English Majors	
Electives		
Select at least two comparative literature courses numbered COLI 3001 or above		
Select at least two foreign language and literature electives ¹		
Select up to three elective courses (3000 and above) chosen from among cross-listed courses from other departments ²		
Capstone		
A senior capstone seminar (4000 and above), open to juniors with permission. This capstone course varies in topic, and has a seminar format and a strong theoretical component		
Thesis		
COLI 4998	Senior Thesis Tutorial in Comparative Literature (All majors are required to write a thesis under the direction of an adviser and a second reader.) ³	4

¹ Any two courses (normally in the same language) offered by the departments of Languages and Cultures (listed here) or Classical Languages and Civilization (listed here) numbered 2500 and above.

These courses will allow the students to demonstrate an ability to read and analyze literary texts written in a language other than English.

² (e.g., African and African American studies, communication and media studies, English, history, languages and cultures, philosophy, political science, visual arts) or interdisciplinary programs (e.g., Latin American and Latino studies, Medieval studies, urban studies, women's studies) appropriate to the student's program of study or concentration.

³ Proposals must be approved at the end of the student's junior year.

In addition, in their senior year students participate in the Senior Project Roundtable, which offers them the opportunity to present and discuss their final projects in a public forum with faculty and students from comparative literature and other disciplines.

Majors are encouraged to pursue a study abroad program, usually in their junior year. It is strongly recommended that students who plan to pursue graduate work in comparative literature develop a reading knowledge in a second foreign language.

Comparative literature majors may take courses at Fordham School of Professional and Continuing Studies at Lincoln Center only if these courses are offered under the COLI subject (p. 1083), or are officially cross-listed.

Learning Goals

Students who major in comparative literature will be able to:

- **Goal A**
 - 1. Understand and interpret a wide variety of cultural artifacts from across the globe—from poems and films to memes—in their wider historical, political, linguistic, and aesthetic contexts using the methods learned from multiple academic disciplines.
 - 2. Cultivate curiosity, creativity, and critical thinking about the diversity of human cultural production and to understand and practice the arts of interpretation and criticism for the ends of social justice.
- **Goal B**
 - 1. Interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from a variety of different traditions, genres, periods, and geographic areas; and concurrently to consider the role of translation in the production of textual and cultural meaning when reading or engaging cultural artifacts.
 - 2. Develop original research displaying engagement with critical theories, clear knowledge of research protocols, and interdisciplinary analysis of demonstrable significance within the field of Comparative Literature.

Availability

The major in comparative literature is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

16.0104 - Comparative Literature.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Comparative Literature Minor Requirements

The minor in comparative literature consists of six courses to be distributed as follows:

Course	Title	Credits
COLI 3000 or ENGL 3045	Literary Theories Theory for English Majors	4

Select five elective courses (3000 and above) selected in consultation with an adviser

Comparative literature minors are not required to write a senior thesis, but may choose to do so in consultation with their comparative literature adviser.

Availability

The minor in comparative literature is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Computer and Information Sciences Computer Science

The curriculum in computer science is oriented toward computing methods and systems. It emphasizes systems analysis, software design and programming, analytic reasoning, computer architecture, and the theory of computation. Students will learn the process and algorithms to analyze and solve complex problems and also use the computer and the Internet as a problem-solving tool. Students graduating from the program will be prepared for careers in computer science, information technology, system design, telecommunications, and network applications, both in the public and private sectors. Students will also be prepared for further graduate study in computer science or other related area.

Students wishing to major in computer science should take CISC 1600 Computer Science I and CISC 1400 Discrete Structures in the first semester of their first year year (or as soon as possible) and CISC 2000 Computer Science II in the second semester of their first year.

Accelerated Master's Program

Please read the Graduate School of Arts and Sciences Accelerated Master's Programs (p. 137) section of this bulletin for more information. Interested majors should speak with the associate chair of graduate studies in the fall of junior year. Students do not need to include GRE scores unless they are planning to apply for financial aid after finishing the bachelor's degree.

The minimum GPA to be eligible to apply is 3.2 or higher. This policy applies to FCRH, FLC, and PCS. Students opting for early admission must take two graduate courses in their senior year, which count toward both their B.A. (or B.S.) and M.S. degree. Graduate courses taken while still at the college must be approved by the associate chair for graduate studies of the department. Applications are made online through the Graduate School of Arts and Sciences website.

Program Activities Courses For Nonmajors

1. Students wishing a general familiarity with computers, or computer and information sciences and technology, but who do not wish to major in computer science, are advised to take any of the following courses, which do not require any CIS prerequisites, as soon as possible:

Course	Title	Credits
CISC 1100 or CISC 1400	Structures of Computer Science Discrete Structures	3 to 4
CISC 1600 & CISC 1610	Computer Science I and Computer Science I Lab	4

CISC 1800	Introduction to Computer Programming	3
CISC 2350	Information and Web Programming	4
CISC 2500	Information and Data Management	4
CISC 2530	Digital Video and Multimedia	4
CISC 2540	Introduction to Video Game Design	4
CISC 2850	Computer and Data Analysis	4
CISC 4001	Computers and Robots in Film	4
CISC 4006	Brains and Behavior in Beasts and Bots	4

- Students who wish to gain a basic foundation in computer programming without pursuing a major or minor in Computer Science should take CISC 1800 Introduction to Computer Programming.
- Students who specifically wish to gain familiarity with web page construction and digital media and graphics should take CISC 2350 Information and Web Programming, CISC 2530 Digital Video and Multimedia, or CISC 2540 Introduction to Video Game Design.
- Students wishing to have some knowledge on the applications of computer and information sciences and their interface with biomedicine and health can take CISC 4020 Bioinformatics.
- Students majoring in science, mathematics, and social science, who wish to pursue their further graduate studies in a field or subject closely related to (or utilizing) quantitative, qualitative, and algorithmic reasoning should take CISC 4631 Data Mining in addition to those courses listed in (1) above.
- Students can take a combination of courses (listed in (1), (2), (3) and (4) above) to fulfill a minor in computer science or information technology and systems (see the required minor courses in Minor section) or to prepare intellectual skills necessary in their major study.

3-2 Cooperative Program in Engineering

This joint five-year program with Columbia University leads to a B.A. degree from Fordham University and a B.S. degree in engineering from Columbia University. A description of the program is given under the Cooperative Program in Engineering (p. 135) section of this bulletin. The department provides a specialized set of CS major requirements for 3-2 engineering students (p. 222). Interested students should consult the computer and information sciences department as early as possible.

For more information

Visit the Computer and Information Sciences department web page.

Contribution to the Core

The Department of Computer and Information Sciences offers CISC 1100 Structures of Computer Science, CISC 1400 Discrete Structures, CISC 1600 Computer Science I (CS1), and CISC 1800 Introduction to Computer Programming, each fulfilling the mathematical and computational reasoning core requirement. We encourage science and social science majors, and those interested in receiving a more in depth understanding of algorithmic and quantitative reasoning, to take CISC 1400 Discrete Structures instead of CISC 1100 Structures of Computer Science. Students majoring or minoring in Computer Science will need to take CISC 1600 Computer Science instead of CISC 1800 Introduction to Computer Programming.

The department also offers CISC 2540 Introduction to Video Game Design, which satisfies the EP3 core requirement, and CISC 4001

Computers and Robots in Film and CISC 4006 Brains and Behavior in Beasts and Bots, which satisfy the ICC core requirement.

The department also offers CISC 4650 Cyberspace: Issues and Ethics and CISC 4660 Minds, Machines, and Society, which fulfill the Values Seminar/ EP4 core requirement.

Programs

Majors

- Computer Science Major (p. 221)
- Math and Computer & Information Sciences Major (p. 224)

Minors

- Bioinformatics Minor (p. 220)
- Computer Science Minor (p. 223)
- Cybersecurity Minor (p. 223)

Bioinformatics Minor

Bioinformatics studies the sequence, structure, and function of genes and proteins in all living organisms, including the human species. The advent of high throughput next-generation sequencing (NGS) has accelerated the pace of genome-wide profiling of biological sequences from various assays (Chip-Seq, RNA-seq, DNA-seq, Hi-C, etc.), thereby enabling multiomics analysis to bring deeper insights into the genetics of millions of species on the planet. Therefore, we now have access to thousands of organisms' genome sequences, including their annotations on the respective protein-coding sequences. Scientists all over the world are constantly working to understand gene expression and chromatin patterns across many cell types covering the full human genome. Due to this, bioinformatics has seen exponential growth in academic research and linear growth in the biomedical and bioinformatics industry, adding more than 10% additional jobs each year.

A minor in bioinformatics is available on both the Rose Hill and Lincoln Center campuses. Bioinformatics is an interdisciplinary field comprising mainly computer sciences and biological sciences. At Fordham, bioinformatics students focus on learning the key biological concepts as well as relevant algorithms and software tools for analyzing large-scale biological datasets. Some examples of the topics are genomics, proteomics, phylogenetics, systems biology, DNA microarray gene expression, next-generation sequencing (NGS) data analysis, genomic medicine, biomarkers for cancer and disease, drug discovery and design for disease and disorders, database and data mining, network form and function, and ESL (ethical, societal, and legal) issues.

For more information

Visit the Bioinformatics minor program webpage.

Requirements

The following courses are required for the Bioinformatics minor.

Course	Title	Credits
CHEM/NSCI 1321	General Chemistry I (no lab)	4
CHEM/NSCI 1322	General Chemistry II (no lab)	4
MATH 1205	Applied Statistics (or equivalent)	3
BISC 2539/ NSCI 3133	General Genetics	3

BISC 2549/ NSCI 3833	General Genetics Lab	
BISC 3754/ NSCI 3154	Cell Biology	3
CISC 4020	Bioinformatics	4

Intro Biology I and II with Lab must be taken to fulfill the Natural Science Core Requirement (p. 52).

Course	Title	Credits
BISC/NSCI 1403	Introductory Biology I	3
BISC/NSCI 1413	Introductory Biology Lab I	2
BISC/NSCI 1404	Introductory Biology II	3
BISC/NSCI 1414	Introductory Biology Lab II	2

Certain majors are required to complete certain additional courses (often taken as electives in their major) to earn the Bioinformatics minor.

Computer Science majors (p. 221) must also take:

- CISC 2500 Information and Data Management
- CISC 4631 Data Mining.

Biological Sciences (RH) (p. 187) majors (p. 187) must also take:

- CISC 3500 Database Systems
- CISC 1400 Discrete Structures
- CISC 1600 Computer Science I /CISC 1610 Computer Science I Lab or CISC 1800 Introduction to Computer Programming (Students who take CISC 1600 during Fordham's Summer Session do not take CISC 1610, as the summer lecture and lab are offered in a combined format.)
- CISC 4631 Data Mining
- Either BISC 3754 Cell Biology or BISC 3752 Molecular Biology as an elective toward the major.

Natural Science (LC) majors (p. 322) must also take:

- CISC 3500 Database Systems
- CISC 1400 Discrete Structures
- CISC 1600 Computer Science I /CISC 1610 Computer Science I Lab or CISC 1800 Introduction to Computer Programming (Students who take CISC 1600 during Fordham's Summer Session do not take CISC 1610, as the summer lecture and lab are offered in a combined format.)
- CISC 4631 Data Mining
- NSCI 3133 Genetics Lecture taken toward the major.
- NSCI 4176 Molecular Biology Lecture or NSCI 3154 Cell and Development Biology Lecture taken toward the major.

General Science (RH) majors must also take:

- CISC 3500 Database Systems
- CISC 4597 Artificial Intelligence
- CISC 4631 Data Mining
- BISC 2539 General Genetics/BISC 2549 General Genetics Lab taken toward the major.

- Either BISC 3754 Cell Biology or BISC 3752 Molecular Biology as an elective toward the major.

Integrative Neuroscience majors (p. 270) must also take:

- CISC 3500 Database Systems
- CISC 1400 Discrete Structures
- CISC 1600 Computer Science I /CISC 1610 Computer Science I Lab or CISC 1800 Introduction to Computer Programming (Students who take CISC 1600 during Fordham's Summer Session do not take CISC 1610, as the summer lecture and lab are offered in a combined format.)
- CISC 4631 Data Mining
- NSCI 3133 Genetics Lecture or BISC 2539 General Genetics taken toward the major.
- NSCI 4176 Molecular Biology Lecture or NSCI 3154 Cell and Development Biology Lecture or BISC 3754 Cell Biology or BISC 3752 Molecular Biology as an elective toward the major. (p. 254)

Availability

The minor in bioinformatics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in bioinformatics only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Computer Science Major Requirements

The computer science major may be taken toward either the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) degree. The B.A. degree in computer science requires a total of 14 courses, and the B.S. degree in computer science requires a total of 16 courses.

Course	Title	Credits
Required courses		
CISC 1400	Discrete Structures	4
CISC 2100 & CISC 2110	Discrete Structures II and Discrete Structures II Lab ¹	4
CISC 1600 & CISC 1610	Computer Science I and Computer Science I Lab ²	4
CISC 2000 & CISC 2010	Computer Science II and Computer Science II Lab	4
CISC 2200	Data Structures	4
CISC 3500	Database Systems	4
CISC 3593	Computer Organization	4
CISC 3595	Operating Systems	4
CISC 4080	Computer Algorithms	4
CISC 4090	Theory of Computation	4
CISC 4615	Data Communications and Networks	4

For the Bachelor of Arts degreeSelect two electives³**For the Bachelor of Science degree**

CISC 4631 Data Mining

MATH 1206 Calculus I^{4,5}Select three electives³

¹ For students entering prior to Fall 2015 (class of 2020 or earlier), CISC 4700 Network and Client Server is required instead of CISC 2100 Discrete Structures II.

² Students who take CISC 1600 during Fordham's Summer Session do not take CISC 1610, as the summer lecture and lab are offered in a combined format.

³ Elective courses are selected from department courses (which may include some graduate courses) or in cognate areas in consultation with a department adviser. One elective CISC course (p. 1102) must be numbered 2000 or above, while the remaining elective must be numbered 3000 or above. The following courses may not count toward this requirement: CISC 4001 Computers and Robots in Film, CISC 4650 Cyberspace: Issues and Ethics, and CISC 4660 Minds, Machines, and Society.

⁴ Required for students entering in Fall 2017 (class of 2022) and later.

⁵ MATH 12AB Transfer Calculus AB and MATH 12BC Transfer Calculus BC (transfer credit from AP Calculus AB or AP Calculus BC) also fulfill this requirement.

3-2 Engineering Program

Computer science majors pursuing the Cooperative Program in Engineering have a slightly different set of requirements to fulfill to complete their major in computer science. All courses are required.

Course	Title	Credits
Computer Science Courses		
CISC 1600 & CISC 1610	Computer Science I and Computer Science I Lab ¹	4
CISC 2000 & CISC 2010	Computer Science II and Computer Science II Lab	4
CISC 2200	Data Structures	4
CISC 3500	Database Systems	4
CISC 3593	Computer Organization	4
CISC 3595	Operating Systems	4
CISC 4080	Computer Algorithms	4
CISC 4090	Theory of Computation	4
CISC 4615	Data Communications and Networks	4
CISC 4631	Data Mining	4
Mathematics Courses		
MATH 1206	Calculus I ²	4
MATH 1207	Calculus II	4
MATH 2001	Discrete Mathematics	4
MATH 2004	Multivariable Calculus I	4
MATH 2005	Multivariable Calculus II	4
MATH 2006	Linear Algebra I	4
MATH 3002	Differential Equations	4
Physics Courses³		
PHYS 1701 or NSCI 1701	Physics I	3

PHYS 1511 or NSCI 1511	Physics I Lab General Physics Lab I	1
PHYS 1702 or NSCI 1702	Physics II Physics II	3
PHYS 1512 or NSCI 1512	Physics II Lab General Physics Lab II	1
Chemistry Courses³		
CHEM 1321 or NSCI 1321	General Chemistry I General Chemistry Lecture I	4
CHEM 1331 or NSCI 1331	General Chemistry Lab I General Chemistry Lab I	2

¹ Students who take CISC 1600 during Fordham's Summer Session do not take CISC 1610, as the summer lecture and lab are offered in a combined format.

² MATH 12AB Transfer Calculus AB and MATH 12BC Transfer Calculus BC (transfer credit from AP Calculus AB or AP Calculus BC) also fulfill this requirement.

³ Students at the Lincoln Center campus typically fulfill these requirements via courses with Natural Sciences courses (subject code NSCI). Students at the Rose Hill Campus typically fulfill these requirements with Physics (subject code PHYS) and Chemistry (subject code CHEM) courses.

These courses fulfill only Fordham University's requirements to earn the B.S. in computer science for 3-2 students. Additional Columbia requirements need to be fulfilled for acceptance into one of Columbia's engineering tracks. Consult the 3-2 program director for additional guidance.

Availability

The major in computer science is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

11.0101 - Computer and Information Sciences, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Computer Science Minor Requirements

Students wishing to minor in computer science take the following six courses:

Course	Title	Credits
Required Courses		
CISC 1100 or CISC 1400	Structures of Computer Science (or equivalent) Discrete Structures	3 to 4
CISC 1600 & CISC 1610	Computer Science I and Computer Science I Lab ¹	4
CISC 2000 & CISC 2010	Computer Science II and Computer Science II Lab	4

Electives

Select three elective courses in consultation with a department adviser ²

¹ Students who take CISC 1600 during Fordham's Summer Session do not take CISC 1610, as the summer lecture and lab are offered in a combined format.

² Courses with the subject code CISC (p. 1102) fulfill this requirement. One CISC elective course may be numbered 2000 or above, while the remaining electives must be numbered 3000 or above. The following courses may not count toward this requirement: CISC 4001 Computers and Robots in Film, CISC 4650 Cyberspace: Issues and Ethics, and CISC 4660 Minds, Machines, and Society.

Students majoring in mathematics and computer & information sciences who minor in computer science may not apply any of the courses used for the major towards the minor. Such students complete the following, alternative requirements for the minor.

Course	Title	Credits
Six CISC elective courses		
Three electives numbered 2000 or above ^{1,2}		9 to 12
Three electives numbered 3000 or above ²		12

¹ CISC 2000 Computer Science II/CISC 2010 Computer Science II Lab may not count towards this requirement.

² The following courses may not count towards this requirement: CISC 4001 Computers and Robots in Film, CISC 4650 Cyberspace: Issues and Ethics, and CISC 4660 Minds, Machines, and Society.

Learning Goals

The learning goals of the computer science minor for students are to:

- Acquire proficiency in programming languages to instruct computers in performing specific tasks.
- Develop logical and computational thinking skills to analyze problems and identify appropriate computing and mathematical needs for problem-solving.
- Learn how to apply computer languages and mathematical principles in developing algorithms, tools, and software systems.

- Finally, learn how to apply fundamental computing concepts and topics that can complement students' primary studies and career paths.

Availability

The minor in computer science is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Cybersecurity Minor

Cybersecurity is an emerging and fast-growing field in computer and information sciences, and it plays an essential role in modern society. There is a huge demand for cybersecurity professionals in the market due to the exponential increase of cyber intrusions and attacks on governmental agencies and commercial organizations.

A primary aim of the cybersecurity minor is to engage non-CIS students with this exciting field so as to augment their major field of study with the pragmatics of cybersecurity techniques and knowledge. It could be attractive for traditional computer science, mathematics, physics, business, or even biology majors to have a minor in cybersecurity.

A unique feature of Fordham's cybersecurity minor is its comprehensive integration of problem-solving skills with a rigorously theoretical background in cybersecurity. It is anticipated that this minor will opportunely serve the needs of undergraduate students enrolled in different majors interested in obtaining cybersecurity positions in governmental agencies and commercial organizations.

Students majoring in information science (INSC) or information technology and systems (INTS) may not minor in cybersecurity because these majors already include most of the courses as requirements. Students majoring in computer science (COSC) may minor in cybersecurity provided that four of the courses used for the minor are not applied to the major. Students majoring in mathematics and computer and information sciences (MTCS) may minor in cybersecurity provided that none of the courses used for the minor are applied to the major. A substitute computer science course will need to be taken in place of CISC 1600 Computer Science I/CISC 1610 Computer Science I Lab for the minor, with approval of the minor adviser.

Learning Outcomes

- Mastery of fundamental cybersecurity concepts
- Practical problem-solving in real-world scenarios
- Ethical considerations and professional responsibility
- Development of core cybersecurity competencies

For more information

Visit the Cyber Security program web page.

Requirements

The cybersecurity minor requires the following six courses:

Course	Title	Credits
CISC 1600 & CISC 1610	Computer Science I and Computer Science I Lab ¹	4
CISC 2500	Information and Data Management	4
CISC 3580	Cybersecurity and Applications	4

CISC 3600	Secure Cyber Networks	4
CISC 4615	Data Communications and Networks	4
CISC 3650	Forensic Computing	4

¹ Students majoring in math & computer science (MTCS) must replace CISC 1600/1610 with an alternative computer science course approved by the minor advisor.

Please contact the computer and information sciences department chair for additional information on this program.

Availability

The minor in cybersecurity is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in cybersecurity only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Math and Computer & Information Sciences Major

The major, offered jointly by the Department of Computer and Information Sciences (p. 219) and the Department of Mathematics (p. 312), is designed to give students an excellent background in computer science and a solid foundation in those mathematical disciplines necessary for a full understanding of computer and information sciences. The program fosters both careful reasoning and a deep understanding of technology, enhancing graduates' marketability. The high degree of difficulty makes this joint major attractive to recruiters from the technology industry; it also prepares students who wish to pursue graduate study in computer science and other applied quantitative fields. Please note: There is no minor in this area; students are instead encouraged to minor in either mathematics or computer and information sciences.

Internships

Some majors in this program have completed internships, but such internships are not required and do not count toward the two electives in the major.

For more information

Visit the Math and Computer & Information Sciences program page.

CIP Code

27.9999 - Mathematics and Statistics, Other.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

A minimum grade of C- is required for each course counting toward this joint major. An overall average of 2.0 must be separately maintained in mathematics and computer and information sciences courses.

Required courses and sufficient electives to fulfill the major are available on both campuses. Course descriptions are available from each department.

Majors in this program are eligible for honors at graduation in mathematics and computer & information sciences.

The major requires 14 total courses: 10 common required courses, two courses in one concentration, and two electives. *Students must declare a concentration in mathematics or computer and information sciences.* The 10 common required courses are identified below.

Course	Title	Credits
Required Courses		
CISC 1600 & CISC 1610	Computer Science I and Computer Science I Lab ¹	4
CISC 2000 & CISC 2010	Computer Science II and Computer Science II Lab	4
CISC 2200	Data Structures	4
CISC 4080	Computer Algorithms	4
CISC 4090	Theory of Computation	4
MATH 1207	Calculus II	4
MATH 2004	Multivariable Calculus I	4
MATH 2001	Discrete Mathematics	4
MATH 2006	Linear Algebra I	4
MATH 4006	Numerical Analysis	4

Electives

Select two electives in mathematics (four credit courses numbered above 2000) or computer and information sciences (numbered above 2000, possibly including 5000-level graduate courses) ²

Concentration

Select one of the following:

Mathematics Concentration

Computer and Information Sciences Concentration

¹ Students who take CISC 1600 during Fordham's Summer Session do not take CISC 1610, as the summer lecture and lab are offered in a combined format.

² At least one elective must be from mathematics if the computer and information sciences concentration is chosen and at least one elective must be in computer and information sciences if the mathematics concentration is chosen. The following courses may not count toward this requirement: CISC 4001 Computers and Robots in Film, CISC 4650 Cyberspace: Issues and Ethics, and CISC 4660 Minds, Machines, and Society.

Concentrations

Each student must also take two courses from one of the following two concentrations. Courses from the concentration not chosen may be used as electives.

Mathematics Concentration

Course	Title	Credits
Select two of the following:		
MATH 3006	Probability	8
MATH 3007	Statistics	

MATH 3002	Differential Equations
MATH 4022	Partial Differential Equations

Computer and Information Sciences Concentration

Course	Title	Credits
Select two of the following:		8
CISC 3500	Database Systems	
CISC 3593	Computer Organization	
CISC 3595	Operating Systems	
CISC 4597	Artificial Intelligence	
CISC 4615	Data Communications and Networks	
CISC 4631	Data Mining	

Availability

The major in math and computer & information sciences is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in math and computer & information sciences only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Fordham College at Lincoln Center students: *The requirements above are in addition to those of the Core Curriculum.*

Professional and Continuing Studies students: *The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.*

Dance

The dance program leads to the Bachelor of Fine Arts Degree and is offered jointly by the Ailey School and Fordham University. Dance studio courses are given by the faculty of the Ailey School at their state-of-the-art studios adjacent to the Fordham campus. Academic coursework is based at the Fordham campus where it is taught by the University's arts and sciences faculty.

Students complete a broad curriculum of a minimum of 146 credits comprised of dance technique, creative, and dance academic classes, and liberal arts courses. The program's goals are to develop graduates who are highly versatile dance technicians, adept creators of dance movement, well-educated in the liberal arts, and knowledgeable about the history and interpretation of the arts.

The program offers a specialization in dance performance. First-year students take placement examinations in three major techniques—Horton, Graham-based modern, and classical ballet—so that each student can be placed appropriately by the Ailey School's faculty advisers.

The focus for first years and sophomores is on the development of discrete skills in the three major techniques, classes that are taken daily by each student. These skills are supported by somatic classes (body conditioning, barre à terre, and yoga) that both strengthen the body and render it more supple. Additional classes in West African dance, jazz, and other techniques further broaden students' technical range and complement their training in the three basic techniques. All dance technique classes are sequenced carefully with appropriate prerequisites.

At the same time, students learn to analyze the body both experientially and theoretically in their anatomy and kinesiology course. Courses in improvisation and dance composition develop students' creativity while also teaching the craft of choreography. These creative courses complement the rigorous precision required of students in their technique classes.

In the junior year, students' dance technique skills are expected to be strong and their creative expertise well honed. At this point in their training, they are ready to learn the basics of modern and ballet partnering and repertory, both classical and contemporary. Repertory works are chosen annually to meet the needs of each class of students and to prepare them to meet the demands of the profession. They spend six to eight weeks working with each guest choreographer/artist-in-residence (AIR), or selected members of the Ailey School faculty, and perform the works in formal studio concerts scheduled throughout the year.

In their senior year, students further refine their dance technique and focus on showcasing their performance or choreographic skills through performance and the senior project. Under the guidance and supervision of the Ailey School faculty, students perform at locations in the metropolitan area during the winter. In the spring preceding the senior year, each junior meets with the B.F.A. director and B.F.A. codirector to determine the focus of that senior project. The focus will be on performance or choreography, depending upon the strengths and interests of each student, as approved by the Ailey School director, B.F.A. codirector and selected Ailey School faculty, and will culminate in B.F.A. concerts.

The progress of each student is formally evaluated at the end of each term with written evaluations and individual conferences held with the B.F.A. director, codirectors, and program staff. In addition, at the end of the first year and sophomore year, jury exams are held and all students are reassessed for their continuation in the B.F.A. program. This assessment will consist of a review of:

1. each student's written dance evaluation
2. their academic record
3. a dance jury composed of:
 - B.F.A. director
 - B.F.A. codirector
 - department chairpersons of the Alvin Ailey School
 - selected faculty members

All B.F.A. students are expected to maintain satisfactory progress in their dance classes at the Ailey School and academic classes at Fordham University.

Program Activities

Apprentice/Membership Opportunities

Full memberships in professional dance companies are available to B.F.A. students in their senior year. Apprentice memberships in professional dance companies are available to B.F.A. students in their junior or senior years. These opportunities are only available by invitation or audition and are subject to the approval of the director and codirector of the program. Apprentice membership courses include:

Course	Title	Credits
DANC 3910	Rehearsal Seminar	3
DANC 3911	Rehearsal Seminar	3

DANC 3920	Lecture: Demonstration Lab	3
DANC 3921	Lecture: Demonstration Lab	3

In addition, students in these courses must register for advanced level Ballet, Horton, and Modern technique courses. Full membership courses include:

Course	Title	Credits
DANC 4910	Rehearsal Seminar	3
DANC 4911	Rehearsal Seminar	3
DANC 4920	Lecture: Demonstration Lab	3
DANC 4921	Lecture: Demonstration Lab	3
DANC 4930	Performance Seminar	3
DANC 4931	Performance Seminar	3
DANC 4940	Teaching Lab	3
DANC 4941	Teaching Assistant	3

Dance Courses for Nonmajors

Fordham undergraduates not pursuing the B.F.A. may enroll for up to four two-credit courses at the Ailey School and apply their courses toward their credit requirement for graduation. Students wishing to take intermediate and advanced level courses must first audition at the Ailey School before registering. In addition to their Fordham tuition, each student will be billed an additional fee per course through Fordham. For further information, please contact the assistant dean. Courses for nonmajors are numbered from DANC 1300 to 1399 and include "Nonmajors" in their title.

For more information

Visit the Dance program web page.

Programs

- Dance Major (p. 226)

Dance Major

Admissions

Admission Requirements and Procedures

Students interested in the Ailey/Fordham B.F.A. program are expected to meet the following general criteria:

- Superior talent and potential for a performing career as a dance artist, and good technique training in modern dance and classical ballet
- Evidence of academic ability as described in the Admission chapter of this bulletin

Candidates should complete the following admission procedures:

- Submit the dance application to the Ailey School by November 1 and the academic application to the Fordham University Office of Admission also by November 1. Applicants should apply for need- and merit-based financial assistance by February 1. Those applicants with questions may contact the Office of Undergraduate Admission at enroll@fordham.edu or 718-817-4000.
- Take the dance audition by invitation in New York or another city in January, February, or March.

While this program does not have a definitive age limit, B.F.A. students are expected to be of an appropriate age to be able to participate fully in all aspects of the program and accomplish the rigorous dance requirements for graduation within the established time frame. Students who wish to transfer into the B.F.A. program must satisfy the dance and academic criteria for advanced standing at both the Ailey School and Fordham University. The program's four-year length of study may be shortened to three years in the case of very advanced dance students with strong previous undergraduate records. Ailey and Fordham are committed to excellence through diversity. Male-identifying students and students of color are especially encouraged to apply.

Students in good academic standing may pursue a second major or add a minor to their course of study. Many students have pursued African and African American Studies, economics, English, math, new media & digital design, psychology, etc. However, students must continue to prioritize the requirements of the Ailey/Fordham B.F.A. in Dance program.

Students with dance potential who do not meet the B.F.A. admission criteria are encouraged to audition for the Ailey School's other professional training programs and to reapply to the B.F.A. program.

CIP Code

50.0301 - Dance, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Please note that each course number describes a course that runs for one semester, either fall or spring.

Academic Courses

Course	Title	Credits
Core Curriculum ¹		
ENGL 1102	Composition II	3
ENGL 2000	Texts and Contexts	3
THEO 1000	Faith and Critical Reason	3
PHIL 1000	Philosophy of Human Nature	3
Understanding Historical Change (HC attribute)		3
Social Science (SSCI attribute)		
Foreign Language ²		6 to 8
2 courses in any modern or classical language or one advanced course for advanced language students		
Advanced Disciplinary Study (one of the following):		3
PHIL 3000	Philosophical Ethics	
Sacred Texts and Traditions (STXT attribute)		
Values Seminar (VAL attribute)		
Dance Academics		
DANC 1720 & DANC 1721	Anatomy and Kinesiology I and Anatomy and Kinesiology II	6
MUSC 1210 & MUSC 1211	Music for Dancers I and Music for Dancers II	6

DANC 2001 & DANC 2010	World Dance History and Black Tradition in American Dance	6
THEA 4301	Performance and Art	3

Electives

Any two liberal arts courses ³		6 to 8
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¹ Specific information about core requirements can be found on the following pages: Composition II (p. 60); Texts & Contexts (p. 54); Faith & Critical Reason (p. 53); Philosophy of Human Nature (p. 53); Understanding Historical Change (p. 54); Social Science (p. 54); Philosophical Ethics (p. 35); Sacred Texts and Traditions (p. 35); Values Seminar (p. 50)

² More information about the foreign language requirement can be found on the Fordham website. When referencing this page, please note that B.F.A. students must only complete two courses of a foreign language; a single five-credit, 1001-level course of a foreign language also fulfills the requirement.

³ To view possible liberal arts courses, visit department pages (p. 78).

Dance Technique and Creative Courses

In their first year, all students are required to take ballet and either Horton or modern daily. Thereafter, students are required to take ballet, Horton, and modern each semester, reaching the most advanced level in a minimum of two of these three major techniques during the senior year.

Course	Title	Credits
Major Dance Techniques		
<i>Ballet</i>		
DANC 1501 & DANC 1502	Ballet I and Ballet II	6
DANC 2510 & DANC 2511	Ballet III and Ballet IV	6
DANC 3501 & DANC 3502	Ballet V and Ballet VI	6
DANC 4510 & DANC 4511	Ballet VII and Ballet VIII	6
<i>Horton</i>		
DANC 1601 & DANC 1602	Horton I and Horton II	6
DANC 2610 & DANC 2611	Horton III and Horton IV	4
DANC 3601 & DANC 3602	Horton V and Horton VI	4
DANC 4610 & DANC 4611	Horton VII and Horton VIII	4
<i>Modern</i>		
DANC 1701 & DANC 1702	Modern I and Modern II	5
DANC 2710 & DANC 2711	Modern III and Modern IV	4
DANC 3701 & DANC 3702	Modern V and Modern VI	4
<i>Pointe or Jumps and Turns</i>		
DANC 2530 or DANC 1520	Pointe I Jumps and Turns I	0
DANC 2531	Pointe II	0

or DANC 1521	Jumps and Turns II	
DANC 2535 or DANC 2520	Pointe III Jumps and Turns III	0
DANC 2536 or DANC 2521	Pointe IV Jumps and Turns IV	0

Partnering

One of the following courses:		1
DANC 3740	Modern Partnering I	
DANC 1911	Improvisation II (effective Spring 2021)	
DANC 4950	New Directions Choreography Lab (effective Spring 2021)	

Other Dance Techniques

DANC 2420 & DANC 2425	Jazz I and Jazz II	4
DANC 2430	West African Dance	2

Somatic Courses

Select one of the following:		2
DANC 1620 or DANC 1621	Body Conditioning I Body Conditioning II	
DANC 1630 or DANC 1631	Barre a Terre I Barre a Terre II	
DANC 1640 or DANC 1641	Yoga I Yoga II	
DANC 1650 or DANC 1651	Gyrokinesis I Gyrokinesis II	

Creative Courses

DANC 1910	Improvisation	1
DANC 1920 & DANC 1921	Dance Composition I and Dance Composition II	4
DANC 2021 & DANC 2022	Dance Composition III and Dance Composition IV	4

Performance

DANC 3410 & DANC 3411	Repertory Workshops I and Repertory Workshops II	4
DANC 4810 & DANC 4811	Senior Project in Performance and Senior Project in Performance	6

Capstone

DANC 4001	Senior Seminar	3
DANC 4040	Dance Methodology	2

Learning Goals

The Ailey/Fordham B.F.A. in Dance program trains students to hone their professional skills, prepare for life as a professional dancer, and be among the vanguard of the finest and most versatile dancers. Students follow a diverse curriculum that includes a carefully designed sequence of dance and liberal arts courses, encouraging students to achieve their artistic and academic potential.

Students will be exposed to a variety of academic disciplines that will help them cultivate the critical intelligence and creative imagination necessary for them to flourish as artists and humans. They will be immersed in diverse academic learning experiences that encourage curiosity, animate broad and deep engagement, develop writing, research, and analytical skills, and foster a commitment to social justice.

Students will develop a deep scientific understanding of the body and its movements in their study of anatomy and kinesiology. Students will also garner a broad understanding of the world history of dance and music, and in particular the important history and legacy of African and African American dance, music, and other cultural forms that inform the teachings and ethos of the Alvin Ailey American Dance Theater and its Ailey School.

Availability

The major in dance is available at Fordham College at Lincoln Center (FCLC).

Sample Curriculum

Year 1

Term 1		Credits
DANC 1501	Ballet I	3
DANC 1601	Horton I	3
DANC 1630	Barre a Terre I	2
DANC 1910	Improvisation	1
DANC 2530	Pointe I	0
DANC 1720	Anatomy and Kinesiology I	3
ENGL 1102	Composition II	3
HIST 1100	Understanding Historical Change: American History	3
Credits		18

Term 2

DANC 1502	Ballet II	3
DANC 1602	Horton II	3
DANC 2430	West African Dance	2
DANC 2531	Pointe II	0
DANC 1721	Anatomy and Kinesiology II	3
ENGL 2000	Texts and Contexts	3
SOCI 1025	Sociology of American Culture (Social Science Core)	3
Credits		17

Year 2

Term 1		Credits
DANC 2510	Ballet III	3
DANC 2610	Horton III	2
DANC 1701	Modern I	2
DANC 2535	Pointe III	0
DANC 2420	Jazz I	2
DANC 3540	Ballet Partnering I	1
DANC 2021	Dance Composition III	2
MUSC 1210	Music for Dancers I	3
THEO 1000	Faith and Critical Reason	3
Credits		18

Term 2

DANC 2511	Ballet IV	3
DANC 2611	Horton IV	2
DANC 1702	Modern II	3
DANC 2536	Pointe IV	0
DANC 2425	Jazz II	2

DANC 1921	Dance Composition II	2
MUSC 1211	Music for Dancers II	3
PHIL 1000	Philosophy of Human Nature	3
AFAM 1650	Black Popular Culture (Liberal Arts Elective)	4
Credits		22

Year 3

Term 1

DANC 3501	Ballet V	3
DANC 3601	Horton V	2
DANC 2710	Modern III	2
DANC 3410	Repertory Workshops I	2
DANC 2021	Dance Composition III	2
DANC 2001	World Dance History	3
SPAN 1001	Introduction to Spanish I (Foreign Language Core; equivalent to two courses)	5
Credits		19

Term 2

DANC 3502	Ballet VI	3
DANC 3602	Horton VI	2
DANC 2711	Modern IV	2
DANC 3411	Repertory Workshops II	2
DANC 2022	Dance Composition IV	2
DANC 3740	Modern Partnering I	1
DANC 2010	Black Tradition in American Dance	3
THEA 4301	Performance and Art	3
PHIL 3000	Philosophical Ethics (Advanced Disciplinary Study)	3
Credits		21

Year 4

Term 1

DANC 4510	Ballet VII	3
DANC 4610	Horton VII	2
DANC 3701	Modern V	2
DANC 2650	Dunham Technique	2
DANC 4810	Senior Project in Performance	3
DANC 4001	Senior Seminar	3
DANC 4040	Dance Methodology	2
DANC 4000	Art and Ethics (Senior Values Seminar)	4
Credits		21

Term 2

DANC 4511	Ballet VIII	3
DANC 4611	Horton VIII	2
DANC 3702	Modern VI	2
DANC 4030	Limon Technique	2
DANC 3499	Independent Study Choreography	2
DANC 4811	Senior Project in Performance	3
VART 1135	Visual Thinking (Liberal Arts Elective)	3
Credits		17

Total Credits **153**

Digital Media and Technology

A technology revolution is taking shape in New York City. Powerful tech giants such as Google and Facebook are joining thousands of tech startups in establishing a base in Manhattan, and existing industries such as media and communications are becoming more digital on a daily basis. These concentrations draw together relevant course offerings from business and liberal arts departments to give students an academic and practical grounding in this field.

Upon completing one of these concentrations, students will be well-positioned for careers in digital analytics, new media management and marketing, development of new digital services and mobile apps, project management, finance and operations, among others.

Technology drives our modern culture.

Many of the world's largest tech companies make their home in New York City. You can, too.

The Gabelli School offers you the chance to study, live, and work within striking distance of Silicon Alley. Our program positions you for internships at companies from Google to *The New York Times* Digital to the Food Network.

We will teach you to:

- Develop mobile apps
- Manage social media
- Advance e-commerce
- Identify people's online shopping patterns

In addition to your business coursework, you can take Fordham College classes in computer science (p. 1102), visual arts (p. 1700), communication and media studies (p. 1082), and other departments to develop a portfolio of knowledge and skills unlike anyone else's.

Programs

- Concentration in Digital Media and Technology (Media Track) (p. 229)
- Concentration in Digital Media and Technology (Technology Track) (p. 229)

Concentration in Digital Media and Technology (Media Track)

The digital media and technology concentration (media track) can be pursued as a primary concentration by Gabelli students completing the global business major at Lincoln Center.

Note: Information about the major (p. 208) and minor (p. 210) in digital technologies and emerging media (p. 208) available to students at Fordham College (FCRH, FCLC, and PCS) is listed separately.

Primary Concentration

To complete a primary concentration in digital media and technology (media track), Lincoln Center students must take the following courses:

Course	Title	Credits
Required Courses		
CMBU 4412	ST: Understanding Audiences/Users	3
CMBU 4413	Digital Media & Promo Comm	3
CMBU 4453	Social Media	3
CMBU 4471	ST: Business of New Media	3
INSY 4505	E-Commerce	3

Choose one of the following elective options:

- Two communication and media management electives¹
- One communication and media management elective and one information systems elective^{1,2}

¹ Courses from the subject code CMBU numbered 2667-4999 (of at least 3 credits) may fulfill this requirement. A maximum of one of the following courses may also fulfill this requirement:

- DTEM 2417 Data Visualization
- NMDD 3020 Explorations in Digital Storytelling
- NMDD 3150 Creative Coding

² Courses from the subject code INSY (p. 1375) numbered 2302-4999 (of at least 3 credits) may fulfill this requirement.

Concentration in Digital Media and Technology (Technology Track)

The digital media and technology concentration (technology track) can be pursued as a primary concentration by Gabelli students completing the global business major at Lincoln Center.

Note: Information about the major (p. 208) and minor (p. 210) in digital technologies and emerging media (p. 208) available to students at Fordham College (FCRH, FCLC, and PCS) is listed separately.

Primary Concentration

To complete a primary concentration in digital media and technology (technology track), Lincoln Center students must take the following courses:

Course	Title	Credits
Required Courses		
CMBU 4453	Social Media	3
INSY 3432	Database Systems	3
INSY 4431	Web Analytics	3
INSY 4505	E-Commerce	3

One programming course from the following options:

- INSY 3433 Programming with Java
- INSY 3436 ST: Programming with Python
- INSY 3442 Web Apps Design and Development
- INSY 4432 Mobile Commerce & Apps

Choose one of the following elective options:¹

- Two information systems electives²
- One communication and media management elective and one information systems elective^{2,3}

- ¹ INSY 4434 ST: Data Mining for Business or INSY 4508 Business Modeling With Spreadsheets are highly encouraged.
- ² Courses from the subject code INSY (p. 1375) numbered 2302-4999 (of at least 3 credits) may fulfill this requirement.
- ³ Courses from the subject code CMBU numbered 2667-4999 (of at least 3 credits) may fulfill this requirement. A maximum of one of the following courses may also fulfill this requirement:
- DTEM 2417 Data Visualization
 - NMDD 3450 User Experience Design: Design for Empowerment
 - NMDD 3880 Designing Smart Cities for Social Justice

Disability Studies

Students in the Disability Studies minor will develop or enhance their understanding of the meanings and effects of disability in a range of historical, cultural, and geographic contexts by exploring the experiences and expertise of disabled people across a range of disciplines. Coursework will focus on both conceptual and concrete skills that will enable students to work toward producing more accessible built and social environments. Additionally, disability studies minors will have the opportunity to participate in and contribute to Fordham's Research Consortium on Disability and its associated events, engage in research projects with faculty, and participate in the broader community of Disability Studies scholarship in New York City.

This minor may be of particular interest to those with professional goals in human rights, medicine, and allied health, psychology, public policy, education, social work, law, design, and the humanities.

Programs

- Disability Studies Minor (p. 230)

Disability Studies Minor

Students in the disability studies minor will develop or enhance their understanding of the meanings and effects of disability in a range of historical, cultural, and geographic contexts by exploring the experiences and expertise of disabled people across a range of disciplines. Coursework will focus on both conceptual and concrete skills that will enable students to work toward producing more accessible built and social environments. Additionally, disability studies minors will have the opportunity to participate in and contribute to Fordham's Research Consortium on Disability and its associated events, engage in research projects with faculty, and participate in the broader community of disability studies scholarship in New York City.

This minor may be of particular interest to those with professional goals in human rights, medicine, and allied health, psychology, public policy, education, social work, law, design, and the humanities.

Requirements

Six courses in disability studies are required for the minor.

Course	Title	Credits
DISA 2500	Introduction to Disabilities Studies	4
One Upper-Level Disability Studies elective ¹		4
Four Disability Studies electives ²		15 to 16

¹ Courses with the DIUL attribute, listed below, may fulfill this requirement, as may DISA 4999 Independent Study, when taken for 3 or more credits.

² Any course with the DISA attribute or the DIUL attribute (see lists below) may fulfill this requirement.

Upper-Level Disability Studies electives

Courses in this group have the DIUL attribute.

Course	Title	Credits
COMC 4146	Health Communication and Social Justice	4
COMC 4246	Media, Disability, Futurity	4
ECON 4020	Disability: Economic and Other Approaches	4
ENGL 3646	Black Disability Studies	4
ENGL 4403	Extraordinary Bodies	4
ENGL 4421	Disability, Literature, Culture: Neurological, Mental & Cognitive Difference in Culture & Context	4
FREN 3080	Critical Disability Studies: Perspectives in French and Francophone Literature and Film	4
PHIL 3905	Philosophy of Disability	4
SOCI 4421	Disability, Literature, Culture: Neurological, Mental, & Cognitive Difference In Culture & Context	4
SOCI 4444	Unstrange Minds: On the Ethical Dimensions of Neurological and Cognitive Difference	4

Disability Studies electives

Courses in this group have the DISA attribute.

Course	Title	Credits
COMC 1101	Communications and Culture: History, Theory, and Methods	4
COMC 3247	Race and Gender in Media	4
COMC 4146	Health Communication and Social Justice	4
COMC 4246	Media, Disability, Futurity	4
ECON 3570	Labor Market and Diversity	4
ECON 4020	Disability: Economic and Other Approaches	4
ENGL 3001	Queer Theories	4
ENGL 3106	After the Apocalypse	4
ENGL 3609	Feminism and American Poetry	4
ENGL 3619	Crip, Queer and Critical Race Studies	4
ENGL 3646	Black Disability Studies	4
ENGL 3901	Autism and Literature	4
ENGL 4246	Media, Disability, Futurity	4
ENGL 4403	Extraordinary Bodies	4

ENGL 4421	Disability, Literature, Culture: Neurological, Mental & Cognitive Difference in Culture & Context	4
ENGL 5134	Queer Theory	3
FREN 3080	Critical Disability Studies: Perspectives in French and Francophone Literature and Film	4
MUSC 2037	Disability and Music	4
NSCI 2018	Biology of Aging	3
PHIL 3905	Philosophy of Disability	4
POSC 3322	Disability Law, Policy, and Advocacy	4
PSYC 3610	Global Health and Psychology	4
PSYC 4310	Aging and Society	4
SOCI 3114	Sociology of Health and Illness	4
SOCI 4421	Disability, Literature, Culture: Neurological, Mental, & Cognitive Difference In Culture & Context	4
SOCI 4444	Unstrange Minds: On the Ethical Dimensions of Neurological and Cognitive Difference	4
THEO 3856	Introduction to Bioethics	4

Availability

The minor in disabilities studies is available at Fordham College at Rose Hill and at Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in disabilities studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Economics

Economics draws upon history, political science, philosophy, and mathematics to analyze topics ranging from how firms, consumers, and governments make sound decisions to societal issues such as unemployment, discrimination, inflation, crime, and environmental decay. It is a challenging discipline that offers students a clear and concise way of thinking about the ordinary business of life and a preparation for a wide array of professional careers. Alumni surveys indicate that more than 50% of the majors from Fordham College at Rose Hill continue their education at some point in their lives. Of these, 34% receive degrees in law, and 30% complete an M.B.A. Others pursue an M.A. or a Ph.D. in economics, education, or public affairs.

Students majoring in economics can design a program that will prepare them for graduate studies in economics, international affairs, public affairs, business, or law or for directly entering the labor force. Students who plan to work after graduation from Fordham College will find that many job recruiters are favorably impressed by students who have selected this challenging liberal arts discipline. Majors find careers in academics, corporate business, investment and retail banking, consulting, environmental policy, health policy, other aspects of finance, insurance, and the public sector, among many outlets.

The primary goal of our economics program is for students to learn the foundations of economics—how firms, households, and institutions interact in the market—and how to connect economic principles and theories with real-world scenarios.

Our undergraduate economics program emphasizes analytical thinking and skills for working with data. The detailed goals for our students—whether they are majors or minors—are to:

1. Understand the intellectual foundations of economic theory: threshold concepts, main theories, and its historical context.
2. Understand the methodology of economics as a social science in empirical testing of predictions and subsequent rejection of, or failure to reject theory.
3. Learn how to apply mathematical modeling to make inferences and predictions about economic activities.
4. Understand how microeconomic and macroeconomic data is generated and accurately interpreted.
5. Learn and apply statistical methods for analyzing economic data.
6. Build expressive eloquence on economic topics through refinement of presentation, oral, and written communication skills.
7. Engage in critical thinking about economic problems, incorporating ethical and social dimensions in understanding and evaluating individual and collective decisions.
8. Understand economic policy practices and options at the local, state, federal, and international levels.

To achieve these goals, we have developed a comprehensive curriculum that exposes students sequentially to basic and then more advanced theory, to data resources and the statistical techniques to analyze data, and to understanding the scope of economic problems and policies to provide solutions.

Our rigorous program provides students with the skills to analyze the current economic environment, understand local and national economic problems, and analyze solutions using data and theory. Our program also allows students to discuss and research various economic issues and present their findings in both oral and written modalities.

Accelerated Master's Program

Please read the Graduate School of Arts and Sciences Accelerated Master's Programs (p. 137) section of this bulletin for more information. Admission to the accelerated M.A. economics program is open to undergraduates who are majoring in economics, the interdisciplinary math & economics program, or international political economy (IPE), and who have a cumulative GPA of 3.2 or better. Applicants must apply during their junior year of undergraduate study for the economics M.A. program through the Graduate Admissions Office. The requirement of GRE scores is waived. The accelerated M.A. program is available to students at any of the following colleges: FCRH, FCLC, and PCS. All of our graduate courses are held at the Rose Hill campus.

The Accelerated M.A. in Economics is a 30-credit, 10-course degree program plus a comprehensive exam. During senior year, admitted undergraduate students can take up to three graduate courses that double-count toward their undergraduate major and the M.A. degree in economics. Graduate courses taken by students who are current undergraduates need to be approved by the director of graduate studies for the economics department. Most students admitted to the accelerated M.A. program will take ECON 5710 Mathematical Analysis in Economics in the fall semester and ECON 6910 Applied Econometrics in the spring semester of senior year. Please note that

ECON 5710 Mathematical Analysis in Economics (a graduate class) does not substitute for ECON 3154 Math for Economists (an undergraduate class) which is required for the undergraduate economics major. Economics majors interested in the accelerated M.A. should complete ECON 3154 Math for Economists by the second semester of junior year. Students should also plan to complete ECON 2142 Statistics II, ECON 3116 Intermediate Macroeconomics, and ECON 3118 Intermediate Microeconomics before their senior year so as to be prepared for graduate work.

After completing the bachelor's degree program, students continuing in the M.A. program full time typically take ECON 6010 Microeconomic Theory I and ECON 6020 Macroeconomic Theory I plus two graduate economics elective courses in the fall semester, and their remaining electives in spring. Students take a capstone project class using advanced econometric methods once they have completed ECON 6010 Microeconomic Theory I and ECON 6020 Macroeconomic Theory I. Applications are made online through the Graduate School of Arts and Sciences website.

Program Activities

Honors in Economics

An economics major who maintains a cumulative grade point average of 3.25 and 3.5 or better in their economics courses (these GPA requirements must be maintained through completion of the student's final two semesters) may be invited to participate in the Honors Program in Economics. To receive Honors in Economics, an economics major must complete both ECON 3885 Introductory Econometrics and ECON 3154 Math for Economists or approved substitutions by the end of the fall semester of their senior year and write a research paper in economics. The research paper will normally be the outgrowth of a topic selected while taking a 3000-level elective in economics. The paper will usually be started during the second semester of junior year, but no later than the fall semester of senior year. It will be due as a draft during the twelfth week of the student's final undergraduate semester, with a final draft no later than the last day of classes. It must be approved by a committee of three members of the economics faculty (one mentor and two readers). The student will receive a grade of pass when the paper is accepted; this will be noted on the student's transcript as a one-credit course titled Honors Seminar in Economics. Graduation "with honors in economics" will appear on the student's transcript. Students interested in (and eligible for) honors in the major need to apply by contacting their Economics Department Associate Chair during the beginning of their penultimate semester (usually, the fall semester of senior year).

Economics majors enrolled in an Honors Program who write a thesis in economics as part of that program can apply to also be awarded honors in economics if (1) they meet the GPA and coursework requirements, and (2) the student's thesis mentor is a member of the economics faculty.

Honors program students do not have to enroll in ECON 4998 Honors Seminar in Economics.

Economics majors with more than one major may earn honors in economics and in their other major, but not for the same thesis. Students in related majors (for example, interdisciplinary mathematics & economics and international political economy) may apply for honors in their major, whereas honors in economics is reserved for **economics majors**.

College Fed Challenge

Students from the Economics Department participate in the annual College Fed Challenge, sponsored by the Federal Reserve Bank of New

York and the Eastern Economic Association. During the competition, each team gives a 15 minute presentation, consisting of an analysis of current economic and financial conditions, a forecast of economic and financial conditions for the near-term, a discussion of risks to the economy of special concern to the Fed, and a monetary policy prescription, followed by a 15 minute question- and-answer session from the judges. We are proud to be one of the 25 participating teams.

Omicron Delta Epsilon

The Economics Department houses the Gamma Chapter of Omicron Delta Epsilon, the International Honor Society in Economics. Each spring, the Department honors its outstanding seniors (majors and minors) by induction into this prestigious society.

American Academy of Political and Social Science

The American Academy of Political and Social Science recognizes undergraduates who have an outstanding grasp of theories and methods, an enthusiasm for understanding social issues, and the promise of making contributions to the social sciences in the future. Our nominees for 2005 and 2006 were among 150 undergraduates from leading social science departments across the United States elected as Junior Fellows of the Academy.

Economics Society

The Department is the home of the active Economics Society, a student-organized-and run club for anyone interested in economics. In the past, the society's activities have included trips to the New York Stock Exchange and the Federal Reserve Bank; presentations by companies and individuals about internships and career paths; publication of a biweekly newsletter; and résumé-building workshops. Each year, the Society hosts a Career Evening featuring a discussion by an alumni panel and socializing afterwards.

For more information

Visit the Economics department web page.

Contribution to the Core

Economics offers ECON 1100 Principles of Macroeconomics and ECON 1200 Principles of Microeconomics which fulfill the introduction to the social science core requirement. Either one of the two introductory courses will satisfy the social science core requirement. Many of the department's upper-level courses will satisfy one of the advanced disciplinary course requirement in social science. In addition, the department regularly offers courses that fulfill the American Pluralism, Global Studies and Value Seminar/EP4 core requirements.

Programs

- Economics Major (p. 232)
- Economics Minor (p. 233)
- Interdisciplinary Math & Economics Major (p. 233)

Economics Major

Students majoring in economics take a program of studies that will prepare them work in a variety of private industries and public institutions as well as for graduate studies in economics, international affairs, public affairs, business, or law.

Students who plan to work after graduation from Fordham University will find that many job recruiters are favorably impressed by students who have selected this challenging, liberal arts discipline.

Majors find careers in investment analysis, data science, environmental policy, financial institutions, management consulting, and the public sector, among many other career possibilities.

CIP Code

45.0603 - Econometrics and Quantitative Economics.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Students majoring in economics must complete the following 11 courses in economics.

Course	Title	Credits
ECON 1100	Principles of Macroeconomics ¹	3
ECON 1200	Principles of Microeconomics	3
ECON 2140	Statistics I	4
ECON 2142	Statistics II	4
ECON 3154	Math for Economists	4
ECON 3116	Intermediate Macroeconomics ²	4
ECON 3118	Intermediate Microeconomics ²	4

Four additional courses from the department's upper-level elective courses ³

¹ ECON 1150 CB Honors Macroeconomics may be taken instead of this course.

² ECON 3116 Intermediate Macroeconomics and ECON 3118 Intermediate Microeconomics must be taken at Fordham.

³ Any course with the ECON subject code (p. 1162) numbered 3000 or higher may fulfill this requirement.

Economics majors in Fordham College at Rose Hill and Fordham College at Lincoln Center must request permission to take a course in the major outside the College. Economics majors may count only one internship seminar course toward the 11-course requirement for the major in their senior year.

Availability

The major in economics is available at Fordham College at Rose Hill (FCRH), Fordham College at Lincoln Center (FCLC), and Fordham's School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester (PCS).

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Economics Minor Requirements

The minor in economics consists of the following six courses:

Course	Title	Credits
ECON 1100	Principles of Macroeconomics	3
ECON 1200	Principles of Microeconomics	3
Select one of the following:		4
ECON 2140	Statistics I ¹	
ECON 3116	Intermediate Macroeconomics	
ECON 3118	Intermediate Microeconomics	

Select three additional courses ²

¹ Gabelli students minoring in Economics take ECON 2140 Statistics I as part of their core curriculum.

² Any course with the ECON subject code (p. 1162) numbered 3000 or higher may fulfill this requirement.

Availability

The minor in economics is available at Fordham College at Rose Hill (FCRH), Fordham College at Lincoln Center (FCLC), and Fordham's School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester (PCS). Gabelli School of Business students may also minor in Economics.

Interdisciplinary Math & Economics Major

This major, offered jointly by the departments of economics and mathematics, is designed to give the student an excellent background in modern economic analysis and a solid grounding in those mathematical disciplines necessary for a full understanding of economic analysis. Because it both demands and fosters careful reasoning as well as a facility with abstract formulations of problem situations, it is an apt pre-law program. Its high degree of difficulty makes it attractive to business recruiters, and it is particularly appropriate for graduate studies in economics, business, and other applied quantitative fields.

Program Activities

Majors in this program are eligible for honors at graduation in interdisciplinary math & economics. Some majors in this program have done internships at banks or investment firms. Such internships are not required and do not count among the four electives in the major.

For more information

Visit the interdisciplinary math & economics program page.

CIP Code

27.9999 - Mathematics and Statistics, Other.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Students enrolled in this program are required to take the following courses:

Course	Title	Credits
Required Courses		
ECON 1100	Principles of Macroeconomics	3
ECON 1200	Principles of Microeconomics	3
ECON 3116	Intermediate Macroeconomics	4
ECON 3118	Intermediate Microeconomics	4
MATH 1207	Calculus II	4
MATH 2004	Multivariable Calculus I	4
MATH 2001	Discrete Mathematics	4
MATH 2006	Linear Algebra I	4
Select one of the following:		
MATH 3006 & MATH 3007	Probability and Statistics	
ECON 2140 & ECON 2142	Statistics I and Statistics II	

Electives

Select four electives in mathematics or economics. Any course with the MATH subject code (must be 4 credits and numbered 2000 or higher) or the ECON subject code may fulfill this requirement. Of these four courses, at least one course must be in mathematics and one must be in economics.

Required courses and sufficient electives to fulfill the major are available on both campuses.

Availability

The major in interdisciplinary math & economics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in interdisciplinary math & economics only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

English

The study of English is for anyone who wants to understand literature and all forms of texts and media. No discipline better prepares its students to understand diverse cultural forms, to craft persuasive

arguments, and to write lucidly and beautifully. The range of electives and seminars that make up the bulk of the curriculum allows for flexibility in designing individual majors, while also giving students a comprehensive grasp of the varieties of literature and literary study.

In addition to the regular major, the English department offers a major with a creative writing concentration that emphasizes the interrelations among creative writing, digital media, criticism, and scholarship. As an integrated concentration in the English department with a dual focus on literature and creative work, the creative writing concentration combines literature courses, small writing workshops, and practical industry training to prepare students for advanced study or careers in writing, media, and publishing.

The department also offers three minors open to students in any major. The English minor (p. 240) allows students to explore literature and other forms of media. The creative writing minor (p. 236) gives students the opportunity to explore their creative abilities. And the public and professional writing minor (p. 240) equips students with critical and rhetorical skills for analyzing and producing written, digital, and visual texts for real-world purposes and audiences.

Those majoring or minoring in any program offered by the English department benefit from the resources provided by New York City, a worldwide center for literary activity and publishing.

Program Activities

Events

The Department of English organizes a variety of events, which include lectures and readings given by the Reid Family Writer of Color, the Writer-at-Risk in Residence, the Mary Higgins Clark Chair in Creative Writing, and participants in the Poets Out Loud Reading Series. They also include LitFest, the Golden Gloves Literary Competition, field trips, tea parties, and an informal professor/student book club.

Internships

We encourage students to take advantage of the many internship opportunities that New York City offers. English majors have held internships at magazines and newspapers, television companies, publishing houses, marketing firms, theaters, museums, law offices, advertising companies, fashion studios, technology startups, and political organizations. Credits received for internships count toward the total number of credits required for graduation but not toward requirements for any program offered by the English department.

Prizes and Scholarships

The department awards several creative and critical writing prizes to students. It also awards scholarships to majors who have demonstrated academic merit and financial need or plan to pursue graduate study in English or a related field.

Sigma Tau Delta, the International English Honor Society

Sigma Tau Delta is an International Honor Society for students of English. Founded in 1924, with approximately 9,000 members inducted annually, the society strives to confer distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies; provide cultural stimulation on college campuses; promote interest in literature and the English language in surrounding

communities; and serve society by fostering literacy. The Alpha Chi Omicron chapter of Sigma Tau Delta at Fordham was founded in 2017.

Honors Options

Departmental Honors

The department offers an honors thesis option in English for senior English majors with a 3.6 GPA or higher in English who wish to complete an ambitious project under the direction of a faculty member and graduate with departmental honors.

If you are interested, you should discuss this option with the associate chair or the director of creative writing, as well as with a potential faculty adviser, and then submit an application to write a thesis prior to the semester in which the thesis will be completed. To write a thesis in the spring semester, you must submit the application by October 15 of the previous semester; to write a thesis in the fall semester, you must submit the application by March 1 of the previous semester. If your application is approved, the associate chair or the director of creative writing will authorize you to register for ENGL 4998 English Honors Thesis Tutorial, which counts as an elective toward the major. You will write your thesis over the course of one semester, at the end of which there will be a defense of the thesis with the adviser and one departmental reader. That committee then evaluates whether the thesis defense qualifies you to graduate with departmental honors. For more information, see Degrees and Details/Departmental Honors in English.

The English Major and the Fordham College at Lincoln Center Honors Program

Students in the Fordham College at Lincoln Center Honors Program (p. 79) fulfill the first-level core English requirements (ENGL 1102 Composition II and ENGL 2000 Texts and Contexts) by taking HPLC 1811 Honors: Writing Intensive and HPLC 1201 Honors: English. ENGL 2000 counts toward the English major, and HPLC 1201 Honors: English counts toward the major for those Lincoln Center Honors Program students who major in English. Additionally, those students who are writing a senior thesis under the supervision of an English faculty member register for ENGL 4998 English Honors Thesis Tutorial, which will count toward the major. Please see the associate chair to register for ENGL 4998. HPLC 4050 Honors: Senior Values Seminar can also count toward the major when it is taught by English or comparative literature faculty.

The English Major and the Fordham College at Rose Hill Honors Program

Students in the Fordham College at Rose Hill Honors Program (p. 68) fulfill the first-level core English requirements (ENGL 1102 Composition II and ENGL 2000 Texts and Contexts) by taking HPRH 1102 Foundational Texts: Theology/Classics. ENGL 2000 Texts and Contexts counts for the English major, and HPRH 1102 Foundational Texts: Theology/Classics counts for the major for those Fordham College at Rose Hill Honors Program students who major in English. Moreover, Fordham College at Rose Hill Honors Program students who major in English may count two additional Honors Program courses toward the major: HPRH 1202 Foundational Texts: Literature counts as one of the required Historical Distribution courses, and HPRH 3101 counts either as a regular elective for the major or as one of the required Historical Distribution courses, depending on the focus of the course. Those students who write a senior thesis under the supervision of an English faculty member can also count HPRH 4001 Senior Thesis as a regular

elective for the major. Please inform the associate chair if you would like to count HPRH 4001 Senior Thesis towards the major.

The English Minor and the Fordham College at Rose Hill Honors Program

Students in the Fordham College at Rose Hill Honors Program (p. 68) may count HPRH 1102 Foundational Texts: Theology/Classics toward the minor as fulfilling the Texts & Contexts requirement.

The Public and Professional Writing Minor and the Fordham College at Rose Hill Honors Program

Students in the Fordham College at Rose Hill Honors Program (p. 68) may count HPRH 1102 Foundational Texts: Theology/Classics toward the minor as fulfilling the Texts & Contexts requirement.

The English Minor and the Fordham College at Lincoln Center Honors Program

Students in the Fordham College at Lincoln Center Honors Program (p. 79) may count HPLC 1201 Honors: English towards the minor.

The Public and Professional Writing Minor and the Fordham College at Lincoln Center Honors Program

Students in the Fordham College at Lincoln Center Honors Program (p. 79) may count HPLC 1201 Honors: English toward the minor.

Early Admission to the Master's Program in English

Please read the Early Admission to Graduate School of Arts and Sciences Master's Programs (p. 137) section, which is located in the Special Academic Programs section of this bulletin. The English director of graduate studies, in consultation with the associate chairs, invites select second-semester juniors to apply for early admission to the M.A. program. Students must formally indicate their desire to opt for early admission into the M.A. program and submit a two-page statement of purpose by March 15. Applications do not need to include GRE scores unless the student is planning to apply for financial aid after completing their bachelor's degree. In order to qualify for invitation, students must have a minimum 3.2 overall GPA, at least a 3.5 average GPA in their English courses, and the recommendation of two English faculty members.

This policy applies to FCRH, FCLC, and PCS. Three graduate courses can double count toward the student's undergraduate and graduate degrees, fulfilling both undergraduate English major and master's-level requirements. Graduate courses taken while the student is still an undergraduate must be approved by the director of graduate studies. Seniors take a total of three 5000-level graduate courses during their final two undergraduate semesters. After completing the B.A. in senior year, students then take three 5000- or 6000-level graduate courses in the fall and three in the spring. Students also must complete a capstone project and demonstrate reading knowledge of one foreign language to graduate. Applications are made online through the Graduate School of Arts and Sciences website.

For more information

Visit the English department web page.

Contribution to the Core

The English department offers ENGL 1102 Composition II, which fulfills the core curriculum requirement in composition and rhetoric. Students who do not place into ENGL 1102 upon admission are required to take ENGL 1101 Composition I, in which they must receive a grade of C or better before they are allowed to advance to ENGL 1102.

The department also offers ENGL 2000 Texts and Contexts, which fulfills the core requirement in English literature and counts toward the distributive requirement in Eloquentia Perfecta 2. All students are required to take Composition II and Texts and Contexts/Eloquentia Perfecta 2.

Unless otherwise specified, non-majors may take the department's elective (major) offerings toward the core requirement in Advanced Disciplinary Courses in Literature. In addition, the Department of English offers various courses that fulfill core requirements in American Pluralism, Global Studies, Eloquentia Perfecta (EP) 3 and 4, Interdisciplinary Capstone (ICC), and Values.

Programs

Majors

- English Major (p. 236)
- English Major with a Creative Writing Concentration (p. 238)

Minors

- Creative Writing Minor (p. 236)
- English Minor (p. 240)
- Public & Professional Writing Minor (p. 240)

Creative Writing Minor

Requirements

Course	Title	Credits
Four Creative Writing Courses	¹	16
Two Literature Electives	²	8

¹ Creative writing courses are those with the attribute code CVW (p.).

² Literature electives are any course of three or more credits with the ENGL subject code or ENGL attribute code, with the following exceptions: ENGL 1102 Composition II, ENGL 2000 Texts and Contexts, ENGL 3003 Introduction to Professional Writing, and courses with the CVW (p.), PPWF or PPWD (p.) attributes.

Requirements for English Majors

In order to minor in creative writing, students majoring in English must take four creative writing courses total (courses with the CVW attribute (p.)). They must also take two literature courses beyond those already required for the major (literature courses are any course of three or more credits with the ENGL subject code or ENGL attribute code, with the following exceptions: ENGL 1102 Composition II, ENGL 2000 Texts and Contexts, ENGL 3003 Introduction to Professional Writing, and courses with the CVW (p.), PPWF or PPWD (p.) attributes). Because two of the four creative writing courses can double count as electives for the major, however, majors only need to complete four

additional courses beyond those already required for the major. In other words, students completing the English major plus creative writing minor will end up taking fourteen courses total, including four creative writing courses:

Course	Title	Credits
Ten required courses for the English major		
Includes two creative writing courses taken as electives		
Two additional creative writing courses		
Two additional literature courses		

Additional Information

1. Courses in which a student receives a grade of D or F will not count toward the minor.
2. Up to one cognate course taken in other departments or programs deemed relevant to the minor may be counted with permission of the associate chair.
3. Up to one course taken while studying abroad deemed relevant to the minor may be counted.
4. For students who transfer from another school to Fordham, the department will consider counting up to one course taken prior to arrival at Fordham toward the minor.
5. Credits earned for internships do not count for credit toward the minor. Internship credits do count for general credits toward graduation. In order to receive academic credit for an internship, you must have completed 60 academic credits, have a minimum 3.0 GPA, and register for a tutorial with a faculty member who agrees to serve as your academic adviser. Depending on the amount of academic work involved in the tutorial, your faculty mentor will suggest that you register for a one- or two-credit tutorial. Internships are graded on a Pass/Fail basis.
6. Advanced Placement credits in English Literature and in English Language count toward a student's total number of credits in the college but not within the minor. A score of 4 or 5 in AP English Literature will count toward college elective credits.
7. Students may count no more than one course from the following to their Creative Writing Minor: FITV 2511 Screenwriting I, JOUR 3723 Interviews and Profiles, JOUR 3727 Writing for Magazines, THEA 3700 Playwriting.
8. Courses taken on a Pass/Fail basis cannot be counted towards Creative Writing minor requirements.
9. Only one course can double count between the Creative Writing minor and another minor.

Availability

The minor in creative writing is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester.

English Major

The goals of the English major are to develop:

- an ability to write clear, coherent, organized, and persuasive prose
- an ability to read closely and interpret literary and other cultural texts (including poetry, fiction, and drama)
- an ability to connect the analysis of texts to appropriate historical and other contexts
- a knowledge of literary genres and appropriate use of critical terminology
- a knowledge of literary theory and its relevance to literary analysis
- an awareness of different periods of literary history, from the medieval period to the contemporary
- an awareness that there are a variety of critical approaches to literary and cultural texts
- an awareness of the range of perspectives and aesthetic traditions within English literature, including ones previously considered marginal to the canon

CIP Code

23.0101 - English Language and Literature, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The English major consists of a total of ten required courses:

Course	Title	Credits
One Texts and Contexts course ¹		
One Literary Theories course		
ENGL 3000	Literary Theories	4
or COLI 3000	Literary Theories	
Eight electives, including ²		
Three Historical Distribution courses		
One Race and Social Justice course		
One Departmental Seminar course		
Three additional electives ³		
Up to two electives may be Creative Writing or Public & Professional Writing courses		

¹ A list of courses fulfilling the Texts and Contexts requirement can be seen on the core curriculum page (p. 54). Texts and Contexts courses have the TC attribute.

² Any course with the ENGL subject code or the ENGL attribute code counts as an elective, with the exceptions of ENGL 1102 Composition II and ENGL 2000 Texts and Contexts. Students may count no more than one course from the following towards the major: FITV 2511 Screenwriting I, JOUR 3723 Interviews and Profiles, JOUR 3727 Writing for Magazines, JOUR 3783 Theater Journalism

³ Because some electives will double or triple count as Historical Distribution courses, Race and Social Justice courses, and/or Departmental Seminar courses, majors may end up being able to take more than three additional electives.

Requirements in Detail/Supplementary Information

Grades

Courses in which a student receives a grade of D or F will not count toward the major.

The English Major and the Core Curriculum

English majors are required to fulfill the first-level core English requirement (ENGL 1102 before beginning the major; ENGL 1102 does not count toward the major. Additionally, majors may count English electives taken to meet the following core requirements toward the major: Advanced Literature Core, ICC, EP3, Values/EP4, American Pluralism, and Global Studies.

Literary Theories Requirement

All majors are required to take Literary Theories (ENGL 3000 or COLI 3000). This course is usually taken during a student's junior year, but sophomores may also enroll. Literary Theories introduces students to debates in literary and critical theory. The goal of these courses is to reflect on reading strategies, textual practices, and language itself. Students will engage with a range of critical, theoretical, and social issues shaping the field of literary studies today.

Historical Distribution Requirement

At least three of the courses that students take for the major must cover literature from a historical period before 1850. The goal of the Historical Distribution requirement is to encourage students to learn about a diverse range of historical periods and literary forms. The department suggests that students consult regularly with their advisers to ensure that their Historical Distribution course choices are covering a wide variety of literatures written before 1850. Historical Distribution courses have the ENHD attribute code and are included in departmental course listings.

Race and Social Justice Requirement

English majors in the Class of 2023 and beyond are required to take one course with the Race and Social Justice designation. These courses will introduce students to literatures from minority, ethnic, diasporic, postcolonial, colonial, and/or global traditions. They also aim to examine issues of race through the lenses of ethics, social justice, respect for human dignity, and the sustainability of the world in which we live. These courses have the ENRJ attribute code and are included in departmental course listings.

Departmental Seminar Requirement

English majors in the Class of 2023 and beyond are required to take one 4000-level departmental seminar. These seminars can be taken in a student's junior or senior year. Departmental seminars are capped at 15 students each and will provide students with a chance to delve deeply into the study of a particular subject. As part of the seminar, students will also work closely with their instructor to complete a final research project or comparable assignment that allows them to develop their skills as thinkers and writers. These courses have the ENSM attribute code and are included in departmental course listings.

Creative Writing and Public and Professional Writing Courses

English majors may apply up to two creative writing or public and professional writing courses toward their elective requirements. Majors who wish to take additional creative writing and/or public and

professional writing courses should consider the creative writing minor (p. 236), the English major with a creative writing concentration (p. 238), and/or the public and professional writing minor. These courses have the CVW attribute code (p.) (for creative writing courses) or the PPWF or PPWD attribute codes (p.) (for public and professional writing courses) and are included in departmental course listings (p.). ENGL 3003 Introduction to Professional Writing also counts toward this two-course maximum.

Additional Information

1. English majors will receive credit toward the major for certain courses offered by other departments and programs if they carry an ENGL attribute or an ENGL course number. Up to two additional cognate courses in other departments or programs that are deemed relevant to the major may be counted with permission of the associate chair. A list of courses offered in other areas can be found in the Bulletin (p.).
2. Up to two courses may be double counted between major and minor. That is, each of the two courses may be counted for both an English major and another, related major. Only one course may be double counted between major and minor.
3. Up to two courses taken abroad with content clearly related to literary study may be considered for credit toward the major.
4. For students who transfer from another school to Fordham, the department will consider counting up to two courses taken prior to arrival at Fordham toward the major.
5. Credits earned for internships do not count for credit toward the English major. Internship credits do count for general credits toward graduation. In order to receive academic credit for an internship, you must have completed 60 academic credits, have a minimum 3.0 GPA, and register for a tutorial with a faculty member who agrees to serve as your academic adviser. Depending on the amount of academic work involved in the tutorial, your faculty mentor will suggest that you register for a one- or two-credit tutorial. Internships are graded on a Pass/Fail basis.
6. Advanced Placement credits in English Literature and in English Language count toward a student's total number of credits in the college but not within the major. A score of 4 or 5 in AP English Literature will count toward college elective credits.
7. Courses taken on a Pass/Fail basis cannot be counted towards English major requirements.

Availability

The major in English is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

English Major with a Creative Writing Concentration

Premised on the belief that the study of literature and the practice of writing are mutually reinforcing, the English major with a creative writing concentration emphasizes the interrelations among creative writing, digital media, criticism, and scholarship. As an integrated concentration in the English department with a dual focus on literature and creative work, the creative writing concentration combines literature courses, small writing workshops, and practical industry training to prepare students for advanced study or careers in writing, media, and publishing. In addition, our concentrators benefit from the resources provided by New York City, a worldwide center for literary publishing.

Admissions

Students can apply for admission to the English major with a creative writing concentration in the fall semester of their sophomore or junior year. Applicants will submit a cover letter (1,000 words maximum) and a writing sample (prose, poetry, or any mixture of genres - 1,500 words maximum), to be reviewed by a panel of creative writing faculty. To access the online application, visit our website.

Requirements

The English major with a Creative Writing concentration consists of a total of eleven required courses:

Requirements for the Class of 2026 and Beyond

Course	Title	Credits
One Texts and Contexts course ¹		3
One Literary Theories course		4
ENGL 3000	Literary Theories	4
or COLI 3000	Literary Theories	
One Introduction to Creative Writing course		4
ENGL 2500	Introduction to Creative Writing	
Three Creative Writing electives ²		12
Four Literature electives ³		16
Two Historical Distribution courses		
One Race and Social Justice course		
One additional Literature elective course ⁴		
One Creative Writing Capstone course		4
ENGL 4705	Creative Writing Capstone	

¹ A list of courses fulfilling the Texts and Contexts requirement can be seen on the core curriculum page (p. 54). Texts and Contexts courses have the TC attribute.

² Creative Writing electives are courses with the CVW attribute (p.).

³ Literature electives are any course of three or more credits with the ENGL subject code or ENGL attribute code, with the following exceptions: ENGL 1102 Composition II, ENGL 2000 Texts and Contexts, ENGL 3003 Introduction to Professional Writing, and courses with the CVW (p.), PPWF or PPWD (p.) attributes.

⁴ Because some Literature electives will double count as both Historical Distribution and Race and Social Justice courses, concentrators may

end up being able to take more than one additional Literature elective course.

Requirements for the Class of 2025 and Earlier

Course	Title	Credits
One Texts and Contexts course ¹		3
One Literary Theories course		4
ENGL 3000	Literary Theories	4
or COLI 3000	Literary Theories	
Four Creative Writing electives ²		16
Four Literature electives ³		16
Two Historical Distribution courses		
One Race and Social Justice course		
One additional Literature elective course ⁴		
One Creative Writing Capstone course		4
ENGL 4705	Creative Writing Capstone	

¹ A list of courses fulfilling the Texts and Contexts requirement can be seen on the core curriculum page (p. 54). Texts and Contexts courses have the TC attribute.

² Creative Writing electives are courses with the CVW attribute (p.).

³ Literature electives are any course of three or more credits with the ENGL subject code or ENGL attribute code, with the following exceptions: ENGL 1102 Composition II, ENGL 2000 Texts and Contexts, ENGL 3003 Introduction to Professional Writing, and courses with the CVW (p.), PPWF or PPWD (p.) attributes.

⁴ Because some Literature electives will double count as both Historical Distribution and Race and Social Justice courses, concentrators may end up being able to take more than one additional Literature elective course.

Requirements in Detail/Supplementary Information

Grades

Courses in which a student receives a grade of D or F will not count toward the concentration. Courses taken on a Pass/Fail basis cannot be counted towards the English Major with Creative Writing Concentration requirements.

The English Major with a Creative Writing Concentration and the Core Curriculum

Concentrators may count English electives taken to meet the following core requirements toward the concentration: Advanced Literature Core, ICC, EP3, Values/EP4, American Pluralism, and Global Studies.

Literary Theories Requirement

All concentrators are required to take Literary Theories (ENGL 3000 or COLI 3000). This course is usually taken during a student's junior year, but sophomores may also enroll. Literary Theories introduces students to debates in literary and critical theory. The goal of these courses is to reflect on reading strategies, textual practices, and language itself. Students will engage with a range of critical, theoretical, and social issues shaping the field of literary studies today.

Creative Writing Requirement

Three courses that have been designated by the English department as Creative Writing courses are required for the concentration (four for the class of 2025 and earlier). These courses have the CVW attribute code (p.) and are included in departmental course listings. Advanced students may, with permission, also take graduate-level creative writing courses. These courses have the CVWG attribute code (p.) and are included in departmental course listings.

Historical Distribution Requirement

At least two of the courses that students take for the concentration must cover literature from a historical period before 1850. The goal of the Historical Distribution requirement is to encourage students to learn about a diverse range of historical periods and literary forms. Historical Distribution courses have the ENHD attribute code and are included in departmental course listings.

Race and Social Justice Requirement

Concentrators are required to take one course with the Race and Social Justice designation. These courses will introduce students to literatures from minority, ethnic, diasporic, postcolonial, colonial, and/or global traditions. They also aim to examine issues of race through the lenses of ethics, social justice, respect for human dignity, and the sustainability of the world in which we live. These courses have the ENRJ attribute code and are included in departmental course listings.

Creative Writing Capstone Requirement

ENGL 4705 Creative Writing Capstone will introduce graduating students to the realities of the writer's life, which necessarily involves not just individual work but also affiliation, cooperation, and community. In the capstone course, students will create and revise portfolios that comprise their creative, scholarly, and extracurricular work during their four years at Fordham. Additionally, students will work collaboratively to put together a public exhibition of a creative writing project.

Additional Information

1. Concentrators will receive credit toward the concentration for certain courses offered by other departments and programs if they carry an ENGL attribute or an ENGL course number. Up to two additional cognate courses in other departments or programs that are deemed relevant to the major may be counted with permission of the associate chair. Relevant courses offered in other areas are listed in the Bulletin.
2. Up to two courses may be double counted between concentration and major. That is, each of the two courses may be counted for both the concentration and another, related major. Only one course may be double counted between concentration and minor.
3. Up to two courses taken abroad with content deemed relevant to the concentration may be considered for credit toward the concentration.
4. For students who transfer from another school to Fordham, the department will consider counting up to two courses taken prior to arrival at Fordham toward the concentration.
5. Credits earned for internships do not count for credit toward the concentration. Internship credits do count for general credits toward graduation. In order to receive academic credit for an internship, you must have completed 60 academic credits, have a minimum 3.0 GPA, and register for a tutorial with a faculty member who agrees to serve as your academic adviser. Depending on the amount of academic work involved in the tutorial, your faculty mentor will suggest that you

register for a one- or two-credit tutorial. Internships are graded on a Pass/Fail basis.

- Advanced Placement credits in English Literature and in English Language count toward a student's total number of credits in the college but not within the concentration. A score of 4 or 5 in AP English Literature will count toward college elective credits.

Availability

The major in English with a creative writing concentration is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

English Minor Requirements

The minor in English consists of the core requirement ENGL 2000 and any five additional English courses (excluding ENGL 1102).

At least three courses must be literature courses (rather than creative writing or public and professional writing courses) that carry an ENGL course number or an ENGL attribute. A maximum of two creative writing or public and professional writing courses (courses with the attribute codes CVW (p.), PPWF, and PPWD (p.)) may be applied toward the minor. ENGL 3003 Introduction to Professional Writing also counts toward this two-course maximum.

Additional Information

- Courses in which a student receives a grade of D or F will not count toward the minor.
- Up to one cognate course taken in other departments or programs deemed relevant to the minor may be counted with the permission of the associate chair.
- Up to one course taken while studying abroad deemed relevant to the minor may be counted.
- For students who transfer from another school to Fordham, the department will consider counting up to one course taken prior to arrival at Fordham toward the minor.
- Credits earned for internships do not count for credit toward the minor. Internship credits do count for general credits toward graduation. In order to receive academic credit for an internship, you must have completed 60 academic credits, have a minimum 3.0 GPA, and register for a tutorial with a faculty member who agrees to serve as your academic adviser. Depending on the amount of academic work involved in the tutorial, your faculty mentor will suggest that you register for a one- or two-credit tutorial. Internships are graded on a Pass/Fail basis.
- Advanced Placement credits in English Literature and in English Language count toward a student's total number of credits in the

college but not within the minor. A score of 4 or 5 in AP English Literature will count toward college elective credits.

- Students may count no more than one course from the following towards the minor: FITV 2511 Screenwriting I, JOUR 3723 Interviews and Profiles, JOUR 3727 Writing for Magazines, JOUR 3783 Theater Journalism.
- Courses taken on a Pass/Fail basis cannot be counted toward English minor requirements.
- Only one course can double count between the English minor and another minor.

Availability

The minor in English is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional Studies at Rose Hill, Lincoln Center, and Westchester.

Public & Professional Writing Minor Overview

The Public & Professional Writing (PPW) minor is designed for students who write extensively in their public, civic, and professional lives, equipping them with critical and rhetorical skills for analyzing and producing written, digital, and visual texts for real-world purposes and audiences. Housed in the English Department, it is designed for English majors who wish to hone their prose-writing, augment their knowledge of literary genres and theories with knowledge of professional and public writing genres and theories, and gain familiarity with a range of critical approaches to reading and producing texts. At the same time, it attracts students from across majors who foresee futures in communication-centric fields, including media, public policy, international relations, business, social work, law, medicine, and more. Attentive to questions of justice in the diverse local, national, and global contexts in which professional communicators work, it also appeals to students with interests in nonprofit, advocacy, and activist work.

Requirements

Six (6) courses are required for the minor:

Course	Title	Credits
	Texts and Contexts course ¹	3
ENGL 3003	Introduction to Professional Writing	4
	PPW-Focused course ²	4
	Three PPW-Designated courses ²	Varies

¹ A list of courses fulfilling the Texts and Contexts requirement can be seen on the core curriculum page (p. 54). Texts and Contexts courses have the TC attribute.

² See below for a list of courses fulfilling this requirement.

PPW-Focused courses

Courses in this group have the PPWF attribute.

Course	Title	Credits
ENGL 3006	Nonprofit and Advocacy Writing	4
ENGL 3046	Writing for Digital Spaces	4
ENGL 3047	Rhetorics of Resistance and Social Movements	4

ENGL 3076	Public Argumentation	4
ENGL 3077	Writing for Public Policy	4
ENGL 5650	Special Topics in Writing Studies	3

PPW-Designated courses

Courses in this group have the PPWD attribute.

Course	Title	Credits
CISC 3010	Scientific Communication	4
COMC 3240	Photography, Identity, Power	4
STEM 3475	Digital Media and Advocacy	4
ENGL 3006	Nonprofit and Advocacy Writing	4
ENGL 3032	Publishing: Theory and Practice	4
ENGL 3046	Writing for Digital Spaces	4
ENGL 3047	Rhetorics of Resistance and Social Movements	4
ENGL 3057	Performance Criticism	4
ENGL 3076	Public Argumentation	4
ENGL 3077	Writing for Public Policy	4
ENGL 3637	The Rhetoric of Social Movements	4
ENGL 5650	Special Topics in Writing Studies	3
HIST 3220	Medieval Hollywood	4
HIST 4011	Why America Fights	4
JOUR 2723	Introduction to Climate Storytelling	4
JOUR 3723	Interviews and Profiles	4
JOUR 3727	Writing for Magazines	4
JOUR 3783	Theater Journalism	4
MATH 3010	Scientific Communication	4
MVST 4010	Medieval Franciscans and the Dream of a Just Economy	4
MVST 4040	Exploring Medieval New York	4
NMDD 3350	Advocacy Design Lab	4
POSC 3622	Politics of the European Union	4
POSC 4040	Seminar: Sustainable Development	4

Additionally, select sections of ENGL 3019 Writer's Workshop may be offered with the PPWF and/or PPWD attributes.

Program Policies

Policy on Double Counting

Students may double count up to two (2) courses towards the PPW minor and their major, or another minor. For PPW minors majoring in English or in English with a Creative Writing Concentration, one of those courses will be Texts and Contexts. Students may count no more than two PPW-Designated courses from outside of English toward the minor.

Study Abroad Policy

Students are not required to study abroad. However, students who choose to study abroad may apply up to two (2) pre-approved courses to the PPW minor.

Foreign Language Policy

There is no foreign language requirement for the PPW minor. However, students may fulfill elective requirements for the minor with appropriate courses in a language other than English.

Grades

Courses in which a student receives a grade of D or F will not count toward the minor.

Additional Information

1. For students who transfer from another school to Fordham, the department will consider counting up to two courses taken prior to arrival at Fordham toward the minor.
2. Credits earned for internships do not count for credit toward the Public & Professional Writing minor. Internship credits do count for general credits toward graduation. In order to receive academic credit for an internship, you must have completed 60 academic credits, have a minimum 3.0 GPA, and register for a tutorial with a faculty member who agrees to serve as your academic adviser. Depending on the amount of academic work involved in the tutorial, your faculty mentor will suggest that you register for a one- or two-credit tutorial. Internships are graded on a Pass/Fail basis.
3. Advanced Placement credits in English Literature and in English Language count toward a student's total number of credits in the college but not within the minor. A score of 4 or 5 in AP English Literature will count toward college elective credits.
4. Courses taken on a Pass/Fail basis cannot be counted towards Public & Professional Writing minor requirements.

Availability

The minor in public & professional writing is available at Fordham College at Rose Hill and at Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in public & professional writing only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Environmental Science

Environmental science is an interdisciplinary major offered on the Rose Hill and Lincoln Center campuses. Students who complete the requirements of this program will graduate with a B.S. degree in environmental science. A minimum grade of C- is required in all courses taken to fulfill the major.

The environmental science program provides students with a solid foundation in scientific principles and analysis, focusing on the environment. The program emphasizes a rigorous curriculum using an integrated approach that combines concepts and methods across the fields of biology, chemistry, biochemistry, physics, and mathematics. Research and training opportunities exist within each of the contributing departments, the Louis Calder Center, and at major collaborative scientific institutions in the New York City area. Following a solid scientific grounding in the first two years, upper-level students choose science elective courses that allow them to tailor their interests toward an emphasis on a biological or chemical sciences approach and complete an independent science research project on an environmental topic or an internship at an environmental firm or government agency.

Students majoring in environmental science may not double major in biology, chemistry, general science, or natural science. Students majoring in environmental science may choose any available minor at Fordham provided that they fulfill the requirements stipulated by the department or program offering the minor and have approval from the dean's office.

For more information

Visit the Environmental Science program web page.

Programs

- Environmental Science Major (p. 242)

Environmental Science Major

Requirements

Course	Title	Credits
ENVS 3000	Environmental Science	3
One the following options (plus all accompanying labs):		
<i>Rose Hill:</i>		
BISC 1403	Introductory Biology I	
BISC 1404	Introductory Biology II	
BISC 2561	Ecology	
CHEM 1321	General Chemistry I	
CHEM 1322	General Chemistry II	
CHEM 2521	Organic Chemistry I	
PHYS 1501	General Physics I	
<i>Lincoln Center:</i>		
NSCI 1403	General Biology Lecture I	
NSCI 1404	General Biology Lecture II	
NSCI 2010	Global Ecology Lecture	
NSCI 1321	General Chemistry Lecture I	
NSCI 1322	General Chemistry Lecture II	
NSCI 3121	Organic Chemistry Lecture I	
NSCI 1501	General Physics Lecture I	
One of the following: ¹		3 to 4
MATH 1203	Applied Calculus I	
MATH 1206	Calculus I	
MATH 1207	Calculus II	
One of the following:		3 to 4
MATH 1205	Applied Statistics	
MATH 1700	Mathematical Modelling	
Four advanced Environmental Science Elective courses, below		
Two Environmental Policy/Law/Economics courses, below		7 to 8
Two semesters of Research or Internship		8
ENVS 4401	Environmental Science Internship	
ENVS 4501	Environmental Science Research	

¹ MATH 12AB or MATH 12BC (transfer credit from AP Calculus AB or BC) also fulfills this requirement.

Students should take two semesters of research or two semesters of internship; they may take one of each with the permission of the program director.

Advanced Environmental Science Elective courses

The four advanced environmental science elective courses to complete the major are listed below. The list includes only the lecture course code for each of the required courses. Students should must also complete the lab co-requisite for courses that have one (e.g., BISC 2539 General Genetics, BISC 3643 Microbiology, CHEM 2522 Organic Chemistry II, CHEM 3622 Physical Chemistry II, NSCI 2142 Paleocology Lecture, NSCI 3122 Organic Chemistry Lecture II, NSCI 4143 Advanced Microbiology Lecture).

Students who plan to enroll in a graduate science program are strongly encouraged to complete Organic Chemistry II (CHEM 2522 / NSCI 3122) with the appropriate lab as one of their science electives.

Courses with the code BISC or CHEM are offered at the Rose Hill campus, while courses with the code NSCI are offered at the Lincoln Center campus. Students may not receive credit for taking equivalent/mutually exclusive courses on each campus.

Courses in this group have the ENSE attribute.

Course	Title	Credits
BISC 2539	General Genetics	3
BISC 3244	Evolutionary Biology	3
BISC 3466	Urban Ecology & Evolution	3
BISC 3643	Microbiology	3
BISC 4575	Conservation Biology	4
BISC 4642	Animal Behavior	4
CHEM 2522	Organic Chemistry II	4
CHEM 3622	Physical Chemistry II	4
CHEM 3721	Quantitative Analysis	4
CHEM 3722	Instrumental Analysis	4
CHEM 4340	Environmental Chemistry	3
NSCI 2020	An Introduction to Geology	3
NSCI 2142	Paleocology Lecture	3
NSCI 3101	Biological Modeling	4
NSCI 3121	Organic Chemistry Lecture I	4
NSCI 3122	Organic Chemistry Lecture II	4
NSCI 3133	Genetics Lecture	3
NSCI 4112	Human and Comparative Physiology Lecture	3
NSCI 4143	Advanced Microbiology Lecture	3
NSCI 4153	Biological Chemistry Lecture	3

Environmental Policy/Law/Economics courses

Two courses are required from the list below.

Courses in this group have the EPLE attribute.

Course	Title	Credits
ANTH 4373	Environment and Human Survival	4
ECON 3850	Environmental Economics	4
HIST 3990	North American Environmental History	4
NSCI 4222	Science, Technology, and Society Values	4
PHIL 3109	Environmental Ethics	4
PJST 3200	Environmental Justice	4
POSC 4040	Seminar: Sustainable Development	4
THEO 4008	Religion and Ecology	4
VART 2050	Designing the City	4
VART 2055	Environmental Design	4
VART 3070	Urban Architectural Design	4

Availability

The major in environmental science is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in environmental science only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Fordham College at Lincoln Center students: *The requirements above are in addition to those of the Core Curriculum.*

Professional and Continuing Studies students: *The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.*

CIP Code

03.0104 - Environmental Science.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Environmental Studies

Who speaks for Earth and addresses the world's big environmental challenges? With a degree in environmental studies at Fordham, you can.

You'll tackle the most pressing issues of our times: Climate change. Habitat loss. Mass species extinction. Natural capital degradation. Environmental health. Environmental justice. Building sustainable societies.

Study both science and the humanities with a focus on policy solutions

You'll complete interdisciplinary coursework in the natural sciences, social sciences, and humanities to gain insight into the physical and societal causes and effects of environmental problems, integrating these disciplines in economic, political, and societal policy solutions.

Choose your own career track

Career tracks, such as conservation biology, pre-health, environmental law, sustainable business, sustainable architecture and urban planning, environmental journalism, and sustainable agriculture, are developed through course electives, internships, study abroad, senior thesis research, and our Alumni Career Advisory Board, allowing you to graduate with a clear academic profile and strong professional resume.

Access world-class Fordham and NYC resources facilities

Resources and facilities include the following:

- Fordham's Louis Calder Center Biological Field Station
- St. Rose's Garden (campus urban agriculture garden)
- The Campus Sustainability Program
- University partnerships with the New York Botanical Garden, the Wildlife Conservation Society/Bronx Zoo, and the Bronx River Alliance (Department of Parks)
- Read more about resources and facilities here.

Study around the globe

Study abroad courses and fieldwork can take you to Denmark, South Vietnam, Australia, Africa, and elsewhere, giving you invaluable international experience. They can also count toward the environmental studies major or minor (up to four courses).

Practice in professional internships what you're studying in courses

You'll start practicing what you're studying now by taking advantage of internship opportunities in New York City, abroad, and in our special Bronx River Stewardship and Internship Program, incorporating professional experience into your coursework, employment resume, and graduate-school application.

Pursue your own original research

Your research in courses, study abroad, and internships culminates in the senior research thesis. You'll spend a semester or entire year on an original research project under the guidance of faculty members, and publish your research in an online journal.

Participate in a close-knit community of learners

Environmental clubs at Rose Hill and Lincoln Center sponsored by our program allow you to participate in a close-knit community of learners beyond the classroom and pursue activities such as campus ecology projects, invited speakers, career fairs, and field trips.

Environmental citizenship and mission

You'll serve the mission of Fordham and our program: to respect the environment, serve the greater good, and be an exemplary environmental citizen and leader.

For more information

Visit the Environmental Studies program webpage.

Programs

- Environmental Studies Major (p. 244)
- Environmental Studies Minor (p. 247)

Environmental Studies Major Requirements

The major requires 12 courses, up to eight of which may also count toward the core curriculum through appropriate course selection.

Summary of Requirements

Course	Title	Credits
ENST 1000	Introduction to Environmental Studies	3
<i>Three natural science courses:</i>		9
One physical science course		
One life science course		
One physical or life science course		
ECON 1200	Principles of Microeconomics	3
One course in Environmental History and Culture		3
One course in Environmental Economics		3
One course in Environmental Politics and Law		3
One course in Environmental Ethics and Justice		3
One course in Sustainable Design		3
ENST 3000	Environmental Research Methods	4
ENST 4000	Senior Thesis	4

Up to two courses may be double-counted from another major, as well as from a minor.

First Year Introductory Course

This course provides an overview of environmental problems and their societal causes and effects from natural science, social science, and humanities perspectives, and introduces students to interdisciplinary methods of integrating these disciplines in policy solutions to environmental problems.

1. One course in introductory environmental studies.

Course	Title	Credits
ENST 1000	Introduction to Environmental Studies	3

First Year/Sophomore Natural Science Courses

The following natural science courses provide foundational knowledge of physics, chemistry, and biology. Additional natural science courses (and/or a minor in biological sciences (p. 189)) can be taken in order to pursue a career track in conservation biology (see Career Tracks on the program website). If you have relevant AP or IB exams with a score of 4 or 5 (HL score of 6 or 7 for IBs), such exam credit might count toward the following requirements.

Note that some courses have prerequisites that must be completed. Among science courses, courses with the NSCI (p. 1503) (Natural Science) and HPLC (p. 1358) (Honors Program Lincoln Center) subject codes are offered at the Lincoln Center campus, while courses with the PHYS (p. 1549) (Physics), CHEM (p. 1035) (Chemistry and Biochemistry), BISC (p. 1019) (Biological Sciences), and HPRH (p. 1359) (Honors Program Rose Hill) subject codes are offered at Rose Hill campus.

Environmental Studies Natural Science courses (Physical and Life) all have the ESNS attribute.

2. One Environmental Studies Physical Science course.

CHEM 1109 Chemistry of the Environment, PHYS 1203 Environmental Physics, or NSCI 1020 Physical Science: Today's World is recommended, but any course listed below may apply to this requirement.

Courses in this group have the ESPS attribute.

Course	Title	Credits
BISC 3000	Environmental Science	3
CHEM 1109	Chemistry of the Environment	3
CHEM 1321	General Chemistry I	4
ENVS 3000	Environmental Science	3
HPLC 1603	Honors: Natural Science I	4
HPRH 1101	Interdisciplinary STEM I	3
NSCI 1020	Physical Science: Today's World	3
NSCI 1321	General Chemistry Lecture I	4
NSCI 1501	General Physics Lecture I	3
NSCI 2020	An Introduction to Geology	3
PHYS 1203	Environmental Physics	3
PHYS 1350	The Physics of Climate Change	3
PHYS 1501	General Physics I	3
PHYS 1601	Introduction to Physics I	4
PHYS 1701	Physics I	3

3. One Environmental Studies Life Science course.

BISC 1002 Ecology: A Human Approach or NSCI 1040 People and the Living Environment is recommended, but any course listed below may apply to this requirement.

Courses in this group have the ESLS attribute.

Course	Title	Credits
ANTH 1200	Introduction to Biological Anthropology	3
ANTH 4722	Primate Ecology and Conservation	4
BISC 1000	Life on the Planet Earth	3
BISC 1002	Ecology: A Human Approach	3
BISC 1403	Introductory Biology I	3
BISC 1404	Introductory Biology II	3
BISC 2561	Ecology	3
HPLC 1604	Honors: Natural Science II	4
HPRH 1201	Interdisciplinary STEM II	3
NSCI 1040	People and the Living Environment	3
NSCI 1403	General Biology Lecture I	3
NSCI 1404	General Biology Lecture II	3
NSCI 1423	Concepts in Biology Lecture I	3
NSCI 1424	Concepts in Biology Lecture II	3
NSCI 2010	Global Ecology Lecture	3
NSCI 2142	Paleoecology Lecture	3

4. One Environmental Studies Physical Science or Life Science course.

Students should select one additional physical science (ESPS attribute) or life science (ESLS attribute) course.

First Year/Sophomore Social Science Courses

The following course provides foundational skills in economics. If you have relevant AP or IB exams with a score of 4 or 5 (HL score of 6 or 7 for IBs), such exam credit might count toward the following requirements.

5. One course in introductory economics.

Course	Title	Credits
ECON 1200	Principles of Microeconomics	3

Upper-Level Courses

The following courses provide advanced knowledge and methods in the policy areas of environmental economics, design, politics and law, history, anthropology, media and communications, and ethics and justice. Students can make course selections in these areas in order to pursue a particular career track (see Career Tracks on the program website).

6. One course in environmental history and culture.

HIST 3990 North American Environmental History or ANTH 4373 Environment and Human Survival is recommended, but any course listed below may apply to this requirement. ENST 3000 Environmental Research Methods may also be used to fulfill this requirement or (with the permission of the program director) a different upper requirement.

Courses in this group have the ESHC attribute.

Course	Title	Credits
ANTH 2700	You Are What You Eat: The Anthropology of Food	4
ANTH 3380	Hazards, Disasters, and Human Experience	4
ANTH 4200	Climate Change and Culture	4
ANTH 4373	Environment and Human Survival	4
ANTH 4722	Primate Ecology and Conservation	4
BISC 4035	Ecology and Economics of Food Systems	4
COMC 4115	Communication and the Food System	4
COMC 4222	Media and the Environment	4
ECON 4035	Ecology and Economics of Food Systems	4
ENGL 3122	Extinction	4
ENGL 3209	Ecoliterature from Milton to Today	4
ENGL 3424	Romantics and Their World	4
ENGL 3633	The Enlightened Earth: American Environment Cultures After 1960	4
ENGL 3634	The Literature of Climate Crisis	4
ENGL 3635	Future Environments: Human Life After the End	4
ENGL 3909	Interspecies Friendship	4
ENGL 3910	Nature and Horror	4
ENGL 3916	Animals in Literature	4
ENGL 4107	Seminar: Ecology on the Edge: Climate Change and Literature	4
ENGL 4216	Animal Welfare in Literature and Culture	4
ENST 3000	Environmental Research Methods	4
ENST 4900	Environmental Internship and Media Advocacy	4
FREN 3270	Écocritique: Francophone environments and cultures	4

FREN 3492	Climate Change and Sustainable Development in the Francophone World	4
HIST 3364	Environmental History of the Atlantic World, 1250-1650	4
HIST 3538	The Good Earth?	4
HIST 3564	Environmental History of New York City: A Research Seminar	4
HIST 3990	North American Environmental History	4
HIST 3992	Capitalism	4
HIST 3993	Environmental History: New York City	4
HIST 3994	Climate and Society	4
HIST 3998	People and Other Animals in History	4
HIST 4780	Sem: History of Capitalism	4
HIST 5563	Readings in Environmental History	4
INST 3100	The Global Environment	4
JOUR 2723	Introduction to Climate Storytelling	4
MLAL 3492	Climate Change and Sustainable Development in the Francophone World	4
SOCI 3142	Environmental Sociology	4
SOCI 3145	Environment Technology Society	4
THEO 4444	Anthropocene: Sciences, Fictions, and Ethical Futures	4
URST 5070	Environmental History of the American City	3

7. One course in environmental economics.

ECON 3850 Environmental Economics or ECON 4030 Environmental-Economic Policy is recommended, but any course listed below may apply to this requirement.

Courses in this group have the ESEC attribute.

Course	Title	Credits
BISC 4035	Ecology and Economics of Food Systems	4
ECON 3430	ST: Sustainable Business	4
ECON 3850	Environmental Economics	4
ECON 4030	Environmental-Economic Policy	4
ECON 4035	Ecology and Economics of Food Systems	4
HIST 3992	Capitalism	4
HIST 4780	Sem: History of Capitalism	4
LPBU 3430	ST: Sustainable Business	3
LPBU 3432	ST: Modern Economics for a Sustainable World	3
LPBU 3461	ST: Sustainable Fashion	3
MKBU 3461	ST: Sustainable Fashion	3

8. One course in environmental politics and law.

POSC 3307 Environmental Politics or POSC 3131 Politics, Urban Health, and Environment is recommended, but any course listed below may apply to this requirement.

Courses in this group have the ESPL attribute.

Course	Title	Credits
ENST 3307	Environmental Politics	4
ENST 3308	Catastrophe and Human Survival	4
PJST 3200	Environmental Justice	4
POSC 3131	Politics, Urban Health, and Environment	4

POSC 3307	Environmental Politics	4
POSC 3312	Introduction to Environmental Politics	4

9. One course in environmental ethics and justice.

PHIL 3109 Environmental Ethics, PHIL 3712 Global Environment and Justice, PHIL 3990 Environmental Worldviews and Ethics, PHIL 4302 Environmental Policy and Ethics, PHIL 4409 Environmental Ethics, PJST 3200 Environmental Justice, or THEO 4008 Religion and Ecology is recommended, but any course listed below may apply to this requirement.

Courses in this group have the ESEJ attribute.

Course	Title	Credits
AFAM 3530	Race, Climate Change, and Environmental Justice in the African Diaspora	4
ENGL 3122	Extinction	4
ENGL 3209	Ecoliterature from Milton to Today	4
ENGL 3633	The Enlightened Earth: American Environment Cultures After 1960	4
ENGL 3634	The Literature of Climate Crisis	4
ENGL 3635	Future Environments: Human Life After the End	4
ENGL 3909	Interspecies Friendship	4
ENGL 3916	Animals in Literature	4
ENGL 4107	Seminar: Ecology on the Edge: Climate Change and Literature	4
ENGL 4216	Animal Welfare in Literature and Culture	4
FREN 3492	Climate Change and Sustainable Development in the Francophone World	4
MLAL 3492	Climate Change and Sustainable Development in the Francophone World	4
PHIL 3109	Environmental Ethics	4
PHIL 3712	Global Environment and Justice	4
PHIL 3722	Native American Philosophy	4
PHIL 3990	Environmental Worldviews and Ethics	4
PHIL 4302	Environmental Policy and Ethics	4
PHIL 4409	Environmental Ethics	4
PJST 3200	Environmental Justice	4
THEO 3371	The American Transcendentalists: Spirituality Without Religion	3
THEO 4008	Religion and Ecology	4
THEO 4444	Anthropocene: Sciences, Fictions, and Ethical Futures	4
THEO 4520	Animals, Angels, and Aliens: Beyond the Human in Christian Thought	3

10. One course in sustainable design.

VART 2050 Designing the City or VART 2055 Environmental Design is recommended, but any course listed below may apply to this requirement.

Courses in this group have the ESSD attribute.

Course	Title	Credits
ARHI 4555	Art & Ecology in the 19th, 20th & 21st century	4
VART 2040	Elements of Architecture	4

Updated: 09-06-2024

VART 2050	Designing the City	4
VART 2055	Environmental Design	4
VART 2070	Architectural Design	4
VART 2424	Art and Action on the Bronx River	4
VART 3055	Ecology for Designers	4
VART 3056	Urban Environmental Design	4
VART 3541	The Streets of New York	4

11. One course in research and statistical methods.

ENST 3000 Environmental Research Methods, offered only each fall and taken in the senior year, provides an overview of environmental studies methods and allows students to begin work on their senior thesis, which is completed in ENST 4000 Senior Thesis in the following semester. When taken prior to the senior year to fulfill a different upper requirement, the course must be taken a second time in the senior year to begin work on the senior thesis.

Course	Title	Credits
ENST 3000	Environmental Research Methods	4

Senior Thesis Capstone

12. Senior Thesis

Course	Title	Credits
ENST 4000	Senior Thesis	4

This course, normally offered only each spring and taken only in the senior year, involves completing a research thesis on an environmental issue of the student's choice which is approved by the instructor.

Availability

The major in environmental studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in environmental studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Fordham College at Lincoln Center students: *The requirements above are in addition to those of the Core Curriculum.*

Professional and Continuing Studies students: *The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.*

CIP Code

03.0103 - Environmental Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Environmental Studies Minor Requirements

The minor requires six courses, many of which may also count toward the core curriculum through appropriate course selection.

Summary of Requirements

Course	Title	Credits
ENST 1000	Introduction to Environmental Studies (See other options below)	3

One Environmental Studies Physical Science course

One Environmental Studies Life Science course

Three elective courses

Up to two courses may be double-counted from a major, as well as from another minor.

1. One course in introductory Environmental Studies.

ENST 1000 Introduction to Environmental Studies is preferred, but any course listed below may apply to this requirement.

Courses below have the ENMI attribute.

Course	Title	Credits
ANTH 4373	Environment and Human Survival	4
ENST 1000	Introduction to Environmental Studies	3
ENST 3307	Environmental Politics	4
HIST 3990	North American Environmental History	4
PHIL 3109	Environmental Ethics	4
PHIL 3712	Global Environment and Justice	4
PHIL 4302	Environmental Policy and Ethics	4
PHIL 4409	Environmental Ethics	4
PJST 3200	Environmental Justice	4
POSC 3307	Environmental Politics	4
POSC 3312	Introduction to Environmental Politics	4
SOCI 3145	Environment Technology Society	4
THEO 4008	Religion and Ecology	4

2. One Environmental Studies Physical Science course.

CHEM 1109 Chemistry of the Environment, PHYS 1203 Environmental Physics, or NSCI 1020 Physical Science: Today's World is recommended, but any course listed below may apply to this requirement.

Courses below have the ESPS attribute.

Course	Title	Credits
BISC 3000	Environmental Science	3
CHEM 1109	Chemistry of the Environment	3
CHEM 1321	General Chemistry I	4
ENVS 3000	Environmental Science	3
HPLC 1603	Honors: Natural Science I	4
HPRH 1101	Interdisciplinary STEM I	3
NSCI 1020	Physical Science: Today's World	3
NSCI 1321	General Chemistry Lecture I	4
NSCI 1501	General Physics Lecture I	3
NSCI 2020	An Introduction to Geology	3

PHYS 1203	Environmental Physics	3
PHYS 1350	The Physics of Climate Change	3
PHYS 1501	General Physics I	3
PHYS 1601	Introduction to Physics I	4
PHYS 1701	Physics I	3

3. One Environmental Studies Life Science course.

BISC 1002 Ecology: A Human Approach or NSCI 1040 People and the Living Environment is recommended, but any course listed below may apply to this requirement.

Courses below have the ESLS attribute.

Course	Title	Credits
ANTH 1200	Introduction to Biological Anthropology	3
ANTH 4722	Primate Ecology and Conservation	4
BISC 1000	Life on the Planet Earth	3
BISC 1002	Ecology: A Human Approach	3
BISC 1403	Introductory Biology I	3
BISC 1404	Introductory Biology II	3
BISC 2561	Ecology	3
HPLC 1604	Honors: Natural Science II	4
HPRH 1201	Interdisciplinary STEM II	3
NSCI 1040	People and the Living Environment	3
NSCI 1403	General Biology Lecture I	3
NSCI 1404	General Biology Lecture II	3
NSCI 1423	Concepts in Biology Lecture I	3
NSCI 1424	Concepts in Biology Lecture II	3
NSCI 2010	Global Ecology Lecture	3
NSCI 2142	Paleoecology Lecture	3

4. Three elective courses

Any with the ESEL attribute, or the ENMI attribute code if not previously counted, may apply toward this requirement.

Courses below have the ESEL attribute.

Course	Title	Credits
AFAM 4147	Food and Globalization	4
ANTH 1200	Introduction to Biological Anthropology	3
ANTH 2700	You Are What You Eat: The Anthropology of Food	4
ANTH 3380	Hazards, Disasters, and Human Experience	4
ANTH 4200	Climate Change and Culture	4
ANTH 4373	Environment and Human Survival	4
ANTH 4722	Primate Ecology and Conservation	4
ARHI 4555	Art & Ecology in the 19th, 20th & 21st century	4
BISC 4035	Ecology and Economics of Food Systems	4
BISC 4575	Conservation Biology	4
COMC 4115	Communication and the Food System	4
COMC 4222	Media and the Environment	4
ECON 3430	ST: Sustainable Business	4
ECON 3850	Environmental Economics	4
ECON 4030	Environmental-Economic Policy	4
ECON 4035	Ecology and Economics of Food Systems	4

ENGL 3122	Extinction	4	PJST 3200	Environmental Justice	4
ENGL 3209	Ecoliterature from Milton to Today	4	POSC 3131	Politics, Urban Health, and Environment	4
ENGL 3424	Romantics and Their World	4	POSC 3307	Environmental Politics	4
ENGL 3633	The Enlightened Earth: American Environment Cultures After 1960	4	POSC 3312	Introduction to Environmental Politics	4
ENGL 3634	The Literature of Climate Crisis	4	POSC 4040	Seminar: Sustainable Development	4
ENGL 3635	Future Environments: Human Life After the End	4	PSYC 3340	Urban Psychology	4
ENGL 3909	Interspecies Friendship	4	SOCI 3142	Environmental Sociology	4
ENGL 3910	Nature and Horror	4	SOCI 3145	Environment Technology Society	4
ENGL 3916	Animals in Literature	4	THEO 3371	The American Transcendentalists: Spirituality Without Religion	3
ENGL 4107	Seminar: Ecology on the Edge: Climate Change and Literature	4	THEO 4008	Religion and Ecology	4
ENGL 4147	Food and Globalization	4	THEO 4444	Anthropocene: Sciences, Fictions, and Ethical Futures	4
ENGL 4216	Animal Welfare in Literature and Culture	4	THEO 4520	Animals, Angels, and Aliens: Beyond the Human in Christian Thought	3
ENST 3000	Environmental Research Methods	4	URST 5066	Urban Health and Environment	3
ENST 3307	Environmental Politics	4	URST 5070	Environmental History of the American City	3
ENST 3308	Catastrophe and Human Survival	4	VART 2040	Elements of Architecture	4
ENST 4900	Environmental Internship and Media Advocacy	4	VART 2050	Designing the City	4
FREN 3270	Écocritique: Francophone environments and cultures	4	VART 2055	Environmental Design	4
FREN 3492	Climate Change and Sustainable Development in the Francophone World	4	VART 2070	Architectural Design	4
HIST 3364	Environmental History of the Atlantic World, 1250-1650	4	VART 2424	Art and Action on the Bronx River	4
HIST 3538	The Good Earth?	4	VART 3055	Ecology for Designers	4
HIST 3564	Environmental History of New York City: A Research Seminar	4	VART 3541	The Streets of New York	4
HIST 3990	North American Environmental History	4			
HIST 3991	History of the American Indians	4			
HIST 3992	Capitalism	4			
HIST 3993	Environmental History: New York City	4			
HIST 3994	Climate and Society	4			
HIST 3998	People and Other Animals in History	4			
HIST 5563	Readings in Environmental History	4			
HUST 4501	Humanitarianism and Global Health: Unequal Access for the Displaced and Marginalized	4			
INST 3100	The Global Environment	4			
JOUR 2723	Introduction to Climate Storytelling	4			
LPBU 3430	ST: Sustainable Business	3			
LPBU 3432	ST: Modern Economics for a Sustainable World	3			
LPBU 3461	ST: Sustainable Fashion	3			
MKBU 3461	ST: Sustainable Fashion	3			
MLAL 3492	Climate Change and Sustainable Development in the Francophone World	4			
PHIL 3109	Environmental Ethics	4			
PHIL 3712	Global Environment and Justice	4			
PHIL 3722	Native American Philosophy	4			
PHIL 3990	Environmental Worldviews and Ethics	4			
PHIL 4302	Environmental Policy and Ethics	4			
PHIL 4409	Environmental Ethics	4			

Availability

The minor in environmental studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in environmental studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fashion Studies

Fordham offers a unique, interdisciplinary approach to fashion education. We recognize that fashion is so much more than just clothing. It's an art form, a complex cultural phenomenon, and a trillion dollar industry. Accordingly, our fashion studies courses are offered by departments across the University. In addition to the required classes in business, culture, and design, students have the opportunity to learn about topics such as the psychology of consumer behavior, the sociological function of fashion trends, the historical significance of style, the environmental impact of garment production, and how to utilize clothing as a means of communication.

Like so many other fields, the fashion industry is in a time of transformation. Growth in emerging markets, the rise of new media and social networks, and increasing pressure to develop merchandise that is produced and marketed ethically and sustainably are among the various challenges impacting the world of fashion today. Understanding fashion from a variety of perspectives and thinking critically about how the industry functions in the world today empowers our students to meet these challenges with the intelligence, innovation, and humanity necessary to bring about positive change in the industry.

For more information

Visit the Fashion Studies program web page.

Programs

- Fashion Studies Minor (p. 249)

Fashion Studies Minor

Requirements

The Fashion Studies minor is an interdisciplinary minor, weaving together the cultural, creative, and commercial components of the industry.

Students must take six courses: three required introductory courses and three electives, depending upon their specific area of interest.

Course	Title	Credits
ANTH 2400	Introduction to Fashion and Culture	4
THEA 1210	Introduction to Fashion Design	3
MKBU 3436	ST: The Business of Fashion	3
Three fashion studies electives ¹		

¹ Any course of three or more credits with the subject code FASH or with the attribute FASH may fulfill this requirement (see lists below).

Fashion Studies electives

Courses in this group have the FASH subject code.

Course	Title	Credits
FASH 3100	History of Cosmetics and Grooming	3
FASH 3200	Dressing the Gendered Body	3
FASH 3800	Fashion Studies Internship	3
FASH 3999	Tutorial	3
FASH 4000	Fashion in Museums	4

Courses in this group have the FASH attribute.

Course	Title	Credits
ANTH 2400	Introduction to Fashion and Culture	4
ARHI 2620	Introduction to Fashion History	4
ARHI 2621	Art and Fashion in the Modern Age	4
ARHI 3621	Museum Collaboration	4
COMC 3174	Public Relations	4
DTEM 2443	Fashion and Digital Media	4
FITV 2533	Fashion Costuming in Film	4
FITV 3534	Fashion in British Film and Television	4
FREN 3676	Fashioning the Empire	4
IPGL 0921	Fashion and the In-House Counsel Role	2
IPGL 0991	Fashion Retail Law	2
JOUR 2787	Fashion Journalism	4
JOUR 3727	Writing for Magazines	4
JOUR 4767	History of Women's Magazines	4
MKBU 3432	ST: Fashion Marketing	3
MKBU 3435	Consumer Behavior	3
MKBU 3436	ST: The Business of Fashion	3

MKBU 3439	ST: Branding	3
MKBU 3461	ST: Sustainable Fashion	3
MVST 3215	Medieval Fashion and Its Meanings	3
PSYC 3320	Consumer Behavior	4
THEA 1210	Introduction to Fashion Design	3
THEA 1220	Fashion Techniques	3
THEA 2230	Costume Design I	3
THEA 2235	Costume Design II	3

Finance and Business Economics

Located in New York City, the world's financial capital, the Gabelli School of Business prepares students for a wide range of careers within the financial services industry. Students may choose from three broad career orientations in the field of finance to focus their academic pursuits: corporate finance, investment management, and financial institutions.

- Corporate finance courses are appropriate for students interested in the investment and financing decisions of business firms and nonprofit organizations. They emphasize the development of analytical techniques and an understanding of how the economic environment influences day-to-day and long-term financial decisions.
- Investment management is intended for students primarily interested in the evaluation of securities and the management of portfolios. Here, the focus is on the relationship between the economic environment and the valuation of securities.
- The financial institutions program is offered in cooperation with the economics department and is intended to serve commercial banks, insurance companies, and other financial institutions not generally covered under corporate finance and investment management.

Students who want to include finance as a component of their degree have multiple options, each of which offers a specific level of depth and structure. Finance may be studied as a major, a primary concentration, or a secondary concentration. The finance area also houses additional areas of concentration that represent growing niche areas within the financial field.

How courses are counted

Students must note the following policy for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both. Any exceptions to these rules will be posted within the specific area major, minor, or concentration requirements.

For more information

Visit the Finance Area web page.

Programs Majors

- Applied Accounting and Finance Major (p. 250)
- Finance Major (p. 252)

Minor

- Finance Minor (p. 253)

Primary and/or Secondary Concentrations

- Concentration in Alternative Investments (p. 250)
- Concentration in Credit (p. 251)
- Concentration in Finance (p. 251)
- Concentration in Fintech (p. 251)
- Concentration in Global Finance and Business Economics (p. 252)
- Concentration in Value Investing (p. 252)

Applied Accounting and Finance Major

Requirements

The requirements for the **applied accounting and finance major** are as follows:

Course	Title	Credits
ACBU 3434	Intermediate Financial Accounting I	3
ACBU 3435	Intermediate Financial Accounting II	3
ACBU 3441	Advanced Concepts in Financial Accounting	3
ACBU 4646	Ethics in Financial Reporting and Accounting	3
ACBU 3421	ST: Accounting Information Systems	3
FNBU 3440	Corporate Financial Policy	3
FNBU 3441	Investments & Security Anlys	3
One elective course from list below ¹		3
One upper-level elective in finance ²		3
Two CPA-required courses OR two additional upper-level business electives ³		6
Total Credits		33

¹ CPA track students should take INSY 4506 Business Analytics to fulfill this requirement.

² Any course with subject code FNBU (p. 1264) numbered 3440 or higher may fulfill this requirement.

³ ACBU 3442 Individual and Business Taxation and ACBU 3443 Assurance and Auditing should both be taken if a student pursues the two CPA-required courses.

Electives

Courses in this group have the AAAF attribute.

Course	Title	Credits
ACBU 4436	Accounting for Derivative Securities	3
FNBU 4453	ST: Fixed-Income Analysis	3

FNBU 4454	ST: Financial Modeling	3
FNBU 4464	ST: Compliance and Risk Management	3
FNBU 4480	ST: Traded Credit Products	3
INSY 4506	Business Analytics	3

Students must also complete the Gabelli School business and liberal arts Core Curricula. In addition, all students complete between three and seven liberal arts electives depending on their major requirements.

CIP Code

52.0304 - Accounting and Finance.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Concentration in Alternative Investments

The alternative investments sub-area of finance covers topics such as private equity, venture capital, hard assets, commodities, real estate investment management, and hedge fund investing. These are growth fields with significant hiring potential.

For more information

Visit the Alternative Investment program web page.

Requirements

Alternative investments can be pursued by Gabelli students as a secondary concentration only.

The secondary concentration in alternative investments can be completed by taking any three courses related to alternative investing. All secondary concentration students are eligible to apply for inclusion in the alternatives investment program resume book and are encouraged to participate in club programs, skill set training and networking events during the semester.

Course	Title	Credits
FNBU 3447	Real Estate Finance	3
FNBU 4448	ST: Private Equity	3
FNBU 4455	ST: Hedge Funds ¹	3
FNBU 4456	Special Topic: Venture Capital	3
FNBU 4466	ST: Alternative Investing ¹	3

¹ FNBU 3441 Investments & Security Anlys is a prerequisite for FNBU 4455 ST: Hedge Funds and FNBU 4466 ST: Alternative Investing.

All credits earned towards this secondary concentration may double-count towards a major in Public Accountancy (p. 150), Finance (p. 252), or Applied Accounting and Finance (p. 250).

Concentration in Credit Overview

Over the past 10 years, the global leveraged credit markets have more than tripled in size. In addition, these markets have become significantly more complex due to regulatory changes after the 2008 financial crisis. As banks have curtailed traditional risk-taking behaviors, we have seen massive growth in non-regulated financial firms to fill the gap (BDCs, Credit Hedge Funds, CLOs, etc.).

Furthermore, over the past five years, private equity firms have developed in-house credit capital markets groups to focus on funding their deals. With the explosion of these markets, the need for well-trained credit professionals is unprecedented.

This secondary concentration focuses on credit, but it will also prepare students for other employment opportunities in the financial field, such as buy-side investing, sell-side research, general investment banking, and private equity.

Requirements

The Secondary Concentration in Credit requires completion of three courses (nine credits).

Course	Title	Credits
Required Courses		
FNBU 4447	ST: Credit and Special Situation Investing ¹	3
FNBU 4486	Advanced Credit Analysis and Distressed Value Investing	3
Elective		3
<i>One course from the below options:</i>		
FNBU 4453	ST: Fixed-Income Analysis	
FNBU 4443	ST: Commercial Credit and Banking	
FNBU 4454	ST: Financial Modeling	
Total Credits		9

¹ FNBU 3221 Financial Management and ACBU 2222 Principles of Financial Accounting are the prerequisites to this course.

All credits earned towards this secondary concentration may double-count towards a major in Public Accountancy (p. 150), Finance (p. 252), or Applied Accounting and Finance (p. 250).

Concentration in Finance Requirements

All Gabelli students except Lincoln Center students concentrating in Global Finance and Business Economics may concentrate in Finance as either a primary concentration or a secondary concentration.

Primary Concentration

Course	Title	Credits
FNBU 3440	Corporate Financial Policy	3
FNBU 3441	Investments & Security Anlys	3
Two upper-level finance courses ¹		

¹ Any course from the subject code FNBU (p. 1264) numbered 3440 or higher may fulfill this requirement.

Note: Students pursuing a primary finance concentration may obtain their class dean's approval to take one of the following courses offered by the economics department to fulfill one of the requirements for the concentration in finance.

Course	Title	Credits
ECON 3125	Managerial Economics	4
ECON 3347	International Finance	4
ECON 3636	Money and Banking	4
ECON 3637	Monetary Policy ¹	4
ECON 3739	Financial Markets	4

¹ Prerequisite: ECON 3636 Money and Banking

Secondary Concentration

Students who want to pursue finance as a secondary concentration are required to complete three upper-level finance courses. ¹

¹ Any course from the subject code FNBU (p. 1264) numbered 3440 or higher may fulfill this requirement.

Students pursuing a major, primary concentration, or secondary concentration in finance may not receive credit for taking ECON 3743 Stocks, Bonds, Options, and Futures or ECON 3778 Corporate Finance.

Concentration in Fintech

The Gabelli School of Business offers a three-course secondary concentration in fintech, co-designed by the finance and information, technology, and operations faculty.

The role of technology in the business world in general, and the finance profession in particular, is exploding. The term "fintech" refers to a range of disruptive applications ranging from Bitcoin to high-speed trading to mobile banking. This secondary concentration is ideal for students who have an interest in these areas and who sense the inherent value in the point where finance and information systems meet.

Requirements

Fintech can be pursued by Gabelli Students as a secondary concentration only. FNBU 4454 ST: Financial Modeling and INSY 3436 ST: Programming with Python are prerequisites for pursuing the concentration.

Course	Title	Credits
FNBU 3450	ST: Fintech - An Introduction ¹	3
or INSY 3450	ST: Fintech - An Introduction	
One course from Finance		
FNBU 4479	ST: Algorithmic Trading	
FNBU 4430	Computational Finance	
One course from Information Systems		3 to 4

¹ This is a cross-listed course. Students studying Information Systems should select INSY 3450 and students studying Finance should select FNBU 3450.

Students pursuing this concentration with a Finance major may double-count all credits earned towards this concentration (including INSY 3436 ST: Programming with Python) towards the major.

Information Systems courses

Courses in this group have the FTIS attribute.

Course	Title	Credits
INSY 3421	Accounting Information Systems	3
INSY 3432	Database Systems	3
INSY 3433	Programming with Java	3
INSY 3441	Systems Analysis	3
INSY 4433	Advanced Python for Business	3
INSY 4434	ST: Data Mining for Business	3
INSY 4506	Business Analytics	3
INSY 4508	Business Modeling With Spreadsheets	3

Concentration in Global Finance and Business Economics

Virtually every large company is now multinational, through exports, imports, foreign offices, employee composition, partnerships, owners, subsidiaries, funding sources, and/or investments. The global finance and business economics concentration is designed to prepare students for a productive and influential role in an increasingly integrated financial community. The first four of its five required courses specifically target the accounting, economics, and finance topics that define the study of global finance and economics. The fifth, a capstone course, emphasizes a wide range of cases and Excel skills to ensure that graduates can succeed in the marketplace.

Graduates of this concentration will be well-trained for positions in the global workforce such as financial analyst, account executive, sales and trading support, investment manager, and risk manager. They will benefit from Fordham's presence in New York City and close connections with Manhattan-based corporations, many of which supply working executives as adjunct instructors and provide internships for Fordham students.

For more information visit the Global Finance and Business Economics website.

Requirements

The global finance and business economics program may be completed by Gabelli School of Business Lincoln Center students as a primary concentration.

Course	Title	Credits
FNBU 3441	Investments & Security Anlys	3
FNBU 3443	Global Business Econ & Trade	3
FNBU 3444	Global Financial Management	3
FNBU 4450	Global Investments	3
FNBU 4476	Financial App & Institutions	3
ACBU 3436	Global Financial Statement Analysis	3

Finance Elective ¹	3
Quantitative Analysis Requirement ²	3

¹ Courses from the subject code FNBU numbered 3222-4999 (of at least 1.5 credits) may fulfill this requirement.

² This requirement can be fulfilled by any of the following courses:

- FNBU 4454 ST: Financial Modeling (which may also count as a finance elective)
- ECON 3116 Intermediate Macroeconomics (which may also count as a Liberal Arts elective)
- ECON 3154 Math for Economists (which may also count as a Liberal Arts elective)
- ECON 3885 Introductory Econometrics (which may also count as a Liberal Arts elective)

Concentration in Value Investing

Value investing is the investment methodology developed by Benjamin Graham and David Dodd, and pursued by investors such as Warren Buffett and the Gabelli School's namesake, Mario Gabelli, GABELLI '65. The secondary concentration in value investing was developed by James R. Kelly, lecturer in finance, and launched in 2013. It is well-suited to qualified students who wish to add specificity to their degree.

For more information

Visit the Value Investing program web page.

Requirements

Value Investing can be pursued by Gabelli students as a secondary concentration only.

Course	Title	Credits
FNBU 4457	Introduction to Value Investing ¹	3
FNBU 4458	Behavioral Finance	3
FNBU 4459	Applied Value Investing ²	3

¹ Students who want to pursue this concentration should take Introduction to Value Investing (FNBU 4457), no later than the second semester of junior year. The prerequisite for the introductory course is FNBU 3221 Financial Management, with a corequisite of ACBU 3436 Global Financial Statement Analysis.

² FNBU 3441 Investments & Security Anlys is a prerequisite for FNBU 4459 Applied Value Investing and must be taken to complete the secondary concentration in value investing.

Finance Major Requirements

Course	Title	Credits
FNBU 3441	Investments & Security Anlys ¹	3
ACBU 3436	Global Financial Statement Analysis	3
FNBU 4454	ST: Financial Modeling	3
Select three of the following:		
FNBU 3440	Corporate Financial Policy	
FNBU 3442	Portfolio Management	

FNBU 3446 Futures and Options Market

FNBU 4450 Global Investments ²

FNBU 4453 ST: Fixed-Income Analysis

Select four electives from the following (at least two must be upper-level finance courses): ³

From those listed above

From other upper-level Gabelli School of Business finance or accounting courses ⁴

From the economics department ⁵

¹ FNBU 3441 Investments & Security Anlysis is a prerequisite for other courses within the major.

² The Global Investments requirement may also be fulfilled by the second course in the Student Managed Investment Fund's two-semester sequence. Students who have been accepted into the SMIF program should see their class dean for details.

³ For Finance majors pursuing a secondary concentration in Fintech (p. 251), the three courses that comprise the secondary concentration may double-count as electives towards the Finance major.

⁴ Any course with the subject code FNBU (p. 1264) or subject code ACBU, (p. 971) except for ACBU 3434 Intermediate Financial Accounting I or ACBU 3435 Intermediate Financial Accounting II, may fulfill this requirement. INSY 3436 ST: Programming with Python, if taken as part of a secondary concentration in Fintech (p. 251), may also fulfill this requirement.

⁵ Courses in the ECON department (p. 1162) numbered 3000 or higher count toward this requirement, except for ECON 3743 Stocks, Bonds, Options, and Futures and ECON 3778 Corporate Finance, which do not count.

How courses are counted

Students must note the following policy for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both. Any exceptions to these rules will be posted within the specific area major, minor, or concentration requirements.

Students must also complete the Gabelli School business and liberal arts Core Curricula. In addition, all students complete between three and seven liberal arts electives depending on their major requirements.

CIP Code

27.0305 - Financial Mathematics.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Finance Minor Overview

In conjunction with the Gabelli School of Business, students in Fordham College at Rose Hill (FCRH) or Fordham College at Lincoln Center (FCLC) may complete a minor in finance.

The finance minor complements the liberal arts core by enlarging the diversity of graduate degrees open to students with a liberal arts background and provides additional preparation for their post-graduation job search. The minor in finance provides arts & sciences students with an option to engage in business school coursework while remaining in FCRH or FCLC. It increases students' basic skills in accounting, provides theoretical and empirical knowledge of financial markets and corporate financial policies, exposes them to case studies, and helps them to write and present effectively for a corporate environment.

The required business courses for the minor are offered regularly on the Rose Hill and Lincoln Center campuses. Students who plan to minor in finance may take ECON 1200 Principles of Microeconomics to fulfill the Core social science requirement and the finance minor. Economics majors may count ECON 1200 as well as ECON 2140 Statistics I and ECON 2142 Statistics II toward their major.

Learning Goals

- Students will demonstrate a substantive knowledge of key business concepts and theories.
- Students will demonstrate competency in analytical and technical skills in decision-making.
- Students will demonstrate competency in oral and written communication.
- Students will demonstrate capacity for ethical decision-making and an understanding of how business can positively impact society.
- Students will demonstrate an awareness and competency in effectively working in teams and dealing with globally diverse situations.

Requirements

To earn the minor in finance, students must complete six (6) courses, as follows:

Course	Title	Credits
ACBU 2222	Principles of Financial Accounting	3
FNBU 3221	Financial Management	3
FNBU 3440	Corporate Financial Policy ¹	3
FNBU 3441	Investments & Security Anlysis ¹	3
Two upper-level finance electives ^{2,3}		6
Total Credits		18

¹ The prerequisites for this course are ACBU 2222 Principles of Financial Accounting and FNBU 3221 Financial Management.

² Any course of three or more credits with the subject code FNBU (p. 1264), numbered 3000 or higher, may fulfill this requirement. Some economics courses of three or more credits with the subject code ECON (p. 1162), numbered 3000 or higher, may also fulfill this requirement, with the approval of the Finance and Business Economics

Area, except for ECON 3743 Stocks, Bonds, Options, and Futures, ECON 3778 Corporate Finance, and ECON 3739 Financial Markets, which do not count.

Examples of economics courses that may be considered include ECON 3636 Money and Banking and ECON 3886 Machine Learning for Economists: An Introduction Using R.

- ³ Courses taken to fulfill the finance minor electives must be separate from electives taken toward a major in economics, international political economy, or interdisciplinary math & economics. One finance minor elective may count as an economics elective towards a minor in economics, international political economy, or interdisciplinary math & economics.

Additionally, the following courses are prerequisites for the finance minor, and must be completed:

Course	Title	Credits
ECON 1200	Principles of Microeconomics	3
ECON 2140	Statistics I	4
ECON 2142	Statistics II	4
Total Credits		11

Fordham College at Rose Hill and Fordham College at Lincoln Center students may use ECON 1200 Principles of Microeconomics to satisfy one of their Core social science requirements. It is advisable that students interested in pursuing a finance minor take these prerequisites as early as possible. In addition, as many of the finance classes are sequential, it is recommended that students begin this minor no later than the fall of sophomore year.

Availability

The minor in finance is available for Fordham College at Rose Hill and Fordham College at Lincoln Center students.

General Science

The general science major provides a broad scientific background for students who wish to pursue a career in science-related fields, including health professions, education, law, science technology, scientific writing and editing, sales, and marketing. The major is designed to provide a basic knowledge of the contributing disciplines while allowing students to gain more in-depth knowledge in chemistry and biochemistry, biology, or physics through upper-level elective courses. All courses in the major are selected from existing courses in the contributing departments (biological sciences, chemistry and biochemistry, computer and information sciences, mathematics, and physics). These courses are taught by faculty members from the contributing departments and conform to the rigorous standards of those disciplines. Upon successful completion of all major and core requirements students graduate with a B.S. in general science.

Each semester, students enrolled in this major must have their choice of courses approved by the program director or assigned adviser. Students must maintain a minimum GPA of 2.0 in the required courses for this major. Students may register for a double major in general science and all other majors except biological sciences, chemistry, environmental science, integrative neuroscience (cell and molecular neuroscience track), and physics; however, any minors in these disciplines are allowed and encouraged. There is no minor in general science.

Note: The general science major is not intended for students planning to attend graduate school in a specific science discipline since they may need to complete the undergraduate major in that particular discipline to meet the prerequisites for graduate studies. If there is a real chance that a student may wish to pursue a graduate degree in a specific science discipline, or that a student might wish to pursue a career for which a degree in a specific science discipline is either required or strongly recommended, then that student should choose a discipline-based undergraduate science major (either biological sciences, chemistry, or physics).

Learning Goals for the General Science Degree

By completing the degree in General Science:

- A student will demonstrate the ability to apply the scientific process across multiple fields.
 - Understand the defining characteristics of the scientific method.
 - Develop testable hypotheses, design experiments, interpret results, and present analyses of data.
- A student will have a quantitative background.
 - Understand quantitative approaches in the field of STEM.
 - Learn the basics of computer programming and analysis.
 - Evaluate information by discriminating between non-science and science.
- A student will demonstrate the ability to effectively communicate and collaborate within multiple fields of the sciences as well as other disciplines outside the sciences.
 - Communicate science through formal written and oral methods.
 - Recognize the interdisciplinary nature of science.

For more information

Visit the General Science program web page.

Programs

- General Science Major (p. 254)

General Science Major Requirements

The general science major consists of a total of 13 courses, plus associated labs and recitations.

Course	Title	Credits
Chemistry		
CHEM 1321 & CHEM 1331	General Chemistry I and General Chemistry Lab I	6
CHEM 1322 & CHEM 1332	General Chemistry II and General Chemistry Lab II	6
CHEM 1311	General Chemistry I Recitation	0
CHEM 1312	General Chemistry II Recitation	0
Biology		
BISC 1403 & BISC 1413	Introductory Biology I and Introductory Biology Lab I	5
BISC 1404 & BISC 1414	Introductory Biology II and Introductory Biology Lab II	5

Physics

Select one of the following options (provided prerequisites are met): 8 to 10

Option 1:

PHYS 1701 & PHYS 1511 Physics I and Physics I Lab

PHYS 1702 & PHYS 1512 Physics II and Physics II Lab

Option 2:

PHYS 1601 & PHYS 1511 Introduction to Physics I and Physics I Lab

PHYS 1602 & PHYS 1512 Introduction to Physics II and Physics II Lab

Option 3:

PHYS 1501 & PHYS 1511 General Physics I and Physics I Lab

PHYS 1502 & PHYS 1512 General Physics II and Physics II Lab

Mathematics¹

Select both courses in one of the following options: 6 to 10

Option 1:

MATH 1206 Calculus I

MATH 1207 Calculus II

Option 2:

MATH 1203 Applied Calculus I

MATH 1204 Applied Calculus II

Option 3:

MATH 1203 Applied Calculus I

MATH 1205 Applied Statistics²

Option 4:

MATH 1206 Calculus I

MATH 1205 Applied Statistics²

Computer Science

CISC 1400 Discrete Structures³ 4

CISC 1600 & CISC 1610 Computer Science I and Computer Science I Lab⁴ 4

Electives⁵

Select two advanced courses in one subject (biology, chemistry and biochemistry, or physics), plus required lab corequisites, as applicable; see below lists

One additional advanced course in any of three subjects, plus required lab corequisites, as applicable; see below lists

¹ Students with a demonstrated proficiency in either computer science or statistics can inquire with the program director for alternative choices. MATH 1203 Applied Calculus I or MATH 1206 Calculus I may be fulfilled with transfer credit from AP Calculus (MATH 12AB or MATH 12BC).

² In consultation with the General Science program director, the following statistics courses may also fulfill this requirement. Other options, with program director approval, may be considered.

- ECON 2140 Statistics I
- PSYC 2000 Statistics
- SOCI 2606 Social Science Statistics

³ In consultation with the General Science program director, CISC 1100 Structures of Computer Science may fulfill this requirement.

⁴ Students who take CISC 1600 during Fordham's Summer Session do not take CISC 1610, as the summer lecture and lab are offered in a combined format.

⁵ Each student must take three elective non-core science courses (biology, chemistry and biochemistry, or physics), including any associated labs. At least two of the elective courses must be in the same discipline; the third can be in any of the three disciplines (biology, chemistry and biochemistry, or physics). These courses must be offered by the biological sciences (p. 1019), chemistry and biochemistry (p. 1035), or physics (p. 1549) departments and be advanced enough that one of the following courses, respectively, is a prerequisite:

- CHEM 1322 General Chemistry II
- BISC 1404 Introductory Biology II
- PHYS 1502 General Physics II/PHYS 1602 Introduction to Physics II/PHYS 1702 Physics II

Additionally, a maximum of one independent study in biological sciences (BISC 4999 or BISC 4792), chemistry and biochemistry (CHEM 4999) or physics (PHYS 4999), of at least three credits, may count towards the three course elective requirement.

Advanced Biology Electives

Courses in this group have the GEAB attribute.

Course	Title	Credits
BISC 2539	General Genetics	3
BISC 2561	Ecology	3
BISC 2571	Ecology Lab	2
BISC 3132	Human Physiology	3
BISC 3221	Human Anatomy	3
BISC 3244	Evolutionary Biology	3
BISC 3405	Plant Biology	3
BISC 3521	Biochemistry	3
BISC 3643	Microbiology	3
BISC 3752	Molecular Biology	3
BISC 3754	Cell Biology	3
BISC 3893	Introduction to Virology	3
BISC 4530	Cancer Biology and Signaling	3
BISC 4532	Neuroscience	3
BISC 4642	Animal Behavior	4
BISC 4693	Developmental Biology	3
BISC 4792	Senior Thesis Research	4

Advanced Chemistry Electives

Courses in this group have the GEAC attribute.

Course	Title	Credits
CHEM 2521	Organic Chemistry I	4
CHEM 2522	Organic Chemistry II	4
CHEM 3621	Physical Chemistry I	4
CHEM 3622	Physical Chemistry II	4
CHEM 3721	Quantitative Analysis	4
CHEM 3722	Instrumental Analysis	4
CHEM 4221	Biochemistry I	3
CHEM 4222	Biochemistry II	3

CHEM 4241	Biomimetic Chemistry	3
CHEM 4251	Physical and Computational Models of Biochemical Systems	3
CHEM 4340	Environmental Chemistry	3

Advanced Physics Electives

Courses in this group have the GEAP attribute.

Course	Title	Credits
PHYS 2005	Introduction to Modern Physics	4
PHYS 2101	Engineering Statics and Dynamics	4
PHYS 2102	Mechanics of Materials	4
PHYS 2201	Classical Mechanics I	4
PHYS 3001	Electricity and Magnetism I	4
PHYS 3100	Math Methods in Physics	4
PHYS 3102	Math Methods in Physics II	4
PHYS 3103	Math Methods in Physics III	4
PHYS 3201	Fluid Mechanics	4
PHYS 3401	Thermo and Stat Physics	4
PHYS 3601	Optics	4
PHYS 4003	Classical Mechanics II	4
PHYS 4004	Electricity and Magnetism II	4
PHYS 4005	Quantum Mechanics I	4
PHYS 4006	Quantum Mechanics II	4
PHYS 4010	Introduction to Electric Circuits	4
PHYS 4012	Solid State Physics	4

Availability

The major in general science is available at Fordham College at Rose Hill. Students in Fordham's School of Professional and Continuing Studies may major in general science only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Professional and Continuing Studies students: *The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.*

CIP Code

30.0101 - Biological and Physical Sciences.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Global Business

Every year, business school graduates emerge into an economy that is more interconnected and more global than the year before. The secondary concentration in global business prepares students to succeed in that world. To complete it, students must demonstrate language proficiency, take global courses, have an international

experience, and participate in the International Business Association (IBA).

For more information

Visit the global business program web page.

Programs

- Global Business Major (p. 256)
- Concentration in Global Business (p. 256)

Concentration in Global Business

Requirements

The Global Business concentration can be pursued by Gabelli students as a secondary concentration for Rose Hill students only.

Students who want to pursue this secondary concentration must complete four requirements¹:

1. Learn a foreign language

Complete language courses at least through the Intermediate II level.

2. Take three globally focused courses

Two global business courses, plus one cultural studies course.

3. Experience the world beyond the United States

Spend some time abroad: a full semester; two summer session programs; or two global immersion courses.

4. Join the International Business Association

Demonstrate three years of participation and devotion to increasing knowledge and awareness of global commerce on the Fordham campus and beyond.

For information about the secondary concentration in global business, contact the Gabelli School Dean of International Programs.

¹ This concentration uses some existing coursework. For instance, students complete the language requirement as part of their liberal arts electives. Also, one course from a primary area of business study (major or concentration) and one course from the liberal arts core or a liberal arts minor may also count toward the global business secondary concentration. All double-counting courses must be approved in advance by the Dean of International Programs at the Gabelli School of Business.

Global Business Major

You have a passion for business and a desire to make a positive difference in our world. You have big ambitions and a willingness to work hard. In the global business major at Fordham, these qualities are the very bedrock of success. Studying global business administration you'll become part of the next generation of business leaders through a rigorous and innovative program immersed in the world financial capital of New York City.

The Global Business major allows students to customize their business degrees by picking one primary concentration and combining that with other secondary concentrations or minors. This degree plan also ensures

that students have enough room to study abroad at any of our 150+ partner programs worldwide.

This major is available only to Gabelli School students on the Lincoln Center campus.

Students must also complete the Gabelli School business and liberal arts Core Curricula. In addition, all students complete between three and seven liberal arts electives depending on their major requirements.

CIP Code

52.1101 - International Business/Trade/Commerce.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Students pursuing a major in Global Business must select a primary concentration. This may be paired with a secondary concentration or a liberal arts minor from Fordham College at Lincoln Center (p. 73) or Fordham College at Rose Hill (p. 62).

Available primary concentrations include:

- Digital Media and Technology (Media Track) (p. 229)
- Digital Media and Technology (Technology Track) (p. 229)
- Global Finance and Business Economics (p. 252)
- Global Marketing with Consumer Insights (p. 310)

Available secondary concentrations appear below. Courses for these concentrations are primarily offered on the Rose Hill campus.

- Accounting (p. 153)
- Alternative Investments (p. 250)
- Business Economics (p. 191)
- Business Law and Ethics (p. 192)
- Business of Healthcare (p. 365)
- Communications and Media Management (p. 217)
- Consulting (p. 365)
- Credit (p. 251)
- Digital Marketing (p. 309)
- Entrepreneurship (p. 367)
- Finance (p. 251) (Students with Global Finance and Business Economics as a primary concentration may not select Finance as a secondary concentration.)
- Fintech (p. 251)
- Information Systems (p. 268)
- Integrated Marketing Communications (p. 310)
- Management (p. 308)
- Marketing (p. 310) (Students with Global Marketing and Consumer Insights as a primary concentration may not select Marketing as a secondary concentration.)
- Marketing Analytics (p. 311)
- Personal Development and Leadership (p. 308)

- Process and Quality Analytics (p. 269)
- Social Innovation (p. 346)
- Sports Business (p. 364)
- Strategic Branding (p. 311)
- Value Investing (p. 252)

History

The study of history is an important component of a well-rounded liberal arts education. By understanding the origin and development of peoples and nations, their interrelations and interactions, as well as specific areas and movements that have shaped the modern world, the student is better able to comprehend and evaluate contemporary events. A thorough comprehension of history further enables the student to place the study of other disciplines in their historical context. It is, thereby, a valuable asset in the student's course of study as well as an excellent preparation for many professional careers that require a broad social vision and global awareness.

Program Activities

Honors in History

To graduate with the distinction of Departmental Honors, majors need to maintain a 3.500 G.P.A. Among the 10 courses required for the major, students seeking to graduate with honors will successfully complete a four-credit honors tutorial and thesis (HIST 4999 Tutorial), and a 5000-level graduate course which will be treated as the Department Seminar.

Phi Alpha Theta, the National History Honor Society

The mission of Phi Alpha Theta is to promote the study of history and to create a space for intellectual exchange among students and faculty members. It is one of the few honor and professional historical societies that encourages student participation at all its functions. The Chi Phi Chapter of Phi Alpha Theta at Fordham University sponsors many activities throughout the year, including field trips to museums in the New York area and lectures by notable speakers each semester. Phi Alpha Theta members at Fordham are active in regional and national competitions for scholarly prizes. For information about membership, contact Nicholas Paul, Ph.D., at 718-817-3928.

Accelerated Master's Program

Please read the Graduate School of Arts and Sciences Accelerated Master's Programs section (p. 137), which is located under the heading of Special Academic Programs in the chapter on Academic Programs, Policies, and Procedures of this bulletin. Outstanding history students, with grade point averages of 3.2 or better, may apply for early admission to the M.A. program. Students submit their applications in the spring of their junior year and enter the program in the senior year, when they take two graduate courses. These courses count toward the B.A. and are accepted for the M.A. at Fordham.

With credit for the two courses, students are able to complete a history M.A. in two terms of full-time study after completing their bachelor's. M.A. students may either complete a thesis, normally as part of a research seminar, or take a comprehensive exam after completion of coursework. Students from the FCRH, FCLC, and PCS campuses are eligible to opt for early admission into the M.A. program, although all graduate courses are given at Rose Hill. The Department of History offers the M.A. in medieval, modern European, American, Latin-American and Latino, gender, and global history. There is also the option of an

M.A. without a concentration. Applications are made online through the Graduate School of Arts and Sciences website.

For more information

Visit the History department web page.

Contribution to the Core Understanding Historical Change

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

Course	Title	Credits
HIST 1000	Understanding Historical Change: Modern Europe	3
HIST 1075	Understanding Historical Change: Renaissance to Revolution in Europe	3
HIST 1100	Understanding Historical Change: American History	3
HIST 1103	Understanding Historical Change: Fighting for Equal Rights in American History	3
HIST 1210	Understanding Historical Change: Ancient Greece	3
HIST 1220	Understanding Historical Change: Ancient Rome	3
HIST 1240	Understanding Historical Change: The Ancient World	3
HIST 1300	Understanding Historical Change: Medieval	3
HIST 1400	Understanding Historical Change: Latin America	3
HIST 1450	Understanding Historical Change: South Asian History	3
HIST 1550	Understanding Historical Change: Modern East Asia	3
HIST 1551	Understanding Historical Change: Representations of China and The West	3
HIST 1600	Understanding Historical Change: Africa	3
HIST 1650	Understanding Historical Change: The Black Atlantic	3
HIST 1700	Understanding Historical Change: Mideast	3
HIST 1750	Understanding Historical Change: Islamic History and Culture	3
HIST 1850	Understanding Historical Change: Jews in the Ancient and Medieval World	3
HIST 1851	Understanding Historical Change: Jews in the Modern World	3
HIST 1925	Understanding Historical Change: Science and Technology	3

Core Requirements

In addition, the department regularly offers courses that fulfill the EP1, EP3, Advanced History Core, American Pluralism, and Global Studies core requirements.

Programs

- History Major (p. 258)
- History Minor (p. 263)

History Major Requirements

Students who major in history must complete ten courses:

Course	Title	Credits
One Understanding Historical Change course ¹		3
One Medieval History course		4
One European History course		4
One American History course		4
One Global History course (African, Asian, Latin American, Middle East, or other approved course)		4
Three upper-level history courses ²		12
One additional history elective ²		3 to 4
One Seminar course ³		4

¹ A list of courses fulfilling the Understanding Historical Change requirement can be seen on the Core Curriculum page (p. 54) and have the HC attribute. Students in the FCRH Honors Program (p. 68) may fulfill this requirement with HPRH 1203 Foundational Topics: History.

² Students in the FCRH Honors Program (p. 68) may count HPRH 2102 Focused Study: History towards either, but not both, of these requirements.

³ Seminar courses include any course numbered HIST 4600-4998, any 5000 level course, or (for Honors Program students), HPRH 4001 Senior Thesis.

Students may substitute a second Understanding Historical Change for one of required upper-level courses. Any HIST course numbered HIST 3000-4599 may fulfill the upper-level course requirement, in addition to the courses listed below with the HIUL attribute.

An AP History score of 4 or 5 can replace two of the student's upper-level electives in history.

In addition, up to two History courses from study abroad can count for upper-level electives.

Medieval History courses

Courses in this group have the HIMH attribute.

Course	Title	Credits
HIST 1850	Understanding Historical Change: Jews in the Ancient and Medieval World	3
HIST 3012	Medieval France	4
HIST 3014	Medieval Feud, Ordeal, and Law	4
HIST 3018	Medieval Nobility: Love, War, and Devotion	4

HIST 3050	Christians, Muslims, and Jews in Medieval Iberia	4	MVST 4654	Medieval London	0-4
HIST 3051	The Black Death, 1348-1450	4	MVST 4998	Study Tour: Medieval Spain	4
HIST 3145	Medieval Barbarians	4	European History courses		
HIST 3203	Medieval Family Life	4	<i>Courses in this group have the HIEH attribute.</i>		
HIST 3204	Sex & Celibacy in the Middle Ages	4	Course	Title	Credits
HIST 3205	Medieval Medicine	4	ARHI 4435	Art of the Tudor Courts	4
HIST 3206	Global Middle Ages: Culture, Communication, and Conquest	4	FREN 3456	20th-Century France: A Blast from the Past	4
HIST 3207	Late Medieval Religion and Society	4	HIST 3303	CSI Then and Now: Forensic Medicine in Medieval and Modern Europe	4
HIST 3208	The Medieval Other	4	HIST 3322	The Reformation Era	4
HIST 3209	The Origins of Christianity from the Apostles to the 4th Century	4	HIST 3362	Crime and Punishment in Europe	4
HIST 3210	King, Court, Crusade: Writing Knightly Life in the High Middle Ages	4	HIST 3364	Environmental History of the Atlantic World, 1250-1650	4
HIST 3211	Medieval Sin, Sinners, and Outcasts	4	HIST 3411	Tudor and Stuart England	4
HIST 3212	The History of Medieval Christianity	4	HIST 3412	The Tudors	4
HIST 3213	Monsters, Magic, and the Undead in Medieval Europe	4	HIST 3413	Reformation England	4
HIST 3214	Plagues and Peoples: Health and Disease in Medieval Europe	4	HIST 3414	Cabbages and Kings	4
HIST 3215	Middle Ages and West	4	HIST 3415	European Women: 1500-1800	4
HIST 3216	Rich and Poor in the Middle Ages	4	HIST 3416	European Women: 1800-Present	4
HIST 3217	Islamic History, 1000–1600	4	HIST 3417	Civil Wars and Revolution in the British Isles	4
HIST 3220	Medieval Hollywood	4	HIST 3420	The English Renaissance	4
HIST 3230	Criminals, Outlaws, and Bandits: Solving Crime in Medieval Europe	4	HIST 3425	Henry VIII's England	4
HIST 3260	Medieval Ireland to 1691	4	HIST 3430	The World of Queen Elizabeth I	4
HIST 3270	The Crusades	4	HIST 3455	20th Century Ireland	4
HIST 3300	The History of the Medieval Book in the Latin West	4	HIST 3456	Britain: 1688-1867	4
HIST 3301	Medieval Women's Lives	4	HIST 3457	Britain: 1867-Present	4
HIST 3302	Gender and the Body in the Middle Ages	4	HIST 3458	Ireland: 1688-1923	4
HIST 3305	Medieval Warfare	4	HIST 3459	Transgender History	4
HIST 3310	Medieval England: From Viking Invasions to Henry VIII	4	HIST 3503	Modern France: 1900 to Present	4
HIST 3322	The Reformation Era	4	HIST 3505	The History and Politics of Cartoons and Caricature from the Middle Ages to the Present	4
HIST 3638	Technology From Antiquity to Middle Ages	4	HIST 3512	The French Revolution	4
HIST 3700	Sickness and Health in Early Ma	4	HIST 3513	Old Regime and French Revolution	4
HIST 4007	Medieval Autobiographies	4	HIST 3515	Media History: 1400 to Present	4
HIST 4654	Medieval London	4	HIST 3517	The Belle Époque	4
HIST 4666	SEM Know Your Enemy: The Devil in History	4	HIST 3541	Modern Italy	4
HIST 4704	Seminar: The First Crusade: Themes and Sources	4	HIST 3543	The Connecting Sea: The Mediterranean Since 1800	4
HIST 4705	Seminar: Disease in the Middle Ages	4	HIST 3545	Race and Nation in Modern Europe	4
HIST 7026	Classics in the Middle Ages	4	HIST 3549	Global Italy	4
MVST 3210	King, Court, and Crusade: Writing Knightly Life in the High Middle Ages	4	HIST 3550	Fascism from Mussolini to the Present	4
MVST 3215	Medieval Fashion and Its Meanings	3	HIST 3555	Hitler's Germany	4
MVST 3700	Medicine, Magic, and Miracles: Sickness and Health in the Early Middle Ages	4	HIST 3556	The History of the European Union (1948 to the Present): Foundations, Structures, Challenges	4
MVST 4005	The Medieval Traveler	4	HIST 3558	Europe: 1900-1945: Total War	4
			HIST 3559	Europe Since 1945	4
			HIST 3562	Memory, Myth, and History in Post-1945 Europe	4
			HIST 3566	War and Imperialism	4

HIST 3568	America and the Making of Europe: 1945 to Present	4	HIST 3657	American Constitution	4
HIST 3614	Revolutionary and Soviet Russia	4	HIST 3682	The United States in the 1950s and the Illusion of Happiness	4
HIST 3619	World's Fair	4	HIST 3745	Colonial America 1492-1765	4
HIST 3620	20th Century Europe	4	HIST 3747	Slavery and Freedom in Greater New York City	4
HIST 3622	Great Trials	4	HIST 3752	Coming of the Civil War	4
HIST 3624	European Cities	4	HIST 3753	Civil War, Reconstruction, and Slavery	4
HIST 3626	Social History of Architecture	4	HIST 3757	The American South	4
HIST 3635	Science in Popular Culture	4	HIST 3758	America at War	4
HIST 3636	Social History of Technology	4	HIST 3759	African American Women's Activism, 1815–1915	4
HIST 3812	Jews in the Early Modern World	4	HIST 3773	American Capitalism	4
HIST 3815	East European Jewish History	4	HIST 3775	The Early Republic	4
HIST 3925	The Holocaust	4	HIST 3780	The Era of the Civil War	4
HIST 4105	The Early Modern World: Art and Science	4	HIST 3785	Robber Barons and Reformers: The Gilded Age and Progressive Era in the U.S.	4
HIST 4115	Communication and Media in History: From Gutenberg to Google	4	HIST 3795	U.S. Between Wars: 1919-1941	4
HIST 4152	The Italian Renaissance	4	HIST 3799	Race and American Popular Music	4
HIST 4353	Renaissance and Renewal	4	HIST 3806	U.S. Immigration/Ethnicity	4
HIST 4435	Art of the Tudor Courts	4	HIST 3807	The U.S. in the 1920s and 1930s: From the Jazz Age to Hard Times	4
HIST 4708	Seminar: The Great War	4	HIST 3808	New York City Politics	4
HIST 4711	Seminar: Post-WWII Britain	4	HIST 3818	The History of Islam in the U.S.	4
HIST 4858	Seminar: Modern European City	4	HIST 3822	U.S. Cultural History	4
HIST 5553	Book History: Texts, Media and Communication	4	HIST 3823	History of Labor in the United States	4

American History courses

Courses in this group have the HIAH attribute.

Course	Title	Credits			
AFAM 2005	American Pluralism	4	HIST 3826	Modern US Women's History	4
AFAM 3001	African American History I	4	HIST 3827	Wealth & Poverty in the US: Capitalism, Social Welfare & Inequality	4
AFAM 3002	African American History II	4	HIST 3830	History of American Women and Gender	4
AFAM 3030	African American Women	4	HIST 3833	Screening America's Past	4
AFAM 3112	The Sixties	4	HIST 3834	Gender, Race, and American Mass Media	4
AFAM 3134	From Rock-N-Roll to Hip-Hop	4	HIST 3838	History of U.S. Sexuality	4
AFAM 4000	Affirmative Action and the American Dream	4	HIST 3842	The Vietnam Wars	4
AFAM 4650	Social Welfare and Society	4	HIST 3844	U.S. Foreign Relations in the 19th Century	4
HIST 3001	African American History I	4	HIST 3845	The History of U.S. Foreign Relations, 1898 to the Present	4
HIST 3002	African American History II	4	HIST 3846	The History of U.S. Foreign Relations, 1974 to Present	4
HIST 3365	Environmental History of the United States and its Empire	4	HIST 3852	The American Radical Tradition	4
HIST 3505	The History and Politics of Cartoons and Caricature from the Middle Ages to the Present	4	HIST 3854	Where the Right Went Wrong: American Conservatism 1945–The Present	4
HIST 3515	Media History: 1400 to Present	4	HIST 3857	America Since 1945	4
HIST 3563	New York City History in Film	4	HIST 3860	The "Long" 1990s in United States History (1989-2008)	4
HIST 3565	History of New York	4	HIST 3862	History of New York City	4
HIST 3568	America and the Making of Europe: 1945 to Present	4	HIST 3864	New Frontiers-1960's America	4
HIST 3619	World's Fair	4	HIST 3866	History of Comics and Superheroes	4
HIST 3626	Social History of Architecture	4	HIST 3867	United States History Through Television	4
HIST 3636	Social History of Technology	4	HIST 3868	Culture and Capitalism in the United States	4
HIST 3653	Gender in Early America	4	HIST 3869	1960s America: Gender, Race and Youth	4
HIST 3656	The American Revolution	4	HIST 3950	Latino History	4
			HIST 3990	North American Environmental History	4
			HIST 3991	History of the American Indians	4

HIST 3994	Climate and Society	4	HIST 3944	Africa in the Age of Decolonization	4
HIST 4008	Race and Gender in the Old West	4	HIST 3946	African Economies and Humanitarianism	4
HIST 4009	Film, Fiction, and Power in the American Century	4	HIST 3948	Gandhi: A Global Intellectual History	4
HIST 4011	Why America Fights	4	HIST 3951	Popular Education and Social Change in the Americas	4
HIST 4115	Communication and Media in History: From Gutenberg to Google	4	HIST 3955	Slavery Freedom/Atlantic World	4
HIST 4331	US in the Middle East: 1945-Present	4	HIST 3961	Rebellion and Revolution in Latin America and the Atlantic World	4
HIST 4631	Seminar: US in the Mid East: 1945-Pres	4	HIST 3962	Narratives of Truth and Justice in Latin America	4
HIST 4671	Seminar: Technology and Society	4	HIST 3963	Afro-Latin America	4
HIST 4922	"Freedom Now": Black Political Thought	4	HIST 3965	Colonial Latin America	4
LALS 2005	American Pluralism	4	HIST 3967	Modern Central America	4
LALS 3950	Latino History	4	HIST 3968	Mexico	4
WGSS 3002	Feminist and Women's Studies	4	HIST 3969	Latin America and the U.S.	4

Global History courses

Courses in this group have the HIGH attribute.

Course	Title	Credits	Course	Title	Credits
AFAM 3037	Being and Becoming Black in the Atlantic World	4	HIST 3972	Revolution in Central America	4
AFAM 3140	Contemporary Africa	4	HIST 3974	Spaniards and Incas	4
AFAM 3148	History of South Africa	4	HIST 3975	The Caribbean	4
AFAM 3150	Caribbean Peoples and Culture	4	HIST 3977	Latin American History Through Film	4
AFAM 3939	History of Global Popular Music: From Africa to the Americas and Back	4	HIST 3982	The Islamic World and the Crusades, 1099-Ca.1700	4
AFAM 3955	Slavery Freedom/Atlantic World	4	HIST 3983	Apocalypticism and Messianism in Islamic Thought and History	4
HIST 1551	Understanding Historical Change: Representations of China and The West	3	HIST 3985	Ottoman Empire/ 1300-1800	4
HIST 3192	The United States, Africa, and the Cold War	4	HIST 3986	Religion and Politics in Islamic History	4
HIST 3474	The Arab Israeli Conflict: Cultural Perspectives	4	HIST 3989	History and Cinema: The Middle East and North Africa in Film	4
HIST 3538	The Good Earth?	4	HIST 3992	Capitalism	4
HIST 3543	The Connecting Sea: The Mediterranean Since 1800	4	HIST 3994	Climate and Society	4
HIST 3567	A Global History of Communism	4	HIST 4048	Israel: History, Society, Politics and Culture	4
HIST 3634	Modern South Asian History	4	HIST 4111	Modern African Stories	4
HIST 3638	Technology From Antiquity to Middle Ages	4	HIST 4295	Confucianism in Three Keys: The History, Philosophy, and Politics of Confucianism	4
HIST 3670	The Modern Middle East	4	HIST 4308	Antisemitism	4
HIST 3675	History of Modern Israel	4	HIST 4310	Africa, Race, and the Global Cold War	4
HIST 3809	Jews in the Modern World	4	HIST 4331	US in the Middle East: 1945-Present	4
HIST 3812	Jews in the Early Modern World	4	HIST 4510	Conquest, Conversion, Conscience	4
HIST 3858	The Global Cold War	4	HIST 4591	Seminar: Race, Sex, and Colonialism	4
HIST 3900	Global Histories of Forensic Science	4	HIST 4631	Seminar: US in the Mid East: 1945-Pres	4
HIST 3915	Contemporary China	4	HIST 4772	Seminar: Colonial Latin America	4
HIST 3918	Cultural Revolution: China in Context	4	HIST 4922	"Freedom Now": Black Political Thought	4
HIST 3919	Christianity in China	4	INST 3859	Post-1945: A Global History	4
HIST 3920	Modern Japan	4	LALS 3951	Popular Education and Social Change in the Americas	4
HIST 3922	East Asian Cities	4	LALS 3962	Narratives of Truth and Justice in Latin America	4
HIST 3924	East Asian Capitalisms	4	LALS 3963	Afro-Latin America	4
HIST 3931	Colonialism and South Asia	4	LALS 3967	Modern Central America	4
HIST 3939	History of Global Popular Music: From Africa to the Americas and Back	4	LALS 3968	Mexico	4
HIST 3942	Race, Sex, and Colonialism	4	LALS 3972	Revolution in Central America	4
			LALS 3977	Latin American History Through Film	4
			LALS 4510	Conquest, Conversion, Conscience	4

Upper-Level elective courses

Any HIST course numbered HIST 3000-4599 may fulfill this requirement, in addition to the courses listed below. Courses in this group have the HIUL attribute. HIST courses do not need the HIUL attribute code.

Course	Title	Credits
AFAM 2005	American Pluralism	4
AFAM 3030	African American Women	4
AFAM 3037	Being and Becoming Black in the Atlantic World	4
AFAM 3112	The Sixties	4
AFAM 3134	From Rock-N-Roll to Hip-Hop	4
AFAM 3140	Contemporary Africa	4
AFAM 3150	Caribbean Peoples and Culture	4
AFAM 3955	Slavery Freedom/Atlantic World	4
AFAM 4000	Affirmative Action and the American Dream	4
ARHI 4435	Art of the Tudor Courts	4
CLAS 3033	Slavery in Ancient Greece	4
ENGL 4548	World War II: History, Literature, and Film	4
FREN 3456	20th-Century France: A Blast from the Past	4
HIST 1999	Tutorial	1
HIST 3001	African American History I	4
HIST 3002	African American History II	4
HIST 3071	Honors Research Seminar I	0
HIST 3072	Honors Research Seminar II	4
HIST 3192	The United States, Africa, and the Cold War	4
HIST 3206	Global Middle Ages: Culture, Communication, and Conquest	4
HIST 3217	Islamic History, 1000–1600	4
HIST 3230	Criminals, Outlaws, and Bandits: Solving Crime in Medieval Europe	4
HIST 3300	The History of the Medieval Book in the Latin West	4
HIST 3301	Medieval Women's Lives	4
HIST 3302	Gender and the Body in the Middle Ages	4
HIST 3310	Medieval England: From Viking Invasions to Henry VIII	4
HIST 3363	Europe and Early Modern World	4
HIST 3416	European Women: 1800-Present	4
HIST 3430	The World of Queen Elizabeth I	4
HIST 3505	The History and Politics of Cartoons and Caricature from the Middle Ages to the Present	4
HIST 3515	Media History: 1400 to Present	4
HIST 3538	The Good Earth?	4
HIST 3541	Modern Italy	4
HIST 3545	Race and Nation in Modern Europe	4
HIST 3550	Fascism from Mussolini to the Present	4
HIST 3556	The History of the European Union (1948 to the Present): Foundations, Structures, Challenges	4
HIST 3562	Memory, Myth, and History in Post-1945 Europe	4
HIST 3563	New York City History in Film	4
HIST 3567	A Global History of Communism	4
HIST 3568	America and the Making of Europe: 1945 to Present	4
HIST 3570	Genocide	4
HIST 3657	American Constitution	4
HIST 3682	The United States in the 1950s and the Illusion of Happiness	4
HIST 3780	The Era of the Civil War	4
HIST 3785	Robber Barons and Reformers: The Gilded Age and Progressive Era in the U.S.	4
HIST 3799	Race and American Popular Music	4
HIST 3812	Jews in the Early Modern World	4
HIST 3817	Technology and the Changing Papacy	4
HIST 3818	The History of Islam in the U.S.	4
HIST 3823	History of Labor in the United States	4
HIST 3826	Modern US Women's History	4
HIST 3827	Wealth & Poverty in the US: Capitalism, Social Welfare & Inequality	4
HIST 3830	History of American Women and Gender	4
HIST 3845	The History of U.S. Foreign Relations, 1898 to the Present	4
HIST 3846	The History of U.S. Foreign Relations, 1974 to Present	4
HIST 3854	Where the Right Went Wrong: American Conservatism 1945–The Present	4
HIST 3860	The "Long" 1990s in United States History (1989-2008)	4
HIST 3869	1960s America: Gender, Race and Youth	4
HIST 3900	Global Histories of Forensic Science	4
HIST 3924	East Asian Capitalisms	4
HIST 3950	Latino History	4
HIST 3955	Slavery Freedom/Atlantic World	4
HIST 3962	Narratives of Truth and Justice in Latin America	4
HIST 3963	Afro-Latin America	4
HIST 3967	Modern Central America	4
HIST 3969	Latin America and the U.S.	4
HIST 3989	History and Cinema: The Middle East and North Africa in Film	4
HIST 4011	Why America Fights	4
HIST 4048	Israel: History, Society, Politics and Culture	4
HIST 4104	Food and Drink in Modern Society	4
HIST 4111	Modern African Stories	4
HIST 4115	Communication and Media in History: From Gutenberg to Google	4
HIST 4195	The Crusader Kingdom of Jerusalem	4
HIST 4331	US in the Middle East: 1945-Present	4
HIST 4363	SEM: Europe and the Early Modern World	4
HIST 4435	Art of the Tudor Courts	4
HIST 4548	World War II: History, Literature, and Film	4
HIST 4654	Medieval London	4
HIST 4725	Seminar: Global Histories and Stories	4
HIST 4743	Sem: Fascism from Mussolini to the Present	4

HIST 4905	Seminar: History of Food	4
HIST 4933	Seminar: Cold War Science and Technology	4
HIST 5553	Book History: Texts, Media and Communication	4
HIST 5650	Approaches to Global, Transnational, & Intellectual Histories	4
HIST 5750	Ethnicity, Race, and Politics in NYC	4
HPRH 2102	Focused Study: History	3
INST 3859	Post-1945: A Global History	4
LALS 2005	American Pluralism	4
LALS 3962	Narratives of Truth and Justice in Latin America	4
LALS 3963	Afro-Latin America	4
LALS 3967	Modern Central America	4
MEST 3620	Islam in America	4
MVST 3501	Between Conquest and Convivencia: The Spanish Kingdoms of the Middle Ages	4
MVST 3502	The Clerkenwell Tales: England's Literature	4
MVST 4005	The Medieval Traveler	4
MVST 4998	Study Tour: Medieval Spain	4
SOCI 3425	Racial Segregation: An American Story	4
WGSS 3002	Feminist and Women's Studies	4

Availability

The major in history is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

54.0101 - History, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

History Minor Requirements

Students who minor in history are required to complete six courses:

Course	Title	Credits
	One Understanding Historical Change course ¹	3
	One course in Medieval, Early Modern/Modern European or U.S. History ²	4
	One Global History course (African, Asian, Latin American, Middle East) ³	4
	Three upper level history courses ⁴	12

¹ A list of courses fulfilling the Understanding Historical Change requirement can be seen on the Core Curriculum page (p. 54) and have the HC attribute. Students in the FCRH Honors Program (p. 68) may fulfill this requirement with HPRH 1203 Foundational Topics: History.

² These courses are listed on the history major page (p. 258), and have the attribute codes HIMH, HIEH, or HIAH.

³ These courses are listed on the history major page (p. 258), and have the attribute code HIGH.

⁴ Any course numbered HIST 3000-4599, or a course with the HIUL attribute. A list of such courses may be found on the history major page (p. 258). Students in the FCRH Honors Program (p. 68) may count HPRH 2102 Focused Study: History towards this requirement.

Availability

The minor in history is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester.

Humanitarian Studies

Humanitarian action, those international endeavors that attempt to relieve the suffering of populations in crisis, and its ideological counterpart, humanitarianism, are powerful notions that cut across many aspects of contemporary life. Even as humanitarianism makes compelling moral claims, its actions are often shaped by political interests, expediency, and a technocratic approach to addressing suffering, all of which have potential to harm the world's most vulnerable populations. The academy has a vital role to play in both understanding humanitarianism and improving contemporary humanitarian practice. The major in international humanitarian studies allows students to examine technical innovation and undertake theoretical critique of humanitarian activities across a range of crises and actors.

In considering international responses to suffering, undergraduates in this major will draw upon a wide array of intellectual tools and academic frameworks. Ethical, moral, cultural, and spiritual considerations confront logistic, economic, scientific, and geo-political modes of thought in circumstances of vast complexity: violent conflict (including gender-based violence), famine, and natural disaster. The major will also contribute to central aims of Fordham's mission: research and education that assist in the alleviation of poverty, the promotion of justice, and the protection of human rights as part of a cosmopolitan education that prepares students for leadership in a global society.

An interdisciplinary undergraduate minor that offers students a comprehensive understanding of issues central to contemporary

humanitarian affairs, especially as seen through the academic lenses of history, sociology, philosophy, theology, political science, and international studies. Students will examine the global impact of natural and man-made disasters, disease, poverty, conflict, human rights violations, and government and intergovernmental policies on international human communities. The international humanitarian affairs minor offers an in-depth analysis of the humanitarian field that will enable students to acquire theoretical and practical knowledge.

For more information

Visit the Humanitarian Studies institute web page.

Programs

- Humanitarian Studies Major (p. 264)
- Humanitarian Studies Minor (p. 266)

Humanitarian Studies Major

Overview

The humanitarian studies program provides students with the technical knowledge and analytical tools necessary to examine and critique the humanitarian action ecosystem at the international, regional, and national levels. This includes learning the governance mechanisms and policies, International Humanitarian Law and principles, humanitarian access and protection of civilians, and internal and external displacement, and a wide range of humanitarian activities at the sectoral level such as food assistance, water and sanitation programming, medical assistance, and refugee and IDP settlements. The combination of rigorous interdisciplinary coursework and experiential learning opportunities prepare students for a host of graduate studies and careers, such as disaster relief, global public health, human rights, and international law. Additionally, the IIHA's New York City location provides students with exposure to various United Nations Agencies, the US Mission to the UN, international NGOs, and prominent research institutions.

Learning Goals

Upon completion of the undergraduate humanitarian studies programs, students will be able to:

1. Demonstrate knowledge and understanding of the actors and actions in international responses to humanitarian crises;
2. Employ a wide range of disciplines and case studies to examine complex humanitarian emergencies, including natural disaster, famine, war, and pandemic disease;
3. Recognize the value of different kinds of knowledge (including both academic and experiential) in formulating appropriate responses to humanitarian crises;
4. Critically evaluate the way in which humanitarian interventions are understood and assessed, specifically contrasting the differences between effectiveness, efficiency, outcome, and impact.

Our mission for students in the humanitarian studies program at Fordham extends beyond simply satisfying the course requirements for the major or minor, and the IIHA and their advisor will support them in a number of ways. Students are encouraged to:

- Participate in the life of the humanitarian community at Fordham. Examining contemporary humanitarian issues with their peers through debates, clubs and other activities is an important part of their humanitarian education;
- Cultivate an in-depth knowledge of a specific area of humanitarian assistance through their elective choices, their internship, and—if in the major—their thesis;
- Consider their professional development and their range of career options while making use of the IIHA's relationships with practitioners as well as Fordham's location in New York City.

Requirements

The following ten courses are required for the major in humanitarian studies:

Course	Title	Credits
HUST 4001	The Humanitarian System: Past, Present, and Future	4
HUST 4500	Evolution of Development and Humanitarian Aid Systems ¹	4
HUST 4800	International Humanitarian Internship ¹	4
HUST 4888	Senior Thesis Seminar ¹	4
<i>Two required electives from each of the following subject areas:</i>		<i>20 to 24</i>
History, Philosophy, and Anthropology Area Studies (see below)		
Humanitarian Affairs, Political Science, Sociology, and Economics (see below)		
Communications, Women's Studies and Literary Studies (see below)		

¹ Please note:

- Students are required to complete HUST 4001 before HUST 4500.
- Students are required to complete both HUST 4001 and HUST 4500 before both HUST 4800 and HUST 4888.

Elective Courses

Students must complete a total of six electives, two from each of the following subject areas.

Note: Because of the diverse range of relevant disciplines and knowledge, the list of electives may not be inclusive of all possible courses. If you are interested in courses that seem relevant but are not listed below, please contact the executive director, Brendan Cahill (brcahill@fordham.edu), to seek approval for your course.

History, Philosophy, and Anthropology Area Studies

Courses in this group have the HHPA attribute

Course	Title	Credits
AFAM 3070	African Politics	4
AFAM 3072	Civil Wars in Africa	4
ANTH 3380	Hazards, Disasters, and Human Experience	4
ANTH 3476	Latin American Social Movements	4
ANTH 3725	Anthropological Theory	4
ANTH 4200	Climate Change and Culture	4

ANTH 4373	Environment and Human Survival	4	POSC 3507	International Human Rights	4
ANTH 4490	Anthropology of Political Violence	4	POSC 3516	Conflict Analysis/Resolution	4
HIST 3570	Genocide	4	POSC 3521	Global Governance	4
HIST 3670	The Modern Middle East	4	POSC 3522	United Nations	4
HIST 3675	History of Modern Israel	4	POSC 3527	United Nations Peace Operations	4
HIST 3911	U.S. and East Asia	4	POSC 3530	U.S. Foreign Policy	4
HIST 3946	African Economies and Humanitarianism	4	POSC 3610	Political Economy of Development	4
HIST 3969	Latin America and the U.S.	4	POSC 3616	Political Economy of Poverty	4
HIST 3983	Apocalypticism and Messianism in Islamic Thought and History	4	POSC 3645	Politics of Immigration	4
HIST 4011	Why America Fights	4	POSC 3651	Comparative Politics of the Middle East	4
HIST 4331	US in the Middle East: 1945-Present	4	POSC 4400	Seminar: Global Justice	4
HIST 4631	Seminar: US in the Mid East: 1945-Pres	4	POSC 4515	Seminar: International Politics of Peace	4
HIST 4910	Seminar: Genocide	4	POSC 4526	Seminar: The Politics of Humanitarian Intervention	4
PHIL 3000	Philosophical Ethics	3	SOCI 3046	International Sociology	4
PHIL 3711	Humanitarianism and Philosophy	4	SOCI 3110	Global Conflict: Wars/Religion	4
PHIL 3712	Global Environment and Justice	4	SOCI 3148	Population and Economic Development Issues	4
PHIL 3713	Human Rights and Global Justice	4	SOCI 3401	Gender, Crime, and Justice	4
PHIL 4205	Seminar: Justice and Social Identity	4	SOCI 3410	Migration/Globalization	4
PHIL 4418	Issues of Life and Death	4	SOCI 3418	Contemporary Immigration in Global Perspective	4
THEO 3542	Catholic Social Teaching	3	SOCI 3714	Terrorism and Society	4
THEO 3711	Sacred Texts of the Middle East	3			
THEO 3715	Classic Islamic Texts	3			
THEO 3720	Hindu Literature and Ethics	3			
THEO 3724	Classic Buddhist Texts	3			
THEO 5400	Topics in Islam: Texts and Traditions	3			

Humanitarian Affairs, Political Science, Sociology, and Economics

Courses in this group have the HPSE attribute.

Course	Title	Credits
ECON 3210	Development Economics	4
ECON 3235	Economy of Latin America	4
ECON 3240	World Poverty	4
ECON 3244	International Economic Policy	4
ECON 3248	Migration and Development: A Social Justice Perspective	4
ECON 3346	International Trade	4
ENST 3308	Catastrophe and Human Survival	4
FREN 3492	Climate Change and Sustainable Development in the Francophone World	4
HUST 2001	Introduction to Community and Global Public Health	4
HUST 4100	Refugee and Asylum Law	4
HUST 4200	Forced Migration and Humanitarian Action	4
HUST 4501	Humanitarianism and Global Health: Unequal Access for the Displaced and Marginalized	4
MLAL 3492	Climate Change and Sustainable Development in the Francophone World	4
PJST 4200	Conflict Resolution and Peacemaking	4
POSC 3131	Politics, Urban Health, and Environment	4
POSC 3418	Islamic Political Thought	4

Communications, Women's Studies, and Literary Studies

Courses in this group have the HCWL attribute.

Course	Title	Credits
CISC 4631	Data Mining	4
CISC 4650	Cyberspace: Issues and Ethics	4
COMC 3247	Race and Gender in Media	4
COMC 3330	Peace, Justice, and the Media	4
COMC 3380	International Communication	4
COMC 4360	Communication Ethics and the Public Sphere	4
ENGL 3059	Creating Dangerously: Writing Across Conflict Zones	4
ENGL 3333	Captives, Cannibals, and Rebels	4
ENGL 3683	Literature Beyond Borders	4
FREN 3490	Africa: Society and Culture Through Film	4
HUST 5215	Accountability for Sexual and Gender-Based Violence in Humanitarian Settings	3
PSYC 3810	Trauma and Family Violence	4
VART 3030	Art Design and Politics	4
WGSS 3004	Transnational Feminisms	4

Availability

The major in humanitarian studies is available at Fordham College at Rose Hill and at Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in humanitarian studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

24.0103 - Humanities/Humanistic Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Humanitarian Studies Minor

Overview

The humanitarian studies program provides students with the technical knowledge and analytical tools necessary to examine and critique the humanitarian action ecosystem at the international, regional, and national levels. This includes learning the governance mechanisms and policies, International Humanitarian Law and principles, humanitarian access and protection of civilians, and internal and external displacement, and a wide range of humanitarian activities at the sectoral level such as food assistance, water and sanitation programming, medical assistance, and refugee and IDP settlements. The combination of rigorous interdisciplinary coursework and experiential learning opportunities prepare students for a host of graduate studies and careers, such as disaster relief, global public health, human rights, and international law. Additionally, the IIHA's New York City location provides students with exposure to various United Nations Agencies, the US Mission to the UN, international NGOs, and prominent research institutions.

Learning Goals

Upon completion of the undergraduate humanitarian studies programs, students will be able to:

1. Demonstrate knowledge and understanding of the actors and actions in international responses to humanitarian crises;
2. Employ a wide range of disciplines and case studies to examine complex humanitarian emergencies, including natural disaster, famine, war, and pandemic disease;
3. Recognize the value of different kinds of knowledge (including both academic and experiential) in formulating appropriate responses to humanitarian crises;
4. Critically evaluate the way in which humanitarian interventions are understood and assessed, specifically contrasting the differences between effectiveness, efficiency, outcome, and impact.

Our mission for students in the humanitarian studies program at Fordham extends beyond simply satisfying the course requirements for

the major or minor, and the IIHA and their advisor will support them in a number of ways. Students are encouraged to:

- Participate in the life of the humanitarian community at Fordham. Examining contemporary humanitarian issues with their peers through debates, clubs and other activities is an important part of their humanitarian education;
- Cultivate an in-depth knowledge of a specific area of humanitarian assistance through their elective choices, their internship, and—if in the major—their thesis;
- Consider their professional development and their range of career options while making use of the IIHA's relationships with practitioners as well as Fordham's location in New York City.

Requirements

The following six courses are required for the minor in humanitarian studies.

Course	Title	Credits
HUST 4001	The Humanitarian System: Past, Present, and Future ¹	4
HUST 4500	Evolution of Development and Humanitarian Aid Systems ¹	4
HUST 4800	International Humanitarian Internship ¹	4
One course in History, Philosophy, and Anthropology Area Studies ²		3 to 4
One course in Humanitarian Affairs, Political Science, Sociology, and Economics ²		3 to 4
One course in Communications, Women's Studies and Literary Studies ²		3 to 4

¹ Please note:

- Students are required to complete HUST 4001 before HUST 4500.
- Students are required to complete both HUST 4001 and HUST 4500 before HUST 4800.

² Courses that fulfill these requirements are listed under the humanitarian studies major (p. 264).

Availability

The minor in humanitarian studies is available at Fordham College at Rose Hill and at Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in humanitarian studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Individualized Major

Students are permitted to submit a plan of studies in a concentration that involves courses in two or more departments. The plan of study should be developed upon consultation with the student's academic advisor (FCRH/FCLC) and/or an associate dean, who will review the proposal with members from those departments to consider whether it is both academically sound and practically workable. Upon approval by the departments and an associate dean, the student may undertake the intended major.

Availability

To permit students to design programs of study that fit their own needs and interests, Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies provide the option of a personalized interdisciplinary major.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Information, Technology, and Operations

Overview

The information, technology, and operations (ITO) curriculum equips students with a solid understanding of core technology and operations concepts, rigorous analytical thinking and technical skills, and a creative mindset for problem-solving and decision making. Infused with the partnership with other Gabelli School academic units and incorporating new elements such as sustainability, risk management, and innovation, ITO courses are particularly relevant in today's increasingly interdependent and competitive global economy.

The ITO faculty also has expertise in integrating all aspects of the product and service lifecycle. Their research examines the execution process that ranges from planning, design, and procurement, to production, distribution, and returns.

How courses are counted

Students must note the following policy for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both. Any exceptions to these rules will be posted within the specific area major, minor, or concentration requirements.

For more information

View the information, technology, and operations area web page.

Programs

Majors

- Accounting Information Systems Major (p. 267)
- Information Systems Major (p. 268)

Primary and/or Secondary Concentrations

- Concentration in Information Systems (p. 268)
- Concentration in Process and Quality Analytics (p. 269)

Related Concentration

- Concentration in Fintech (p. 251)

Accounting Information Systems Major

Course	Title	Credits
ACBU 3434	Intermediate Financial Accounting I	3
ACBU 3435	Intermediate Financial Accounting II	3
ACBU 3441	Advanced Concepts in Financial Accounting	3
ACBU 3421	ST: Accounting Information Systems	3
INSY 4506	Business Analytics	3
INSY 3432	Database Systems	3
INSY 3441	Systems Analysis	3
One elective course from list below		3
One upper-level Information Systems course ¹		3
Two CPA-required courses OR two additional upper-level business electives ²		6
Total Credits		33

¹ Any course with the INSY subject code (p. 1375) numbered 3421 or higher counts toward this requirement. Some Computer Science electives may apply with department approval.

² ACBU 3442 Individual and Business Taxation and ACBU 3443 Assurance and Auditing should both be taken if a student pursues the two CPA-required courses.

Electives

Courses in this group have the ACIS attribute.

Course	Title	Credits
INSY 3436	ST: Programming with Python	3
INSY 4435	ST: AIS Consulting Project	3
INSY 4508	Business Modeling With Spreadsheets	3
INSY 4800	Global Information Technology Strategy and Management	3

Students may take INSY 4435 ST: AIS Consulting Project or ACBU 4435 ST: AIS Consulting Project, but not both.

Students must also complete the Gabelli School business and liberal arts Core Curricula. In addition, all students complete between three and seven liberal arts electives depending on their major requirements.

CIP Code

11.0103 - Information Technology.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-

graduation visa extensions. Learn more about CIP codes and other information resources.

Information Systems Major

Requirements

Major and Track Requirements

The information systems major includes six required courses and four information systems electives. All required courses are drawn from the information, technology, and operations area.

Course	Title	Credits
INSY 3432	Database Systems	3
INSY 3436	ST: Programming with Python	3
INSY 3441	Systems Analysis	3
INSY 3442	Web Apps Design and Development	3
INSY 4507	Project Management	3
INSY 4800	Global Information Technology Strategy and Management (capstone course)	3
<i>Four electives:</i> ¹		12 to 14
Business Analytics Track		
Digital Business Innovation Track		
Enterprise Architecture Track		

¹ Please note:

- Students are encouraged to complete their elective courses in one or more of the career-oriented tracks listed above, but any course with the INSY subject code (p. 1375) numbered 3400-4999 (as well as CISC 3400 and CISC 4515) may count as an elective.
- For Information Systems majors pursuing a secondary concentration in Fintech (p. 251), the three courses that comprise the secondary concentration may double-count as electives towards the Information Systems major. Moreover, for such students, FNBU 4454 ST: Financial Modeling may count as an elective towards the major.

While most students choose all four electives from the information systems, technology, and operations area, up to two electives can be taken in other business areas, with the approval of the faculty adviser.

Information Systems Major Electives/Tracks

Students must take four advanced information systems electives. They are encouraged to use at least three advanced elective courses to specialize in their chosen track. Students can also create an optimal mix of electives across tracks to fit their prior expertise and career goals.

While most students choose all four electives from the information, technology, and operations area, up to two electives can be taken in the Department of Computer and Information Science, from the below options:

Course	Title	Credits
CISC 3400	Java Programming	4
CISC 4515	Advanced Database Systems	4

Business Analytics Track Electives

Course	Title	Credits
INSY 3437	ST: Sports Analytics	3
INSY 4431	Web Analytics	3
INSY 4433	Advanced Python for Business	3
INSY 4434	ST: Data Mining for Business	3
INSY 4506	Business Analytics	3
INSY 4508	Business Modeling With Spreadsheets	3

Digital Business Innovation Track Electives

Course	Title	Credits
INSY 3421	Accounting Information Systems	3
INSY 3437	ST: Sports Analytics	3
INSY 3438	ST: Cybersecurity in Bus	3
INSY 3450	ST: Fintech - An Introduction	3
INSY 4411	ST: Healthcare Info Tech	3
INSY 4412	ST: IT and Sustainability	3
INSY 4431	Web Analytics	3
INSY 4432	Mobile Commerce & Apps	3
INSY 4435	ST: AIS Consulting Project	3
INSY 4505	E-Commerce	3
OPBU 3453	ST: Business Dynamics	3

Enterprise Architecture Track Electives

Course	Title	Credits
INSY 3421	Accounting Information Systems	3
INSY 3433	Programming with Java	3
INSY 3438	ST: Cybersecurity in Bus	3
INSY 4432	Mobile Commerce & Apps	3
INSY 4433	Advanced Python for Business	3
INSY 4435	ST: AIS Consulting Project	3
OPBU 3453	ST: Business Dynamics	3

Students must also complete the Gabelli School business and liberal arts Core Curricula. In addition, all students complete between three and seven liberal arts electives depending on their major requirements.

CIP Code

11.0401 - Information Science/Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Concentration in Information Systems

Gabelli Students may pursue Information systems as either a primary or a secondary concentration.

Primary Concentration

Course	Title	Credits
INSY 3432	Database Systems	3
INSY 3441	Systems Analysis	3

Two upper-level information systems courses ¹

¹ Any course from subject code INSY (p. 1375) numbered 3421 or higher will satisfy this requirement. If students want to specialize their concentrations, they may pick electives from the three tracks for the information systems major (p. 268).

Secondary Concentration

The secondary concentration in Information Systems requires any three upper-level courses in subject code INSY (p. 1375) numbered 3421 or higher.

Concentration in Process and Quality Analytics

Overview

The secondary concentration in process and quality analytics prepares students to manage process-quality projects that improve cost, quality, and overall performance. Students will learn to solve problems using a systems-thinking approach, use data and analytics to experiment and create best practices, and identify ways to help organizations save money and increase efficiency.

For more information

View the information, technology, and operations area web page.

Requirements

Process and Quality Analytics is available to Gabelli School students as a secondary concentration only.

To complete the secondary concentration in process and quality analytics, students must take the following three courses:

Course	Title	Credits
OPBU/ACBU 3449	ST: Process Mgt & Six Sigma	3
Select one from the following:		3
OPBU 3453	ST: Business Dynamics	
OPBU/INSY 4507	Project Management	
Select one elective from the list below.		3

Process and Quality Analytics Electives

The courses below may apply toward the elective requirement of this concentration. Courses which are double listed with two subject codes (e.g., INSY 3421 and ACBU 3421) may not be taken twice.

Courses in this group have the PRQU attribute.

Course	Title	Credits
ACBU 3421	ST: Accounting Information Systems	3
ACBU 3443	Assurance and Auditing	3
ACBU 4435	ST: AIS Consulting Project	3
ACBU 4444	Sustainability and Environmental Reporting and Disclosure	3
FNBU 4464	ST: Compliance and Risk Management	3
INSY 3421	Accounting Information Systems	3
INSY 4508	Business Modeling With Spreadsheets	3
INSY 4800	Global Information Technology Strategy and Management	3
LPBU 3233	ST:Start-Up Venture Experience	3
LPBU 3430	ST: Sustainable Business	3
LPBU 3446	ST:Social Entrepreneurship	3
MKBU 3441	Marketing Research	3
MKBU 3445	ST: Marketing Analytics	3
MKBU 4451	ST: Data Driven Marketing Decisions	3
OPBU 3442	ST: Health Care Operations Mgt	3
OPBU 3454	ST: Sustainable Supply Chain	3

Integrative Neuroscience

Neuroscience is one of the most exciting, interesting, and integrative fields in science today. Technological advances of the last 20 years have led to a dramatic rise in neuroscience research across multiple domains, including biology, chemistry and biochemistry, psychology, computer science, and physics, as well as seemingly unrelated fields, such as economics.

A primary aim of the integrative neuroscience major is to engage Fordham students in this exciting and rapidly advancing field so that they become competitive candidates for postgraduate education in the neuroscience field. A unique aspect of the integrative neuroscience program is the presence of three tracks (cell and molecular, cognitive, and systems and computational), each focusing on a specific aspect of neuroscience. The design of the program also ensures that students have exposure to each of the disciplines so that their work can be informed by multiple perspectives.

Students majoring in integrative neuroscience may not double major in biology, biochemistry, natural science, computer science, environmental science, or psychology. Students majoring in integrative neuroscience may choose a minor provided that they fulfill the requirements stipulated by the department or program offering the minor and have the approval of the dean's office.

Students may not choose a minor in a department or program that is aligned with their area of specialization in the integrative neuroscience program. For example, a student in the cell and molecular specialization may not choose a biology or biochemistry minor, or a student in the cognitive specialization may not choose a psychology minor. However, a student in the cell and molecular specialization may choose a psychology minor. A limited number of course credits of the major may be used to fulfill requirements for the minor.

Applications will only be accepted in the fall through December 31 of any given year. Four-year, full-time Fordham undergraduate students may apply for admission to the integrative neuroscience major only in their third semester at Fordham (by the end of the fall of their sophomore year). Transfer students will be considered on a case-by-case basis by

program directors. To be admitted to the major, students are required to (1) have taken at least three foundation courses (or external equivalent), (2) have a science GPA of 3.2 or higher, and (3) not have more than 4 credits of less than a B- in their science courses, including labs (biology, chemistry, natural sciences, math, physics, computer science, and psychology).

For more information

Visit the Integrative Neuroscience program web page.

Programs

- Integrative Neuroscience Major (p. 270)

Integrative Neuroscience Major Requirements

The course requirements for the integrative neuroscience major consist of four components: nine foundation courses required of all integrative neuroscience majors; three required, concentration-connected neuroscience courses that emphasize the different concentrations within the major; three concentration courses that allow the student to enhance their study within their chosen concentration; and a research experience lasting a minimum of two semesters, beginning as early as is reasonable for the student and project, but no later than the summer/fall after the junior year.

All majors must also enroll in a capstone research seminar course for students in all concentrations to share and discuss the results of their research with other integrative neuroscience majors.

A minimum grade of C- is required for courses to count towards the major.

Course	Title	Credits
Required Courses ¹		
<i>Select one of the following biology options:</i>		<i>8 to 10</i>
<i>Option 1:</i>		
BISC 1403 & BISC 1413	Introductory Biology I and Introductory Biology Lab I	
BISC 1404 & BISC 1414	Introductory Biology II and Introductory Biology Lab II	
<i>Option 2:</i>		
NSCI 1403 & NSCI 1413	General Biology Lecture I and General Biology Lab I	
NSCI 1404 & NSCI 1414	General Biology Lecture II and General Biology Lab II	
<i>Option 3:</i>		
NSCI 1423 & NSCI 1433	Concepts in Biology Lecture I and Concepts in Biology Lab I	
NSCI 1424 & NSCI 1434	Concepts in Biology Lecture II and Concepts in Biology Lab II	
<i>Option 4:</i>		
HPLC 1603 & HPLC 1604	Honors: Natural Science I and Honors: Natural Science II	
<i>Select one of the following chemistry options:</i>		<i>12</i>
<i>Option 1:</i>		

CHEM 1321 & CHEM 1331	General Chemistry I and General Chemistry Lab I	
CHEM 1322 & CHEM 1332	General Chemistry II and General Chemistry Lab II	
<i>Option 2:</i>		
NSCI 1321 & NSCI 1331	General Chemistry Lecture I and General Chemistry Lab I	
NSCI 1322 & NSCI 1332	General Chemistry Lecture II and General Chemistry Lab II	
<i>Select one of the following Mathematics courses:</i> ¹		<i>3 to 4</i>
MATH 1203	Applied Calculus I	
MATH 1206	Calculus I	
MATH 1700	Mathematical Modelling	
<i>Select one of the following CISC programming courses:</i>		<i>4</i>
CISC 1600 & CISC 1610	Computer Science I and Computer Science I Lab ²	
CISC 1800 & CISC 1810	Introduction to Computer Programming and Introduction to Computer Programming Lab	
CISC 2500	Information and Data Management	
<i>Select one of the following CISC courses:</i>		<i>4</i>
CISC 4020	Bioinformatics	
CISC 4631	Data Mining	
PSYC 1200	Foundations of Psychology ³	4
BISC 4532	Neuroscience	3
or NSCI 4630	Neuroscience	
PSYC 3110	Cognitive Neuroscience	4
CISC 3250	Systems Neuroscience	4
<i>Three electives in one of these concentrations:</i>		<i>9 to 12</i>
Cell and Molecular Neuroscience		
Cognitive Neuroscience		
Systems/Computational Neuroscience		
NEUR 4999	Neuroscience Research	3
NEUR 4900	Neuroscience Capstone Seminar	1

¹ AP Calculus AB (MATH 12AB) or AP Calculus BC (MATH 12BC) credit may fulfill this requirement.

² Serves as Foundation Course for students pursuing the Systems/Computational Concentration only. Students who take CISC 1600 during Fordham's Summer Session do not take CISC 1610, as the summer lecture and lab are offered in a combined format.

³ PSYC 1200 Foundations of Psychology credit from AP Psychology (score of 4 or 5) may fulfill this requirement.

Learning Goals

Upon graduation from the integrative neuroscience major, students will have achieved the following goals:

1. Students will develop an interdisciplinary comprehensive understanding of fundamental principles in neuroscience;
2. Students will learn to apply knowledge in cognitive neuroscience, cell and molecular neuroscience, and computational neuroscience to gain deep insight into neural mechanisms of brain function and behavior;

3. Students will learn how to become scientifically literate and critically analyze and interpret published literature grounded in cognitive, cell and molecular and computational neuroscience research;
4. Through interdisciplinary coursework, students will develop critical thinking skills necessary for success in an array of fields in and outside of science, including healthcare, research, clinical psychology, data science, law, and business;
5. Through coursework and research experience, students will develop transferrable skills that can be applied to academic and non-academic environments. These include problem solving, data analysis, interpersonal and leadership skills, organizational skills, time management, and proficiency in written and oral communication.

Availability

The integrative neuroscience major is available to students at Fordham College at Rose Hill and Fordham College at Lincoln Center, subject to fulfillment of major admissions requirements. Students in Fordham's School of Professional and Continuing Studies may major in integrative neuroscience only if they fulfill the major's admissions requirements and receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

26.1501 - Neuroscience.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Concentrations

Cell and Molecular Neuroscience

Course	Title	Credits
NSCI 2040	Research Design and Analysis	3 to 4
	or PSYC 2000 Statistics	
Three courses from the list below		

Courses for Cell and Molecular Neuroscience

Three courses are required from the list below. Note that many courses on the list below have a required lab component. Students may not enroll in two mutually exclusive versions of the same course, where different course numbers are used on each campus to represent a materially identical course (e.g., BISC 2539 General Genetics and NSCI 3133 Genetics Lecture). Please consult your adviser to confirm whether you may enroll in a given course.

Courses in this group have the NECM attribute.

Course	Title	Credits
BISC 2539	General Genetics	3
BISC 3132	Human Physiology	3
BISC 3221	Human Anatomy	3
BISC 3521	Biochemistry	3
BISC 3752	Molecular Biology	3
BISC 3754	Cell Biology	3
BISC 4642	Animal Behavior	4
BISC 4693	Developmental Biology	3
CHEM 2522	Organic Chemistry II	4
CHEM 4221	Biochemistry I	3
NSCI 2018	Biology of Aging	3
NSCI 2122	Immunology Lecture	3
NSCI 2141	Vertebrate Anatomy Lecture	3
NSCI 3122	Organic Chemistry Lecture II	4
NSCI 3133	Genetics Lecture	3
NSCI 3154	Cell and Development Biology Lecture	3
NSCI 4081	Neurochemistry	3
NSCI 4112	Human and Comparative Physiology Lecture	3
NSCI 4144	Microanatomy Lecture	3
NSCI 4153	Biological Chemistry Lecture	3
NSCI 4176	Molecular Biology Lecture	3

Cognitive Neuroscience

Course	Title	Credits
PSYC 2000	Statistics	4
Three courses from the list below		

Courses for Cognitive Neuroscience

Three courses are required from the list below. Courses labeled Lab with a PSYC XX01 designation also include a lecture.

Courses in this group have the NECC attribute.

Course	Title	Credits
LING 1500	Introduction to Psycholinguistics	3
LING 3010	Bilingual Minds	4
LING 4015	Language and Thought	4
PHIL 3243	Philosophy of Cognitive Science	4
PHIL 3254	Philosophy of Perception	4
PHIL 3940	Neuroethics	4
PSYC 2010	Research Methods Lab	5
PSYC 2300	Sensation and Perception	4
PSYC 2301	Sensation and Perception Lab	5
PSYC 2401	Memory Laboratory	5
PSYC 2501	Cognition Laboratory	5
PSYC 3550	Consciousness	4
PSYC 4330	Music and Psychology	4

Systems/Computational Neuroscience

Course	Title	Credits
CISC 2850	Computer and Data Analysis	4
Three courses from the list below		

Courses for Systems/Computational Neuroscience

Three courses are required from the list below.
Courses in this group have the NESY attribute.

Course	Title	Credits
CISC 2011	Programming for Math and Science	4
CISC 3060	Introduction to Robotics	4
CISC 3280	Machine Learning Methods for Neural and Biological Data	4
CISC 4006	Brains and Behavior in Beasts and Bots	4
CISC 4020	Bioinformatics	4
CISC 4597	Artificial Intelligence	4
CISC 4621	Machine Learning	4
CISC 5800	Machine Learning	3
CISC 6525	Artificial Intelligence	3
NSCI 3101	Biological Modeling	4
NSCI 3280	Machine Learning Methods for Neural and Biological Data	4

International Political Economy

International political economy concerns understanding of the complex interactions of economics, politics, and cultures driving the global economy.

Fordham offers undergraduate and graduate programs that offer a unique and innovative interdisciplinary approach to analyzing contemporary global economic relations as well as international development issues.

Program Activities

Study Abroad

Majors are encouraged to study abroad during junior year in order to complement their learning experience at Fordham.

Internships

Students may receive credit for internships having an international focus.

Awards

Seniors may apply for membership into Sigma Iota Rho, the National Honor Society for International Studies. Applicants are required to have a minimum GPA of 3.2 and to have applied for prestigious fellowships, such as the Fulbright, or selected internships with international agencies, such as the State Department.

For more information

Visit the international political economy program web page.

Programs

- International Political Economy Major (p. 272)

International Political Economy Major

The major in international political economy (IPE) explores the nature and complexities of our increasingly interdependent and politicized global economy from an interdisciplinary perspective. Students who complete the major will receive training in political, economic, and quantitative analysis as well as an introduction to other cultures and the opportunity to use their electives to further specialize their studies according to their interests. After completing the major, IPE students will be able to:

1. Conduct independent analysis utilizing tools from economics, political science, and quantitative methods;
2. Analyze extensive information, formulate well-supported conclusions, and communicate findings clearly and persuasively; and
3. Demonstrate a comprehensive understanding of the global economy, integrating economic, political, and practical perspectives.

Students who wish to continue their education in law, economics, political science, and international affairs will find the major beneficial. Other students will be able to use the major to prepare for employment with banks, businesses, and government agencies concerned with the global economy. Available specializations include foreign language study and international business.

The major is open only to students who have a cumulative GPA of 3.0 or better when they declare their major. Students wishing to major in IPE are also required to submit a 500-word essay explaining how the IPE major will prepare them for their future to the major advisor, Giacomo Santangelo. Please contact Professor Santangelo for application deadlines.

The major in international political economy (IPE) is administered by the Graduate Program in International Political Economy and Development (IPED). IPED is an affiliate member of the Association of Professional Schools of International Affairs (APSIA).

CIP Code

45.0901 - International Relations and Affairs.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The major consists of eight required core courses and four electives distributed as follows:

Course	Title	Credits
POSC 2501	Introduction to International Politics	4
POSC 3915	International Political Economy	4
ECON 1100	Principles of Macroeconomics	3
ECON 1200	Principles of Microeconomics	3
ECON 3244	International Economic Policy	4
ANTH 3351	Comparative Cultures	4
ECON 2140	Statistics I	4
ECON 2142	Statistics II	4

Select one of the following tracks:

12 to 16

Foreign Language Elective Track

Global Business Elective Track

General Elective Track

POSC 2501 Introduction to International Politics, POSC 3915 International Political Economy, ANTH 3351 Comparative Cultures, and ECON 3244 International Economic Policy must be taken at Fordham.

Elective Tracks

Four courses chosen from one of three tracks:

Foreign Language Elective Track

Four courses in the same subject with either the ARAB (p. 1002), FREN (p. 1281), GERM (p. 1293), ITAL (p. 1413), JPAN (p. 1419), MAND (p. 1456), RUSS (p. 1614), or SPAN (p. 1639) subject codes, numbered 1500 to 4999, count toward this requirement.

Global Business Elective Track

Course	Title	Credits
ACBU 2222	Principles of Financial Accounting	3
ACBU 2223	Principles of Managerial Accounting	3
Select two of the following:		8
ECON 3235	Economy of Latin America	
ECON 3240	World Poverty	
ECON 3346	International Trade	
ECON 3347	International Finance	

General Elective Track

Any course with the IPE attribute code may fulfill this requirement.

Note that ACBU 2222 Principles of Financial Accounting and ACBU 2223 Principles of Managerial Accounting do not have the IPE attribute and may not count toward the General Elective track. In addition, all courses with the ARAB (p. 1002), FREN (p. 1281), GERM (p. 1293), ITAL (p. 1413), JPAN (p. 1419), MAND (p. 1456), RUSS (p. 1614), and SPAN (p. 1639) subject codes numbered 1500 to 4999 also count for the major.

Availability

The major in international political economy is available at Fordham College at Rose Hill and Fordham College Lincoln Center. Fordham College at Lincoln Center students should note that certain courses may only be available at the Rose Hill campus. Students in Fordham's School of Professional and Continuing Studies may major in international political economy only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

International Studies

International studies is carefully designed to prepare students to live, work, prosper—and become good global citizens—in today's rapidly

changing world. It features an interdisciplinary and intercultural curriculum with both classroom learning and real-world experience in the form of internships and study abroad.

International studies offers both rigor and choice. Students complete a specific core of foundational international courses in politics, law, economics, history, and culture. They also choose one of three tracks of specialized study.

The International Expertise Track trains students to analyze international affairs from a global perspective. The Regional Expertise Track develops competency in a region of the world of the student's own choosing. Students may also apply to enter a Specialist Expertise Track, designed to address important issues, or specific cross-national, cross-cultural, or cross-regional comparisons. This track is selective and requires approval by the director. Each track has a specific language component. Each track has the same goal: to enable students to master the political, economic, environmental, historic, cultural, and sociological dynamics that drive modern life.

International studies prepares students for graduate study and for careers. It is well-crafted for students to move on into international business, law, diplomacy, academia, education, government, international organizations, nongovernmental organizations, public interest advocacy groups, journalism, mass media, and public service.

It also prepares students for a life well-lived. The program follows the Jesuit tradition of cosmopolitan education, respect for other cultures, the dignity of each unique person, and the development of the student as a whole person. Its guiding spirit is Fordham's own mission: to use education and research to "assist in the alleviation of poverty, the promotion of justice, the protection of human rights, and respect for the environment" and to "foster in all its students life-long habits of careful observation, critical thinking, creativity, moral reflection, and articulate expression." The international studies program encourages students to use these gifts in the service of the world.

Program Activities

International studies encourages and features experience-based learning. Therefore it strongly supports and helps students participate in both study abroad and internships. The program also organizes lectures, conferences, study tours abroad, and other educational events and experiential learning.

For more information

Visit the International Studies program web page.

Contribution to the Core

International studies offers INST 2500 Introduction to International Studies and INST 3859 Post-1945: A Global History which fulfill the Global Studies core requirement, and INST 4620 The World of Democracy, which fulfills the EP4/Senior Values requirement.

Programs

- International Studies Major (p. 274)

International Studies Major Requirements

The major in international studies consists of 13 courses, including a senior thesis (or approved substitute) and a two-course language requirement in addition to the Fordham core language requirement:

Course	Title	Credits
INST 2500	Introduction to International Studies	4
One course in International Politics and Law		
One course in International Economics and Political Economy		
One course in Contemporary World History and Culture		
INST 4000	International Studies Senior Thesis Seminar ¹	4
Select six courses from one of the following tracks: ²		
International Track		
Regional Track		
Specialist Expertise Track		
Select two courses in addition to the Fordham core language requirement ³		

¹ Students on the international or regional tracks may choose to substitute a 4000-level class from another department in lieu of the thesis class (specialist expertise track students must complete INST 4000). All substitute classes must be approved by the program director. To qualify, the class must have an INST attribute and require a substantial research paper. Once approved, courses will only be applied to the thesis requirement after students complete and submit their final research papers to the program director. The research paper must be related to the student's selected track within the major.

² For students in all tracks except the specialist expertise track, this requirement comprises five courses approved for the chosen track and a sixth course from either: a) the chosen track; b) any other track; c) from—and in addition to—the language used to complete the International Studies language requirement.

³ The two courses may be advanced courses in the same language used to fulfill the Fordham core or introductory or advanced courses in another language. For the international track they must be two courses in one of the following languages: Arabic, French, Mandarin, Russian, or Spanish. For the regional track they must be in a major language spoken in the chosen region. For the specialist expertise track, the selected foreign language must be included in the student's proposal and approved by the program director.

Grades

There is no minimum grade policy for coursework applied to the major beyond the University requirement of a passing grade (D or higher).

Double-Counting

A total of two courses can double-count with other majors or minors. Foreign language classes taken to fulfill the International Studies language requirement do not count towards this limit.

International Politics and Law

Courses in this group have the ISIP attribute.

Course	Title	Credits
POSC 2501	Introduction to International Politics	4
POSC 2610	Introduction to Comparative Politics	4
POSC 3532	The Development of Human Rights Law	4

International Economics and Political Economy

Courses in this group have the ISIE attribute.

Course	Title	Credits
ECON 3210	Development Economics	4
ECON 3244	International Economic Policy	4
ECON 3245	International Institutions: Economics and Politics	4
ECON 3346	International Trade	4
POSC 3610	Political Economy of Development	4
POSC 3616	Political Economy of Poverty	4
POSC 3915	International Political Economy	4

Contemporary World History and Culture

Courses in this group have the ISWH attribute.

Course	Title	Credits
ANTH 3351	Comparative Cultures	4
ANTH 3725	Anthropological Theory	4
INST 3100	The Global Environment	4
INST 3859	Post-1945: A Global History	4
SOCI 3046	International Sociology	4
SOCI 3450	Transnational Social Movements	4

Availability

The major in international studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in international studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Fordham College at Lincoln Center students: *The requirements above are in addition to those of the Core Curriculum.*

Professional and Continuing Studies students: *The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.*

CIPCode

45.0901 - International Relations and Affairs.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Concentrations

International Track: Global Affairs

Any six courses that are global or cross-regional in scope with some or all content in the 20th and/or 21st century.

Courses in this group have the ISIN attribute.

Course	Title	Credits
AAST 3359	Asian Diasporic Literatures	4
AAST 4603	Asian American Critique	4
AFAM 3036	Global Black Youth Cultures	4
AFAM 3037	Being and Becoming Black in the Atlantic World	4
AFAM 3146	African Immigrants in the United States	3
AFAM 3150	Caribbean Peoples and Culture	4
AFAM 3692	Social Construction of Women	4
AFAM 3939	History of Global Popular Music: From Africa to the Americas and Back	4
AFAM 3955	Slavery Freedom/Atlantic World	4
AFAM 4147	Food and Globalization	4
AFAM 4192	Race and Religion in the Transatlantic World	4
ANTH 1050	Anthropology Focus	3
ANTH 1100	Introduction to Cultural Anthropology	3
ANTH 2447	Passages: Life Cycles	4
ANTH 2500	Taboo: Anthropology of the Forbidden	4
ANTH 2614	Urbanism and Change in the Middle East	4
ANTH 2619	Magic, Science, and Religion	4
ANTH 2620	The Anthropology of Cities	4
ANTH 2770	Anthropology of Childhood	4
ANTH 2800	The Anthropology of Food: Community Engaged Learning	4
ANTH 2880	Human Sexuality in Cross-Cultural Perspective	4
ANTH 2886	Anthropology of Gender and Sexuality	4
ANTH 2888	Gender and Islam	4
ANTH 2895	Anthropology of Capitalism	4
ANTH 3260	Politics of Reproduction	4
ANTH 3340	Anthropological Perspectives on Race and Ethnicity	4
ANTH 3343	Ghettos and Gated Communities	4
ANTH 3351	Comparative Cultures	4
ANTH 3354	Race, Identity, and Globalization	4
ANTH 3355	Culture and Anticolonialism	4
ANTH 3356	Uprisings: Protest and Resistance Across the Globe	4
ANTH 3357	Globalization and Migration	4
ANTH 3380	Hazards, Disasters, and Human Experience	4
ANTH 3385	Post-Apocalyptic Societies	4
ANTH 3605	Mothering and Motherhood	4
ANTH 3650	Africa in the World	4
ANTH 3710	Bilingualism: Local Practices and Global Perspectives	4
ANTH 3725	Anthropological Theory	4

ANTH 3726	Language, Gender, and Sexuality	4
ANTH 4114	Anthropology of Health Healing and Social Justice	4
ANTH 4200	Climate Change and Culture	4
ANTH 4344	Reproductive Technologies: Global Perspective	4
ANTH 4373	Environment and Human Survival	4
ANTH 4490	Anthropology of Political Violence	4
ANTH 4600	Global South Megacities	4
ARHI 1100	Art History Introduction: World Art	3
ARHI 1103	Introduction to Art History: Americas	3
ARHI 2550	20th Century Art	4
ARHI 4562	Art and the Second World War	4
BISC 1002	Ecology: A Human Approach	3
BISC 2561	Ecology	3
BISC 3000	Environmental Science	3
COLI 3137	World Cinema Masterpieces	4
COLI 3143	World Cinema Masterpieces 1960-1980	4
COLI 3359	Asian Diasporic Literatures	4
COLI 3450	The City in Literature and Art	4
COLI 3802	Literature and Imperialism	4
COLI 3803	Empire and Sexuality	4
COLI 4020	Literature, Film and Development	4
COLI 4055	Race and Ethnicity in Antiquity and Today	4
COLI 4206	Comparative Studies in Revolution	4
COLI 4211	Empire and Sexuality	4
COLI 4320	Reading the Indian Ocean World	4
COMC 2278	Media, Culture, and Globalization	4
COMC 3268	Media and National Identity	4
COMC 3380	International Communication	4
ECON 3100	History of Economic Thought	4
ECON 3210	Development Economics	4
ECON 3212	Open Economy Macroeconomics	4
ECON 3240	World Poverty	4
ECON 3242	Global Economic Issues	4
ECON 3244	International Economic Policy	4
ECON 3245	International Institutions: Economics and Politics	4
ECON 3248	Migration and Development: A Social Justice Perspective	4
ECON 3256	Comparative Economic Systems	4
ECON 3340	Economics of International Business	4
ECON 3346	International Trade	4
ECON 3347	International Finance	4
ECON 3850	Environmental Economics	4
ECON 5260	Epidemics and Development Policy	3
ECON 5510	International Economic Policy	3
ECON 5570	Global Financial Markets	3
ECON 6470	Growth and Development	3
ECON 6490	Foreign Aid and Development	3
ECON 6560	International Finance	3
ENGL 3137	World Cinema Masterpieces	4
ENGL 3359	Asian Diasporic Literatures	4

ENGL 3450	The City in Literature and Art	4	HIST 3955	Slavery Freedom/Atlantic World	4
ENGL 3468	Transatlantic Modern Women	4	HIST 3969	Latin America and the U.S.	4
ENGL 3701	American Writers in Paris	4	HIST 3992	Capitalism	4
ENGL 3802	Literature and Imperialism	4	HIST 3994	Climate and Society	4
ENGL 3803	Empire and Sexuality	4	HIST 4104	Food and Drink in Modern Society	4
ENGL 4137	Hysteria, Sexuality, and the Unconscious	4	HIST 4115	Communication and Media in History: From Gutenberg to Google	4
ENGL 4147	Food and Globalization	4	HIST 4137	Hysteria, Sexuality, and the Unconscious	4
ENGL 4206	Comparative Studies in Revolution	4	HIST 4308	Antisemitism	4
ENGL 4211	Empire and Sexuality	4	HIST 4310	Africa, Race, and the Global Cold War	4
ENST 1000	Introduction to Environmental Studies	3	HIST 4312	Antisemitism and Racism	4
ENST 3307	Environmental Politics	4	HIST 4331	US in the Middle East: 1945-Present	4
ENST 3308	Catastrophe and Human Survival	4	HIST 4510	Conquest, Conversion, Conscience	4
ENVS 3000	Environmental Science	3	HIST 4905	Seminar: History of Food	4
FITV 3551	Film History 1950-Present	4	HIST 4910	Seminar: Genocide	4
FITV 3588	Global Cinema	4	HIST 4922	"Freedom Now": Black Political Thought	4
FNBU 4450	Global Investments	3	HIST 4933	Seminar: Cold War Science and Technology	4
FNBU 4461	ST: Finance and Business in a Post-Crisis World	3	HIST 5650	Approaches to Global, Transnational, & Intellectual Histories	4
FNBU 4473	ST: Study Tour of Turkey	3	HPLC 2610	Globalization: Seminar	3
FREN 3006	French International Affairs	4	HUST 2001	Introduction to Community and Global Public Health	4
FREN 3612	Cinemas of Quebec	4	HUST 4001	The Humanitarian System: Past, Present, and Future	4
FREN 3637	Francophone Middle East	4	HUST 4200	Forced Migration and Humanitarian Action	4
FREN 3676	Fashioning the Empire	4	HUST 4500	Evolution of Development and Humanitarian Aid Systems	4
HIST 1650	Understanding Historical Change: The Black Atlantic	3	HUST 4501	Humanitarianism and Global Health: Unequal Access for the Displaced and Marginalized	4
HIST 1851	Understanding Historical Change: Jews in the Modern World	3	HUST 4800	International Humanitarian Internship	4
HIST 1925	Understanding Historical Change: Science and Technology	3	INST 3000	International Internship	4
HIST 3192	The United States, Africa, and the Cold War	4	INST 3100	The Global Environment	4
HIST 3459	Transgender History	4	INST 3859	Post-1945: A Global History	4
HIST 3515	Media History: 1400 to Present	4	INST 4620	The World of Democracy	4
HIST 3543	The Connecting Sea: The Mediterranean Since 1800	4	ITAL 3030	Criminal Tales	4
HIST 3549	Global Italy	4	ITAL 3452	Italophone Migrant Literature From Africa and Beyond	4
HIST 3566	War and Imperialism	4	LALS 3950	Latino History	4
HIST 3570	Genocide	4	LALS 3955	Slavery Freedom/Atlantic World	4
HIST 3627	History of LGBT Movements	4	LALS 4510	Conquest, Conversion, Conscience	4
HIST 3633	The Cold War Space Race	4	LING 3025	Language Endangerment	4
HIST 3635	Science in Popular Culture	4	LPBU 4476	ST: Cross Cultural Negotiation	3
HIST 3636	Social History of Technology	4	MEST 4331	U.S. in the Middle East: 1945-Present	4
HIST 3842	The Vietnam Wars	4	MLAL 3033	Prison Literature from Martin Luther to Martin Luther King	4
HIST 3845	The History of U.S. Foreign Relations, 1898 to the Present	4	MLAL 3307	Germany and Migration	4
HIST 3846	The History of U.S. Foreign Relations, 1974 to Present	4	MLAL 3442	Arabic Culture and the News Media	4
HIST 3858	The Global Cold War	4	MLAL 3535	Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias	4
HIST 3880	History of the Cold War	4	MLAL 3607	Topics in Multilingualism	4
HIST 3911	U.S. and East Asia	4	MLAL 4016	Rewriting the Mediterranean (20th and 21st Centuries)	4
HIST 3931	Colonialism and South Asia	4			
HIST 3939	History of Global Popular Music: From Africa to the Americas and Back	4			
HIST 3950	Latino History	4			

NSCI 1040	People and the Living Environment	3	POSC 4526	Seminar: The Politics of Humanitarian Intervention	4
NSCI 2010	Global Ecology Lecture	3	POSC 4535	Seminar: Post-Cold War Human Rights and Protection Architecture	4
ORGL 2800	U.N. and Political Leadership	4	POSC 4620	Seminar: The World of Democracy	4
PHIL 3711	Humanitarianism and Philosophy	4	POSC 4900	Seminar: Democracy, Development, and the Global Economy	4
PHIL 3712	Global Environment and Justice	4	SOCI 2505	Religion and Social Change	4
PHIL 3713	Human Rights and Global Justice	4	SOCI 3017	Inequality in America	4
PHIL 3990	Environmental Worldviews and Ethics	4	SOCI 3046	International Sociology	4
PHIL 4409	Environmental Ethics	4	SOCI 3102	Contemporary Social Issues and Policies	4
PHIL 4473	War and Peace: Just War Theory	4	SOCI 3110	Global Conflict: Wars/Religion	4
PJST 3110	Introduction to Peace and Justice	4	SOCI 3114	Sociology of Health and Illness	4
PJST 4200	Conflict Resolution and Peacemaking	4	SOCI 3148	Population and Economic Development Issues	4
POSC 2501	Introduction to International Politics	4	SOCI 3260	Politics of Reproduction	4
POSC 2610	Introduction to Comparative Politics	4	SOCI 3410	Migration/Globalization	4
POSC 3307	Environmental Politics	4	SOCI 3415	Development and Globalization	4
POSC 3312	Introduction to Environmental Politics	4	SOCI 3418	Contemporary Immigration in Global Perspective	4
POSC 3424	Political Philosophy between Islam and the West	4	SOCI 3450	Transnational Social Movements	4
POSC 3429	Democratic Theory	4	SOCI 3470	Global Refugee Migration	4
POSC 3507	International Human Rights	4	SOCI 3714	Terrorism and Society	4
POSC 3511	War and Peace	4	SOCI 4020	Place, Space, and Immigrant Cities	4
POSC 3516	Conflict Analysis/Resolution	4	SOCI 4105	Religion, Gender, and Sexuality	4
POSC 3520	Mideast and the World	4	SOCI 4990	Conflict Resolution and Justice Creation	4
POSC 3521	Global Governance	4	SPAN 3590	Theater Against Power in Spain and Latin America	4
POSC 3522	United Nations	4	SPAN 3850	Narrating the City	4
POSC 3526	Democracy, Terrorism, and Modern Life	4	THEA 4050	Arts, Social Justice, and Human Rights: Foundations	4
POSC 3527	United Nations Peace Operations	4	THEO 3390	Church in Controversy	3
POSC 3530	U.S. Foreign Policy	4	THEO 3610	Christ in World Cultures	3
POSC 3531	US Security Policy	4	THEO 3713	Classic Jewish Texts	3
POSC 3532	The Development of Human Rights Law	4	THEO 3715	Classic Islamic Texts	3
POSC 3540	Politics of Cyberspace	4	THEO 3822	The Bible in Cultural Conflict	4
POSC 3610	Political Economy of Development	4	THEO 3883	Medicine and Healing in Islam	4
POSC 3613	Political Movements	4	THEO 4026	Theologies of Peace	4
POSC 3614	Political Institutions	4	THEO 4110	Muslim, Jewish, and Christian Feminist Theologies: Discourses of Difference	4
POSC 3616	Political Economy of Poverty	4	THEO 4351	Modern Christian Thought & Practice	4
POSC 3624	The Qu'ran and Hadith in the Global Political Perspective	4	THEO 4851	Death of Religion?	4
POSC 3631	China and Russia in Comparative Perspective	4	URST 5020	Urban Political Processes	3
POSC 3632	China and U.S. in Global Era	4	URST 5040	Urbanism	3
POSC 3633	China and US-Global Era/Study Tour	4	VART 1101	Urbanism	3
POSC 3635	China, Japan, Korea, and the U.S. in the Global Era	4	VART 3135	Modernism and Its Aftermath	4
POSC 3636	China and the Global Economy	4	WGSS 3000	Gender and Sexuality Studies	4
POSC 3645	Politics of Immigration	4	WGSS 3001	Queer Theories	4
POSC 3915	International Political Economy	4	WGSS 3004	Transnational Feminisms	4
POSC 4002	Seminar: Global Migration	4	WGSS 3141	Women and Social Change in Africa	4
POSC 4020	Place, Space, and Immigrant Cities	4	WGSS 3459	Transgender History	4
POSC 4022	Seminar: China in Global Affairs	4			
POSC 4025	Youth and Politics	4			
POSC 4037	Social Movements and Revolutions	4			
POSC 4040	Seminar: Sustainable Development	4			
POSC 4400	Seminar: Global Justice	4			
POSC 4515	Seminar: International Politics of Peace	4			

Africa Regional Track

Any six courses that focus on Africa with some or all content in the 20th and/or 21st century. *Courses in this group have the ISAF attribute.*

Course	Title	Credits
AFAM 1600	Understanding Historical Change: Africa	3
AFAM 3037	Being and Becoming Black in the Atlantic World	4
AFAM 3072	Civil Wars in Africa	4
AFAM 3075	Democracy in Africa	4
AFAM 3140	Contemporary Africa	4
AFAM 3141	Women and Social Change in Africa	4
AFAM 3142	Women, Power, and Leadership in Africa	4
AFAM 3146	African Immigrants in the United States	3
AFAM 3148	History of South Africa	4
AFAM 3150	Caribbean Peoples and Culture	4
AFAM 3210	On the Move: Migration, Labor, and Trans-Nationalism in the African Diaspora	4
AFAM 3667	Caribbean Literature	4
AFAM 3692	Social Construction of Women	4
AFAM 3693	Contemporary African Literatures	4
AFAM 3939	History of Global Popular Music: From Africa to the Americas and Back	4
AFAM 3955	Slavery Freedom/Atlantic World	4
AFAM 4192	Race and Religion in the Transatlantic World	4
ANTH 3355	Culture and Anticolonialism	4
ANTH 3650	Africa in the World	4
COLI 3476	Conflict and Violence in Francophone African Cinemas	4
COLI 4320	Reading the Indian Ocean World	4
FREN 3471	Francophone Sub-Saharan Africa	4
FREN 3475	Narratives of the Sahel	4
FREN 3494	Africa: Education, Youth, and Society	4
FREN 3498	Harlem Renaissance and Africa: Struggle for Freedom	4
HIST 1600	Understanding Historical Change: Africa	3
HIST 1650	Understanding Historical Change: The Black Atlantic	3
HIST 3073	African Intellectual History	4
HIST 3192	The United States, Africa, and the Cold War	4
HIST 3695	Major Debates in African Studies	4
HIST 3939	History of Global Popular Music: From Africa to the Americas and Back	4
HIST 3944	Africa in the Age of Decolonization	4
HIST 3946	African Economies and Humanitarianism	4
HIST 3955	Slavery Freedom/Atlantic World	4
HIST 4111	Modern African Stories	4
HIST 4310	Africa, Race, and the Global Cold War	4
HIST 4922	"Freedom Now": Black Political Thought	4
INST 3000	International Internship	4
INST 4620	The World of Democracy	4

ITAL 3452	Italophone Migrant Literature From Africa and Beyond	4
LALS 3955	Slavery Freedom/Atlantic World	4
MLAL 3498	Harlem Renaissance and Africa: Struggle for Freedom	4
POSC 4620	Seminar: The World of Democracy	4
WGSS 3141	Women and Social Change in Africa	4

Asia Regional Track

Any six courses that focus on Asia with some or all content in the 20th and/or 21st century. *Courses in this group have the ISAS attribute.*

Course	Title	Credits
AAST 3359	Asian Diasporic Literatures	4
AAST 4603	Asian American Critique	4
ARHI 1102	Introduction to Art History: Asia	3
ARHI 2211	The Arts and Visual Culture of China and Beyond	4
ARHI 2221	Japanese Visual Culture: Prehistory to Present	4
ARHI 2552	Modern Asian Art	4
ARHI 4562	Art and the Second World War	4
COLI 3359	Asian Diasporic Literatures	4
COLI 4320	Reading the Indian Ocean World	4
COLI 4603	Asian American Critique	4
ENGL 3359	Asian Diasporic Literatures	4
ENGL 4603	Asian American Critique	4
FITV 3585	Transnational Asian Media	4
HIST 1450	Understanding Historical Change: South Asian History	3
HIST 1500	Introduction to Asian History	3
HIST 1550	Understanding Historical Change: Modern East Asia	3
HIST 1650	Understanding Historical Change: The Black Atlantic	3
HIST 3538	The Good Earth?	4
HIST 3634	Modern South Asian History	4
HIST 3842	The Vietnam Wars	4
HIST 3911	U.S. and East Asia	4
HIST 3915	Contemporary China	4
HIST 3918	Cultural Revolution: China in Context	4
HIST 3920	Modern Japan	4
HIST 3922	East Asian Cities	4
HIST 3924	East Asian Capitalisms	4
HIST 3931	Colonialism and South Asia	4
HIST 4295	Confucianism in Three Keys: The History, Philosophy, and Politics of Confucianism	4
INST 3000	International Internship	4
INST 4620	The World of Democracy	4
JPAN 2500	Japanese Culture and Society	4
MAND 3002	Topics in Chinese Culture	4
MAND 3020	Learn Chinese Through Film	4
MAND 3025	Reading Chinese Short Stories	4

MAND 3035	Confucius and the Analects	4	COLI 3365	Novels of Ideas: High Modernism	4
MAND 3040	Topics in Mandarin Chinese Literature	4	COLI 3400	Modern Jewish Writing	4
MAND 3050	China in the Headlines: An Advanced Newspaper Reading Course in Mandarin Chinese	4	COLI 3450	The City in Literature and Art	4
MAND 3055	China and Globalization	4	COLI 3466	Discovering French Cinema	4
MAND 3060	Contemporary Chinese Politics	4	COLI 3652	Contemporary French Philosophy	4
MLAL 3031	Chinese Cultural Concepts	4	ECON 3100	History of Economic Thought	4
MLAL 3043	Aesthetics and Politics: Modern Chinese Literature	4	ENGL 3137	World Cinema Masterpieces	4
MLAL 3045	Women in Chinese Literature and Society	4	ENGL 3365	Novels of Ideas: High Modernism	4
MLAL 3046	Democracy and Democratization in China	4	ENGL 3450	The City in Literature and Art	4
MLAL 3047	Confucianism, Taoism, and Buddhism: Chinese Thought and Literature	4	ENGL 3468	Transatlantic Modern Women	4
MLAL 3048	Political Thought in Modern Asia	4	ENGL 3542	Modern Irish Literature	4
MLAL 3049	Modern Chinese Political Thought	4	ENGL 3701	American Writers in Paris	4
MLAL 3075	Gender and China	4	ENGL 4015	London Modernisms: 1890-1956: Unreal City	4
PHIL 3759	Buddhist Philosophy	4	ENGL 4123	Seminar: Paris Modernism	4
PHIL 3770	Daoist and Zen Philosophy	4	ENGL 4137	Hysteria, Sexuality, and the Unconscious	4
PHIL 4425	Buddhist Moral Thought	4	ENGL 4149	Modern Drama as Moral Crucible	4
POSC 3418	Islamic Political Thought	4	FITV 3558	Italian Film	4
POSC 3631	China and Russia in Comparative Perspective	4	FITV 3587	United Kingdom and Irish Film	4
POSC 3632	China and U.S. in Global Era	4	FNBU 4473	ST: Study Tour of Turkey	3
POSC 3633	China and US-Global Era/Study Tour	4	FREN 2600	France: Literature, History, and Civilization	4
POSC 3634	The Great Law of China	4	FREN 3070	France Votes!	4
POSC 3635	China, Japan, Korea, and the U.S. in the Global Era	4	FREN 3080	Critical Disability Studies: Perspectives in French and Francophone Literature and Film	4
POSC 3636	China and the Global Economy	4	FREN 3130	Culture and Science in France	4
POSC 4022	Seminar: China in Global Affairs	4	FREN 3292	French Revolutions (1789-present)	4
POSC 4545	Seminar: Russian Politics and Society	4	FREN 3450	Writers and Lawbreakers	4
POSC 4620	Seminar: The World of Democracy	4	FREN 3453	The Flaneur in Paris	4
THEO 3715	Classic Islamic Texts	3	FREN 3456	20th-Century France: A Blast from the Past	4
THEO 3720	Hindu Literature and Ethics	3	FREN 3466	Discovering French Cinema	4
THEO 3724	Classic Buddhist Texts	3	FREN 3550	In Search of Lost Time: Modernity, Temporality, and the Self in 20th Century French Literature	4
THEO 3728	Buddhist Meditation	3	FREN 3600	France Today	4
THEO 3731	Japanese Religions: Texts and Arts	3	FREN 3637	Francophone Middle East	4
THEO 3733	Chinese Religions	3	FREN 3676	Fashioning the Empire	4
			HIST 1000	Understanding Historical Change: Modern Europe	3
			HIST 1650	Understanding Historical Change: The Black Atlantic	3
			HIST 1851	Understanding Historical Change: Jews in the Modern World	3
			HIST 3416	European Women: 1800-Present	4
			HIST 3455	20th Century Ireland	4
			HIST 3457	Britain: 1867-Present	4
			HIST 3458	Ireland: 1688-1923	4
			HIST 3503	Modern France: 1900 to Present	4
			HIST 3541	Modern Italy	4
			HIST 3543	The Connecting Sea: The Mediterranean Since 1800	4
			HIST 3545	Race and Nation in Modern Europe	4
			HIST 3549	Global Italy	4
			HIST 3555	Hitler's Germany	4

Europe Regional Track

Any six courses that focus on Europe with some or all content in the 20th and/or 21st century. *Courses in this group have the ISEU attribute.*

Course	Title	Credits
AFAM 3955	Slavery Freedom/Atlantic World	4
ANTH 2700	You Are What You Eat: The Anthropology of Food	4
ANTH 3154	Sports: An Anthropological Perspective	4
ARHI 1101	Introduction to Art History: Europe	3
ARHI 3480	Art and Architecture in London	4
ARHI 4562	Art and the Second World War	4
COLI 3137	World Cinema Masterpieces	4
COLI 3143	World Cinema Masterpieces 1960-1980	4

INST 3000	International Internship	4
INST 4620	The World of Democracy	4
ITAL 3452	Italophone Migrant Literature From Africa and Beyond	4
MEST 2000	Introduction to the Modern Middle East	4
MEST 3324	Israel in Fiction and Film	4
MEST 3500	Modern Egypt	4
MEST 3502	Palestine-Israel Conflict	4
MEST 3701	Urban Theatre Dance and Music	4
MEST 4001	Seminar: Middle East	4
MEST 4331	U.S. in the Middle East: 1945-Present	4
MEST 4701	Urban Theatre, Music, Dance: Culture and the Formation of the Middle East Identities	4
MLAL 3325	'The Gatekeepers?' Documentary Cinema in Israel	4
MLAL 3350	Promised Land: Israeli Culture Between Utopia and Dystopia	4
MLAL 3410	Arab Cinema: History and Cultural Identity	4
MLAL 3440	Arabic Literature in English Translation	4
MLAL 3442	Arabic Culture and the News Media	4
MLAL 3450	The Arab Spring in Arabic Literature	4
MLAL 3474	The Arab Israeli Conflict: Cultural Perspectives	4
MLAL 3475	Oppositional Thought in Islamic Literature	4
MLAL 3624	Music and Nation in the Arab World	4
MLAL 4016	Rewriting the Mediterranean (20th and 21st Centuries)	4
POSC 3418	Islamic Political Thought	4
POSC 3424	Political Philosophy between Islam and the West	4
POSC 3427	Islam, Art, and Resistance	4
POSC 3520	Mideast and the World	4
POSC 3624	The Qu'ran and Hadith in the Global Political Perspective	4
POSC 3651	Comparative Politics of the Middle East	4
POSC 3652	State-Society Relations in the Middle East	4
POSC 3653	Religion and Society in the Middle East	4
POSC 4425	Seminar: Contemporary Politics and Cultures in the Islamic World	4
POSC 4620	Seminar: The World of Democracy	4
THEO 3711	Sacred Texts of the Middle East	3
THEO 3713	Classic Jewish Texts	3
THEO 3715	Classic Islamic Texts	3
THEO 3883	Medicine and Healing in Islam	4

Specialist Expertise Track

Select six courses designed as a cohesive program of study with the faculty adviser and approved by the adviser and the director.

Students declaring a specialist expertise track must submit a written proposal and receive permission from the program director. All specialist expertise track students must complete a senior thesis appropriate for their selected focus.

Irish Studies

The Institute of Irish Studies provides an interdisciplinary and intercampus minor that seeks to promote a serious and thoughtful appreciation of Irish history, culture, and society. Courses from such varied disciplines as history, literature, language, theatre, religious studies, art, music, and the social sciences will contribute to a mature understanding of Ireland and the Irish diaspora, particularly in America. The Institute also sponsors public programs, including conferences, lectures, and performances and noncredit courses for the benefit of all Fordham students, alumni, and the general public who might have serious interest in Irish studies.

Program Activities

The Institute of Irish Studies facilitates internships in such places as the Irish Consulate, Irish theatre groups, and Irish publications in New York City. We also facilitate study-abroad opportunities in Ireland. It is possible to do a major in Irish studies by consulting with the class dean and the program director of Irish studies and designing an individualized major.

For more information

Visit the Irish Studies institute web page.

Programs

- Irish Studies Minor (p. 282)

Irish Studies Minor

Requirements

The minor in Irish studies requires six courses:

Course	Title	Credits
Select six elective courses ¹		18 to 24

¹ Any course with the IRST subject code or the IRST attribute code may fulfill this requirement.

Availability

The minor in Irish studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in Irish studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Islamic Studies

Overview

Islam is the world's second largest religion after Christianity. Western civilization has been intertwined with the Islamic since Islam's inception in the 7th century. Islam is the fastest growing religion in the world and one of the fastest growing in the United States. Despite these striking trends, Islam remains one of the least understood religious faiths and civilizations for American students.

Islamic studies is a multi- and interdisciplinary academic field that focuses on the study of Islam as a religious tradition with a diverse

historical, philosophical and cultural heritage. This area of study seeks to introduce students to the multifaceted aspects of Islam through a wide variety of expressions, such as literature, religion, philosophy, social norms and practices, and politics, as well as various research methods. These research methods include literary criticism, hermeneutics, phenomenology, historical analysis, political theory, theology, sociology, and anthropology.

Programs

- Islamic Studies Minor (p. 283)

Islamic Studies Minor

Overview

The Islamic studies minor furthers Fordham's mission by challenging students to view the world through non-Western European constructs of nature, epistemology, aesthetics, ethics, cosmic realities, and corporeal experience. The minor helps students develop a crucial intervention with which to disrupt and go beyond the longstanding parochialism of academic disciplines in the U.S. that focus primarily on the Western canon and its related epistemologies. Simply put, a minor in Islamic studies promotes other ways of knowing and being in the world.

Students gain much from exposure to a wide array of ideas drawn from various Islamic discourses, which attunes them to greater epistemic pluralism and broader horizons for understanding the complexities and challenges of our world. Islamic studies is especially germane to this wider task because it helps bring to light a wealth of knowledge and experience from Islamic societies left too long in the periphery of western scholarship.

Learning Goals

With the completion of the minor in Islamic Studies:

- Students will develop a solid understanding of the diverse historical, philosophical and cultural heritages of Islam, including its origins, development, and influence on world civilizations and contemporary events.
- Students will become familiar with the core beliefs, schools of thought, and practices of Islam, including its theologies, ethics, rituals, laws, artistic expressions, and social norms, and be able to analyze and interpret them in light of contemporary issues and debates.
- Students will be able to consider Islam through a wide array of theoretical and methodological approaches, which may include literary criticism, hermeneutics, linguistics, phenomenology, history, political science, philosophy, comparative studies, theology, postcolonial theory, sociology, and anthropology.
- Students will broaden their horizons to understand the complexities and challenges of our world through explorations of nonwestern expressions, experiences, and epistemologies.
- Students will learn to counter intolerance by developing an appreciation for diversity, pluralism, and dialogue, and develop a sense of empathy for other ways of being, thinking, and engaging in the world.

Requirements

The Islamic studies minor requires six (6) courses, as follows:

Course	Title	Credits
Required Courses		
One course on Islamic sacred texts or Islam's foundational history ¹		3 to 4
One course on Islamic theology/history/philosophy ¹		3 to 4
One course on Islamic arts/culture/politics ¹		3 to 4
Electives		
Choose three courses drawn from any of the three categories above (one Arabic course may be included) ²		9 to 12

¹ See below for lists of courses fulfilling each requirement.

² Any course with the ISFH (sacred texts/foundational history), ISTP (theology/philosophy/history), or ISAC (arts/culture/politics) attributes may fulfill this requirement. Additionally, a maximum of one course with the ISAR (Arabic courses) attribute may fulfill this requirement.

It is strongly recommended, but not required, that two of the courses taken towards the minor be in History or Theology.

Sacred Texts/Foundational History courses

Courses in this group have the ISFH attribute.

Course	Title	Credits
HIST 1700	Understanding Historical Change: Mideast	3
HIST 1750	Understanding Historical Change: Islamic History and Culture	3
HIST 3217	Islamic History, 1000–1600	4
THEO 3715	Classic Islamic Texts	3
THEO 3716	Islam and Modernity	3

Theology/Philosophy/History courses

Courses in this group have the ISTP attribute.

Course	Title	Credits
HIST 3670	The Modern Middle East	4
HIST 3982	The Islamic World and the Crusades, 1099-Ca.1700	4
HIST 3983	Apocalypticism and Messianism in Islamic Thought and History	4
HIST 3985	Ottoman Empire/ 1300-1800	4
HIST 3986	Religion and Politics in Islamic History	4
MEST 2600	Medieval Islam	4
MLAL 3210	Islam and Italy	4
PHIL 3753	Philosophy of the Islamic World	4
POSC 4425	Seminar: Contemporary Politics and Cultures in the Islamic World	4
THEO 3884	Sufism: Islam's Mystical Tradition	3
THEO 4027	The Ethics of Life	4

THEO 4110	Muslim, Jewish, and Christian Feminist Theologies: Discourses of Difference	4
THEO 4371	Islam in Modern Egypt	4

Arts/Culture/Politics courses

Courses in this group have the ISAC attribute.

Course	Title	Credits
AFAM 3115	Martin Luther King Jr. and Malcolm X	4
ANTH 2614	Urbanism and Change in the Middle East	4
ANTH 2888	Gender and Islam	4
ANTH 3006	Arab-Americans and the Diasporic Experience	4
ANTH 3013	Anthropology of Palestinian Communities	4
ARAB 2450	The Short Story of Arabic Literature	4
ARAB 3000	Topics in Arabic Cultures	4
ARAB 3010	Human Rights in Arabic Literature	4
ARAB 3040	Topics in Arabic Literature	4
ARHI 2230	Islamic Art	4
CLAS 4545	Bath Cultures and Bathing Rituals From Antiquity to Brooklyn	4
HIST 3818	The History of Islam in the U.S.	4
MEST 3620	Islam in America	4
MLAL 3475	Oppositional Thought in Islamic Literature	4
POSC 3418	Islamic Political Thought	4
POSC 3424	Political Philosophy between Islam and the West	4
POSC 3427	Islam, Art, and Resistance	4
POSC 4425	Seminar: Contemporary Politics and Cultures in the Islamic World	4
THEO 3883	Medicine and Healing in Islam	4
THEO 3885	Women, Gender, and Islam	3
THEO 4545	Bath Cultures and Bathing Rituals From Antiquity to Brooklyn	4

Arabic courses

Courses in this group have the ISAR attribute.

Course	Title	Credits
ARAB 1501	Intermediate Arabic I	3
ARAB 1502	Intermediate Arabic II	3
ARAB 2001	Arabic Language and Literature	3
ARAB 2400	Approaches to Arabic Culture	4

Availability

The minor in Islamic studies is available at Fordham College at Rose Hill and at Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in Islamic studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Jewish Studies

With courses in ancient, medieval, early modern, and modern Jewish history, religion, culture, law, literature, and contemporary society, the

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Jewish studies minor provides students with a nuanced understanding of the living and historical traditions of Judaism, the Jewish people, and the modern State of Israel. Jewish studies at Fordham seeks to introduce students to Jewish history and culture within the larger framework of Jews' interaction with other people, with a focus on Jewish-Christian relations, thereby furthering Fordham's mission to foster in its students an understanding of different cultures and ways of life so they may be prepared "for an increasingly multicultural and multinational society."

Courses in Jewish studies are integrated across Fordham's curriculum, and across its campuses and departments, among them History; Theology; Sociology and Anthropology; Art History; English; Women, Gender, and Sexuality Studies; and Fordham Law. Many of the courses are part of Fordham's Core Curriculum. With a minor in Jewish studies students will be able to follow a coherent course of study outside their majors and acquire cross-cultural literacy, while fulfilling their Core requirements.

By enrolling in a Jewish studies minor students will acquire:

- knowledge and understanding of Jewish culture and history across a broad chronological and geographic scope;
- the ability to question dominant social assumptions by gaining cross-cultural literacy;
- an awareness of interaction and mutual influence among Jews and their Christian, Muslim, and other neighbors over the course of history;
- an awareness of the complexity of social identities, as well as of social divisions and prejudice;
- the ability to understand how minority cultures live, adapt, and retain their identities among majority cultures;
- the skills necessary to find and interpret complex sources and apply them to a larger project;
- the ability to apply methods and theories from several disciplines to their studies.

For more information

Visit the Jewish studies program web page.

Programs

- Jewish Studies Minor (p. 284)

Jewish Studies Minor

Requirements

Six courses in Jewish studies are required for the minor:

Course	Title	Credits
One history course		3
One theology course		3
One premodern period course		3 to 4
Three general Jewish studies electives ¹		12

¹ Any course with the JWST attribute may count toward this requirement.

At least one of the six courses taken for the minor should be from outside the history and theology departments. Students should select courses

from at least three different departments. In addition, at least one course must be an upper-level seminar, such as an Interdisciplinary Capstone Course (p. 48) or a Values Seminar (p. 50). No more than one course in Hebrew language (p. 1304) may count toward this requirement.

History courses

Courses in this group have the JSHI attribute.

Course	Title	Credits
GERM 3030	Kafka und Amerika	4
HIST 1850	Understanding Historical Change: Jews in the Ancient and Medieval World	3
HIST 1851	Understanding Historical Change: Jews in the Modern World	3
HIST 3810	Jews in America	4
HIST 3815	East European Jewish History	4
HIST 3834	Gender, Race, and American Mass Media	4
HIST 4048	Israel: History, Society, Politics and Culture	4
MVST 3501	Between Conquest and Convivencia: The Spanish Kingdoms of the Middle Ages	4

Theology courses

Courses in this group have the JSTH attribute.

Course	Title	Credits
THEO 3100	Introduction to Old Testament / Tanakh	3
THEO 3105	The Torah	3
THEO 3711	Sacred Texts of the Middle East	3
THEO 3713	Classic Jewish Texts	3
THEO 3882	Comparative Mysticism	3
THEO 4050	On Time and Its Value	4
THEO 4110	Muslim, Jewish, and Christian Feminist Theologies: Discourses of Difference	4

Premodern Period courses

Courses in this group have the JSPM attribute.

Course	Title	Credits
HIST 1850	Understanding Historical Change: Jews in the Ancient and Medieval World	3
HIST 3270	The Crusades	4
HIST 4610	Seminar: Jewish Society and Culture in Eastern Europe	4
MVST 4009	Medieval Jerusalem	4
THEO 4009	Medieval Jerusalem	4

Availability

The minor in Jewish studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in Jewish studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Languages and Cultures Overview

About the Department

The Department of Languages and Cultures offers a variety of programs in languages, literatures, linguistics, and cultures. Its broad aim is to explore the linguistic, cultural, and textual forms by which human beings have constructed and interpreted reality and fictional forms.

The department prepares students to develop expertise in the following areas: literatures of the world, literary studies, cultural studies, visual culture, intercultural theory and communication/translation, *eloquentia perfecta* (theater, performance, writing, and public speaking), linguistics and bilingualism/multilingualism, and humanitarianism (anthropology/political science/international studies). Our students demonstrate a commitment to collaborative leadership in community-engaged learning, contact zones, and language cultures (business, health, social justice, translation).

The department offers language courses in Arabic, French, German, Hebrew (LC), Italian, Japanese (LC), Mandarin Chinese, Russian (LC), and Spanish; majors in the following languages and literatures and area studies: Chinese studies, French and Francophone studies, German, Italian, Spanish Language and Literature, and Spanish studies, and minors in Arabic, French and Francophone studies, German, Italian, Linguistics, Mandarin Chinese, Russian, and Spanish.

Courses at the 2000 level normally concentrate on advanced language, communication, linguistics, and cultural studies. Courses at the 3000 level normally concentrate on in-depth analysis of literature and artistic productions, intercultural theory, cultural and humanitarian studies, and linguistics. Courses at the 4000 level include Interdisciplinary Capstone Core courses, Senior Values Seminars, and courses that provide students with the opportunity to pursue faculty-mentored research either in the form of an individualized thesis, in our neurolinguistic or sociolinguistic laboratories, or in the social innovation project on water and migration in Sub-Saharan Africa.

Languages and Cultures also offers a variety of hands-on Community Engaged Learning Courses that enable students to use their linguistic and cultural skills as they work with local New York City communities on a variety of social justice minded issues in addition to LACU courses taught in English on a myriad of subject matters. The majority of our majors are double majors in a wide variety of fields of specialization including among others: communication and media studies, comparative literature, English, humanitarian studies, integrative neuroscience, international political development, international studies, philosophy, psychology, political science, and visual arts.

Program Activities

The department offers a broad range of activities for undergraduates and the broader Fordham community including weekly conversation cafés in the various languages, cultural nights and concerts, literary journals such as *Le Bélier*, sponsored film screenings, master classes with some of the most preeminent creators in the industry, Fordham Reads Dante, the Bronx Italian American History Initiative (BIAHI), and numerous other interventions. Invited speakers offer formal lectures, informal talks, seminars, and workshops either designed for or open to undergraduates. The French section's *Concours d'éloquence* in partnership with the French Office of Cultural Services offers Fordham students the opportunity to

compete both internally and against students from Columbia, CUNY, and NYU.

Since summer 2020, the department has embarked on the LACU Vocab Diversity Initiative, a collaborative initiative between faculty and students which seeks to understand how language, and the way we and our textbooks present and represent language/vocabulary in the classroom, create, reinforce, and normalize certain forms of bias, stereotype, and prejudice. As a result of the ongoing roundtables and workshops devoted to the subject and various other related initiatives, LACU remains committed to the ongoing revision of our curriculum and our pedagogy to be more actively anti-racist and inclusive.

The students studying abroad at Fordham's center in Granada, Spain, publish the journal *Por Granada*, which collects the term papers completed in the course *Spain in Context*. Students taking the LACU course "Berlin Tales," which includes a study tour to Berlin over spring break, publish their research papers in the journal *Kiez Kieken*.

Awards and Scholarships

Each year the department bestows a number of awards and scholarships on Fordham students for excellence in the study of foreign languages, literatures, and cultures, and for outstanding commitment to promoting foreign language learning and foreign culture awareness at Fordham and in the larger community. Awards and scholarships include:

- Francis R. Favorini Italian Achievement Award (FCRH)
- French Achievement Award (FCRH)
- German Achievement Award (FCRH/FCLC)
- Anthony and Cecilia Guardiani Award (FCRH)
- Heydt French Award (FCRH)
- Heydt Spanish Award (FCRH)
- Spanish Achievement Award (FCRH/FCLC)
- Istituto Italiano di Cultura Award (FCRH)
- Arabic Achievement Award (FCRH/FCLC)
- Mandarin Achievement Award (FCRH/FCLC)
- Russian Achievement Award (FCRH/FCLC)
- Fernand and Santina Vial Scholarship (FCRH, FCLC, GSB)

In addition, honors are awarded to the student with the highest GPA in each of the minors and majors our department offers at FCLC. Students who excel in their German classes will receive a Certificate of Achievement from the German government.

Internships

Students who wish to pursue an internship and receive college credit for it should contact their major adviser and Career Services to identify internship opportunities relevant to their field of study and professional interests. Credits for internship tutorials will be granted depending upon the type of internship, the extent to which the relevant language is used in the work environment, and the significance of the experience for a student's course of study. The number of credits is contingent on the fulfillment of various requirements, such as regular meetings with the adviser, weekly written reports, and completion of a substantial final project, among others.

Below is a sample of organizations at which some of our students have done internships in past years:

- Alliance Française of New York (FIAF)
- Bayern München (the soccer club's NYC office)
- Cultural Services of the French Embassy (CALEC)
- German-American Chamber of Commerce
- Goethe Institute
- Hermès
- Kino Lorber
- *Le Figaro* (sports division)
- Met Cloisters
- Morgan Library and Museum
- National Organization of Italian American Women (NOIAW)
- New Sanctuary Coalition
- New York African Film Festival
- One Week/Un Acte
- Pergamena parchment makers
- Rare Books Collection at Columbia University Library
- Sorteer
- Theatrical production of *Fragments of a Star*
- Theatrical production of *Les Bonnes* at La Mama Theater
- *Vogue*

Student Clubs and Honor Societies

Languages and Cultures students are encouraged to share and develop their literary and cultural interests by becoming involved in student clubs and Honor Societies at Rose Hill and Lincoln Center. Such clubs as the following sponsor academic and social events including lectures, film series, outings and dinners to foster an understanding and appreciation of foreign languages and cultures beyond the traditional classroom setting:

- Academia Hispana (RH)
- El Grito de Lares (RH)
- Le Cercle Français (RH)
- CIAO Amici (LC)
- Deutscher Studenten Klub (RH)
- Insieme Italian Cultural Society (RH)
- La Société Française (LC)
- Honor Societies:
 - Alpha Mu Gamma (foreign languages, RH)
 - Gamma Kappa Alpha (Italian, RH and LC)
 - Pi Delta Phi (French, RH)
 - Sigma Delta Pi (Spanish, RH and LC)

Study Abroad

The faculty of the Department of Languages and Cultures believe immersive study is one of the best ways to gain linguistic and cultural fluency and encourage our students to study abroad for a semester or an entire academic year. As such, the faculty works carefully with each individual student to discover and prepare for a study abroad experience whether for a semester, year, summer, or as part of a Fordham study tour. We send students each year to Africa, China, Europe, Latin America, and the Middle East, and have relationships with some of the best and most academically rigorous programs in the world. In addition, Fordham maintains fall, spring, and summer study abroad programs in Granada (Spain) and at our London campus (United Kingdom). It also has exchange agreements with universities in Argentina, Austria, Brazil,

Colombia, France, Italy, Germany, Japan, Mexico, Perú, Spain, and South Korea.

Students who study abroad can rather easily become a double major in our department and usually at least two of the courses taken abroad can apply to both of the student's majors or to a major and minor. Students who opt to apply study abroad credits toward their major or minor must seek approval from their major or minor adviser in their language area prior to their going abroad. See program requirements above for accepted maximum number of courses. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward graduation, but not toward the major or the minor. For further information about study abroad, interested students should contact the department and the Office of International and Study Abroad Programs (www.fordham.edu/isap).

For more information

Visit the Languages and Cultures department web page.

Contribution to the Core

A 2000-level course or above in a modern language other than English fulfills the language requirement. In order to achieve this level of mastery of a foreign language, a mastery that will allow students to comprehend a text of average sophistication in its oral and written form and to comment on it orally and in writing in a coherent and grammatically correct manner, the 2000-level course provides a critical analysis of selected cultural and literary texts, with composition, conversation, and review of pertinent grammatical structures.

Language skills preparation: One to three courses. Students who need preparation before taking the required 2000-level course have:

- Four entry points in French and Spanish, depending upon their prior knowledge of the language:
 - 1001-Introduction I
 - 1002-Introduction II
 - 1501-Intermediate I
 - 1502-Intermediate II
- Three entry points in Arabic, German, modern Hebrew, Italian, Japanese, Mandarin Chinese, and Russian:
 - 1001-Introduction I
 - 1501-Intermediate I
 - 1502-Intermediate II

All those beginning a language at the most basic level take an intensive one-semester course worth five credits in order to accelerate their progress. Other students begin with the course in which they are placed by the department and progress to the 2000-level course. Spanish-heritage speakers, who place out of levels 1001 through 1502 of the language, will take SPAN 2301 Spanish for Heritage Speakers instead of 2001 or 2201 to fulfill the language requirement. Students with advanced skills will take SPAN 2500 Approaches to Literature Incoming students seeking a substitution/waiver for the foreign language core through the Office of Disability Services must complete this process by the end of the fall semester of their sophomore year.

Exemptions: B.S. and B.F.A. students, B.A. students in PCS, and those majoring in natural science will not have a language requirement unless required for their major.

In addition, the department offers courses that fulfill the American Pluralism, Global Studies, *Eloquentia Perfecta* 2, 3, and 4, Advanced Literature, Interdisciplinary Capstone, and Senior Values core requirements. It also offers Community Engaged Learning Courses that integrate coursework with service in the diverse and multilingual context of New York City.

Study abroad is an integral part of the study of foreign language, literature, and culture. Students are highly encouraged to study abroad in a foreign-language-speaking country for a semester or a year.

All courses counting towards the core language requirement and the major or the minor in a modern foreign language, literature and culture must be taken for credit and a letter grade. When AP or IB credits are awarded as equivalent to the 1502 level in a language, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Programs

Majors

- Chinese Studies Major (p. 288)
- French and Francophone Studies Major (p. 290)
- German Language and Literature Major (p. 291)
- German Studies Major (p. 292)
- Italian Language and Literature Major (p. 292)
- Italian Studies Major (p. 294)
- Spanish Language and Literature Major (p. 295)
- Spanish Studies Major (p. 296)

Minors

- Arabic Minor (p. 297)
- French and Francophone Studies Minor (p. 297)
- German Minor (p. 298)
- Italian Minor (p. 298)
- Linguistics Minor (p. 299)
- Mandarin Chinese Minor (p. 300)
- Russian Minor (p. 300)
- Spanish Minor (p. 301)

Learning Outcomes

Language Programs' Learning Outcomes

GOAL 1 - STUDENTS WILL DEVELOP A CRITICAL UNDERSTANDING OF THE LANGUAGES AND DIVERSE CULTURES ASSOCIATED WITH THE LANGUAGES

At the completion of 2001/2301:

- Students will be able to use the language of study at Intermediate Mid ACTFL level and Intermediate High level/CEFRFL B1 as part of their ability to move between and among languages and cultures.
- Students will be able to illustrate examples of the diversity within the cultures associated with the language of study

At the completion of the minor:

- Students will be able to conduct critical analyses of written/ audiovisual/cultural texts, by examining language uses as historically

and contextually situated in a system informed by colonialism, ideologies, and faith traditions.

In addition, at the completion of the major:

- Students will be able to illustrate how differences are discursively constructed, recognizing some of the subtleties of how language can be used to exercise and resist power.

GOAL 2 - STUDENTS WILL REFLECT ON THEMSELVES AND ON THEIR BELONGING TO SPACES AND COMMUNITIES, THROUGH THE LENS OF MULTILINGUALISM

At the completion of 2001/2301:

- Students will be able to explore in writing and in speech how their own linguistic and cultural backgrounds enter into dialogue with the cultures and languages they study.

At the completion of the minor:

- Students will be able to examine and interpret materials in the languages they study to deconstruct nation-based notions of culture and contextualize (multi) language use.

In addition, at the completion of the major:

- Students will be able to describe how the cultural narratives, stereotypes, and perception of the language of study and of their own expanding multilingualism are shaped along the lines of power within the communities and contexts in which they live.

GOAL 3 - STUDENTS WILL REFLECT ON THE WORLD THROUGH LANGUAGE USE AND CULTURAL UNDERSTANDING

At the completion of 2001/2301:

- Students will be able to articulate questions and participate in pressing social, environmental, and political conversations locally and globally, drawing from texts in the languages studied.

At the completion of the minor:

- Students will be able to articulate questions and participate in pressing social, environmental, or political conversations locally and globally, drawing from a variety of texts in the languages studied.

In addition, at the completion of the major:

- Students analyze texts and topics assuming a variety of disciplinary lenses and frameworks and critically examine the implications of this multidisciplinary approach.

At the completion of a CEL course:

- Students will be able to actively engage with the multilingual and multicultural community in and outside Fordham, building on their linguistic and cultural knowledge to be "people for others."

Linguistics' Learning Outcomes

At the end of their linguistics studies, students will be able to:

- Apply the tools of linguistic analysis to language data;
- Participate actively in discussions of language and linguistics issues;

- Demonstrate a clear understanding and professional command of what language is and how language works and is used;
- Observe and analyze how linguistic phenomena manifest in the larger world;
- Connect language and linguistics insights with social justice issues;
- Critically evaluate linguistic work, including empirical research, theoretical perspectives, and future directions; and
- Enrich their interdisciplinary expertise by engaging with diverse fields of linguistic inquiry including psycholinguistics, linguistic anthropology, sociolinguistics, communications, and language learning.

Chinese Studies Major Overview

Chinese studies is dedicated to the study of China both as a vital part of the world today and one of the longest continuing civilizations of human history. To study China is to be exposed to a world of difference evidenced in language, literature, art, philosophy, religion, and history, as well as social, political, and economic structures. In intellectual terms, these differences challenge students' assumptions about themselves and the world they are living in and fruitfully lead to greater self-awareness and appreciation of the richness of human traditions and conditions. In practical terms, China's unprecedented economic development and the critical role that it has come to play in the world today suggests the timely importance of Chinese studies.

The Chinese studies major has a dual focus on language and cultural studies. It provides students solid training in reading and speaking knowledge of Mandarin Chinese. An interdisciplinary major, it also introduces students to a broad range of Chinese cultural issues and critical phenomena through multiple disciplines. Students will take courses in both Chinese and English. Students will complete the major with not only a firm competence in Mandarin Chinese but also a deep familiarity of China's literary, philosophical, religious, political, and social traditions and their transformations in modernity. The major will help to prepare students to begin a professional career with a China component or start their graduate studies.

CIP Code

05.0123 - Chinese Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The major in Chinese studies requires 10 courses.

Coursework falls into two categories: (1) cultural study from offerings within the Department of Languages and Cultures, and other departments at Fordham, as well as (2) Mandarin Chinese language study (courses with the subject code MAND (p. 1456)).

Course	Title	Credits
Required Courses		
MAND 2500	Approaches to Literature	4
MLAL 3047	Confucianism, Taoism, and Buddhism: Chinese Thought and Literature	4
or MAND/ MLAL 3031	Chinese Cultural Concepts	
MLAL 4998	Chinese Studies Senior Research Paper ¹	4
Electives		
Choose seven electives from the below list.		Varies

¹ MLAL 4998 Chinese Studies Senior Research Paper is a supervised independent study (not a traditional course), culminating in an original research paper, written in English, in an area of Chinese studies. All majors are required to write a thesis under the direction of an adviser.

Chinese Studies Electives

Courses in this group have the CNST attribute (courses with the subject code MAND (p. 1456) are taught in Mandarin Chinese).

Course	Title	Credits
AAST 3929	History of Chinese in the Americas	3
ARHI 2211	The Arts and Visual Culture of China and Beyond	4
COLI 3006	Trauma Theory	4
HIST 1450	Understanding Historical Change: South Asian History	3
HIST 1550	Understanding Historical Change: Modern East Asia	3
HIST 3538	The Good Earth?	4
HIST 3915	Contemporary China	4
HIST 3919	Christianity in China	4
HIST 3922	East Asian Cities	4
HIST 3929	History of Chinese in the Americas	3
LING 2075	Politics of Language in China	4
MAND 1501	Intermediate Mandarin I	3
MAND 1502	Intermediate Mandarin II	3
MAND 2001	Mandarin Language and Literature	3
MAND 2500	Approaches to Literature	4
MAND 2601	Mandarin Conversation and Composition	4
MAND 3002	Topics in Chinese Culture	4
MAND 3015	Learning Mandarin Chinese Through Music and Songs	4
MAND 3020	Learn Chinese Through Film	4
MAND 3025	Reading Chinese Short Stories	4
MAND 3031	Chinese Cultural Concepts	4
MAND 3032	Chinese Political Thought	4
MAND 3035	Confucius and the Analects	4
MAND 3040	Topics in Mandarin Chinese Literature	4
MAND 3050	China in the Headlines: An Advanced Newspaper Reading Course in Mandarin Chinese	4
MAND 3055	China and Globalization	4
MAND 3060	Contemporary Chinese Politics	4

MLAL 3030	Masterpieces of Chinese Film: Theory and Texts	4
MLAL 3031	Chinese Cultural Concepts	4
MLAL 3043	Aesthetics and Politics: Modern Chinese Literature	4
MLAL 3046	Democracy and Democratization in China	4
MLAL 3047	Confucianism, Taoism, and Buddhism: Chinese Thought and Literature	4
MLAL 3048	Political Thought in Modern Asia	4
MLAL 3049	Modern Chinese Political Thought	4
MLAL 3075	Gender and China	4
MLAL 3110	Anti-Racist Pedagogy	4
PHIL 3756	Chinese Philosophy	4
PHIL 3759	Buddhist Philosophy	4
PHIL 3770	Daoist and Zen Philosophy	4
POSC 3631	China and Russia in Comparative Perspective	4
POSC 3632	China and U.S. in Global Era	4
POSC 3634	The Great Law of China	4
POSC 3636	China and the Global Economy	4
POSC 4022	Seminar: China in Global Affairs	4
THEO 3723	Tibetan Religion: Visionary Experience	3
THEO 3724	Classic Buddhist Texts	3
THEO 3733	Chinese Religions	3

Policies

Study Abroad

All majors are strongly encouraged to study abroad. A maximum of four courses taken abroad for one semester and a maximum of five courses taken abroad for one year may apply toward the major.

Students who opt to apply study abroad credits toward their major must have these courses approved by their faculty adviser prior to going abroad.

Double-Counting

Upon approval from their major advisers, students may double count two courses towards the major in Chinese studies and another major or minor.

AP/IB Credit

All courses counting towards the core language requirement and the major or the minor in a modern foreign language, literature and culture must be taken for credit and a letter grade. When AP or IB credits are awarded as equivalent to the 1502 level in a language, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Availability

The major in Chinese studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in Chinese studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

French and Francophone Studies Major

Overview

The program in French and Francophone studies at Fordham is multidisciplinary in its focus and examines political, social, historical, and cultural (art, literature, film, media) practices in the French language from the medieval period to the present. With specialists in anthropology, critical theory, cognitive studies, film studies, journalism, humanitarian studies, literary studies, race studies, translation, and visual culture, and affiliated faculty in Art History, English, History, Medieval studies, Philosophy, and Women, Gender, and Sexuality studies, the program in French and Francophone studies is committed to preparing students to engage critically in French with the most significant ideas, issues, and questions in France and the francophone world, whether in the past or today. The study of class, climate, colonialism, identity, gender, immigration, race, sexual preference, and their intersectionality are integral and critical parts of the curriculum in the French and Francophone studies program.

CIP Code

05.0124 - French Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Course	Title	Credits
FREN 1502	Intermediate French II ¹	3
FREN 2001	French Language and Literature ¹	3
FREN 2600	France: Literature, History, and Civilization ²	4
FREN 4111	French and Francophone Studies Capstone Seminar ³	4
One pre-modern course ⁴		4
Five upper-level elective courses ⁵		20

¹ Students who place out of either FREN 1502 Intermediate French II and/or FREN 2001 French Language and Literature will replace them with an upper-level elective course(s).

² A prerequisite for all 3000-level courses.

³ This course is open only to French and Francophone Studies majors, and must be taken in the 4th year of study.

⁴ See below list of courses that fulfill this requirement.

⁵ Any course with the subject code FREN (p. 1281), numbered above 2001, may fulfill this requirement.

Pre-Modern Courses

Courses in this group have the FFPM attribute.

Course	Title	Credits
COLI 3462	Sympathy and Sensibilite	4
COLI 3463	Diderot	4
COLI 3464	Medicine and Literature in Ancient Regime	4
COLI 3519	Writing and Rewriting Seduction	4
COLI 4412	Representing Art in Literature	4
FREN 3030	What Is Writing? The Inscription of Culture From Page to Screen	4
FREN 3040	Changing Climate, Changing Culture	4
FREN 3100	Medieval French Literature	4
FREN 3101	Word and Image in Medieval France	4
FREN 3102	Notre Dame de Paris: The Cathedral in Art, Literature, Culture, & Hi	4
FREN 3103	Medieval Other, Modern Ethics: Christians, Muslims, and Jews in Medieval France	4
FREN 3175	French Renaissances	4
FREN 3225	Hollywood's Holy Grail: Medieval French Literature on the Screen	4
FREN 3290	Early Authors Modern Theory	4
FREN 3301	France and Global Enlightenment	4
FREN 3333	Tableaux: Art and Theater: 1700s	4
FREN 3340	Amazones, Salonnieres, and Revolutionnaires: Women writers in Ancien Regime France	4
FREN 3453	The Flaneur in Paris	4
MVST 3225	Hollywood's Holy Grail: Medieval French Literature on the Screen	4

Courses numbered lower than 1502 will not count toward the major. The French and Francophone studies major prepares students with a thorough knowledge of French/Francophone culture with a concentration on a particular target area or track. A list of courses in French can be found here.

About the Major

In addition to gaining a thorough understanding of French/Francophone cultures, majors will also be expected to have achieved fluency and correct use of the language in their spoken as well as written presentations and work. The majority of courses will be taught in French. Students wishing to take courses outside of the department should provide their adviser with a copy of the course's syllabus for pre-approval before registering for the course.

AP and IB Credit

When AP or IB credits are awarded as equivalent to FREN 1502 Intermediate French II, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Study Abroad

A maximum of four courses taken abroad for one semester and a maximum of five courses taken abroad for one year may apply toward the French and Francophone studies major. These courses must be approved by the French and Francophone studies major adviser prior to studying abroad.

Students cannot apply to study abroad programs without consulting French faculty first and discussing their program options. It must be noted that some study abroad courses require an advanced proficiency level before applying.

French and Francophone Studies Senior Year Presentation

French and Francophone studies majors will be required to complete a questionnaire and participate in a senior roundtable during the spring of their senior year. The presentation will give closure and provide an assessment of the student's progress, his/her/their critical and linguistic aptitude in French, as well as their intercultural competence.

French Senior Thesis

Students who have maintained a 3.67 GPA average in French are eligible to write a Senior Thesis under the supervision of a French faculty advisor. Students must secure the approval of a French faculty advisor before the end of their junior year.

Upon completion, students will receive one of the below transcript notations:

- avec mention: satisfying work
- avec mention bien: above average work
- avec mention très bien: excellent work
- avec mention haute distinction: work of superior intellectual quality

Want to learn more about the French and Francophone studies program?

Please visit our always-updated French and Francophone studies program website.

Availability

The major in French and Francophone studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in French and Francophone studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Fordham College at Lincoln Center students: *The requirements above are in addition to those of the Core Curriculum.*

Professional and Continuing Studies students: *The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.*

German Language and Literature Major

Majors in German will take a minimum of 10 courses numbered GERM 1501 Intermediate German I and higher, to be selected in consultation with the assigned departmental German major adviser. (Courses numbered lower than 1501 will not count toward the major or minor.) These 10 courses, to be completed all in German, will normally include:

Course	Title	Credits
GERM 1501	Intermediate German I	3
GERM 1502	Intermediate German II	3
GERM 2001	German Language and Literature	3
Select seven additional courses ¹		28

¹ Chosen in consultation with the German major adviser. Any course with the GERM subject or the GERM attribute code may fulfill this requirement.

Students who place out of GERM 1501, GERM 1502, or GERM 2001 will replace them with upper-level elective courses.

AB and IB Credit

All courses counting towards the core language requirement and the major or the minor in a modern foreign language, literature and culture must be taken for credit and a letter grade. When AP or IB credits are awarded as equivalent to the 1502 level in a language, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Study Abroad

Each year, majors are able to enroll in a spring semester MLAL German course with an integrated study abroad component.

The department encourages students to study abroad for one or two semesters. Students who opt to apply study abroad credits toward their major must have these courses approved by the departmental German major adviser prior to their going abroad. Students studying abroad for one year may apply up to four study abroad courses toward their major. Students studying abroad for one semester may apply up to three study abroad courses toward their major. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward graduation, but not toward the German major.

Availability

This major in German language and literature is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in German language and literature only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

16.0501 - German Language and Literature.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

German Studies Major

The German studies major is an individualized interdisciplinary major consisting of 10 courses numbered GERM 1501 Intermediate German I and higher, to be selected in consultation with the assigned departmental German studies major adviser.

Students who place out of GERM 1501, GERM 1502, or GERM 2001 must replace them with upper-level elective courses to count toward their course requirements. A list of GERM courses can be found here.

AB and IB Credit

All courses counting towards the core language requirement and the major or the minor in a modern foreign language, literature and culture must be taken for credit and a letter grade. When AP or IB credits are awarded as equivalent to the 1502 level in a language, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Study Abroad

Majors are able to enroll in the MLAL German courses with an integrated study abroad component offered every spring semester. Up to three related courses may be taken from a department other than Languages and Cultures, but must be approved by the German studies major adviser in advance.

A maximum of two courses taken abroad for one semester and a maximum of three courses taken abroad for one year may apply toward the German studies major. These courses must be approved by the German studies major adviser prior to studying abroad.

Availability

The major in German studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in German studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

05.0114 - Western European Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Italian Language and Literature Major Overview

The Italian language and literature major prepares students to achieve an advanced proficiency in the language in all four fundamental skills—listening, speaking, reading, and writing—while they develop their analytical and critical abilities. Students acquire an in-depth knowledge of the historical development of Italian literature and culture over the centuries, from the Middle Ages to the present, and in all their diverse but often intersecting expressions and manifestations—from literature to cinema, from the fine arts to theatre, from political and economic theory to philosophical and religious thinking.

CIP Code

16.0902 - Italian Language and Literature.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Majors in Italian language and literature will take a minimum of ten courses numbered ITAL 1501 Intermediate Italian I and higher, to be selected in consultation with the assigned departmental Italian major advisor. (Courses numbered lower than 1501 will not count toward the major.)

The 10 courses required for the major, to be completed all in Italian, will normally include:

Course	Title	Credits
ITAL 1501	Intermediate Italian I	3
ITAL 1502	Intermediate Italian II	3
ITAL 2001	Italian Language and Literature ¹	3
	or ITAL 2201 Italian Community Engaged Learning: Art and Society	
At least one course in The Middle Ages		4
At least one course in The Renaissance and Baroque		4

At least one course in Modern and/or Contemporary Literature and Culture	4
Select any four electives ²	16

¹ Either course serves as the prerequisite for all 3000-level and above courses.

² Any course with the ITAL subject code numbered above 2201 may fulfill this requirement. One 2000-level course (above ITAL 2001/ITAL 2201) is suggested. Courses with the ITAL attribute may also apply with the Italian advisor's permission.

Students who place out of ITAL 1501, ITAL 1502, or ITAL 2001/ITAL 2201 will replace them with upper-level elective courses (see footnote 2 above).

AB and IB Credit

All courses counting towards the core language requirement and the major or the minor in a modern foreign language, literature and culture must be taken for credit and a letter grade. When AP or IB credits are awarded as equivalent to the 1502 level in a language, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Courses in the Middle Ages

Courses in this group have the ITMA attribute.

Course	Title	Credits
ITAL 2800	Italy and the Arts: Politics, Religion, and Imagination in Medieval and Renaissance Italy	4
ITAL 3012	Medieval Storytelling	4
ITAL 3021	Vice and Virtue in Medieval Italian Literature	4
ITAL 3050	Arts and Politics in Italian Humanism	4
ITAL 3062	Ethics and Economic Value in Medieval Literature	4
MLAL 2755	Performing Dante	4
MLAL 3012	Medieval Storytelling	4
MLAL 3535	Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias	4
MVST 4006	Dante's Cosmos: Science, Theology, and Literature	4
MVST 4007	The Medieval Foundations of Modernity: Petrarch and the Origins of Modern Consciousness	4
THEA 2755	Performing Dante	4

Courses in the Renaissance and Baroque

Courses in this group have the ITRE attribute.

Course	Title	Credits
COLI 3200	Machiavelli's Utopia	4
ITAL 2802	Lorenzo de' Medici (The Magnificent) and the Invention of Modernity	4
ITAL 3020	Renaissance and Baroque Novella	4
ITAL 3050	Arts and Politics in Italian Humanism	4

ITAL 3065	Lies and Liars in Medieval and Renaissance Italian Literature	4
ITAL 3120	Renaissance Literature	4
ITAL 3123	Fantastic Beasts, Fantastic Renaissance: Matteo Maria Boiardo's "Orlando in Love"	4
ITAL 3125	Magnificence and Power: The Medici and Renaissance Florence	4
ITAL 3215	Love and Honor in the Renaissance Courts	4
ITAL 3280	The Italian Short Story	4
MLAL 3535	Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias	4

Courses in Modern and/or Contemporary Literature and Culture

Courses in this group have the ITMO attribute.

Course	Title	Credits
COLI 3112	Italian Neorealist Cinema	4
COLI 4016	Rewriting the Mediterranean (20th and 21st Centuries)	4
ITAL 2700	Filming the City Inside and Out: A Cinematic Journey Through Italy	4
ITAL 2705	The Souths of Italy: Words, Images, and Sounds	4
ITAL 2775	Modern Italy and the Arts: Tradition and Innovation	4
ITAL 2910	Emigration in Literature and Film 1850-Present	4
ITAL 3030	Criminal Tales	4
ITAL 3452	Italophone Migrant Literature From Africa and Beyond	4
ITAL 3550	Italian Unification: Film/Literature	4
ITAL 3625	The Modern Italian Theater	4
ITAL 3650	Italy at War	4
ITAL 3701	Italian Women Writers	4
ITAL 3901	Narrative and Film	4
ITAL 3910	Italy Today	4
ITAL 3920	Words on Fire: Contemporary Italian Poetry and Society	4
MLAL 3116	Social Issues in Italian Literature and Film	4
MLAL 3250	Culture and Society in Italian Cinema	4
MLAL 4011	Anni Di Piombo/Years of Lead: Culture, Politics, and Violence	4

Study Abroad

The department encourages students to study abroad for one or two semesters. Students who opt to apply study abroad credits toward their major must have these courses approved by the Italian major advisor prior to their going abroad. Students studying abroad for one year may apply up to four study abroad courses toward their major. Students studying abroad for one semester may apply up to three study abroad courses toward their major. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward graduation, but not toward the Italian major.

Honors

Honors in Italian will be awarded to students who have a GPA in the major of 3.67 or higher, and who complete an outstanding senior thesis under the direction of an Italian faculty member. Students should consult their Italian major advisor for advice and guidelines on this option early in their junior year.

Availability

The Italian language and literature major is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in Italian language and literature only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Fordham College at Lincoln Center students: *The requirements above are in addition to those of the Core Curriculum.*

Professional and Continuing Studies students: *The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.*

Italian Studies Major

Overview

The Italian studies major is an individualized, interdisciplinary major. Students achieve an advanced proficiency in the language in all four fundamental skills—listening, speaking, reading, and writing—while developing their analytical and critical abilities. Students explore Italian literature, culture, and history in the Mediterranean, European, or global contexts, from a broad range of disciplinary and critical perspectives in the humanities and the social sciences. In close consultation with an Italian mentor, they design their course of study, which may include courses taught in English or offered by other departments and programs, on topics relevant to the understanding of Italian culture and its relation to world cultures, histories, economics, and politics.

CIP Code

05.0114 - Western European Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The Italian studies major is an individualized interdisciplinary major consisting of ten courses numbered ITAL 1501 Intermediate Italian I and higher. All Italian studies majors will develop an individual course of study with concentration on a particular target area or track in close consultation with the assigned departmental Italian studies major advisor.

The Italian studies major will normally include:

Course	Title	Credits
ITAL 1501	Intermediate Italian I	3
ITAL 1502	Intermediate Italian II	3
ITAL 2001	Italian Language and Literature ¹	3
or ITAL 2201	Italian Community Engaged Learning: Art and Society	
Select seven courses ²		28

¹ Either course serves as the prerequisite for all 3000-level and above courses.

² Any course with the ITAL subject code (p. 1413) numbered above 2201 may fulfill this requirement. One 2000-level course (above ITAL 2001/ITAL 2201) is suggested. Up to three courses with the ITAL attribute may also apply with the Italian advisor's permission.

Students who place out of ITAL 1501, ITAL 1502, or ITAL 2001/ITAL 2201 will replace them with upper-level elective courses (see footnote 2 above). Courses numbered lower than ITAL 1501 will not count toward the major.

In close consultation with an Italian studies major advisor, students design an individualized course of study, which may include up to three courses taught in English or offered by other departments and programs on topics relevant to Italian culture and history. Other coursework should be within the Italian program. Sample areas of study may include:

- Italy and the Arts
- Italy, Film, and Media Studies
- Italy, Europe, and the Mediterranean
- Italy and the Italian American Experience/Italy and the Italian Diaspora
- Gendered Italy
- Postcolonial Italy

Students who wish to take courses outside of the department must provide their Italian studies major advisor with a copy of the course syllabus for approval before registering for the course. They will also be required to keep a portfolio of all of their work, and make a final oral or written presentation during the spring of their senior year, in which they demonstrate their independent work in the target field.

AP and IB Credit

All courses counting towards the core language requirement and the major or the minor in a modern foreign language, literature and culture must be taken for credit and a letter grade. When AP or IB credits are awarded as equivalent to the 1502 level in a language, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Study Abroad

A maximum of three courses taken abroad for one semester and a maximum of four courses taken abroad for one year may apply to the Italian studies major. These courses must be approved by the Italian studies major advisor prior to studying abroad.

Honors

Honors in Italian studies will be awarded to students who have a GPA in the major of 3.67 or higher, and who complete an outstanding senior thesis under the direction of an Italian faculty member. Students should

consult their Italian studies major advisor for advice and guidelines on this option early in their junior year.

Availability

The major in Italian studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in Italian studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Fordham College at Lincoln Center students: *The requirements above are in addition to those of the Core Curriculum.*

Professional and Continuing Studies students: *The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.*

Spanish Language and Literature Major

Overview

The Spanish language and literature major provides students a high linguistic proficiency, cross-cultural literacy, and critical and analytical skills that lead to careers in the humanities, law, medicine, government, international relations, international business, education, and community-based initiatives today.

All courses, to be completed in Spanish, aim to offer a comprehensive knowledge of Hispanic literature and culture from the Middle Ages to the contemporary era. Classes focus on close textual analysis, historical contextualization, and the use of current critical perspectives. Majors will become familiar with the major authors and issues defining the diverse cultural traditions of the Hispanic world. In addition to their written work, students are required to participate actively in class discussions and/or make oral presentations.

CIP Code

16.0905 - Spanish Language and Literature.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Students majoring in Spanish language and literature will take a minimum of ten courses numbered SPAN 2001 Spanish Language and Literature and higher, to be selected in consultation with the assigned departmental Spanish language and literature major adviser.

All 10 courses for the major must be taken in Spanish and within the department.

These courses normally include:

Course	Title	Credits
SPAN 2001	Spanish Language and Literature ¹	3
or SPAN 2201	Spanish Community Engaged Learning	
or SPAN 2301	Spanish for Heritage Speakers	
SPAN 2500	Approaches to Literature ²	4
SPAN 3001	Spain: Literature and Culture Survey ³	4
SPAN 3002	Latin America: Literature and Culture Survey ³	4
Select six additional upper-level courses ⁴		24

¹ Students normally begin the major with one of these courses, and may only count one of them towards the major. Courses numbered lower than 2001 will not count toward the major.

² This course is the prerequisite for all courses numbered 3000 and above.

³ [These courses are not prerequisites for courses numbered 3000 and above.](#)

⁴ Please note:

- A minimum of four of these courses must be at the 3000-level or above. A list of courses with the SPAN subject code can be found here. 3000- and 4000-level courses do not need to be taken in numerical order.
- Advanced language courses at the 2000-level are also available, such as SPAN 2305 Spanish Conversation and Composition, SPAN 2450 Business Spanish, and SPAN 2620 Spanish Phonetics, among others. These courses help interested students to hone their language skills before proceeding to 3000- and 4000-level literature courses.

In addition to SPAN 2001 (or SPAN 2201/SPAN 2301, when applicable) and SPAN 2500 Approaches to Literature, only two more courses can be taken at the 2000-level, and a minimum of six courses, including SPAN 3001 and SPAN 3002, must be numbered 3000 and above.

Heritage speakers of Spanish, who are initially placed in SPAN 2301 Spanish for Heritage Speakers, will fulfill the language core requirement with this course and will begin the Spanish language and literature major at this level.

Students who place out of either SPAN 2001 or SPAN 2301 will replace them with an upper-level elective course.

AB and IB Credit

All courses counting towards the core language requirement and the major or the minor in a modern foreign language, literature and culture must be taken for credit and a letter grade. When AP or IB credits are awarded as equivalent to the 1502 level in a language, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Double Counting

Spanish language and literature majors may double count up to two courses toward their Spanish language and literature major and another major or minor.

Study Abroad

The department encourages students to study abroad for one or two semesters. Students who opt to apply for study abroad credits toward their major must have these courses approved by the Spanish language and literature major adviser prior to their going abroad. Students studying abroad for one year may apply up to five study abroad courses toward their major. Students studying abroad for one semester may apply up to four study abroad courses toward their major. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward graduation, but not toward the Spanish major.

Honors

Students who exhibit exceptional potential and intellectual curiosity and have a minimum GPA of 3.67 in the major may choose to write a senior thesis for Honors in Spanish language and literature. Students should consult their Spanish major adviser for advice and guidelines on this option early in their junior year.

Availability

The major in Spanish language and literature is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in Spanish language and literature only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Spanish Studies Major

Overview

The Spanish studies major is an individualized and interdisciplinary major that allows students to combine their Spanish-language interests with their interests in other fields covered by Fordham's extensive curriculum. Upon declaring the major, all Spanish studies majors are required to meet with their assigned departmental Spanish studies major advisor to consider three non-Spanish courses from Fordham's curriculum which will complement their seven Spanish courses.

This combination of coursework enables students to further enhance their fluency and correct grammar usage while providing the cross-cultural literacy and critical and analytical skills needed to pursue careers in the humanities, law, medicine, government, international relations, international business, education, and community-based initiatives today.

CIP Code

05.0114 - Western European Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The major consists of 10 courses numbered SPAN 2001 Spanish Language and Literature and above. At least seven of the 10 courses for the major must be completed in Spanish.

The Spanish studies major will normally include:

Course	Title	Credits
SPAN 2001	Spanish Language and Literature ¹	3
or SPAN 2201	Spanish Community Engaged Learning	
or SPAN 2301	Spanish for Heritage Speakers	
SPAN 2500	Approaches to Literature ²	4
SPAN 3001	Spain: Literature and Culture Survey ³	4
or SPAN 3002	Latin America: Literature and Culture Survey	
Four upper-level Spanish electives ^{4,5}		12
Three Spanish Studies electives ⁶		16

¹ Students normally begin the major with one of these courses, and may only count one of them towards the major. Courses numbered lower than 2001 do not count toward the major. Heritage speakers of Spanish, who are initially placed in SPAN 2301 Spanish for Heritage Speakers, will fulfill the language core requirement with this course and will begin the Spanish studies major at this level.

² This course is the prerequisite for all courses numbered 3000 and above.

³ Neither course is a prerequisite for taking other 3000- or 4000-level Spanish electives.

⁴ Any course with the subject code SPAN (p. 1639) numbered 3000-4999 (not otherwise counted in the major) may fulfill this requirement.

⁵ Students who place out of either SPAN 2001 or SPAN 2301 will replace them with an upper-level Spanish elective and will complete five upper-level Spanish electives (not four).

⁶ Any course with the subject code SPAN (p. 1639) numbered 2302-4999 may fulfill this requirement, as may any course with the SPAN attribute code (see list below). Mindful of contextualization and the importance of interdisciplinarity, students are encouraged to take these courses outside of the SPAN subject code (p. 1639). Consultation with the major adviser regarding these three courses, and the possibility of making them part of a thematic or discipline-based track, is highly desirable.

Spanish Studies Electives

Courses in this group have the SPAN attribute.

Course	Title	Credits
AFAM 4105	Queer Caribbean and Its Diasporas	4
ARHI 2257	Modern Latin American Art	4
COLI 3407	Foreignness & Translation: Multilingual Autobiography Writing in Contemp Latin-Am & Latino Lit	4

LALS 3407	Foreignness & Translation: Multilingual Autobiography Writing in Contemporary Latin-American & Latino Lit	4
LALS 3840	Latin America Through Film	4
LALS 4100	Speaking For/As the Other	4
LALS 4105	Queer Caribbean and Its Diasporas	4
MLAL 3000	Gender and Sexuality Studies	4
MLAL 3003	Intercultural Theory	4
MLAL 3005	Themes in Latina/o and Latin American Studies	4
MLAL 3110	Anti-Racist Pedagogy	4
MLAL 3525	Cultures of Sexual Dissidence in Latin America	4
MLAL 4100	Speaking For/As the Other	4

AP and IB Credit

All courses counting towards the core language requirement and the major or the minor in a modern foreign language, literature and culture must be taken for credit and a letter grade. When AP or IB credits are awarded as equivalent to the 1502 level in a language, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Double Counting

Spanish studies majors may double count up to two courses toward their Spanish studies major and another major or minor.

Study Abroad

A maximum of three courses taken abroad for one semester and a maximum of four courses taken abroad for one year may apply toward the Spanish studies major. These courses must be approved by the Spanish studies major adviser prior to studying abroad.

Honors

Students who exhibit exceptional potential and intellectual curiosity and have a minimum GPA of 3.67 in the major may choose to write a senior thesis for Honors in Spanish Studies. Students should consult their Spanish major adviser for advice and guidelines on this option early in their junior year.

Availability

The major in Spanish studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in Spanish studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Arabic Minor

The Arabic minor consists of six courses, four of which must be taken at Fordham. A minimum grade of C is required in all courses in order to fulfill minor requirements. Students must take six courses numbered ARAB 1501 and above:

Course	Title	Credits
ARAB 1501	Intermediate Arabic I	3
ARAB 1502	Intermediate Arabic II	3
ARAB 2001	Arabic Language and Literature	3
ARAB 2400	Approaches to Arabic Culture	4
Two ARAB electives ^{1,2}		6 to 8

¹ Electives include any course with the ARAB subject code, and a list can be found here. Up to one translation course may also be applied toward the minor. These classes will have the ARAB attribute.

² At least one 3000 level course is required. A 2000-level ARAB course is a prerequisite for all 3000-level ARAB courses.

Students who place out of ARAB 1501, ARAB 1502, ARAB 2001, will replace them with either 2000 or 3000 upper-level elective courses. Students may also apply up to two courses from study abroad toward the minor.

AP and IB Credit

All courses counting towards the core language requirement and the major or the minor in a modern foreign language, literature and culture must be taken for credit and a letter grade. When AP or IB credits are awarded as equivalent to the 1502 level in a language, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Study Abroad

Studying abroad is not required. However, students interested in the Arabic minor are strongly encouraged to study in an Arabic-speaking country, such as Egypt, Jordan, Morocco, or Syria, for at least one semester. The study abroad programs provide the student with classes of Modern Standard Arabic and an immersion experience in a spoken Arabic dialect. Up to two courses for the Arabic minor may be taken abroad.

Availability

The minor in Arabic is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in Arabic only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

French and Francophone Studies Minor

Overview

The program in French and Francophone studies at Fordham is multidisciplinary in its focus and examines political, social, historical, and cultural (art, literature, film, media) practices in the French language

from the medieval period to the present. With specialists in anthropology, critical theory, cognitive studies, film studies, journalism, humanitarian studies, literary studies, race studies, translation, and visual culture, and affiliated faculty in art history, English, history, medieval studies, philosophy, and women, gender, and sexuality studies, the program in French and Francophone studies is committed to preparing students to engage critically in French with the most significant ideas, issues, and questions in France and the Francophone world, whether in the past or today. The study of class, climate, colonialism, identity, gender, immigration, race, sexual preference, and their intersectionality are integral and critical parts of the curriculum in the French and Francophone studies program.

Requirements

The French and Francophone studies minor consists of six core and elective courses, numbered FREN 1502 Intermediate French II and higher, to be chosen in consultation with the assigned departmental French and Francophone studies minor adviser.

Courses for the minor, to be completed all in French, will normally include the following:

Course	Title	Credits
FREN 1502	Intermediate French II	3
FREN 2001	French Language and Literature	3
FREN 2600	France: Literature, History, and Civilization ¹	4
Select three electives numbered above FREN 1502. ²		12

¹ This course is a prerequisite for all 3000-level FREN courses.

² Two of these courses must be 3000-level FREN courses.

Courses numbered lower than 1502 will not count toward the minor. A list of courses in French can be found here.

AB and IB Credit

All courses counting towards the core language requirement and the major or the minor in a modern foreign language, literature and culture must be taken for credit and a letter grade. When AP or IB credits are awarded as equivalent to the 1502 level in a language, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Study Abroad

A maximum of two courses taken abroad for one semester and a maximum of three courses taken abroad for one year may apply toward the French and Francophone studies minor. These courses must be approved by the assigned departmental minor advisor prior to studying abroad.

Want to learn more about the French and Francophone studies program?

Please visit our always-updated French and Francophone studies program website.

Availability

The minor in French and Francophone studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in

Fordham's School of Professional and Continuing Studies may minor in French and Francophone studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

German Minor

Students who minor in German must take a minimum of six courses numbered GERM 1501 Intermediate German I and higher, to be selected in consultation with the assigned departmental German minor adviser.

Students who place out of GERM 1501, GERM 1502, or GERM 2001 must replace them with upper-level elective courses to receive credit toward the minor. A full list of courses in German can be found here.

AB and IB Credit

All courses counting towards the core language requirement and the major or the minor in a modern foreign language, literature and culture must be taken for credit and a letter grade. When AP or IB credits are awarded as equivalent to the 1502 level in a language, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Study Abroad

Each year, minors are able to enroll in a spring semester MLAL German course with an integrated study abroad component.

Students minoring in German may apply a total of two study abroad courses toward the minor. These courses must be approved by the German minor adviser prior to studying abroad.

Availability

The minor in German is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in German only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Italian Minor

Overview

The Italian minor prepares students to achieve an advanced proficiency in the language in all four fundamental skills—listening, speaking, reading, and writing. While developing their analytical and critical abilities, students explore texts and topics in Italian literature and culture from the Middle Ages to the present.

Requirements

Minors in Italian will take a minimum of six courses numbered ITAL 1501 Intermediate Italian I and higher, to be chosen in consultation with the assigned departmental Italian minor advisor.

Courses for the minor, to be completed all in Italian, normally include the following:

Course	Title	Credits
ITAL 1501	Intermediate Italian I	3
ITAL 1502	Intermediate Italian II	3
ITAL 2001	Italian Language and Literature ¹	3
or ITAL 2201	Italian Community Engaged Learning: Art and Society	
Three additional electives in Italian ²		12

¹ Either course serves as the prerequisite for all 3000-level and above courses.

² Any course with the ITAL subject code (p. 1413) numbered above 2201 may fulfill this requirement. One 2000-level course (above ITAL 2001/ITAL 2201) is suggested. Courses with the ITAL attribute may also apply with the Italian adviser's permission.

Students who place out of ITAL 1501, ITAL 1502, or ITAL 2001/ITAL 2201 will replace them with upper-level elective courses (see footnote 2 above).

AB and IB Credit

All courses counting towards the core language requirement and the major or the minor in a modern foreign language, literature and culture must be taken for credit and a letter grade. When AP or IB credits are awarded as equivalent to the 1502 level in a language, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Study Abroad

Up to two courses for the Italian minor may be taken abroad. These courses must be approved by the Italian minor advisor prior to studying abroad.

Availability

The minor in Italian is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in Italian only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Linguistics Minor

The Linguistics minor requires six (6) courses:

Course	Title	Credits
Required Courses		
LING 1100	Introduction to Linguistics	3
LING 1400	Introduction to Sociolinguistics	3
LING 1500	Introduction to Psycholinguistics	3
Three Electives ¹		

¹ Any course with the LING subject code (p. 1451) numbered 1501-4999 may fulfill this requirement, as may courses with the LING attribute code (see list below).

Electives

Courses in this group have the LING attribute.

Course	Title	Credits
ANTH 1413	Language and Culture	4
ANTH 3726	Language, Gender, and Sexuality	4
CISC 1600	Computer Science I	3
CISC 1800	Introduction to Computer Programming	3
COMC 2111	Theories of Human Communication	4
COMC 2117	Language, Consciousness, and Culture	4
DTEM 2412	Digital Ethnography	4
DTEM 2459	Social History of Communication and Technology	4
FREN 3055	Language and AI (Artificial Intelligence)	4
MAND 3045	Chinese Linguistics	4
MLAL 1400	Introduction to Sociolinguistics	3
MLAL 3100	History of Language	4
PHIL 3200	Introduction to Logic	4
PHIL 3204	Symbolic Logic	4
PSYC 2500	Cognition	4
PSYC 2710	Adolescent and Adult Development	4
PSYC 3010	Bilingual Minds	4
PSYC 3110	Cognitive Neuroscience	4
PSYC 4015	Language and Thought	4
SPAN 3007	Spanish Linguistics	4
SPAN 3402	Language and Identity in the Spanish-Speaking World	4

Policies

Course Selection

- Students must take at least one (1) 3000-level or above elective course from the elective offerings.
- Students who have completed their required linguistics courses may pursue a linguistics faculty-mentored research project and enroll in LING 4999 Linguistics Research for course credit.
- Either PHIL 3200 Introduction to Logic or PHIL 3204 Symbolic Logic, but not both, may apply towards the minor.

Academic Performance

- A minimum grade of C in all courses is required in order to fulfill minor requirements.

Study Abroad

- Students are not required to study abroad. However, students who choose to study abroad may apply up to two (2) pre-approved courses to the linguistics minor.

Foreign Languages

- There is no foreign language requirement for the linguistics minor.
- However, with minor advisor permission, students may apply one (1) 2500/2600 or 3000 (or above) level language literature/culture course to the linguistics minor.

Double Counting

- Upon approval from their major/minor advisors, students may double count up to two (2) courses towards the linguistics minor and their major, or another minor.

Availability

The minor in linguistics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in linguistics only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Mandarin Chinese Minor

Overview

The past three decades have witnessed the unprecedented development of China as the second largest economy in the world and a leading force in global politics, economy, and culture. Economic and cultural ties between the United States and China have also increased exponentially. Fordham has been a participant in these exchanges through the International Political Economy and Development program (p. 590), and most recently through an agreement with the Gabelli School of Business (p. 81). In this context, the study of Mandarin language has become increasingly relevant and popular among students at Fordham who want to complement their major and enhance their academic and research opportunities in multiple other fields.

Students who intend to minor in Mandarin Chinese should prepare their schedules in consultation with a Mandarin Chinese faculty adviser. To declare the minor and be assigned an adviser, please contact the department associate chair in your college.

Requirements

Students minoring in Mandarin Chinese will take a minimum of six courses numbered MAND 1501 and higher, to be selected in consultation with the assigned departmental Mandarin Chinese minor adviser. These courses normally include:

Course	Title	Credits
MAND 1501	Intermediate Mandarin I	3
MAND 1502	Intermediate Mandarin II	3
MAND 2001	Mandarin Language and Literature	3
MAND 2500	Approaches to Literature	4
Two MAND electives ^{1,2}		8

¹ Any course with the MAND subject code or MAND attribute code may apply. A list of these courses can be found here.

² At least one 3000 level course is required. MAND 2500 is the prerequisite for all 3000-level MAND courses.

It is required that students take at least six Mandarin courses. Students who place out of MAND 1501, MAND 1502, or MAND 2001 will replace them with 2000- or 3000-level elective courses. For minors taking 3000-level MAND courses, MAND 2500 is a prerequisite.

Courses in the below group have the MAND attribute.

Course	Title	Credits
COLI 3006	Trauma Theory	4
MLAL 3003	Intercultural Theory	4
MLAL 3030	Masterpieces of Chinese Film: Theory and Texts	4

MLAL 3031	Chinese Cultural Concepts	4
MLAL 3043	Aesthetics and Politics: Modern Chinese Literature	4
MLAL 3047	Confucianism, Taoism, and Buddhism: Chinese Thought and Literature	4
MLAL 3048	Political Thought in Modern Asia	4
MLAL 3049	Modern Chinese Political Thought	4
MLAL 3075	Gender and China	4

AB and IB Credit

All courses counting towards the core language requirement and the major or the minor in a modern foreign language, literature and culture must be taken for credit and a letter grade. When AP or IB credits are awarded as equivalent to the 1502 level in a language, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Study Abroad

Students interested in the Mandarin Chinese minor are highly recommended to study in China or another Chinese-speaking country. Students are encouraged to study abroad during the summer, for a semester, or a year to either fulfill some of the required core courses or take upper-level electives. A maximum of two courses for the Mandarin Chinese minor may be taken abroad. Students who opt to apply study abroad credits toward their minor must have these courses approved by the Mandarin Chinese minor adviser prior to their going abroad.

Availability

The minor in Mandarin Chinese is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in Mandarin Chinese only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Russian Minor

Students minoring in Russian will take a minimum of six courses numbered RUSS 1501 Intermediate Russian I and higher, to be selected in consultation with the assigned departmental Russian minor adviser.

A course of study in Russian normally includes:

Course	Title	Credits
RUSS 1501	Intermediate Russian I	3
RUSS 1502	Intermediate Russian II	3
RUSS 2001	Russian Language and Literature	3
Select two additional 2000-level courses		8
Select at least one 3000-level elective course		4

Students who place out of RUSS 1501, RUSS 1502, or RUSS 2001 will replace them with 2000- or 3000-level elective courses, a list of which can be found here.

Up to one course in translation may be applied toward the minor if the readings and assignments are done in Russian.

AP and IB Credit

All courses counting towards the core language requirement and the major or the minor in a modern foreign language, literature and culture must be taken for credit and a letter grade. When AP or IB credits are awarded as equivalent to the 1502 level in a language, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Study Abroad

Students interested in the Russian minor are strongly encouraged to study in Russia for at least one semester. A maximum of two courses for the Russian minor may be taken abroad. Students who opt to apply study abroad credits toward their minor must have these courses approved by the Russian minor adviser prior to their going abroad.

Availability

The minor in Russian is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may minor in Russian only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Lincoln Center campuses.

All Russian courses are offered only at Lincoln Center.

Spanish Minor

Students minoring in Spanish must take a minimum of six courses numbered SPAN 2001 Spanish Language and Literature and higher, to be chosen in consultation with the assigned departmental Spanish minor adviser.

The six courses for the minor normally include:

Course	Title	Credits
SPAN 2001	Spanish Language and Literature ¹	3
or SPAN 2201	Spanish Community Engaged Learning	
or SPAN 2301	Spanish for Heritage Speakers	
SPAN 2500	Approaches to Literature ²	4
SPAN 3001	Spain: Literature and Culture Survey ³	4
or SPAN 3002	Latin America: Literature and Culture Survey	
Select three electives numbered SPAN 2302 or above. ⁴		12

¹ Students normally begin the minor with one of these courses, and may only count one of them towards the minor. Courses numbered lower than 2001 do not count toward the minor.

² This course is the prerequisite for all courses numbered 3000 and above.

³ Neither course is a prerequisite for taking other 3000- or 4000-level Spanish electives.

⁴ Any SPAN course numbered 2302 and above may apply, as well as certain other courses such as MLAL 3007 Spanish Linguistics. Two of these elective courses must be above the 3000-level.

Heritage speakers of Spanish, who are initially placed in SPAN 2301 Spanish for Heritage Speakers, may fulfill the language core requirement with this course and begin the Spanish minor at this level.

Students who place out of either SPAN 2001 Spanish Language and Literature or SPAN 2301 Spanish for Heritage Speakers must replace them with an upper-level elective course.

All six courses must be taken in Spanish and in the department except when studying abroad. At least three courses, including SPAN 3001 Spain: Literature and Culture Survey and/or SPAN 3002 Latin America: Literature and Culture Survey, must be numbered 3000 or above.

AB and IB Credit

All courses counting towards the core language requirement and the major or the minor in a modern foreign language, literature and culture must be taken for credit and a letter grade. When AP or IB credits are awarded as equivalent to the 1502 level in a language, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Double Counting

Spanish minors may double count up to two courses toward their Spanish minor and another minor, or another major.

Study Abroad

A maximum of two courses taken abroad for one semester, and a maximum of three courses taken abroad for a year may be applied toward the Spanish minor. These courses must be approved by the Spanish minor adviser prior to studying abroad.

Availability

The minor in Spanish is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in Spanish only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Latin American and Latino Studies Learning Goals

The Latin American and Latino Studies (LALS) program provides a foundational background in the experiences of Latin Americans and Latinos. It fosters:

- An understanding of similarities and differences in the experiences of people in the various Latin American nations and/or the various Latino groups in the United States.
- An awareness of the role of migration in shaping Latin American and/or Latino communities.
- An understanding of the role of race, ethnicity, class, gender, or sexuality in the experiences of Latin Americans and/or Latinos.
- An increased understanding of the Spanish and/or Portuguese language(s).
- An appreciation for the capacity of various academic disciplines to convey knowledge about the Latin American and/or Latino experiences.

Program Activities

Study Abroad

Studying abroad is a rewarding experience and is especially recommended for LALS majors and minors. Study abroad complements LALS courses while helping students fulfill some of the program's goals. For instance, it helps students achieve competency in Spanish or Portuguese and gain a better understanding of Latin America and Spain through cultural immersion and service-oriented courses. To this effect, the program has established a series of study abroad opportunities for students, ranging from a fall, spring, or summer term in Granada, Spain, to other LALS-approved study abroad programs throughout Latin America, the Caribbean, and Spain. Occasionally, LALS also sponsors spring and summer study tours.

For Fordham study abroad programs, such as the program in Granada, LALS majors and minors will be able to count all relevant courses taken abroad. If the student has already declared a LALS major or minor, ideally these courses should be approved by the LALS director or associate director before going abroad. For study abroad in a non-Fordham program, consult with the LALS director or associate director regarding the applicability of courses, ideally before going abroad. Typically, most or all courses with appropriate content will count toward the major or minor.

For more information on studying abroad, please visit the International and Study Abroad Programs page or email isap@fordham.edu.

LALS-Sponsored Programs

Fall, spring, and summer semester programs in Granada, Spain

Continuously populated for more than seven millennia, Granada, a world heritage site, is one of the most beautiful and historically rich cities in the world. It was the hometown of the poet Federico García Lorca, a center of flamenco culture, and a place of intersection for European, North African, and Latin American cultures and scholarship. Study-abroad students will have the opportunity to live in this wondrous city, study the works of famous Spanish writers and artists and Spanish and Latin American cultures, and partake in cultural visits and tours of Andalucía (Andalusia), the region in which Granada is located. Interested students should contact Rafael Lamas at lamas@fordham.edu.

Other LALS-Sponsored Programs

LALS often sponsors study-tour courses in Latin America, which offer in-depth, on-site study of the history, arts, and culture of a Latin American city or country. Past courses have included:

- A spring study tour on the colonial artistic traditions of Mexico in Mexico City with Barbara Mundy (art history); on peace, reconciliation initiatives, and service to communities of displaced families in Bogotá, Colombia, with Arnaldo Cruz-Malavé (languages and cultures); and on migration in Puebla, Mexico, with Lindo-Fuentes (history).
- A summer course on the development of Cuban culture since the 1959 Revolution in Havana, Cuba, with Cruz-Malavé (languages and cultures), hosted by Casa de las Américas, Cuba's premier cultural institute.
- LALS will be offering spring study tours on the politics of memory in Santiago, Chile, with Carl Fischer (languages and cultures), on contemporary culture in Havana, Cuba, with Cruz-Malavé (languages

and cultures), and on public health in Cali, Colombia, with Lenis (dean) and Renaldo Alba (associate director, CSTEP).

Institute Resources

In addition to offering a major and minor, the Latin American and Latino studies program sponsors an institute that provides an intellectual home for students and faculty who are interested in Latin America and the Latino communities in the United States. LALS acts as a clearinghouse for information for faculty and students, invites speakers, organizes conferences and film series, and maintains video and journal collections for the use of its faculty and students. In addition, it sponsors visiting scholars; networks of scholarly exchange between Latin America and the United States, especially on issues pertaining to the relationship between Latin America and its diasporas; and fosters understanding of and service in Latin America. Its newsletter, *Boletín*, documents the program's multiple academic events, as well as the research, educational, and service activities of its faculty and students. All *Boletín* issues are available online at www.fordham.edu/lalsi.

Prestigious Fellowship Opportunities

LALS students have won many prestigious fellowships, including Fulbright Awards, which allow students to pursue their own research abroad. Students need to plan early (preferably in their sophomore year) if they wish to compete for a prestigious fellowship. See the director or associate director for more information.

For more information

Visit the Latin American and Latino Studies Institute web page.

Programs

- Latin American and Latino Studies Major (p. 302)
- Latin American and Latino Studies Minor (p. 306)

Latin American and Latino Studies Major

Overview

The Latin American and Latino studies major integrates a series of courses in the humanities, social sciences, and the arts designed to familiarize students with the experiences and cultural expressions of Latin America and the Latino communities in the United States. As an interdisciplinary program, the major prepares students to enter the fields of law, social work, international relations, business and finance, humanitarian affairs, teaching, Hispanic media and communications, publishing, and graduate or professional study.

CIP Code

05.0107 - Latin American Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The major consists of 10 courses:

Course	Title	Credits
One Intro course		3 to 4
Two Social Sciences courses		6 to 8
Two Humanities/Arts courses		6 to 8
One Upper-level History course		4
One Capstone Seminar (normally taken in the senior year)		4
Three additional electives ¹		9 to 12

¹ Any course with the LALS subject code or the LALS attribute code may fulfill this requirement.

Intro courses

Courses in this group have the LAIN attribute.

Course	Title	Credits
ANTH 3470	People and Cultures of Latin America	4
HIST 1400	Understanding Historical Change: Latin America	3
LALS 1400	Understanding Historical Change: Latin America	3
LALS 3005	Latin American Themes	4
MLAL 3005	Themes in Latina/o and Latin American Studies	4
PHIL 3653	Latin American Philosophy	4
POSC 3326	Latino Politics	4
POSC 3641	Latin American Politics	4
SPAN 2001	Spanish Language and Literature	3
SPAN 2301	Spanish for Heritage Speakers	3
SPAN 3002	Latin America: Literature and Culture Survey	4
THEO 3847	Latinx Theology	4

Social Sciences courses

Courses in this group have the LASS attribute.

Course	Title	Credits
AFAM 2005	American Pluralism	4
AFAM 2647	Third World and the City	4
AFAM 3037	Being and Becoming Black in the Atlantic World	4
AFAM 3130	Racial and Ethnic Conflict	4
AFAM 3150	Caribbean Peoples and Culture	4
AFAM 3155	Children of Immigrants in America	4
AFAM 3633	The Bronx: Immigration, Race, and Culture	4
AFAM 3663	Minorities in the Media	4
AFAM 3667	Caribbean Literature	4
AFAM 4000	Affirmative Action and the American Dream	4
AFAM 4650	Social Welfare and Society	4
ANTH 2619	Magic, Science, and Religion	4
ANTH 3111	New World Archaeology	4
ANTH 3180	Ethnographic Methods	4

ANTH 3333	Seeing Race: American Visual Culture in Historical Perspective	4
ANTH 3339	Irish and Mexican Migration: New York Focus	4
ANTH 3340	Anthropological Perspectives on Race and Ethnicity	4
ANTH 3351	Comparative Cultures	4
ANTH 3354	Race, Identity, and Globalization	4
ANTH 3357	Globalization and Migration	4
ANTH 3470	People and Cultures of Latin America	4
ANTH 3471	Ancient Tales of the Andes: Taki Ongoy, Tin Tin, and Enchaquirado Narratives	4
ANTH 3476	Latin American Social Movements	4
ANTH 3510	Museums: Representing / Engaging Culture(s)	4
COMC 3268	Media and National Identity	4
COMC 3380	International Communication	4
DTEM 3447	Race, Gender, and Digital Media	4
ECON 3210	Development Economics	4
ECON 3235	Economy of Latin America	4
ECON 3240	World Poverty	4
ECON 3242	Global Economic Issues	4
ECON 3248	Migration and Development: A Social Justice Perspective	4
ECON 3346	International Trade	4
ECON 3563	Labor Economics	4
ECON 3580	Economics of Diversity	4
ECON 3971	Urban Economics	4
ECON 4005	Fair Trade Entrepreneurship	4
ECON 5005	Fair Trade Entrepreneurship	3
FITV 3647	TV, Identity, and Representation	4
FITV 3688	Global Television	4
HIST 3962	Narratives of Truth and Justice in Latin America	4
HIST 3972	Revolution in Central America	4
HUST 4100	Refugee and Asylum Law	4
INST 3100	The Global Environment	4
LALS 2005	American Pluralism	4
LALS 3000	Latinx Images in Media	4
LALS 3343	Crime and Minority Rights	4
LALS 3344	Crime, Literature, and Latinos	4
LALS 3352	Policy Issues and Procedures in Criminal Law	4
LALS 3427	Hispanics/Latinos in the USA	4
LALS 3600	Latin America: Current Trends	4
LALS 3601	Latin American Archeology	4
LALS 3670	Hispanic Women	4
LALS 3962	Narratives of Truth and Justice in Latin America	4
LALS 3972	Revolution in Central America	4
POSC 2610	Introduction to Comparative Politics	4
POSC 3310	Racial and Ethnic Politics	4
POSC 3326	Latino Politics	4
POSC 3610	Political Economy of Development	4

POSC 3616	Political Economy of Poverty	4	ECON 3244	International Economic Policy	4
POSC 3641	Latin American Politics	4	ECON 3346	International Trade	4
POSC 3645	Politics of Immigration	4	ECON 3563	Labor Economics	4
POSC 4020	Place, Space, and Immigrant Cities	4	LALS 2005	American Pluralism	4
POSC 4037	Social Movements and Revolutions	4	POSC 2610	Introduction to Comparative Politics	4
POSC 4400	Seminar: Global Justice	4	PSYC 3600	Multicultural Psychology	4
PSYC 3600	Multicultural Psychology	4	SOCI 2410	Inequality: Class, Race, and Ethnicity	4
PSYC 3640	Cross-Cultural-Psychology	4	SOCI 2420	Social Problems of Race and Ethnicity	4
SOCI 2410	Inequality: Class, Race, and Ethnicity	4	SOCI 3017	Inequality in America	4
SOCI 2420	Social Problems of Race and Ethnicity	4	SOCI 3102	Contemporary Social Issues and Policies	4
SOCI 3000	Latinx Images in Media	4	SOCI 3136	Inequality-Why/Effects	4
SOCI 3017	Inequality in America	4	SOCI 3148	Population and Economic Development Issues	4
SOCI 3046	International Sociology	4	SOCI 3405	Gender, Race, and Class	4
SOCI 3070	The City and Its Neighborhoods	4	SOCI 3405	Gender, Race, and Class	4
SOCI 3102	Contemporary Social Issues and Policies	4	SOCI 3415	Development and Globalization	4
SOCI 3110	Global Conflict: Wars/Religion	4	SOCI 3506	Diversity in American Families	4
SOCI 3136	Inequality-Why/Effects	4	SOCI 3601	Urban Poverty	4
SOCI 3148	Population and Economic Development Issues	4	SOCI 3713	Criminology	4
SOCI 3149	Economic Sociology	4	SOCI 4902	Internship Seminar: Community Organizations	4
SOCI 3405	Gender, Race, and Class	4			
SOCI 3406	Race/Social Construct	4			
SOCI 3410	Migration/Globalization	4			
SOCI 3415	Development and Globalization	4			
SOCI 3418	Contemporary Immigration in Global Perspective	4			
SOCI 3419	Living in the Shadows: Undocumented Migration	4			
SOCI 3425	Racial Segregation: An American Story	4			
SOCI 3427	Hispanics/Latinos in the USA	4			
SOCI 3456	Modern Social Movements	4			
SOCI 3502	Work, Inequality, and Society in 21st Century America	4			
SOCI 3506	Diversity in American Families	4			
SOCI 3601	Urban Poverty	4			
SOCI 3670	Hispanic Women	4			
SOCI 3713	Criminology	4			
SOCI 4020	Place, Space, and Immigrant Cities	4			
SOCI 4408	Diversity in American Society	4			
SOCI 4902	Internship Seminar: Community Organizations	4			
SOCI 4961	Urban Issues and Policies	4			
SOCI 4970	Community Service/Social Action	4			
SOCI 4990	Conflict Resolution and Justice Creation	4			
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3			

Certain sections of the following courses will also count toward the Social Science requirement.

Course	Title	Credits
AFAM 2005	American Pluralism	4
ANTH 3351	Comparative Cultures	4
ECON 3242	Global Economic Issues	4

ECON 3244	International Economic Policy	4
ECON 3346	International Trade	4
ECON 3563	Labor Economics	4
LALS 2005	American Pluralism	4
POSC 2610	Introduction to Comparative Politics	4
PSYC 3600	Multicultural Psychology	4
SOCI 2410	Inequality: Class, Race, and Ethnicity	4
SOCI 2420	Social Problems of Race and Ethnicity	4
SOCI 3017	Inequality in America	4
SOCI 3102	Contemporary Social Issues and Policies	4
SOCI 3136	Inequality-Why/Effects	4
SOCI 3148	Population and Economic Development Issues	4
SOCI 3405	Gender, Race, and Class	4
SOCI 3405	Gender, Race, and Class	4
SOCI 3415	Development and Globalization	4
SOCI 3506	Diversity in American Families	4
SOCI 3601	Urban Poverty	4
SOCI 3713	Criminology	4
SOCI 4902	Internship Seminar: Community Organizations	4

Humanities/Arts courses

Courses in this group have the LAHA attribute.

Course	Title	Credits
AAST 3647	Seeing Stories: Reading Race and Graphic Narratives	4
AFAM 3667	Caribbean Literature	4
AFAM 4105	Queer Caribbean and Its Diasporas	4
ARHI 1103	Introduction to Art History: Americas	3
ARHI 2250	Ancient American Art	4
ARHI 2257	Modern Latin American Art	4
ARHI 4250	Aztec Art	4
COLI 3250	Represent Sp Civil War	4
COLI 3407	Foreignness & Translation: Multilingual Autobiography Writing in Contemp Latin-Am & Latino Lit	4
COLI 3434	The Avant-Gardes: Europe and Latin America	4
COLI 3522	Strange Memories, Strange Desires	4
COLI 3668	Caribbean Identities	4
COLI 3840	Latin American Culture Through Film	4
COLI 3910	US Latino Film Making	4
COLI 3912	Literature of the Americas	4
COLI 4018	Cuba: Revolution, Literature and Film	4
ENGL 3036	Latin American Short Story	4
ENGL 3037	US Latinx Literature	4
ENGL 3038	Latinx Performance Studies: Image, Fashion, and Politics	4
ENGL 3350	Ethnic Camera: Race and Visual Media	4
ENGL 3619	Crip, Queer and Critical Race Studies	4
ENGL 3647	Seeing Stories: Reading Race and Graphic Narratives	4

ENGL 3652	New Wave Immigrant Literature	4	SPAN 3007	Spanish Linguistics	4
ENGL 3658	Migrations/Movements/Masks	4	SPAN 3066	Survey of Latin American Film	4
ENGL 3664	Queer Latinx Literature	4	SPAN 3123	Questioning Race in Mexican Film and Literature	4
ENGL 3677	Latino/a US Literatures	4	SPAN 3166	Trends in Latin American Film	4
ENGL 3841	Contemporary Fiction	4	SPAN 3210	Transatlantic Picaresque	4
ENGL 4021	Seminar: Love and Latinx Literature	4	SPAN 3230	Sinful Business	4
ENGL 4108	Seminar: Exhibiting Latinidad: Curation/Display/Intervention	4	SPAN 3250	God, Gold, and Glory	4
ENGL 4185	Caribbean Islands and Oceans	4	SPAN 3285	Trends in Mexican Cinema	4
ENGL 4236	Seminar: Latin American Short Story	4	SPAN 3300	Modern Latin American Visual Culture	4
HUST 4200	Forced Migration and Humanitarian Action	4	SPAN 3310	Latin American Science Fiction	4
LALS 2005	American Pluralism	4	SPAN 3401	Modern Spanish Fiction	4
LALS 3005	Latin American Themes	4	SPAN 3405	Women Translators in the Spanish-Speaking World	4
LALS 3130	Race and Gender in Latin American Popular Music	4	SPAN 3515	New Spanish Literature: Rewriting the Public Sphere in 21st Century Spain	4
LALS 3343	Crime and Minority Rights	4	SPAN 3525	Cultures of Sexual Dissidence in Latin America	4
LALS 3346	Latinos and the Media	4	SPAN 3530	Excess in Spanish Lit	4
LALS 3421	Latin American Fiction	4	SPAN 3540	Spain and Islam	4
LALS 3670	Hispanic Women	4	SPAN 3550	Expressing the Colonies	4
LALS 3840	Latin America Through Film	4	SPAN 3561	Representing the Gypsy	4
LALS 4001	Music, Text, and the Imperial Encounter	4	SPAN 3582	New York in Latinx Literature and Film	4
LALS 4100	Speaking For/As the Other	4	SPAN 3610	Children's Gaze in Latin American Literature	4
LALS 4105	Queer Caribbean and Its Diasporas	4	SPAN 3625	Spanish-American Short Fiction	4
LALS 4192	Rediscovering the New World	4	SPAN 3642	Spanish-American Literature and Popular Music	4
LALS 4620	Oscar Romero: Faith and Politics in El Salvador	4	SPAN 3701	Spanish-American Women Writers	4
LALS 4855	Fascisms, Aesthetics and the Hispanic World	4	SPAN 3710	Contemporary Latin American Fiction	4
LING 2675	Sounds of New York	4	SPAN 3712	Literatures of the Latin American Boom and Post-Boom	4
LING 4020	Language and Race	4	SPAN 3720	The Hispanic Transatlantic	4
MLAL 1010	Spanish Colonialism Through Film	3	SPAN 3730	Writing Violence: Peru, 1980-2000	4
MLAL 3000	Gender and Sexuality Studies	4	SPAN 3800	The Spanish Diaspora	4
MLAL 3005	Themes in Latina/o and Latin American Studies	4	SPAN 3808	Bodies, Touch, and Affect in Argentine Film and Literature	4
MLAL 3525	Cultures of Sexual Dissidence in Latin America	4	SPAN 3820	Hispanic Caribbean Literature	4
MLAL 4100	Speaking For/As the Other	4	SPAN 3850	Narrating the City	4
MUSC 3130	Race and Gender in Latin American Popular Music	4	SPAN 3950	The Fantastic in Spanish Literature and Film	4
MUSC 4001	Music, Text, and the Imperial Encounter	4	SPAN 3997	Back to Nature: New Ruralism in 21st Century Spanish Literature and Film	4
PHIL 3653	Latin American Philosophy	4	SPAN 4001	Cervantes and Don Quixote	4
PHIL 3713	Human Rights and Global Justice	4	SPAN 4005	Painting the Empire: Understanding the Spanish Empire Through Art and Literature	4
PHYS 4192	Rediscovering the New World	4	SPAN 4018	Cuba: Revolution, Literature and Film	4
SOCI 3670	Hispanic Women	4	SPAN 4511	Spanish Civil War	4
SPAN 2305	Spanish Conversation and Composition	4	SPAN 4520	Spain in Context	4
SPAN 2450	Business Spanish	4	SPAN 4855	Fascisms, Aesthetics and the Hispanic World	4
SPAN 2500	Approaches to Literature	4	THEO 3130	Bible as Migration Literature: Then and Now	4
SPAN 2620	Spanish Phonetics	4	THEO 3380	US Latinx Spiritualities	3
SPAN 2655	Creative Writing in Spanish	4	THEO 3383	Latin American Liberation Theologies	3
SPAN 2700	Hispanic Legends	4			
SPAN 3001	Spain: Literature and Culture Survey	4			
SPAN 3002	Latin America: Literature and Culture Survey	4			

THEO 3546	The Bible and Social Justice	3
THEO 3610	Christ in World Cultures	3
THEO 3611	Scripture and the Struggle for Racial Justice	3
THEO 3847	Latinx Theology	4
THEO 3960	Religion and Race in America	4
VART 3060	Visual Justice: Enacting Change Through Image-Based Storytelling	4
VART 3333	Art Making in Hell's Kitchen	4

Certain sections of the following courses will also count toward the Humanities/Arts requirement.

Course	Title	Credits
COLI 3522	Strange Memories, Strange Desires	4
ENGL 3841	Contemporary Fiction	4

Upper-level History courses

Courses in this group have the LAUH attribute.

Course	Title	Credits
AFAM 3955	Slavery Freedom/Atlantic World	4
ANTH 3111	New World Archaeology	4
HIST 3806	U.S. Immigration/Ethnicity	4
HIST 3808	New York City Politics	4
HIST 3862	History of New York City	4
HIST 3950	Latino History	4
HIST 3951	Popular Education and Social Change in the Americas	4
HIST 3955	Slavery Freedom/Atlantic World	4
HIST 3961	Rebellion and Revolution in Latin America and the Atlantic World	4
HIST 3962	Narratives of Truth and Justice in Latin America	4
HIST 3963	Afro-Latin America	4
HIST 3965	Colonial Latin America	4
HIST 3967	Modern Central America	4
HIST 3968	Mexico	4
HIST 3969	Latin America and the U.S.	4
HIST 3972	Revolution in Central America	4
HIST 3974	Spaniards and Incas	4
HIST 3975	The Caribbean	4
HIST 3977	Latin American History Through Film	4
HIST 4008	Race and Gender in the Old West	4
HIST 4510	Conquest, Conversion, Conscience	4
HIST 4591	Seminar: Race, Sex, and Colonialism	4
HIST 4725	Seminar: Global Histories and Stories	4
HIST 4760	Seminar: Immigration to the U.S.	4
HIST 4772	Seminar: Colonial Latin America	4
HIST 4905	Seminar: History of Food	4
HIST 4998	Study Tour: Medieval Spain	4
INST 3859	Post-1945: A Global History	4
LALS 3950	Latino History	4
LALS 3951	Popular Education and Social Change in the Americas	4

LALS 3955	Slavery Freedom/Atlantic World	4
LALS 3962	Narratives of Truth and Justice in Latin America	4
LALS 3963	Afro-Latin America	4
LALS 3967	Modern Central America	4
LALS 3968	Mexico	4
LALS 3972	Revolution in Central America	4
LALS 3977	Latin American History Through Film	4
LALS 4510	Conquest, Conversion, Conscience	4
MVST 3501	Between Conquest and Convivencia: The Spanish Kingdoms of the Middle Ages	4
MVST 4998	Study Tour: Medieval Spain	4
THEO 3383	Latin American Liberation Theologies	3

Seniors may wish to write a senior essay under the guidance of one of the program's faculty members.

Availability

The major in Latin American and Latino studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Latin American and Latino Studies Minor

Overview

The Latin American and Latino studies minor serves as an introduction to the study of the experiences of Latin America and the Latino communities in the United States. As an interdisciplinary program, the minor complements majors in relevant fields, such as English, History and Spanish, but can also serve as an enrichment to a student's personal growth and to other majors, such as in the physical or biological sciences. Popular Core courses, such as Spanish Language and Literature (SPAN 2001), Understanding Historical Change: Latin America (HIST 1400), and Latin American Liberation Theologies (THEO 3383), can all count toward the minor (and the major).

Requirements

The minor consists of six courses:

Course	Title	Credits
One introductory course		3 to 4
Two courses from the social sciences		6 to 8
Two courses from the humanities/arts		6 to 8
One elective		3 to 4

See the Latin American and Latino studies major (p. 302) for a list of courses that fulfill these requirements.

Language competency in Spanish is highly recommended but not required. Majors and minors are encouraged to take at least one Latin American/Latino literature course above the 2001 level. Students are highly encouraged to consider study abroad programs in Latin America or Spain.

Courses that fulfill college requirements may, where appropriate, be credited toward the major or minor. Students whose particular interests do not conform to the pattern of electives described above are encouraged to consult with the LALS director or the associate director to work out a program more appropriate to their needs.

Availability

The minor in Latin American and Latino studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Leading People and Organizations

The leading people and organizations area at the Gabelli School of Business focuses on the following areas:

- Ethical leadership
- Career management, focused on personal and professional calling
- Innovation, including social innovation
- Entrepreneurship, including social entrepreneurship
- Global sustainability management

The area's faculty research has global visibility and is frequently cited in professional journals and the popular press. Some faculty focus mainly on individual-level factors such as character, trustworthiness, or mindfulness. Others look at the group level of what makes highly functional teams work. Many examine how organizations of all kinds can better contribute to solving social problems. Overall, the area's research aims to create insights on how people can manage better.

Faculty contribute to this goal by participating on editorial boards, editing globally prominent journals, and serving in leadership roles in the Academy of Management and other professional associations.

How courses are counted

Students must note the following policy for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both. Any exceptions to these rules will be posted within the specific area major, minor, or concentration requirements.

Programs Concentrations

- Concentration in Entrepreneurship (p. 307)
- Concentration in Management (p. 308)
- Concentration in Personal Development and Leadership (p. 308)

Related Programs

- Sustainable Business Minor (p. 368)
- Concentration in Social Innovation (p. 346)

Concentration in Entrepreneurship

Entrepreneurship: Not just a field, but a mindset.

The Gabelli School of Business prepares its students to tackle real business problems with an arsenal of knowledge, skills, and experiences. The Entrepreneurship program within the Gabelli School of Business turns students into change agents and disruptors to seize countless opportunities in front of them. We do this by re-calibrating how students think about money, failure, what a career is, what kind of lifestyle they want, and what kind of impact they want to have in the world.

Entrepreneurship is not easy. It is not for the faint of heart. But it IS a door to opportunity for students who are intrigued by the path less traveled. For students who value freedom and independence and creativity. For students who don't like being pigeon-holed in the typical career path. For students looking for an exciting, non-traditional lifestyle.

The Entrepreneurship concentration was developed to deliver a forward-thinking, skills-based curriculum driven by experiential learning to change the way students think. Regardless of one's career trajectory (the startup world, corporate America, nonprofits, etc.), students learn how to embrace failure, how to vet opportunities, how to pitch ideas, how to be innovators, and how to confidently change the world for the better.

Students at the Rose Hill and Lincoln Center campuses can earn a concentration in Entrepreneurship as either a primary concentration (four courses) or a secondary concentration (three courses).

For more information

Visit the Entrepreneurship Program web page.

Requirements

Entrepreneurship is available to Gabelli School students as either a primary or secondary concentration.

Primary Concentration

Course	Title	Credits
LPBU 3226	Exploring Entrepreneurship (open to students pursuing any major)	3
LPBU 3227	Innovation and Resilience	3
LPBU 3233	ST:Start-Up Venture Experience	3
	or LPBU 4006 ST: Launch Your Startup	
	One Entrepreneurship elective	3

Secondary Concentration

Course	Title	Credits
LPBU 3226	Exploring Entrepreneurship (open to students pursuing any major)	3
LPBU 3233 or LPBU 4006	ST:Start-Up Venture Experience ST: Launch Your Startup	3
One additional Entrepreneurship elective		

Entrepreneurship electives

Courses in this group have the ENT attribute.

Course	Title	Credits
ACBU 3445	Corporate and Partnership Taxation	3
CMBU 4411	ST: Comm for Entrepreneurs	3
CMBU 4420	ST: Entrep Comm & Neg	3
CMBU 4453	Social Media	3
CMBU 4471	ST: Business of New Media	3
CMBU 4474	ST: Exploration of Business Through Media	3
CPBU 4001	Fair Trade & Microfinance I	3
CPBU 4003	Spirituality & Fair Trade	3
CPBU 4004	Entrepreneurship & Fair Trade	3
CPBU 4005	ST:Fair Trade Entrepreneurship	3
ECON 3430	ST: Sustainable Business	4
FNBU 3450	ST: Fintech - An Introduction	3
FNBU 4440	ST: Investment Banking	3
FNBU 4448	ST: Private Equity	3
FNBU 4449	ST: Small Business Finance	3
FNBU 4456	Special Topic: Venture Capital	3
FNBU 4469	Impact Investing	3
INSY 3433	Programming with Java	3
INSY 3436	ST: Programming with Python	3
INSY 3438	ST: Cybersecurity in Bus	3
INSY 3442	Web Apps Design and Development	3
INSY 3450	ST: Fintech - An Introduction	3
INSY 4412	ST: IT and Sustainability	3
INSY 4431	Web Analytics	3
INSY 4432	Mobile Commerce & Apps	3
INSY 4434	ST: Data Mining for Business	3
INSY 4505	E-Commerce	3
INSY 4506	Business Analytics	3
LPBU 3226	Exploring Entrepreneurship	3
LPBU 3227	Innovation and Resilience	3
LPBU 3233	ST:Start-Up Venture Experience	3
LPBU 3234	ST: Leading for Impact	3
LPBU 3235	ST:Inside Tech Ventures	3
LPBU 3236	Personal Development: The Start-Up Called You	3
LPBU 3430	ST: Sustainable Business	3
LPBU 3446	ST:Social Entrepreneurship	3
LPBU 3451	ST: Business Trends & Disruption	3
LPBU 3454	ST: Design Thinking	3
LPBU 4001	Fair Trade and Microfinance	3

LPBU 4004	Entrepreneurship and Fair Trade	3
LPBU 4005	ST:Fair Trade Entrepreneurship	3
LPBU 4006	ST: Launch Your Startup	3
LPBU 4467	ST: Global Immersion: Entrepreneurship and Innovation in Rwanda	3
MKBU 3439	ST: Branding	3
MKBU 3445	ST: Marketing Analytics	3
MKBU 3448	ST: Social Marketing	3
MKBU 3454	ST: Design Thinking	3
SABU 3453	ST: Sustainability and Strategy	3

Concentration in Management Requirements

Gabelli students may pursue management as a primary or secondary concentration.

Primary Concentration

Students who want to pursue management as a primary concentration are required to complete four upper-level courses in Leading People and Organizations, Strategy, and/or Operations.¹

Secondary Concentration

Students who want to pursue management as a secondary concentration are required to complete three upper-level courses in Leading People and Organizations, Strategy, and/or Operations.¹

¹ Course with subject the code LPBU, SABU, or OPBU numbered 3224 or higher fulfill the requirements for the primary and secondary concentration in management except for SABU 4441 Strategy and OPBU 3438 Operations and Supply Chain Management.

Concentration in Personal Development and Leadership Overview

Research shows that those who are able to be effective change makers, are the happiest and most successful.

Are you inspired to become a compassionate leader for change, who wants to revolutionize the world for the better? Then this secondary concentration may be for you!

Personal Development and Leadership will allow you to explore with more intention and guidance what your gifts are and how you can develop and deploy them, no matter the industry you desire to work in some day, or what you wish to achieve in life.

Available at Rose Hill and Lincoln Center, this secondary concentration will teach you to:

- Understand your strengths and gifts
- Help you develop these gifts into skills
- Support you in applying these skills to effectuate change
- Develop and support you in your leadership role after college

Requirements

Secondary Concentration in Personal Development and Leadership

The Secondary Concentration in Personal Development and Leadership requires completion of three courses (nine credits).

Course	Title	Credits
Required Course		
LPBU 4440	ST: Advanced Management	3
Electives: one course from each category		
<i>Micro-Level Leadership: Self-Awareness & Personal Development</i>		
<i>Meso/Macro-Level Leadership: Skills, Mindset, and Impact</i>		
Total Credits		9

Micro-Level Leadership Electives

Courses in this group have the OPMI attribute.

Course	Title	Credits
LPBU 3236	Personal Development: The Start-Up Called You	3
LPBU 3452	ST: Mindful Leadership	3
LPBU 3458	ST: Awareness & Self Leaders	3
LPBU 4443	ST: Personal Leadership	3

Meso/Macro-Level Leadership Electives

Courses in this group have the OPMA attribute.

Course	Title	Credits
LPBU 3227	Innovation and Resilience	3
LPBU 3234	ST: Leading for Impact	3
LPBU 3430	ST: Sustainable Business	3
LPBU 3446	ST: Social Entrepreneurship	3
LPBU 3450	Research in Management: Managing Professional Relationships	3
LPBU 3457	ST: Applied Innovation Consulting	3
LPBU 4476	ST: Cross Cultural Negotiation	3
OPBU 3451	ST: Team Dynamics	3

Marketing

The marketing curriculum is designed to prepare students for careers in various marketing career paths (visit the Careers in Marketing website). The marketing area helps students learn the foundational knowledge and the latest marketing advances, with special attention given to consumer and societal well-being. This program is ranked 10th in the United States by *U.S. News & World Report*.

The field of marketing calls for creative thinkers with diverse interests and backgrounds. It allows applying economics, psychology, sociology, anthropology, statistics, and mathematics to contribute to the growth of the U.S. and global economy. Marketing concepts and activities today spread far beyond packaged- and durable-goods companies to encompass the business strategies of diverse industries such as service providers, nonprofit institutions, and even political entities. Marketing acumen and skills are critical to succeed in any area of business,

regardless of specific positions or job titles, because it involves finding innovative solutions to ever-changing challenges and leveraging evolving opportunities.

Given the innovations taking place in the industry and the interdisciplinary approach expected from marketing professionals, the marketing area constantly updates its curriculum and offers creative and cutting-edge courses to prepare students for marketing careers. The marketing area offers various courses that reflect the challenges in the U.S. and global marketplace, emphasizing the creation of value for consumers, businesses, and society at large.

Students have the option of following a track in their marketing major by directing some of their coursework in their major electives in a planned manner. Possible focus areas include strategic branding, marketing analytics, digital marketing, or integrated marketing communications. Students pursuing a concentration (in marketing or other business areas) may also complete these courses by adding a secondary concentration. Please see your class dean for advice and direction if you would like to consider one of these focus areas.

How courses are counted

Students must note the following policy for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both. Any exceptions to these rules will be posted within the specific area major, minor, or concentration requirements.

For more information

Visit the marketing area web page.

Programs

Major and Minor

- Marketing Major (p. 311)
- Marketing Minor (p. 312)

Concentrations

- Concentration in Digital Marketing (p. 309)
- Concentration in Global Marketing with Consumer Insights (p. 310)
- Concentration in Integrated Marketing Communications (p. 310)
- Concentration in Marketing (p. 310)
- Concentration in Marketing Analytics (p. 311)
- Concentration in Strategic Branding (p. 311)

Concentration in Digital Marketing Overview

The digital marketing secondary concentration prepares students to understand the digital marketing landscape, design and execute marketing activities on digital platforms, and optimize customer

experiences throughout the customer journey. Students build foundational knowledge and skills toward a systematic understanding of the digital marketing world.

Requirements

The secondary concentration in Digital Marketing requires three courses (9 credits).

Course	Title	Credits
MKBU 4113	Digital Marketing	3
MKBU 3449	ST: Customer Experience Mgt	3
MKBU 4114	Marketing Technology and Innovation	3
	or MKBU 3445 ST: Marketing Analytics	
Total Credits		9

All credits earned towards this secondary concentration may double-count towards a major in Marketing (p. 311).

Concentration in Global Marketing with Consumer Insights

Companies need marketers who can explain people. Unravel the mysteries behind why people buy what they buy, and you will be immeasurably valuable.

The Gabelli School at Lincoln Center's program in global marketing with consumer insights gives you the skills you need to explain the complexities and contradictions of consumer behavior. By drawing together knowledge from marketing, psychology, sociology, and anthropology, you will be able to develop creative new approaches.

The global marketing with consumer insights concentration will teach you to explain people's shopping habits, discover what makes someone choose a certain brand, and find out what makes online shoppers click.

Marketing has long relied on traditional psychology-based approaches to consumer behavior. As today's shoppers become harder to predict, however, companies are turning to anthropology to give them a deeper, more nuanced view of how consumers interact with their environment. This concentration prepares students to reveal, understand, and leverage consumer insights that can advance the state of marketing. Students take a mix of business and liberal arts courses—often marketing, anthropology, and psychology coursework—and then apply their knowledge through a required experiential component, such as an internship or global travel experience.

Graduates of this concentration are ready for careers in the burgeoning field of business anthropology and careers in consumer insights for which business anthropologists are hired.

Requirements

The global marketing with consumer insights concentration can be pursued by students who are majoring in Global Business Administration at Lincoln Center.

Course	Title	Credits
MKBU 3441	Marketing Research	3
MKBU 3435	Consumer Behavior	3
MKBU 3457	Bus Anthropol in Global Context	3

MKBU 3459	Cross Cultr Consumer Insight	3
MKBU 4113	Digital Marketing	3
Social Science Elective ¹		3 to 4
Marketing Elective ²		3

¹ Any course with the subject code ANTH (p. 987) numbered 1100-4999 (of three or more credits) or the subject code SOCI (p. 1625) numbered 1100-4999 (of three or more credits) may fulfill this requirement, as may the following Psychology courses: PSYC 1200 Foundations of Psychology, PSYC 2600 Social Psychology, PSYC 2700 Infant and Child Development, PSYC 2710 Adolescent and Adult Development, and PSYC 2800 Personality.

² Courses with the subject code MKBU (p. 1463) numbered 3226-4999 (of at least 1.5 credits) may fulfill this requirement.

Concentration in Integrated Marketing Communications Overview

Students in this secondary concentration gain in-depth knowledge of traditional and cutting-edge advertising and marketing communications that prepare them to take leading roles in those industries. They learn advanced approaches to developing advertising strategies and brand messaging, and then activating those messages in key media outlets and platforms.

Requirements

The secondary concentration in Integrated Marketing Communications requires three courses (9 credits).

Course	Title	Credits
MKBU 3434	Fundamentals of Integrated Marketing Communication	3
MKBU 4115	Marketing Messaging & Activation	3
MKBU 4113	Digital Marketing	3
	or MKBU 4105 ST: Services Marketing	
Total Credits		9

All credits earned towards this secondary concentration may double-count towards a major in Marketing (p. 311).

Concentration in Marketing Requirements

The Marketing concentration is available to all Gabelli students.

Primary Concentration

Course	Title	Credits
MKBU 3441	Marketing Research	3
Three marketing courses ¹		

Secondary Concentration

Students who want to pursue marketing as a secondary concentration are required to complete any three upper-level marketing courses.¹

¹ Any course from subject code MKBU (p. 1463) 3226 or higher may fulfill this requirement.

Students pursuing a primary or secondary concentration in marketing may not earn credit for COMC 3172 Principles of Advertising or PSYC 3320 Consumer Behavior.

Concentration in Marketing Analytics

The marketing analytics secondary concentration builds skills in critical analytical methods that unlock vast marketing opportunities. Students engage in hands-on training, applying analytical approaches to assist marketing decisions. Topics from data analytics, traditional marketing, and digital marketing combine to bridge the gap between managerial needs and technical expertise. In addition to students with a specific interest in marketing analytics, this secondary concentration would also be useful for those who will use analytics insights in other marketing and managerial roles.

Requirements

Marketing analytics can be pursued by Gabelli students as a secondary concentration only. Three courses (9 credits) are required.

Course	Title	Credits
MKBU 3445	ST: Marketing Analytics	3
MKBU 4451	ST: Data Driven Marketing Decisions	3
MKBU 4113	Digital Marketing	3
or INSY 4431	Web Analytics	
Total Credits		9

Concentration in Strategic Branding

Students in this secondary concentration build foundational knowledge of brands and their importance to the modern business world. Students learn key concepts and theories and develop the skills necessary to strategically manage brands toward organizational goals. Special attention is directed to measuring and evaluating brands as a means to enhance the customer experience and optimize the value brands deliver to all of a firm's stakeholders.

Requirements

Strategic branding can be pursued by Gabelli students as a secondary concentration only.

The concentration requires completion of the following courses:

Course	Title	Credits
Required Courses		
MKBU 3439	ST: Branding	3
MKBU 4109	ST: Revealing Consumer Insights	3
Elective		
<i>One of the following courses:</i>		
MKBU 3434	Fundamentals of Integrated Marketing Communication	3
MKBU 3440	Global Marketing	

MKBU 3449	ST: Customer Experience Mgt	
Total Credits		9

Note: MKBU 3225 Marketing Principles is a prerequisite for all of the above courses, and therefore must be taken before beginning any of the concentration coursework.

Marketing Major Requirements

Course	Title	Credits
Required Courses		
MKBU 3441	Marketing Research	3
MKBU 3435	Consumer Behavior	3
MKBU 4441	Marketing Strategy (Senior Capstone course)	3
Electives		
Four upper-level marketing courses ¹		12
One business elective		3
One liberal arts elective (marketing-related) from the following options: ²		3 to 4
ECON 3210	Development Economics	
ECON 3235	Economy of Latin America	
ECON 3346	International Trade	
COMM 1000	Fundamentals of Communication and Media Studies	
COMM 1010	Introduction to Communication and Media Studies	
ANTH 1100	Introduction to Cultural Anthropology	
PSYC 1200	Foundations of Psychology	
PSYC 2600	Social Psychology	
PSYC 2800	Personality	
SOCI 1100	Introduction to Sociology	
VART 1135	Visual Thinking	
VART 2003	Graphic Design and Digital Tools	
Total Credits		27-28

¹ Any course from subject code MKBU (p. 1463) numbered 3226 or higher fulfills this requirement.

² This list is a sample of commonly-completed classes; however, there are many courses from Fordham College at Rose Hill/Fordham College at Lincoln Center that may fulfill this requirement. Please consult your class dean to seek approval for a different course to fulfill this requirement.

Students pursuing a major in marketing may not earn credit for COMC 3172 Principles of Advertising or PSYC 3320 Consumer Behavior.

Marketing Majors must take CBBU 1005 Marketing Analytics Requirement in their junior year instead of CBBU 1004 ST: Analytics Requirement.

Students must also complete the Gabelli School business and liberal arts Core Curricula. In addition, all students complete between three and seven liberal arts electives depending on their major requirements.

CIP Code

30.7102 - Business Analytics.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Marketing Minor

This minor is for FCRH and FCLC students who are interested in applying marketing principles and practices to business needs. It combines classes in marketing, psychology, sociology, and statistics. Because marketing includes persuasion, students must possess effective communication skills. This minor is often of particular interest to students who are pursuing a major in communications.

Learning Goals

- Students will demonstrate a substantive knowledge of key business concepts and theories.
- Students will demonstrate competency in analytical and technical skills in decision-making.
- Students will demonstrate competency in oral and written communication.
- Students will demonstrate capacity for ethical decision-making and an understanding of how business can positively impact society.
- Students will demonstrate an awareness and competency in effectively working in teams and dealing with globally diverse situations.

Requirements

The minor in marketing consists of six courses.

Course	Title	Credits
Required Courses		
MKBU 3225	Marketing Principles	3
MKBU 3435	Consumer Behavior	3
Electives		
<i>Two upper-level marketing courses</i> ¹		6
<i>One liberal arts elective from the list below:</i>		3 to 4
PSYC 2600	Social Psychology	
PSYC 3410	Creativity ²	
PSYC 4310	Aging and Society ²	
PSYC 4920	Youth, Values, and Society	
SOCI 1100	Introduction to Sociology	
SOCI 2800	Sociological Theory	
SOCI 3102	Contemporary Social Issues and Policies	
SOCI 4408	Diversity in American Society	
ANTH 1100	Introduction to Cultural Anthropology	
ANTH 3351	Comparative Cultures	
ANTH 3470	People and Cultures of Latin America	
<i>One of the following two options:</i>		3 to 4

PSYC 2000 Statistics³

One additional upper-level marketing course¹

- ¹ Any course with subject code MKBU (p. 1463) numbered 3226 or higher may fulfill this requirement.
- ² Requires PSYC 1200 Foundations of Psychology as a pre-requisite.
- ³ Students whose major requires a statistics course may substitute the statistics course from their major. All others choosing this option must take PSYC 2000 Statistics.

Mathematics

The Mathematics Department offers both a major and a minor in Mathematics. The major prepares students for graduate studies or employment in a variety of fields dependent on quantitative and analytical skills. In addition, a student may prepare for teaching mathematics at the middle/high school level by selecting the Accelerated Master's in Teaching Program (p. 709), offered jointly with the Graduate School of Education. (Students interested in this option should seek advising as soon as possible).

The Departments of Mathematics and Economics offer a joint major (p. 315). The Departments of Mathematics and Computer and Information Sciences also offer a joint major (p. 313).

Program Activities

The department sponsors student chapters of Pi Mu Epsilon (the national mathematics honors society) and MAA (Mathematical Association of America). In addition, the Math Club sponsors meetings on interesting topics in mathematics and career possibilities. There are opportunities for summer research projects.

For more information

Visit the Mathematics department web page.

Contribution to the Core

The Core Curriculum requirement in mathematical reasoning may be satisfied by one of the following:

Course	Title	Credits
MATH 1100	Finite Mathematics ¹	3
MATH 1203	Applied Calculus I ¹	3
MATH 1206	Calculus I	4
MATH 1207	Calculus II	4
MATH 1700	Mathematical Modelling	4

- ¹ MATH 1100 Finite Mathematics and MATH 1203 Applied Calculus I have no college-level prerequisites

Majors in biology, chemistry, computer science, economics, general science, natural science, physics, and psychology should consult with their department advisers, as these majors have specific mathematics requirements. Students in the Gabelli School of Business take MATH 1108 Math for Business: Finite and MATH 1109 Math for Business: Calculus. Gabelli students interested in a math minor should take MATH 1206 Calculus I or MATH 1207 Calculus II in place of MATH 1109 Math for Business: Calculus.

Incoming first years are placed in mathematics courses based on their standardized test scores and their high school transcript record.

Programs

- Mathematics Major (p. 314)
- Mathematics and Computer & Information Sciences Major (p. 313)
- Interdisciplinary Math & Economics Major (p. 315)
- Mathematics Minor (p. 315)

Math and Computer & Information Sciences Major

The major, offered jointly by the Department of Computer and Information Sciences (p. 219) and the Department of Mathematics (p. 312), is designed to give students an excellent background in computer science and a solid foundation in those mathematical disciplines necessary for a full understanding of computer and information sciences. The program fosters both careful reasoning and a deep understanding of technology, enhancing graduates' marketability. The high degree of difficulty makes this joint major attractive to recruiters from the technology industry; it also prepares students who wish to pursue graduate study in computer science and other applied quantitative fields. Please note: There is no minor in this area; students are instead encouraged to minor in either mathematics or computer and information sciences.

Internships

Some majors in this program have completed internships, but such internships are not required and do not count toward the two electives in the major.

For more information

Visit the Math and Computer & Information Sciences program page.

CIP Code

27.9999 - Mathematics and Statistics, Other.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

A minimum grade of C- is required for each course counting toward this joint major. An overall average of 2.0 must be separately maintained in mathematics and computer and information sciences courses.

Required courses and sufficient electives to fulfill the major are available on both campuses. Course descriptions are available from each department.

Majors in this program are eligible for honors at graduation in mathematics and computer & information sciences.

The major requires 14 total courses: 10 common required courses, two courses in one concentration, and two electives. *Students must declare a*

concentration in mathematics or computer and information sciences. The 10 common required courses are identified below.

Course	Title	Credits
Required Courses		
CISC 1600 & CISC 1610	Computer Science I and Computer Science I Lab ¹	4
CISC 2000 & CISC 2010	Computer Science II and Computer Science II Lab	4
CISC 2200	Data Structures	4
CISC 4080	Computer Algorithms	4
CISC 4090	Theory of Computation	4
MATH 1207	Calculus II	4
MATH 2004	Multivariable Calculus I	4
MATH 2001	Discrete Mathematics	4
MATH 2006	Linear Algebra I	4
MATH 4006	Numerical Analysis	4

Electives

Select two electives in mathematics (four credit courses numbered above 2000) or computer and information sciences (numbered above 2000, possibly including 5000-level graduate courses) ²

Concentration

Select one of the following:

- Mathematics Concentration
- Computer and Information Sciences Concentration

¹ Students who take CISC 1600 during Fordham's Summer Session do not take CISC 1610, as the summer lecture and lab are offered in a combined format.

² At least one elective must be from mathematics if the computer and information sciences concentration is chosen and at least one elective must be in computer and information sciences if the mathematics concentration is chosen. The following courses may not count toward this requirement: CISC 4001 Computers and Robots in Film, CISC 4650 Cyberspace: Issues and Ethics, and CISC 4660 Minds, Machines, and Society.

Concentrations

Each student must also take two courses from one of the following two concentrations. Courses from the concentration not chosen may be used as electives.

Mathematics Concentration

Course	Title	Credits
Select two of the following: 8		
MATH 3006	Probability	
MATH 3007	Statistics	
MATH 3002	Differential Equations	
MATH 4022	Partial Differential Equations	

Computer and Information Sciences Concentration

Course	Title	Credits
Select two of the following: 8		
CISC 3500	Database Systems	
CISC 3593	Computer Organization	

CISC 3595	Operating Systems
CISC 4597	Artificial Intelligence
CISC 4615	Data Communications and Networks
CISC 4631	Data Mining

Availability

The major in math and computer & information sciences is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in math and computer & information sciences only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Mathematics Major Requirements

Eleven courses beyond Calculus 1 and Calculus 2 are required to receive the Bachelor of Arts in mathematics.

Course	Title	Credits
Required Courses		
MATH 2001	Discrete Mathematics	4
MATH 2004	Multivariable Calculus I	4
MATH 2006	Linear Algebra I	4
MATH 3005	Abstract Algebra I	4
Computer Programming (choose one of the following options):		
<i>Option 1</i>		
MATH 2011	Programming for Math and Science	
<i>Option 2 (if chosen, both sequences are required)</i>		
CISC 1600 & CISC 1610	Computer Science I and Computer Science I Lab	
CISC 2000 & CISC 2010	Computer Science II and Computer Science II Lab	
Concentration		
Select one of the following concentrations:		16
<i>Pure Mathematics Concentration</i>		
MATH 3001	Linear Algebra II	
MATH 3003	Real Analysis	
MATH 3004	Complex Analysis	
MATH 4009	Topics in Geometry	
<i>Applied Mathematics Concentration</i>		
MATH 3002	Differential Equations	
MATH 3006	Probability	
MATH 3007	Statistics	

MATH 4006 Numerical Analysis

Electives

Select two electives. Must be four credit MATH courses numbered 2000 or higher ¹

¹ Any course with the MATH subject code may fulfill this requirement.

Additional Information

To graduate with a mathematics major, a student must have a cumulative grade point average of at least 2.0 in all courses in the major.

Prospective mathematics majors should consult with the chair before constructing a plan of study.

Bachelor of Science Degree

The above courses are required to receive the degree of Bachelor of Arts in mathematics. To receive the Bachelor of Science degree, students must also complete **one of the following nine sequences** of courses; all courses listed under the chosen option (1-9) must be completed:

Course	Title	Credits
For Rose Hill students:		
<i>(1) Introductory Biology</i>		
BISC 1403 & BISC 1413	Introductory Biology I and Introductory Biology Lab I	5
BISC 1404 & BISC 1414	Introductory Biology II and Introductory Biology Lab II	5
<i>(2) General Chemistry</i>		
CHEM 1321 & CHEM 1311 & CHEM 1331	General Chemistry I and General Chemistry I Recitation and General Chemistry Lab I	6
CHEM 1322 & CHEM 1312 & CHEM 1332	General Chemistry II and General Chemistry II Recitation and General Chemistry Lab II	6
<i>(3) Introduction to Physics</i>		
PHYS 1601 & PHYS 1603 & PHYS 1511	Introduction to Physics I and Introduction to Physics I Recitation and Physics I Lab	5
PHYS 1602 & PHYS 1604 & PHYS 1512	Introduction to Physics II and Introduction to Physics II Recitation and Physics II Lab	5
<i>(4) Physics</i>		
PHYS 1701 & PHYS 1703 & PHYS 1511	Physics I and Physics I Recitation and Physics I Lab	4
PHYS 1702 & PHYS 1704 & PHYS 1512	Physics II and Physics II Recitation and Physics II Lab	4
For Lincoln Center students:		
<i>(5) General Biology</i>		
NSCI 1403 & NSCI 1413	General Biology Lecture I and General Biology Lab I	5
NSCI 1404 & NSCI 1414	General Biology Lecture II and General Biology Lab II	5
<i>(6) Concepts in Biology</i>		
NSCI 1423 & NSCI 1433	Concepts in Biology Lecture I and Concepts in Biology Lab I	5

NSCI 1424 & NSCI 1434	Concepts in Biology Lecture II and Concepts in Biology Lab II	5
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(7) General Chemistry

NSCI 1321 & NSCI 1331	General Chemistry Lecture I and General Chemistry Lab I	6
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NSCI 1322 & NSCI 1332	General Chemistry Lecture II and General Chemistry Lab II	6
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(8) Physics I and II

NSCI 1701 & NSCI 1703 & NSCI 1511	Physics I and Physics I Recitation and General Physics Lab I	4
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NSCI 1702 & NSCI 1704 & NSCI 1512	Physics II and Physics II Recitation and General Physics Lab II	4
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(9) Honors Natural Science

Both of the below courses include a lab component.

HPLC 1603	Honors: Natural Science I	4
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HPLC 1604	Honors: Natural Science II	4
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Availability

The major in mathematics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in mathematics only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

27.0101 - Mathematics, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Mathematics Minor

Requirements

Requirements for Gabelli School of Business students

Course	Title	Credits
MATH 1108	Math for Business: Finite	3
MATH 1206	Calculus I ¹	4

MATH 1207	Calculus II	4
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Select three four-credit MATH courses numbered above 2000

¹ Either MATH 12AB Transfer Calculus AB or MATH 12BC Transfer Calculus BC (transfer credit from AP Calculus AB or AP Calculus BC), but not both, may fulfill this requirement.

Gabelli students with advanced placement or who have already completed MATH 1109 Math for Business: Calculus should consult with the department chair.

Requirements for all other students

Course	Title	Credits
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Select six MATH courses, three of which must be numbered above 2000^{1,2}

¹ MATH 1108 Math for Business: Finite, MATH 1109 Math for Business: Calculus, MATH 1203 Applied Calculus I, and MATH 1204 Applied Calculus II cannot be used.

² Either MATH 12AB Transfer Calculus AB or MATH 12BC Transfer Calculus BC (transfer credit from AP Calculus AB or AP Calculus BC), but not both, may fulfill this requirement as a course below the 2000 level.

Students majoring in mathematics and computer & information science who minor in mathematics may not apply any of the courses used for the major toward the minor.

Availability

The minor in mathematics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in mathematics only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Interdisciplinary Math & Economics Major

This major, offered jointly by the departments of economics and mathematics, is designed to give the student an excellent background in modern economic analysis and a solid grounding in those mathematical disciplines necessary for a full understanding of economic analysis. Because it both demands and fosters careful reasoning as well as a facility with abstract formulations of problem situations, it is an apt pre-law program. Its high degree of difficulty makes it attractive to business recruiters, and it is particularly appropriate for graduate studies in economics, business, and other applied quantitative fields.

Program Activities

Majors in this program are eligible for honors at graduation in interdisciplinary math & economics. Some majors in this program have done internships at banks or investment firms. Such internships are not required and do not count among the four electives in the major.

For more information

Visit the interdisciplinary math & economics program page.

CIP Code

27.9999 - Mathematics and Statistics, Other.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Students enrolled in this program are required to take the following courses:

Course	Title	Credits
Required Courses		
ECON 1100	Principles of Macroeconomics	3
ECON 1200	Principles of Microeconomics	3
ECON 3116	Intermediate Macroeconomics	4
ECON 3118	Intermediate Microeconomics	4
MATH 1207	Calculus II	4
MATH 2004	Multivariable Calculus I	4
MATH 2001	Discrete Mathematics	4
MATH 2006	Linear Algebra I	4
Select one of the following:		
MATH 3006 & MATH 3007	Probability and Statistics	
ECON 2140 & ECON 2142	Statistics I and Statistics II	

Electives

Select four electives in mathematics or economics. Any course with the MATH subject code (must be 4 credits and numbered 2000 or higher) or the ECON subject code may fulfill this requirement. Of these four courses, at least one course must be in mathematics and one must be in economics.

Required courses and sufficient electives to fulfill the major are available on both campuses.

Availability

The major in interdisciplinary math & economics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in interdisciplinary math & economics only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Medieval Studies

The medieval studies major is interdisciplinary in nature and enables the student to develop an integrated understanding of medieval civilization through the study of its history, art, music, literature, ways of thought, and religion. Beyond its intrinsic interest, such an understanding of a premodern society provides comparisons and contrasts that shed light on modern values and assumptions, and on the origins of many modern institutions. As is the case with liberal arts majors in general, medieval studies majors finish their course of study well prepared for professional careers that require cultural awareness and critical thinking.

Program Activities

The Center for Medieval Studies sponsors an annual lecture series and conference, and hosts receptions and class visits to medieval exhibits and collections in the area.

For more information

Visit the Medieval Studies program web page.

Programs

- Medieval Studies Major (p. 316)
- Medieval Studies Minor (p. 319)

Medieval Studies Major

The major consists of 10 courses drawn from seven departments: art history and music, classics, English, history, languages and cultures, philosophy, and theology. Six courses are required, as follows, with examples of departmental and program offerings that fill the requirement. The final selection of four elective courses should be determined in consultation with program advisers. A thesis option (p. 316) is also available for students interested in pursuing an ambitious research project as part of the major.

CIP Code

30.1301 - Medieval and Renaissance Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The major requires ten courses.

Course	Title	Credits
HIST 1300	Understanding Historical Change: Medieval	3
One course required from each of the following sections:		15 to 20
	Medieval Literature	
	Medieval Philosophy	
	Medieval Theology	
	Medieval Art or Music	
	Medieval Language	
Four additional elective courses ¹		12 to 16

¹ Any course with the MVST subject code or the MVST attribute code may fulfill this requirement.

In consultation with the director or the associate director, students may be encouraged to take 5000-level courses (graduate courses open to undergraduates) in related departments.

Senior Thesis Option

The program offers a senior thesis option in Medieval Studies for senior Medieval Studies majors with a 3.0 GPA or higher in Medieval Studies who wish to complete an ambitious project under the direction of a faculty member.

Interested students should discuss this option with the undergraduate chair of Medieval Studies, as well as with a potential faculty adviser, and then submit an application to be evaluated by the undergraduate chair and potential adviser prior to the semester in which the thesis will be completed.

To write a thesis in the spring semester, students must submit the application by October 15 of the previous semester; to write a thesis in the fall semester, students must submit the application by March 1 of the previous semester.

If the application is approved, the undergraduate chair will authorize the student to register for MVST 4997 Medieval Studies Honors Thesis Tutorial, which counts as an elective toward the major (but will not replace any major requirements). Students will write the thesis over the course of one semester, at the end of which there will be a defense of the thesis with the adviser and one program reader. For more information, visit the Medieval Studies website.

Double Majors

Double majors are given greater flexibility in fulfilling the major requirements. Up to two courses may also count toward both the Medieval studies major and the second major. Students who choose medieval studies as a double major also complete 10 courses, including the following:

Course	Title	Credits
HIST 1300	Understanding Historical Change: Medieval	3

One course in each of the following areas:

Medieval Literature or Medieval Language

Medieval Philosophy or Medieval Theology

Medieval Art/Music

Six electives

Medieval Literature

Courses in this group have the MVL I attribute.

Course	Title	Credits
COLI 3010	Politics and Poetry in the Middle Ages: The Rise of Vernacular Culture in the Mediterranean	4
COLI 3031	Medieval Monsters	4
COLI 3123	Surviving the Barbarians in Early Medieval Britain	4
COLI 3135	Irish and British High Medieval Literature: Connections and Comparisons	4

COLI 3145	Medieval Love in Comparison: Christian, Jewish, and Muslim Perspectives	4
COLI 3146	Science and Magic in Medieval Literature	4
COLI 3440	Arabic Literature in English Translation	4
ENGL 3031	Medieval Monsters	4
ENGL 3100	Medieval Literature	4
ENGL 3102	Medieval Drama	4
ENGL 3103	Early English Drama	4
ENGL 3104	Medieval English Blackness?	4
ENGL 3105	"Game of Thrones" and the Modern Medieval	4
ENGL 3107	Chaucer	4
ENGL 3109	Arthurian Literature	4
ENGL 3111	Medieval Romance and Adventure	4
ENGL 3113	Introduction to Old English	4
ENGL 3114	The (Medieval) Walking Dead	4
ENGL 3115	Medieval Women Writers	4
ENGL 3121	The Pearl Poet and His Book	4
ENGL 3123	Surviving the Barbarians in Early Medieval Britain	4
ENGL 3125	Beowulf in Old English	4
ENGL 3127	Dreams in Middle Ages	4
ENGL 3131	Medieval Tolerance and Intolerance	4
ENGL 3134	Love in the Middle Ages	4
ENGL 3135	Irish and British High Medieval Literature: Connections and Comparisons	4
ENGL 3136	Medieval Mystics	4
ENGL 3140	Myth of the Hero: Medieval Memory	4
ENGL 3144	Other Worlds	4
ENGL 3145	Medieval Love in Comparison: Christian, Jewish, and Muslim Perspectives	4
ENGL 3146	Science and Magic in Medieval Literature	4
ENGL 4005	The Medieval Traveler	4
ENGL 4019	Seminar: Love Letters from Ovid's <i>Heroides</i> to Heloise's Letters to Abelard	4
ENGL 4027	Seminar: Race, Ethnicity, and Contact in Early Medieval Ireland and Britain	4
ENGL 4096	Hobbits/Heroes/Hubris	4
ENGL 4141	Death in the Middle Ages	4
ENGL 4142	Contemplating the Cloisters	4
ENGL 4148	Medieval Drama in Performance	4
ENGL 4151	Performing Medieval Drama	4
FREN 3100	Medieval French Literature	4
FREN 3103	Medieval Other, Modern Ethics: Christians, Muslims, and Jews in Medieval France	4
GERM 3057	Medieval German Literature: Potions, Passions, Players, and Prayers	4
ITAL 3011	Dante and His Age	4
ITAL 3012	Medieval Storytelling	4
LATN 3041	Ovid	4
LATN 3060	Readings in Vergil	4
MLAL 3010	Politics and Poetry in the Middle Ages: The Rise of Vernacular Culture in the Mediterranean	4

MLAL 3012	Medieval Storytelling	4
MLAL 3057	Medieval German Literature: Potions, Passions, Players, and Prayers	4
MLAL 3203	Dante and His Translators	4
MLAL 3440	Arabic Literature in English Translation	4
MLAL 4006	Dante's Cosmos: Medieval Science, Theology, and Poetry in the Divina Commedia	4
MVST 1210	Literature and Society	3
MVST 3057	Medieval German Literature: Potions, Passions, Players, and Prayers	4
MVST 3102	Medieval Women Writers	4
MVST 3500	The Knights of the Round Table	4
MVST 3501	Between Conquest and Convivencia: The Spanish Kingdoms of the Middle Ages	4
MVST 4005	The Medieval Traveler	4
MVST 4008	Medieval Autobiographies	4
SPAN 3540	Spain and Islam	4
THEA 4148	Medieval Drama	4
THEA 4151	Performing Medieval Drama	4

Medieval Philosophy

Courses in this group have the MVPH attribute.

Course	Title	Credits
MLAL 3535	Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias	4
MVST 3552	Medieval Philosophy	4
MVST 3590	Medieval Political Philosophy	4
MVST 4003	War and Peace: Just War Theory	4
PHIL 3520	Philosophy of Aristotle	4
PHIL 3525	Philosophy of Plato	4
PHIL 3530	Philosophy After Constantine	4
PHIL 3552	Medieval Philosophy	4
PHIL 3557	Confessions of Augustine	4
PHIL 3559	Dante and Philosophy	4
PHIL 3560	Philosophy of Aquinas	4
PHIL 3565	Four Medieval Thinkers	4
PHIL 3570	Beauty in the Middle Ages	4
PHIL 3591	Medieval Political Philosophy	4
PHIL 3753	Philosophy of the Islamic World	4
PHIL 3910	Shakespeare and Aquinas	4
PHIL 4442	Fantasy and Philosophy	4
PHIL 4473	War and Peace: Just War Theory	4

Medieval Theology

Courses in this group have the MVTH attribute.

Course	Title	Credits
HIST 3204	Sex & Celibacy in the Middle Ages	4
MVST 3501	Between Conquest and Convivencia: The Spanish Kingdoms of the Middle Ages	4
MVST 4006	Dante's Cosmos: Science, Theology, and Literature	4

THEO 1006	Sin and Salvation in Medieval Theology	3
THEO 3100	Introduction to Old Testament / Tanakh	3
THEO 3102	Book of Genesis	3
THEO 3105	The Torah	3
THEO 3120	The Prophets	3
THEO 3200	Introduction to New Testament	3
THEO 3207	The First Three Gospels	3
THEO 3212	Gospel of John	3
THEO 3310	Early Christian Writings	3
THEO 3314	St. Augustine of Hippo	3
THEO 3316	Byzantine Christianity	3
THEO 3320	Augustine, Aquinas, and Luther	3
THEO 3330	Medieval Theology Texts	3
THEO 3332	Christians, Muslims, Jews in the Medieval Period	3
THEO 3340	Christian Mystical Texts	3
THEO 3345	The Book of Revelation	3
THEO 3620	Great Christian Hymns	3
THEO 3711	Sacred Texts of the Middle East	3
THEO 3713	Classic Jewish Texts	3
THEO 3715	Classic Islamic Texts	3
THEO 3833	Christian Thought and Practice II	4
THEO 3849	Eschatology	4
THEO 4430	Sex, Gender, and Sexuality in Early Christianity	4

Medieval Art or Music

Courses in this group have the MVAM attribute.

Course	Title	Credits
ARHI 2230	Islamic Art	4
ARHI 2250	Ancient American Art	4
ARHI 2320	The Fall of Ancient Rome: A Material Culture Investigation	4
ARHI 2341	Medieval Desire and Devotion	4
ARHI 2360	Illuminated Manuscripts	4
ARHI 2365	Medieval Art and the Museum	4
ARHI 2370	Art and Science in the Middle Ages	4
ARHI 2410	Northern Renaissance Art	4
ARHI 3350	Age of Cathedrals	4
ENGL 4142	Contemplating the Cloisters	4
MUSC 3110	Music Before 1600	4
MUSC 3111		4
MVST 2360	Illuminated Manuscripts	4
MVST 3215	Medieval Fashion and Its Meanings	3
MVST 4100	Modern Sounds, Early Music	4
THEO 4420	Early Christian Art in Context	4

Medieval Language

Typically classical or medieval Latin, Old English, Old French, or, in consultation with the director, another medieval language.

Courses in this group have the MVLA attribute.

Course	Title	Credits
ARAB 1001	Introduction to Arabic	5
ARAB 1501	Intermediate Arabic I	3
ARAB 1502	Intermediate Arabic II	3
ARAB 2001	Arabic Language and Literature	3
ENGL 3834	History of the English Language	4
GREK 1001	Introduction to Greek I	3
GREK 1002	Introduction to Greek II	3
GREK 1004	Intensive Ancient Greek	4
GREK 1501	Intermediate Greek I	3
GREK 2001	Greek Language and Literature	3
HEBW 1001	Introduction to Hebrew I	5
HEBW 1501	Intermediate Hebrew I	3
HEBW 1502	Intermediate Hebrew II	3
HEBW 2001	Hebrew Language and Literature I	3
LATN 1001	Introduction to Latin I	3
LATN 1002	Introduction to Latin II	3
LATN 1004	Intensive Latin	4
LATN 1501	Intermediate Latin I	3
LATN 2001	Latin Language and Literature	3
LATN 3021	Roman Love Poetry	4
LATN 3041	Ovid	4
LATN 3060	Readings in Vergil	4
LATN 3061	Christian Latin	4
LATN 3300	Advanced Latin	4
LATN 5542	Medieval Latin Literature	4
THEO 1050	Syriac Language and Literature I	3

Availability

The major in medieval studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies students may major in medieval studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Medieval Studies Minor Requirements

A minor in medieval studies requires the following six courses:

Course	Title	Credits
HIST 1300	Understanding Historical Change: Medieval	3
Select one course in each of the following areas: ¹		
	Medieval Literature	

Medieval Philosophy or Theology
Medieval Art, Music, or Language
Elective
Select two elective courses ²

¹ Courses that count toward these requirements are listed under the requirements of the Medieval Studies major (p. 316).

² Any course with the MVST subject code or the MVST attribute code may fulfill this requirement.

Availability

The minor in medieval studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies students may minor in medieval studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Middle East Studies

The Middle East studies program is an intercampus, interdisciplinary major that is designed to provide a broad background in the language, literature, history, religion, anthropology, politics, economics, and art of the Middle East and North Africa (defined to include all the countries of the Arabic-speaking world plus Israel, Turkey, and Iran) from ancient times to the present. Through exposure to several disciplines, this University-wide liberal arts curriculum both provides a rich background for work in business, diplomacy, government, philanthropy, and education and prepares students for advanced work in one of the disciplines.

For more information

Visit the Middle East Studies program web page.

Contribution to the Core

Middle East studies offers Arabic courses, which, when taken in sequence through to the exit level (ARAB 2001 Arabic Language and Literature), will fulfill the foreign language core requirement. The descriptions for all Arabic language courses can be located in the Languages and Cultures section (p. 285) of this bulletin. In addition, the program offers courses that will fulfill the Global Studies core requirement.

Programs

- Middle East Studies Major (p. 319)
- Middle East Studies Minor (p. 320)

Middle East Studies Major

Few parts of our world are more in the news or more vital to the international interests of the United States than the Middle East. Business, mass media, law firms, governmental and non-governmental bodies, philanthropic organizations, relief and aid agencies, human rights groups, and graduate and professional schools are all eager to recruit individuals well-versed in the complexities and intricacies of Middle Eastern/North African culture, history, religion, civilization, economics, and politics.

Fordham University is one of the few institutions of higher learning in the United States that offers an interdisciplinary, intercampus, undergraduate

major in Middle Eastern studies. This program trains and equips students to step into challenging positions related to Middle East affairs.

CIP Code

05.0108 - Near and Middle Eastern Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

All majors must complete a minimum of eight one-semester courses composed of the following:

Course	Title	Credits
Required Courses		
THEO 3711 or THEO 3715	Sacred Texts of the Middle East Classic Islamic Texts	3
MEST 2000	Introduction to the Modern Middle East	4
MEST 4001	Seminar: Middle East	4
Electives		
Select five electives ¹		

¹ Any course with the MEST subject code or the MEST attribute code may fulfill this requirement.

Majors and minors are strongly advised to study a Middle Eastern language. Modern standard Arabic is regularly offered in the college and will satisfy the college's language proficiency requirement. If a student has satisfied the language proficiency requirement through a non-Middle Eastern language, as many as two courses in a Middle Eastern language may be counted toward the eight-course requirement for the major and six-course requirement for the minor.

Availability

The major in Middle East studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in Middle East studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Middle East Studies Minor Overview

Few parts of our world are more in the news or more vital to the international interests of the United States than the Middle East. Business, mass media, law firms, governmental and non-governmental bodies, philanthropic organizations, relief and aid agencies, human rights groups, graduate and professional schools are all eager to recruit individuals well-versed in the complexities and intricacies of Middle Eastern/North African culture, history, religion, civilization, economics, and politics.

Fordham University is one of the few institutions of higher learning in the United States that offers an interdisciplinary, intercampus, undergraduate major in Middle Eastern studies. This program trains and equips students to step into challenging positions related to Middle East affairs.

Requirements

All students who minor in Middle East studies must complete a minimum of six courses composed of the following:

Course	Title	Credits
Required Courses		
THEO 3711 or THEO 3715	Sacred Texts of the Middle East Classic Islamic Texts	3
MEST 2000	Introduction to the Modern Middle East	4
MEST 4001	Seminar: Middle East	4
Electives		
Select three electives ¹		

¹ Any course with the MEST subject code or the MEST attribute code may fulfill this requirement.

Majors and minors are strongly advised to study a Middle Eastern language. Modern standard Arabic is regularly offered in the college and will satisfy the college's language proficiency requirement. If a student has satisfied the language proficiency requirement through a non-Middle Eastern language, as many as two courses in a Middle Eastern language may be counted toward the eight-course requirement for the major and six-course requirement for the minor.

Availability

The minor in Middle East studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in Middle East studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Music

Note: "Art History and Music" is a single academic department at Fordham, but the academic information for each subject is listed on a separate web page. Information about art history programs is listed under art history (p. 180).

The music major offers students the opportunity to study music historically as a force in the shaping of culture and technically as a

practical skill, craft, and art. Emphasizing music as a humanistic pursuit integrated into the liberal arts curriculum, it covers a range of courses that include music history, theory, composition, and performance. While the program offers ample opportunities to take private lessons and to participate in campus performance ensembles, it leads to an academic B.A. degree rather than a performance-oriented one. Students are prepared to go on to graduate school, seek careers in music education, and pursue professions that combine music with other fields of study.

No course in which the student earns a grade of D or F may be used toward a departmental major or minor.

Double Majors

The music major can be combined with other courses of study, including a double major. A music major interested in a career in the music industry or in arts management, for example, might consider taking economics or business courses related to the arts. Fordham's Gabelli School of Business offers a minor in business that can be combined with the music major.

Program Activities

Internships

Music majors can receive credit for a music internship with a recording company or concert agency in New York City during their junior or senior years. With the approval and supervision of the department, majors may receive elective credit for one internship graded on a pass/fail basis.

For more information

Visit the music department web page.

Contribution to the Core

The music program offers MUSC 1100 Introduction to Music History, which fulfills the fine arts core requirement. This course has sections that focus on different geographical areas and traditions. It is also available as an Eloquentia Perfecta 1 Seminar. In addition, the department offers American pluralism and global studies courses each year as well as a variety of EP3, EP4, and ICC courses.

Programs

- Music Major (p. 321)
- Music Minor (p. 322)

Music Major

Requirements

The music major program consists of 10 one-semester departmental courses and four semesters of campus-based vocal or instrumental ensembles:

Course	Title	Credits
MUSC 1100	Introduction to Music History ¹	3
MUSC 2140 & MUSC 2141	Fundamentals of Keyboard Musicianship and Keyboard Lab	4
MUSC 2145	Music Theory I	4
MUSC 2146	Music Theory II	4
MUSC 2147	Music Theory III (or designated equivalent)	4

Select three of the following:	12
MUSC 3031	Rock and Pop Music Since World War II
MUSC 3110	Music Before 1600
MUSC 3121	Baroque Music: Music Between Ancients and Moderns
MUSC 3122	Music, Enlightenment, and Revolution
MUSC 3123	Music & the Age of Romanticism
MUSC 3124	Music of the Modernist Age
MUSC 3130	Race and Gender in Latin American Popular Music
MUSC 3200	Ethnomusicology: Methods and Practices
One of the following two options: ²	8
Two electives at the 2000-level or higher	
One 2000-level elective plus four semesters of individual instruction	
Select four semesters of performance in a campus-based vocal or instrumental ensemble	4

¹ Students in the FCRH Honors Program (p. 68) may fulfill this requirement with HPRH 1204 Foundational Topics: Art/Music History.

² Credits earned in MUSC 1231 Chamber Music Instruction may count towards this requirement. In addition, credits from any course with the subject code JUIL (p. 1431) may count towards this requirement as a Music elective.

³ MUSC 1231 Chamber Music Instruction does not count as an ensemble towards this requirement.

Individual Instruction

Music majors may apply four semesters/sections of private vocal/instrumental instruction toward the elective requirement. Majors must enroll in one-credit sections of lessons in order to qualify for course credit toward the major. Majors who wish to continue beyond four semesters/sections should enroll, beginning with their fifth semester/section of lessons, in zero-credit sections. Majors who do not intend to complete the four one-credit courses should only enroll in zero-credit sections.

Students will be charged the cost of lessons; applicable fees or rates are published on the music department website.

Course	Title	Credits
MUSC 1260	Vocal Instruction: Classical	1
MUSC 1261	Vocal Instruction: Jazz	1
MUSC 1262	Instrumental Instruction: Piano Classical	1
MUSC 1263	Instrumental Instruction: Piano Jazz	1
MUSC 1264	Instrumental Instruction: Guitar Classical	1
MUSC 1265	Instrumental Instruction: Guitar Jazz	1
MUSC 1266	Instrumental Instruction: Flute	1
MUSC 1267	Instrumental Instruction: Clarinet	1
MUSC 1268	Instrumental Instruction: Brass Horns/Saxophone	1
MUSC 1269	Instrumental Instruction: Violin/Viola	1
MUSC 1270	Instrumental Instruction: Cello	1
MUSC 1273	Instrumental Instruction: Miscellaneous	1
MUSC 1274	Organ Instruction	1
MUSC 1280	Instrumental Instruction: Drums	1

Theory Courses

The theory courses, which must be taken in sequence, are offered on a two-year cycle. Students unprepared for MUSC 2145 Music Theory I are required to take MUSC 2120 Introduction to Music Theory, which will not apply toward the major.

Students with keyboard proficiency may, upon approval from the department, substitute Keyboard Musicianship (MUSC 2140/2141) with a music elective.

Performance

Music majors must participate in a minimum of four semesters/sections of performance; they may choose from among the faculty-led vocal and instrumental ensembles listed below. Majors must enroll in one-credit sections of ensembles in order to fulfill the requirement. Majors who wish to continue beyond four semesters/sections should enroll, beginning with their fifth semester/section, in zero-credit sections.

Some ensembles carry a lab fee: applicable fees or rates are published on the music department website.

Course	Title	Credits
MUSC 1241	Concert Choir-Rose Hill	1
or MUSC 1242	Concert Choir-Lincoln Center	
MUSC 1245	Women's Choir	1
MUSC 1281	Orchestra	1
MUSC 1291	Jazz Ensemble	1
or MUSC 1301	Jazz Orchestra	
MUSC 1300	Chamber Orchestra	1
MUSC 1302	Afro-Latin Music Ensemble	1
MUSC 1303	Collegium Musicum	1

Coached Chamber Music

Students can enjoy playing chamber music together in a coached group (MUSC 1231). The groups are coached by Fordham's network of private music teachers and count as a kind of music lessons. Students are placed in appropriate small groups, with up to four players, by instrument and experience. Students will be charged the cost of lessons (lower than individual lessons); applicable fees/rates are published on the music department website.

Availability

The major in music is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in music only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

50.0901 - Music, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Music Minor

Requirements

The department offers a minor consisting of six one-semester departmental courses in music.

Course	Title	Credits
MUSC 1100	Introduction to Music History ¹	3
MUSC 2145	Music Theory I ²	4
Select four additional courses ³		16

¹ Students in the FCRH Honors Program (p. 68) may fulfill this requirement with HPRH 1206 Foundational Topics: Music History.

² Students with advanced proficiency may, with advisor permission, fulfill this requirement with MUSC 2146 Music Theory II.

³ Any course with the MUSC subject code may fulfill this requirement. In addition, credits from any course with the subject code JUUL (p. 1431) may count towards this requirement as a Music elective.

Music minors are also eligible to participate in the Private Vocal/Instrumental Instruction or Music Ensemble programs (see the music major (p. 321) page for options), but may only take up to four semesters/sections for credit (one credit each, on a pass/fail basis). The four one-credit semesters/sections of lessons or ensemble may replace a single four-credit music elective.

Minors must enroll in one-credit sections of lessons and ensembles in order to qualify for course credit toward the minor.

Minors who wish to continue beyond four semesters/sections should enroll, beginning with their fifth semester/section, in zero-credit sections of lessons. Minors who do not intend to complete the four one-credit courses should only enroll in zero-credit sections.

Students will be charged the cost of lessons; some ensembles carry lab fees. Applicable fees/rates are published on the music department website.

Availability

The minor in music is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in music only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Natural Sciences

The department offers a major in natural science, which is designed for students who wish to complete their academic training at the bachelor's level in STEM and/or who plan to continue to graduate or

professional schools. The major is designed to provide the students with a flexible program, enabling the graduate to pursue a variety of careers, including medicine, dentistry, veterinary medicine, or graduate training in STEM-related fields. Students may also major in other disciplines while completing the pre-health program. Beyond this, the major also serves the integrative neuroscience, environmental science, and the 3-2 engineering programs, as well as the biochemistry major/minor.

Other Programs and Majors Served by the Natural Sciences Department

1. Integrative Neuroscience (p. 270), Environmental Science (p. 242), and Biochemistry (p. 193) majors: The department serves the students from these majors by offering basic and upper-level courses to fulfill their major requirements, and by mentoring students in these majors in research. Students should consult with their program director for advice on course selection.
2. Pre-Health Program: Students interested in pre-health should consult the recommended Fordham College at Lincoln Center Pre-Health professions curriculum guidelines. All of the pre-health courses can be taken as NSCI subject code courses within the natural sciences department, except for Calculus I (MATH 1206) or Applied Calculus I (MATH 1203), which are offered by the mathematics department at Fordham College at Lincoln Center. Students may major in any field and still satisfy their pre-health requirements through the natural sciences department.
3. 3-2 Engineering Program: Interested students should consult with the 3-2 engineering program director for information regarding major courses to be completed in their sophomore and junior years. In general, the program requires one year of calculus-based physics with lab, such as NSCI 1701 Physics I & NSCI 1702 Physics II, and NSCI 1511 General Physics Lab I & NSCI 1512 General Physics Lab II.

Research

Most natural science, environmental science, and integrative neuroscience majors conduct scientific research projects at the Lincoln Center campus or at medical research centers in the vicinity. Students are encouraged to pursue research projects with natural sciences faculty members for academic credit. Students have the opportunity to do research in the following fields:

- Neuroscience
- Genetics
- Ecology
- Chemistry
- Molecular Biology
- Data Sciences

For more information

Visit the natural sciences department web page.

Contribution to the Core

The Department offers the following Core Curriculum courses to non-science majors:

Course	Title	Credits
NSCI 1010	Physical Sciences: From Past to Present	3
NSCI 1020	Physical Science: Today's World	3
NSCI 1030	Human Function and Dysfunction	3
NSCI 1040	People and the Living Environment	3
NSCI 2020	An Introduction to Geology	3

Students are required to take their physical science requirement (NSCI 1010 Physical Sciences: From Past to Present or NSCI 1020 Physical Science: Today's World) before taking their life science requirement (NSCI 1030 Human Function and Dysfunction or NSCI 1040 People and the Living Environment).

NSCI 2020 An Introduction to Geology also counts towards the physical science core requirement. The course is offered every other semester.

Programs

- Natural Science Major (p. 323)

Natural Science Major Overview

The natural science major at Fordham College at Lincoln Center (FCLC) offers a comprehensive and interdisciplinary education, emphasizing undergraduate training through rigorous coursework, lab experiences, and independent research. The department includes faculty members with expertise in chemistry, physics, data science, and biology who teach courses supporting a variety of majors and programs. Students can choose concentrations in chemical sciences, organismal biology, and cell and molecular biology within the natural science major. Beyond the needs of students in the pre-health professions program, the department's courses also fulfill requirements for integrative neuroscience, environmental science, the FCLC Honors Program, the biochemistry major/minor, and the core curriculum. With small class sizes and hands-on lab work, students benefit from personalized attention and mentorship, preparing them for successful careers in medicine, academia, and education.

The Department of Natural Sciences plays a crucial role in the pre-health program at FCLC, offering required courses for students aspiring to enter health professions. Although students can major in any field, they can complete all their pre-health requirements through the Department of Natural Sciences (NSCI), with the exception of Calculus or Applied Calculus, which the mathematics department at FCLC provides. The department's interdisciplinary approach and rigorous training ensure that pre-health students receive a solid foundation in the sciences. By following the recommended curriculum guidelines and engaging in independent research, students are well-prepared for medical school and other health-related graduate programs.

CIP Code

30.0101 - Biological and Physical Sciences.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The following courses are required for the natural science major.

Course	Title	Credits
Required Courses		
NSCI 1403 & NSCI 1413	General Biology Lecture I and General Biology Lab I ¹	5
NSCI 1404 & NSCI 1414	General Biology Lecture II and General Biology Lab II	5
NSCI 1321 & NSCI 1331	General Chemistry Lecture I and General Chemistry Lab I	6
NSCI 1322 & NSCI 1332	General Chemistry Lecture II and General Chemistry Lab II	6
NSCI 1501 & NSCI 1511	General Physics Lecture I and General Physics Lab I	4
NSCI 1502 & NSCI 1512	General Physics Lecture II and General Physics Lab II	4
NSCI 2040	Research Design and Analysis	3
NSCI 3121 & NSCI 3821	Organic Chemistry Lecture I and Organic Chemistry Lab I	6
NSCI 3122 & NSCI 3822	Organic Chemistry Lecture II and Organic Chemistry Lab II	6
NSCI 4222	Science, Technology, and Society Values	4
MATH 1203 or MATH 1206	Applied Calculus I Calculus I	3 to 4

Electives

Select at least six electives. Of these, four must include a lab and two electives do not need to include a lab. Refer to the Electives tab for the complete list of courses offered. ²

¹ NSCI 1423 Concepts in Biology Lecture I and NSCI 1424 Concepts in Biology Lecture II may be substituted, respectively, for NSCI 1403 General Biology Lecture I and NSCI 1404 General Biology Lecture II.

² One Independent Study course, NSCI 4999 Tutorial, substitutes for one upper-level elective lecture plus lab.

Other courses may be counted at the department chair's discretion. It is possible to select electives in order to follow special interests and career goals. This must be done in consultation with the student's departmental adviser. A grade of C- or better is required in all courses taken to fulfill the major. A student may not take the second half of a one-year course if the grade for the first half is below a C-.

Students are advised that the lecture and laboratory components of general biology, general chemistry, general physics, and organic chemistry should always be taken concurrently.

Additionally, natural science majors should take these courses within the natural sciences department (i.e. students should register for NSCI classes). FCLC students should take these courses during the regular day (i.e. before 6 p.m.).

Advanced placement course credit may be substituted in partial fulfillment of these requisites. Students without two semesters' advanced placement in chemistry should note that NSCI 1321 General Chemistry Lecture I and NSCI 1322 General Chemistry Lecture II are prerequisites for NSCI 3121 Organic Chemistry Lecture I and NSCI 3122 Organic Chemistry Lecture II.

Availability

The major in natural science is available at Fordham College at Lincoln Center and Fordham's School of Professional and Continuing Studies at Lincoln Center.

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Sample Curriculum

Course	Title	Credits
First Year		
Fall		
MATH 1203 or MATH 1206	Applied Calculus I or Calculus I	3
NSCI 1403 & NSCI 1413	General Biology Lecture I and General Biology Lab I	5
NSCI 2040	Research Design and Analysis	3
Credits		11
Spring		
NSCI 1404 & NSCI 1414	General Biology Lecture II and General Biology Lab II	5
Credits		5
Second Year		
Fall		
NSCI 1321 & NSCI 1331	General Chemistry Lecture I and General Chemistry Lab I	6
NSCI 1501 & NSCI 1511	General Physics Lecture I and General Physics Lab I	4
Credits		10
Spring		
NSCI 1322 & NSCI 1332	General Chemistry Lecture II and General Chemistry Lab II	6
NSCI 1502 & NSCI 1512	General Physics Lecture II and General Physics Lab II	4
Credits		10
Third Year		
Begin upper-level electives. Note that NSCI 1403, NSCI 1404, and NSCI 1321 (with their respective labs) are prerequisites for all the Natural Sciences upper-level electives.		
Students can use any six upper-level electives in the major. One lecture plus lab can be fulfilled by NSCI 4999. Students must take that option if they are pursuing a concentration.		
Credits		0
Fall		
NSCI 3121 & NSCI 3821	Organic Chemistry Lecture I and Organic Chemistry Lab I	6
Credits		6
Spring		
NSCI 3122 & NSCI 3822	Organic Chemistry Lecture II and Organic Chemistry Lab II	6
Credits		6

Fourth Year

See notes under "Third Year."		
Credits		0
Fall		
NSCI 4222	Science, Technology, and Society Values	4
Credits		4
Total Credits		52

Electives**Regularly-Offered Elective courses**

Course	Title	Credits
Lecture and Lab ARE corequisites		
NSCI 2141 & NSCI 2841	Vertebrate Anatomy Lecture and Vertebrate Anatomy Lab (Fall, odd years)	5
NSCI 2142 & NSCI 2842	Paleoecology Lecture and Paleoecology Lab (Fall, even years)	5
NSCI 4630 & NSCI 4032	Neuroscience and Neuroscience Lab (Fall)	5
Lecture with OPTIONAL lab ¹		
NSCI 2010	Global Ecology Lecture (Fall even years)	3
NSCI 2011	Global Ecology Lab (Fall, even years)	2
NSCI 2122	Immunology Lecture (Spring, even years)	3
NSCI 2822	Immunology Lab (Spring, even years)	2
NSCI 3133	Genetics Lecture (Fall, odd years)	3
NSCI 3154	Cell and Development Biology Lecture (Spring, even years)	3
NSCI 3844	Genetics/Developmental Biology Lab (Spring, even years) ²	2
NSCI 4112	Human and Comparative Physiology Lecture (Spring)	3
NSCI 4812	Human and Comparative Physiology Lab (Spring)	2
NSCI 4143	Advanced Microbiology Lecture (Fall, even years)	3
NSCI 4843	Advanced Microbiology Lab (Fall, even years)	2
NSCI 4153	Biological Chemistry Lecture (Fall, even year)	3
NSCI 4176	Molecular Biology Lecture (Spring, odd years)	3
NSCI 4864	Biological Chemistry/Molecular Biology Lab (Spring, odd years) ³	2
Lecture without lab		
NSCI 2018	Biology of Aging (Spring, odd years)	3
NSCI 3101	Biological Modeling (Spring)	4
NSCI 4080	Pharmacological Chemistry (Spring, odd years)	3
NSCI 4081	Neurochemistry (Spring, even years)	3
NSCI 3280	Machine Learning Methods for Neural and Biological Data	4

¹ Lecture can be taken without lab, provided the latter is not needed to fulfill the lab elective requirement for the major.

² NSCI 3844 Genetics/Developmental Biology Lab complements either NSCI 3133 Genetics Lecture or NSCI 3154 Cell and Development Biology Lecture, but not both (may be taken concurrently).

³ NSCI 4864 Biological Chemistry/Molecular Biology Lab complements either NSCI 4153 Biological Chemistry Lecture or NSCI 4176 Molecular Biology Lecture, but not both (may be taken concurrently).

Concentrations

Students may pursue one of three concentrations within the major: **chemical sciences (CHS)**, **organismal biology (ORB)**, or **cell and molecular biology (C+M)**. Students may major in natural sciences without declaring a concentration. Students opting for one of the concentrations must fulfill the following additional requirements:

1. One of the four lab electives must be NSCI 4999 Tutorial, in the field of the student's chosen concentration.
2. At least two of the three remaining lab electives must be in classes in the chosen concentration, designated in the table below.
3. At least four of the six electives overall (lab or non-lab) must be in classes in the chosen concentration, designated in the table below.

Courses with the subject code CHEM (p. 1035) are taught by the Chemistry Department and are offered exclusively at the Rose Hill campus.

Elective and Concentration Courses

The following table indicates (a) which courses count toward the required lab elective courses and (b) which courses count toward the respective concentrations in CHS, C+M, and ORB.

Course	Electives including lab (minimum 4)	Electives: No lab	Counts toward CHS	Counts toward C+M	Counts toward ORB
Tutorial	NSCI 4999		X	X	X
Advanced Microbiology	NSCI 4143 / NSCI 4843			X	X
Biology of Aging		NSCI 2018			X
Biological Chemistry	NSCI 4153 / NSCI 4153 / NSCI 4864		X	X	
Cell and Developmental Biology	NSCI 3154 / NSCI 3154 / NSCI 3844			X	X
Genetics	NSCI 3133 / NSCI 3133 / NSCI 3844			X	X
Global Ecology	NSCI 2010 / NSCI 2010 / NSCI 2011				X
Immunology	NSCI 2122 / NSCI 2122 / NSCI 2822		X		
Molecular Biology	NSCI 4176 / NSCI 4864		X	X	
Neuroscience	NSCI 4630 / NSCI 4630 / NSCI 4032			X	X
Neurochemistry		NSCI 4081	X		X
Paleoecology	NSCI 2142 / NSCI 2842				X

Pharmacology	NSCI 4080	X	
Animal Physiology (with either NSCI 4812 or NSCI 4032)	NSCI 4112 / NSCI 4112	X	X
Vertebrate Anatomy	NSCI 2141 / NSCI 2841		X
Methods of Chemical Research	CHEM 3141	X	
Physical Chemistry 1 with lab	CHEM 3621 / CHEM 3631	X	
Physical Chemistry 2 with lab	CHEM 3622 / CHEM 3632	X	
Quantitative Analysis	CHEM 3721	X	
Instrumental Analysis	CHEM 3722	X	
Inorganic Chemistry with lab	CHEM 4422 / CHEM 4432	X	

New Media and Digital Design

Fordham's undergraduate program in new media and digital design combines the forces of communication and media studies, computer and information science, visual arts, creative writing, and the Gabelli School of Business. This interdisciplinary major aims to develop innovators whose career success will be propelled by a fluent understanding of the cultural, aesthetic, and economical applications and implications of design theory and practice in a digital age.

Our faculty are leaders in the fields of digital communication, graphic design, video and multimedia storytelling, computer and information science, and digital business strategy and development. Throughout the program, students will engage a mix of disciplinary areas and learning modes. Through critical analysis, digital research, collaborative discussion, a required internship experience, and hands-on work including an exhibited Capstone Project, they will learn to use contemporary technologies for digital design and production, data management and analysis, expression, persuasion and storytelling, digital marketing, digital entrepreneurship and e-commerce. With our ethical orientation and coursework, all students will explore the ethics and values embedded in contemporary paradigms for designing digital media that operate at intimate, local, and global scales.

For more information

Visit the New Media and Digital Design program web page.

Programs

- New Media and Digital Design Major (p. 326)
- New Media and Digital Design Minor (p. 328)

New Media and Digital Design Major

The major consists of a total of 11 courses with five required courses and six electives. Students declare one of three concentrations: new media and information; art, text and design; new media and commerce, and choose their six electives from their concentration with some flexibility.

As part of the core requirements, all students are required to do at least one internship during the course of their undergraduate careers in order to gain valuable practical experience for future employment. Our unique location in the heart of New York City will allow us to build bridges with the local media industry. In addition, all NMDD students are required to produce a capstone project. These projects are showcased on a curated exhibition website.

CIP Code

09.0702 - Digital Communication and Media/Multimedia.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The total number of courses required for the major is 11.¹

Course	Title	Credits
NMDD 1001	Explorations in Digital Design	3
NMDD 3900	Internship Seminar	4
NMDD 4600	Senior Capstone Seminar	4
One of the following classes: ²		4
NMDD 3150	Creative Coding	
CISC 2350	Information and Web Programming	
CISC 2500	Information and Data Management	
CISC 2530	Digital Video and Multimedia	
CISC 2850	Computer and Data Analysis	
CISC 3300	Internet and Web Programming	
One NMDD Ethics course		3
Four courses from one of the following concentrations:		12
New Media and Information		
Art, Text, and Design		
New Media and Commerce		
Two elective courses ³		6
Total Credits		36

¹ Students may double count a maximum of 2 courses from another major toward their NMDD major.

² Students who take more than one of these courses may apply it to the appropriate concentrations as listed below, with the approval of the Program Director.

³ Any course with the NMDD subject code or the NMDD attribute code may fulfill the elective requirement.

NMDD Ethics courses

Courses in this group have the NMDE attribute.

Course	Title	Credits
CISC 4650	Cyberspace: Issues and Ethics	4
CISC 4660	Minds, Machines, and Society	4
COMC 3370	Ethical Issues in Media	4
COMC 4370	Ethical Controversies in 21st Century Media	4
DTEM 3475	Digital Media and Advocacy	4
DTEM 3500	Resistance and Global Activism	4
DTEM 4418	Critical Making	4
DTEM 4440	Privacy and Surveillance	4
DTEM 4470	Values in Design	4
DTEM 4480	Digital Media and Public Responsibility	4
NMDD 3350	Advocacy Design Lab	4
VART 2424	Art and Action on the Bronx River	4
VART 3030	Art Design and Politics	4
VART 3055	Ecology for Designers	4
VART 3060	Visual Justice: Enacting Change Through Image-Based Storytelling	4

Availability

The major in new media and digital design is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Lincoln Center.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Concentrations

A concentration is required. Four courses must be taken for the concentration.

Courses for New Media and Information concentration

Courses in this group have the NMMI attribute.

Course	Title	Credits
CISC 2350	Information and Web Programming	4
CISC 2530	Digital Video and Multimedia	4
CISC 2850	Computer and Data Analysis	4
CISC 3020	Computer Graphics	4
CISC 3850	Information Retrieval Systems	4
CISC 4001	Computers and Robots in Film	4
CMBU 3434	Fundamentals of Integrated Marketing Communication	3
CMBU 4471	ST: Business of New Media	3
COMC 3380	International Communication	4
COMC 4340	Freedom of Expression	4
DTEM 1401	Introduction to Digital Technologies and Emerging Media	4

DTEM 2417	Data Visualization	4
DTEM 2421	Digital Production for New Media	4
DTEM 2425	Digital Video Production I for DTEM	4
DTEM 2450	Digital Property: Rights, Policies, and Practice	4
DTEM 2471	Writing for Online Media	4
DTEM 3423	Projects in Digital Video	4
DTEM 3425	Digital Video Production II	4
DTEM 3463	Civic Media	4
DTEM 3475	Digital Media and Advocacy	4
DTEM 3476	Social Media	4
DTEM 4418	Critical Making	4
DTEM 4440	Privacy and Surveillance	4
INSY 4431	Web Analytics	3
JOUR 4713	Audio Reporting and Podcasting	4
MKBU 3434	Fundamentals of Integrated Marketing Communication	3
MKBU 3454	ST: Design Thinking	3
NMDD 3308	Professional Social Media	4
NMDD 3338	Digital Strategy for Cause Marketing	4
NMDD 3350	Advocacy Design Lab	4
NMDD 3450	User Experience Design: Design for Empowerment	4
NMDD 3880	Designing Smart Cities for Social Justice	4
VART 2003	Graphic Design and Digital Tools	4

Courses for Art, Text, and Design concentration

Courses in this group have the NMAT attribute.

Course	Title	Credits
CISC 2530	Digital Video and Multimedia	4
CISC 2540	Introduction to Video Game Design	4
CISC 3020	Computer Graphics	4
CMBU 4471	ST: Business of New Media	3
DTEM 2417	Data Visualization	4
DTEM 2421	Digital Production for New Media	4
DTEM 2452	Game Culture: Theory & Practice	4
DTEM 2453	Introduction to Game Narrative	4
DTEM 3423	Projects in Digital Video	4
DTEM 3452	Game Design Projects	4
DTEM 3476	Social Media	4
DTEM 4418	Critical Making	4
DTEM 4440	Privacy and Surveillance	4
DTEM 4470	Values in Design	4
ENGL 3017	Digital Creative Writing	4
FITV 2612	Writing Producing Web Series	4
MKBU 3454	ST: Design Thinking	3
NMDD 3020	Explorations in Digital Storytelling	4
NMDD 3450	User Experience Design: Design for Empowerment	4
NMDD 3880	Designing Smart Cities for Social Justice	4
VART 1128	Introduction to Digital Photography	4
VART 1135	Visual Thinking	3
VART 1265	Film/Video I	4

VART 1995	Phone to Book	4
VART 2003	Graphic Design and Digital Tools	4
VART 2222	Art of the Interview	4
VART 2265	Film/Video II	4
VART 2400	Fundamentals of Website Design	4
VART 2500	Typography and Design	4
VART 2550	Book and Zine Design	4
VART 2600	Type in Motion	4
VART 2650	Visual Effects and Motion Graphics	4
VART 2700	Logos, Branding, and Presentation	4
VART 2750	Magazine and Editorial design	4
VART 3250	Speculative Design	4
VART 3258	Film/Video Installation	4
VART 3268	Film/Video Animation	4

Courses for New Media and Commerce concentration

Courses in this group have the NMAC attribute.

Course	Title	Credits
CISC 2540	Introduction to Video Game Design	4
CISC 2850	Computer and Data Analysis	4
CISC 3020	Computer Graphics	4
CMBU 3434	Fundamentals of Integrated Marketing Communication	3
CMBU 4413	Digital Media & Promo Comm	3
CMBU 4453	Social Media	3
CMBU 4471	ST: Business of New Media	3
COMC 2112	Strategic Communication: Theory and Practice	4
COMC 3172	Principles of Advertising	4
STEM 2421	Digital Production for New Media	4
STEM 2450	Digital Property: Rights, Policies, and Practice	4
STEM 3475	Digital Media and Advocacy	4
STEM 3476	Social Media	4
STEM 4440	Privacy and Surveillance	4
INSY 3442	Web Apps Design and Development	3
INSY 4431	Web Analytics	3
INSY 4432	Mobile Commerce & Apps	3
INSY 4505	E-Commerce	3
LPBU 3226	Exploring Entrepreneurship	3
LPBU 3227	Innovation and Resilience	3
MKBU 3434	Fundamentals of Integrated Marketing Communication	3
MKBU 3454	ST: Design Thinking	3
NMDD 3308	Professional Social Media	4
NMDD 3338	Digital Strategy for Cause Marketing	4
NMDD 3350	Advocacy Design Lab	4
NMDD 3450	User Experience Design: Design for Empowerment	4
NMDD 3880	Designing Smart Cities for Social Justice	4
VART 2003	Graphic Design and Digital Tools	4

VART 2700	Logos, Branding, and Presentation	4
VART 3250	Speculative Design	4

New Media and Digital Design Minor Requirements

The total number of courses required for the minor is 6.¹

Course	Title	Credits
Required Courses		
NMDD 1001	Explorations in Digital Design	3
Select one of the following courses:		
NMDD 3150	Creative Coding	
CISC 2350	Information and Web Programming	
CISC 2500	Information and Data Management	
CISC 2530	Digital Video and Multimedia	
CISC 2850	Computer and Data Analysis	
CISC 3300	Internet and Web Programming	
Select four additional courses from one of the following groups: ²		
New Media and Information		
Art, Text, and Design		
New Media and Commerce		

¹ Students may double-count a maximum of 1 course from another major or minor toward their NMDD minor.

² The list of courses that apply toward each of these options are the same as those required for the concentrations under the New Media and Digital Design major (p. 326). One course normally counting for the Ethics requirement of the NMDD major may apply toward this requirement, with the approval of the Program Director.

Availability

The minor in new media and digital design is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Lincoln Center.

Orthodox Christian Studies

As an interdisciplinary program, the minor in Orthodox Christian studies explores the artistic, historical, literary, and philosophical and theological aspects of the 2000-year history of Orthodox Christianity.

Program Activities

The minor in Orthodox Christian studies is part of the Orthodox Christian studies program, which also includes the annual Orthodoxy in America Lecture and the Orthodox Christian Fellowship (OCF) student club.

For more information

Visit the Orthodox Christian Studies Center web page.

Programs

- Orthodox Christian Studies Minor (p. 329)

Orthodox Christian Studies Minor

The Orthodox Christian Studies minor is an interdisciplinary minor focusing on the faith, history, and cultural significance of the Orthodox Christian tradition.

No matter your major, critical study of the Orthodox Christian tradition offers insights and context for understanding some of the world's most significant issues:

- You'll find a rich trove of artistic, cultural, historical, literary, philosophical, and religious resources for exploring the human condition past and present.
- Orthodox Christian studies acts as a cultural bridge, connecting religious traditions from throughout Asia Minor, the Balkans, Eastern Europe, the Middle East, and Russia.
- You'll gain a greater familiarity with the range of modern Orthodox cultures—from Moscow to Baghdad—that is essential for success in today's global environment.

Students are required to take Byzantine Christianity and can choose from elective courses* across several disciplines, including art and music history, classics, history, languages and cultures, philosophy, and theology. Courses could include:

- Byzantine and Western Art
- Understanding Historical Change: Medieval
- Russian Short Fiction
- Byzantium and the West
- Hospitality and Cosmopolitanism
- The Crusades

*Courses that meet general college requirements or other major/minor requirements may be applied toward the completion of the Orthodox Studies minor. For example, THEO 3316 Byzantine Christianity, currently fulfills the sophomore theology core requirement.

Fordham University is the only university in the United States that offers a minor in Orthodox Christian Studies, supported by the Orthodox Christian Studies Center. The center's mission is to foster intellectual inquiry by supporting scholarship and teaching in a way that is relevant to the ecclesial community, public discourse, and the promotion of Christian unity. The center serves as the locus of all curricular, research, and outreach activities related to the interdisciplinary study of Orthodox Christian traditions.

Requirements

The minor consists of the following six courses:

Course	Title	Credits
THEO 3316	Byzantine Christianity ¹	3
One course with the attribute OCAH: Art History		4
One course with the attribute OCHS: History/Social Science		3 to 4
Select three additional electives ²		9 to 12

¹ The required course, in general, is offered by the theology department every year.

² No more than two electives can be from any one discipline. A list of elective courses, courses with the OCST attribute, can be found on our course listing page.

Art History courses

Courses in this group have the OCAH attribute.

Course	Title	Credits
ARHI 2305	Gods, Monsters, Heroes, and Mortals: Narrative in Greek Art	4
ARHI 2315	Roman Art	4
ARHI 2341	Medieval Desire and Devotion	4
ARHI 2360	Illuminated Manuscripts	4
ARHI 3316	Art and Architecture of Rome	4
MLAL 3076	Great Russian Minds: Mikhail Bakhtin	4
MLAL 3085	The Russian Icon in Literature, Theology, Avant Garde Art, Film, Music, Museums and Politics	4
MVST 2360	Illuminated Manuscripts	4
THEO 4420	Early Christian Art in Context	4

History/Social Science courses

Courses in this group have the OCHS attribute.

Course	Title	Credits
HIST 1300	Understanding Historical Change: Medieval	3
HIST 1700	Understanding Historical Change: Mideast	3
HIST 1750	Understanding Historical Change: Islamic History and Culture	3
HIST 3270	The Crusades	4
HIST 3614	Revolutionary and Soviet Russia	4
HIST 3637	Stalinism: Making the Soviet State	4
HIST 3982	The Islamic World and the Crusades, 1099-Ca.1700	4
HIST 3985	Ottoman Empire/ 1300-1800	4
HIST 3986	Religion and Politics in Islamic History	4
MVST 3552	Medieval Philosophy	4
MVST 3590	Medieval Political Philosophy	4
MVST 4009	Medieval Jerusalem	4
PHIL 3501	Ancient Philosophy	4
PHIL 3552	Medieval Philosophy	4
PHIL 3557	Confessions of Augustine	4
PHIL 3591	Medieval Political Philosophy	4
PHIL 4408	Hospitality and Cosmopolitanism	4
POSC 3651	Comparative Politics of the Middle East	4
THEO 3332	Christians, Muslims, Jews in the Medieval Period	3

Students are encouraged to apply courses that meet general college requirements or other major/minor requirements towards the completion of this minor. For example, the core course Byzantine Christianity (THEO 3316) currently fulfills the sophomore theology core requirement.

Should faculty sabbaticals or other developments create a situation that limits the availability of courses, the directors of the program would

have the authority to amend the guidelines regarding the distribution of electives.

Availability

The minor in Orthodox Christian studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may minor in Orthodox Christian studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Peace and Justice Studies

Who works for peace, justice, and conflict resolution in our contemporary world of national, cultural, religious, racial, gender, and environmental differences?

You can with Fordham's minor in peace and justice studies, addressing issues of war, terrorism, colonialism, poverty, religious conflict, human rights, multiculturalism, economic and environmental justice, race and gender equality, criminal justice reform, and conflict resolution and peacemaking.

Men and Women For Others

Peace and justice studies embodies Fordham's mission of "men and women for others," and is one of the university's oldest interdisciplinary programs, having been founded in 1986. The program was first inspired by the 20th century movements of liberation theology, social justice and civil rights, and peace activism. Central figures were the peace activist Father Daniel Berrigan, S.J., who taught at Fordham for many years, and Dorothy Day, founder of the Catholic workers movement, after whom Fordham's Dorothy Day Center For Service and Justice was named (recently renamed as Center For Community Engaged Learning). Other major influences on the program's formation include Mahatma Gandhi, the Buddhist peace movement, Mother Teresa, and Martin Luther King. Today the program also encompasses the diversity movement and the environmental justice movement, as well as global justice issues inspired by the international human rights movement, the UN's Sustainable Development Goals, and other international venues of conflict resolution and peacemaking.

Experiential Service and Conflict Resolution Learning

Peace and justice studies is unique among Fordham's programs in that its students are required to perform service work for local charities, government agencies, or international NGO's. Students complete at least two credits of experiential service and conflict resolution learning through volunteer work, internships, and co-curricular projects in programs such as the Center for Community Engaged Learning, Multicultural Affairs, Campus Ministry, Global Outreach, United Nations Academic Impact, Study Abroad, or the Social Innovation Collaboratory.

A Distinctive Educational and Professional Profile

The peace and justice minor makes your profile distinctive, and sets you apart, whether your career goals are in government, NGOs, law, business, education, healthcare, community development, environmental organizations, or religious organizations. In the words of student Robin

Happel, "you don't necessarily have to handcuff yourself to anything to be an activist. If you want to work on Wall Street, consider a corporate social responsibility division that works for reform, and invest in start-ups like Spes Nova. If you want to be a lawyer, make your pro bono service something meaningful to you, more than just another box to check for the bar. Whatever path you take in life, I promise there is something in Peace and Justice Studies for you."

Complementary Majors

The Peace and Justice minor makes an excellent complement to majors in Political Science, Sociology, Social Work, Economics, Business, Theology, Philosophy, Humanitarian Studies, International Studies, International Political Economy, Urban Studies, Environmental Studies, African and African American Studies, Latin American and Latino Studies, Middle East Studies, and Women, Gender and Sexuality Studies. Two course can be double counted between major and minor.

For more information

Visit the Peace and Justice Studies program web page.

Programs

- Peace and Justice Studies Minor (p. 330)

Peace and Justice Studies Minor

Requirements

The minor requires six courses and two further credits linked to experiential learning. Up to two courses may be double-counted from a major, as well as from another minor.

Course	Title	Credits
One introductory course (PJIN attribute)		4
Four electives ¹		16
Two credits in experiential learning		2
One capstone course (PJCP attribute)		4

¹ Any course with the PJST attribute code (or PJST 4999) may qualify for this requirement.

Introductory courses

Students are encouraged to take PJST 3110, but may substitute any of the courses listed below as well.

Courses in this group have the PJIN attribute.

Course	Title	Credits
COMC 3330	Peace, Justice, and the Media	4
PHIL 4310	Human Rights in Context	4
PHIL 4473	War and Peace: Just War Theory	4
PJST 3110	Introduction to Peace and Justice	4
POSC 3228	Civil Rights	4
POSC 3511	War and Peace	4
POSC 3522	United Nations	4
POSC 4515	Seminar: International Politics of Peace	4
SOCI 2420	Social Problems of Race and Ethnicity	4
SOCI 3001	Ethical Issues in Criminal Justice	4

SOCI 3110	Global Conflict: Wars/Religion	4
SOCI 3405	Gender, Race, and Class	4
THEO 4847	Theologies of Liberation	4

Experiential Learning

The required two credits of experiential learning regarding peace and justice issues may be earned by completing two of the following short- or long-term service opportunities, or one of them twice. Most students use (6.) below (volunteer or internship work). Service learning work should be reported to the program director after it is completed, so that the credits can be recorded on the student's Degree Works page.

1. an approved course with a Community Engaged Learning attribute (SL) (p. 60)
2. an approved Global Outreach trip
3. an approved program at the Center For Community Engaged Learning or other Fordham office (e.g., Multicultural Affairs, Campus Ministry)
4. an approved practicum at the Social Innovation Collaboratory
5. an approved study abroad program that includes service learning, e.g., Casa de la Solidaridad (El Salvador), Ubuntu (South Africa), or CIEE Capetown
6. other approved volunteer work or internship

To apply for approval of credits, email the program director 1) a description of the experiential learning service work and 2) the number of work hours/days.

Capstone courses

Students are encouraged to take SOCI 4970 Community Service/Social Action, SOCI 4990 Conflict Resolution and Justice Creation, PJST 4200 Conflict Resolution and Peacemaking or POSC 3516 Conflict Analysis/Resolution, but may substitute any of the courses listed below as well.

Courses in this group have the PJCP attribute.

Course	Title	Credits
HIST 4922	"Freedom Now": Black Political Thought	4
ORGL 2600	Mediation, Negotiation, Alternative Dispute Resolution	4
PHIL 3712	Global Environment and Justice	4
PJST 4200	Conflict Resolution and Peacemaking	4
POSC 3516	Conflict Analysis/Resolution	4
POSC 3522	United Nations	4
POSC 3527	United Nations Peace Operations	4
POSC 4010	Taming "Wicked Problems": Social Science Research and Solutions Lab	4
POSC 4400	Seminar: Global Justice	4
POSC 4515	Seminar: International Politics of Peace	4
SOCI 4970	Community Service/Social Action	4
SOCI 4990	Conflict Resolution and Justice Creation	4
THEO 4026	Theologies of Peace	4
THEO 4630	G.O. Deeper. Interdisciplinary Inquiries	4

Availability

The peace and justice studies minor is available to students in Fordham College at Rose Hill, Fordham College at Lincoln Center, Fordham's School

of Professional and Continuing Studies, and to undergraduate students at the Gabelli School of Business.

Philosophy

In Fordham's liberal arts tradition, philosophy has a special role in the development of the mature individual. Philosophy provides students the opportunity to reflect on the most fundamental questions that concern human beings and the ultimate dimensions of their world. The courses in philosophy acquaint students with the intellectual and moral traditions of their civilization and aim to develop in the student the skills necessary to think clearly and carefully for themselves—to question their assumptions and to judge their principles critically with the depth required for them to act as mature, integrated, free persons in their society and to provide it with enlightened, responsible leadership and service.

The major in philosophy is an excellent preparation for graduate school, for professional schools of law, medicine, education, and the ministry, as well as for positions in industry, government, and business in which a liberal arts degree is welcomed.

Accelerated Master's Program

Please read the Graduate School of Arts and Sciences Accelerated Master's Programs (p. 137) section of this bulletin for more information. The policy on early admissions to the M.A. program in philosophy allows academically strong philosophy majors presently enrolled in FCRH, FCLC, and PCS to attain a master's degree in philosophy in one year after graduating with a B.A. degree. Philosophy majors who have a cumulative 3.2 overall grade point average or above and at least a 3.5 in philosophy after five semesters of work in their college are eligible to apply for early admission to the M.A. program. After grades for the fall semester (junior year) have been posted and before registration for fall semester (senior year) begins, students who qualify will receive a description of the program and an invitation to apply from the chair or associate chair of the department.

There are several advantages from the undergraduate perspective in the early admissions policy. The GRE is waived, but becomes necessary if the student applies for the doctoral program. Courses on the graduate level begin before completing the B.A., enriching the undergraduate experience and serving to distinguish graduation transcripts. Students admitted early receive financial aid to a certain extent, since by double-counting three graduate courses, the M.A. total tuition bill is less than it would have been otherwise.

In the spring semester of junior year, students will be required to formally indicate the desire to matriculate in the accelerated M.A. program by filling out an online application (application fee waived) and submitting it to the Graduate Office of Admission along with two letters of recommendation. Applicants will be interviewed by the chair or associate chair for graduate studies. The application will be reviewed by the department's admissions committee, which will make a recommendation regarding admission to the chair, and the department's recommendation will be forwarded to the graduate school for final action.

Students admitted into the program will take three 5000-level graduate courses in their senior year. The graduate courses count toward both the completion of the B.A. degree and M.A. degree. Students will participate in the normal B.A. graduation ceremonies in May following their senior year. If seven graduate courses at the 5000-level or above are taken in the fifth year, the student will have a total of 10 graduate courses enabling completion of coursework for the M.A. in May of the fifth year. Students

consult with the director of graduate studies to design a program of study for their senior year and for the fifth year. Students must fulfill the normal requirements for the M.A. degree.

Program Activities

The department sponsors an annual lecture series that brings distinguished philosophers from around the world to campus. The University has a chapter of Phi Sigma Tau, the national honor society in philosophy.

For more information

Visit the Philosophy department web page.

Contribution to the Core

All first-year students take the core course PHIL 1000 Philosophy of Human Nature. The core course PHIL 3000 Philosophical Ethics is taken by all students in sophomore or junior year. Selected sections of these two courses are designated EP1 and EP3, respectively. The department also offers Values Seminar/EP4 core courses as well as American Pluralism and Global Studies courses, and interdisciplinary capstone courses.

Programs

- Philosophy Major (p. 332)
- Philosophy Minor (p. 334)

Philosophy Major

Requirements

Philosophy majors must complete a minimum of ten philosophy courses. Courses fulfilling the period and area requirements are listed below.

Course	Title	Credits
Common Core Curriculum		
PHIL 1000	Philosophy of Human Nature ¹	
PHIL 3000	Philosophical Ethics ²	
Historical and Topical Courses ³		
<i>Option A:</i>		
One course in each of three of the four historical periods		
One course in each of two of the four topical areas		
<i>Option B:</i>		
One course in each of two of the four historical periods		
One course in each of three of the four topical areas		
Elective courses		
Three additional courses		

¹ For Fordham College at Rose Hill Honors Program (p. 68) students, HPRH 1103 Foundational Texts: Philosophy fulfills the Philosophy of Human Nature requirement.

² For Fordham College at Rose Hill Honors Program (p. 68) students, HPRH 2202 Focused Study: Philosophy fulfills the Philosophical Ethics requirement.

³ Any course with the PHIL subject code or PHIL attribute (including EP4, Interdisciplinary capstone courses, American Pluralism, and Global Studies) may fulfill the elective requirement. Graduate-level courses

(p. 603) with the PHIL subject code may also count as electives, though special approval to register for such courses may be required.

All majors are strongly encouraged to acquire a broad background in the history of philosophy and to take at least one course in logic. Majors planning to do graduate work are advised to take Symbolic Logic.

Historical period courses

Courses are offered across four historical periods: (1) ancient; (2) medieval; (3) classical modern and 19th-century; and (4) contemporary, which is 20th- and 21st-century.

Ancient Philosophy courses

Courses in this group have the PHAN attribute.

Course	Title	Credits
GREK 3012	Plato: Socratic Dialogues	4
PHIL 3501	Ancient Philosophy	4
PHIL 3502	Pre-Socratic Philosophy	4
PHIL 3504	Stoics and Skeptics	4
PHIL 3520	Philosophy of Aristotle	4
PHIL 3522	Aristotle's Ethics	4
PHIL 3525	Philosophy of Plato	4
PHIL 3526	Plato: The Unread Dialogues	4
PHIL 3530	Philosophy After Constantine	4

Medieval Philosophy courses

Courses in this group have the PHMD attribute.

Course	Title	Credits
MVST 3552	Medieval Philosophy	4
MVST 3590	Medieval Political Philosophy	4
PHIL 3552	Medieval Philosophy	4
PHIL 3557	Confessions of Augustine	4
PHIL 3560	Philosophy of Aquinas	4
PHIL 3565	Four Medieval Thinkers	4
PHIL 3570	Beauty in the Middle Ages	4
PHIL 3591	Medieval Political Philosophy	4
PHIL 3910	Shakespeare and Aquinas	4

Classical Modern and 19th Century Philosophy courses

Courses in this group have the PHCM attribute.

Course	Title	Credits
PHIL 3600	Descartes and the Rationalists	4
PHIL 3601	Modern Philosophy	4
PHIL 3604	Rationalists and Empiricists Epistemologies	4
PHIL 3606	Early Modern Philosophy: Self and World	4
PHIL 3609	Modernity and Its Critics	4
PHIL 3610	Ethics in the Enlightenment	4
PHIL 3620	Immanuel Kant	4
PHIL 3622	Kierkegaard	4
PHIL 3623	Marx as a Philosopher	4
PHIL 3630	Nietzsche	4
PHIL 3631	19th Century Philosophy	4

PHIL 3714	Kant and Hegel	4
PHIL 3715	Kant on Morality and Religion	4
PHIL 3716	Hegel and His Successors	4

Contemporary Philosophy courses

Courses in this group have the PHCO attribute.

Course	Title	Credits
COLI 3652	Contemporary French Philosophy	4
PHIL 3643	Heidegger: Being and Time	4
PHIL 3652	Contemporary French Philosophy	4
PHIL 3653	Latin American Philosophy	4
PHIL 3661	Husserl and Heidegger	4
PHIL 3662	Merleau-Ponty: Philosopher of the Body	4
PHIL 3664	Contemporary Thomism	4
PHIL 3670	Existentialism	4
PHIL 3671	Phenomenology and Existentialism	4
PHIL 3672	Continental Philosophy of Religion	4
PHIL 3673	Existentialism and Literature	4
PHIL 3865	Critical Theory of the Frankfurt School	4
PHIL 3907	Existentialist Feminism	4

Topical Area courses

Courses are offered across four topical areas: metaphysics; knowledge and method; human nature; moral political, and social philosophy.

Metaphysics courses

Courses in this group have the PHME attribute.

Course	Title	Credits
PHIL 3238	Idealism and Realism	4
PHIL 3245	Mind, Language, and World	4
PHIL 3301	Problem of God	4
PHIL 3330	Philosophy of Religion	4
PHIL 3348	Concepts and Reality	4
PHIL 3350	Problems in Metaphysics	4
PHIL 3354	Problem of Evil	4
PHIL 3355	Metaphysics	4
PHIL 3360	Contemporary Metaphysics	4
PHIL 3667	Philosophy of Space and Time	4
PHIL 3753	Philosophy of the Islamic World	4

Knowledge and Method courses

Courses in this group have the PHKM attribute.

Course	Title	Credits
PHIL 3200	Introduction to Logic	4
PHIL 3204	Symbolic Logic	4
PHIL 3230	How to Keep an Open Mind: Philosophical and Scientific Perspectives	4
PHIL 3235	Theories of Knowledge	4
PHIL 3243	Philosophy of Cognitive Science	4
PHIL 3250	Problems in Epistemology	4
PHIL 3253	Relativism and Philosophy	4
PHIL 3254	Philosophy of Perception	4

PHIL 3257	Skepticism	4
PHIL 3258	Relativism and Skepticism	4
PHIL 3266	Philosophy of Science	4
PHIL 3267	Feyerabend's Philosophy of Science	4
PHIL 3306	Faith After the Death of God	4
PHIL 3307	Faith and Rationality	4
PHIL 3655	Philosophy and Language	4
PHIL 3663	Philosophies of Translation	4
PHIL 3702	Rights, Justice, and Global Governance	4
PHIL 3850	Hermeneutics	4
PHIL 3947	Philosophy of Imagination	4

Meaning and Human Experience courses

Courses in this group have the PHHN attribute.

Course	Title	Credits
PHIL 3181	Philosophy of Technology	4
PHIL 3412	Philosophy of Emotions	4
PHIL 3422	Harry Potter and Philosophy	4
PHIL 3425	Philosophy and the Jesuit Tradition	4
PHIL 3559	Dante and Philosophy	4
PHIL 3672	Continental Philosophy of Religion	4
PHIL 3674	Philosophy of the Novel	4
PHIL 3725	Philosophies of Race	4
PHIL 3731	Philosophy of the City	4
PHIL 3901	Philosophical Issues of Feminism	4
PHIL 3903	Philosophy and Feminist Theory	4
PHIL 3905	Philosophy of Disability	4
PHIL 3906	Emotions and the Good Life	4
PHIL 3908	Philosophy of Happiness	4
PHIL 3920	Evil Choices	4
PHIL 3930	Philosophy and Literature	4
PHIL 3943	Philosophy and Science Fiction	4
PHIL 3944	Philosophy and Poetry	4
PHIL 3945	Philosophy and Art	4
PHIL 3975	Philosophy as a Way of Life	4
PHIL 3977	Love, Emotion, and Meaning	4
PHIL 3978	Philosophy and Digital Media	4
PHIL 3979	Philosophy and Media	4

Moral, Political, and Social Philosophy courses

Courses in this group have the PHMP attribute.

Course	Title	Credits
PHIL 3109	Environmental Ethics	4
PHIL 3125	Hume's Ethics	4
PHIL 3130	Philosophy of Law	4
PHIL 3131	Philosophy of Economics	4
PHIL 3140	Market Failures, Public Goods, and Justice	4
PHIL 3145	Democracy and Constitutional Order: Classical American Philosophy	4
PHIL 3195	Political Libertarians and Critics	4
PHIL 3310	Issues in Philosophy of Law	4

PHIL 3701	Human Rights Theories: Foundations and History	4
PHIL 3703	The Notion of Human Dignity: Meaning and Justification	4
PHIL 3710	Healthcare Justice	4
PHIL 3711	Humanitarianism and Philosophy	4
PHIL 3712	Global Environment and Justice	4
PHIL 3713	Human Rights and Global Justice	4
PHIL 3810	Democratic Theory	4
PHIL 3815	Political Philosophy	4
PHIL 3904	Feminist Philosophy	4
PHIL 3935	Ethics and Mental Health	4
PHIL 3940	Neuroethics	4
PHIL 3980	Contemporary Issues in Metaethics	4
PHIL 3981	Ethics and the Internet	4
PHIL 3990	Environmental Worldviews and Ethics	4
PHIL 4001	Politics and Biopower	4
PHIL 4044	Modern Ethical Theories	4

Availability

The major in philosophy is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

38.0101 - Philosophy.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Philosophy Minor Requirements

Minors in philosophy must complete the following six courses:

Course	Title	Credits
Required courses (common core)		
PHIL 1000	Philosophy of Human Nature ¹	
PHIL 3000	Philosophical Ethics ²	
Elective courses		
Select four additional courses ³		

¹ For Fordham College at Rose Hill Honors Program (p. 68) students, HPRH 1103 Foundational Texts: Philosophy fulfills the Philosophy of Human Nature requirement.

² For Fordham College at Rose Hill Honors Program (p. 68) students, HPRH 2202 Focused Study: Philosophy fulfills the Philosophical Ethics requirement.

³ Any course with the PHIL subject code or PHIL attribute (including EP4, Interdisciplinary capstone courses, American Pluralism, and Global Studies) may fulfill the elective requirement. Graduate-level courses (p. 603) with the PHIL subject code may also count as electives, though special approval to register for such courses may be required.

Availability

The minor in philosophy is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Physics and Engineering Physics

The physics department prepares students for a wide variety of technical careers. We offer three distinct programs of study and two minors.

The physics major provides students with a solid physics foundation with advanced courses in physics. It primarily prepares students for graduate study in physics, however, students could pursue other graduate degrees in, for example, architecture, business, finance, law, medicine, or secondary education. Additionally, physics majors are in high demand in many careers straight out of college. The engineering physics major builds on the same physics foundation and gives students a direct focus in one of various concentrations in a related applied field. Such students can pursue many of the same post-college goals that the physics majors do, but have a more applied background to pursue a career in industry or to attend graduate school in engineering. The 3-2 Cooperative Program in Engineering includes three years at Fordham followed by two years at an engineering school (either Columbia University or Case Western Reserve University) resulting in a double major.

All majors in physics should have four years of secondary school mathematics, including trigonometry and courses in secondary school physics and chemistry. Because of the sequential nature of physics courses, it is important to arrange a program at the earliest possible date. Incoming first year students are advised to indicate an interest in physics on their admission forms and to contact the physics department before the beginning of their first semester.

Program Activities

The department carries on active research programs in nuclear and particle physics (theory) and in theoretical condensed matter (mesoscopic and nanoscale) physics. The focus of the experimental research is on materials science, polymer physics, low-temperature physics, liquid crystals, medical physics, and laser optics. Student participation in these programs is strongly encouraged. Through external and internal grants and alumni generosity, the department has funded summer research experiences for approximately six students per year. Many of our students have also obtained summer research experiences at major universities and research labs through programs such as the National Science Foundation's Research Experiences for Undergraduates program. Students have presented their results from these summer research programs at national meetings (such as the American Physical Society).

For more information

Visit the physics and engineering physics department web page.

Contribution to the Core

Physics offers PHYS 1201 Introduction to Astronomy, PHYS 1203 Environmental Physics, PHYS 1206 Physics of Everyday Life, PHYS 1207 Physics of Light and Color, and PHYS 1242 Science Fiction Physics, which count as the core physical science course for non-majors.

PHYS 4192 Rediscovering the New World satisfies the Interdisciplinary Capstone Course core requirement but may not be applied to a major elective.

Programs

- Engineering Physics Major (p. 335)
- Engineering Physics Minor (p. 335)
- Physics Major (p. 336)
- Physics Minor (p. 336)

Engineering Physics Major Requirements

Students majoring in engineering physics are required to take the following courses:

First Year		Credits
PHYS 1601	Introduction to Physics I	4
PHYS 1602	Introduction to Physics II	4
MATH 1206	Calculus I	4
MATH 1207	Calculus II	4
Credits		16
Second Year		
PHYS 2005	Introduction to Modern Physics	4
MATH 2004	Multivariable Calculus I	4
MATH 2005	Multivariable Calculus II	4
PHYS 2201	Classical Mechanics I	4
A two-semester introductory sequence in either biology or chemistry		10 to 12
Credits		26-28
Third Year		
PHYS 3001	Electricity and Magnetism I	4
PHYS 3013	Experimental Techniques in Engineering and Physics	3
PHYS 3101	Math Methods in Physics I	4
PHYS 3401	Thermo and Stat Physics	4
Two related engineering electives		8
Credits		23
Fourth Year		
Two related engineering electives		8
Credits		8
Total Credits		73-75

The minimum acceptable grade in all courses required for a degree in physics or engineering physics is a C-. All majors must meet with their

faculty adviser each semester prior to registration to have their course schedules approved.

Physics and engineering physics majors are expected to take all required major courses at Fordham. Exceptions may be made on a case-by-case basis for certain rare and compelling reasons. Under no circumstances can more than two external courses be transferred toward the major.

3-2 Cooperative Program in Engineering

Students enrolled in the 3-2 Cooperative Program in Engineering complete the requirements for the physics degree through the junior year. They then transfer to an engineering program and complete an additional two years. They earn a double bachelor's degree in physics and engineering.

Availability

The major in engineering physics is available at Fordham College at Rose Hill. Students in Fordham's School of Professional and Continuing Studies may major in engineering physics only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

14.1201 - Engineering Physics/Applied Physics.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Engineering Physics Minor Requirements

Course	Title	Credits
Required Courses		
PHYS 1601 & PHYS 1511	Introduction to Physics I and Physics I Lab	5
PHYS 1602 & PHYS 1512	Introduction to Physics II and Physics II Lab	5
MATH 1203	Applied Calculus I	3
MATH 1204	Applied Calculus II	3
Electives		
Select three of the following:		11 to 12
PHYS 2101	Engineering Statics and Dynamics	
PHYS 2102	Mechanics of Materials	
PHYS 3013	Experimental Techniques in Engineering and Physics	

PHYS 3201 Fluid Mechanics

PHYS 4010 Introduction to Electric Circuits

The minimum acceptable grade in all courses required for a minor in physics or engineering physics is a C-. Under no circumstances can more than two external courses be transferred toward the minor.

Availability

The minor in engineering physics is available at Fordham College at Rose Hill. Students in Fordham's School of Professional and Continuing Studies may minor in physics only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.

Physics Major

Requirements

All students planning to major in physics are required to take the following courses. Because of the sequential nature of the curriculum, students should pursue the following plan of study.

Students enrolled in the 3-2 Cooperative Program in Engineering (p. 135) complete the requirements for the physics degree through the junior year. They then transfer to an engineering program and complete an additional two years. They earn a double bachelor's degree in physics and engineering.

Freshman		Credits
PHYS 1601 & PHYS 1511	Introduction to Physics I and Physics I Lab	5
PHYS 1602 & PHYS 1512	Introduction to Physics II and Physics II Lab	5
MATH 1206	Calculus I	4
MATH 1207	Calculus II	4
Credits		18
Sophomore		Credits
PHYS 2005	Introduction to Modern Physics	4
PHYS 2201	Classical Mechanics I	4
CHEM 1321 & CHEM 1331	General Chemistry I and General Chemistry Lab I	6
CHEM 1322 & CHEM 1332	General Chemistry II and General Chemistry Lab II	6
MATH 2004	Multivariable Calculus I	4
MATH 2005	Multivariable Calculus II	4
Credits		28
Junior		Credits
PHYS 2011	Intermediate Laboratory	2
PHYS 3001	Electricity and Magnetism I	4
PHYS 3013	Experimental Techniques in Engineering and Physics	3
PHYS 3101	Math Methods in Physics I	4
PHYS 3102	Math Methods in Physics II	4
PHYS 3211	Computational Physics and Programming I	2
PHYS 3401	Thermo and Stat Physics	4
PHYS 4005	Quantum Mechanics I	4
Credits		27

Senior

Select two of the following electives (except those in the 3-2 Cooperative Program in Engineering): 8

PHYS 3601	Optics	
PHYS 4003	Classical Mechanics II	
PHYS 4004	Electricity and Magnetism II	
PHYS 4006	Quantum Mechanics II	
PHYS 4011	Nuclear and Particle Physics	
PHYS 4012	Solid State Physics	
PHYS 4401	Undergraduate Research I	
PHYS 4402	Undergraduate Research II	
Credits		8

Total Credits 81

The minimum acceptable grade in all courses required for a degree in physics or engineering physics is a C-. All majors must meet with their faculty adviser each semester prior to registration to have their course schedules approved.

Physics and engineering physics majors are expected to take all required major courses at Fordham. Exceptions may be made on a case-by-case basis for certain rare and compelling reasons. Under no circumstances can more than two external courses be transferred toward the major.

Availability

The major in physics is available at Fordham College at Rose Hill. Students in Fordham's School of Professional and Continuing Studies may major in physics only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

40.0801 - Physics, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Physics Minor Requirements

Course	Title	Credits
Required Courses		
PHYS 1601 & PHYS 1511	Introduction to Physics I and Physics I Lab	5
PHYS 1602 & PHYS 1512	Introduction to Physics II and Physics II Lab	5
PHYS 2005	Introduction to Modern Physics	4

PHYS 2201	Classical Mechanics I	4
PHYS 3001	Electricity and Magnetism I	4

Electives

Select two physics electives.¹

¹ Any course with the PHYS subject code numbered 2000 or higher may fulfill this requirement.

The minimum acceptable grade in all courses required for a minor in physics or engineering physics is a C-. Under no circumstances can more than two external courses be transferred toward the minor.

Availability

The minor in physics is available at Fordham College at Rose Hill. Students in Fordham's School of Professional and Continuing Studies may minor in physics only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.

Political Science

The goal of the undergraduate curriculum of the Department of Political Science is to expose students to the study of politics and the diversity of approaches and analytical techniques used by political scientists. The faculty of the political science department of Fordham University reflects this diversity, as does the undergraduate political science curriculum. The study of political phenomena and the nature of public life is an integral component of a liberal arts education. Through the curriculum, students also acquire skills in writing, communication, and analytical thought that are critical to a liberal arts education.

Given Fordham's role as an urban, Jesuit liberal arts university, the Department of Political Science endeavors to advance the University's mission by preparing students to:

1. think critically and analytically, with an awareness of alternative viewpoints and understanding of current domestic and international issues;
2. develop written and verbal communication skills;
3. reflect upon the relationship between democratic values and public life;
4. receive education that is marked by *cura personalis*, with the goal of educating people for others.

Although many political science courses have more than one attribute, a single political science course cannot be counted more than once toward the major or minor. In other words, one course cannot simultaneously fulfill more than one major requirement for a student.

A grade of C- or better is required in all courses taken to fulfill the political science major or minor.

The department will accept a maximum of four transfer courses (whether from study abroad, another college/university, or AP/IB/similar exams) toward the completion of the political science major, or two such courses toward the political science minor.

Program Activities

Internships

The political science department does not typically grant academic credit for internships. However, when an internship is integrated with an academic component, such as a tutorial, academic credit is possible. Students should see individual faculty members to discuss internship opportunities and the possibility of receiving academic credit.

The political science department also has formal arrangements for semester-long internship experiences off campus:

Internship in New York City Government

POSC 3120 New York City Internship. Contact Thomas DeLuca. Ph.D. (tdeluca1@fordham.edu) for information about POSC 3120 at Lincoln Center, which is offered during summers only.

Internship in New York State Legislature

The department offers an internship and courses through the New York State Assembly and New York State Senate Internship programs. For information on these programs, contact Bruce Berg, Ph.D. (berg@fordham.edu)

Political Science Honor Society

Political science majors in Fordham's undergraduate colleges are eligible to become members of Pi Sigma Alpha, the national honor society in political science. Pi Sigma Alpha was founded in 1920, and Fordham's chapter, the Delta Zeta chapter, was chartered in 1961. Selection is made by department faculty from among seniors who have earned a minimum of 10 credits in political science courses, including at least one advanced-level course, and have achieved a qualifying grade point average both in the major and in their Fordham coursework as a whole. New members are honored at an induction ceremony held in the spring of each academic year.

For more information

Visit the political science department web page.

Contribution to the Core

Political science offers POSC 1100 Introduction to Politics, which fulfills the first social science core requirement. The advanced disciplinary requirement can be fulfilled by taking a second advanced-level course in political science. In addition, the department regularly offers courses that fulfill the American Pluralism, Global Studies, *Eloquentia Perfecta* (EP1 and EP3), Interdisciplinary Capstone (ICC), and Values Seminar (EP4) core requirements.

Programs

- Political Science Major (p. 337)
- Political Science Minor (p. 340)

Political Science Major Requirements

All majors must complete a minimum of 10 semester courses in political science including:

Course	Title	Credits
POSC 1100	Introduction to Politics	3
One methods intensive course (listed below) ¹		4
One course at the 2000 or 3000 level from three of the following four subfields (listed below):		11 to 12
American Politics		
Political Theory		
International Politics		
Comparative Politics		
One seminar course (listed below)		4
Select four electives from any course in political science above the 1000 level ^{2,3}		Varies

¹ The Methods Intensive course requirement was added in Fall 2017. Students who declared their major prior to Fall 2017 are not required to take this course, and may take an additional elective instead.

² Courses outside of political science with the POSC attribute (p.) may also fulfill this requirement, as may any course with the attributes POCP (Comparative Politics), POPT (Political Theory), POAP (American Politics), and POIP (International Politics).

³ POSC 1298 (transfer credit from AP Comparative Government and Politics) and POSC 1299 (transfer credit from AP US Government and Politics) may also fulfill this requirement.

Methods Courses

Courses in this group have the POMI attribute.

Course	Title	Credits
POSC 3211	The U.S. Congress - Methods Intensive	4
POSC 3215	American Political Parties	4
POSC 3231	Judicial Politics	4
POSC 3303	Political Polarization in American Politics	4
POSC 3309	Gender in American Politics	4
POSC 3312	Introduction to Environmental Politics	4
POSC 3313	Political Psychology	4
POSC 3324	Politics of Immigration and Citizenship	4
POSC 3610	Political Economy of Development	4
POSC 3616	Political Economy of Poverty	4
POSC 3636	China and the Global Economy	4
POSC 4022	Seminar: China in Global Affairs	4

Subfields

American Politics

Courses in this group have the POAP attribute.

Course	Title	Credits
ENST 3307	Environmental Politics	4
PJST 3200	Environmental Justice	4
POSC 2102	Introduction to Urban Politics	4
POSC 2202	Introduction to American Politics	3
POSC 2203	Introduction to the American Legal System	4
POSC 3120	New York City Internship	4
POSC 3121	New York City Politics	4
POSC 3131	Politics, Urban Health, and Environment	4

POSC 3209	Constitutional Law	4
POSC 3210	Civil Rights and Liberties	4
POSC 3211	The U.S. Congress - Methods Intensive	4
POSC 3213	Interest Group Politics	4
POSC 3214	The U.S. Congress	4
POSC 3215	American Political Parties	4
POSC 3216	American Political Institutions	4
POSC 3217	The American Presidency	4
POSC 3219	Constitutional Law and the Death Penalty	4
POSC 3223	Constitutional Law: Criminal Justice	4
POSC 3228	Civil Rights	4
POSC 3231	Judicial Politics	4
POSC 3301	Campaigns and Elections	4
POSC 3303	Political Polarization in American Politics	4
POSC 3307	Environmental Politics	4
POSC 3309	Gender in American Politics	4
POSC 3310	Racial and Ethnic Politics	4
POSC 3311	American Social Movements	4
POSC 3313	Political Psychology	4
POSC 3315	Political Participation	4
POSC 3316	Mass Media and American Politics	4
POSC 3319	Film and Politics	4
POSC 3321	American Public Policy	4
POSC 3326	Latino Politics	4
POSC 4015	American Economic Policymaking	4
POSC 4210	Seminar: State, Family, and Society	4
POSC 4215	Seminar: Presidential Elections	4
POSC 4302	Seminar: Political Masculinity	4
POSC 4305	Seminar: American Politics Research	4
POSC 4315	Seminar: Polarization in American Politics	4
SOCI 3002	The New Power Elite	4
SOCI 4420	Religious Freedom and American Democracy	4

Political Theory

Courses in this group have the POPT attribute.

Course	Title	Credits
MAND 3035	Confucius and the Analects	4
MLAL 3046	Democracy and Democratization in China	4
MLAL 3048	Political Thought in Modern Asia	4
MLAL 3049	Modern Chinese Political Thought	4
POSC 2401	Introduction to Political Philosophy	4
POSC 3404	American Political Thought	4
POSC 3411	Classical Political Thought	4
POSC 3412	Modern Political Thought	4
POSC 3413	Contemporary Political Philosophy	4
POSC 3414	Politics, Nature, and History	4
POSC 3415	Politics, Reason, and Revelation	4
POSC 3416	Liberalism and Its Critics	4
POSC 3418	Islamic Political Thought	4
POSC 3420	Women and Film	4
POSC 3421	Political Theory in Popular Culture	4

POSC 3422	Politics of the Present	4
POSC 3424	Political Philosophy between Islam and the West	4
POSC 3425	LGBTQ Politics and Theory	4
POSC 3427	Islam, Art, and Resistance	4
POSC 3429	Democratic Theory	4
POSC 3437	Democracy in a Global Context	3
POSC 3456	Late Modern Political Thought	4
POSC 3550	Decolonial Thought in Latin America	4
POSC 4400	Seminar: Global Justice	4
POSC 4420	Seminar: Nationalism and Democracy	4

International Politics

Courses in this group have the POIP attribute.

Course	Title	Credits
ENST 3308	Catastrophe and Human Survival	4
PJST 4200	Conflict Resolution and Peacemaking	4
POSC 2501	Introduction to International Politics	4
POSC 2800	Introduction to Political Economy	4
POSC 3312	Introduction to Environmental Politics	4
POSC 3507	International Human Rights	4
POSC 3511	War and Peace	4
POSC 3516	Conflict Analysis/Resolution	4
POSC 3520	Mideast and the World	4
POSC 3521	Global Governance	4
POSC 3522	United Nations	4
POSC 3526	Democracy, Terrorism, and Modern Life	4
POSC 3527	United Nations Peace Operations	4
POSC 3530	U.S. Foreign Policy	4
POSC 3532	The Development of Human Rights Law	4
POSC 3534	The International Politics of Civilian Protection	4
POSC 3535	Comparative Foreign Policy	4
POSC 3540	Politics of Cyberspace	4
POSC 3616	Political Economy of Poverty	4
POSC 3636	China and the Global Economy	4
POSC 3637	Russian Foreign Policy	4
POSC 3915	International Political Economy	4
POSC 4010	Taming "Wicked Problems": Social Science Research and Solutions Lab	4
POSC 4022	Seminar: China in Global Affairs	4
POSC 4040	Seminar: Sustainable Development	4
POSC 4515	Seminar: International Politics of Peace	4
POSC 4547	Seminar: War, Peace, Law, and the United Nations Security Council	4

Comparative Politics

Courses in this group have the POCP attribute.

Course	Title	Credits
FREN 3070	France Votes!	4
MAND 3060	Contemporary Chinese Politics	4
MLAL 3046	Democracy and Democratization in China	4

MVST 3501	Between Conquest and Convivencia: The Spanish Kingdoms of the Middle Ages	4
POSC 2102	Introduction to Urban Politics	4
POSC 2610	Introduction to Comparative Politics	4
POSC 3107	Dystopian Politics	4
POSC 3312	Introduction to Environmental Politics	4
POSC 3324	Politics of Immigration and Citizenship	4
POSC 3535	Comparative Foreign Policy	4
POSC 3605	Comparative Democracy	4
POSC 3610	Political Economy of Development	4
POSC 3613	Political Movements	4
POSC 3614	Political Institutions	4
POSC 3620	British Government and Politics	4
POSC 3621	European Politics	4
POSC 3622	Politics of the European Union	4
POSC 3630	South Asian Politics	4
POSC 3631	China and Russia in Comparative Perspective	4
POSC 3632	China and U.S. in Global Era	4
POSC 3636	China and the Global Economy	4
POSC 3637	Russian Foreign Policy	4
POSC 3641	Latin American Politics	4
POSC 3645	Politics of Immigration	4
POSC 3651	Comparative Politics of the Middle East	4
POSC 3652	State-Society Relations in the Middle East	4
POSC 3653	Religion and Society in the Middle East	4
POSC 4001	Rhetorical Arts & Politics in the Ignatian Tradition: A London Study Tour	4
POSC 4022	Seminar: China in Global Affairs	4
POSC 4025	Youth and Politics	4
POSC 4037	Social Movements and Revolutions	4
POSC 4040	Seminar: Sustainable Development	4
POSC 4425	Seminar: Contemporary Politics and Cultures in the Islamic World	4
POSC 4545	Seminar: Russian Politics and Society	4
POSC 4605	Political Violence	4
POSC 4620	Seminar: The World of Democracy	4

Seminar Courses

Courses in this group have the POSM attribute.

Course	Title	Credits
POSC 4002	Seminar: Global Migration	4
POSC 4022	Seminar: China in Global Affairs	4
POSC 4040	Seminar: Sustainable Development	4
POSC 4210	Seminar: State, Family, and Society	4
POSC 4215	Seminar: Presidential Elections	4
POSC 4216	Seminar: Campaigns and Elections	4
POSC 4240	Seminar: Black Ethnic Politics	4
POSC 4260	Seminar: Sex and Sexuality in U.S Politics	4
POSC 4302	Seminar: Political Masculinity	4
POSC 4305	Seminar: American Politics Research	4
POSC 4315	Seminar: Polarization in American Politics	4

POSC 4400	Seminar: Global Justice	4
POSC 4401	Seminar: Urban Politics	4
POSC 4420	Seminar: Nationalism and Democracy	4
POSC 4425	Seminar: Contemporary Politics and Cultures in the Islamic World	4
POSC 4515	Seminar: International Politics of Peace	4
POSC 4526	Seminar: The Politics of Humanitarian Intervention	4
POSC 4535	Seminar: Post-Cold War Human Rights and Protection Architecture	4
POSC 4545	Seminar: Russian Politics and Society	4
POSC 4547	Seminar: War, Peace, Law, and the United Nations Security Council	4
POSC 4620	Seminar: The World of Democracy	4
POSC 4881	Seminar: Supreme Court	4
POSC 4900	Seminar: Democracy, Development, and the Global Economy	4

Availability

The major in political science is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

45.1001 - Political Science and Government, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Political Science Minor Requirements

All minors must complete a minimum of six one-semester courses in political science, including

Course	Title	Credits
POSC 1100	Introduction to Politics	3
One course from two of the four major subfields ¹		7 to 8
Select three electives from any course in political science above the 1000 level ^{2,3}		10 to 12

¹ See available courses Subfields (p. 337) on the Political Science Major page.

² Courses outside of political science with the POSC attribute (p.) may also fulfill this requirement, as may any course with the attributes POCP (Comparative Politics), POPT (Political Theory), POAP (American Politics), and POIP (International Politics) (p. 337).
³ POSC 1298 (transfer credit from AP Comparative Government and Politics) and POSC 1299 (transfer credit from AP US Government and Politics) may also fulfill this requirement.

Availability

The minor in political science is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Psychology

The Department of Psychology offers the Bachelor of Science degree for its majors. The department has five primary goals:

1. Gain knowledge in key concepts, principles, and themes in psychology
2. Engage in scientific inquiry and critical thinking using integrative thinking and problem solving
3. Promote ethical and social responsibility that enhances the greater community
4. Demonstrate effective oral and written communication skills
5. Develop meaningful professional direction for life after graduation

In the Jesuit educational tradition of academic excellence and care of the whole person, students are challenged to develop a capacity for critical thinking, a willingness to submit their efforts to clear and high standards, and an understanding of the ethical dimensions of personal and professional life. A rigorous program of study that provides knowledge of the field of psychology with breadth and depth is complemented by opportunities to engage in psychology in action through research projects, field experiences, and collaborations with professionals in the field. Full-time faculty are highly accessible to students, are committed to teaching and mentoring undergraduates, and engage in one-to-one relationships with psychology majors. Students learn about the multiple applications of psychological science to the service of others, and especially those whose human dignity is most threatened in our society. Students are encouraged to integrate their knowledge of psychology with their own developing values and beliefs. Sensitivity to and consideration of cultural, religious, and gender differences are fostered in the study of psychology.

Program Activities Honors in Psychology

Psychology majors with a minimum cumulative GPA of 3.7 may graduate with honors in psychology by participating in the Psychology Undergraduate Honors Program. Interested students should contact the associate chair for information about the requirements for the program, which involves writing a senior thesis that is mentored by a department faculty member. Students are notified of invitation in the spring of their junior year. See the psychology department web page for additional information.

Advising

In addition to advising in the advising center, psychology majors are encouraged to engage with our full-time faculty to discuss their interests in psychology, graduate school options, career planning, and professional development. First- and second-year students should reach out to the associate chair at their home campus. Juniors and seniors will be paired with a specific faculty connection who is meant to serve as an important resource and point of contact as they progress through the major.

Research Opportunities and Clubs

To encourage undergraduate research, the psychology program offers opportunities for research involvement and club activities, including psychology club, and chapter of Psi Chi. Founded on September 4, 1929, at Yale University, Psi Chi is the international honor society in psychology. Its purpose is "to encourage, stimulate, and maintain excellence in scholarship and to advance the science of psychology." Psi Chi is the world's largest honor society, with 500,000 life members and chapters at 940 U.S. colleges. Membership is for life, with no annual dues. Fordham's two chapters of Psi Chi at Lincoln Center and Rose Hill accept undergraduate or graduate students who have completed at least 12 credits of psychology and maintained a cumulative GPA of at least 3.32. Induction ceremonies are held in April and December of each year. Several courses involve community-engagement opportunities.

For more information

Visit the psychology department web page.

Contribution to the Core

- The following psychology department Complex-Process Courses satisfy the Social Science (p. 54) core requirement. There are no prerequisites for these courses:

Course	Title	Credits
PSYC 1004	The Mind-Body Connection: Introduction to Behavioral Health	3
PSYC 2600	Social Psychology	4
PSYC 2700	Infant and Child Development	4
PSYC 2710	Adolescent and Adult Development	4
PSYC 2800	Personality	4
PSYC 2900	Psychopathology	4

- PSYC 1100 Biopsychology satisfies the natural sciences (p. 52) core requirement for majors and non-majors.
- Designated sections of the following are Eloquentia Perfecta (p. 55) III Seminars:

Course	Title	Credits
PSYC 2010	Research Methods Lab	5
PSYC 2401	Memory Laboratory	5
PSYC 2501	Cognition Laboratory	5
PSYC 3010	Bilingual Minds	4
PSYC 3100	Health Psychology	4
PSYC 3330	Family Psychology	4
PSYC 3730	Men and Masculinities	4
PSYC 3810	Trauma and Family Violence	4
PSYC 3950	Behavior Modification	4
PSYC 4245	Ethics in Research	4

- PSYC 3600 Multicultural Psychology and PSYC 3730 Men and Masculinities meet the American Pluralism (p. 58) requirement.
- PSYC 4910 Global Mental Health & Psychosocial Humanitarian Aid meets the Global Studies (p. 55) requirement.
- The following meet the Interdisciplinary Capstone Core (p. 48) requirement:

Course	Title	Credits
PSYC 4000	History and Systems of Psychology	4
PSYC 4245	Ethics in Research	4
PSYC 4310	Aging and Society	4
PSYC 4330	Music and Psychology	4
PSYC 4370	Disgust in Literature and Psychology	4

- The following courses meet the Advanced Social Science (p. 45) requirement:

Course	Title	Credits
PSYC 3100	Health Psychology	4
PSYC 3110	Cognitive Neuroscience	4
PSYC 3300	Industrial Organizational Psychology	4
PSYC 3320	Consumer Behavior	4
PSYC 3330	Family Psychology	4
PSYC 3600	Multicultural Psychology	4
PSYC 3640	Cross-Cultural Psychology	4
PSYC 3700	Human Sexuality	4
PSYC 3730	Men and Masculinities	4
PSYC 3820	Forensic Psychology	4
PSYC 3850	Psychology of Well-Being	4
PSYC 3930	Introduction to Clinical Psychology	4

- The following Values Seminars (p. 50) and Eloquentia Perfecta (p. 55) IV seminars are offered by the department:

Course	Title	Credits
PSYC 4340	Law and Psychology	4
PSYC 4900	Psychology and Human Values	4
PSYC 4920	Youth, Values, and Society	4
PSYC 4930	Codes for Mental Health Services	4

Programs

- Psychology Major (p. 341)
- Psychology Minor (p. 343)

Psychology Major

The psychology major provides a broad and rigorous base of knowledge and skills in the discipline while offering students freedom in shaping a program to suit their individual needs.

Our undergraduate program prioritizes critical, scientific thinking, teaching you to analyze psychological behavior and processes. We emphasize three primary goals in your undergraduate education:

- To prepare you for graduate study in psychology;
- To enable you to apply psychological skills and knowledge in psychology-related careers, and;

- To foster your understanding of complex human behavior as it is encountered in our personal and vocational lives.

Students officially begin the major with PSYC 1200 Foundations of Psychology, which offers an overview of the field and is a prerequisite for the majority of upper-level psychology courses. Psychology majors gain expertise in research methods by studying PSYC 2000 Statistics and then PSYC 2010 Research Methods Lab. Three content courses at the intermediate level provide majors with breadth through surveys of the knowledge about at least one basic process (e.g., learning, sensation and perception, cognition) and one complex process (e.g., abnormal, development, personality, social). Two courses at the advanced level offer students detailed and in-depth explorations of a variety of subject matters. The capstone course gives students an opportunity to integrate diverse areas of psychology or to interrelate psychology with other disciplines.

All students are required to take at least one content laboratory course beyond Research Methods Lab, which provides hands-on learning and skills in data analysis and research report writing. In addition to the variety of alternatives offered in the requirements mentioned above, the psychology major allows students to pursue individual interests and goals by including one course at any level that the student chooses as an elective. Finally, one advanced, capstone, or elective course must be a designated diversity course.

A grade of C- or better is required for each course counted toward the major requirement. In addition, a student must earn an overall psychology GPA of 2.0 or higher to fulfill the requirements of the major.

CIP Code

42.0101 - Psychology, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Majors must complete 10 psychology courses, which include two distributive requirements. The requirements for the major are as follows. Lists of courses fulfilling each requirement follow the requirements.

Course	Title	Credits
PSYC 1200	Foundations of Psychology	4
PSYC 2000	Statistics	4
PSYC 2010	Research Methods Lab	5
Select one Basic Process course		4 to 5
Select one Complex Process course		4 to 5
Select one Basic Process or Complex Process course		4 to 5
Select two Advanced courses		8 to 10
Select one additional elective course ¹		3 to 4
Select one Capstone course		4 to 5

¹ Any course with the subject code PSYC (p. 1581) numbered 1004, 1100, or 2100-4995 may fulfill this requirement, as may any course with the PSYC attribute (see list below).

Basic Process courses

Courses in this group have the PYBP attribute.

Course	Title	Credits
PSYC 2200	Learning	4
PSYC 2201	Learning Laboratory	5
PSYC 2300	Sensation and Perception	4
PSYC 2301	Sensation and Perception Lab	5
PSYC 2401	Memory Laboratory	5
PSYC 2500	Cognition	4
PSYC 2501	Cognition Laboratory	5

Complex Process courses

Courses in this group have the PYCP attribute.

Course	Title	Credits
PSYC 2600	Social Psychology	4
PSYC 2601	Lab in Social Psychology	5
PSYC 2700	Infant and Child Development	4
PSYC 2710	Adolescent and Adult Development	4
PSYC 2800	Personality	4
PSYC 2900	Psychopathology	4

Advanced courses

Courses in this group have the PYAC attribute.

Course	Title	Credits
PSYC 3100	Health Psychology	4
PSYC 3110	Cognitive Neuroscience	4
PSYC 3270	Clinical Child Psychology	4
PSYC 3300	Industrial Organizational Psychology	4
PSYC 3320	Consumer Behavior	4
PSYC 3330	Family Psychology	4
PSYC 3340	Urban Psychology	4
PSYC 3360	Sports Psychology	4
PSYC 3400	Psychology of Education	4
PSYC 3410	Creativity	4
PSYC 3530	Gender Roles	4
PSYC 3550	Consciousness	4
PSYC 3600	Multicultural Psychology	4
PSYC 3610	Global Health and Psychology	4
PSYC 3640	Cross-Cultural-Psychology	4
PSYC 3700	Human Sexuality	4
PSYC 3730	Men and Masculinities	4
PSYC 3810	Trauma and Family Violence	4
PSYC 3820	Forensic Psychology	4
PSYC 3850	Psychology of Well-Being	4
PSYC 3930	Introduction to Clinical Psychology	4
PSYC 3950	Behavior Modification	4
PSYC 4015	Language and Thought	4

Capstone courses

Courses in this group have the PYCA attribute.

Course	Title	Credits
CEED 4245	Ethics in Research	4
PSYC 4000	History and Systems of Psychology	4
PSYC 4200	Advanced Statistics w/Lab	4
PSYC 4245	Ethics in Research	4
PSYC 4310	Aging and Society	4
PSYC 4330	Music and Psychology	4
PSYC 4340	Law and Psychology	4
PSYC 4350	The Psychology of Race, Place, and Power	4
PSYC 4370	Disgust in Literature and Psychology	4
PSYC 4820	Community Psychology	5
PSYC 4850	Community Mental Health	4
PSYC 4855	Participatory Action Research	4
PSYC 4900	Psychology and Human Values	4
PSYC 4910	Global Mental Health & Psychosocial Humanitarian Aid	4
PSYC 4920	Youth, Values, and Society	4
PSYC 4930	Codes for Mental Health Services	4
PSYC 4997	Honors Thesis in Psychology I	4
SOCI 4245	Ethics in Research	4

Non-Psychology Additional Elective courses

Courses in this group have the PSYC attribute.

Course	Title	Credits
CEED 6015	HIV/Drug Abuse Prevention Research Ethics	3
ENGL 4370	Disgust in Literature and Psychology	4
LING 3010	Bilingual Minds	4
LING 4015	Language and Thought	4

Distributive Requirements

Content Laboratory requirement

This is not an additional course. One of the courses taken for the major must be a content laboratory course.

Courses in this group have the PYCL attribute.

Course	Title	Credits
PSYC 2201	Learning Laboratory	5
PSYC 2301	Sensation and Perception Lab	5
PSYC 2401	Memory Laboratory	5
PSYC 2501	Cognition Laboratory	5
PSYC 2601	Lab in Social Psychology	5

* PSYC 2201 Learning Laboratory and PSYC 2200 Learning cannot both apply to the major.

* PSYC 2501 Cognition Laboratory and PSYC 2500 Cognition cannot both apply to the major.

* PSYC 2601 Lab in Social Psychology and PSYC 2600 Social Psychology cannot both apply to the major.

Diversity requirement

This is not an additional course.

All students majoring in psychology must take at least one course designated as a diversity course. Diversity courses are designated advanced, capstone, or elective courses that highlight aspects of individual and cultural diversity and the interpersonal challenges that often result from diversity and context; assist students in recognizing potential for prejudice and discrimination in oneself and others; and explore how psychology can promote civic, social, and global outcomes that benefit others.

The diversity course requirement may be fulfilled by an advanced, capstone, or elective course.

Any of the following courses may count toward the diversity requirement.

Courses in this group have the PSDV attribute.

Course	Title	Credits
PSYC 3530	Gender Roles	4
PSYC 3600	Multicultural Psychology	4
PSYC 3610	Global Health and Psychology	4
PSYC 3640	Cross-Cultural-Psychology	4
PSYC 3700	Human Sexuality	4
PSYC 3730	Men and Masculinities	4
PSYC 4310	Aging and Society	4
PSYC 4350	The Psychology of Race, Place, and Power	4
PSYC 4820	Community Psychology	5
PSYC 4850	Community Mental Health	4
PSYC 4855	Participatory Action Research	4
PSYC 4910	Global Mental Health & Psychosocial Humanitarian Aid	4
PSYC 4920	Youth, Values, and Society	4

Availability

The major in psychology is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Fordham College at Lincoln Center students: *The requirements above are in addition to those of the Core Curriculum.*

Professional and Continuing Studies students: *The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.*

Psychology Minor Requirements

Minors in psychology are required to take:

Course	Title	Credits
Required Course		
PSYC 1200	Foundations of Psychology	4

Electives

Select five additional electives in psychology ¹

¹ Any course with the PSYC subject code numbered 1004, 1100, or 2000-4995, or with the PSYC attribute (see list below), may fulfill this requirement.

Speak to the associate chair or other psychology faculty for advice about selecting courses to meet your goals. Students must earn a grade of at least a C- for a psychology course to fulfill the requirements of the minor. In addition, a student must earn an overall GPA of 2.0 or higher in psychology courses to fulfill the requirements of the minor.

Non-Psychology Elective Courses

Courses in this group have the PSYC attribute.

Course	Title	Credits
CEED 6015	HIV/Drug Abuse Prevention Research Ethics	3
ENGL 4370	Disgust in Literature and Psychology	4
LING 3010	Bilingual Minds	4
LING 4015	Language and Thought	4
NSCI 2050	Foundations in Animal Behavior	3

Availability

The minor in psychology is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester.

Religious Studies

The interdisciplinary program in religious studies explores the roles, meanings, and phenomenology of religion. Some courses (for the most part those offered by the theology department) focus on the religious traditions themselves, their classical texts, historical figures and movements, conceptual and affectual concerns, ethical and social teachings, and cultural and political impacts. Other courses (for the most part those offered by other departments) identify the significance of religion and of religious ideas and symbolism within the wider world of history, society, literature, and the arts.

All students interested in majoring, second majoring, or minoring in religious studies should discuss their interests with the director. In consultation with the director, each student will develop a program of study. It is important to note that the courses listed in this bulletin are only representative of the choices available. Consultation with the director is necessary for students to have full access to other courses that fulfill major, second major and minor requirements.

Program Activities

The religious studies program offers biyearly roundtables for majors and minors, and cultural outings for all majors.

For more information

Visit the Religious Studies program web page.

Programs

- Religious Studies Major (p. 344)
- Religious Studies Minor (p. 345)

Religious Studies Major

The religious studies program provides students with the opportunity to examine religious texts and practices through an interdisciplinary lens. While some of our courses—particularly those which are cross-listed with the theology department—examine the religious traditions themselves, Religious studies students have a chance to look at how religious traditions have affected the arts, literature, and politics. While religious studies majors and minors may choose to focus on the Christian tradition, they may also decide to delve more deeply into the religious texts and traditions of Judaism, Islam, and other faiths.

Students who have been part of our program have also majored or minored in fields such as dance, theater, classics, philosophy, English, languages and cultures, history, and anthropology. Since many of our courses are cross-listed with other departments, it is possible to double major or minor in religious studies while majoring in another department. Our graduates have gone on to have careers in numerous exciting fields.

Because of the program's diversity and flexibility, students have the chance to work closely with our faculty and create a program that is both highly individualized and demanding. Students are required to check in with a faculty advisor regularly to make sure that they are both fulfilling the university's and the department's requirements and getting the most out of the unique opportunities which Fordham and New York City provide for young scholars. Ultimately, a religious studies major or minor at Fordham University will prepare you well to meet the challenges posed by the current and future complexities of our world where religion often takes center stage.

CIP Code

38.0201 - Religion/Religious Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The major consists of 10 courses:

Course	Title	Credits
THEO 1000	Faith and Critical Reason	3
One course in religious text ¹		
One course in Theology, Ethics, or Social Teachings		
One course in The History of a Religion		
One course in Religion in Culture, Society, or The Political Order		
One core values seminar related to religious studies		
Select any four electives from the religious studies program offerings ²		

¹ Any course with the THEO subject code (p. 1670) (numbered 3000 to 3999) fulfills this requirement.

² Any course with the THEO subject code (p. 1670) (numbered 2000 or higher) or the REST attribute code may fulfill this requirement.

Theology, Ethics, or Social Teachings

Courses in this group have the RSTE attribute.

Course	Title	Credits
AFAM 3115	Martin Luther King Jr. and Malcolm X	4
MLAL 3077	The Great Russian Minds: Russian Personalism	4
MVST 4010	Medieval Franciscans and the Dream of a Just Economy	4
PHIL 3330	Philosophy of Religion	4
THEO 3670	Theology and Contemporary Science	4
THEO 3720	Hindu Literature and Ethics	3
THEO 3725	Buddhism in America: A Multimedia Investigation	3

The History of a Religion

Courses in this group have the RSHR attribute.

Course	Title	Credits
ANTH 2619	Magic, Science, and Religion	4
HIST 3270	The Crusades	4
HIST 3322	The Reformation Era	4
HIST 3982	The Islamic World and the Crusades, 1099-Ca.1700	4
MVST 4010	Medieval Franciscans and the Dream of a Just Economy	4
PHIL 3557	Confessions of Augustine	4
THEO 3300	Who Cares About the Bible?	3
THEO 3542	Catholic Social Teaching	3
THEO 3876	Muslims in America	4
THEO 3885	Women, Gender, and Islam	3

Religion in Culture, Society, or the Political Order

Courses in this group have the RSCS attribute.

Course	Title	Credits
ANTH 2619	Magic, Science, and Religion	4
ENGL 3103	Early English Drama	4
ENGL 3207	Milton	4
HIST 5460	Jesuits and Globalization	4
MEST 3620	Islam in America	4
THEO 3130	Bible as Migration Literature: Then and Now	4
THEO 3383	Latin American Liberation Theologies	3
THEO 3670	Theology and Contemporary Science	4
THEO 3720	Hindu Literature and Ethics	3

THEO 3725	Buddhism in America: A Multimedia Investigation	3
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Note: Among the additional courses and electives, at least one must have as a major focus a religion or religions other than Christianity. Students may double-count two approved religious studies courses toward the religious studies major and toward a second major, as long as at least 18 different courses are taken to complete both majors.

Availability

The major in religious studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Fordham College at Lincoln Center students: *The requirements above are in addition to those of the Core Curriculum.*

Professional and Continuing Studies students: *The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.*

Religious Studies Minor

The religious studies program provides students with the opportunity to examine religious texts and practices through an interdisciplinary lens. While some of our courses—particularly those which are cross-listed with the theology department—examine the religious traditions themselves, Religious studies students have a chance to look at how religious traditions have affected the arts, literature, and politics. While religious studies majors and minors may choose to focus on the Christian tradition, they may also decide to delve more deeply into the religious texts and traditions of Judaism, Islam, and other faiths.

Students who have been part of our program have also majored or minored in fields such as dance, theater, classics, philosophy, English, languages and cultures, history, and anthropology. Since many of our courses are cross-listed with other departments, it is possible to double major or minor in religious studies while majoring in another department. Our graduates have gone on to have careers in numerous exciting fields.

Because of the program's diversity and flexibility, students have the chance to work closely with our faculty and create a program that is both highly individualized and demanding. Students are required to check in with a faculty advisor regularly to make sure that they are both fulfilling the University's and the department's requirements and getting the most out of the unique opportunities which Fordham and New York City provide for young scholars. Ultimately, a religious studies major or minor at Fordham University will prepare you well to meet the challenges posed by the current and future complexities of our world where religion often takes center stage.

Requirements

The minor consists of six courses:

Course	Title	Credits
THEO 1000	Faith and Critical Reason	3
Select a second-year theology core course on a religious scripture(s) ¹		

Select any four electives from the religious studies program offerings²

¹ Any course with the THEO subject code (p. 1670) numbered 3000 to 3999 may fulfill this requirement.

² Any course with the THEO subject code (p. 1670) (numbered 2000 or higher) or the REST attribute code may fulfill this requirement.

Among the additional course and electives, at least one must have as a major focus a religion or religions other than Christianity. Students may double-count approved religious studies courses toward the religious studies minor and toward another major, as long as at least 14 different courses are taken to complete the major and minor.

Availability

The minor in religious studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional Studies at Rose Hill and Lincoln Center.

Social Innovation

In response to the growing demands for global sustainability from customers, employees, and society in general, more and more companies are discovering the competitive advantages of pursuing social innovation. Students will learn about how this concept is impacting all areas of business activity.

For more information

Visit the social innovation program web page.

Programs

- Concentration in Social Innovation (p. 346)

Concentration in Social Innovation

Requirements

The Social Innovation concentration is available to Gabelli students. Both primary and secondary concentrations must be taken in conjunction with another primary concentration or major.

Primary Concentration

Course	Title	Credits
Select two of the following:		
FNBU 4441	ST: Sustainability and Finance	
LPBU 3234	ST: Leading for Impact	
LPBU 3430	ST: Sustainable Business	
LPBU 3446	ST: Social Entrepreneurship	
LPBU 4005	ST: Fair Trade Entrepreneurship	
MKBU 3448	ST: Social Marketing	
SABU 3453	ST: Sustainability and Strategy	
Two electives with the SOIN attribute		
One co-curricular requirement (see below)		

Secondary Concentration

Course	Title	Credits
Select one of the following:		
LPBU 3234	ST: Leading for Impact	
LPBU 3430	ST: Sustainable Business	
LPBU 3446	ST: Social Entrepreneurship	
LPBU 4005	ST: Fair Trade Entrepreneurship	
FNBU 4441	ST: Sustainability and Finance	
MKBU 3448	ST: Social Marketing	
SABU 3453	ST: Sustainability and Strategy	

Two electives with the SOIN attribute

One co-curricular requirement (see below)

Interdisciplinary electives

Courses in this group have the SOIN attribute.

Course	Title	Credits
ACBU 4444	Sustainability and Environmental Reporting and Disclosure	3
ACBU 4646	Ethics in Financial Reporting and Accounting	3
BISC 1002	Ecology: A Human Approach	3
CHEM 1109	Chemistry of the Environment	3
CMBU 3810	Applied Business Communications	3
ECON 3256	Comparative Economic Systems	4
ECON 3850	Environmental Economics	4
ECON 3884	Contemporary Economic Problems	4
ECON 4110	Ethics and Economics	4
ENST 1000	Introduction to Environmental Studies	3
ENST 4900	Environmental Internship and Media Advocacy	4
FNBU 4441	ST: Sustainability and Finance	3
FNBU 4466	ST: Alternative Investing	3
FNBU 4469	Impact Investing	3
HUST 4001	The Humanitarian System: Past, Present, and Future	4
HUST 4500	Evolution of Development and Humanitarian Aid Systems	4
HUST 4800	International Humanitarian Internship	4
HUST 4888	Senior Thesis Seminar	4
INSY 4412	ST: IT and Sustainability	3
ISGB 7945	IT and Sustainability	3
LPBU 3226	Exploring Entrepreneurship	3
LPBU 3227	Innovation and Resilience	3
LPBU 3234	ST: Leading for Impact	3
LPBU 3235	ST: Inside Tech Ventures	3
LPBU 3430	ST: Sustainable Business	3
LPBU 3432	ST: Modern Economics for a Sustainable World	3
LPBU 3446	ST: Social Entrepreneurship	3
LPBU 4001	Fair Trade and Microfinance	3
LPBU 4005	ST: Fair Trade Entrepreneurship	3

LPBU 4467	ST: Global Immersion: Entrepreneurship and Innovation in Rwanda	3
LPGB 76AV	Developing the Sustainability Mindset	3
LPGB 76AW	Leadership & Trust	3
MKBU 3448	ST: Social Marketing	3
MKBU 3459	Cross Cultr Consumer Insight	3
NSCI 1040	People and the Living Environment	3
PHIL 3109	Environmental Ethics	4
PHIL 3712	Global Environment and Justice	4
PHYS 1203	Environmental Physics	3
POSC 3131	Politics, Urban Health, and Environment	4
POSC 3307	Environmental Politics	4
POSC 3610	Political Economy of Development	4
POSC 3616	Political Economy of Poverty	4
PSYC 4920	Youth, Values, and Society	4
PSYC 6850	Evaluation of Psychological and Social Programs	3
SABU 3453	ST: Sustainability and Strategy	3
SWGS 7605	Social Work Education	3
SWKO 6431	Adv Clin Assess & Diagno II	3
THEO 3542	Catholic Social Teaching	3
THEO 6740	Catholic Social Thought and Praxis	3
VART 2055	Environmental Design	4

Co-Curricular Requirement

Students must select one of the following co-curricular offerings, which should be chosen based on time and commitment level:

- Social innovation practicum
- Service learning with social innovation component
- Social innovation internship
- Global Outreach (GO!) trip
- AshokaU/Clinton Global Initiative conferences
- Social innovation-related academic competitions
- Other (with permission of program director)

Social Work

The mission of the Bachelor of Arts in Social Work (B.A.S.W.) program at Fordham University is to educate students to promote human rights and social justice and improve the well-being of individuals, families, groups, organizations, and communities through culturally competent, evidence-informed, generalist social work practice embedded within an agency context. The school's commitment to excellence in education and scholarship is built on professional social work values and the Jesuit educational tradition with its focus on social justice. The B.A.S.W. program builds upon a strong liberal arts core to establish the social work competencies necessary to effectively serve diverse populations.

The program builds on students' strong liberal arts experience and combines classroom and field education with a strong student advising and support system. Following admission into the major, students participate in classes and activities of the Graduate School of Social

Service, a social work program of national stature. This design provides a challenging and stimulating educational environment.

The baccalaureate program was granted full national accreditation in November 2001 by the Commission on Accreditation of the Council on Social Work Education. The program received reaffirmation of its accreditation most recently in 2022. Students completing the social work program are eligible to apply for advanced standing at Fordham University's Graduate School of Social Service, and/or other graduate schools of social work. If accepted, advanced standing will substantially shorten the time needed to complete a Master of Social Work degree.

Early Admission to Master's Program

Within five years of completion, students graduating with a B.A. in social work from the program are eligible to apply for advanced standing at Fordham's Graduate School of Social Service or to other graduate programs in social work that consider advanced standing applications.

The evaluation of applications for advanced standing in the Fordham University Graduate School of Social Service leads to one of the following decisions:

1. Acceptance to the Graduate School of Social Service with advanced standing: The school grants advanced standing. Students enter the advanced level of study and choose from one of the advanced concentrations of study.
2. Rejection: The school rejects the application for admission and does not offer matriculation to the applicant.

Program Activities

Once admitted to the social work major, students will be assigned an adviser during their first and second years of the program. This will provide support over the course of the program.

Students will have access to all student activities open to graduate social work students.

For more information

Visit the Bachelor of Social Work program web page.

Programs

- Social Work Major (p. 347)
- Program Handbook (p. 349)

Social Work Major

The Bachelor of Arts in Social Work (B.A.S.W.) major at Fordham University will prepare you to make a meaningful difference in people's lives as a generalist social work practitioner. Mirroring the strength of our nationally ranked M.S.W. program, our B.A.S.W. degree features a variety of learning experiences: dynamic classes, hands-on fieldwork education, and guidance and support from a faculty adviser. Our diverse community of compassionate students and faculty round out the stimulating educational environment of the Graduate School of Social Service. With our B.A.S.W. degree, you'll graduate with the skills and knowledge you'll need to promote human rights, social justice, and individual and community well-being.

Offered at our campuses in Manhattan and Westchester, the B.A.S.W. degree is equivalent to the Bachelor's in Social Work (B.S.W.) and is accredited by the Council on Social Work Education (CSWE).

Gregory Acevedo, director of the B.A.S.W. program
212-636-7166
gacevedo@fordham.edu

CIP Code

44.0701 - Social Work.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Students are expected to complete the 31 credits of the major within a two-year period, either on a full- or part-time basis. The major consists of eight required courses of three credits each, and a 450-hour, yearlong field practicum and integrative seminar of seven credits beginning in September.

Following admission, students complete the social work program in two years. Depending on their full-time or part-time status, students may take courses in addition to social work courses.

Courses Required

Course	Title	Credits
SOWK 2600	Introduction to Social Work and Social Welfare	4
SOWK 6005	Contemporary Social Welfare Policy	3
SOWK 6040	Integrating Human Rights and Justice in Practice	3
SOWK 6323	Social Work Practice With Individuals Across the Lifespan	3
SOWK 6324	Social Work Practice With Families and Groups Across the Lifespan	3
SOWK 6305	Social Work Skills Lab	3
SOWK 6320	Social Work Practice With Organizations and Communities	3
SOWK 6440	Advanced Clinical Assessment and Diagnosis	3
SOWK 6803	Applied Social Work Research and Evaluation	3
SOWK 6901	BASW Generalist Field Education	7

Availability

The major in social work is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester.

FCRH and PCS students should keep in mind that all courses for the major in social work are offered at the Lincoln Center and Westchester campuses in the Graduate School of Social Services.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Sample Curriculum

The coursework is spread across four semesters. You can start your B.A.S.W. program starting in the fall or spring semester.

The first year consists of four classroom courses and faculty advising, and the second year consists of four classroom courses, the Field Practicum and Integrative Seminar, and faculty and field advising.

SOWK 2600 Introduction to Social Work and Social Welfare must be taken before beginning the remaining courses in the curriculum.

Regardless of when you enter the program, you must complete the first year's four classroom courses before entering the Fieldwork Practicum.

First Year		Credits
Fall (A) or Spring (B)		
SOWK 6005	Contemporary Social Welfare Policy	3
SOWK 6040	Integrating Human Rights and Justice in Practice	3
Spring (A) or Summer (B)		
SOWK 6320	Social Work Practice With Organizations and Communities	3
SOWK 6803	Applied Social Work Research and Evaluation	3
		Credits
		12
Second Year		
Fall		
SOWK 6305	Social Work Skills Lab	3
SOWK 6323	Social Work Practice With Individuals Across the Lifespan	3
SOWK 6901	BASW Generalist Field Education	3.5
		Credits
		9.5
Spring		
SOWK 6324	Social Work Practice With Families and Groups Across the Lifespan	3
SOWK 6440	Advanced Clinical Assessment and Diagnosis	3
SOWK 6901	BASW Generalist Field Education	3.5
		Credits
		9.5
		Total Credits
		31

Availability

The major in social work is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester. Social work major courses are offered at the Lincoln Center campus (for all students) and at the Westchester campus (for School of Professional and Continuing Studies students only).

Admissions

Potential applicants should contact the program director, Gregory Acevedo, Ph.D., at (212) 636-6644 or gracevedo@fordham.edu, as early as possible in their planning. All applications and other materials should be sent to:

Fordham University
B.A. Program in Social Work
113 West 60th Street, Room 716
New York, NY 10023

For more information

See the admissions page.

Program Handbook

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Preface

This handbook has been designed to serve students admitted to the Bachelor of Arts in Social Work Program. This handbook provides centralized information about the program. Within this document, students will find an overview of the program's operating framework, including goals and curriculum design. The handbook contains the policies and procedures that govern students' participation in the program. The handbook is also provided to field instructors who work with our students in their field education year.

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Mission and Overview

Program Mission

The mission of the B.A.S.W. program at Fordham University is to educate students to promote human rights and social justice and improve the well-being of individuals, families, groups, organizations, and

communities through culturally competent evidence-informed generalist social work practice embedded within an agency context. The B.A.S.W. program builds upon a strong liberal arts core to establish the social work competencies necessary to effectively serve diverse populations.

Program Overview

Fordham's social work program builds on students' broad liberal arts experience at Fordham University and combines high quality classroom and field education with an extensive student advising and support system. The social work program is administered and staffed by the Fordham University Graduate School of Social Service. All social work courses and activities take place at the Lincoln Center and Westchester campuses.

The program actively consults and collaborates with other programs and majors within the undergraduate colleges of Fordham University.

The program and its faculty maintain ongoing relationships with the social work practice community to keep current and continually evaluate its curriculum in light of new knowledge, technology, social policies, and employment and market trends.

Students in the social work program must be matriculated at Fordham College at Lincoln Center, Fordham College at Rose Hill, or the Fordham School of Professional and Continuing Studies and are allowed to take courses outside the program at the Lincoln Center (Manhattan), Rose Hill (Bronx), or Westchester campus. They continue to participate in the overall activities of the University and can access all services available to undergraduate students. In matters outside the jurisdiction of the social work program, students are subject to the policies and expectations of their college of matriculation.

Following admission into the social work program, students participate in classes and activities of the Graduate School of Social Service and become members of the school community. The design of the program—including eight commingled classroom courses of undergraduate and graduate social work students; a 450-hour, yearlong field practicum and integrative seminar; and a faculty advisement system for students at each stage of the program—provides a challenging and stimulating educational environment.

Students are expected to complete the 31 credits of the major within a two-year period either on a full- or part-time basis. The major consists of eight required and sequenced courses of three credits each, and a 450-hour, year-long field practicum and integrative seminar of seven credits. Following admission, students are assigned a social work faculty adviser who meets with them individually and in group meetings. All students are enrolled in the program for two years. Students may enter the first year of the program in the fall or spring semester and all begin the second year in the fall.

The baccalaureate program is accredited by the Commission on Accreditation of the Council on Social Work Education. Students who are admitted to the B.A.S.W. program within Fordham University are eligible for expedited admission into the advanced standing M.S.W. program of Fordham University. Advanced standing substantially decreases the number of credit hours required to complete a Master of Social Work degree. The New York State Education Department has granted Fordham University the authority to confer the B.A.S.W. Degree.

Fordham University offers a financial aid program to help students attend the undergraduate colleges. Some aid is available to both full-time students, taking 12 or more credits, and part-time students, taking

six to 11 credits. Some aid is available to full-time students only, and scholarships and awards are also available. The University's financial aid offices will answer questions and provide further information to prospective students.

Goals and Objectives

Goals

GSS seeks to prepare B.A.S.W. graduates who will:

1. Function as competent generalist practitioners with a commitment to human rights and social justice.
2. Practice with, and on behalf of, diverse populations, within agency settings to promote individual and community well-being.
3. Critically and systematically examine, evaluate, and utilize research and other sources of evidence to guide their practice within organizational and community contexts.
4. Practice with competency guided by a professional identity, values and ethical standards of behavior, as well as recognizing the need for ongoing professional development.
5. Prepare students for graduate studies in social work.
6. Develop self-awareness and critical thinking through liberal arts and social work classes.

Objectives

Upon completion of the B.A.S.W. program, graduates will be able to:

1. Function competently within agency settings.
2. Advocate for human rights and social justice for individuals, families, groups, and communities.
3. Utilize evidence-based practice within field instructor settings
4. Function competently as a generalist practitioner.
5. Promote individual and community well-being.
6. Value diversity within one's role as a social worker.
7. Engage in career-long learning.
8. Apply social work values and ethics within agency settings.
9. Demonstrate critical thinking in one's practice with individuals, families, groups, and organizations and communities.
10. Develop a B.A.S.W. professional identity.
11. Demonstrate undergraduate knowledge of government and social work policy within one's agency placement.

Curriculum Sequence Objectives

Program objectives are further elaborated into curriculum sequence objectives. These objectives as stated in their respective syllabi are listed by course below.

SOWK 6005. Contemporary Social Welfare Policy. (3 Credits)

Students will learn that human rights and justice drive social welfare policies and their implementation at the international, federal, state, and local levels. The course introduces students to the underlying values, assumptions and philosophical perspectives that have influenced the development of the US social welfare system, its goals, policies and programs. Students will learn about policy formulation, analysis, and the role of social work in policy development and implementation within their practice settings at the micro, mezzo, and macro levels. The course introduces students to the historical, social, cultural, political, economic, organizational, environmental, and global influences that affect social policy.

Prerequisites: SOWK 2600 or SSCI 2600 or SOCI 2600.

SOWK 6040. Integrating Human Rights and Justice in Practice. (3 Credits)

Every person regardless of position in society or geographic location has fundamental human rights such as freedom, safety and security, privacy, an adequate standard of living, health care, and education. This course introduces students to how social workers may conceptualize the global intersections and interconnections of justice, equality and human rights. Students are introduced to an integrated practice framework that promotes human rights and justice and identifies the root causes of global social issues. They will explore theories that address human need, social, economic, and environmental justice, intersectionality, diversity, and oppression and discrimination. In this course, students learn how to recognize the extent to which a culture's structure and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Students learn to engage in advocacy to advance human rights social, economic, and environmental justice domestically and internationally.

Prerequisites: SOWK 2600 or SSCI 2600 or SOCI 2600.

SOWK 6305. Social Work Skills Lab. (3 Credits)

This skill-based course is anchored in the knowledge of generalist social work practice. Students will develop competency in performing essential social work skills via simulations, role-plays and peer activities. These skills will be applied to working with client systems including individuals, families, groups, communities and organizations. Case scenarios developed for this course will reflect the realities of contemporary social work practice. The emphasis will be on student performance in using the engagement and intervention skills with various client systems.

Prerequisites: SOWK 2600 or SSCI 2600 or SOCI 2600.

SOWK 6320. Social Work Practice With Organizations and Communities. (3 Credits)

This course uses a generalist framework to prepare students for direct social work practice with organizations and communities. Learners explore the theories, knowledge and fundamental skills necessary to practice successfully with organizations and communities. Students will learn the multiple phases of practices from engagement through termination. Students will be introduced to the ethical and legal obligations that guide social work practice with organizations and communities.

Prerequisites: SOWK 2600 or SSCI 2600 or SOCI 2600.

SOWK 6323. Social Work Practice With Individuals Across the Lifespan. (3 Credits)

This course uses a generalist framework to prepare students for direct social work practice with individuals. Learners explore the theories, knowledge and fundamental skills necessary to practice successfully with individual clients. Students will learn the multiple phases of practices from engagement through termination. Students will be introduced to the ethical and legal obligations that guide social work practice with individuals.

Prerequisites: SOWK 2600 or SSCI 2600 or SOCI 2600.

SOWK 6324. Social Work Practice With Families and Groups Across the Lifespan. (3 Credits)

This course uses a generalist framework to prepare students for direct social work practice with families and groups. Learners explore the theories, knowledge and fundamental skills necessary to practice successfully with families and groups. Students will learn the multiple phases of practices from engagement through termination. Students will be introduced to the ethical and legal obligations that guide social work practice with families and groups.

Prerequisites: SOWK 2600 or SSCI 2600 or SOCI 2600.

SOWK 6440. Advanced Clinical Assessment and Diagnosis. (3 Credits)

The course builds on the skills, values, knowledge and processes of the generalist curriculum, serving as a bridge between generalist and advanced assessment theory and practice. Specifically, the course extends the person-in-environment assessment perspective of Generalist Practice with the addition of more intensive assessment of the individual's inner world, including psychodynamic conflicts processes and ego defenses. The course is entitled "Advanced Clinical Assessment and Diagnosis" rather than "Psychopathology" to remind students that clinical assessment need not lead to a diagnosis of mental illness. The course covers practitioner self-awareness; the relationship between mental health and mental illness; risk and resilience; bio-psycho-social-spiritual assessment; a strength-informed cooperative assessment process; a critical use of the DSM-5, and major types of mental illness and their evidence-supported treatments.

Prerequisites: SOWK 2600 or SSCI 2600 or SOCI 2600.

SOWK 6803. Applied Social Work Research and Evaluation. (3 Credits)

This course introduces students to social work research. It focuses on the scientific method from the process of developing knowledge to critically evaluating research. Students will learn about formulating a research question; research methodology, including study design, sampling, measurement, and data collection methods; ethical issues in research; and understanding how to read and understand research reports and publications.

Prerequisites: SOWK 2600 or SSCI 2600 or SOCI 2600.

SOWK 6901. BASW Generalist Field Education. (3.5 Credits)

Field education is an essential component of professional social work education. Students engage in focused practice and service work within an agency or organization that is approved by the Graduate School of Social Service and under the close supervision of a qualified professional. The intent of field education is to provide a synergy of learning by helping students integrate knowledge, values, and theoretical concepts from coursework in a real-world applied practice setting with client systems – individuals, families, groups, organizations, and communities. The Generalist Field curriculum is designed to facilitate students' mastery of the fundamentals of social work practice and the acquisition of the nine professional practice competencies required by the Council of Social Work Education (CSWE). Students are provided a minimum of 450 hours structured across two academic semesters to successfully demonstrate generalist-level social work practice competence. This includes 15 two-hour sessions for their BASW capstone seminar.

Admission

Preparing for Program Admission

Core Curriculum of Fordham University

The core curriculum provides students with a strong liberal arts platform from which to pursue upper-level study in social work. Students are expected to complete a substantial portion of the core curriculum before seeking admission to the social work program. Students are exposed to a wide body of knowledge, and are engaged in the cultivation of a spirit of inquiry, values and ethics, and critical thinking skills. The core consists of 18 courses drawn from nine disciplines and/or families of disciplines and seeks to provide all Fordham students with the liberal arts background that will prepare them for life. Courses may meet more than one core requirement, and detailed information is available in the Undergraduate Bulletin.

Social Work Prerequisites

In order to further strengthen the liberal arts base and bio-psycho-social knowledge of students entering the social work program, the following prerequisite courses are expected to be completed before program admission:

- One sociology course
- One psychology course
- One biology course (with emphasis on human biology)
- One American pluralism course
- One course related to contemporary government or social policy in the United States
- SOWK 2600 Introduction to Social Work and Social Welfare – This course provides an introduction to the values, knowledge, and skills of the social work profession. Focus is on the historical and contemporary roles and relationships of the social work profession to community problems, fields of practice, vulnerable populations, and social welfare history and policy.

Some of these prerequisite courses may also be applied to requirements of Fordham's core curriculum and/or to requirements of other majors and programs in the University. Therefore, it is helpful to discuss students' interest in the social work program as early as possible in their academic careers. With early mentoring by program faculty, students are able to choose courses within the core curriculum that also serve as social work prerequisites (such as biology and American pluralism). As in the case

of the core curriculum, the substitutions of courses taken at institutions other than Fordham University are evaluated on a case-by-case basis.

Admissions Policies and Procedures

Applicants to the baccalaureate program in social work must be accepted for matriculation by Fordham College at Lincoln Center, Fordham College at Rose Hill or Fordham School of Professional and Continuing Studies. Following their admission to the University, students may apply to the baccalaureate program in social work once they have completed a substantial number of core courses in the liberal arts (approximately 50 credit hours). Students entering the social work program will be expected to complete the 31 credits of the major within a two-year period (either on a full- or part-time basis) and should consider this in timing their applications. Transfer students will be formally considered for admission in the social work program once they have been admitted to Fordham University and have had a review and determination of credits to be accepted by the University.

The baccalaureate program in social work is interested in applicants who demonstrate both academic competency and personal characteristics that will serve as a sound base for professional development. Therefore, a combination of admissions criteria is used for evaluating applicants.

It is usually expected that an undergraduate GPA of at least 3.0 on a 4.0 scale will have been achieved in courses taken before applying to the social work program. An applicant may have had a successful experience in areas related to social work practice, and/or may have demonstrated a capacity for professional work by virtue of study in other areas related to social work. The GPA is reviewed within the context of the total application. If a student's GPA is below 3.0, they may be offered a conditional acceptance. With a conditional acceptance, the student must receive a grade of B or above in their first two social work courses to continue in the program.

A basic facility in English communication is required for admission to the program and for continued enrollment. The autobiographical statement that is part of the application provides the social work program with the opportunity to judge whether the applicant has the writing ability necessary to be admitted and to remain in the program. Candidates will want to be certain that their autobiographical statements are fair samples of their abilities to use the written word and are at the same level of proficiency that the faculty might expect in response to writing assignments given in class. Applicants should also note that an interview is required as part of the admissions process.

Also as part of the admission process, the course instructor of SOWK 2600 Introduction to Social Work and Social Welfare is asked to evaluate the performance of students in their class when students apply to the program. This evaluation is based on a variety of factors, including academic achievement, openness to new ideas, and readiness to become seriously involved in the learning process.

There are a number of characteristics deemed to be desirable in people who wish to become a social worker. Among these are maturity of judgment, openness to new ideas, capacity for the development of self-awareness and readiness to change, and acceptance of differences in people. There are other qualities considered essential, which include commitment to social and institutional change and possession of values consistent with those traditionally associated with the social work perspective. Work in social or civic organizations—either paid or volunteer—is viewed favorably as evidence of the kind of motivation sought in

applicants. Persons completing letters of reference will be asked to evaluate the applicant on these qualities.

The following is required as part of the application process:

1. Application form completed in full
2. Autobiographical statement
3. Evaluation of performance and professional readiness by student's instructor of SOWK 2600 Introduction to Social Work and Social Welfare
4. Two letters of reference, at minimum one of which is from an instructor of a course taken by the applicant within the last two years
5. Completion and signature on "Release of Student Records"
6. Admission interview

All application materials are held confidential and shared only with those persons directly involved in the admission process. All records and documents become the property of the baccalaureate program in social work of Fordham University.

Plans of Study

The coursework is spread across four semesters. You can start your B.A.S.W. program starting in the fall or spring semester.

The first year consists of four classroom courses and faculty advising, and the second year consists of four classroom courses, the Field Practicum and Integrative Seminar, and faculty and field advising.

SOWK 2600 Introduction to Social Work and Social Welfare must be taken before beginning the remaining courses in the curriculum.

Regardless of when you enter the program, you must complete the first year's four classroom courses before entering the Fieldwork Practicum.

First Year		Credits
Fall (A) or Spring (B)		
SOWK 6005	Contemporary Social Welfare Policy	3
SOWK 6040	Integrating Human Rights and Justice in Practice	3
Spring (A) or Summer (B)		
SOWK 6320	Social Work Practice With Organizations and Communities	3
SOWK 6803	Applied Social Work Research and Evaluation	3
Credits		12
Second Year		
Fall		
SOWK 6305	Social Work Skills Lab	3
SOWK 6323	Social Work Practice With Individuals Across the Lifespan	3
SOWK 6901	BASW Generalist Field Education	3.5
Credits		9.5
Spring		
SOWK 6324	Social Work Practice With Families and Groups Across the Lifespan	3
SOWK 6440	Advanced Clinical Assessment and Diagnosis	3

SOWK 6901	BASW Generalist Field Education	3.5
Credits		9.5
Total Credits		31

Availability

The major in social work is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester. Social work major courses are offered at the Lincoln Center campus (for all students) and at the Westchester campus (for School of Professional and Continuing Studies students only).

CIP Code

44.0701 - Social Work.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Curriculum and Courses

Curriculum

The Fordham University baccalaureate program in social work is designed to prepare students for positions as generalist social work practitioners in human service agencies. The program builds on students' strong liberal arts experience required through Fordham University's core curriculum and selected prerequisites for study in social work. Once students are admitted to the program, they participate in a variety of learning experiences, including eight classroom courses and 450 hours in field placement and integrative seminar, enhanced by individual and group advising activities.

The B.A.S.W. curriculum, built upon on a liberal arts perspective, prepares students for generalist social work practice. The curriculum is based on an emphasis on a human rights and social justice perspective within an ecosystemic perspective. In addition, the B.A.S.W. program is committed to the promotion of individual and community well-being.

Generalist Social Work Practice Framework

The program's definition of generalist social work practice was prepared in consultation with faculty and is consistent with the generalist practice model of the Graduate School of Social Service. The curriculum prepares graduates for direct, generalist social work practice with individuals, families, groups, communities, and organizations, provided under the auspices of human service agencies and related institutions. Because emphasis is given to the common factors in social work, graduates have a strong base of knowledge and skills that can be adapted to particular settings, environments, and populations.

The program's generalist practice model is an integrative approach to practice, which attends to the profession's focus on person in environment. Students in the program learn to see beyond the narrow boundaries of separate cases and to appreciate client troubles (e.g., inadequate income, substance abuse, domestic violence) in the context of public issues (e.g., policy debates on welfare reform and health

insurance) and agency regulations (e.g., eligibility criteria, screening procedures). They learn to move across system levels and among practice methods based on their assessment to improve the adaptive fit between person and environment in which person is a metaphor for the various size client systems.

The program's vision of generalist social work is distinguished by a common base of knowledge (i.e. ecosystems approach and person-in-environment framework) and common practice principles (i.e. centrality of the client and worker relationship and professional use of self). Fordham believes that a solid understanding and use of phases of assessment, planning, contracting, intervention, and evaluation permeate all social work practice, and continue to do so in light of changes in fields of practice, demographic trends, or in the reconfiguration of service delivery systems.

The knowledge and principles of generalist social work are put into practice through the use of common skills (i.e. engagement and contracting) and roles (i.e. advocate and facilitator). Generalist practice skills and roles are those that are easily adapted to use in diverse settings, across client populations, and levels of intervention that include individual, family, group, organization, and community.

Generalist practitioners have the capacity to move flexibly among roles, with a repertoire of skills applicable to work with client systems of varied sizes. This orientation serves graduates of the program throughout their professional careers. Graduates have the capacity to use their knowledge and skills in serving the needs of clients in a variety of social work venues. Generalist practice also serves as an excellent platform for education and training, including advanced social work practice and specialization in fields of practice, populations, or modalities. Generalist social workers are prepared for life-long learning with the tools to face professional challenges.

The Fordham B.A.S.W. program prepares graduates for direct, generalist social work practice with individuals, families, groups, communities, and organizations, provided under the auspices of human service agencies and related institutions. The education of students in the B.A.S.W. program emphasizes the common factors in social work with a broad range of client populations, in a variety of settings and on multiple levels of practice. Thus, graduates bring a strong base of generalist social work knowledge and skills to be adapted to particular settings, practice, environment, and population. This base is then broadened by specific knowledge about the employing agency, modes of practice, clients, community, constituencies, and other salient factors.

Combination of Curriculum Elements

The program's curriculum design incorporates two features: a commingled model of classroom education, and separate and distinct field instruction and advisement for students.

The commingled model of classroom courses is the component of the curriculum that includes both undergraduate and graduate social work students. The model takes advantage of the rich resources of the Graduate School of Social Service by having undergraduate social work students learn in the same classes along with graduate social work students in the foundation year of study. Students are therefore able to interact with a wider range of teaching faculty and fellow students than would be available to such a relatively small cohort.

The diversity of students in terms of age, race and ethnicity, employment history and status, and social work related experiences is remarkably similar to the diversity of graduate students, thus contributing to a "fit."

B.A.S.W. and M.S.W. students report positively on the learning model; that they are prepared for meeting graduate course expectations and that they find they are welcomed and encouraged to be active class members. With the use of master syllabi, common reading assignments and regular meetings of teaching faculty in foundation curriculum sequences further insures consistency across sections. Thus, the program can insure consistency in course content across the sections in which students are enrolled.

The field education component of the program is operated independently, thus enabling the program to maintain its distinct identity and achieve its objectives. A rigorous screening for undergraduate field placements to provide generalist practice opportunities and quality supervision is conducted. Students in field instruction participate in a bi-weekly integrative seminar solely for students in the B.A.S.W. program.

The advisement system of the program is operated independently and includes both individual and group components. The program's advisement system supports the development of a sense of community and support among undergraduate social work students and program faculty. It complements the commingled classroom model, and provides forums to address the special needs of students launching social work careers and/or new educational pursuits following graduation.

Field Education Overview

Field education is an integral part of the academic preparation of the baccalaureate program in social work. The field practicum and bi-weekly integrative seminar provide a vital learning experience in professional practice.

The field education component of the B.A.S.W. program is operated independently of, but in close collaboration with, the Graduate School of Social Service's field work department. This decision is based on the social work program's intention to maintain the program's distinct identity and objectives and to address the specific needs of undergraduate students.

The program expects its field agencies to adhere to policies on nondiscrimination, affirmative action, disability, and sexual harassment. Agencies that do not adhere to such policies will not be used as field placements.

The responsibility for field placement location and coordination is that of the B.A.S.W. field coordinator. However, there is a great deal of cooperation and consultation between the program and the field work department of the Graduate School of Social Service. For example, undergraduate and graduate faculty and administrators communicate often during the process of developing new field placements to avoid confusing agencies and duplicating efforts. If one program cannot accommodate a request for students, they share the placement opportunity which is then investigated for appropriateness for the other program.

Field instructors have an M.S.W. degree and at least two years of post-master's experience. First time field instructors who supervise program students are expected to attend the Seminar in Field Instruction (SIFI) that is offered each year by the Graduate School of Social Service. This seminar, focusing on how social workers can effectively take on the new role of field instructor, is taught by social work program faculty and staff.

The primary purpose of the program's field experience is to provide students with the opportunity to engage actively in generalist practice that complements and reinforces classroom learning. Students are engaged in every stage of the process, from preparing for entry into the field to their evaluation of the practicum experience. The field component enables the student to demonstrate their investment and competence in social work practice.

The setting for field education is a social service agency. The B.A.S.W. field coordinator and field supervisor work closely to plan learning opportunities that meets the educational needs of the individual student and the objectives of the program. Field education settings represent a cross section of social work practice in the greater New York metropolitan region (New York, New Jersey, and Connecticut) and reflect a wide range of social service programs.

Field Options

The field education model consists of approximately 16 hours of field education, usually scheduled two-three days per week, for a total of 420 hours in the agency and 30 hours in the accompanying integrative seminar for the academic year. Field placement begins in September and typically ends in early May. Students are expected to be available for their field placement **during the agency's regular working hours**. This requirement provides the student the opportunity to participate in such learning experiences as staff meetings and professional consultations. Students who are employed are encouraged to discuss their educational goals with their employers and request accommodations in their work schedules to be available for their field placement.

Employment-based Field Placements

Some students are able to meet their field education requirement through the social service agency where they are employed in a social work capacity. Students interested in this option should indicate this preference to the B.A.S.W. field coordinator. They are asked to speak first to the director of their agency or agency department to gain approval for this request. The program will then evaluate the agency's appropriateness as a field learning setting for the social work student.

In order to be considered for a employment-based field placement, the following criteria must be met:

1. Students must have been employed by the agency for at least six months prior to work study application.
2. Students must have a new learning experience different from their work responsibilities, as their field work component.
3. The supervisor must be a qualified M.S.W., with two years post-M.S.W. experience. This supervisor must be different from the student's work supervisor.
4. The agency must provide time for the field instructor to meet with the employee/student for a minimum of one hour per week, and to attend the SIFI course if it has not been taken already.
5. The agency must sign a work study agreement insuring that program's requirements can be met.

Relationship with Field Agency

The program and field work agency are partners in the education of baccalaureate students in social work. The B.A.S.W. field coordinator serves as the field adviser. Because ongoing relationships with agencies are fundamental to ensure sound educational field experiences for students, it is essential that the field adviser maintains a pattern of

regular contacts with agencies. Field instructors complete a six-week evaluation of the student that alerts the faculty adviser to any issues early in the internship. Students keep journals which they submit to the B.A.S.W. field coordinator in the Integrative Seminar that enhances communication, and helps to identify any issues in field work. Students are encouraged to share their experience both in and outside of the seminar with the B.A.S.W. field coordinator. Agency visits are the main way of ensuring the maintenance of a relationship and communication necessary for effective educational field experiences for students. Therefore, at least one visit is made to the agency each year. The visit(s) are intended to maximize the potential for student learning by addressing three principal objectives of field teaching:

1. Assist the agency in establishing and maintaining an effective learning environment.
2. Assist and support the agency supervisor in the role of field instructor.
3. Monitor the learning experience, assist the integration of the individual student and relevant agent personnel and productively intervene when learning impediments or difficulties are identified.

During the visit the field coordinator meets with the field instructor, the student, and other relevant personnel to discuss the student's progress. The visit also may be coupled with an individual conference with the student. The faculty adviser reviews:

1. How field education is affecting the agency
2. Student's relationship with agency personnel
3. Quality of student contact with clients
4. Nature and number of assignments carried by the student
5. Time allotted for supervisory conferences
6. Nature of the supervisory contract
7. Student's process recordings
8. Learning opportunities other than specific student assignments
9. Space for students
10. Viability of agency as a field setting

As consultant to the field work agency, the faculty adviser is responsible for knowing the structure, function, staff and other pertinent information about the agency. It is especially important that the faculty adviser be aware of changes in agency structure, services, and staff that may influence the quality of the student's educational experience. Consultation may be planned with the field instructor's supervisor or agency educational coordinator as indicated.

At least two process recordings per semester are submitted by the student so that the individual student's perception and concerns can be reviewed and addressed. The session provides the student, on a consultation basis, with alternate ways of thinking about problems, increased self-awareness, and the opportunity to individualize academic and field career planning. Individual conferences provide the faculty adviser with time to help the student to clearly identify his/her own learning needs and deficiencies, and place these in the context of student strengths, current functioning and future goals. The adviser can assess whether the field placement is providing the student the opportunity to practice with diverse populations and populations at risk, to engage in practice assessment, and to have assignments in accordance with the program's curriculum. The B.A.S.W. Field Coordinator will meet with the student during the first two months of their internship to systematically review their performance and progress in their internship and classes.

Integrative Seminar

All students in field placement participate in the integrative seminar, which meets for a total of 15 sessions during the academic year. The overall purpose of the integrative seminar is to assist students to combine what they learn in the classroom with what they learn in the field. The seminar is structured to provide students with a forum where they can share their experiences from the field and classroom, work towards the development of increased self-awareness, and receive additional knowledge to supplement their academic and practical experience.

The integrative seminar is led by the students' faculty adviser. Attendance is required as part the student's obligation to fulfill 450 field practicum hours. The seminar is considered part of the student's field education and does not earn a separate grade or additional credits for the student.

Upon completion of the integrative seminar, students are expected to:

1. Develop basic skills for building and using peer support
2. Develop an understanding of their professional identity and their role as a generalist practitioner
3. Develop basic skills to manage the affective content inherent in social work practice
4. Develop an understanding of the common base of social work practice across a wide range of settings
5. Develop basic skills necessary for working with diverse populations
6. Develop an awareness of the role of supervision in social work practice and basic skills in regard to how to get the most out of their supervision
7. Develop an understanding of the importance of continuing to work towards an increased sense of self awareness
8. Develop an understanding of how to apply classroom knowledge to their work in their field placements
9. Develop basic skills in critical thinking to enable them to identify, evaluate, and make decisions regarding ethical dilemmas and value conflicts in agency practice in the context of their personal and professional values
10. Develop tentative plans for future employment, education, and/or interests in the profession

The integrative seminar incorporates a variety of learning strategies, including discussion, brief lecture, student presentations, invited guests, etc. It provides a forum for sharing student concerns and problem solving through mutual aid and support. The seminar pays particular attention to helping students apply content on diversity, social justice, social policy, and advocacy in the field experience. The energies of the faculty adviser and students are directed towards integration and application of knowledge and skills. Content is timed to the stage of student development over the course of the year and moves to deeper levels of inquiry.

While the seminar's primary focus is students' work in class and field, attention is placed on planning for the future. This may include exploration of practice fields and preparation for employment as well as discussion and planning for future education.

Placement Process

In the spring semester prior to entering the field placement, all students complete field forms which reflect their particular interests and experiences. While efforts are made to correspond to the students'

interests, the emphasis is placed on arranging a field placement that provides a generalist practice experience. Students are encouraged to suggest possible placements to their faculty adviser for exploration. Follow-up on their suggestions is done by the B.A.S.W. field coordinator. The placement is made by the program based upon program requirements, agency capacities, and student needs. Students are informed of their placements by the B.A.S.W. field coordinator. Once a potential internship is identified, the B.A.S.W. field coordinator sends a copy of the student's resume to the potential field supervisor. The B.A.S.W. field coordinator discusses the opportunity with the student. If it seems like a good match, an interview is arranged between the potential field supervisor and the student.

Before placements begins, the program shares information about the student and the program with the agency. This review of the student's educational and experience background, interests, and learning needs becomes a source for the formulation of an early educational plan for the student. This initial information is useful in planning educational goals and in the field instructor's selection and assignment of cases.

Field Agency Requirements Overview

Agencies having student placements are expected to be committed to the fact that students are learners and understand that performance of students is not that of staff members. Agencies are expected to provide a diversity of assignments according to student educational needs and to provide the concrete needs, such as sufficient workspace, which are necessary for professional practice. At the same time, agency needs are respected. Learning assignments of students should not impede or hamper the agency's everyday functioning.

Agencies are to commit time for their field instructors to supervise students one to one-and-one-half hours per week and time to complete written evaluations. The agency should provide students the opportunity to attend staff meetings, in-service training, or other such meetings as may occur for the general staff.

The field placement provides students with a generalist practice experience. The program views the generalist practice model as an integrative approach to practice which attends to the profession's person-in-environment focus. Through the integration of classroom, field, and advising, students learn to move readily across system levels and among practice methods.

Field agencies are expected to provide students with the opportunity to work with a range of client systems and should provide experiences with multi-level practice in which students work with individuals, families, groups, communities, and organizations to the extent possible. At minimum, the field agency should provide opportunities for the student to work with clients at three client system levels with at least one of the three at the macro level of organization or community (in addition to their work with individuals, families, and/or groups). If an agency is not able to provide this minimum range, the B.A.S.W. field coordinator assists the field instructor in exploring possible alternatives.

The student should have approximately 8 of their field placement hours in direct service to clients, including collaborative and collateral visits. Building up a caseload occurs over time. B.A.S.W. students frequently shadow a social worker or other qualified staff member prior to working independently with clients. All students should have one to one-and-one-half hours of supervision per week. The remaining hours are used for administrative responsibilities, including agency recording,

telephone calls, preparing for conferences, writing reports, etc. Time may also be used for consultation with field instructor, staff meetings, and other learning experiences in the setting and within the community. **It is not expected that the student be able to complete process recordings during agency time.**

Agencies need to inform the B.A.S.W. program of changes in any of the following:

1. Agency address or telephone number
2. Agency director or coordinator
3. Field instructor
4. Pending strike or labor dispute
5. Absence of field instructor from the agency for more than one week
6. Student absence for more than three days
7. Significant program or agency changes that affect day-to-day work

Hours, Holidays, Absence, and Make-up Time

Students observe agency hours and holidays except for Thanksgiving, Christmas, and spring recess, when students will not be in field education. Absence from field education up to three days, due to illness or other emergencies, will be managed in the agency. When there are only three days of justifiable absence, the time need not be made up. Arrangements for religious observance are made between the student and the agency. The supervisor should consult with the faculty adviser about any absence in excess of three days. All field placements total a minimum of 420 hours in the field for the academic year. Sometimes students may wish to change the number of hours a week they attend placement with a consequent change in the ending date for the year. Such changes are sometimes possible provided they have the advanced approval of the field instructor and the faculty adviser.

Travel

The agency is expected to reimburse students for travel expenses when travel is part of the required field work assignment.

Home Visits and Safety in the Agency

Home visits are an important part of social work and should be included when appropriate. The agency and student need to make provisions for safety. The social work program recommends the following safety guidelines for students while in field work. Students need to take appropriate precautions regarding:

1. Time of day for home visits
2. Use of main streets for walking
3. Appropriate dress
4. Traveling with official agency identification
5. Use of escorts when necessary for home visits
6. Making sure agency knows date, time, location, and purpose of visit
7. Not being in the agency by oneself
8. Having access to an emergency phone

The agency should provide security to students in the same measure as provided to employees. This includes orienting students to procedures they should follow for their own safety. In the event of an emergency during the placement, the field instructor should be notified as well as

the faculty adviser. The program director should be notified if the faculty adviser is not available.

Labor Disputes

In cases where there is an anticipated strike or slowdown, agencies must notify the student's faculty adviser immediately. When social work staff is involved in a strike against the agency, students are withdrawn for the duration of the strike. Students are not expected to cross picket lines. The University assumes neutrality. The faculty adviser will be available for consultation in these instances and assumes responsibility for providing the field practicum experience.

Malpractice Insurance

The University provides liability insurance for its students during their field work. The insurance covers claims alleging negligent acts of students that result in harm to clients/client systems served. The policy has an applicable limit of \$1,000,000 per occurrence and \$3,000,000 aggregate for each student in field. The insurance is in effect only during the term period of the student's field practicum experience at the designated agency site. A certificate of insurance may be provided to the agency site upon request.

Qualifications and Requirements for Field Instructors

Prospective field instructors must be graduates of accredited schools of social work, with at least two years of post-master's practice in a social service agency. In recommending a field instructor, agencies attest to the supervisor's ability to impart the knowledge and values of the profession of social work.

Supervisors new to field education must attend a course called Seminar in Field Instruction (SIFI). SIFI is a mandatory course given without charge. Field instructors who have completed the SIFI course at another social work program in the New York City metropolitan area need not take it again. The purpose of SIFI is to provide new field instructors with the knowledge and skills necessary to effectively meet their educational responsibilities as teachers of social work students.

Role and Responsibilities of the Field Instructor

The field instructor is a professional role model for the student. The field instructor conveys specific and general areas of knowledge and skill, provides a stimulus for the student's systematic and reflective thinking about social work theory and practice, and serves as a source of control and direction. The special kind of educational relationship that is established in this tutorial encounter is crucial for the learner.

Field instructors relate not only to the specific practice or methodological orientation of their agency but teach broader concepts by moving out from the specific case to the general professional experience, relating to the theories underpinning practice. This requires skill in moving back and forth from inductive to deductive levels in teaching. Effective field education not only imparts knowledge but encourages the student in the independent use and testing of the various content areas of the academic curriculum, sets clear goals, and fosters a systematic progression in learning related to the student's individual learning needs.

Prior to the student's arrival at the agency, the field instructor should prepare using the information obtained from the school so that there may be appropriate initial activity through which the student's normal anxiety

and insecurity will be lessened. In addition, the student needs to feel that he/she is part of the staff and has something to contribute to the agency.

In order to facilitate the introduction of the student to the agency and to professional practice, the student should be given some general idea of the function and structure of the agency very early. More extensive information on the policies and the functions of the agency and of other agencies and community resources can be given in relation to the student's individual assignments since it is recognized that the student learns this best in relation to particular situations. The initial interview students have with a potential supervisor provides an opportunity for the student to learn about the agency and the department they may be interning in. They should use this opportunity to ask questions about both the agency and the type of work they would be doing if they were to be an intern there.

There are times when supervisors assign students to special projects that are part of another program or department as part of their learning experience. It may be necessary then to assign another supervisor to help the student with this task. There are other times, such as when the field instructor might be absent, that a task supervisor should be assigned to the student. The task supervisor consults with the student's field supervisor as to learning needs and progress. The primary responsibility for the student's learning remains with the field instructor.

The field instructor needs to schedule a minimum of one to one-and-one-half hours per week on a regular basis for individual conferences with each student. Conference periods may be divided into two sessions if necessary. This time should be safeguarded so as not to allow interruptions. During the first few weeks that the student is in the agency, the field instructor should be accessible to the student for brief periods outside scheduled conference time, but this should not take the place of the individual conference. The time given by the field instructor for selecting assignments, reading student's records, or planning for students should be outside of individual conference periods.

Student conference periods should be planned for, and prepared for by both the student and the field instructor so that each may have the stimulation and responsibility of participating. The student should prepare recordings sufficiently in advance of the conference period to enable the field instructor to read the material. The conference can then be focused on the student's thinking and understanding and on planning the next steps. It is essential for sound learning that each keep notes of conferences in order to link thinking and planning from one conference to the next and to provide a base for the formal evaluation.

The field instructor's teaching should be focused on specific situations and consciously correlated with appropriate principles and concepts so that the student is helped to integrate theory and practice. Criticism should be given constructively and in the amount that the student can assimilate. The focus should be kept upon the case material so the student may understand the relevancy of the criticism and not personalize it. Thus the field instructor may suggest better use of self in the helping process without damaging the student's self-confidence. In this way, the students will be helped to develop a professional self and to feel free to look at their own attitudes and feelings as they affect their work. Students may have problems in relation to understanding and accepting themselves as a social worker. The field instructor is expected to help with this professional identification.

Educational Planning

Overview

In order to achieve the objectives of field education, it is essential for the field instructor to develop an educational plan. The first step in formulating this plan is to develop a supervisory contract. Student and supervisor discuss the student's experience, past supervision, professional interests, and learning goals, as well as curriculum requirements and evaluation criteria. From this, supervisor and student enter into a contract.

The educational contract delineates the following mutual expectations:

1. Number and type of assignments
2. Recording requirements
3. Schedule and format of supervision
4. Educational goals for the semester and the year

This contract will be written by the field instructor and submitted to the B.A.S.W. field coordinator. It serves as an important guide for the student and field instructor throughout the year. The educational contract is elastic in that it is open to negotiation as new learning needs arise throughout the year. The educational plan also takes into account the student's tempo of learning. It indicates how the field instructor will help students use professional strengths to achieve agreed upon learning objectives. It is highly recommended that the student be given assignments and meet some of their clients as soon as possible. It is recommended that early reading of records by the student be limited to those for which the student will be responsible. The B.A.S.W. field coordinator provides an educational plan for the field supervisor and student to complete.

Student Process Recording

Process recordings are an essential tool for both learning and teaching the practice of social work. Student written work enables the field instructor to make an adequate educational assessment of the student and helps the student reorganize his/her learning needs. The B.A.S.W. field coordinator will also review samples of student process recordings with the student to assess their progress.

For the baccalaureate program student, process recording is essential to inform the field instructor about what the student is doing with clients. One or two process recordings per week are required throughout the placement. Other techniques for direct monitoring of student work such as audio tape and videotape may be used to supplement, but not replace, process recording. Students should also be taught how to write case summaries, letters, statistical reports, and other records germane to the agency's program. Process recordings and other materials should be kept in a secure place in the agency in order to insure confidentiality.

Process recording is a teaching method utilizing a detailed written description of what occurs during a client(s)/student contact. At the beginning of the academic year, students and field instructors are given our process recording manual that details the structure of process recordings and provides numerous examples of well-structured recordings.

All process recordings, regardless of format or size of client system, include the verbatim exchange of what transpired during the session. Process recordings should be required for a variety of students'

assignments, and when possible, should include group, family, and community sessions in addition to individual contacts.

Student Journaling

Throughout the field work year, students will be required to submit reflective journal entries to their integrative seminar instructor on specific field education issues.

Student Field Evaluations

Evaluation is an important part of the educational process and should be ongoing throughout the year. Written evaluations are done twice yearly, shortly before the end of each semester. These formal evaluations enable the program and the student to see how well the student is applying social work knowledge, values, and principles to practice. They provide the opportunity for both field instructor and student to take stock of the student's skill development and of the supervisory process. The evaluation form also serves as a planning tool. The list of skills contained in the evaluation can guide the field instructor in making assignments and monitoring the student's work.

Written Evaluation

The program provides forms for the written evaluation that is submitted electronically, containing checklist and narrative components. Evaluations should be discussed jointly after the student and field instructor have each reviewed the semester's work and the evaluation form. However, while the student should have input into the process, it is the field instructor's evaluation. Following mutual discussion, the field instructor writes the evaluation and reviews it with the student. Students are expected to achieve a rating of "Competent" in most skill areas.

The written evaluation is divided into sections that address engagement skills, data collection, contracting, intervention and case management skills, and supervisory and professional relationships. Students are given a final rating that includes outstanding, very good, satisfactory, marginal passing, and unsatisfactory performance.

- An **ADVANCED COMPETENCY** rating is given to students who have demonstrated superlative performance in the field, highly integrating classroom and practice skills with a strongly developed, consistent "conscious use of self."
- A **COMPETENT** rating is given to students who fulfill the learning assignments in the field assignment but at a beginning level.
- An **APPROACHING COMPETENCY** rating is given to students who demonstrate an understanding of practice skills but are very uneven and tentative in their demonstration of skills in practice. There may be difficulties in the supervisory or professional relationship that warrant this assessment.
- An **UNSATISFACTORY** rating is given to students who do not understand nor are they able to utilize social work skills in practice. They may demonstrate a substantial ethical gap in their social work skills and may demonstrate major difficulties in the relationships with supervisors and professional colleagues.

The student is presented with the completed evaluation and is asked to sign the evaluation, indicating only that it has been read. Field instructors may decide to have a final discussion about the particular ratings and comments, particularly if there is some disagreement.

At the end of each semester, students independently evaluate the field practicum experience as part of the integrative seminar. This evaluation

focuses on the student's assessment of his/her progress, the agency environment for learning, and the contributions of their field instructor.

Grading of Students in Field Education

Field education is a year-long course and is graded by the faculty adviser on a pass/fail basis. At the end of the first semester, if the student is progressing well, a grade of In Progress (IP) is given. Grades of satisfactory (S) or unsatisfactory (U) are given upon completion of the course, i.e., at the completion of the 420 hours and accompanying integrative seminar in May. Since field education is a full year course, no credit can be given if a student withdraws before the end of the academic year.

The B.A.S.W. field coordinator relies heavily, though not exclusively, on the written evaluation from the field supervisor in assigning a field work grade. Other factors that are taken into consideration are:

1. Other information from the supervisor and other personnel at the time of the field visit
2. Student's process recordings and reflective journaling
3. Information from individual conferences
4. First-hand observation in the integrative seminar
5. Feedback from classroom instructors

Program students are expected to maintain performance standards in the field practicum, as well as in the social work classroom. The full policy describing the maintenance of satisfactory progress in the program and the "program continuance review" mechanism appear in the policy and procedures section of this document.

In the Event of a Problem

A learning problem is that which impedes a student's understanding, acceptance, and use of knowledge in their professional performance. There are multiple circumstances that might result in a learning problem. For example, a learning problem may result from a student's individual reactions, cognitive style, or approach to new learning situations. The learning problem may also be the result of a difficult match between supervisor/agency and student. It is important to get to the root of the problem in order to determine an appropriate solution.

The field instructor is expected to discuss, as part of the educational process, the student's emotional reactions, with focus on the case material, as they affect their ability to work with clients. If it becomes apparent that the student has difficulties or any other problems that interfere seriously with training, the field instructor has the responsibility to bring this assessment to the faculty adviser. After reviewing the situation with the field instructor and student, the faculty adviser may request an administrative review.

Students are rarely removed from agencies in the middle of the year. When this is necessary, it is only for serious educational reasons and only after the adviser has attempted to resolve the problem with both student and field instructor. It is important that students and field instructors work through the above process in resolving differences. In the midst of a frustrating situation in the agency, the field instructor or the student may be tempted to short circuit the process and terminate the placement prematurely. Such action makes it very difficult for the program to assess what went wrong and to plan appropriately for the student. The program established the field placement and must be a full partner in any decision to end it. In addition, when early and full use is made of the

faculty adviser, many placements that are in jeopardy can be turned into productive learning experiences.

In the case of an "unsatisfactory" evaluation from the field instructor, the B.A.S.W. field coordinator has the following options:

1. To reject the unsatisfactory evaluation and give a "satisfactory" grade
2. At mid-year to reject the unsatisfactory evaluation and recommend replacement with the final grade to be determined on the basis of work in the new placement
3. To accept the evaluation and give an "unsatisfactory" (failing) grade in field work. A "program continuance review" meeting will be called, which may determine that the student may repeat the course, subject to availability of an agency, selected by the school, willing to accept the student. The student will be considered on probation and at risk. A placement with appropriate additional support and attention to the student will be sought.
4. To accept the evaluation and give an "unsatisfactory" (failing) grade. A "program continuance review" meeting will be called, and may recommend that the student be discontinued from the program.

There may be times when agencies are unable to fulfill their responsibilities and obligations as field placements. For example: the intended field instructor may leave with no replacement; the quantity or nature of assignments may not be appropriate for student learning; organizational reorganization may result in a chaotic situation; or agencies may be confronting severe external or internal demands and pressures as to present an obstacle to student learning. Under such circumstances, the B.A.S.W. field coordinator in conjunction with the student and the program director will review the situation to determine if a change in placement is warranted.

Students with field related concerns are encouraged to confer with their field instructors. Should the concerns remain unresolved, they may confer with the B.A.S.W. field coordinator and following that, the program director.

Advisement Overview

All students matriculated in Fordham University are assigned a faculty advisor. Advisors assist students in planning their academic careers, their choices of courses, and the fulfillment of the requirements. In addition, advisors help students to choose majors and to discuss future interests. While students must have some contact with their assigned advisors, they are encouraged to seek guidance from other members of the Fordham community. Most students have had contact with faculty in the social work program before they are admitted.

Students who express interest in social work but are not yet ready to apply can seek consultation with the director of the B.A.S.W. program for information, including suggested plans of study in preparing for admission to the program. University faculty advisors and students interested in social work are strongly encouraged to consult with the program director as frequently as needed. In addition to consultation with program faculty, discussion with students already enrolled in the program is encouraged.

Following admission into the program, the B.A.S.W. program director becomes the student's "official" advisor and assumes the responsibilities of advisors across the University. In addition, students are encouraged to maintain mentoring relationships with faculty in other departments,

especially when they are pursuing another major in addition to social work. If a student leaves the program without finishing the required classroom courses and field education, he/she is assigned another faculty advisor from within the University.

The faculty advisement system of the program is operated independently of the Graduate School of Social Service and includes both individual and group components. The program's advisement system supports the development of a sense of community and support among undergraduate social work students and program faculty. It complements the collocated classroom sections and provides forums to address the special needs of students launching social work careers and/or new educational pursuits following graduation.

Students have already become familiar with program faculty during their pre-application advisement period and have met many of their fellow students while taking core curriculum and social work prerequisite courses, such as SOWK 2600 Introduction to Social Work and Social Welfare. These bonds are nurtured as students enter the program together and are introduced to program students already taking social work classes.

The program's advisement activities serve to sustain students as they engage in a rigorous course of study in classroom and field, and include the following:

1. Group advisement.
2. The integrative seminar for students in field education.
3. Frequent individual contacts with faculty advisors.
4. Encouragement of networking among program students through formal and informal mechanisms.

The B.A.S.W. program director assumes responsibility for helping students plan their course of study and work towards their post-graduation goals. The B.A.S.W. program director attends to the needs of students in both classroom and field and assists them in the integration of their classes in social work, their field experiences, their other course work in the University, and other significant life activities.

The B.A.S.W. Program Director meets individually with students for regular consultations and special meetings called by either the faculty advisor or student. Students in field placement participate in the integrative seminar, a group facilitated by the faculty advisor that meets 15 times during the academic year. Attendance at advisement meetings and seminar sessions is mandatory.

Program Director Functions

The functions of the B.A.S.W. program director as they relate to students are to:

1. Know the students and their educational program.
2. Contact classroom instructors regarding concerns about students' academic progress.
3. Plan an academic program with the student.
4. Help identify personal concerns that stand in the way of achieving educational goals.
5. Help students deal with frustration and disappointments.
6. Help students internalize professional norms and controls when this involves clarification of expectations.

7. Enlarge students' self-awareness and understanding of use of self in the educational professional context.
8. Enrich students' efforts to develop professional values.

Course Advising Individual Approaches

It is necessary that the B.A.S.W. program director to assist students with their plans of study and to evaluate their progress. The B.A.S.W. program director has access to teachers and students. Students may share their academic concerns with their faculty advisors, or teachers may alert the faculty advisor to a student's potential academic difficulty.

Group Approaches

The program facilitates the communication of all students in the program via the B.A.S.W. program Blackboard page, and informal networking is encouraged.

The B.A.S.W. program director provides information about the social work curriculum and program requirements and facilitates the integration of the students in the program and the Graduate School of Social Service community.

Policies and Procedures Overview

It should be noted that students in the B.A.S.W. program are subject to the policies of Fordham University that govern all undergraduate students. University policies are distributed to all undergraduate students in the student handbook and are discussed in orientation and advising sessions early in their academic careers. The social work program abides by the University's policies on nondiscrimination, affirmative action, disability, and sexual harassment. While the B.A.S.W. program retains the right to terminate students from the program if warranted, only students' college of matriculation can end their enrollment in the University.

Policy on Student Continuation: Program Continuance Review

The policy on student continuation in the B.A.S.W. program provides an established procedure to determine if a student in academic difficulty in course work or field education should continue their enrollment in the B.A.S.W. program. This same procedure is followed to consider termination of students for non-academic reasons such as drug use, violent behavior, or criminal misconduct. The program continuance review process is initiated in the event of specified academic and non-academic conditions.

Students enrolled in the social work program must maintain a grade point average of at least 3.0 and either IP (In Progress—first semester field) or S (Satisfactory—second semester field) in field education to maintain good standing in the program. Students must demonstrate satisfactory progress in order to enter field education and must maintain satisfactory progress in both field and classroom courses in order to maintain program standing. In addition to these policies, students are subject to University policies regarding overall academic achievement.

A program continuance review is instituted by the program in the event of any of these conditions:

1. When a student's GPA (social work courses only) falls below 3.0.
2. When a student receives a grade below B in any of their social work classes.
3. When a student receives a grade less than IP or satisfactory in their field placement or the B.A.S.W. field coordinator has identified concerns regarding the field placement.
4. When a student is placed on academic probation by the University.
5. When allegations of substance abuse, violent behavior, criminal misconduct, or other serious non-academic behaviors are made against a student in the program.

The review is conducted with the program director, the Assistant Dean of Student Services of the Graduate School of Social Service, and the student. The review results in one of the following actions:

1. No action.
2. Probationary status in the social work program.
3. Dismissal from the social work program.

If the student is placed on probation, the terms of the probationary period and mechanisms for removal of probationary status are identified in writing. If the student is dismissed from the program, the student's college of matriculation is notified.

In cases when the academic or non-academic conditions prompting the review have implications for the student's continued enrollment in the University, they are shared with the assistant dean of the student's college of matriculation.

Students have the right to appeal the decisions of the program continuance review. They can appeal in writing to the Dean of the Graduate School of Social Service, who has the final decision-making authority in the matter.

Grievance Procedures in Academic and Non-Academic Matters

This statement outlines the program's policy on appeals and grievances, and includes a formal mechanism for grievances in academic and non-academic matters within the program that have not been dealt with through a program continuance review proceeding.

Students who believe they have been treated unfairly in the program as to enrollment in courses, treatment in the classroom or field practicum, final course grades, academic probation, or termination from the program for academic or non-academic reasons have the right to seek an impartial and formal review.

Students are expected to first make a complaint to the program faculty member, field instructor, or faculty adviser about the treatment regarded as unfair. If a satisfactory resolution of the complaint is not obtained, students are expected to appeal promptly to the program director.

If informal appeals do not result in resolution of the matter, students can request a formal investigation. This request must be made in writing to the the Assistant Dean of Student Services of the Graduate School of Social Service, and must provide details of the alleged unfair treatment, identifying the particular informal appeal procedures that were used and telling why these procedures did not resolve the matter. This request must be made to the the Assistant Dean of Student Services of the Graduate School of Social Service within two weeks upon completion of

the informal appeals. The Dean of the Graduate School of Social Service has the final decision-making authority in the matter.

Grievances on the part of students that involve alleged discrimination in non-academic matters are handled through the University's Grievance Committee. Such cases may include, but certainly are not limited to, grievances related to allegations of discrimination on the basis of sex, race, disabilities, religion, national origin, or sexual harassment. Also included are any grievances relating to athletics, food services, housing, extracurricular activities, security, or financial aid. Grievances on the part of students that involve academic matters related to another unit or department within the University should be relayed to that unit and/or to the administrative officers of students' college of matriculation. For more information regarding these types of grievances, students are directed to consult the University student handbook and their faculty adviser for further guidance.

Attendance Policy

To gain the most from the Fordham education, students need to be in regular attendance in class and field. However, sometimes emergencies or illnesses can interfere with attendance. Students should contact their faculty advisers if they have any attendance problems in the classroom or field. Excessive absences, even for legitimate reasons, can jeopardize students' academic standing.

Professors have the option of stipulating their own expectations regarding attendance and class participation. They will be spelled out to students in the course outline and assignments. If students are unclear, they should not hesitate to ask their professors for specific information.

Registration

Students are to follow standard undergraduate registration procedures for courses outside the program and the program's guidelines for social work courses. Students should be aware that the course prefix for the program's social work courses (SOWK) is different than the graduate course prefix (SWGS).

Transfer of Academic Credit into the Social Work Program

The program will consider accepting up to 12 credits for coursework in the social work major. In order to be considered, the course(s) in question must be from a CSWE-accredited B.S.W. program. Students must have received a grade of B or better and the course(s) must have been completed within the previous five years. In addition, the content must correspond to the content of the course(s) in the Fordham program. Transfer credit is not given for generalist social work practice courses or the field practicum.

Requests to transfer credit for courses in the University core curriculum, social work prerequisites, or other courses outside of those in the social work program are reviewed and determined by the Fordham admissions group and undergraduate colleges, in consultation with the program director.

Application to Advanced Standing and Other Courses of Social Work Study

Within five years of completion, students who have graduated with a B.A. in social work from the program can submit an expedited application to the advanced standing at Fordham's Graduate School of Social Service.

Students can also apply to other graduate programs in social work that consider advanced standing applications.

Code of Ethics

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly.

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This code includes four sections:

- The first section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Visit: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Sociology

Note: "Sociology and Anthropology" is a single academic department at Fordham, but the academic information for each subject is listed on a separate web page. Information about anthropology programs is listed under anthropology (p. 177).

Sociology is the study of group life—ranging from the analysis of passing encounters between individuals on a city street to the examination of current trends in globalization. As a social science, it combines scientific and humanistic approaches to study the diversity of social relationships in our modern world. As a liberal arts major, sociology represents excellent preparation for future graduate work by developing critical thinking and research skills, and it similarly provides fundamental grounding for students planning careers in law, business, social work, criminal justice, medicine, and international affairs. The scope of the discipline is quite broad, satisfying a variety of interests. A major or minor in sociology also offers a good background for students whose career goals involve marketing research, teaching, communications, government work, or extensive contact with the public and business. As such, sociology will provide a deeper understanding of the complex social and cultural world that shapes life experiences. The wide selection of courses offers students the opportunity to study crime and criminal justice, urban issues and public policy, social institutions, including education, the economy, religion, the family, and media, as well as social inequalities, including those of class, race, ethnicity, and gender.

Program Activities

Honors and Awards

The Departmental Honors Thesis in Sociology and Anthropology is designed for FCRH and FCLC students who are interested in conducting independent research during their final year. Working closely with a

faculty advisor, students plan and execute their own research, and then report the results in a substantial thesis. Students who earn a minimum grade of B on the thesis will graduate with honors in the sociology or anthropology major. Students are invited to apply by email during the spring of their junior year. Applicants must have a 3.4 overall grade point average and a 3.5 average in their major to be eligible for the program.

The department offers students an opportunity to become members of Alpha Kappa Delta, the international honor society for sociology students. Each spring, students are inducted into Fordham's Chapter Iota. At Rose Hill, the department honors its seniors at the end-of-year awards ceremony, Encaenia, by bestowing the Rev. Joseph P. Fitzpatrick, S.J., Memorial Award for the best submitted essay by a graduating sociology major. At Lincoln Center, the department also recognizes excellence in its graduating seniors with departmental honors in sociology at its own diploma ceremony.

Internships

Both sociology and anthropology majors and nonmajors are encouraged to take advantage of the Internship Seminar offered by the department. This course is designed to provide students with the opportunity to develop skills in social analysis, policy development, program evaluation, and interpersonal relations while being of service to others in a real-life setting outside the classroom. Employment opportunities include agencies and corporations in the New York metropolitan area, ranging from organizations in the public sector, including the New York State Department of Corrections, the Legal Aid Society, and the Puerto Rican Family Institute, to organizations in the private sector such as CBS, Merrill Lynch, and IBM. Participating students are required to take SOCI 4900 (Internship Seminar) and to spend a minimum of eight to 10 hours per week in an agency (public or private) or organization chosen to fit the individual student's interests and expertise.

For more information

Visit the Sociology and Anthropology department web page

Contribution to the Core

Sociology and anthropology offer the following which fulfill the first social science core requirement:

Course	Title	Credits
ANTH 1100	Introduction to Cultural Anthropology	3
ANTH 1300	Introduction to Archaeology	3
SOCI 1100	Introduction to Sociology	3

The advanced social science core requirement may be satisfied by an advanced-level course in sociology or anthropology. The course in Physical Anthropology, ANTH 1200 Introduction to Biological Anthropology, and ANTH 1600 Introduction to Human Variation, each fulfill the life science core requirement for nonmajors. In addition, the department regularly offers courses that fulfill the American Pluralism, Global Studies, Interdisciplinary Capstone, and *Eloquentia Perfecta* 1 and 3, and Values Seminar/EP4 core requirements.

Programs

- Sociology Major (p. 363)
- Sociology Minor (p. 364)

Sociology Major

Learning Objectives

Sociological understanding supports meaningful and effective participation in public discourse, workplaces, and civil life. Sociologists offer explanations for life chances and achievements grounded in evidence and knowledge about how society is organized and operates. Fordham's sociology major will guide you in understanding

- how society shapes people's lives
- [the ways in which people and place interact, in New York City and other areas](#)
- [the patterns, causes, and consequences of social inequality and oppression](#)
- [how and why societies and social structures change](#)
- [how to critically and ethically evaluate sociological research and evidence, and to understand how sociological research is conducted](#)
- [how to communicate sociological research and insights to a range of audiences](#)

CIP Code

45.1101 - Sociology, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Students majoring in sociology at FCRH, FLC, and PCS are required to complete 10 courses.

Requirements for students in Fordham College at Rose Hill

Course	Title	Credits
Required Courses ¹		
SOCI 1100 or SOCI 1102	Introduction to Sociology Introduction to Sociology: Health Focus	3
SOCI 2800	Sociological Theory	4
SOCI 2850	Methods Social Research I	4
SOCI 2851	Methods Social Research II	4
Electives ²		
Four Sociology electives ³		12 to 16
Two additional Sociology electives or Anthropology electives ⁴		6 to 8

¹ These required courses are designed to help the student achieve basic sociological literacy and obtain a reasonable grasp of empirical research techniques.

² With the written approval of the chairperson or associate chairperson, two courses in other social science departments may be counted toward the elective courses, giving the major considerable opportunity to develop an interdisciplinary approach to the study of human social behavior.

³ Any course with the SOCI subject code or the SOCI attribute code may fulfill this requirement.

⁴ Any course with the SOCI subject code or the SOCI attribute code, or the ANTH subject code or the ANTH attribute code, may fulfill this requirement. Courses with the subject code SSCI (p. 1616) numbered 2000-4999 (offered through PCS) may also fulfill this requirement.

Requirements for students in Fordham College at Lincoln Center

Course	Title	Credits
Required Courses ¹		
SOCI 1100 or SOCI 1102	Introduction to Sociology Introduction to Sociology: Health Focus	3
SOCI 2800 or SOCI 3017	Sociological Theory Inequality in America	4
SOCI 2606 or SOCI 2851	Social Science Statistics Methods Social Research II	4
SOCI 2650 or SOCI 2850	Basic Research Methods Methods Social Research I	4
Electives ²		
Four Sociology electives ³		12 to 16
Two additional Sociology electives or Anthropology electives ⁴		6 to 8

¹ These required courses are designed to help the student achieve basic sociological literacy and obtain a reasonable grasp of empirical research techniques.

² Students may, with prior approval, take up to two courses outside sociology, from African and African American studies, Latin American and Latino studies, and social work.

³ Any course with the SOCI subject code or the SOCI attribute code may fulfill this requirement.

⁴ Any course with the SOCI subject code or the SOCI attribute code, or the ANTH subject code or the ANTH attribute code, may fulfill this requirement. Courses with the subject code SSCI (p. 1616) numbered 2000-4999 (offered through PCS) may also fulfill this requirement.

Requirements for students in School of Professional and Continuing Studies

Course	Title	Credits
Required Courses ¹		
SOCI 1100 or SOCI 1102	Introduction to Sociology Introduction to Sociology: Health Focus	3
SOCI 2800 or SOCI 3017	Sociological Theory Inequality in America	4
SOCI 2606	Social Science Statistics	4
SOCI 2650	Basic Research Methods	4

Cross-Disciplinary Course

Select one cross-disciplinary course in consultation with an adviser 3 to 4

Electives

Four Sociology electives ²	12 to 16
One additional Sociology elective or one Anthropology elective ³	3 to 4

¹ These required courses are designed to help the student achieve basic sociological literacy and obtain a reasonable grasp of empirical research techniques.

² Any course with the SOCI subject code or the SOCI attribute code may fulfill this requirement.

³ Any course with the SOCI subject code or the SOCI attribute code, or the ANTH subject code or the ANTH attribute code, may fulfill this requirement. Courses with the subject code SSCI (p. 1616) numbered 2000-4999 (offered through PCS) may also fulfill this requirement.

Availability

The major in sociology is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Sociology Minor

Requirements

The minor in sociology requires a total of six courses. Requirements differ slightly depending on student's college.

The three required courses are designed to help the student achieve basic sociological literacy and understand empirical research techniques.

Requirements for students in Fordham College at Rose Hill, Gabelli School of Business (Rose Hill), and School of Professional & Continuing Studies (Rose Hill)

Course	Title	Credits
Required Courses		
SOCI 1100 or SOCI 1102	Introduction to Sociology Introduction to Sociology: Health Focus	3
SOCI 2800	Sociological Theory	4
<i>One research methods course from the following:</i>		
SOCI 2606	Social Science Statistics	4
SOCI 2607	Social Science Research and Statistics	
SOCI 2650	Basic Research Methods	
SOCI 2850	Methods Social Research I	
Electives		
Two Sociology electives ¹		6 to 8
One additional Sociology elective or one Anthropology elective ²		3 to 4

¹ Any course with the SOCI subject code or the SOCI attribute code may fulfill this requirement.

² Any course with the SOCI subject code or the SOCI attribute code, or the ANTH subject code or the ANTH attribute code, may fulfill this requirement.

Requirements for students in Fordham College at Lincoln Center, Gabelli School of Business (Lincoln Center), and School of Professional & Continuing Studies (Lincoln Center)

Course	Title	Credits
Required Courses		
SOCI 1100 or SOCI 1102	Introduction to Sociology Introduction to Sociology: Health Focus	3
SOCI 2800 or SOCI 3017	Sociological Theory Inequality in America	4
<i>One research methods course from the following:</i>		
SOCI 2606	Social Science Statistics	
SOCI 2607	Social Science Research and Statistics	
SOCI 2650	Basic Research Methods	
SOCI 2850	Methods Social Research I	
Electives		
Two Sociology electives ¹		6 to 8
One additional Sociology elective or one Anthropology elective ²		3 to 4

¹ Any course with the SOCI subject code or the SOCI attribute code may fulfill this requirement.

² Any course with the SOCI subject code or the SOCI attribute code, or the ANTH subject code or the ANTH attribute code, may fulfill this requirement.

Availability

The minor in sociology is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Sports Business

Major League Baseball. The NBA. Athlete management and licensing. ESPN, *Sports Illustrated*, NBC Sports. The range of employers and careers in the sports world is vast, and the Gabelli School has established a secondary concentration to prepare students for the area where business and sports meet.

Programs

- Concentration in Sports Business (p. 364)

Concentration in Sports Business

The range of employers and careers in the sports world is extraordinarily broad. To prepare students for jobs across this field, the Gabelli School offers a secondary concentration in sports business. It combines three courses with an experience-based capstone component.

The Sports Business concentration can be pursued by Gabelli students as a secondary concentration only.

Requirements

Course	Title	Credits
Two of the following three courses:		6
MKBU 4454	ST: Sports Marketing	
CMBU 4488	ST: Business of Sports Media	
BLBU 4449	ST: Sports and the Law	
Take EITHER the third course from the above group OR one of the following courses:		3
BLBU 4436	ST: Business & Ethics of Sports	
INSY 3437	ST: Sports Analytics	
Capstone requirement		

Capstone Requirement

The students may complete the capstone requirement in any of three ways:

- Presenting scholarly research at the conference of an organization such as the Sports and Recreation Law Association, the Collegiate Sports Research Institute, or the North American Society for Sports Management.
- Holding an approved one-semester internship in a sports field and writing a paper about the experience.
- Traveling during summer or winter break to get an international perspective on the business of sports and writing a paper about the experience.

For more information, please visit the Sports Business program website.

Strategy

Whether you're working at a law or financial firm, advertising or insurance agency, hospital, pharmaceutical company, or other type of organization, strategy and statistics are key to an organization's overall performance. Strategy creates a vision and emphasizes resources needed for firms to develop a competitive advantage. Statistics provides the data and tools executives need to make decisions. Together, these disciplines work continuously to support the firm's long-term sustainability and growth.

At the Gabelli School, students can specialize in either field, preparing for careers as consultants, analysts, general managers, statisticians, strategy staff, and advisors.

How courses are counted

Students must note the following policy for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both. Any exceptions to these rules will be posted within the specific area major, minor, or concentration requirements.

Programs

Concentrations

- Concentration in Business of Healthcare (p. 365)
- Concentration in Consulting (p. 365)
- Concentration in Entrepreneurship (p. 367)
- Concentration in Management (p. 368)

Concentration in Business of Healthcare Overview

The healthcare sector is one of the fastest-growing areas of the global economy. By integrating healthcare into their coursework, business students will be positioned for jobs in corporate human resources departments, hospitals, clinics, government planning and regulatory agencies, health maintenance organizations, hospital associations, consulting firms, computer vendors, health-insurance companies, and hospital equipment and supplies manufacturers. Graduates who choose to emphasize the healthcare aspect of their management concentration could go on for graduate work in health care, social work, or the arts and sciences.

Requirements

Business of Healthcare can be pursued by Gabelli School of business students enrolled at the Rose Hill or Lincoln Center campus.

Course	Title	Credits
Required Course		
SABU 3441	Intro Health Care Systems	3
Electives		6
<i>Choose two of the following courses:</i>		
INSY 4411	ST: Healthcare Info Tech	
FNBU 4468	Healthcare Finance	
SABU 4436	ST: Strategic Management and the Pharmaceutical Industry	
Total Credits		9

Concentration in Consulting Overview

The Consulting Concentration aims for students to learn effective ways of solving business problems by developing skills to anticipate, address, and resolve challenges in managing organizations. Students will learn consulting skills to analyze data, conduct research, work effectively on team-based projects, and persuasively communicate ideas.

Students can pursue consulting at the Rose Hill campus as a:

- Primary concentration in Consulting with a focus in one of the following:
 - Management
 - Strategy
 - IT
 - Marketing
- Secondary concentration in Consulting with a focus in one of the following:
 - Management
 - Strategy

- IT
- Marketing

Students can pursue management at the Lincoln Center campus as a:

- Dual concentration in Consulting with a focus in one of the following:
 - Management
 - Strategy
 - IT
 - Marketing
- Secondary concentration in Consulting with a focus in one of the following:
 - Management
 - Strategy
 - IT
 - Marketing

Students and alumni in this field have held jobs and internships at:

- PwC
- Deloitte
- Grant Thornton
- Gartner
- GE Capital
- KPMG Advisory
- EY
- Duff and Phelps
- Stryker Corporation
- Johnson & Johnson

Requirements

Primary Concentration in Consulting

The Primary Concentration in Consulting requires completion of four courses and one experiential education option.

Course	Title	Credits
Required Courses		
SABU 4433	Strategic Analysis for Consultants	6
LPBU 3456	ST: Foundations of Consulting	
Elective Courses: Choose one track		
6		
<i>Management Consulting Track</i>		
Two Management Consulting courses, one of which must be LPBU 3457 (Applied Innovation Consulting)		
<i>Strategy Consulting Track</i>		
Two Strategy Consulting courses, one of which must be SABU 3452 (Industry Analysis and Strategic Planning)		
<i>IT Consulting Track</i>		
Two IT Consulting courses		
<i>Marketing Consulting Track</i>		
Two Marketing Consulting courses		
Experiential Learning Requirement (one of the following options)		
LPBU 3457	ST: Applied Innovation Consulting	
CBBU 1006	ST: Leadership IP	
Social Innovation Collaboratory Practicum		

Consulting Case Competition

Internship

Total Credits 12

Secondary Concentration in Consulting

The Secondary Concentration in Consulting requires completion of three courses.

Course	Title	Credits
Required Courses		
SABU 4433	Strategic Analysis for Consultants	6
LPBU 3456	ST: Foundations of Consulting	
Elective Courses: One course from any track		
3		
<i>Management Consulting Track</i>		
LPBU 3457	ST: Applied Innovation Consulting (Required course for this track)	9
<i>Strategy Consulting Track</i>		
SABU 3452	ST: Industry Analysis and Strategic Planning (Required course for this track)	
<i>IT Consulting Track</i>		
One IT Consulting course		
<i>Marketing Consulting Track</i>		
One Marketing Consulting course		
Total Credits		
9		

Management Consulting Track

Courses in this group have the OCMG attribute.

Course	Title	Credits
LPBU 3430	ST: Sustainable Business	3
LPBU 3455	ST: Research for Consulting	3
LPBU 3457	ST: Applied Innovation Consulting	3
LPBU 4440	ST: Advanced Management	3
OPBU 3451	ST: Team Dynamics	3

Strategy Consulting Track

Courses in this group have the OCST attribute.

Course	Title	Credits
OPBU 3442	ST: Health Care Operations Mgt	3
OPBU 4507	Project Management	3
SABU 3441	Intro Health Care Systems	3
SABU 3452	ST: Industry Analysis and Strategic Planning	3
SABU 3453	ST: Sustainability and Strategy	3
SABU 4430	ST: Machine Learning For Strategy	3
SABU 4434	Measurement and Data Visualization	3
SABU 4435	ST: Judgment and Decision-Making	3
SABU 4456	ST: Global Corporate Communication	3

IT Consulting Track

Courses in this group have the OCIT attribute.

Course	Title	Credits
INSY 4434	ST: Data Mining for Business	3
INSY 4506	Business Analytics	3
INSY 4507	Project Management	3
INSY 4508	Business Modeling With Spreadsheets	3

Marketing Consulting Track

Courses in this group have the OCMK attribute.

Course	Title	Credits
MKBU 3439	ST: Branding	3
MKBU 3441	Marketing Research	3
MKBU 3445	ST: Marketing Analytics	3
MKBU 3454	ST: Design Thinking	3
MKBU 4441	Marketing Strategy	3

Concentration in Entrepreneurship

Entrepreneurship: Not just a field, but a mindset.

The Gabelli School of Business prepares its students to tackle real business problems with an arsenal of knowledge, skills, and experiences. The Entrepreneurship program within the Gabelli School of Business turns students into change agents and disruptors to seize countless opportunities in front of them. We do this by re-calibrating how students think about money, failure, what a career is, what kind of lifestyle they want, and what kind of impact they want to have in the world.

Entrepreneurship is not easy. It is not for the faint of heart. But it IS a door to opportunity for students who are intrigued by the path less traveled. For students who value freedom and independence and creativity. For students who don't like being pigeon-holed in the typical career path. For students looking for an exciting, non-traditional lifestyle.

The Entrepreneurship concentration was developed to deliver a forward-thinking, skills-based curriculum driven by experiential learning to change the way students think. Regardless of one's career trajectory (the startup world, corporate America, nonprofits, etc.), students learn how to embrace failure, how to vet opportunities, how to pitch ideas, how to be innovators, and how to confidently change the world for the better.

Students at the Rose Hill and Lincoln Center campuses can earn a concentration in Entrepreneurship as either a primary concentration (four courses) or a secondary concentration (three courses).

For more information

Visit the Entrepreneurship Program web page.

Requirements

Entrepreneurship is available to Gabelli School students as either a primary or secondary concentration.

Primary Concentration

Course	Title	Credits
LPBU 3226	Exploring Entrepreneurship (open to students pursuing any major)	3
LPBU 3227	Innovation and Resilience	3
LPBU 3233	ST:Start-Up Venture Experience	3

or LPBU 4006 ST: Launch Your Startup

One Entrepreneurship elective	3
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Secondary Concentration

Course	Title	Credits
LPBU 3226	Exploring Entrepreneurship (open to students pursuing any major)	3
LPBU 3233	ST:Start-Up Venture Experience	3
or LPBU 4006	ST: Launch Your Startup	
One additional Entrepreneurship elective		

Entrepreneurship electives

Courses in this group have the ENT attribute.

Course	Title	Credits
ACBU 3445	Corporate and Partnership Taxation	3
CMBU 4411	ST: Comm for Entrepreneurs	3
CMBU 4420	ST: Entrep Comm & Neg	3
CMBU 4453	Social Media	3
CMBU 4471	ST: Business of New Media	3
CMBU 4474	ST: Exploration of Business Through Media	3
CPBU 4001	Fair Trade & Microfinance I	3
CPBU 4003	Spirituality & Fair Trade	3
CPBU 4004	Entrepreneurship & Fair Trade	3
CPBU 4005	ST:Fair Trade Entrepreneurship	3
ECON 3430	ST: Sustainable Business	4
FNBU 3450	ST: Fintech - An Introduction	3
FNBU 4440	ST: Investment Banking	3
FNBU 4448	ST: Private Equity	3
FNBU 4449	ST: Small Business Finance	3
FNBU 4456	Special Topic: Venture Capital	3
FNBU 4469	Impact Investing	3
INSY 3433	Programming with Java	3
INSY 3436	ST: Programming with Python	3
INSY 3438	ST: Cybersecurity in Bus	3
INSY 3442	Web Apps Design and Development	3
INSY 3450	ST: Fintech - An Introduction	3
INSY 4412	ST: IT and Sustainability	3
INSY 4431	Web Analytics	3
INSY 4432	Mobile Commerce & Apps	3
INSY 4434	ST: Data Mining for Business	3
INSY 4505	E-Commerce	3
INSY 4506	Business Analytics	3
LPBU 3226	Exploring Entrepreneurship	3
LPBU 3227	Innovation and Resilience	3
LPBU 3233	ST:Start-Up Venture Experience	3
LPBU 3234	ST: Leading for Impact	3
LPBU 3235	ST:Inside Tech Ventures	3
LPBU 3236	Personal Development: The Start-Up Called You	3
LPBU 3430	ST: Sustainable Business	3
LPBU 3446	ST:Social Entrepreneurship	3
LPBU 3451	ST: Business Trends & Disruption	3

LPBU 3454	ST: Design Thinking	3
LPBU 4001	Fair Trade and Microfinance	3
LPBU 4004	Entrepreneurship and Fair Trade	3
LPBU 4005	ST:Fair Trade Entrepreneurship	3
LPBU 4006	ST: Launch Your Startup	3
LPBU 4467	ST: Global Immersion: Entrepreneurship and Innovation in Rwanda	3
MKBU 3439	ST: Branding	3
MKBU 3445	ST: Marketing Analytics	3
MKBU 3448	ST: Social Marketing	3
MKBU 3454	ST: Design Thinking	3
SABU 3453	ST: Sustainability and Strategy	3

Concentration in Management

Requirements

Gabelli students may pursue management as a primary or secondary concentration.

Primary Concentration

Students who want to pursue management as a primary concentration are required to complete four upper-level courses in Leading People and Organizations, Strategy, and/or Operations.¹

Secondary Concentration

Students who want to pursue management as a secondary concentration are required to complete three upper-level courses in Leading People and Organizations, Strategy, and/or Operations.¹

¹ Course with subject the code LPBU, SABU, or OPBU numbered 3224 or higher fulfill the requirements for the primary and secondary concentration in management except for SABU 4441 Strategy and OPBU 3438 Operations and Supply Chain Management.

Sustainable Business

Gabelli School students don't simply want to do business. They want to change the world. Studying sustainable business helps students learn how to make a difference conduct business with purpose. Sustainable business keeps in mind the "triple bottom line" of people, planet, and profit and allows students to be not only leaders but "changemakers."

Students will see how business can still turn a profit while benefiting human beings around the world: leading with empathy, providing better working conditions, improving the environment, and finding paths to innovation where others see closed doors.

Programs

- Sustainable Business Minor (p. 368)

Sustainable Business Minor

People, planet, and profit: Sustainable business strikes a balance among these three factors. Sustainability is becoming a national phenomenon, and companies are taking notice, from the smallest startups to the largest multinational banks. A minor in this field is now open to Gabelli School students and their peers at Fordham College Rose Hill. The

sustainable business program aligns seamlessly with Fordham's mission to "promote research and education that assist in the alleviation of poverty, the promotion of justice, the protection of human rights, and respect for the environment."

This minor incorporates business, social science, natural science, and building-design curricula. It can enhance a student's career opportunities in traditional business markets and in the emerging "green sector." Students who pursue this minor take the foundations course, Sustainable Business, and six additional courses. Courses vary depending on whether the student is a Gabelli School student, an FCRH student majoring in a science, or an FCRH student pursuing in a nonscience major.

Learning Goals

- Students will demonstrate a substantive knowledge of key business concepts and theories.
- Students will demonstrate competency in analytical and technical skills in decision-making.
- Students will demonstrate competency in oral and written communication.
- Students will demonstrate capacity for ethical decision-making and an understanding of how business can positively impact society.
- Students will demonstrate an awareness and competency in effectively working in teams and dealing with globally diverse situations.

For more information

Visit the Sustainable Business program web page.

Requirements

Course	Title	Credits
Required courses (all students)		
LPBU 3430	ST: Sustainable Business	3 to 4
or ECON 3430	ST: Sustainable Business	
ECON 3850	Environmental Economics ¹	4
Natural Science course (all students)		
Select one of the following:		3
<i>For non-science majors (including Gabelli students):</i>		
BISC 1002	Ecology: A Human Approach	
CHEM 1109	Chemistry of the Environment	
ENST 4900	Environmental Internship and Media Advocacy	
NSCI 1010	Physical Sciences: From Past to Present	
NSCI 1020	Physical Science: Today's World	
NSCI 1040	People and the Living Environment	
PHYS 1203	Environmental Physics	
<i>For Science majors</i>		
BISC 2561	Ecology	
CHEM 4340	Environmental Chemistry	
ENVS 3000	Environmental Science	
NSCI 2010	Global Ecology Lecture	
PHYS 1203	Environmental Physics	

Sustainable Development course (Gabelli students only)

Select one of the following:

ECON 3210	Development Economics
ECON 3240	World Poverty
ECON 3242	Global Economic Issues
ECON 3884	Contemporary Economic Problems
HIST 3992	Capitalism
PHIL 3109	Environmental Ethics
PHIL 3712	Global Environment and Justice
POSC 3610	Political Economy of Development
POSC 3616	Political Economy of Poverty
POSC 3915	International Political Economy
SOCI 3415	Development and Globalization

Business principles courses (non-Gabelli students only)

Both courses are required

ACBU 2222	Principles of Financial Accounting ²
LPBU 3223	Principles of Management or INSY 230(Information Systems)

Sustainable Design Course (all students)

Select one of the following: 3 to 4

VART 2050	Designing the City
VART 2055	Environmental Design

Capstone Course (all students)

Select one of the following (taken in the senior year): 3

LPBU 3234	ST: Leading for Impact
LPBU 3446	ST: Social Entrepreneurship
CPBU 4004	Entrepreneurship & Fair Trade

¹ Either ECON 1100 Principles of Macroeconomics or ECON 1200 Principles of Microeconomics is a prerequisite for this course.

² ECON 1200 Principles of Microeconomics is a prerequisite for this class.

Availability

The sustainable business minor is available to Gabelli students and to Fordham College students who fulfill all of the minor's requirements. Differences in the minor's requirements are designed to accommodate what is or is not already contained in each school's core curriculum.

Theatre and Visual Arts

Theatre

The Fordham Theatre program trains emerging artists to develop their process through mentored exploration in performance, directing, design and production, and playwriting.

Rigorous conservatory training enriched by an expansive academic curriculum—that is the essence of the Fordham University Theatre program, which prepares students as theatre practitioners and visionaries. In a creatively fertile, experiential, and artistically rigorous environment, the theatre program nurtures the individual, encouraging each student to follow their passions and activism, using theatrical expression to create paths for empathy, understanding, and dialogue. Collaboration is the keystone: Our majors launch their training with a yearlong class in collaboration. We learn by doing: Our experiential curriculum augments our full mainstage season with student-driven

studio productions. Artistic freedom is crucial: Our studio season is creatively led by students. Process is primary: A result reveals itself as a moment in a continuous process. Risk is a muscle: We nurture the impulse to risk, the core of creativity. Ethics surface in an artist's choice: We care for the whole person. Our faculty are leading theatre practitioners, and they cultivate diverse aesthetics: The Fordham Theatre Company explores classical and experimental work. We partner with leading professional artists in our education curriculum and production, and build professional bridges through internships, workshops, and a wealth of other opportunities.

Visual Arts

The study of visual arts provides students with technical knowledge and skills as well as a critical and historical understanding of the field. The visual arts at Fordham are open to all students and are taught within the context of a liberal arts education. Students are given a knowledge base particularly suitable to today's visually oriented world and job market. Classes are small, with considerable one-on-one contact with the instructor. Critique is emphasized in all classes, and students are given the resources to develop and take full advantage of their creativity. Engagement in New York City's culture, museum and gallery tours, studio visits, and visiting artist lectures are integral parts of each concentration's curriculum. In addition, students are encouraged to explore on their own and to take advantage of all that New York City has to offer as the arts capital of the country. There are opportunities for senior thesis projects, study abroad, internships, and tutorials in each area of concentration.

Program Activities

Ildiko Butler and Lipani Galleries

The Ildiko Butler and Lipani Galleries are maintained by the faculty for professional and student art exhibitions. The gallery programmer is Vincent Stracquadanio. Visit the Fordham University Galleries for more information.

Honors in Visual Arts

To graduate with honors, a visual arts student must complete and exhibit a senior thesis project. Majors wishing to have a senior exhibition must submit an application to Junior Review in the spring of their junior year. After Junior Review, students approved for a senior exhibition will work with an adviser and will be admitted to VART 4600 Senior Seminar. Studio Art in the fall of their final year. Students who do not qualify for admission to Senior Seminar may, with instructor and departmental approval, still complete a senior thesis and/or a portfolio.

Visual Arts Awards

Up to three Ildiko Butler Travel Awards are given annually for independent research in the medium of photography. A travel award and a visual arts award are given in honor of Susan Lipani. A portfolio award in honor of James Storey is offered to a senior whose work over their time at Fordham has shown evidence of exemplary talent and potential. The William F. DiPietra Film/Video Production Grant is offered to any visual arts major or minor who has a film project in mind, regardless of their area of study. Three grants of \$1,000 each will be given to outstanding visual arts majors or minors to work on a film.

Junior Review

In the spring of their junior year, visual arts majors wishing to do a seminar thesis will submit a portfolio of their work for faculty review. The purpose of this review is to determine admission to the VART 4600 Senior Seminar. Studio Art. A subsequent review the following fall will determine

whether a student will exhibit in one of the galleries in the spring of senior year.

For more information

Visit the Theatre program web page

Visit the Visual Arts department program page

Contribution to the Core

The Department of Theatre and Visual Arts contributes VART 1101 Urbanism, VART 1135 Visual Thinking, and THEA 1100 Invitation to Theatre as courses to fulfill the fine arts requirement. VART 4300 Representation in Art satisfies the Values Seminar/EP4 requirement, but it is not required. It does not count as an elective toward the visual arts major. THEA 3004 Global Theatre History: Foundational Impulses and THEA 3005 Global Theatre History: Evolutions of the Present each fulfills the Advanced Literature Core requirement.

Programs

- Theatre Major (p. 370)
- Theatre Minor (p. 372)
- Visual Arts Major (p. 372)
- Visual Arts Minor (p. 375)
- Visual Arts and Art History Double Major (p. 375)

Theatre Major

The Fordham theatre program is a B.A. program offering four pre-professional concentrations for theatre majors: performance, directing, playwriting, and design and production. Admission into the performance concentration is by audition only. Admission into the directing, playwriting, and design and production concentrations is by interview and a review of portfolio work (directing and design and production) or writing samples (playwriting). Directing applicants with a portfolio of work may submit that as well. Students should visit the Fordham theatre website to obtain extensive information regarding the program and to schedule an audition or interview via www.fordham.edu/theatre.

Please note that both the theatre major and minor include a lab requirement (THEA 1000 Theatre Practicum) each semester. If a student fails to complete a lab contract, then he or she loses eligibility to participate in any production (mainstage or studio) the following semester. If a student fails to complete a lab contract twice, then he or she may be dropped from the program.

The Fordham theatre program has a policy called warn/cut. In cases when the faculty has doubts about whether a student should continue in his or her concentration, a warning is given. Then the student has another semester to dispel the questions. If the evaluation remains unchanged after the following semester, then the student has the option of remaining a theatre minor, but must choose another major.

THEA 3004 Global Theatre History: Foundational Impulses and THEA 3005 Global Theatre History: Evolutions of the Present each fulfills the Advanced Literature Core (p. 35) requirement.

Theatre majors concentrating in design and production must substitute THEA 3920 History of Theatre Design for any of the two required theatre history courses. Students pursuing other concentrations may request permission to take THEA 3920 in place of one of the two courses.

Theatre majors are exempt from the fine arts requirement in the core curriculum. The minimum acceptable grade in a major course is C-.

CIP Code

50.0501 - Drama and Dramatics/Theatre Arts, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The theatre major requires five foundation courses plus coursework in one of four concentrations: performance, design and production, playwriting, or directing.

Course	Title	Credits
THEA 2080	Collaboration I	4
THEA 2090	Collaboration II	4
THEA 3011	Text Analysis	4
THEA 1000	Theatre Practicum ¹	0
<i>Theatre History</i>		8
THEA 3004	Global Theatre History: Foundational Impulses ²	4
THEA 3005	Global Theatre History: Evolutions of the Present ²	4
THEA 3920	History of Theatre Design ³	4

Select a concentration:

Performance
Design and Production
Playwriting
Directing

¹ THEA 1000 Theatre Practicum, which is graded pass/fail, must be taken during each semester of the first and second years of study, and during one semester of the third year of study.

² Each of these courses fulfills the Advanced Literature Core (p. 35) requirement.

³ Theatre majors concentrating in design and production must substitute THEA 3920 History of Theatre Design for any of the two required theatre history courses. Students pursuing other concentrations may request permission to take THEA 3920 History of Theatre Design in place of one of the other two theatre history courses.

Availability

Students who attend study abroad theatre programs may apply certain courses to their theatre major, and should consult with an advisor prior to attending a study abroad program.

The major in theatre is available at Fordham College at Lincoln Center. Students in Fordham's School of Professional and Continuing Studies may major in theatre only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Lincoln Center campus.

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Concentrations

Performance Concentration Requirements

Course	Title	Credits
THEA 2010	Acting I	4
THEA 2700	Acting II	4
THEA 3000	Acting III	4
THEA 3100	Acting IV	4
THEA 3030 & THEA 3040	Actor's Vocal Technique I and Actor's Vocal Technique II ¹	4
THEA 3050 & THEA 3060	Movement for the Actor I and Movement for the Actor II ¹	4
One Advanced Performance course		4
Any one Design and Production elective ²		3 to 4

¹ This sequential pair of two-credit courses, when completed successfully, will count as one course toward satisfying the graduation requirement of 36 courses.

² Consult the Design and Production concentration section for the list of courses that may fulfill this requirement.

Performance Concentration Advanced Electives

These courses are advanced acting courses and are open to performance majors only. During junior and senior year, many theatre majors take more than the required number of electives. This is permitted as long as all Fordham core requirements have been completed.

Courses in this group have the THPE attribute.

Course	Title	Credits
THEA 4000	Creating a Character I	4
THEA 4001	Creating a Character II	4
THEA 4030	Rehearsal Technique	3
THEA 4100	Acting Shakespeare	4
THEA 4250	Acting for the Camera I	4
THEA 4260	Acting for the Camera II	4
THEA 4305	Clown and Improvisation	4
THEA 4306	Clown and Improvisation II	4

Design and Production Concentration Requirements

Course	Title	Credits
THEA 1160	Design Fundamentals	4
THEA 2260	Conceptual Foundations of Theatre Design	4
One of the following courses:		4
THEA 2035	Drafting for the Theatre I (Required for set, light, and sound designers, as well as for stage managers)	
VART 1150	Drawing I (Required for costume designers)	

One of the following courses: ¹ 4

THEA 3205 From Page to Stage

THEA 2045 Introduction to Directing

One of the following courses: 3 to 4

THEA 4505 Design Production Workshop (Required for design students)

THEA 2900 Theatre Management (Required for stage managers)

One of the following courses: 3 to 4

THEA 2037 Drafting for the Theatre II (Required for set, light, and sound designers)

THEA 3950 Production Management (Required for stage managers)

VART 1055 Figure Drawing (Required for costume designers)

Design & Production Electives

Choose three courses from the following options: 9

THEA 2230 Costume Design I

THEA 2805 Stage Management I

THEA 3362 Lighting Design I

THEA 3420 Sound Design I

THEA 3985 Set Design I

THEA 3520 Producing through a Social Justice Lens or THEA 3530 Creative Producing

¹ In general, stage managers should take THEA 3205 From Page to Stage and stage designers should take THEA 2045 Introduction to Directing. Students may consult with their theatre major advisor if they prefer to take the other course.

Playwriting Concentration Requirements

Course	Title	Credits
THEA 3700	Playwriting (taken five times)	4
THEA 3012	New Play Dramaturgy	3
One Playwriting elective ¹		4
One THEA elective ²		4

¹ Student and adviser will determine which class based on student's interest plus level of skill and experience in design.

² Any course with the subject code THEA, numbered 2000-4999 (of 3 or more credits) fulfills this requirement.

Playwriting Electives

Courses in this group have the THPL attribute.

Course	Title	Credits
FREN 3253	Moliere: From Page to Stage	4
THEA 2805	Stage Management I	3
THEA 2815	Stage Management II	3
THEA 2900	Theatre Management	3
THEA 3253	Moliere: From Page to Stage	4
THEA 3362	Lighting Design I	3
THEA 3374	Lighting Design II	3

THEA 3420	Sound Design I	3
THEA 3455	Projection Design I	3
THEA 3985	Set Design I	3
THEA 4501	Directing Production Workshop	3
THEA 4505	Design Production Workshop	3

Directing Concentration Requirements

Course	Title	Credits
THEA 2010	Acting I	4
THEA 2700	Acting II	4
THEA 2260	Conceptual Foundations of Theatre Design	4
THEA 2045	Introduction to Directing	4
THEA 3205	From Page to Stage	4
THEA 4501	Directing Production Workshop (must be taken twice)	6
<i>One design course from the list below:</i>		3
THEA 3985	Set Design I	
THEA 2230	Costume Design I	
THEA 3362	Lighting Design I	
THEA 3420	Sound Design I	

Theatre Minor Requirements

The minor requires the following courses:

Course	Title	Credits
THEA 1100	Invitation to Theatre	3
THEA 3004	Global Theatre History: Foundational Impulses	4
THEA 3005	Global Theatre History: Evolutions of the Present	4
THEA 1000	Theatre Practicum (pass/fail, taken three times) ¹	0

Select five theatre electives from the list below

¹ For details on this requirement, consult the Theatre Department website.

Electives

Courses in this group have the THME attribute.^{1,2}

Course	Title	Credits
THEA 1160	Design Fundamentals	4
THEA 1210	Introduction to Fashion Design	3
THEA 1220	Fashion Techniques	3
THEA 2015	Acting for Non-Majors	4
THEA 2045	Introduction to Directing	4
THEA 2750	Performing Italian	4
THEA 2900	Theatre Management	3
THEA 3011	Text Analysis	4
THEA 3012	New Play Dramaturgy	3
THEA 3017	Song as Scene I	4

THEA 3066	Musical Theatre Intensive	4
THEA 3070	Movement For The Actor (Non-Majors)	3
THEA 3090	Stage Combat	3
THEA 3350	Ancient Theatre in Contemporary Practice	4
THEA 3355	Ancient Theatre in Contemporary Practice II	4
THEA 3520	Producing through a Social Justice Lens	4
THEA 3564	French Theatre and Performance	4
THEA 3700	Playwriting	4
THEA 3750	Plays and Screenplays	4
THEA 3920	History of Theatre Design	4
THEA 4045	Young, Gifted, and Black	4
THEA 4500	Theatre, Creativity, and Values	4

¹ With permission, students minoring in Theatre may fulfill the elective requirement with the following courses:

- THEA 2230 Costume Design I
- THEA 2260 Conceptual Foundations of Theatre Design
- THEA 2805 Stage Management I
- THEA 3362 Lighting Design I
- THEA 3420 Sound Design I
- THEA 3455 Projection Design I
- THEA 3985 Set Design I

² A maximum of two semesters (8 credits total) of THEA 3700 Playwriting may apply towards the minor.

A student can officially declare a theatre minor in his or her sophomore year only after declaring a major. No D grade work will be credited toward the minor in theatre.

Availability

The minor in theatre is available at Fordham College at Lincoln Center and Fordham College at Rose Hill. Fordham College at Rose Hill students should note that the majority of theatre minor courses are offered only on the Lincoln Center campus. Students in Fordham's School of Professional and Continuing Studies may minor in theatre only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Lincoln Center campus.

Visual Arts Major

The Visual Arts program offers six areas of study (p. 373):

- Art and Engagement
- Built Environment
- Film and Video
- Graphic Design
- Painting and Drawing
- Photography

Learning Goals

Upon graduation from the visual arts major, students will have achieved the following curricular goals:

1. Develop a critical, historical, and empirical understanding of the various modes of visual expression embodied in the areas of study that the major encompasses.
2. Understand and be able to articulate the historical, cultural, ethical, and aesthetic aspects of the art that the student learns about and makes.
3. Develop and refine the necessary skill sets to make art in the discipline studied.
4. Explore and develop the student's creativity with the longer-term goal of being able to work independently.
5. Be able to go on to further studies and/or to find meaningful work in the field.
6. To understand the complex language of art and thus appreciate and engage with it over the long term.

CIP Code

50.0799 - Fine Arts and Art Studies, Other.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

A visual arts major consists of a minimum of 10 3- or 4-credit courses from those described below, in addition to the core curriculum of your college.

Course	Title	Credits
Four Required Courses		
<i>Both of the below:</i>		7
VART 1135	Visual Thinking	
VART 1150	Drawing I	
<i>One of the following:</i>		3 to 4
ARHI 1100	Art History Introduction: World Art	
ARHI 1101	Introduction to Art History: Europe	
ARHI 1102	Introduction to Art History: Asia	
ARHI 1103	Introduction to Art History: Americas	
VART 3134	20th Century Art: Modernism and Modernity	
VART 3135	Modernism and Its Aftermath	
<i>One of the following:</i>		3 to 4
VART 2800	Seminar Graphic Design	
VART 3030	Art Design and Politics	
VART 3134	20th Century Art: Modernism and Modernity	
VART 3135	Modernism and Its Aftermath	
VART 3257	Seminar: Avant-Garde Film/Video	
VART 3535	Seminar: History of Photography	

VART 4600 Senior Seminar: Studio Art

Six courses distributed among one or more areas of study.¹ **Varies**

¹ Students are encouraged to work with a faculty adviser to develop an educational plan and select courses. A list of courses in each area of study is available in the Areas of Study tab.

It is strongly recommended that majors start taking visual arts core courses in their first year, and that they complete the first three of the above requirements before the end of their sophomore year.

Students must earn a grade of C or above in order for a required course to count toward their major in visual arts.

A variety of introductory courses in all areas of study except film and video are offered at Rose Hill; more specialized courses are offered at Lincoln Center.

VART 4600 Senior Seminar: Studio Art is open to seniors working on thesis exhibitions; enrollment is contingent upon acceptance at Junior Review.

Availability

The major in visual arts is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional Studies at Lincoln Center.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Areas of Study

Art and Engagement

Courses in this group have the VAAE attribute.

Course	Title	Credits
VART 1111	Intro to Art & Engagement: Protest, Participation, the Public and other Performance Practices	4
VART 2050	Designing the City	4
VART 2099	Ethics in Architecture and Design	4
VART 2222	Art of the Interview	4
VART 2424	Art and Action on the Bronx River	4
VART 3030	Art Design and Politics	4
VART 3055	Ecology for Designers	4
VART 3060	Visual Justice: Enacting Change Through Image-Based Storytelling	4
VART 3070	Urban Architectural Design	4
VART 3541	The Streets of New York	4

Built Environment

Courses in this group have the VABE attribute.

Course	Title	Credits
VART 1101	Urbanism	3
VART 1160	Architectural Language	4
VART 1163	Computer Drafting for Architectural Interiors and Stage Designs	4
VART 1999	Tutorial	0-1
VART 2040	Elements of Architecture	4
VART 2050	Designing the City	4
VART 2055	Environmental Design	4
VART 2070	Architectural Design	4
VART 2080	Interior Design Through Form, Function, & Light	4
VART 2099	Ethics in Architecture and Design	4
VART 2999	Tutorial	2
VART 3055	Ecology for Designers	4
VART 3056	Urban Environmental Design	4
VART 3070	Urban Architectural Design	4
VART 3333	Art Making in Hell's Kitchen	4
VART 3541	The Streets of New York	4
VART 3800	Internship	2-3
VART 3999	Tutorial	3
VART 4090	Senior Project Architecture	4
VART 4600	Senior Seminar: Studio Art	4
VART 4999	Tutorial	4

Film and Video

Courses in this group have the VAFV attribute.

Course	Title	Credits
VART 1265	Film/Video I	4
VART 1999	Tutorial	0-1
VART 2222	Art of the Interview	4
VART 2265	Film/Video II	4
VART 2999	Tutorial	2
VART 3251	Film Video Postproduction	4
VART 3258	Film/Video Installation	4
VART 3261	Documentary Film/Video Production	4
VART 3262	Narrative Film/Video Production	4
VART 3267	Urban Film Video Production	4
VART 3268	Film/Video Animation	4
VART 3333	Art Making in Hell's Kitchen	4
VART 3800	Internship	2-3
VART 3999	Tutorial	3
VART 4600	Senior Seminar: Studio Art	4
VART 4999	Tutorial	4
VART 5555	Urban Film Video Production	3

Graphic Design

Courses in this group have the VAGD attribute.

Course	Title	Credits
VART 1999	Tutorial	0-1
VART 2003	Graphic Design and Digital Tools	4
VART 2400	Fundamentals of Website Design	4

VART 2424	Art and Action on the Bronx River	4
VART 2500	Typography and Design	4
VART 2550	Book and Zine Design	4
VART 2600	Type in Motion	4
VART 2700	Logos, Branding, and Presentation	4
VART 2999	Tutorial	2
VART 3030	Art Design and Politics	4
VART 3060	Visual Justice: Enacting Change Through Image-Based Storytelling	4
VART 3250	Speculative Design	4
VART 3333	Art Making in Hell's Kitchen	4
VART 3800	Internship	2-3
VART 3810	Seminar in Graphic Design	4
VART 3999	Tutorial	3
VART 4600	Senior Seminar: Studio Art	4
VART 4999	Tutorial	4

Painting and Drawing

Courses in this group have the VAPD attribute.

Course	Title	Credits
VART 1055	Figure Drawing	4
VART 1138	Watercolor Painting	4
VART 1150	Drawing I	4
VART 1180	Painting I	4
VART 1999	Tutorial	0-1
VART 2121	Abstraction	4
VART 2130	Painting II	4
VART 2140	Collage and Mixed Media	4
VART 2150	Drawing II	4
VART 2424	Art and Action on the Bronx River	4
VART 2545	Projects and Concepts	4
VART 2999	Tutorial	2
VART 3030	Art Design and Politics	4
VART 3060	Visual Justice: Enacting Change Through Image-Based Storytelling	4
VART 3131	Abstraction II	4
VART 3132	Projects and Concepts II	4
VART 3134	20th Century Art: Modernism and Modernity	4
VART 3135	Modernism and Its Aftermath	4
VART 3333	Art Making in Hell's Kitchen	4
VART 3800	Internship	2-3
VART 3999	Tutorial	3
VART 4600	Senior Seminar: Studio Art	4
VART 4999	Tutorial	4

Photography

Courses in this group have the VAPH attribute.

Course	Title	Credits
VART 1124	Photography I	4
VART 1128	Introduction to Digital Photography	4
VART 1999	Tutorial	0-1

VART 2185	Photography II	4
VART 2196	Large-Format Photography	4
VART 2424	Art and Action on the Bronx River	4
VART 2999	Tutorial	2
VART 3001	Documentary Photography: Japan	4
VART 3030	Art Design and Politics	4
VART 3060	Visual Justice: Enacting Change Through Image-Based Storytelling	4
VART 3186	Photography III: Portfolio, Book, Exhibition	4
VART 3333	Art Making in Hell's Kitchen	4
VART 3500	Documentary Photography: Italy	4
VART 3535	Seminar: History of Photography	4
VART 3800	Internship	2-3
VART 3999	Tutorial	3
VART 4600	Senior Seminar: Studio Art	4
VART 4999	Tutorial	4

Visual Arts Minor

The minor in visual arts is designed for students who would like a creative component to complement a major in a related field, such as communication and media studies, art history, urban studies, or computer and information sciences. A minor in visual arts might also serve as a creative addition to majors that would appear at first glance to be unrelated, like psychology, natural sciences, English, or anthropology.

Learning Goals

Upon graduation with the visual arts minor, students will have achieved the following curricular goals:

1. A visual arts minor will serve as a complement to the students' major area of study. In addition to the knowledge and skills students will have obtained from their major, a visual arts minor will add an important component—a critical, historical, and empirical understanding of the various modes of visual expression.
2. The student will be able to understand and articulate the historical, cultural, ethical, and aesthetic aspects of the art they studied, and apply this understanding to relevant concerns in the students' major.
3. In their art courses they will develop and refine the necessary skill sets to make art in the disciplines studied.
4. Explore and develop the student's creativity in art and other fields.
5. Be able to work independently in art or find meaningful work in an arts-related field.
6. To understand the complex language of art and thus appreciate and engage with it over the long term; in other words, to make art and creativity an ongoing part of their lives after graduation.

Requirements

Six courses must be taken for a minor, consisting of the following:

Course	Title	Credits
VART 1135	Visual Thinking	3
Any Art History (ARHI) course, or one of the following:		
VART 3134	20th Century Art: Modernism and Modernity	

VART 3135	Modernism and Its Aftermath	
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Any 4 Visual Arts (VART) electives¹

¹ Any course with the VART subject code (p. 1700) may fulfill this requirement.

Students must earn a grade of C or above in order for a required course to count toward their minor in Visual Arts.

Availability

The minor in visual arts is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Visual Arts and Art History Double Major

Overview

A double major in art history and visual arts is a desirable choice for students who want the solid background in the humanities that art history offers in tandem with a broad foundation in the visual arts. Students should be aware that some of the courses necessary for completing the double major may be offered only at the Lincoln Center or the Rose Hill campus.

CIP Code

Visual Arts Major

50.0799 - Fine Arts and Art Studies, Other.

Art History Major

50.0703 - Art History, Criticism and Conservation.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

For the double major, a total of 15 courses is necessary.

Course	Title	Credits
ARHI 1100	Art History Introduction: World Art ¹	3
or ARHI 1101	Introduction to Art History: Europe	
or ARHI 1102	Introduction to Art History: Asia	
or ARHI 1103	Introduction to Art History: Americas	
VART 1135	Visual Thinking	3
VART 1150	Drawing I	4
Five additional visual arts electives ²		
One course from each art history area of study: ³		
	Ancient/Medieval	
	Renaissance/Baroque	
	Modern	
	Global	
Two art history elective courses ⁴		

ARHI 4600 Senior Seminar (taken in senior year, only offered fall semester)

¹ Students in the FCRH Honors Program may fulfill this requirement with HPRH 1205 Foundational Topics: Art. Students in the FCLC Honors Program may fulfill this requirement with HPLC 2501 Honors: Art History at the Museums.

² Any course with the VART subject code (p. 1700) may fulfill this requirement. It is assumed that the student will choose courses in more than one visual arts area of study (p. 373) and will pursue advanced courses in at least one of the areas of study (p. 373).

³ See the art history major (p. 180) for courses fulfilling each requirement.

⁴ Any course with the subject code ARHI (p. 1004) numbered 1102-4999 (except for ARHI 4900 Internship) may fulfill this requirement. Both elective courses should preferably be taken in the same area of study (Ancient/Medieval, Renaissance/Baroque, Modern, or Global).

It is suggested that the art history introduction course (ARHI 1100, ARHI 1101, ARHI 1102, or ARHI 1103), VART 1135 Visual Thinking, and VART 1150 Drawing I be completed by the end of sophomore year.

Availability

The double major in art history and visual arts is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.

Fordham College at Rose Hill students: *The requirements above are in addition to those of the Core Curriculum (p. 34).*

Fordham College at Lincoln Center students: *The requirements above are in addition to those of the Core Curriculum.*

Theology

The discipline of theology explores the big questions: What does it mean to be human? How shall we live? What does it mean to believe in (or reject) the existence of God? Why are there so many religions? Christian theology tackles these questions by engaging a variety of disciplines, including history, philosophy, and literary studies. It works critically and appreciatively to discover, interpret, and understand the evolving beliefs and practices of Christianity. In light of Fordham's Jesuit heritage and Catholic identity, the department focuses on the rich diversity within the Catholic tradition. Coursework emphasizes the mutual influence of faith and culture historically and in the present. New York City provides a valuable resource, especially for engaging in dialogue with other faith traditions of the world. Located in the poorest U.S. congressional district (Fordham's Bronx campus) and bordering census tracts of both the highest and lowest income levels in Manhattan (at Lincoln Center), our locations in New York City invite faculty and students to repeatedly make the connections between the world's religious and moral teachings and the realities of social injustice.

Majoring in theology provides an excellent liberal arts education. Theology majors learn the crucial skills of thinking critically and analytically, writing persuasively, communicating effectively, and working with others cooperatively. They learn how to interpret classic and contemporary texts, to understand ritual, to analyze and evaluate moral norms, and to explore patterns of authority in the tradition and in the cultures it inhabits. Electives allow students to shape the major in light of their own interests.

4 The department offers a variety of activities each semester, including guest speakers, a movie series, musical events, study trips, informal gatherings with faculty, retreats, and museum visits. All theology majors and minors are invited to attend regular seminars at which faculty and graduate students present their current work

The department also has a chapter of Theta Alpha Kappa, the national honor society for religious studies and theology.

Accelerated Master's Program

The accelerated M.A. program in theology allows theology majors presently enrolled in Fordham College at Rose Hill and Fordham College at Lincoln Center to attain both a bachelor's degree and a master's degree in theology in five years. Graduate courses begin in the student's senior year, providing them with advanced training and enriching the undergraduate experience. An additional year of study permits the student to complete all of the theology department's requirements for the degree of Master of Arts. For further information, contact an associate chair.

Program Activities

The department offers a variety of activities each semester, including guest speakers, a movie series, musical events, study trips, informal gatherings with faculty, retreats, and museum visits. All theology majors and minors are invited to attend the monthly faculty seminar at which faculty present their current work.

For more information

Visit the Theology department web page

Contribution to the Core

The study of theology at Fordham provides an intellectually sophisticated engagement with the Christian tradition. All first years in Fordham College and the Gabelli School of Business take THEO 1000 Faith and Critical Reason, which introduces students to the academic study of religion as well as the intellectual foundations of theological questions past and present. All sophomores and juniors take one core theology course numbered THEO 3000-3799 with the attribute "Sacred Texts and Traditions," which introduces students to the historical-critical study of the scriptures or the classical texts of one or more religious traditions. The theology department offers courses that fulfill American Pluralism, Global Studies, *Eloquentia Perfecta* 3, Interdisciplinary Capstone, and Values Seminar (*Eloquentia Perfecta* 4) requirements.

Programs

- Theology Religious Studies Major (p. 376)
- Theology Religious Studies Second Major (p. 379)
- Theology Religious Studies Minor (p. 380)

Theology Religious Studies Major

The theology religious studies major introduces students to the study of religious textual traditions, the historical and cultural study of religions, foundations of Christian systematic theology and theological and social ethics, and training in theoretical and methodological approaches to the study of religion and theology.

CIP Code

38.0201 - Religion/Religious Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

All Fordham undergraduates are required to take Faith and Critical Reason (THEO 1000) as well as one Sacred Texts and Traditions course (courses with the STXT attribute code) (p. 35). Although they are part of the Core Curriculum (p. 34), they also provide a fundamental introduction to the coursework required of the major.

Course	Title	Credits
THEO 1000	Faith and Critical Reason ¹	3
Textual Traditions: Hebrew Bible/Old Testament or New Testament Course		3 or 4
Textual Traditions other than Christianity Course		3 or 4
History, Culture, and Society (3000 or 4000-level) Course		3 or 4
THEO 4300-level: History, Culture, and Society Advanced Seminar		4
THEO 4400	Foundations of Contemporary Theology	4
THEO 4500	Religion in NYC: Theory & Practice	4
Three general Theology electives ²		9 to 12

One course counting towards the major must focus on a historical period before 1500 (ancient/medieval). Textual Traditions courses do not fulfill this requirement.

¹ Additionally:

- Theology courses taken in the Manresa Scholars Program (THEO 1006 Sin and Salvation in Medieval Theology, THEO 1007 Sinners, Saints, and Stories, THEO 1008 Mystics Monks and Mindfulness: Contemplation-In-Action Today, and THEO 1010 Restless Heart: Quest) may fulfill this requirement.
- The following Theology courses taken in the Fordham College at Rose Hill or Fordham College at Lincoln Center Honors programs may fulfill this requirement: HPRH 1102 Foundational Texts: Theology/Classics, HPRH 3001 Religion in the Modern World, and HPLC 1401 Honors: Theology.

² A Theology elective is any course with the THEO attribute or any THEO course 3000:4999, as well as THEO 1050 Syriac Language and Literature I, THEO 1051 Syriac Language and Literature II, or THEO 1060 Elementary Coptic I.

Textual Traditions: Hebrew Bible/Old Testament or New Testament Courses

Courses in this group have the STCJ attribute.

Course	Title	Credits
THEO 3100	Introduction to Old Testament / Tanakh	3
THEO 3102	Book of Genesis	3
THEO 3105	The Torah	3
THEO 3120	The Prophets	3

THEO 3130	Bible as Migration Literature: Then and Now	4
THEO 3200	Introduction to New Testament	3
THEO 3207	The First Three Gospels	3
THEO 3212	Gospel of John	3
THEO 3300	Who Cares About the Bible?	3
THEO 3345	The Book of Revelation	3
THEO 3826	Women in the Bible	4

Textual Traditions other Than Christianity Courses

Courses in this group have the STSN attribute.

Course	Title	Credits
THEO 3711	Sacred Texts of the Middle East	3
THEO 3713	Classic Jewish Texts	3
THEO 3715	Classic Islamic Texts	3
THEO 3720	Hindu Literature and Ethics	3
THEO 3723	Tibetan Religion: Visionary Experience	3
THEO 3724	Classic Buddhist Texts	3
THEO 3725	Buddhism in America: A Multimedia Investigation	3
THEO 3728	Buddhist Meditation	3
THEO 3731	Japanese Religions: Texts and Arts	3
THEO 3733	Chinese Religions	3
THEO 3876	Muslims in America	4
THEO 3883	Medicine and Healing in Islam	4
THEO 3884	Sufism: Islam's Mystical Tradition	3
THEO 3885	Women, Gender, and Islam	3

History, Culture, and Society Courses

Courses in this group have the THHC attribute. Students must take at least one THEO subject course with the THHC attribute numbered 4300-4399.

Course	Title	Credits
AFAM 4148	Race, Religion, and Politics: Catholic and Civil Rights	4
AFAM 4192	Race and Religion in the Transatlantic World	4
AMCS 4950	Christianity and Gender/Sexual Diversity: Interdisciplinary Perspectives	4
CLAS 4051	Ancient Greece: Classical Study Tour	4
HIST 3817	Technology and the Changing Papacy	4
HIST 5460	Jesuits and Globalization	4
MEST 3620	Islam in America	4
MVST 4301	Jews and Christians in Antiquity	4
THEO 3310	Early Christian Writings	3
THEO 3314	St. Augustine of Hippo	3
THEO 3316	Byzantine Christianity	3
THEO 3317	Women of the Christian East	3
THEO 3320	Augustine, Aquinas, and Luther	3
THEO 3330	Medieval Theology Texts	3
THEO 3332	Christians, Muslims, Jews in the Medieval Period	3
THEO 3340	Christian Mystical Texts	3
THEO 3350	Apocalyptic Literature: Ancient & Modern	3

THEO 3360	Reformation Texts	3	THEO 4028	Religion & Bioethics	4
THEO 3361	Protestant Texts	3	THEO 4036	Human Nature After Darwin	4
THEO 3371	The American Transcendentalists: Spirituality Without Religion	3	THEO 4037	Nature in Historical and Ethical Perspective	4
THEO 3375	American Religious Texts and Traditions	3	THEO 4040	Home, Away, and In-Between	4
THEO 3376	Spirituals, the Blues, and African-American Christianity	3	THEO 4050	On Time and Its Value	4
THEO 3380	US Latinx Spiritualities	3	THEO 4105	Religion, Gender, and Sexuality	4
THEO 3383	Latin American Liberation Theologies	3	THEO 4110	Muslim, Jewish, and Christian Feminist Theologies: Discourses of Difference	4
THEO 3390	Church in Controversy	3	THEO 4301	Jews and Christians in Antiquity	4
THEO 3542	Catholic Social Teaching	3	THEO 4334	Envisioning Enlightenment: Buddhist Theories of Liberation	4
THEO 3546	The Bible and Social Justice	3	THEO 4351	Modern Christian Thought & Practice	4
THEO 3610	Christ in World Cultures	3	THEO 4355	Histories and Cultures of American Evangelicalism	4
THEO 3611	Scripture and the Struggle for Racial Justice	3	THEO 4371	Islam in Modern Egypt	4
THEO 3620	Great Christian Hymns	3	THEO 4420	Early Christian Art in Context	4
THEO 3655	The Journey of Faith: Autobiography as Sacred Text	3	THEO 4430	Sex, Gender, and Sexuality in Early Christianity	4
THEO 3670	Theology and Contemporary Science	4	THEO 4520	Animals, Angels, and Aliens: Beyond the Human in Christian Thought	3
THEO 3711	Sacred Texts of the Middle East	3	THEO 4545	Bath Cultures and Bathing Rituals From Antiquity to Brooklyn	4
THEO 3713	Classic Jewish Texts	3	THEO 4610	Malcolm, Martin, Baldwin, and the Church	4
THEO 3715	Classic Islamic Texts	3	THEO 4620	Oscar Romero: Faith and Politics in El Salvador	4
THEO 3720	Hindu Literature and Ethics	3	THEO 4950	Christianity and Gender/Sexual Diversity: Interdisciplinary Perspectives	4
THEO 3723	Tibetan Religion: Visionary Experience	3			
THEO 3724	Classic Buddhist Texts	3			
THEO 3725	Buddhism in America: A Multimedia Investigation	3			
THEO 3728	Buddhist Meditation	3			
THEO 3731	Japanese Religions: Texts and Arts	3			
THEO 3733	Chinese Religions	3			
THEO 3785	Spiritual Exercises and Culture	3			
THEO 3822	The Bible in Cultural Conflict	4			
THEO 3827	Bible and Human Sexuality	4			
THEO 3832	Christian Thought and Practice I	4			
THEO 3833	Christian Thought and Practice II	4			
THEO 3839	Theologies of America	4			
THEO 3852	LGBTQ Arts and Spirituality	4			
THEO 3854	Ignatian Spirituality	3			
THEO 3874	Religion in America	4			
THEO 3876	Muslims in America	4			
THEO 3882	Comparative Mysticism	3			
THEO 3883	Medicine and Healing in Islam	4			
THEO 3884	Sufism: Islam's Mystical Tradition	3			
THEO 3885	Women, Gender, and Islam	3			
THEO 3960	Religion and Race in America	4			
THEO 3961	Religion, Sex, and Culture in America Since 1700	4			
THEO 3970	Catholics in America	4			
THEO 3993	Wartime Religion in U.S. History	4			
THEO 4008	Religion and Ecology	4			
THEO 4009	Medieval Jerusalem	4			
THEO 4010	Death and Dying	4			
THEO 4027	The Ethics of Life	4			

Ancient/Medieval Historical Period Courses

Courses in this group have the THAM attribute.

Course	Title	Credits
CLAS 4051	Ancient Greece: Classical Study Tour	4
MVST 4301	Jews and Christians in Antiquity	4
THEO 3250	Jesus in History and Faith	3
THEO 3310	Early Christian Writings	3
THEO 3314	St. Augustine of Hippo	3
THEO 3316	Byzantine Christianity	3
THEO 3317	Women of the Christian East	3
THEO 3320	Augustine, Aquinas, and Luther	3
THEO 3330	Medieval Theology Texts	3
THEO 3332	Christians, Muslims, Jews in the Medieval Period	3
THEO 3340	Christian Mystical Texts	3
THEO 3350	Apocalyptic Literature: Ancient & Modern	3
THEO 3546	The Bible and Social Justice	3
THEO 3827	Bible and Human Sexuality	4
THEO 3849	Eschatology	4
THEO 3882	Comparative Mysticism	3
THEO 4009	Medieval Jerusalem	4
THEO 4011	The New Testament and Moral Choices	4
THEO 4037	Nature in Historical and Ethical Perspective	4
THEO 4050	On Time and Its Value	4
THEO 4301	Jews and Christians in Antiquity	4

THEO 4420	Early Christian Art in Context	4
THEO 4430	Sex, Gender, and Sexuality in Early Christianity	4
THEO 4545	Bath Cultures and Bathing Rituals From Antiquity to Brooklyn	4

Courses in Other Areas

The following courses offered outside the department have the THEO attribute.

Course	Title	Credits
AFAM 3115	Martin Luther King Jr. and Malcolm X	4
AFAM 3120	Black Religion and Black Politics	4
AFAM 4148	Race, Religion, and Politics: Catholic and Civil Rights	4
AFAM 4192	Race and Religion in the Transatlantic World	4
AMCS 3160	American Music and Catholic Imagination	4
AMCS 4850	Global Synod: Catholic Vision & Jesuit Mission	3
ANTH 3110	Ancient Cultures of the Bible	4
CEED 3856	Introduction to Bioethics	4
CLAS 4051	Ancient Greece: Classical Study Tour	4
COMC 4348	Religion, Theology, and New Media	4
ENGL 3002	Queer Iconoclasts: Sexuality, Religion, Race	4
GREK 1501	Intermediate Greek I	3
HIST 4019	Luther and Loyola	4
HIST 4020	Luther and Loyola	4
HIST 5952	Research Seminar: African American Urban History	4
HPLC 2811	Honors Sacred Texts	3
MEST 3620	Islam in America	4
MLAL 3085	The Russian Icon in Literature, Theology, Avant Garde Art, Film, Music, Museums and Politics	4
MVST 4010	Medieval Franciscans and the Dream of a Just Economy	4
PHIL 3425	Philosophy and the Jesuit Tradition	4
PHIL 3664	Contemporary Thomism	4
SOCI 4052	An Ethics of Modern Selfhood: The Pursuit of Authenticity	4

Availability

The major in theology religious studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Lincoln Center and Rose Hill.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

Theology Religious Studies Second Major Requirements

In order to accommodate the needs of overlapping requirements, students who double major in Theology Religious Studies and another major have the option to follow a slightly different set of requirements for their Theology Religious Studies program. Double majors may also follow the standard major requirements if they choose.

All Fordham undergraduates are required to take Faith and Critical Reason (THEO 1000) as well as one Sacred Texts and Traditions course (courses with the STXT attribute code) (p. 35). Although they are part of the Core Curriculum (p. 34), they also provide a fundamental introduction to the coursework required of the major.

The second major comprises eight courses, two of which are Core Curriculum requirements:

Course	Title	Credits
THEO 1000	Faith and Critical Reason ¹	3
Sacred Texts & Traditions Course (STXT attribute) ²		
Choose two of the following three advanced seminars:		12
THEO 4300-level: History, Culture, and Society Course ³		
THEO 4400	Foundations of Contemporary Theology	
THEO 4500	Religion in NYC: Theory & Practice	
Four general Theology electives ⁴		12 to 16

¹ Additionally:

- Theology courses taken in the Manresa Scholars Program (THEO 1006 Sin and Salvation in Medieval Theology, THEO 1007 Sinners, Saints, and Stories, THEO 1008 Mystics Monks and Mindfulness: Contemplation-In-Action Today, and THEO 1010 Restless Heart: Quest) may fulfill this requirement.
- The following Theology courses taken in the Fordham College at Rose Hill or Fordham College at Lincoln Center Honors Program may fulfill this requirement: HPRH 1102 Foundational Texts: Theology/Classics, HPRH 3001 Religion in the Modern World, and HPLC 1401 Honors: Theology.

² Consult the Core Curriculum page (p. 35) for a list of courses fulfilling the Sacred Texts & Traditions requirement. Additionally, the following Theology courses in the Fordham College at Rose Hill and Fordham College at Lincoln Center Honors programs may fulfill this requirement: HPLC 2811 Honors Sacred Texts, HPRH 3201 Focused Study: Theology.

³ See the Theology Religious Studies primary major page (p. 377) for the 4300-level courses that fulfill this option.

⁴ A Theology elective is any course with the THEO attribute or any THEO course 3000:4999, as well as THEO 1050 Syriac Language and Literature I, THEO 1051 Syriac Language and Literature II, or THEO 1060 Elementary Coptic I.

Availability

The secondary major is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

38.0201 - Religion/Religious Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Theology Religious Studies Minor Requirements

The minor consists of four courses in addition to the theology courses all Fordham undergraduates are required to take. Faith and Critical Reason (THEO 1000) as well as one Sacred Texts and Traditions course (courses with the STXT attribute code) (p. 35) are part of the Core Curriculum (p. 34), but also provide a fundamental introduction to the coursework required of the minor.

Course	Title	Credits
THEO 1000	Faith and Critical Reason ¹	3
	Sacred Texts & Traditions (STXT attribute) ²	3
<i>Choose one of the following advanced seminars:</i>		
	THEO 4300-level: History Culture Society Advanced Seminar ³	
THEO 4400	Foundations of Contemporary Theology	
THEO 4500	Religion in NYC: Theory & Practice	
Three general Theology electives ⁴		9 to 12

¹ Additionally:

- Theology courses taken in the Manresa Scholars Program (THEO 1006 Sin and Salvation in Medieval Theology, THEO 1007 Sinners, Saints, and Stories, THEO 1008 Mystics Monks and Mindfulness: Contemplation-In-Action Today, and THEO 1010 Restless Heart: Quest) may fulfill this requirement.
- The following Theology courses taken in the Fordham College at Rose Hill or Fordham College at Lincoln Center Honors Program may fulfill this requirement: HPRH 1102 Foundational Texts: Theology/Classics, HPRH 3001 Religion in the Modern World, and HPLC 1401 Honors: Theology.

² Consult the Core Curriculum page (p. 35) for a list of courses fulfilling the Sacred Texts & Traditions requirement. Additionally, the following Theology courses from the Fordham College at Rose Hill and Fordham College at Lincoln Center Honors Programs may fulfill this requirement: HPRH 3201 Focused Study: Theology and HPLC 2811 Honors Sacred Texts.

³ See the Theology Religious Studies major page (p. 377) for the 4300-level courses that fulfill this option.

⁴ A Theology elective is any course with the THEO attribute or any THEO course 3000:4999, as well as THEO 1050 Syriac Language and Literature I, THEO 1051 Syriac Language and Literature II, or THEO 1060 Elementary Coptic I.

Availability

The minor in theology religious studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill and Lincoln Center. It is also available to undergraduate students in the Gabelli School of Business.

Urban Studies

Designed as an interdisciplinary program, the urban studies major offers a broad introduction to the city and the urban environment. Students combine coursework and research on urban issues with hands-on experience in New York City as well as other American and international cities. The curriculum prepares majors for graduate school and professional programs in teaching, social work, public policy, architecture and urban planning as well as for careers in government service and community development, the nonprofit sector, journalism and law.

Accelerated Master's Program

Undergraduate students in Fordham colleges with a GPA above 3.5 and a background in urban studies are invited to apply for early admission to the master's degree program in urban studies (p. 657) in the second semester of their junior year. Students applying for this option are not required to submit GRE scores. Students admitted to the urban studies master's program under the early admissions policy will take the three required core courses during their senior year (URST 5000 Issues in Urban Studies, URST 5020 Urban Political Processes, and URST 6200 Research Skills in Urban Studies). These courses will count toward the bachelor's degree (which is awarded at the end of the fourth year) and are accepted for the master's, which can be completed by the May of the following year under full-time study.

Program Activities

The urban studies program hosts a wide variety of events throughout the academic year, including lectures, field trips, and tours, and informational lunches. The Urban Studies Week takes place every spring, bringing urban scholars and practitioners to Fordham University for lectures and faculty-student seminars revolving around one particular issue, such as climate change and sustainability, hip-hop as a culture of (urban) resistance, or immigration. The annual Senior Thesis Dinner presents the outstanding research of graduating seniors. Urban studies students also take part in undergraduate conferences and research forums.

Urban studies majors have received numerous prestigious awards, including the New York City Teaching Fellows and the City of New York Urban Fellows Programs.

For more information

Visit the Urban Studies program web page.

Programs

- Urban Studies Major (p. 381)
- Urban Studies Minor (p. 381)

Urban Studies Major Requirements

The urban studies major consists of 10 courses, including a required internship and senior thesis. Students are also required to demonstrate multidisciplinary diversity. Urban studies courses come from a range of social sciences, such as sociology, economics, history, political science, African American studies, and Latino studies. Architecture, urban design, and environmental studies courses complete the curriculum.

All urban studies electives must be at the 2000 level or above. Only two electives from the same subject code may be counted toward the urban studies major. Students study both American cities and the urban environment worldwide. They are encouraged to study abroad during their junior year in order to complement their learning experience at Fordham.

Students may also form their own concentration and program of study in consultation with their adviser, such as architecture and urban design, urban education, community development, urban economic development, public policy, and journalism.

The following courses are required of all majors:

Course	Title	Credits
Introduction to Urban Studies		
Select one of the following:		
VART 1101	Urbanism	
POSC 2102	Introduction to Urban Politics	
SOCI 3602	Urban Sociology	
Community Internship		
SOCI 4902	Internship Seminar: Community Organizations ¹	
Quantitative Methods		
Select one of the following:		
SOCI 2606	Social Science Statistics	
SOCI 2607	Social Science Research and Statistics	
SOCI 2650	Basic Research Methods	
SOCI 2850	Methods Social Research I	
CISC 2500	Information and Data Management	
Senior Thesis Seminar		
URST 4890	Research Seminar ²	4

Electives

Select six URST electives at the 2000 level and above ³

¹ Students should select an internship based on their area of interest and their professional goals. SOCI 4999, when offered as a summer internship course, may also fulfill this requirement.

With permission from the director, the urban studies internship tutorial (URST 4800 Urban Studies Internship or URST 4999 Tutorial) or an equivalent internship course in political science, economics, sociology, or environmental studies may be used as a substitute for SOCI 4902.

² Taken in the second half of the senior year. This course allows students to complete the required senior thesis in their area of interest or concentration. The senior thesis may also be completed as a tutorial (URST 4999 Tutorial) with the permission of the Director. Any of the faculty affiliated with the urban studies program qualify as tutorial instructors. The research project is designed in conjunction with the instructor and may be an individual effort or a group endeavor. Formal presentation of the research findings is required for completion of the seminar.

³ Select six URST courses according to the student's interests and career goals. Any course with the URST subject code or the URST attribute code may fulfill this requirement. Students may also take graduate-level courses with permission.

Availability

The major in urban studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional Studies may major in urban studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

45.1201 - Urban Studies/Affairs.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Urban Studies Minor Requirements

Minors must complete the following six courses:

Course	Title	Credits
Introduction to Urban Studies		
Select one of the following:		
VART 1101	Urbanism	
POSC 2102	Introduction to Urban Politics	
SOCI 3602	Urban Sociology	
Community Internship		
SOCI 4902	Internship Seminar: Community Organizations ¹	
Quantitative Methods		
Select one of the following:		
SOCI 2606	Social Science Statistics	

SOCI 2607	Social Science Research and Statistics
SOCI 2650	Basic Research Methods
SOCI 2850	Methods Social Research I
CISC 2500	Information and Data Management

Electives

Select three URST electives at the 2000 level and above ²

¹ Students should select an internship based on their area of interest and their professional goals. SOCI 4999, when offered as a summer internship course, may also fulfill this requirement.

With permission from the director, the Urban Studies internship tutorial (URST 4800 Urban Studies Internship or URST 4999 Tutorial) or an equivalent internship course in political science, economics, sociology, or environmental studies may be used as a substitute for SOCI 4902.

² Any course with the URST subject code or the URST attribute code may fulfill this requirement.

Availability

The minor in urban studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham's School of Professional Studies may minor in urban studies only if they receive the approval of their advising dean and/or department, and their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Women, Gender, and Sexuality Studies

Women, Gender, and Sexuality Studies is a bi-campus multidisciplinary program with a profound social justice goal—to understand how gender and sexuality shape our culture, daily lives, social institutions, and interactions. We invite you to take an interdisciplinary approach to learning about these forces and their implications.

Originally founded as the Women's Studies program, the program in Women, Gender, and Sexuality Studies was renamed in Fall 2016. The program takes an expansive view of gender and sexuality studies as both a lens on and a vehicle of social change. Our dynamic interdisciplinary curriculum covers the breadth of the human experience with gender and sexuality. Our courses will challenge you to explore how gender and sexuality affect how we interact with and navigate the world around us while identifying forces that can reshape old axes of power and cultivating new ones. By looking at gender today—especially where it intersects with sexuality, class, and race—you'll become an expert in these intersectionalities that modern-day scholars have embraced. And since this is an integrative major, you'll take classes in the humanities, arts, and social and natural sciences that focus on these themes.

Program Activities

The Women, Gender, and Sexuality studies program sponsors events on both campuses that pertain to questions about gender and sexuality studies. We aim to introduce students to key local, national, and international artists, activists, scholars, and policymakers whose work focuses on gender and sexuality, and we often partner with student-led events and initiatives.

For more information

Visit the Women, Gender, and Sexuality Studies program web page.

Programs

- Women, Gender, and Sexuality Studies Major (p. 382)
- Women, Gender, and Sexuality Studies Minor (p. 383)

Women, Gender, and Sexuality Studies Major

Requirements

The requirements for the major consist of 10 courses. Students must take the following:

Course	Title	Credits
Required Courses		
WGSS 3000	Gender and Sexuality Studies	4
WGSS 3001	Queer Theories	4
WGSS 3002	Feminist and Women's Studies	4
Electives		
Select six elective courses with the WGSS attribute code ¹		
Senior Capstone		
Select one of the following:		
WGSS 4910	Internship	
WGSS 4920	Senior Project	
WGSS 4930	Senior Thesis	

¹ Any course with the WGSS subject code or the WGSS attribute code may fulfill this requirement. Concentration and distribution courses (previously part of the women's studies major) are no longer required.

The senior project or thesis may build upon work completed in an elective course, but all students who do not opt for an internship must register for WGSS 4920 Senior Project or WGSS 4930 Senior Thesis in their senior year. The internship, WGSS 4910, provides field experience and results in a paper. The internship paper, project documentation, or thesis is placed in the library collection of the WGSS program.

Availability

The major in women, gender, and sexuality studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional Studies at Lincoln Center.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 34).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum and any additional electives that may be required to earn a minimum of 124 credits.

CIP Code

05.0207 - Women's Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Women, Gender, and Sexuality Studies Minor

Requirements

The minor consists of six courses in women, gender, and sexuality studies:

Course	Title	Credits
Two of the following three classes		8
WGSS 3000	Gender and Sexuality Studies	
WGSS 3001	Queer Theories	
WGSS 3002	Feminist and Women's Studies	

Select four electives ¹

¹ Any course with the WGSS subject code or the WGSS attribute code may apply as an elective, including an internship, project, or thesis.

Availability

The minor in women, gender, and sexuality studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional Studies at Rose Hill and Lincoln Center.

GABELLI GRADUATE SCHOOL OF BUSINESS

No matter what your career goal, Fordham has a business program tailored to match it.

How do we make this possible?

Drawing on the depth of expertise of over 120 full-time business faculty members and the breadth and flexibility of myriad graduate business courses, we are able to offer three forms of the M.B.A. program—a full-time cohort M.B.A., Professional M.B.A. (including part-time), and Executive M.B.A.—along with numerous specialized Master of Science and Advanced Certificate programs developed for the business niches that seek today's student talent.

To learn more about the Gabelli Graduate School of Business, visit the Fordham website.

Academic Areas and Course Listings

- Accounting and Taxation (p. 384)
- Business Law and Ethics (p. 389)
- Communication and Media Management (p. 390)
- Finance and Business Economics (p. 394)
- Information, Technology, and Operations (p. 420)
- Leading People and Organizations (p. 420)
- Marketing (p. 424)
- Strategy (p. 432)

Accounting and Taxation

Accounting is the language of business, and Fordham professors help their students to become fluent in that language. Core-level accounting classes give students the basic skills to interpret and analyze financial statements, while upper-level and special-topics courses—such as Corporate and Partnership Taxation, International Accounting, and Ethics in Financial Reporting—let them specialize their knowledge. Fordham's accounting faculty works with highly motivated students through the university's chapter of Beta Alpha Psi and routinely coaches teams of undergraduates and graduates in prestigious accounting competitions organized by multinational accounting firms.

Programs

The accounting and taxation area provides coursework to develop sophisticated usage of accounting information and expertise in taxation. It offers courses leading to six degrees:

- M.B.A. in Public Accountancy (p. 446)
- M.B.A. Concentration in Accounting (p. 441)
- M.B.A. Concentration in Accounting Technology Analytics (p. 441)
- M.S. in Professional Accounting (p. 460)
- M.S. in Professional Taxation (p. 461)
- Advanced Certificate in Accounting Technology Analytics (p. 468)

Courses

Area courses, listed in detail in this section, span three broad categories:

- Financial accounting courses that provide an understanding of U.S. Generally Accepted Accounting Principles (GAAP) and International Accounting Standards to develop skills in financial statement preparation and analysis
- Taxation courses that focus on tax research and compliance
- Audit courses that address auditing from financial statement, information technology, ethics, and compliance perspectives

Accounting Courses

ACGB 0001. Fund Act I (Peking Univ). (4.5 Credits)

ACGB 6111. Financial Accounting & Reporting Data Analysis. (3 Credits)

MBA CORE COURSE This core course in accounting is required of all Gabelli graduate students in every concentration. Provides insights into how accounting information can be used by investors and creditors to measure the results of business operations. Students requiring more in-depth accounting knowledge can select electives in financial and/or managerial accounting as their advisers suggest.

Attribute: ASDM.

Mutually Exclusive: MMGB 6111.

ACGB 7045. International Tax and Accounting. (3 Credits)

Introduces the complexities of international taxation by focusing on the U.S. tax system's impact on U.S. companies investing or operating abroad and on foreign companies investing or operating in the U.S. Topics include tax treaties, foreign tax credits, and controlled foreign operations. It also addresses global initiatives with respect to taxation and accounting. TXGB 7010 is recommended as a prior course.

Prerequisite: TXGB 7001.

ACGB 7076. Tax Accounting. (3 Credits)

This course provides an understanding of the application of accounting standard codification (ASC) topic 740: income taxes—focusing on the financial reporting of income tax amounts on the Statement of Operations, Statement of Financial Position, Statement of Stockholders' Equity, and the Statement of Cash Flows; tax footnote; and related disclosures. It also covers audit issues related to income tax balances, disclosures, identifying tax risks, and internal controls to mitigate such risks.

Prerequisites: TXGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

ACGB 7105. Intermediate Financial Accounting I. (3 Credits)

The course is the first of two which focuses on the theory and techniques utilized in corporate financial reporting. It provides an in-depth understanding of current and non-current assets and how they are accounted for in accordance with financial accounting standards. It emphasizes the analysis and understanding of balance sheets, income statements, and statements of cash flow rather than the mechanics of their construction.

Attribute: ABEP.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 7120. Intermediate Financial Accounting II. (3 Credits)

The course is the continuation of ACGB 7105. It examines the standards and pronouncements of the Financial Accounting Standards Board (FASB) and the Securities and Exchange Commission (SEC) with regard to their impact on financial statements. It provides an in-depth understanding of current and noncurrent liabilities and stockholders' equity and their accounting in accordance with the accounting standards. It also covers the intricacies of the cash flow statement and its interaction with the other financial statements. The course emphasizes the analysis and understanding of financial reports rather than the mechanics of their construction, and it is designed primarily, but not exclusively, for the students in the public accounting programs.

Prerequisites: (ACGB 7105 or GBA Waiver Financial Acct with a score of 070) and (FNGB 6411 or GBA Waiver Fin Environment with a score of 070).

ACGB 7125. Financial Statement Analysis. (3 Credits)

Gives students in the general MBA program a better understanding of financial statements and the information they communicate on the operating, investing and financing activities of corporations. Focuses on the impact of financial accounting principles, disclosure standards and alternative accounting practices on financial reports. Examines and evaluates traditional and non-traditional methods of financial statement analysis.

Attribute: ASDM.

Prerequisites: (ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070) and (FNGB 6411 or GBA Waiver Fin Environment with a score of 070).

ACGB 7128. Advanced Financial Statement Analysis. (3 Credits)

Augments the concepts taught in ACGB 7125. Also introduces state-of-the-art tools based on modern financial theory for analyzing financial reports. Topics may include: off-balance-sheet financing; damage assessment and litigation regarding misrepresentation; new reporting standards; and international accounting standards and consolidation issues.

Attribute: ASDM.

Prerequisite: ACGB 7125.

ACGB 7130. Advanced Concepts in Financial Accounting. (3 Credits)

This course critically examines accounting principles and standards for corporate financial reporting with particular emphasis on mergers and other consolidations, asset sales, and divestitures. Additional topics include fund accounting, foreign currency, partnerships, and segment and interim reporting.

Prerequisites: (ACGB 7120 or GBA Waiver Ext FinInfoReprt with a score of 070).

ACGB 7136. International Accounting. (3 Credits)

Provides students with an understanding of accounting problems and issues encountered by multinational corporations (MNCs) operating in an international environment. Most businesses today, large and small, have customers or clients throughout the world. The course covers the general problems facing MNCs, which will prepare students to interpret financial statements of MNCs.

Attribute: ABIB.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 7140. Valuation of Intangibles. (3 Credits)

This class focuses on the identification, economic characteristics, valuation, and accounting of intangible assets and intellectual property (IP). Valuation techniques include the analysis of transactions for comparable assets, discounted projected cash flows from use in operations or from royalty streams, and replication cost. Case studies are used to illustrate how intangible assets and IP are valued in practice and how merger and acquisition transactions can succeed or fail depending on whether intangible assets and IP are properly valued. The accounting analysis focuses on both the determination of cost and the periodic assessment for impairment.

Prerequisites: ACGB 7120 or ACGB 7125 or GBA Waiver Ext FinInfoReprt with a score of 070.

ACGB 7155. Managerial Accounting Analysis. (3 Credits)

MBA FLEX CORE COURSE For students in the general MBA program, focuses on product and service cost determination and using cost analysis in management decision making, control and performance evaluation. Oriented toward the manager as a user and interpreter of accounting information. Teaching includes case analysis and problem-solving.

Attribute: ABEP.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 7160. Internal Reporting & Control. (3 Credits)

The objective of this course is to provide students with an understanding of IT internal controls, including the IT audit function as it relates to Sarbanes Oxley. Emphasizes the identification of information technology control weaknesses as well as their impact on risk management.

Prerequisites: ACGB 7171 or GBA Waiver Audit Acct Sys1 with a score of 070.

ACGB 7171. Assurance and Audit. (3 Credits)

This course familiarizes students with the audit procedures required under Generally Accepted Auditing Standards (GAAS). Among the topics covered are audit planning, evaluating internal control, auditing transaction cycles, and audit reports. It is directed toward students in the public accounting programs who plan to take the Uniform Certified Public Accountant examination.

Prerequisites: ACGB 7105 (may be taken concurrently) or GBA Waiver Financial Acct with a score of 070.

ACGB 7176. Advanced Audit Concepts and Practices. (3 Credits)

This class focuses on audit-testing techniques and the current auditing environment. Audit-testing techniques include statistical sampling and analytical procedures. The class will also cover recent trends in audit litigation, IRS uses of statistical methods, and forensic techniques. Conducted as a seminar, students will work individually and in groups on case studies and a term paper. Oral and written presentations are required.

Prerequisites: GBA Waiver Audit Acct Sys1 with a score of 070 or ACGB 7171.

ACGB 7184. Individual and Business Entity Taxation. (3 Credits)

Explores the sources and ideas underlying tax laws and their development in relation to fiscal and social policy. Emphasizes the application of basic concepts in tax planning for individuals and businesses. Topics include gross income, exclusions, deductions, credits, property transactions, basis and the alternative minimum tax.

Attribute: ABEP.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 7185. Derivatives and Analytics for Accounting. (3 Credits)

This course is designed to provide a broad introduction to both the valuation of derivative securities and the accounting for derivative securities used for both speculative and hedging purposes. Specific accounting standards related to derivatives will be used to provide guidance on the accounting for these securities. Microsoft Excel is used extensively to both value and account for the derivative securities.

Attribute: ISEL.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 719B. Forensic Accounting. (3 Credits)

In this course, we will emphasize financial crimes components of forensic accounting and, as such, address financial statements fraud. We will also examine other financial crimes, such as embezzlement.

Prerequisites: ACGB 7105 or GBA Waiver Financial Acct with a score of 070.

ACGB 719C. Financial Accounting/Financial Statement Analysis. (3 Credits)

This course will provide students with an introduction to concepts, vocabulary, procedures, and uses of financial accounting. We will adopt several different points of view, including that of users, preparers, auditors, regulators, and standard setters.

ACGB 719D. Accounting Information Systems. (3 Credits)

The purpose of this course is to introduce students to the subject of computer-based accounting information systems. The four critical objectives are a sound understanding in business processes, transaction cycles, internal controls and the systems components of each.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 719E. Data-Based Operation Controls. (3 Credits)

The primary focus of the class will be on the use of data-driven analytics to help managers make key operating and strategic decisions. A secondary focus will be on the use of data-driven analytics for the purpose of internal control.

Prerequisite: ACGB 7155.

ACGB 719F. Data Analytics for Managerial Accounting and Controls. (3 Credits)

The primary focus of the class will be on the use of data-driven analytics to help managers make key operating and strategic decisions. A secondary focus will be on the use of data-driven analytics for the purpose of internal control.

Attribute: ASDM.

Prerequisite: ACGB 7155.

ACGB 719G. Audit Data Analytics. (3 Credits)

Introduces audit and accounting students to data analytics foundations, methods and tools. It reviews industry applications and trends. Students will do hands-on projects analyzing audit and other accounting data.

Attributes: ASDM, BUAN, ISEL.

Prerequisite: ACGB 7171.

ACGB 719H. IT Audit and Information Assurance. (3 Credits)

This course will present an overview of the various elements of IT Audit and Information Assurance. Basic IT audit and information assurance concepts will be discussed and analyzed. General IT and application controls will be covered along with how the controls underlie SOX Section 404 Legislation. The course will also examine business processes, technologies and controls relating to financial reporting. Key components of information systems, including operating system security, database controls, network safeguards, systems development and application maintenance will also be covered. Technology processes supported under COBIT 5 will be discussed along with risk assessment techniques. The challenges around information assurance, data governance and privacy will be explored in detail.

Attributes: ASDM, BUAN, ISEL.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 719J. Industry Analysis and Strategic Planning. (3 Credits)

Discusses techniques for analyzing the long-term attractiveness of different industries and develops a framework to understand the nature of competition and the relative competitive position of firms within industries. Emphasizes global factors that affect industry attractiveness and competitive positioning. In particular, highlights the impact of differences in and the competitive advantages of nations and trade, as well as the development of global standards for the long-term profit potential of industries. While this course emphasizes the industry level, it also includes competitive factors of firms within industries to introduce a framework for strategic planning at the firm level.

Attribute: ASDM.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 719L. Sustainability and Environmental Reporting and Disclosure. (3 Credits)

Students will explore the changing landscape of corporate reporting. In particular, they will learn how organizations articulate the material, non-financial and environmental risks, and opportunities facing companies.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 719M. Financial Modeling for Accounting. (3 Credits)

Develops (using Excel) the type of financial models that businesses use every day to analyze a wide range of financial problems and make decisions. Covers modeling of financial statements and models in many other important practical areas, such as time value of money, project evaluation, bonds, investment management and derivatives. Emphasizes using most powerful and useful tools in Excel, such as logical functions, PivotTables, Data Table, Scenario Manager, and Goal Seek to solve problems that closely resemble real-life situations.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 719N. Business Risks In A Global Digital Economy. (3 Credits)

Our global, digital world has created a complex landscape with unprecedented challenges and risks for business. This course analyzes the ever-changing challenges companies face in this new environment. Lectures will discuss government policies, strategies, and tactics driving enforcement activity and outline the most effective approaches for preventing, detecting, and responding to these risks. Students will gain an understanding of these challenges in both the private and public sectors in varying industries.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 719P. Professional Practice Research Seminar. (3 Credits)

The course will seek to expose students to issues and challenges faced by practitioners and regulators involved in financial reporting and capital markets. It intends to develop the ability to identify fundamental problems and frictions and think about approaches to address them. The course will foster critical thinking, identification and problem-solving skills, and ability to locate and analyze academic, professional, and regulatory information, as well as the ability to express oneself clearly and effectively. We will rely on and harness knowledge that participants have acquired in other courses. Some issues and problems of interest may require some form of data analysis. This may include the need to quantify and assess the scope of the issue, its economic magnitude, and its evolution over time. In some cases, the actual question or solution entirely depends on identifying and assessing the cost and benefit of the policy, phenomena, or behavior. Data-driven decision making will be a component of this course.

Prerequisite: ACGB 7105.

ACGB 719R. Programming with Python. (3 Credits)

Do you want to be able to solve business problems through programming/coding? This course introduces key programming concepts, techniques, and tools. Students will learn programming/coding using the widely used Python programming language.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 719S. US/UK Sustainability Communication and Reporting. (3 Credits)

This course will enable students to develop a deeper understanding of the risks and opportunities of being a sustainable business and the similarities and differences of sustainable communications between companies in the U.S. and in the U.K. Students will have the opportunity to travel to the U.K. and hear directly from leaders of industry about the challenges they face when trying to identify, evaluate, and report the issues that will allow them to operate as a sustainable business. Students will research companies in the U.K. and the U.S. to compare and contrast how different companies are handling similar situations with a focus on how they are using the U.N. Sustainable Development Goals to evaluate risk exposure and to communicate to their stakeholders.

Prerequisite: ACGB 6111.

ACGB 719T. Accounting Internship Seminar. (3 Credits)

Internships are experiential learning activities designed to provide students with opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional work environment. This course provides students with the unique opportunity to engage with multi-national service corporations and through the completion of weekly exercises and a final reflection paper, earn academic credit. Students will gain relevant experience and professional connections and ultimately accelerate their career.

ACGB 719U. Sustainability Reporting and Finance. (3 Credits)

Financial decisions worldwide are increasingly influenced by the unique risks of the 21st century. All activities demand focus on sustainability issues—from the looming impacts of climate change and risks associated with health and safety to credit and investment gaps that limit business opportunities and hamper economic progress in many parts of the world. As the challenges of scarcity of resources, the search for profits through efficiency, and impact of climate change continue to mount, environmental, social, and governance (ESG) data become essential for prudent decision-making. Along with several multinational investment banks, Dow Jones has a sustainability index indicating that the search for profitability through efficiency has transcended trends and become the new corporate norm. Students in this course study finance, corporate disclosures, and sustainability reporting practices as integrated subjects, beginning with an introduction to financial and reporting principles and moving through financial analysis and industry-focused disclosures. Additionally, the course covers diverse aspects of sustainable reporting and offers tools for effective risk assessment.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of .

ACGB 7811. Accounting -Internship. (1 to 3 Credits)

This course is intended for students with an Accounting internship for this trimester that wish to receive academic credit for it. The course will begin with an orientation session and will be followed by additional meetings with students. The course instructor will provide additional details to enrolled students.

ACGB 819A. Valuation and Modeling for Accounting. (1.5 Credits)

This course expands on valuation techniques discussed in Modern Financial Analysis and Valuation Techniques. Students will have the opportunity to learn the modeling techniques used by today's Wall Street practitioners associated with Discounted Cash Flow Analysis, Merger Analysis, Purchase Price Allocations and Synergy DCFs.

Attribute: ASDM.

Prerequisite: ACGB 819B (may be taken concurrently).

ACGB 819B. Modern Financial Analysis. (1.5 Credits)

Learn how the financial services industry applies valuation techniques in a deal context! In this mini-course, you will demystify the theory behind the analytics and ultimately appreciate the "art" and "science" of valuation analytics. What is a company worth? What is someone willing to pay? The answers depend on: who the seller is; who the potential buyer(s) is; the context of the transaction and the current market conditions.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 819C. ESG and Purpose Driven Business. (1.5 Credits)

Environmental, social, and governance (ESG) covers a broad range of ever-increasingly essential business issues. ESG concerns are becoming part of mainstream business discussions, and they require that companies consider more than just profit but create value for all stakeholders. Through interactive lectures, games, in-class exercises and reflection, you will finish with a well-grounded approach to making the purpose-driven business a reality.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 8999. Independent Study. (2 to 3 Credits)

Accounting Tutorials.

Taxation Courses

TXGB 7001. Corporate Taxation. (3 Credits)

Studies federal income tax laws that apply to the formation, operation, dissolution, and liquidation of corporations. Focuses on the tax impact of various financial transactions upon the corporation, as well as on the shareholders. Issues of distributions and redemptions, accumulated earnings tax, and personal holding companies are covered. Discusses related multiple corporations, earnings and profits, and book-to-tax adjustments. Also studies S corporations and other ways of mitigating double taxation. Includes a brief review of corporate acquisitions and reorganizations.

Prerequisites: ACGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7010. Federal Research and Procedures. (3 Credits)

Concentrates, during the first part of the course, on the skills needed to research and answer tax questions. Then focuses on the procedures to resolve disagreements – both pre-and post-audit – with the Internal Revenue Service.

Prerequisites: ACGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7015. Partnerships. (3 Credits)

Analyzes the uses, formation, operation and termination of partnerships. Topics include the “substantial-economic-effect doctrine,” distributions, sale and exchange of interest, partnership termination, liquidation and disproportionate distributions and limited partnerships and their use as tax shelters.

Prerequisite: TXGB 7001 (may be taken concurrently).

TXGB 7020. Tax Planning for Individuals. (3 Credits)

This course emphasizes the relationship of estate and gift taxes to the income tax. It explores the philosophy underlying federal policy toward the three taxes and the issue of transferring assets. It also introduces basic elements of estate planning, such as trusts, annuities, joint interests, and life insurance.

Prerequisites: ACGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7025. Tax Planning for High Net Worth Individuals. (3 Credits)

Focuses on the practical aspects of taxing wealthy individuals. Reviews general income-tax planning for wealthy individuals; dealing with passive activities (tax shelters); the use and limitations of qualified plans; investment planning (debt versus equity, timeframe, asset allocation); life, disability and liability insurance exposures; retirement planning; and estate planning.

Prerequisites: ACGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7030. Corporate Tax Planning Strategies. (3 Credits)

Offers an in-depth study of Subchapter C of the Internal Revenue Code: the complicated rules governing organization, reorganization and liquidation of corporations. Explores such topics as leveraged buyouts, corporate takeovers and personal holding companies. Provides the groundwork essential for corporate tax planning and the analysis of mergers and acquisitions.

Prerequisite: TXGB 7001.

TXGB 7035. Federal Taxation of Financial Instruments and Transactions. (3 Credits)

This course will provide students with a basic understanding of federal tax consequences of investing and trading in various financial instruments (equity, debt, derivatives). It also will provide an overview of alternative investment funds and common tax issues encountered by such funds and common structuring techniques employed.

Prerequisite: TXGB 7001 (may be taken concurrently).

TXGB 7041. Research Project. (3 Credits)

Offers an opportunity to research a topic in taxation agreed to by the professor and the student. The research is focused on both academic and legal references and may be integrated with current or anticipated tax practice. A written research paper and an oral presentation are required.

Prerequisites: TXGB 7001 and TXGB 7010.

TXGB 7045. International Tax and Accounting. (3 Credits)

This course introduces the complexities of international taxation by focusing on the U.S. tax system’s impact on U.S. companies investing or operating abroad, and on foreign companies investing or operating in the U.S. Topics include tax treaties, foreign tax credits, and controlled foreign operations. The course also addresses global initiatives with respect to taxation and accounting. TXGB 7010 is recommended as a prior course.

Prerequisite: TXGB 7001.

TXGB 7048. Taxation Planning with Trusts. (3 Credits)

Trusts are used in all facets of income tax, gift tax, estate tax and financial planning. Some trusts are created primarily for tax-planning purposes, but others are more general. This course analyzes and evaluates many creative and current planning uses of the following trusts: irrevocable and revocable trusts, grantor trusts, testamentary trusts, trusts for minors, dynasty trusts, life insurance trusts and corporate trusts.

Prerequisite: TXGB 7020.

TXGB 7050. State and Local Taxes. (3 Credits)

Discusses the basic elements of state and local taxes, and surveys the distinctive tax characteristics of major business states, such as New York, New Jersey, Illinois and California.

Prerequisite: TXGB 7001.

TXGB 7056. Taxation of Executive Compensation. (3 Credits)

Covers the tax consequences as well as various strategies relating to the design and implementation of executive compensation programs including stock options, restricted stock, stock appreciation rights, phantom stock and golden parachutes; employee benefit plans, including health care, disability, life insurance, educational assistance, dependent care and cafeteria and flexible spending plans; and retirement plans, including qualified pension, profit-sharing and stock bonus plans, as well as non-qualified supplemental executive retirement plans (SERPS), top hat plans and excess benefit plans.

Prerequisites: ACGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7065. Current Problems in Tax. (3 Credits)

This course analyzes the major provisions of new and proposed federal tax laws and compliance procedures, examining their impact on individual taxpayers, businesses, investments, retirement plans, practices, and procedures. The course uses the current changes and proposals to keep up with the constantly changing tax environment.

Prerequisite: TXGB 7001.

TXGB 7076. Tax Accounting. (3 Credits)

Provides an understanding of the application of Accounting Standard Codification (ASC) Topic 740, Income Taxes. Focuses on the financial reporting of income tax amounts on the Statement of Operations, Statement of Financial Position, Statement of Stockholders' Equity, and the Statement of Cash Flows, tax footnote, and related disclosures.

Also covers audit issues related to income tax balances, disclosures, identifying tax risks, and internal controls to mitigate such risks.

Prerequisites: TXGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7080. Taxation of U.S. and Foreign Expatriates. (3 Credits)

Analyzes how salaries, benefits and special allowances can be structured to minimize individual tax liability under U.S. tax law for citizens working abroad and foreigners working in the United States. Encompasses filing requirements, cost-of-living differentials, foreign business expenses, foreign tax-credit limitations and avoidance of double taxation.

Prerequisite: TXGB 7025.

TXGB 7081. IT and Data Analytics for Taxation. (3 Credits)

This course presents an introduction to the landscape and usage of technology in the area of tax operations. Topics include a deep dive into Microsoft Excel functionality and an introduction to the latest software such as Power Query, Alteryx, and Power BI visualization. The course includes overviews of topics but will also allow for some hands-on application work within the technologies discussed.

Prerequisites: TXGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7085. Foreign Taxation. (3 Credits)

Introduces the tax systems of major foreign countries from two standpoints taxation of U.S. companies investing or operating in foreign countries and taxation of foreign enterprises investing or operating in the U.S.. Extends concepts discussed in TXGB 7045.

Prerequisite: TXGB 7045.

TXGB 709C. Civil and Criminal Tax Enforcement. (3 Credits)

This course focuses on the federal tax crime statutes enumerated in the Internal Revenue Code and the impact on tax practitioners in their capacity as expert witnesses for the defense, as government witnesses against the client, and as the targets of a criminal investigation. The student will be introduced to the function of the Criminal Investigation Division of the Internal Revenue Service and its investigative techniques, as well as to the legal process via the role of the Justice Department. This course may be taken as an elective for students in the MS in Taxation, MTA, MS in Accounting as well an elective in the MBA Program.

Prerequisite: TXGB 7001 (may be taken concurrently).

TXGB 7184. Individual and Business Entity Taxation. (3 Credits)

Explores the sources and ideas underlying tax laws and their development in relation to fiscal and social policy. Emphasizes the application of basic concepts in tax planning for individuals and businesses. Topics include gross income, exclusions, deductions, credits, property transactions, basis, and the alternative minimum tax.

Attribute: ABEP.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

TXGB 719L. Sustainability Research and Reporting. (3 Credits)

This course enables students to develop a deep understanding of industry standards and expanding regulations and guidance by examining current company disclosures and evaluating to what level such disclosures reflect the company's associated industry standard. Students will form their own views on how companies' disclosures compare to the standards with respect to their relevance, fair representation, and usefulness in helping investors assess performance on material sustainability topics.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

TXGB 7811. Taxation - Internship. (1 to 3 Credits)

This course is intended for students with a Taxation internship for this trimester that wish to receive academic credit for it. The course will begin with an orientation session and will be followed by additional meetings with students. The course instructor will provide additional details to enrolled students.

TXGB 8999. Independent Study. (3 Credits)

Business Law and Ethics

The law and ethics area provides students with valuable courses that examine and analyze legal and ethical concepts that are critical to the business environment.

All students in the primary-model M.B.A. program are required to take BLGB 6310 Business Law I, which explores the requirements of a business contract and the rights and obligations of the parties to a contract. It also examines the functions of business organizations, such as partnerships, limited liability companies, and corporations. They are also required to take the one-year course BLGB 6321 Markets, Business, and Society that examines ethical issues in business.

Accounting students are encouraged to take BLGB 7320 Business Law II, which covers commercial law issues relevant to the CPA examination. Because the topics in the class center on sales contracts and negotiable instruments, this course may also be useful to students in other programs as an elective.

Courses

The law and ethics area offers elective and special topics courses that may be of interest to students across the range of Fordham's business programs. They cover topics such as securities law, international business law, business ethics, international business ethics, employment law, sports law, white-collar crime, and business organizations.

BLGB 6310. Business Law I. (3 Credits)

MBA FLEX CORE COURSE Introduces the fundamental concepts and legal principles that are applicable to the American legal system, its development and inherent ethical considerations. Discusses the basis and structure of business contracts; the creation and characteristics of agencies, partnerships, limited liability companies and corporations; and the rights and liabilities of agents, partners, directors and shareholders. Students analyze cases and discuss and solve problems.

BLGB 6321. Markets, Business, and Society. (3 Credits)

MBA CORE COURSE Markets, Business, and Society is about the responsibilities of businesspeople. It is based on the assumption that business, like law and medicine, is a profession whose practitioners carry out an important role in society. When individuals enter the profession, they take on a distinctive set of responsibilities that go with the role. The purpose of the course is to provide a realistic understanding of these responsibilities and a set of practical tools to help students carry them out. This is the only course at the MBA program focusing on the question: what is the right thing to do in business? Other courses explore the causes and consequences of wrongdoing and the institutions that regulate conduct in business. This course will also consider these empirical topics but only as background. Instead, the focus of Markets, Business, and Society is normative reasoning about gray area problems in business, which involve conflicts of values, clashing responsibilities, ambiguous standards, factual uncertainties, aggressive stakeholders, and intense time pressures, among others. The course will help students develop their decision-making principles and devise implementation plans that meet relevant economic, legal, and ethical responsibilities and fulfill the organization's values and commitments. Deciding on a course of action will require careful analysis, thoughtful deliberation, and, in some instances, difficult trade-offs. By working through the choices and dilemmas presented in the course, students will hone their skills in decision making and action planning while also building their own decision-making frameworks.

BLGB 7320. Business Law II. (3 Credits)

Examines the legal aspects of business and focuses on personal property, sales, product liability, secured transactions, insurance, negotiable instruments, banking and bankruptcy. Students analyze applicable provisions of the Uniform Commercial Code and cases and problems on the above topics.

Attribute: ABEP.

Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 7325. Law of Trad & New Media. (3 Credits)

Analyzes the legal parameters and constraints on freedom of expression that govern traditional and new communications technologies. Probes the various constitutional, statutory and regulatory protections accorded the Internet and more traditional media, such as print, broadcast and cable, as well as governmental attempts to regulate certain aspects of these technologies. Topics include modern First Amendment interpretation, defamation, privacy, commercial speech, indecency/obscenity, contracts, intellectual property and e-commerce. Also offered as CMGB 7556.

Attribute: ABEB.

BLGB 739C. International Business Ethics. (3 Credits)

In this course we analyze global business activities from a moral perspective. Also, we will examine debates about what it means for a multinational firm to compete successfully in the world marketplace with moral integrity, and what obligations it has to respect transnational laws, codes of conduct and ethical guidelines.

Attributes: ABGS, ABIB.

Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 739F. Contemporary Iss Int'l Bus Law. (3 Credits)

A study of the contemporary issues of international business law.

Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 7400. TMBA: International Business Law and Ethics. (3 Credits)

TMBA:Intrnt'l Bus Law & Ethics.

BLGB 839A. Contemporary Ethical Issues in Business. (1.5 Credits)

This course explains various ethical schools of thought and their application to business.

Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 8999. Independent Study. (3 Credits)

Communication and Media Management

The communication and media management faculty includes leading scholars and industry professionals who bring cutting-edge research and experiences to the classroom. Their courses are useful to students pursuing degrees outside this area as well, providing a thorough grounding in all facets of organizational communication that can benefit professionals in all business fields.

Area faculty also run Fordham's Center for Communications, which brings prominent communications and media figures to campus for special lectures and symposia.

Programs

The communications and media management area oversees programs designed for students pursuing careers in the communication, media, information, and entertainment industries:

- M.B.A. Concentration in Communications and Media Management (p. 441)
- M.S. in Media Management (p. 459)
- Online M.S. in Strategic Marketing Communications (p. 463) (Interdisciplinary)

Courses

CMGB 6550. Advanced Business Communication. (3 Credits)

Communicating effectively is essential to successful management, yet many managers lack an understanding of their own communication skills. This course instructs students on what effective management communication means for teams and leadership styles, including communicating change, managing stakeholders, empowering others, and presenting compelling ideas. Students learn how to provide constructive feedback and how to examine their own communication style, applying theories and concepts via practical means in course activities and assignments.

Attribute: MOE.

Mutually Exclusive: CMGB 7550.

CMGB 7500. Media Systems and Markets. (3 Credits)

Introduces students to all of the key elements that constitute contemporary media systems and to the key stakeholders in—and evolving dynamics of—contemporary media markets. Includes comparative analyses of international media systems and the economic, technological and regulatory parameters under which they operate. Also provides historical, economic and technological perspectives on the evolution of media systems and markets. PREVIOUSLY TITLED: MEDIA & COMMUNICATION INDUSTRIES.

Attributes: ABEB, PMMA.

CMGB 7525. Cross Cultural Negotiation and Communication. (3 Credits)

Explores how cultural differences and international settings affect business communication and negotiation—key skills for managers who seek to get solutions accepted and implemented. The dimension of culture is used to increase the student-managers' self-awareness and reflection and to build flexibility in their conceptual understandings and skills. Emphasizes specific strategies, styles, and techniques that help the negotiator/communicator.

Attributes: ABGS, ABIB, BLEB, GSSE, PMMA.

CMGB 7530. Innovation in Media Business Models. (3 Credits)

This course examines the factors that have contributed to the emergence, institutionalization, and decline of traditional media business models, as well as to exploring, assessing, and critiquing the wide range of new and innovative business models that are emerging in the contemporary media environment. Students will draw upon these analyses to develop new business models or innovative variants of existing business models for discussion and critique.

Attribute: ABEP.

CMGB 7531. Comm Corp Image Responsibility. (3 Credits)

Demonstrates the value of pragmatic public relations activities through basic principles, case studies and guest speakers. Examines how inept communications and resulting public perceptions can create or deepen corporate crises. Stresses criteria for selecting outside counsel, establishing relationships with the media and communicating with employees and stockholders. Also offered as MKGB 7782.

Attributes: ABGS, MEMG.

CMGB 7534. Public Relations. (3 Credits)

This course examines the use of public relations strategies to replace or augment more traditional communications efforts. It will feature agency publicists and company representatives who will discuss this trend. This course will also include case studies that illustrate how techniques such as video press releases, expert spokespeople, and inventive news pegs are used as part of an overall communications plan.

Attributes: MEMG, PMMA.

CMGB 7537. Crisis Communication and Leadership Strategies. (1.5 to 3 Credits)

Every organization faces crises. Yet, how crisis is handled is critical to helping its brand move forward. Students learn theoretical conceptualizations, public relations and crisis management skills to handle real world crises. Students assess how public-relations fits into the strategic management and decision-making of an organization during a crisis situation. Possible remedies for crisis are examined by applying best strategies for specific situations, using both traditional and new media, while also focusing on strategies and approaches for crisis prevention.

Attributes: ABIB, MEMG, MOE, PMMA.

CMGB 7540. The Business of Music. (3 Credits)

This course has a rotating focus each semester that it is offered, but each instance will involve an intensive focus on a single industry sector. Specific sectors that will be the subject of semester-long intensive analysis include the television industry, the music industry, and the motion picture industry. Students will apply the analytical skills and conceptual understandings developed in other courses in the curriculum as part of an effort to achieve a detailed understanding of the challenges and opportunities facing an individual media sector. Students will also gain a detailed understanding of the history, evolution, economics, and key stakeholder dynamics of these individual industry sectors.

Attributes: MEMG, PMMA.

CMGB 7541. Applied Project. (3 Credits)

This course provides students the opportunity to apply their skills to a project with a real client. Students will gain real-world experience as they learn how to manage a project and client relationship virtually as they maintain effective client engagement. Students will be responsible for managing their project and the client relationship, as well as submitting deliverables on time. During this course, we will discuss effective project management and the importance of stakeholders. We will review the various deliverables for this project, including the project management deliverables and final presentation deliverable.

CMGB 7550. Leadership Communication. (3 Credits)

MBA FLEX CORE COURSE A leader's success hinges on the ability to communicate effectively with diverse stakeholders in divergent settings. This applied course introduces students to academic theories that describe, explain, and predict effective and ineffective leadership communication behaviors. Throughout the semester students solicit candid and constructive feedback about their leadership communication strengths and improvement opportunities. Then, they apply practical strategies, validated by academic research, to improve their communication effectiveness as leaders. Previously titled Management Communication.

Mutually Exclusive: CMGB 6550, MMGB 6650.

CMGB 7554. Consumer Adopt of New Med. (3 Credits)

Examines new communications technologies using guest speakers, videotapes and case studies. Surveys cable, video, satellite transmission, digital television, Internet media and other new and emerging forms of information transmission, with particular emphasis on their interaction and impact on society and business. PREVIOUSLY TITLED: NEW MEDIA AND MASS COMMUNICATIONS.

Attributes: ABEB, PMMA.

CMGB 7556. Law of Trad & New Media. (3 Credits)

Analyzes the legal parameters and constraints on freedom of expression that govern traditional and new communications technologies, focusing on the Internet. Probes the various constitutional, statutory and regulatory protections accorded the Internet and more traditional media, such as print, broadcast and cable, as well as governmental attempts to regulate certain aspects of them. Topics include modern First Amendment interpretation, defamation, privacy, commercial speech, indecency/obscenity, contracts, intellectual property and e-commerce.

Also offered as BLGB 7325.

Attributes: ABEB, MEMG.

CMGB 7561. New Media Product Dev Prac I. (3 Credits)

Intended to help students understand the practical application and integration of compelling content and the various formats of modern media in business application. The course includes most forms of video, audio, and social media. Students will develop a media strategy, delivery plan, and create actual media to solve communications challenges for real companies.

Attribute: MEMG.

CMGB 7563. Ethics & Soc Resp in Media Ent. (3 Credits)

This course explores the wide range of ethical issues affecting contemporary media enterprises and the role that social responsibility should play in the operation of these unique and influential enterprises. Specific issues addressed in this course include consumer privacy, codes of conduct and self-regulatory principles, the concepts of the 4th and 5th estates and their evolving role in the operation of media enterprises, and issues of media effects and how such potential effects should factor into decision-making.

Attribute: ABGS.

CMGB 759B. Sports Media & Promotional Comm. (3 Credits)

Sports Media and Promotional Communication examines the mass media industry in relation to the sports field. The sports industry is unique in its economic structure and its consumers – the sports fans. The course focuses on the "off-the-field" industries of television, digital communication, advertising, sponsorship, marketing, and public relations that greatly impact all sports. The course looks at various sports as well as various forms of media and various promotional communication strategies. Students will get an understanding of the industry today, as well as learn about the history of the sports media and the pivotal people who helped shape the field.

Attribute: PMMA.

CMGB 759L. Comm for Entrepreneurs. (3 Credits)

This advanced course, granted an "Entrepreneurship and Venture Initiation" (ENT) designation, will help you launch your venture. Specifically, this class will help you: (1) Pitch your ideas with clarity and confidence. (2) Sell your ideas to critical stakeholders. (3) Brand yourself and establish your credibility in less than 60 seconds. (4) Spin your ideas so they "stick" in a crowded marketplace. (5) Gain valuable feedback about your ideas, brand, and expertise.

Attribute: ABEP.

CMGB 7590. International Comm & Neg. (3 Credits)

Addresses three broad topics: 1. Culture and Behavior: How culture, and cultural differences, affect human behavior in general and communication in particular. 2. Culture and business communication needed adaptations in correspondence, presentations, and meeting behavior to accommodate cultural differences. 3. Culture and Negotiation. How culture becomes a factor in business negotiations, how it changes "the game".

CMGB 759R. Social Media. (3 Credits)

Study and application of social media communication and strategy, including social media platforms and user devices, message distribution, and personal and professional online, social environments. The course examines relationships between the technical affordances of technology and the social norms, and how to understand emerging technologies (and social media that doesn't exist yet!). Students will also gain practical social media skills: understanding the landscape, learning "best practices," and using different social media technologies throughout the class to create and propagate content.

Attributes: ABEP, MEMG, PMMA.

CMGB 759Z. Gaining Global Bus Pers:Galway. (3 Credits)

This course provides students the opportunity to travel to Galway, Ireland and participate in a week-long study program that will focus on global business from an Irish perspective. The objectives of the course include: Understand the business environment in Ireland; Understand the role of multinational versus start-up organizations within Ireland; Identify benefits to investing in Ireland; Practice key communication skills for global business. The course will include academic sessions and industry site visits. Participants of the course will include Executive MBA students, MBA students, eligible MS students, and executive education participants. Please click here for more information. Please contact Francis Petit, Associate Dean at petit@fordham.edu for additional information on registration, logistics and cost. Professor Dr. Meghann L. Drury, Ph.D., M.A., H.Dip.B.S. Assistant Professor, Communication and Media Management.

Attribute: ABIB.

CMGB 75AA. Media Executive Playbook. (3 Credits)

This course will take an in-depth look at the strategies, plans, and programs developed and implemented by media industry executives to help their businesses survive and thrive in an increasingly changing and competitive media industry environment. The course will include case studies, topic-specific projects, and reviews of current industry trends, issues, and opportunities. Media industry executives and subject matter experts will be asked to guest lecture certain classes to provide a practical perspective about how to address and solve industry challenges. The class will look at the business' audience and marketplace dynamics, content offerings, media distribution and delivery platforms, branding, marketing, business models, and operations. We will also review how a business' mission, vision, strategic plan, goals, strategies, priority initiatives, operating plans, financials, etc., create a successful business. The course includes lectures, discussion and guest speakers along with current articles and other readings, video materials, and digital sources. Whenever possible, the course draws on Fordham's unique setting in New York City, the media capital of the world.

Attribute: PMMA.

CMGB 75AB. The Power of Open Knowledge. (3 Credits)

This is a hybrid course and include active participation in MOOC (Massive Open Online Learning Course). The goal of this course is to prepare business students to the foundations of open knowledge creation, use, dissemination, and evaluation, to collaborate with professionals from other cultures and disciplines, and to work effectively in rapidly changing knowledge environments. It has been designed to help students develop a high level of self-determination in their own learning, which is a critical skill for future professional success.

CMGB 75AC. Organizational Comm & Theater. (3 Credits)

In this course students critically analyze theatrical works about business and leadership issues using through the lens of organizational communication theories. Throughout the semester students analyze a range of theatrical works and performances through readings, guest lectures, and attendance at theatrical events outside of class. Upon completion of the course students will have developed a unique perspective on how theatrical works bring organizational communication concepts and theories to life.

CMGB 75AD. The Storytelling Project. (3 Credits)

In this course students apply narrative theories from multiple disciplines - communication, psychology, literature, neuroscience, and theater - to critically analyze the anatomy of effective and persuasive stories. Investigating historical folklore and contemporary narrative paradigms from the 21st century, students analyze why some stories and forms are more persuasive, inspiring, and mythic than others. Through practice and developmental coaching, students enhance their own repertoire of persuasive storytelling abilities and discover their own authentic and rhetorical voices.

CMGB 75AE. Graduate Study Tour Poland. (3 Credits)

Media and technology industries in Poland and Central Europe Study Tour Course for Graduate Business students Krakow, Poland.

CMGB 75AF. Business and Entertainment. (3 Credits)

This course will give students the opportunity to analyze different entertainment artifacts (television programs, movies, theatrical productions, and written publications) using a curated body of academic organizational communication theories.

CMGB 75AG. The Business of TV. (3 Credits)

Television has been one of the cornerstones of media for more than 75 years and has become a medium through which we understand and study our culture. From the first moon landing to “Who Shot JR,” from the White Ford Bronco chase involving OJ Simpson to the 2016 presidential election, television has helped to shape our industrial paradigms, social trends, and culture, and has served as a mirror to society. This class will study the sociocultural issues and effects associated with television by looking at it from various angles—including social, economic, political, and entertainment perspectives—and by reviewing the past, present, and future of television.

Attribute: PMMA.

CMGB 75AH. Professional Communication. (3 Credits)

This course will prepare you for communicating in the workplace with multiple levels in an organization. We will examine group communication, decision making in organizations, professional presentations, and strategic communication, including issues and solutions for each. This course is appropriate for multiple levels in an organization, and you do not need a background in communication. It will help you better communicate at work whether you are a seasoned communicator or a novice wanting to improve.

CMGB 75AJ. Financial Media. (3 Credits)

Financial Media examines the complex interactions between business, politics, and the press. The course is designed to help students achieve a better understanding of how business content is delivered and retrieved in the current media environment. The course focuses on the dynamics of reporting about companies and business industry leaders who are using the media to deliver critical messages to several stakeholder groups, including investors and consumers. The course provides numerous examples of business or political leader interactions with the media and debates their communication strategy as well as their outcomes.

Attribute: PMMA.

CMGB 75AK. Persuasive Corporate Communications. (3 Credits)

Business professionals have long known that the ability to influence is a critical business skill. Developing long-term relationships with clients and developing an effective corporate culture is highly valued. Students will critically examine contemporary scholarship from the academic and applied field detailing effective and ineffective practices for persuading stakeholders at various levels. Students will examine how different communication channels can impact the degree to which an audience is persuaded. The course will focus on internal and external organizational communication.

Attributes: MOE, PMMA.

CMGB 75AL. Investor Relations. (3 Credits)

A corporate Investor Relations program formulates and communicates the financial performance and strategic direction of diversified corporations to the global investment community. Investor Relations professionals are well versed in accounting, compliance, finance, governance, marketing and communications. They collaborate with senior management and the Board of Directors to convey and interpret corporate matters to the public. This course will teach students the skills and competencies required to become a corporate Investor Relations professional. The course utilizes a course textbook, case studies, investor relations guest speakers and participation in investor relations events.

CMGB 75AM. Sponsorship. (3 Credits)

Total global sponsorship spending is now an estimated \$60 billion annually with most major companies employing sponsorship as a way to achieve a variety of brand goals. This course focuses on the unique advantages of sponsorship as a form of marketing communication. Students will understand how and why sponsors choose certain properties, how properties prospect, recruit, and retain sponsors, the unique opportunities for brand exposure and brand recall, the brand image opportunities created through a brand association, and the importance of product category exclusivity. Special attention will be placed on sponsorship activation and the development of a flexible, customizable sponsorship to fulfill specific brand goals. The course will also focus on evaluation and measurement in determining the effectiveness of the sponsorship.

CMGB 75AN. Digital Media Sales Technologies and Strategies. (3 Credits)

This course will provide a thorough understanding of the technologies underpinning digital media sales and advertising technology (Adtech) and the strategies by which publishers maximize monetization. Students will learn about the full life cycle of digital advertising and all the different technologies and ad impression funnels. The course will cover the different types of ad capabilities and monetization strategies that are available on all existing types of digital content, such as websites, apps, social platforms, and OTT. Students will be challenged to synthesize all aspects of ad tech and provide a critical analysis toward potential monetization strategies and the upcoming industry predictions.

Attribute: PMMA.

CMGB 75AP. Business of Media and Entertainment. (3 Credits)

An introduction to the substantive business operations and media economics issues in the publishing, broadcasting, recorded music, new media, and film industries. A required project links the course to the student's specific business discipline.

CMGB 75AQ. Financing New Media Ventures. (3 Credits)

This course is designed for students to learn how to launch new business lines in large media corporations or new startups directly to market. Learn the critical thinking processes of venture fund managers and corporate innovation leaders in charge of dispensing capital to finance new media ventures. Students will also master effective channels of communication with key stakeholders and champions while utilizing venture capital metrics to quantify and evaluate strategic market opportunities.

CMGB 75AR. Influencing Through Content and Communication. (3 Credits)

There's a battle raging in digital media today for attention, with power shifting from organizations to individuals to the tune of \$3.7 billion a year. Now consumers control the narrative, “media” is in the mind of the beholder, and influencers shape the messaging. So, it's essential to understand the best way to work with influencers and to know how to make influencer-worthy content yourself in order to get communications out to the right audience. In this hands-on course, you'll learn the skills needed to execute innovative and disruptive content that drives advocacy and influence, to think differently to foster originality, to implement impactful influencer content plans, and to look to the future for breakthrough solutions right now.

CMGB 75AS. Visual Business Communication Design. (3 Credits)

A hands-on, workshop-style class that teaches students how to design effective business communication assets such as decks, one-pagers, and data visualizations. Students will be introduced to the foundational elements of visual communication. In this learn-by-doing model, weekly student projects will explore design techniques to graphically communicate through persuasive messaging and storytelling.

CMGB 75AT. Managing Diversity in Media. (3 Credits)

Today's media managers find themselves at a critical moment in which audiences and communities are rapidly becoming more and more diverse. Managing diversity as a media executive comes with unique considerations that extend beyond the employee composition of the firm, as both audiences and the content distributed play a role in maintaining diversity and inclusion. In this course, students will learn about how to better understand the race, ethnicity, and cultural backgrounds of media audiences; the social, political, and economic effects of creating content that features diverse topics, casts, and themes; and the value of having a diverse workforce of artists, producers, and managers. Over the course of the semester, students will develop a strategic diversity plan for a real-world media firm that includes a stakeholder register; PEST analysis; business need and justification; diversity goals and metrics; and specific recommendations, actions, and tactics with which the firm should proceed.

CMGB 75AU. Designing Your Life. (3 Credits)

This course teaches design principles for building an intentional, fulfilling life and career. In the same way that designers solve problems to build technology, products, and spaces that serve the needs of their users, participants will employ design thinking to develop their personal and professional lives. The class offers a framework, tools, and, most importantly, a place and a community of peers and mentors where we'll work on these issues through assigned readings, reflections, and in-class exercises. Topics include the integration of work and worldviews, ideation techniques, a portfolio approach to thriving, designing to increase balance and energy, and prototyping all aspects of your life. We also touch on the realities of engaging the workplace and practices that support vocation formation throughout your life. This is an experiential class that includes seminar-style discussions, personal written reflections, and individual mentoring/coaching.

CMGB 75AV. Going Viral: Best Practices for Communication Leaders. (3 Credits)

This course is designed to help students develop skills to address one of the most requested yet misunderstood directives for content today: "Make it go viral!" This course demystifies such "viral content" by analyzing it as a utility (vs. fad). Instead of studying influencers who are often famous for being famous, this course elucidates best practices for content as implemented by unknown copywriters and indie filmmakers as well as content creators from the tourism, startup, sports, and entertainment fields.

CMGB 75AW. Forecasting Trends in Media Industry. (3 Credits)

This discussion and project based course is designed to interrogate new technologies and trends for media professionals (and consumers). By taking this course, students will understand how the digital revolution has upended traditional media and study examples of innovative media and technology. We will systematically explore the future of media and technology in order to forecast it so that we might all make better professional decisions in the present. In teams, students will use strategic foresight and trend analysis to conceive, develop, and pitch scenario-based strategic responses.

CMGB 7811. Media Management Internship. (1 to 3 Credits)**CMGB 8999. Independent Study. (3 Credits)**

Finance and Business Economics

The goal of the finance M.B.A. curriculum is to provide students with the conceptual foundation and technical skills necessary to make sound financial decisions in a changing domestic and international business environment. In particular, the program aims to develop a

thorough understanding of global financial markets and instruments, business valuation and shareholder value creation, implementation of financial strategy through various forms of corporate restructuring, risk management in a global context, and the nature of risk and reward in formulating long-term investment strategies. The curriculum emphasizes interaction with practitioners in a number of innovative course offerings.

M.B.A. students with special quantitative skills may consider specializing in the advanced applied corporate finance track. Students who qualify and are selected will take a special set of courses, chosen in consultation with their academic adviser. The finance and business economics area also offers M.B.A. students the option of a full concentration in finance and elective courses in business economics. Students are encouraged to work with their adviser and faculty members to plan their program relatively early in the course of their studies.

The M.S.F. degree is offered in three formats: on campus, online, and collaborative (delivered in cooperation with select University partners). For more information, visit the M.S.F. program page (p. 454).

The M.S.Q.F. degree prepares students to meet the global financial service industry's need for graduates who have both a deep knowledge of finance and a command of the latest quantitative techniques for financial problem-solving. For more information, visit the M.S.Q.F. program page (p. 462).

Programs

As the Gabelli School's largest academic area, finance and business economics offers several graduate paths:

- M.B.A. Concentration in Finance (p. 442)
- M.S. in Finance (p. 454) (on campus and online)
- M.S. in Quantitative Finance (p. 462)
- M.B.A. Secondary Concentration in Compliance and Risk Management (p. 448)
- M.B.A. Secondary Concentration in ESG Finance (p. 449)
- M.B.A. Concentration in FinTech (p. 442) (Interdisciplinary)
- M.B.A. Secondary Concentration in Blockchain (p. 446) (Interdisciplinary)

Courses

Below are the courses currently offered by the finance and business economics area.

Business Economics Courses

BEGB 6220. Econ Analysis & Bus Decisions. (3 Credits)

MBA CORE COURSE Presents economic theories to examine business pricing, production, marketing, and profits within different market structures and environments. Topics include: consumer choice and demand; the behavior of firms; market power and structure; the efficiency of competitive markets; externalities and social costs; information and behavior under uncertainty. The course also discusses social costs and benefits of business actions and related ethical and regulatory issues. (Formerly Managerial Economics)

Attribute: BUAN.

BEGB 7240. Money Credit Interest Rates. (3 Credits)

Studies the role of money, credit and interest rates in the efficient and ethical functioning of domestic and global financial markets. This building-block course assumes a background in macroeconomics and finance, and it establishes a foundation for further study in all areas of finance. Topics include: flow of funds and interdependency within the financial system; the Federal Reserve System and its role in money creation; interest rates; the links between interest rates and the growth of money; and the effects of inflation and term structure. Prerequisites: BEGB 6220 and FNGB 6411. Also offered as FNGB 7441.

Attribute: ABEP.

Prerequisites: (FNGB 6411 or GBA Waiver Fin Environment with a score of 070).

BEGB 7243. Contemp Issues Global Fin. (3 Credits)

Explores current issues relevant to the global financial system, including international commercial and investment banking and international investments. Emphasizes the underlying conditions and fundamental trends in various sectors of international finance. Also offered as FNGB 7458.

Attribute: ABIB.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

BEGB 7244. Global Finance. (3 Credits)

The first half of the course focuses on the theories and practices of world trade, including comparative advantage, the changing trade competitiveness of nations, and protectionism. The second half focus shifts to developing countries: including foreign investment and technology, and investment and trade opportunities, policies and regulations. For SATURDAY / HYBRID sections of this course, there will normally be 4 class meetings, and the balance on-line / contact the professor for further detail. Prerequisite: BEGB 6220.

Attribute: ABIB.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

BEGB 7251. Intl Trade & Development. (1.5 or 3 Credits)

The first half of the course focuses on the theories and practices of world trade. Topics include comparative advantage, the changing trade competitiveness of nations and protectionism. During the second half, the focus shifts to developing countries: the process of economic development, including the contribution of foreign investment and technology as well as investment and trade opportunities, policies and regulations.

Attributes: ABGS, ABIB.

Prerequisites: BEGB 6220 or GBA Waiver Managerial Eco with a score of 070.

BEGB 7300. TMBA: Global Managerial Eco. (3 Credits)

TMBA: Global Managerial Eco.

BEGB 8999. Tutorial. (3 Credits)

Independent study.

Finance Courses

FNGB 640A. Finance Bootcamp. (0 Credits)

Self Study.

FNGB 6411. Intro Financial Sys & Methods. (3 Credits)

FT MBA CORE/ PMBA FLEX CORE COURSE. Introduces the financial system and basic methods of valuation. Students will learn how to interpret financial data reported in the press and will discuss topical subjects facing the financial industry and the economy. Course topics include: financial markets, instruments, and institutions; time value of money, net present value, and applications; valuation of stocks and bonds; elements of firm and enterprise value; risk and return. (Formerly Financial Environment)

Prerequisites: (ACGB 6111 (may be taken concurrently) or GBA Waiver Fundamentals Acct with a score of 070) and (BEGB 6220 (may be taken concurrently) or GBA Waiver Managerial Eco with a score of 070).

Mutually Exclusive: MMGB 6411.

FNGB 7415. Credit Management. (3 Credits)

This course focuses on the analytic approach (stemming from Basel II capital accords) and will help students make wise credit decisions and manage lending portfolios. Topics include the latest lending techniques based on cash flow, advanced forecasting methods (including simulation and stochastic optimization), pricing, portfolio management, default probability, valuation analysis risk rating and credit derivatives.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 7421. Prins of Modern Finance. (3 Credits)

Provides a conceptual framework that allows both corporate finance and portfolio investment decisions to be viewed and understood in a unified context of risk and return. Examines concepts of valuation, risk and return, diversification, asset pricing and efficient markets.

Prerequisites: (FNGB 6411 or GBA Waiver Fin Environment with a score of 070).

FNGB 7422. Corporate Finance. (3 Credits)

Studies corporate finance and its specific decisions. Topics include evaluating capital expenditure proposals, forecasting financing requirements and selecting sources of financing. The course also discusses working capital management, dividend policy and contingency planning, and addresses the additional challenges of multinational firms. Students taking FNGB 7422 Corporate Finance will not receive credit for FNGB 7400 Business Finance.

Prerequisite: FNGB 7421.

FNGB 7423. Mergers, Acquisitions, and LBOs. (3 Credits)

Focuses on identifying and evaluating target companies and structuring deals. Also considers the economic and social impact of such changes in corporate ownership. Students analyze recent cases, evaluate strategic rationale, examine deal structuring and assess financial impact.

Prerequisite: FNGB 7421.

FNGB 7431. Options and Futures Markets. (3 Credits)

Examines the institutional aspects of options and futures markets and discusses the strategies of hedgers, arbitrageurs and speculators.

Provides an introductory analytical foundation for pricing futures and option contracts.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 7433. Fixed Income Analysis. (3 Credits)

Introduces techniques for valuing fixed income securities and their derivatives. Emphasizes pricing and risk-measurement for government, corporate and mortgage-backed instruments. Analyzes embedded options using the binomial model. Develops fixed-income trading and portfolio management techniques, including the use of repo, futures, options, swaps and credit derivatives. Examines theory and empirical evidence on the term structure of interest rates, including the derivation of spot and implied forward yield curves.

Prerequisite: FNGB 7421.

FNGB 7441. Money Credit Interest Rates. (3 Credits)

Studies the role of money, credit and interest rates in the efficient and ethical functioning of domestic and global financial markets. This building-block course assumes a background in macroeconomics and finance, and it establishes a foundation for further study in all areas of finance. Topics include: flow of funds and interdependency within the financial system; the Federal Reserve System and its role in money creation; interest rates; the links between interest rates and the growth of money; and the effects of inflation and term structure. Prerequisites: BEGB 6220 and FNGB 6411. Also offered as BEGB 7240.

Prerequisites: (FNGB 6411 or GBA Waiver Fin Environment with a score of 070).

FNGB 7455. Global Finance. (3 Credits)

The first half of the course focuses on the theories and practices of world trade, including comparative advantage, the changing trade competitiveness of nations, and protectionism. The second half focus shifts to developing countries: including foreign investment and technology, and investment and trade opportunities, policies and regulations. For SATURDAY / HYBRID sections of this course, there will normally be 4 class meetings, and the balance on-line / contact the professor for further detail. Prerequisite: BEGB 6220.

Attribute: ABIB.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 7458. Contemp Issues Globl Fin. (3 Credits)

Explores current issues relevant to the global financial system, including international commercial and investment banking and international investments. Emphasizes the underlying conditions and fundamental trends in various sectors of international finance. Also offered as BEGB 7243.

Attribute: ABIB.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 7460. Portfolio Management. (3 Credits)

Examines portfolio objectives and links them to appropriate investment strategies. Considers the asset-allocation decision, equity and fixed-income portfolio management, return enhancement/risk control techniques and performance evaluation. Commercial-level portfolio optimization software is applied to a range of institutional portfolio problems.

Prerequisite: FNGB 7421.

FNGB 7470. Real Estate Finance. (3 Credits)

Discusses the major factors affecting the valuation and financial structuring of real estate, including general tax and depreciation policies. Presents the roles of principal lending institutions, mortgage banks and investment banks in real estate lending, syndications and partnerships. Also surveys real estate-related securities and their markets.

Attribute: ABEP.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 7475. Marketing of Financial Service. (3 Credits)

Provides a scientific understanding of tactics and strategies associated with the marketing of financial services. Emphasizes the role of industry deregulation, intensified competition, and the emergence of new technologies and products on the emerging marketing practices used by financial services institutions. Explore consumers' unique decision-making styles in financial matters, the effects of technology deployment, and the fiduciary constraints that guide marketing activities in the markets for commercial banking services, mutual funds, investment banking services, insurance and other forms of financial services.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

FNGB 749A. Financial Modeling. (3 Credits)

This course helps students develop the type of excel –based financial models that businesses use every day to analyze a wide range of financial problems and make decisions. Students deliver written and oral presentations of their models and practice critical skills for a successful career in finance.

Attribute: ASDM.

Prerequisite: FNGB 7421.

FNGB 749C. Venture Capital Financing. (3 Credits)

We will examine the changes in the asset class over time – from the formation of American Research & Development in 1946 to the formation of some of the angel-type funds of the present. We also will examine the geographical differences between venture funds – West Coast and East Coast . We also will look at specialization – the beginnings of IT-focused investing and the move into healthcare and finally into energy. Finally we will examine the phenomenon of global venture capital. How does that vary from the way venture capital is practiced in the US. The class will be taught in modules and we also will rely on practitioners and experts to visit with the class. Where possible, the students will be asked to visit venture capital fund presentations, expert briefings as well as personal briefings.

Attribute: ABEP.

Prerequisite: FNGB 7421.

FNGB 749E. Technical Analysis. (1.5 or 3 Credits)

This course is designed to inform students about how the markets and individual stocks behave (i.e., technical analysis), and how they differ from the economy and individual companies (i.e., fundamental analysis).

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 749I. Equity Analysis. (3 Credits)

This course will feature a series of guest lecturers who are highly regarded experts in their respective areas. The course will cover wealth management, private equity, equity analysis in general and analysis within specific industry sectors such as retail, media, insurance, etc. We are looking for highly motivated students who will ask lots of questions and who will engage the guest lecturers in meaningful dialog during the discussion periods.

Prerequisite: FNGB 7421.

FNGB 749J. Sustainability and Finance. (3 Credits)

In this course we explore how the evolving needs of society are changing the way financial theories, tools, and techniques are conceived and applied. GLOBAL SUSTAINABILITY COURSE .

Attributes: ABEP, ABGS.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 749M. Hedge Fund. (3 Credits)

This course will provide an overview of hedge funds and the hedge fund industry including structure, regulation, major strategies, operations and risk management, due diligence, performance and the role of hedge funds in asset allocation and the global financial system.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 749R. ESG - Student Managed Investment Fund 1. (3 Credits)

The course is part of track and secondary concentration in ESG investing. It focuses on traditional stock analysis, whereas the subsequent SMIF 2 incorporates ESG into traditional stock analysis. The course trains students on selecting stocks using a disciplined investment process that systematically screened an investment universe for attractive quality stocks that are undervalued (Graham & Dodd). Students are expected to focus on the examination and evaluation of individual companies on a standalone and comparable basis. Understanding a company's competitive positioning via Porter's five forces is emphasized. Students will look at the fundamentals of the company recognizing that a sound business, trading at a reasonable price, as a potential investing opportunity. The importance of creating relationships with Investor Relations (IR) person(s) of the targeted company is highlighted. A team of industry experts, fundamental analysts, portfolio managers, risk managers and other investment professionals will work closely with students to ensure that the students are exposed to various tools and methods that are currently being employed in the industry.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 749U. Global Financial Markets. (3 Credits)

This course provides a comprehensive overview to the workings of the global financial markets, the functions and goals of the key financial institutions, and the role played by central banks and regulatory agencies. It will cover international money markets, international equity markets, the foreign exchange market, forward markets for commodities and financial instruments, bond markets and derivative markets.

Prerequisites: BEGB 6220 and FNGB 7421 .

Attribute: ABIB.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 749X. CFA Competition and Workshop. (0 Credits)

While this course is for 0-credit, it has a heavy work load and provides valuable practical experience. Students will be arranged into teams. Each team will write a full sell-side coverage report, build out a presentation, and pitch it to Fordham Wall Street Alumni.

Prerequisite: FNGB 7421.

FNGB 74AD. Student Mgt Investment Fund II. (3 Credits)

In the second class, in the spring semester, students will learn the practice of asset allocation with focus on advantages and pitfalls of asset allocation theory. Coverage includes practiced methodologies in assessing and measuring risk, including applications of the BARRA risk models, strategies for entry and exit, and portfolio revision. A lot of care will be taken to expose the students to real-life aspects of portfolio management. This includes arranging lectures from portfolio managers, with different philosophies on portfolio selection and risk management.

Prerequisite: FNGB 749R or Corequisite: FNGB 7460 .

Prerequisite: FNGB 6411.

FNGB 74AG. Finance in the Healthcare Ind. (3 Credits)

This course will present a historical development of the American healthcare system and will address the current challenges faced by both health insurers and providers, specific to managed care, reimbursement methods, and contracting. Students will learn to apply the standard tools of financial analysis and financial management in the complex and evolving setting in which the global healthcare system is currently situated. Students will also learn how to analyze the key financial indicators specific to hospitals and their direct application towards managed care contracting initiatives, debt restructure and bond rating status. Finally, the course will address the future of health insurance and managed care.

Attribute: ABHM.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74AH. Global Corp Governance. (3 Credits)

Examines how modern publicly traded corporations are governed in the global markets. It discusses the roles of the board of directors, corporate management, institutional investors, and other shareholders, and also discusses the effects of the recent legislation and financial market developments on corporate governance. Provides international comparisons of corporate governance structures and issues arising in contests for corporate control.

Attribute: ABIB.

Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 74AI. Global Equity Portfolio Management. (3 Credits)

Provides a comprehensive overview of equity portfolio management in theory and practice. Examines portfolio objectives and links them to appropriate investment strategies. It covers pricing of equities, the asset-allocation decision, return enhancement/risk control techniques, performance evaluation and recent changes in international fund management. Analyzes international investment strategy and the relative merits of various approaches.

Attribute: ABIB.

Prerequisite: FNGB 7421.

FNGB 74AJ. Global Risk Management. (3 Credits)

Covers market risk and volatility, calculation of VaR (value at Risk), Monte Carlo Simulation, credit risk and use of credit derivatives, operational risk, counterparty risk and other topics. Discusses risk regulations, including Basel II, recent developments in Basel III, and recent regulations on the banking industry in the U.S.

Attribute: ABIB.

Prerequisite: FNGB 7421.

FNGB 74AK. Raising Capital and Investing in Global Financial Markets. (3 Credits)

Provides a comprehensive overview of the going-public decision. Examines the strategies and process of corporate restructuring and investing activities, such as mergers and acquisitions, corporate diversification, spin-offs, carve outs, asset sell-offs, tracking stock, exchange offers, and debt restructuring.

Attribute: ABIB.

Prerequisite: FNGB 7421.

FNGB 74AL. Adv Corporate Finance. (3 Credits)

This course teaches the art of applying corporate finance theory and essential tools and techniques to strategic decision-making in critical real-life situations faced by organizations. The course enhances the students' understanding of corporate finance by providing a comprehensive examination of selected advanced topics, such as alternative valuation methods, real options in corporate finance, decision trees, international operations, mergers and acquisitions, risk arbitrage, debt capacity and leveraged buyouts, private equity, warrants and convertibles, and ethical issues. The learning experience is based on lectures and a series of business cases involving individual and group work, classroom discussions, and written assignments, as well as readings and problem-solving. The case studies are drawn from a variety of industries and countries, including emerging markets, and involve complex real challenges. The course is designed for students who are already familiar with valuation, cost of capital, capital structure theory and option pricing theory and who want to learn more advanced skills and techniques required for making important executive-level decisions. Note: Students should be proficient with computer spreadsheets and financial calculators.

Prerequisite: FNGB 7422.

FNGB 74AM. Emerging Markets. (1.5 or 3 Credits)

This course explores how the major "emerging market" (EM) states have evolved from "traditional" societies with "underdeveloped" economies into modern societies with more developed economies ever since the Berlin Wall came down. Because these EM states reformed and opened up their economies, they benefited from their vast human and commodities resources and rapidly increased their per capital income.

Attribute: ABIB.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74AN. Investment Banking. (3 Credits)

This course is intended to give students a practical introduction to investment banking and its role in helping corporations raise capital from the global capital markets. Topics include: venture capital, public offerings, private placements, going public, stock and bond financing, convertibles and other hybrid instruments, design of innovative securities, swaps and other derivative instruments, mergers and acquisitions and leveraged buyouts.

Attribute: ABEP.

Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 74AO. Alternative Investments. (3 Credits)

The course is an introduction to the rapidly evolving universe of alternative investments. Delivered in modules, the course covers a broad array of alternative strategy classes (Quantitative/Systematic, Fundamental Long/Short, Global Macro, Private Equity) ranging across all major asset classes (Equities, Fixed Income, Currencies, Commodities, Derivatives). The first half of the course constructs a broad framework for the evaluation of alternative strategies, focusing on the quantitative strategy class as a diverse and relatively easier-to-evaluate source of investment ideas for discourse and case study. The second half progresses through the remainder of the alternative strategy classes under the evaluation framework, ties together the role of alternatives within an asset allocation framework, studies subjective decision making in the context of alternatives and concludes with student presentations of their favorite investment thesis from the course. Throughout, there will also be discussion of career development both within and without the alternative investment space.

Prerequisite: FNGB 7421.

FNGB 74AP. Real Estate Capital Markets. (3 Credits)

This Real Estate Capital Markets course will cover both the primary and secondary debt and equity markets linked to real estate assets. While the underlying real estate assets in the primary markets will be covered, a greater portion of the class will be devoted to the secondary debt and equity markets, mainly dealing with mortgages, mortgage backed securities, and Real Estate Investment Trusts (REITs). A distinguishing aspect of this course is the focus on the intersection of the primary and secondary real estate capital markets, investor perspectives, and the impact of macroeconomic factors. Additionally, this course will include a robust mix of quantitative and qualitative factors in order to provide a holistic, less technical perspective on the real estate capital markets, and the real estate industry at large.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74AQ. Adv Global Portfolio Mgt. (3 Credits)

The course will review (1) basics of modeling of securities' returns and volatility in the context of portfolio management / "buy-side"; (2) theoretical basis and empirical evidence of risk-return trade off and investor preferences; (3) main approaches to portfolio construction and challenges with their practical application; (4) performance evaluation, and other relevant portfolio management topics.

Prerequisite: FNGB 7421.

FNGB 74AR. ST: Corporate Restructuring. (3 Credits)

The course discusses the strategies, valuation, and processes of corporate restructuring decisions such as mergers and acquisitions, corporate diversification, spin-offs, carve-outs, asset sell-offs, tracking stock, exchange offers, and/or debt restructuring. It also discusses various securities issuances, including initial public offerings.

Prerequisite: FNGB 6411.

FNGB 74AS. Financial Modeling. (3 Credits)

Develops (using Excel) the type of financial models that businesses use every day to analyze a wide range of financial problems and make decisions. Covers modeling of financial statements and models in many other important practical areas, such as time value of money, project evaluation, bonds, investment management and derivatives. Emphasizes on using most powerful and useful tools in Excel, such as logical functions, PivotTables, Data Table, Scenario Manager, Goal Seek to solve problems that closely resemble real-life situations.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74AT. Fintech Compliance- Asia to Us. (3 Credits)

An overview of the components of an effective global Corporate Compliance Program. Examination of the Part C Risk Assessment and the Seven Steps of a corporate compliance and ethics program. Review of compliance program design and best practices, including the roles of the corporate compliance office and in-house counsel, risk assessments, Foreign Corrupt Practices Act, global codes of conduct, corporate governance, monitoring and re-evaluation.

Attribute: ABFF.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74AU. Algorithm Trading. (3 Credits)

Electronic algorithms are being used by major institutions, investment banks, and hedge funds to trade stocks, bonds, currencies, and a plethora of financial derivatives. Algorithms are being used for all aspects of trading - from asset allocation and stock selection, to execution and implementation, and for risk management and regulatory and compliance reporting. In this course, students will learn the necessary skill sets, and underlying math, statistics, and programming skills to build, develop, manage, and implement profitable algorithms across all asset classes.

Attribute: ABFF.

Prerequisite: FNGB 7421.

FNGB 74AV. Seminar in Value Investing. (3 Credits)

This survey course is designed to introduce the fundamentals of the Graham and Dodd value approach to investment analysis. The course will be segmented into two parts: the basic structure of the analytical approach to value investing and its relationship to many of the elements of the MBA curriculum will be described through lectures, exercises, readings, in-class discussions and homework assignments; the last sessions of the course will be devoted to student presentations of their investment recommendations. Parts of the course will entail empirical data analysis.

Prerequisite: FNGB 7421.

FNGB 74AW. Applied Capital Markets and Financial Regulations. (3 Credits)

This course will explore how the market structure has fundamentally changed after the 2008 liquidity and credit crisis, and how this crisis has affected liquidity, balance sheets, risk taking, and returns across the entire financial services industry. The new reality is that regulation has changed the landscape of Wall Street and the dynamic of how the sell-side and buy-side will interact in the foreseeable future.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74AX. International Fin Mgt. (3 Credits)

The goal of this course is to explain the concepts of corporate finance and their applications in an international setting. We will examine opportunities and problems that are faced specifically by multinational and foreign corporations and will compare corporate finance practices around the world. Topics covered in the course include foreign exchange rate mechanics, international parity theories, forecasting and hedging, international cost of capital, capital budgeting, capital structure, and valuation of foreign investments.

Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 74AY. Global Financial Markets. (3 Credits)

This course is intended as an introduction to Global Financial Markets. We will discuss the instruments traded in the markets, the institutions that support and frame the markets, the trading mechanisms and the regulatory structure. The course is intended to be descriptive and conceptual. The aim is to familiarize you with the breadth and scope of equity, debt, and derivative markets. We shall discuss the recent developments in the US and the development of financial markets globally.

Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 74AZ. Innov in Business & Energy. (3 Credits)

This course aims to frame and critique opportunities for business to create innovations in energy systems. It discusses how contemporary energy systems have evolved and how energy infrastructures vary across regions of the world. It also examines how business decision makers can think about choices of energy and energy systems by encouraging students to think broadly in terms of innovation possibilities.

Attribute: ABGS.

FNGB 74BA. Communicating Finance Theory. (0 Credits)

This lecture series will provide a summary of many financial topics. The class will also train students to communicate knowledge of this material to professionals at financial institutions.

FNGB 74BB. Applied Investment Principles. (3 Credits)

This course provides applications that follow Principles of Finance or Global Investment Principles. EXCEL models will be applied to CAPM modeling of Risk and Return, to Factor Models, and to Portfolio Attribution. Data may be drawing from Boomerang, Yahoo Finance, and other sources.

Prerequisite: FNGB 7421.

FNGB 74BC. Research in Value Invest. (3 Credits)

Prof. Johnson, a leading expert in the field of Value Investing, will lead a small, project based seminar that focuses on best practices in the field. Selective enrollment by approval of the instructor.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74BD. Impact Investing. (3 Credits)

This course will discuss investment strategies that have a societal orientation from both financial and socially responsible perspectives. The key questions are: how can we allocate money in a manner that is beneficial to all stakeholders and viable in a business sense, and, what are the appropriate metrics to evaluate such investments. Impact investments to be analyzed include government and ESG (environmental, social, governance) policies, micro finance, philanthropy, and green energy.

Attribute: ABGS.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74BE. Lectures in Applied Port Mgt. (3 Credits)

This advanced Portfolio Management course quickly reviews Modern Portfolio Theory (MPT) conceptual underpinnings and builds on MPT 1.0. It delves into contemporary liability driven asset allocation, MPT 2.0 and portfolio management industry practices, issues and concerns. Lectures, problem solving, and self-study along with extensive hands-on tools using Microsoft Excel based models will be used to provide a practitioner's perspective. We will review and demo contemporary asset allocation optimization and forecasting techniques, new asset class pricing and valuation, performance and risk attribution, tail risk measurement and management tools etc. using real time vendor based (third party) solutions. As prerequisites - the student should have class exposure to investment and portfolio analysis, Excel, stats, and basic regressions.

Prerequisite: FNGB 7421.

FNGB 74BF. Financial Innova & Institu. (3 Credits)

This course will introduce major financial institutions, such as commercial and investment banks, insurance companies, mutual funds, hedge funds, and credit rating agencies with a focus on their risk contributions to the modern financial system. We will examine their credit risk in depth, and how to model and analyze credit risk and products. We will also understand new financial sector regulations and systemic risk by focusing on Dodd-Frank, market based stress-testing, Comprehensive Capital Analysis and Reviews (CCAR), and other methods. This course will help prepare students for the job market at financial institutions and regulators.

Prerequisite: FNGB 6411.

FNGB 74BG. Auto Trading Systems - Intro. (3 Credits)

This course discusses key issues involved in the design of an Auto (Algorithmic) Trading Systems, and provides hands-on experience. The end product is a prototype Auto Trading System designed by students that successfully trades in the real market (stock, futures, option) using live data feeds from exchanges. Issues covered include: typical structures of trading systems; efficient processing of live information; minimizing trade slippages; handling large number of securities; asynchronous information processing; GUI interfaces; etc. Industry experts are invited to discuss new developments. Key programming techniques will be reviewed at the beginning, very briefly. The course is suitable for students in MSGF, MSQF, and other master level students with programming skills equivalent to one formal course (e.g, R, Matlab, VBA, etc). Students with less programming skill may take the course if approved by instructor.

Attributes: ABFF, BUAN.

Prerequisite: FNGB 7421.

FNGB 74BH. Investing in European Union. (3 Credits)

The EU is the largest market for US exports and foreign direct investment. The objective of the course is to familiarize students with the process of regional integration and monetary unification in Europe and the opportunities and challenges which this has created for foreign investors. Regulatory differences between the US and EU in competition laws and financial sector will related to the investment climate for foreign companies. The course will highlight that despite the deep economic and financial integration in the EU, significant country- and regional differences exist. This will be assessed through the analysis of several Harvard Business case studies covering different country- and industry experiences.

Prerequisite: FNGB 7421.

FNGB 74BJ. Financial Media. (3 Credits)

Financial Media examines the complex interactions between business, politics, and the press. The course is designed to help students achieve a better understanding of how business content is delivered and retrieved in the current media environment. The course focuses on the dynamics of reporting about companies and business industry leaders who are using the media to deliver critical messages to several stakeholder groups, including investors and consumers. The course provides numerous examples of business or political leader interactions with the media and debates their communication strategy as well as their outcomes.

Prerequisite: FNGB 6411.

FNGB 74BK. Fintech -An Introduction. (3 Credits)

FinTech is a new and emerging field of technology that is disrupting the way that many companies are conducting business. FinTech has already "forever" changed many sectors including mobile payments, social media, money transfers, loans, fundraising, travel, trading and asset management. It has completely revolutionized the way companies are developing products, conducting research, establishing directed sales and marketing plans, and utilizing start-up technology. Businesses are using FinTech to expand their products and services at a fraction of its previous cost. Entrepreneurs are utilizing FinTech as a central foundation for research, funding, and product development. Customers are already utilizing FinTech as part of their daily lives - mobile apps, social media, banking, online shopping, entertainment and gaming. This course will introduce students to the breadth of FinTech, and touch upon the technical underpinnings.

Attributes: ABBC, ABEP.

Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 74BL. Stress Tests and Cap Adequacy. (3 Credits)

The financial crisis of 2007 -08 taught us all a lesson: that preparedness is everything. How resilient and prepared will we be, and how fast will we be able to recover? This is the key focus of this course: how to plan for moments of distress so that firms such as yours have capital of a sufficient quality to survive potential storms. We will demonstrate how to create a robust capital plan and test it for moments of hypothetical stress. We will investigate exactly how a bank holding company and an insurance company should conduct their capital plan, highlighting the significant differences between the two industries. By the end of the course, you will be able to create a capital plan for your business on your own.

FNGB 74BM. Empirical Value Investing. (3 Credits)

This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed.

Prerequisite: FNGB 7421.

FNGB 74BN. Investor Relations. (3 Credits)

corporate Investor Relations program formulates and communicates the financial performance and strategic direction of diversified corporations to the global investment community. Investor Relations professionals are well versed in accounting, compliance, finance, governance, marketing and communications. They collaborate with senior management and the Board of Directors to convey and interpret corporate matters to the public. This course will teach students the skills and competencies required to become a corporate Investor Relations professional. The course utilizes a course textbook, case studies, investor relations guest speakers and participation in investor relations events.

Prerequisite: FNGB 6411.

FNGB 74BP. Wharton-Impact Investment Workshop. (3 Credits)

Students will attend workshops on ESG (Environmental, Social, and Corporate Governance) and Impact Investing. They will will compete in teams of three to five against other nationwide schools to construct a 100% Impact Portfolio. Since this is a two-semester competition, only students who participated in Fall may register in Spring.

Attribute: ABGS.

Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 74BQ. Contemp Develop in Corp Fin. (3 Credits)

This course will cover a number of important topics of current interest to the corporate finance industry, such as : executive compensation and governance; utilizing and responding to fintech; importance of the growth of intangible assets; importance of large corporate cash holdings invested in risky assets, such as hedge funds and private equity.

Prerequisite: FNGB 7422.

FNGB 74BR. Behavioral Finance. (3 Credits)

Over the past several decades, the field of finance has developed a successful paradigm based on the notions that investors and managers are generally rational and that the prices of securities are generally efficient. In recent years, however, anecdotal evidence as well as theoretical and empirical research has shown this paradigm to be insufficient to describe various features of actual financial markets. In this course we will use psychology and more realistic settings to guide and develop alternative theories of financial markets. We will examine how the insights of behavioral finance complement the traditional paradigm and shed light on investors' trading patterns, the behavior of asset prices, corporate finance, and various financial market practices through lectures, case studies, and our own discussions.

Prerequisite: FNGB 7421.

FNGB 74BS. Student Managed Investment Fund: ESG-Impact. (3 Credits)

In this joint graduate and undergraduate course, students will apply their investment and portfolio skills in the analysis and selection of a real set of securities and opportunities. Selection will focus on ESG investments and/or those that stress societal impact.

Prerequisite: FNGB 7421.

FNGB 74BT. Fintech Lending & Payments. (3 Credits)

This course will consider modern on-line methods of lending and borrowing that may be outside of the traditional banking environment. The main players in the space will be analyzed, as well as their websites. Students will learn their business models, methods of credit analysis, and measures of return to investors.

Attribute: ABFF.

Prerequisite: FNGB 7421.

FNGB 74BU. Global Financial Markets and the Macro-Economy. (3 Credits)

The overarching goal of this course is to give students an understanding of the forces affecting real income growth, inflation, and asset prices in the world economy. The specific topics the course will address include: the operation of monetary and fiscal policy; how those policies affect financial markets and the broader economy; the determinants of countries' long-term rates of growth; the factors behind the recent financial crises in the US and EU; the features of currency crises, business cycles, and financial crises historically; and the relationships linking global interest rates, exchange rates, and inflation rates. The course will combine economic theory and empirical evidence to provide a toolbox of skills that students can use to analyze these and similar issues going forward.

Prerequisite: BEGB 6220.

FNGB 74BV. Practical Exploration of M&A. (1.5 Credits)

This class will provide an introduction to the essential elements of large-cap merger and acquisition (M&A) transactions from the perspective of real, recent examples taught by a senior investment banker.

Prerequisite: FNGB 6411.

FNGB 74BW. Corporate Valuation. (1.5 to 3 Credits)

The objective of the course is to learn firm, debt, and equity valuation methods from both a conceptual and practical framework. It combines both accounting and finance into practical valuation frameworks. Adequate accounting and finance backgrounds are required. Working knowledge of Microsoft Excel is important.

Prerequisites: FNGB 6411 and FNGB 7421 (may be taken concurrently).

FNGB 74BX. Financial Markets and Major Players. (3 Credits)

This course will provide an overview of a broad range of financial markets from practitioner standpoints. It will discuss how secondary market prices—ranging from equity and fixed income to commodities and complex derivatives—are established in listed exchanges, OTC markets, and dealer platforms. We will examine the roles of both market-makers (“sell-side”) and price takers (“buy-side”), with the latter further divided into two major groups: institutional or retail. We will survey sell-side businesses, including market-makers versus agents in listed markets and OTC markets, institutional block trading, securities lending, and prime-brokerage. On the retail clientele side, we will discuss the wholesale market-making business. On the risk management end of the sell-side business, we will cover market risk, credit risk, and counterparty credit risk. At the end of the course, students should have a thorough understanding of how various businesses fit together. Hopefully, the course will help students better understand the area in which they might pursue their career paths in financial markets.

Prerequisite: FNGB 6411.

FNGB 74BY. Econtech: Econ and Data Mining. (3 Credits)

Overall financial markets and individual company performance are largely driven by the growth rate of the economy, which in turn is affected by monetary, fiscal, and currency policies. Our understanding and forecasting ability are based on analyzing and mining available data. This course will examine data and data mining to better understand a range of policy and output variables, and how they interact under different regimes.

Prerequisite: FNGB 7421.

FNGB 74BZ. ESG & Portfolio Management. (3 Credits)

This course will introduce students to the management of investment portfolios with an awareness of environmental, social, and governance (ESG) risks and objectives. We'll start with an introduction to ESG and everything that means today. We'll then examine a variety of approaches to ESG-aware portfolio management, including security screening and exclusion, ESG integration, best-in-class investing, thematic investing, portfolio tilting, active ownership, and impact investing. We'll focus primarily on public equity, but other asset classes will be introduced over the term. The emphasis will be on developing a practical and applied understanding of the subject. Data widely used by ESG-aware investors will be reviewed and analyzed, including company-level third-party ESG data, ratings, and climate-related measures. Students will complete computational exercises involving that content, and will be assumed to be proficient with Excel or similar spreadsheet software, but no other coding ability will be required. The course is intended to provide the ESG investing background necessary for students seeking to participate in the ESG Student Managed Investment Fund sequence, but other students meeting the course requirements are also welcome to enroll.

Prerequisite: FNGB 7421.

FNGB 74CA. ESG Finance: Issues & Challenges. (3 Credits)

This graduate course is designed in a seminar format and will delve into topics ranging from the successful implementation of sustainability goals by corporations to evaluation of ESG-tilted portfolios by an investor. Students and participants are expected to have a basic understanding of the issues surrounding sustainability. The course is open to graduate students from the Gabelli School and the economics department. A limited number of undergraduate students from the Gabelli School may take the course with the instructor's permission.

Prerequisite: FNGB 6411.

FNGB 74CB. Financing New Media Ventures. (3 Credits)

This course is designed for students to learn how to launch new business lines in large media corporations or new startups directly to market. Learn the critical thinking processes of venture fund managers and corporate innovation leaders in charge of dispensing capital to finance new media ventures. Students will also master effective channels of communication with key stakeholders and champions while utilizing venture capital metrics to quantify and evaluate strategic market opportunities.

Prerequisite: FNGB 6411.

FNGB 74CC. Sustainable Investing and ESG Analysis. (3 Credits)

This course has been designed to develop sustainability competencies for those aspiring to create an impact in their personal and professional lives. Students are exposed to new techniques and tools enabling them to develop sustainable investing strategies and positive outcomes. Through this course, students will learn how to identify, analyze, and integrate ESG factors across a range of asset classes while learning best practices of sustainable and impact investing. This course culminates with a case study in which you will develop your own sustainable investment strategy.

Prerequisite: FNGB 6411.

FNGB 74CD. US/UK Sustainability Communication and Reporting. (3 Credits)

This course will enable students to develop a deeper understanding of the risks and opportunities of being a sustainable business and the similarities and differences of sustainable communications between companies in the U.S. and in the U.K. Students will have the opportunity to travel to the U.K. and hear directly from leaders of industry about the challenges they face when trying to identify, evaluate, and report the issues that will allow them to operate as a sustainable business. Students will research companies in the U.K. and the U.S. to compare and contrast how different companies are handling similar situations with a focus on how they are using the U.N. Sustainable Development Goals to evaluate risk exposure and to communicate to their stakeholders.

Prerequisite: FNGB 6411.

FNGB 74CE. Introduction to ESG and Finance. (1.5 to 3 Credits)

In this course, students will learn about the history of ESG and impact investing, as well as the evolution of key social, environmental, and economic challenges. They will examine the use of ESG Value Reporting Foundation (Sustainability Accounting Standards Board) standards in the United States, Europe, and China, and they will review regulatory factors in relation to the ability of an institution to drive value for its multiple stakeholders. Students will also evaluate social tensions relating to climate change and the exponential growth of investor interest in transformative climate tech solutions. We will look at how policies and market environments, including in each student's native country, support ESG development. The course will leverage Fordham's relationship with the United Nations PRME (Principles of Responsible Management Education) program, and students will examine in detail the UN's 17 Sustainable Development Goals and the Business Roundtable pledge.

Prerequisite: FNGB 6411.

FNGB 74CF. Introduction to Climate Finance. (3 Credits)

In this course, students explore the science of climate change and its related economic and environmental impacts. They study changing global policies and examine financial tools and techniques to fight climate change in its context. Specific areas covered include the use of capital markets to create market-based emission trading systems, project finance to build renewable energy projects, venture capital to fund innovative low emission technologies, etc. The course will feature a large number of readings and a few cases to introduce students to climate finance.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 70.

FNGB 74CG. ESG - Student Managed Investment Fund 2. (3 Credits)

This course is an intensive experiential learning opportunity in which students who already completed ESG—SMIF 1 apply their skills in investment analysis and risk attribution in order to manage an actual portfolio of securities on behalf of the University. Students act as fiduciaries for a portion of the University's endowment. This is the second and immediate followup course to ESG—SMIF 1. ESG—SMIF 2 is designed to apply the analytical framework concerning financial statements, economic indicators, geopolitical concerns, ESG filters and rankings, and other investment management concerns within an ESG-based portfolio and under specific strategies. Through structured research and quantitative analysis concerning companies and their equity, debt, and other financial asset classes, students manage a portfolio, produce detailed and weekly metrics, pitch securities for trading, prepare trading tickets for actual execution, and recommend securities trades. Enrollment is open to both graduate and advanced undergraduate students.

Prerequisite: FNGB 749R.

FNGB 74CH. Managing Business Climate Change Risk Exposure. (3 Credits)

This course will introduce you to the effects that climate change is having on business organizations across the globe and how businesses are responding to these risks. We will explore the short-term impact on businesses of extreme weather events and the long-term impact of chronic changes in weather patterns due to global warming. The course will explain the full range of potentially severe physical risks and transition risks of climate change facing businesses today and how these risks are changing due to global warming. You will learn the strategies that businesses utilize to manage these risks, including risk avoidance, risk mitigation, and risk transfer. We will study how businesses use such important climate risk transfer mechanisms as buying insurance, including general business, flood, and business interruption insurance, and issuing catastrophe bonds. You will also learn how businesses can use derivatives, such as specialized weather derivatives and certain traditional derivatives like forwards, futures, and swaps, to hedge their climate change risk exposure. The course will explain how climate change can also give rise to opportunities for businesses to develop innovative products, services, and strategies to help other businesses. You will learn how successful businesses that recognize these opportunities can turn climate change into an advantage for their stakeholders and society.

Prerequisite: FNGB 74CF.

FNGB 74CJ. Financial Regression and Application. (3 Credits)

This course will cover basic regression analysis for finance students. The software will be based on Excel and basic Python. It will be useful to have had some exposure to Python, or other programming skills. If not, extra effort on your part should be expected—or take a Python class at the same time. You will learn how to import data and conduct analysis such as computing Beta, estimating simple multifactor models, assessing the relation between standard accounting data and stock returns, etc.

Prerequisite: FNGB 7421.

FNGB 74CK. Global Commodities Markets & Trading. (3 Credits)

The aim of this course is to introduce students to the structure of the global commodity markets and the fundamental concepts of physical and financial commodity trading, hedging, and arbitrage. The course will cover the cash, derivative, and bank-lending markets related to energies, precious metals, and agricultural commodities. It will explore the value chain of each commodity from the upstream point of production to the downstream point of distribution and consumption. The course will cover cash, derivative, and financial market pricing, as well as risk management tools and techniques employed in the "spot", commodity, "listed" and "over-the-counter" markets utilizing live financial derivative markets and real world case studies. A knowledge of the basic operation of the futures, forwards, and listed options markets would be helpful for all students enrolled in this course.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74CL. Intro to Fintech in Portfolio Management. (3 Credits)

This course aims to provide students with basic knowledge and skills in fintech via a comprehensive introduction to the field. Students should be able to conduct fintech problem-solving professionally and present their results to peers after taking this class. The major skills to be covered include models in fintech, financial data acquisition, data mining and visualization, machine learning in finance, and high frequency trading analytics. Topics covered include portfolio analysis, portfolio formation, and portfolio optimization using machine learning.

Prerequisite: FNGB 7421.

FNGB 74CM. Sustainability Reporting and Finance. (3 Credits)

Financial decisions worldwide are increasingly influenced by the unique risks of the 21st century. All activities demand focus on sustainability issues—from the looming impacts of climate change and risks associated with health and safety to credit and investment gaps that limit business opportunities and hamper economic progress in many parts of the world. As the challenges of scarcity of resources, the search for profits through efficiency, and impact of climate change continue to mount, environmental, social, and governance (ESG) data become essential for prudent decision-making. Along with several multinational investment banks, Dow Jones has a sustainability index indicating that the search for profitability through efficiency has transcended trends and become the new corporate norm. Students in this course study finance, corporate disclosures, and sustainability reporting practices as integrated subjects, beginning with an introduction to financial and reporting principles and moving through financial analysis and industry-focused disclosures. Additionally, the course covers diverse aspects of sustainable reporting and offers tools for effective risk assessment.

Prerequisite: FNGB 6411.

FNGB 74CN. Real Estate Capital Market Analysis. (1.5 to 3 Credits)

This course examines selected topics and issues related to real estate capital markets. Special emphasis will be placed on mortgage backed securities (MBSs) and real estate investment trusts (REITs). This class will be conducted using a lecture format. The topics include the primary mortgage market and secondary markets, the objectives and processes for designing, implementing, and servicing mortgage and asset backed securities, the tools used by the capital market for pricing and analyzing risks of MBSs, and the regulatory environment and trend of the securitization market.

Prerequisite: FNGB 7421.

FNGB 74CP. Data Analytics for Finance. (3 Credits)

This course teaches students how to apply the tools and techniques of data science to big financial data and, combined with finance theory and concepts, enhance the quality of empirical analysis, problem-solving, and decision-making in finance. Students will engage in diverse projects related to the field of finance, using big data drawn from proprietary financial databases, such as S&P Compustat, CRSP, Execucomp, ISS Directors, RepRisk, Thomson/Refinitiv, and others, as well as the Web. The projects will be executed using the Python programming language and its system of libraries, such as Pandas, Numpy, Matplotlib, Statsmodels, Numba, SciPy, etc. A wide range of interesting problems from various areas in finance will be investigated, such as capital structure, cost of capital, payout policy, simple multifactor models, portfolio construction, financial ratio analysis, firm liquidity, executive compensation, boards and institutional investors, diversity in corporate governance, ESG and firm market and financial performance, and others. The course will equip the students with the necessary knowledge and skills to extract useful information from the ever-increasing volume of data and use it for improved understanding of financial concepts and better decision-making.

Prerequisite: FNGB 7421.

FNGB 74CQ. Fundamental Stock Analysis. (3 Credits)

This course is designed to simulate the experiences a student can obtain as an equity analyst in the asset management industry. As such, while a broad survey of the market and asset classes is covered, the course provides an in-depth understanding of equity stock selection and trains students in selecting stocks using a disciplined investment process that systematically screens an investment universe for attractive quality stocks that are undervalued (Graham & Dodd). Students are expected to focus on the examination and evaluation of individual companies on a standalone and comparable basis, and to understand a company's competitive positioning via Porter's five forces. Students will look at the fundamentals of the company, recognizing a sound business, trading at a reasonable price, as a potential investing opportunity. Students will also learn to appreciate that buying businesses that they don't completely understand adds uncertainty, and they should, therefore, demand a higher risk premium (margin of safety). The course also stresses the importance of creating relationships with people in investor relations at the targeted companies. A team of industry experts, fundamental analysts, portfolio managers, risk managers, and other investment professionals will work closely with students to ensure that the students are exposed to various tools and methods that are currently being employed in the industry.

Prerequisite: FNGB 7421.

FNGB 74CR. Investment Analysis with Data Visualization and GenAI. (3 Credits)

This course is an advanced investment analysis course with three overlapping parts. The first part focuses on utilizing well-regarded investment websites available on the internet to speed up economic data analysis, portfolio evaluation, and stock selection. The second part involves using GenAI to rapidly ask questions and gain various perspectives, uncovering blind spots and opening new areas of opportunity. Effective prompt engineering and checking against GenAI's hallucinations is crucial. In the final three weeks, students will work in groups of four on a pro bono consulting project for an industry practitioner, applying what they have learned in the course.

FNGB 74CS. Fund Strategies and Performance. (3 Credits)

This course examines how money is managed by organizations such as university endowments, pension funds, mutual funds, hedge funds, and private equity funds. It provides an advanced treatment of asset allocation and equity portfolio strategies, and a performance evaluation of U.S. mutual funds and hedge funds. The course provides a deeper understanding of the measurement of risk and its relationship to return, as well as of multi-factor models. Implementation issues, including statistical estimation, back-testing, portfolio construction, and performance evaluation, are covered. Some programming skill (likely Python/SAS) will be important, and partly taught.

FNGB 74CT. Advanced Value Investing. (3 Credits)

Students will study a variety of advanced topics that build on the principles outlined in Introduction to Value Investing and Behavioral Finance. The class will study real-world situations in the current market environment, employ multiple valuation frameworks, and improve students' ability to make informed decisions. Among other topics, the class will study business strategy, Mario Gabelli's Private Market Value with a Catalyst, capital allocation principles, distressed investing, and merger arbitrage.

FNGB 74CU. Investment Applications. (3 Credits)

The objective of this course is to introduce the student to investment principles in the U.S. and in the global capital market. We will understand existing assets and investment vehicles, the functioning of capital market, the theoretical principles that underline asset pricing, and its applications in the valuations of fixed income and equity securities.

FNGB 74CV. Technical Analysis. (3 Credits)

A study of the Elliot Wave theory, a technical analysis approach used in financial markets, particularly in the analysis of stock market price movements. It was developed by Ralph Nelson Elliott in the 1930s and is based on the idea that market prices move in predictable patterns and cycles. The theory is widely used by traders and investors to forecast future price movements. Students will study the theory alongside money management techniques in real time.

FNGB 74CW. Machine Learning for Finance. (3 Credits)

Machine learning (ML) methods of data analysis and prediction are transforming the financial landscape. This course provides a broad overview, knowledge, and practical skills of ML, focusing on applications in finance. The course will introduce various ML methods including supervised and unsupervised learning, as well as deep and reinforcement learning. Students will understand the general landscape of available ML algorithms and learn to implement the most appropriate solutions of a given problem. The course will use Python programming and open source Python packages, and it requires knowledge of statistics. Class sessions will provide the basics of Python.

FNGB 74CX. Investment Analysis with Data Visualization and GenAI. (3 Credits)

This course is an advanced investment analysis course with three overlapping parts. The first part focuses on utilizing well-regarded investment websites available on the internet to speed up economic data analysis, portfolio evaluation, and stock selection. The second part involves using GenAI to rapidly ask questions and gain various perspectives, uncovering blind spots and opening new areas of opportunity. Effective prompt engineering and checking against GenAI's hallucinations is crucial. In the final three weeks, students will work in groups of four on a pro bono consulting project for an industry practitioner, applying what they have learned in the course.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 70.

FNGB 74CY. Introduction to Wealth Management. (1.5 Credits)

This class is intended to demystify the wealth management process. Class lectures will be open-ended discussions with the goal of providing a better understanding of personal wealth and the business of wealth management by combining some aspects of financial planning and overall portfolio management.

FNGB 74CZ. Introduction to Venture Capital. (3 Credits)

This course offers a comprehensive introduction to the world of venture capital, a critical component of the global financial system that drives innovation, rewards founders and drive economic growth. If you are a financial professional, investor or an aspiring entrepreneur, this course will give you a deep understanding of how venture capital firms operate, how deals are sourced, evaluated and how deals are structured. You will also learn about the history of venture capital and the key opportunities and challenges venture capitalists are facing today.

FNGB 7811. Finance - Internship. (1 to 3 Credits)**FNGB 8009. M&A and Leverage Acquisition. (1.5 Credits)**

The course covers corporate debt solutions and provides an overview of credit risk principles. It will focus on corporate acquisitions and LBOs, and analyze different sources of funding, from senior to subordinated. Students will hear from many guest speakers, learn main capital structure issues, and be exposed to the current market environment.

Prerequisite: GFGB 6006.

FNGB 8405. Iss. Fin: Delevgd Fin. (1.5 Credits)

This course discusses the use of debt in Leverage Buyouts, recapitalization, restructuring and refinancing, including Debtor-in-Possession (DIP) financing. Students develop practical insights by utilizing case studies from several public highly leveraged firms; practical insights are critically reviewed.

Prerequisite: FNGB 7421.

FNGB 8408. Acquisition & Leveraged Fin. (1.5 Credits)

The course covers corporate debt solutions and provides an overview of credit risk principles. It will focus on corporate acquisitions and LBOs, and analyze different sources of funding, from senior to subordinated. Students will hear from many guest speakers, learn main capital structure issues, and be exposed to the current market environment.

Prerequisite: FNGB 7422.

FNGB 8414. Modern Financial Analysis. (1.5 Credits)

Learn how the financial services industry applies valuation techniques in a deal context! In this mini-course, you will demystify the theory behind the analytics and ultimately appreciate the "art" and "science" of valuation analytics. What is a company worth? What is someone willing to pay? The answers depend on: who the seller is; who the potential buyer(s) is; the context of the transaction and the current market conditions....

Attribute: ABEP.

Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 8415. Fin/Imkts: Cncpts/Methods/Trd. (1.5 Credits)

This course provides a real-life, hands-on experience of financial market activity and its impact on the broader economy. Throughout the course, students will participate in a trading game (which is explained in more details below) to assess and manage real world factors such as counterparty risk, liquidity, leverage, etc. They will also learn the impact of various policy issues on the markets and thus the economy (ex: impact of limiting foreclosures), some of the mathematics behind the markets, and the broad spillover effects of various investor / issuer decisions. Class sessions will be divided into two parts, lectures and trading. No prior market experience is required, but students are expected to have a passion to learn about financial market activity and stay aware of current market and political conditions. Trading Game: Students participate in 5 sessions of the trading game. Essentially, this game operates in a closed economy with various market participants (sell side, buy side, central bank, etc.) that trade a wide variety of assets, including stocks, bonds, loans, indices, commodities, CDS, currencies, and options, and do so in the context of the current, real world market environment (ex: record Treasury issuance). Each class will have an active trading session, and all market participants are expected to keep and update their trade books to track their P and L.

Prerequisite: FNGB 7421.

FNGB 849C. Fin/Imkts: Cncpts/Methods/Trd. (1.5 Credits)

This course provides a real-life, hands-on experience of financial market activity and its impact on the broader economy. Throughout the course, students will participate in a trading game to asses and manage real world factors such as counter party risk, liquidity, leverage, etc.

Prerequisite: FNGB 7421.

FNGB 849G. Mergers and Acquisitions. (1.5 Credits)

Mergers and acquisitions constitute some of the most important growth, diversification, and globalization strategies for firms. Finance, specifically corporate finance, plays an important role in M&A because the completion of a deal requires careful attention to valuation, risk management, and the designing of an appropriate payment package. That design is an important part of a deal for reasons ranging from accounting and tax to synergies and stock price. In this course, students will examine these features through a number of cases and readings. We will also briefly discuss issues of corporate governance, securities law, and corporate law whenever the context requires us to do so.

Prerequisite: FNGB 7421.

FNGB 849H. Advanced Financial Modeling. (1.5 Credits)

Advanced financial modeling.

Prerequisite: FNGB 7421.

FNGB 849I. Blockchain. (1.5 Credits)

The course will explore the role currency plays in the economy, the emerging technologies pioneering new forms of digital money, and the impact these technologies will have on currency, the economy and the broader category of capital.

Attributes: ABBC, ABEP, ABFF.

Prerequisite: FNGB 849J (may be taken concurrently).

FNGB 849J. Digital Currencies. (1.5 Credits)

Digital Currencies-New Revolution. The course will leverage what was taught in Digital Currency to explore specific examples of new technologies being used to develop new forms of currency and digital money, and redefine the broader category of capital. The course will use real products/service to explore these topics.

Attributes: ABBC, ABEP, ABFF.

Prerequisite: FNGB 6411.

FNGB 849K. Valuation and Modeling for Accounting. (1.5 Credits)

This course expands on valuation techniques discussed in Modern Financial Analysis and Valuation Techniques. Students will have the opportunity to learn the modeling techniques used by today's Wall Street practitioners associated with Discounted Cash Flow Analysis, Merger Analysis, Purchase Price Allocations and Synergy DCFs.

Prerequisite: FNGB 8414 (may be taken concurrently).

FNGB 849L. Empirical Value Investing - A. (1.5 Credits)

This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed. The "A-section" will examine several topics / methods. It is a pre-req for the "B-section," which will investigate the same issues more fully.

Prerequisite: FNGB 7421.

FNGB 849M. Empirical Value Investing - B. (1.5 Credits)

This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed. The "A-section" is a pre-req for the "B-section," which will investigate the same issues more fully.

Prerequisite: FNGB 849L (may be taken concurrently).

FNGB 849N. Fintech: Disruption in Finan Services. (1.5 to 3 Credits)

The course is designed and built to ensure that students gain the knowledge and insight they need to understand the latest developments in Fintech and their disruptive impact on the global financial service industry. Upon completion of this course, students will develop a deeper understanding of business and economic aspects of financial services-based technologies; gain insight into financial ecosystems; understand the Fintech regulatory frameworks; and be able to critically evaluate the disruptiveness of Fintech innovations.

Attributes: ABEP, ABFF.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 70.

FNGB 849Q. Identifying Corporate Culture to Uncover Positive Alpha Investment. (1.5 Credits)

This course will provide a solid introduction to financial linguistic analysis that allows investors to measure the relevance and importance of intangibles like corporate culture and leadership as important contributors to future share value and Alpha. The aim of this first-ever financial linguistics course is to introduce students to the Candor Analytics process. Students will learn how this analytic process has consistently identified high-performing and underperforming stocks over the past decade.

Prerequisite: FNGB 6411.

FNGB 849R. Booms, Bubbles, Busts, and Crashes: A Capital Markets History. (1.5 Credits)

This course will prepare students to understand and anticipate regulatory and institutional changes in financial markets. Fintech and other technological changes are disrupting the financial markets in an unprecedented way—and will probably usher in new regulations. A good understanding of the market's institutional evolution, including the evolution of money, is essential to prepare for a successful career in the financial services industry.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 84AA. Financial Markets and Responsibility- A. (1.5 Credits)

This course is intended as an introduction to Financial Markets and Responsibility. In the first half, we will discuss the instruments traded in the markets, the institutions that support and frame the markets, the trading mechanisms, and the regulatory structure. The course is intended to be descriptive and conceptual. The aim is to familiarize you with the breadth and scope of equity, debt, and currency markets. We shall discuss the recent developments in the U.S. and the development of financial markets globally.

Prerequisite: FNGB 6411.

FNGB 84AB. Financial Markets and Responsibility-B. (1.5 Credits)

The course will provide an introduction to the environmental, social, governance (ESG) aspects of business, as well as diversity, equity, and inclusion (DEI) issues. A central theme will be the social responsibility of corporations. We will discuss how social considerations impact business and financial markets, and how business practices and disruptions affect employees and society. The focus will be on the financial implications, e.g., shareholder versus stakeholder primacy. Cases and some data analysis may be included in class discussions.

Prerequisite: FNGB 6411.

FNGB 8999. Independent Study. (3 Credits)

Finance M.S. Courses

GFGB 6000. CFA Prep. (0 Credits)

Student prep for the CFA exam; second year students and alumni along with faculty help students study and prepare for the CFA exam.

GFGB 6002. Basics of Finance. (1 to 3 Credits)

This course is an introduction to the financial system and the basic techniques in valuation of financial and physical assets. The course is primarily meant for someone who has not had a formal introduction to financial markets, institutions, and instruments. The course will cover the topics of Financial Statement Analysis, Time Value of Money, Valuation of Stocks and Bonds, Capital Budgeting, Cost of Capital, and the Efficient Market Hypothesis.

GFGB 6003. Basics of Economics. (1 to 3 Credits)

Examines microeconomic theory and concepts that strive to explain economic decisions of businesses in the marketplace. The dominant issues addressed are the factors of supply and demand and the relationship of production costs, output and market structures to pricing. Designed to provide the economic foundation for management decisions.

GFGB 6005. Financial Modeling. (3 Credits)

This course helps students develop, using Excel, the type of financial models that businesses use every day to analyze a wide range of financial problems and make decisions. This course covers modeling of financial statements and models in many other important practical areas, such as time value of money, project evaluation, bonds, investment management, and derivatives. It emphasizes using the most powerful and useful tools in Excel, such as logical functions, PivotTables, Data Table, Scenario Manager, and Goal Seek to solve problems that closely resemble real life situations.

Attribute: BUAN.

GFGB 6006. Corporate Finance Applications. (3 Credits)

This course will explain the concepts of corporate finance and their applications in an international setting. We will examine opportunities and problems that are faced specifically by multinational and foreign corporations and will compare corporate finance practices around the world. Topics covered in the course include foreign exchange rate mechanics, international parity theories, forecasting and hedging, international cost of capital, capital budgeting, capital structure, and valuation of foreign investments.

GFGB 6007. Investment Applications. (3 Credits)

The objective of this course is to introduce the student to investment principles in the U.S. and in the global capital market. We will understand existing assets and investment vehicles, the functioning of capital market, the theoretical principles that underline asset pricing, and its applications in the valuations of fixed income and equity securities.

GFGB 6008. Financial Econometrics. (3 Credits)

This course covers estimation of parametric and non-parametric techniques commonly used in finance, applying high-frequency financial databases. We will discuss properties of financial data; linear time-series data analysis; and the basic theory of statistical inference with linear models, general linear models, conditional Heteroskedasticity models, nonlinear models, and Bayesian inference and estimation.

GFGB 6010. Financial Markets and Responsibility. (3 Credits)

This course is intended as an introduction to Financial Markets and Responsibility. In the first half, we will discuss the instruments traded in the markets, the institutions that support and frame the markets, the trading mechanisms, and the regulatory structure. The course is intended to be descriptive and conceptual. The aim is to familiarize you with the breadth and scope of equity, debt, and currency markets. We shall discuss the recent developments in the U.S. and the development of financial markets globally. The second half will provide an introduction to the environmental, social, governance (ESG) aspects of business, as well as diversity, equity, and inclusion (DEI) issues. A central theme will be the social responsibility of corporations. We will discuss how social considerations impact business and financial markets, and how business practices and disruptions affect employees and society. The focus will be on the financial implications, e.g., shareholder versus stakeholder primacy. Cases and some data analysis may be included in class discussions.

GFGB 6011. Basics of Accounting. (1 to 3 Credits)

This course provides a basic understanding of the preparation and analysis of corporate financial statements; introduces generally accepted accounting principles (GAAP) and the standard-setting process; and discusses current issues in the reporting process, such as the benefits and problems of the Sarbanes-Oxley Act.

GFGB 6012. Basics of Statistics. (1 to 3 Credits)

This course introduces the basic statistical concepts essential for business research and decision-making. These include descriptive statistics, probability distributions, statistical inference, and simple and multiple regressions.

GFGB 6013. Communicating Finance Theory. (0 Credits)

This lecture series will provide a summary of many financial topics. The class will also train students to communicate knowledge of this material to professionals at financial institutions.

GFGB 6014. MSGF—Industry Applications. (0 Credits)

This course is required for all new students in the Master of Science in Global Finance (MSGF) program. The program director will lead lectures and bring in many industry professionals to expose MSGF students to a range of financial applications and opportunities. Grading will be Pass/Fail.

GFGB 6015. MSGF Roundtable. (0 Credits)

This course is required for all new students in the Master of Science in Global Finance program. The program director will lead small group seminars of 15 to 20 students. Topics will be focused on student interests and needs. Each student will select two sessions to attend during the term, one in the first half and in the second half. Grading will be Pass/Fail.

GFGB 6016. Introduction to Financial Data and Analytics. (3 Credits)

This course introduces students to the different financial data sources used in practice and in research. Students will learn how to access and download data from Bloomberg, financial data websites, and research databases. Students will also be introduced to data manipulation tools and basic statistical tools in Python and will engage in short projects that use the data and implement the tools developed in class. The focus is to provide a knowledge of financial data, Python data-frame techniques, and data visualization and inferences using Python.

GFGB 6017. Fundamentals of Finance. (3 Credits)

This course is an introduction to the financial system and the basic techniques in valuation of financial and physical assets. The course is primarily meant for someone who has not had a formal introduction to financial markets, institutions, and instruments. The course will cover the topics of financial statement analysis, time value of money, valuation of stocks and bonds, capital budgeting, cost of capital, and the efficient market hypothesis.

GFGB 601A. Financial Markets and Responsibility A. (1.5 Credits)

This course is intended as an introduction to Financial Markets and Responsibility. In the first half, we will discuss the instruments traded in the markets, the institutions that support and frame the markets, the trading mechanisms, and the regulatory structure. The course is intended to be descriptive and conceptual. The aim is to familiarize you with the breadth and scope of equity, debt, and currency markets. We shall discuss the recent developments in the U.S. and the development of financial markets globally.

GFGB 601B. Financial Markets and Responsibility-B. (1.5 Credits)

The course will provide an introduction to the environmental, social, governance (ESG) aspects of business, as well as diversity, equity, and inclusion (DEI) issues. A central theme will be the social responsibility of corporations. We will discuss how social considerations impact business and financial markets, and how business practices and disruptions affect employees and society. The focus will be on the financial implications, e.g., shareholder versus stakeholder primacy. Cases and some data analysis may be included in class discussions.

GFGB 601C. Statistics Prep. (0 Credits)

Statistics prep.

GFGB 601D. Finance Prep. (0.5 Credits)

Finance prep.

GFGB 601E. Python Prep. (0 Credits)

Python prep.

GFGB 601F. Finance Primer. (1 Credit)

Finance Primer.

GFGB 7001. Global Financial Markets. (3 Credits)

AVAILABLE ONLY TO STUDENTS IN THE MSGF PROGRAM. Provides a comprehensive overview of global financial markets, the functions and goals of key financial institutions and the role played by central banks and regulatory agencies. Covers international money markets, international equity markets, the foreign exchange market, forward markets for commodities and financial instruments, bond markets and derivative markets.

Prerequisites: GFGB 6001 and GFGB 6003.

GFGB 7002. Contemp Issues Global Finance. (3 Credits)

Explores current issues relevant to the global financial system, including international commercial and investment banking and international investments. It emphasizes the underlying conditions and fundamental trends in various sectors of international finance.

Attributes: GFCE, GFFA, GFIM.

GFGB 7004. Global Equity Portfolio Mgt. (3 Credits)

Provides a comprehensive overview of equity portfolio management in theory and practice. Examines portfolio objectives and links them to appropriate investment strategies. It covers pricing of equities, the asset-allocation decision, return enhancement/risk control techniques, performance evaluation and recent changes in international fund management. Analyzes international investment strategy and the relative merits of various approaches.

Attribute: GFIM.

Prerequisite: GFGB 6007.

GFGB 7005. Global Corp Governance. (3 Credits)

AVAILABLE ONLY TO STUDENTS IN THE MSGF PROGRAM. Examines how modern publicly traded corporations are governed in the global markets. It discusses the roles of the board of directors, corporate management, institutional investors, and other shareholders, and also discusses the effects of the recent legislation and financial market developments on corporate governance. Provides international comparisons of corporate governance structures and issues arising in contests for corporate control.

Attribute: GFCE.

Prerequisites: GFGB 601A and GFGB 601B.

GFGB 7006. Global Risk Management. (3 Credits)

Covers market risk and volatility, calculation of VaR (value at Risk), Monte Carlo Simulation, credit risk and use of credit derivatives, operational risk, counterparty risk and other topics. Discusses risk regulations, including Basel II, recent developments in Basel III, and recent regulations on the banking industry in the U.S.

Attributes: GFCE, GFFA, GFIM.

Prerequisites: GFGB 6006 and GFGB 6007.

GFGB 7007. Raising Capital and Investing in Global Financial Markets. (3 Credits)

This course provides a comprehensive overview of the decision to go public. Students examine the strategies and process of corporate restructuring and investing activities, such as mergers and acquisitions, corporate diversification, spin-offs, carve-outs, asset sell-offs, tracking stock, exchange offers, and debt restructuring.

Attribute: GFCE.

Prerequisite: GFGB 6006.

GFGB 7009. Money Credit Interest Rates. (3 Credits)

Studies the role of money, credit and interest rates in the efficient and ethical functioning of domestic and global financial markets. This building-block course assumes a background in macroeconomics and finance, and it establishes a foundation for further study in all areas of finance. Topics include: flow of funds and interdependency within the financial system; the Federal Reserve System and its role in money creation; interest rates; the links between interest rates and the growth of money; and the effects of inflation and term structure.

Attribute: GFCE.

GFGB 700A. Financial Data and Analytics. (3 Credits)

This course introduces students to the different financial data sources used in practice and in research. Students will learn how to access and download data from Bloomberg, financial data websites, and research databases. Students will also be introduced to data manipulation tools and basic statistical tools in Python and will engage in short projects that use the data and implement the tools developed in class. The focus is to provide a knowledge of financial data, Python data-frame techniques, and data visualization and inferences using Python.

Prerequisite: GFGB 6007.

GFGB 700B. Sustainability Reporting and Finance. (3 Credits)

Financial decisions worldwide are increasingly influenced by the unique risks of the 21st century. All activities demand focus on sustainability issues—from the looming impacts of climate change, to risks associated with health and safety, to credit and investment gaps that limit business opportunities and hamper economic progress in many parts of the world. As the challenges of scarcity of resources, the search for profits through efficiency, and impact of climate change continue to mount, environmental, social, and governance (ESG) data become essential for prudent decision-making. Along with several multinational investment banks, the Dow Jones has a sustainability index indicating that the search for profitability through efficiency has transcended trends and has now become the new corporate norm. Students in this course study finance, corporate disclosures, and sustainability reporting practices as integrated subjects beginning with an introduction to financial and reporting principles and moving through financial analysis and industry-focused disclosures. Additionally, the course covers diverse aspects of sustainable reporting and offers tools for effective risk assessment.

Prerequisites: GFGB 601A and GFGB 601B.

GFGB 700C. Introduction to Financial Data and Analytics. (3 Credits)

This course introduces students to the different financial data sources used in practice and in research. Students will learn how to access and download data from Bloomberg, financial data websites, and research databases. Students will also be introduced to data manipulation tools and basic statistical tools in Python and will engage in short projects that use the data and implement the tools developed in class. The focus is to provide a knowledge of financial data, Python data-frame techniques, and data visualization and inferences using Python.

GFGB 700D. Programming with Python. (3 Credits)

Do you want to be able to solve business problems through programming and coding? This course introduces key programming concepts, techniques, and tools. Students will learn programming and coding using the widely used Python programming language. This section of Programming with Python will include additional finance applications.

GFGB 700E. Advanced Consulting Seminar. (3 Credits)

Students in this seminar will work directly with, and be mentored by, an industry practitioner as well as a Fordham faculty member. The work will normally involve solving problems related to current issues of industry relevance. Projects will be spread over a large part of the semester. Grading criteria will be based on thoroughness, realism, analysis, and imagination.

GFGB 700F. ESG & Portfolio Management. (3 Credits)

This course will introduce students to the management of investment portfolios with an awareness of environmental, social, and governance (ESG) risks and objectives. We'll start with an introduction to ESG and everything that means today. We'll then examine a variety of approaches to ESG-aware portfolio management, including security screening and exclusion, ESG integration, best-in-class investing, thematic investing, portfolio tilting, active ownership, and impact investing. We'll focus primarily on public equity, but other asset classes will be introduced over the term. The emphasis will be on developing a practical and applied understanding of the subject. Data widely used by ESG-aware investors will be reviewed and analyzed, including company-level third-party ESG data, ratings, and climate-related measures. Students will complete computational exercises involving that content, and will be assumed to be proficient with Excel or similar spreadsheet software, but no other coding ability will be required. The course is intended to provide the ESG investing background necessary for students seeking to participate in the ESG Student Managed Investment Fund sequence, but other students meeting the course requirements are also welcome to enroll.

Prerequisite: GFGB 6007.

GFGB 700G. ESG Finance: Issues & Challenges. (3 Credits)

This graduate course is designed in a seminar format and will delve into topics ranging from the successful implementation of sustainability goals by corporations to evaluation of ESG-tilted portfolios by an investor. Students and participants are expected to have a basic understanding of the issues surrounding sustainability. The course is open to graduate students from the Gabelli School and the economics department. A limited number of undergraduate students from the Gabelli School may take the course with the instructor's permission.

Prerequisites: GFGB 601A and GFGB 601B.

GFGB 700H. Cloud Computing and Finance Uses. (1.5 Credits)

This course introduces the core concepts of cloud computing, including networking, storage, database, access control, security, compliance, and pricing. Cases will be drawn from the finance industry. The course does not require prior programming or cloud computing experience. Students will create their own account on a cloud platform and gain some hands-on experience by provisioning a cloud service and working with it.

Prerequisites: GFGB 6006 and GFGB 6007.

GFGB 700J. Identifying Corporate Culture to Uncover Positive Alpha Investment. (1.5 Credits)

This course will provide a solid introduction to financial linguistic analysis that allows investors to measure the relevance and importance of intangibles like corporate culture and leadership as important contributors to future share value and Alpha. The aim of this first-ever financial linguistics course is to introduce students to the Candor Analytics process. Students will learn how this analytic process has consistently identified high-performing and underperforming stocks over the past decade.

Prerequisites: GFGB 6006 and GFGB 6007.

GFGB 700K. Mergers, Acquisitions, and LBOs. (3 Credits)

In this course, students will focus on identifying and evaluating target companies and structuring deals. They also will consider the economic and social impact of such changes in corporate ownership, and they will analyze recent cases, evaluate strategic rationale, examine deal structuring, and assess financial impact.

Prerequisite: GFGB 6006.

GFGB 700L. Sustainable Investing and ESG Analysis. (3 Credits)

This course has been designed to develop sustainability competencies for those aspiring to create an impact in their personal and professional lives. Students are exposed to new techniques and tools enabling them to develop sustainable investing strategies and positive outcomes. Through this course, students will learn how to identify, analyze, and integrate ESG factors across a range of asset classes while learning best practices of sustainable and impact investing. This course culminates with a case study in which students develop their own sustainable investment strategy.

Prerequisite: GFGB 6007.

GFGB 700M. Introduction to ESG and Finance. (1.5 to 3 Credits)

In this course, students will learn about the history of ESG and impact investing, as well as the evolution of key social, environmental, and economic challenges. They will examine the use of ESG Value Reporting Foundation (Sustainability Accounting Standards Board) standards in the United States, Europe, and China, and they will review regulatory factors in relation to the ability of an institution to drive value for its multiple stakeholders. Students will also evaluate social tensions relating to climate change and the exponential growth of investor interest in transformative climate tech solutions. We will look at how policies and market environments, including in each student's native country, support ESG development. The course will leverage Fordham's relationship with the United Nations PRME (Principles of Responsible Management Education) program, and students will examine in detail the UN's 17 Sustainable Development Goals and the Business Roundtable pledge.

GFGB 700N. Introduction to Climate Finance. (3 Credits)

In this course, students explore the science of climate change and its related economic and environmental impacts. They study changing global policies and examine financial tools and techniques to fight climate change in its context. Specific areas covered include the use of capital markets to create market-based emission trading systems, project finance to build renewable energy projects, venture capital to fund innovative low emission technologies, etc. The course will feature a large number of readings and a few cases to introduce students to climate finance.

Prerequisite: GFGB 6006.

GFGB 700P. Advanced Machine Learning. (3 Credits)

The primary focus of the course is on developing computational models to identify/forecast economic regimes, factor-based smart beta, strategic risk budgeting, and trading decisions. The topics covered in this course will help students gain theoretical knowledge and practical skills to work with global financial firms across different asset classes. Students are required to be proficient in Python programming and have knowledge of basic data mining algorithms and techniques.

Prerequisites: GFGB 7050 and GFGB 7039.

GFGB 700Q. Managing Business Climate Change Risk Exposure. (3 Credits)

This course will introduce you to the effects that climate change is having on business organizations across the globe and how businesses are responding to these risks. We will explore the short-term impact on businesses of extreme weather events and the long-term impact of chronic changes in weather patterns due to global warming. The course will explain the full range of potentially severe physical risks and transition risks of climate change facing businesses today and how these risks are changing due to global warming. You will learn the strategies that businesses utilize to manage these risks, including risk avoidance, risk mitigation, and risk transfer. We will study how businesses use such important climate risk transfer mechanisms as buying insurance, including general business, flood, and business interruption insurance, and issuing catastrophe bonds. You will also learn how businesses can use derivatives, such as specialized weather derivatives and certain traditional derivatives like forwards, futures, and swaps, to hedge their climate change risk exposure. The course will explain how climate change can also give rise to opportunities for businesses to develop innovative products, services, and strategies to help other businesses. You will learn how successful businesses that recognize these opportunities can turn climate change into an advantage for their stakeholders and society.

Prerequisite: GFGB 700N.

GFGB 700R. Financial Regression and Application. (3 Credits)

This course will cover basic regression analysis for finance students. The software will be based on Excel and basic Python. It will be useful to have had some exposure to Python or other programming skills. If not, extra effort on your part should be expected—or take a Python class at the same time. You will learn how to import data and conduct analysis such as computing Beta, estimating simple multifactor models, assessing the relation between standard accounting data and stock returns, etc.

Prerequisite: GFGB 7039.

GFGB 700S. Equity Factor Investment Strategy. (2 to 3 Credits)

This quantitative course is designed to teach students how to backtest a quantitative strategy using the programming language Python. Equity factor investing is a systematic approach to evaluating companies. Companies are assessed on how attractive they are based on one or more factors and then ranked against other firms. Higher-ranked companies may indicate a greater opportunity for alpha. Students will learn about risk exposures and alpha generation. Students will be exposed to long-only and long-short quantitative strategies.

Prerequisites: GFGB 6006 and GFGB 6007.

GFGB 700T. Intro to Fintech in Portfolio Management. (3 Credits)

This course aims to provide students with basic knowledge and skills in fintech via a comprehensive introduction to the field. Students should be able to conduct fintech problem-solving professionally and present their results to peers after taking this class. The major skills to be covered include models in fintech, financial data acquisition, data mining and visualization, machine learning in finance, and high frequency trading analytics. Topics covered include portfolio analysis, portfolio formation, and portfolio optimization using machine learning.

Prerequisites: GFGB 6006 and GFGB 6007.

GFGB 700U. Real Estate Capital Market Analysis. (1.5 to 3 Credits)

This course examines selected topics and issues related to real estate capital markets. Special emphasis will be placed on mortgage backed securities (MBSs) and real estate investment trusts (REITs). This class will be conducted using a lecture format. The topics include the primary mortgage market and secondary markets, the objectives and processes for designing, implementing, and servicing mortgage and asset backed securities, the tools used by the capital market for pricing and analyzing risks of MBSs, and the regulatory environment and trend of the securitization market.

Prerequisite: GFGB 6006.

GFGB 700V. Data Analytics for Finance. (3 Credits)

This course teaches students how to apply the tools and techniques of data science to big financial data and, combined with finance theory and concepts, enhance the quality of empirical analysis, problem-solving, and decision-making in finance. Students will engage in diverse projects related to the field of finance, using big data drawn from proprietary financial databases, such as S&P Compustat, CRSP, Execucomp, ISS Directors, RepRisk, Thomson/Refinitiv, and others, as well as the Web. The projects will be executed using the Python programming language and its system of libraries, such as Pandas, Numpy, Matplotlib, Statsmodels, Numba, SciPy, etc. A wide range of interesting problems from various areas in finance will be investigated, such as capital structure, cost of capital, payout policy, simple multifactor models, portfolio construction, financial ratio analysis, firm liquidity, executive compensation, boards and institutional investors, diversity in corporate governance, ESG, and firm market and financial performance, and others. The course will equip the students with the necessary knowledge and skills to extract useful information from the ever-increasing volume of data and use it for improved understanding of financial concepts and better decision-making.

GFGB 700W. Fundamental Stock Analysis. (3 Credits)

This course is designed to simulate the experiences a student can obtain as an equity analyst in the asset management industry. As such, while a broad survey of the market and asset classes is covered, the course provides an in-depth understanding of equity stock selection and trains students in selecting stocks using a disciplined investment process that systematically screens an investment universe for attractive quality stocks that are undervalued (Graham & Dodd). Students are expected to focus on the examination and evaluation of individual companies on a standalone and comparable basis, and to understand a company's competitive positioning via Porter's five forces. Students will look at the fundamentals of the company, recognizing a sound business, trading at a reasonable price, as a potential investing opportunity. Students will also learn to appreciate that buying businesses that they don't completely understand adds uncertainty, and they should, therefore, demand a higher risk premium (margin of safety). The course stresses the importance of creating relationships with people in investor relations at targeted companies. A team of industry experts, fundamental analysts, portfolio managers, risk managers, and other investment professionals will work closely with students to ensure that the students are exposed to various tools and methods that are currently being employed in the industry.

Prerequisite: GFGB 6007.

GFGB 700X. Investment Analysis with Data Visualization and GenAI. (3 Credits)

This course is an advanced investment analysis course with three overlapping parts. The first part focuses on utilizing well-regarded investment websites available on the internet to speed up economic data analysis, portfolio evaluation, and stock selection. The second part involves using GenAI to rapidly ask questions and gain various perspectives, uncovering blind spots and opening new areas of opportunity. Effective prompt engineering and checking against GenAI's hallucinations is crucial. In the final three weeks, students will work in groups of four on a pro bono consulting project for an industry practitioner, applying what they have learned in the course.

GFGB 700Y. Advanced Value Investing. (3 Credits)

Students will study a variety of advanced topics which build on the principles outlined in Introduction to Value Investing and Behavioral Finance. The class will study real-world situations in the current market environment, employ multiple valuation frameworks, and improve students' ability to make informed decisions. Among other topics, the class will study business strategy, Mario Gabelli's Private Market Value with a Catalyst, capital allocation principles, distressed investing, and merger arbitrage.

GFGB 700Z. Technical Analysis. (3 Credits)

A study of the Elliot Wave theory, a technical analysis approach used in financial markets, particularly in the analysis of stock market price movements. It was developed by Ralph Nelson Elliott in the 1930s and is based on the idea that market prices move in predictable patterns and cycles. The theory is widely used by traders and investors to forecast future price movements. Students will study the theory alongside money management techniques in real time.

GFGB 7010. Investment Banking. (3 Credits)

This course is intended to give students a practical introduction to investment banking and its role in helping corporations raise capital from the global capital markets. Topics include: venture capital, public offerings, private placements, going public, stock and bond financing, convertibles and other hybrid instruments, design of innovative securities, swaps and other derivative instruments, mergers and acquisitions and leveraged buyouts.

Attribute: GFCE.

Prerequisite: GFGB 6006.

GFGB 7011. Hedge Fund. (3 Credits)

The course provides in-depth analysis of hedge fund strategies including absolute-return; controlled risk arbitrage; equity market neutral, long short, and statistical arbitrage; derivatives including options and credit derivatives; fixed income, currency and global macro arbitrage; distressed debt and emerging markets. It examines the role of various participants including regulators, banks, brokerage firms, market makers and investors, both private and institutional.

Attribute: GFIM.

Prerequisite: GFGB 6007.

GFGB 7013. Fixed Income Securities. (3 Credits)

Introduces fixed-income securities, basic fixed-income concepts, the different sectors of the fixed-income market and basic bond mathematics. Studies quantitative fixed-income analysis and its use in valuing bonds and quantifying risk-return characteristics. Involves extensive training in the mathematical formulation of bond valuation problems and in the use of the existing models and software to solve these problems.

Attribute: GFIM.

Prerequisite: GFGB 6006.

GFGB 7014. Futures and Options. (3 Credits)

Examines the institutional aspects of options and futures markets and discusses the strategies of hedgers, arbitrageurs and speculators. Provides an introductory analytical foundation for pricing futures and option contracts.

Attribute: GFIM.

Prerequisite: GFGB 6007.

GFGB 7015. Credit Management. (3 Credits)

This course focuses on the analytic approach (stemming from Basel II capital accords) and will help students make wise credit decisions and manage lending portfolios. Topics include the latest lending techniques based on cash flow, advanced forecasting methods (including simulation and stochastic optimization), pricing, portfolio management, default probability, valuation analysis risk rating and credit derivatives.

Prerequisite: GFGB 6007.

GFGB 7016. Real Estate Capital Markets. (3 Credits)

This Real Estate Capital Markets course will cover both the primary and secondary debt and equity markets linked to real estate assets. While the underlying real estate assets in the primary markets will be covered, a greater portion of the class will be devoted to the secondary debt and equity markets, mainly dealing with mortgages, mortgage backed securities, and Real Estate Investment Trusts (REITs). A distinguishing aspect of this course is the focus on the intersection of the primary and secondary real estate capital markets, investor perspectives, and the impact of macroeconomic factors. Additionally, this course will include a robust mix of quantitative and qualitative factors in order to provide a holistic, less technical perspective on the real estate capital markets, and the real estate industry at large.

Prerequisite: GFGB 6007.

GFGB 7017. Real Estate Finance. (3 Credits)

Discusses the major factors affecting the valuation and financial structuring of real estate, including general tax and depreciation policies. Presents the roles of principal lending institutions, mortgage banks and investment banks in real estate lending, syndications and partnerships. Also surveys real estate-related securities and their markets.

Prerequisite: GFGB 6007.

GFGB 7018. Adv Global Portfolio Mgt. (3 Credits)

The course will review (1) basics of modeling of securities' returns and volatility in the context of portfolio management / "buy-side"; (2) theoretical basis and empirical evidence of risk-return tradeoff and investor preferences; (3) main approaches to portfolio construction and challenges with their practical application; (4) performance evaluation, and other relevant portfolio management topics.

Prerequisite: GFGB 6007.

GFGB 7019. Equity Analysis. (3 Credits)

This course explores techniques and skills required to evaluate the attractiveness of investment opportunities. Experts in the field will be invited to join the class and lead discussions on issues facing analysts, how analysis is used by money managers in making investment decisions, wealth management, and private equity analysis. The course is a combination of guest lectures, case studies and team projects. Students will be expected to analyze an industry as well as engage in a discussion with guest speakers and class participants.

Prerequisite: GFGB 6007.

GFGB 7020. Value Investing Student Mgt Fund. (3 Credits)

This course aims to familiarize the student with the principles and techniques of value investing, the investment philosophy pioneered by Graham and Dodd during their years at Columbia Business School. This will be done through a combination of formal lectures, in-class valuation discussions (see below) and three presentations by leading investors.

Prerequisite: GFGB 6007.

GFGB 7021. Emerging Markets. (3 Credits)

This course will focus on government policies; their motivation, transmission and limitations. Students will learn how a country's investment possibilities and potential GDP is driven by its labor force and productivity. In turn, the level of productivity can be affected by a confluence of monetary, fiscal, currency and regulatory policies developing at the "emerging growth" phase when political goals and legal structures are still in transition, financial and government institutions are not yet fully formed and consumer spending behavior and market availability are evolving.

Attribute: GFIM.

Prerequisite: GFGB 6006.

GFGB 7022. Venture Capital Finacing. (3 Credits)

We will examine the changes in the asset class over time - from the formation of American Research and Development in 1946 to the formation of some of the angel-type funds of the present. We also will examine the geographical differences between venture funds - West Coast and East Coast . We also will look at specialization -- the beginnings of IT-focused investing and the move into healthcare and finally into energy. Finally we will examine the phenomenon of global venture capital. How does that vary from the way venture capital is practiced in the US. The class will be taught in modules and we also will rely on practitioners and experts to visit with the class. Where possible, the students will be asked to visit venture capital fund presentations, expert briefings as well as personal briefings.

Attribute: ABEP.

Prerequisite: GFGB 6006.

GFGB 7024. Fintech Compliance-Asia to US. (3 Credits)

An overview of the components of an effective global Corporate Compliance Program. Examination of the Part C Risk Assessment and the Seven Steps of a corporate compliance and ethics program. Review of compliance program design and best practices, including the roles of the corporate compliance office and in-house counsel, risk assessments, Foreign Corrupt Practices Act, global codes of conduct, corporate governance, monitoring and re-evaluation.

Prerequisite: GFGB 6006.

GFGB 7025. Adv Corporate Finance. (3 Credits)

This course teaches the art of applying corporate finance theory and essential tools and techniques to strategic decision-making in critical real-life situations faced by organizations. The course enhances the students' understanding of corporate finance by providing a comprehensive examination of selected advanced topics, such as alternative valuation methods, real options in corporate finance, decision trees, international operations, mergers and acquisitions, risk arbitrage, debt capacity and leveraged buyouts, private equity, warrants and convertibles, and ethical issues.

Attribute: GFCE.

Prerequisite: GFGB 6006.

GFGB 7026. Alternative Investments. (3 Credits)

The course is an introduction to the rapidly evolving universe of alternative investments. Delivered in modules, the course covers a broad array of alternative strategy classes (Quantitative/Systematic, Fundamental Long/Short, Global Macro, Private Equity) ranging across all major asset classes (Equities, Fixed Income, Currencies, Commodities, Derivatives).

Attribute: GFIM.

Prerequisites: GFGB 6006 and GFGB 6007.

GFGB 7027. Algorithm Trading. (3 Credits)

Electronic algorithms are being used by major institutions, investment banks, and hedge funds to trade stocks, bonds, currencies, and a plethora of financial derivatives. Algorithms are being used for all aspects of trading - from asset allocation and stock selection, to execution and implementation, and for risk management and regulatory and compliance reporting. In this course, students will learn the necessary skill sets, and underlying math, statistics, and programming skills to build, develop, manage, and implement profitable algorithms across all asset classes.

Prerequisite: GFGB 6007.

GFGB 7028. Technical Analysis. (3 Credits)

This course is designed to inform students about how the markets and individual stocks behave (i.e., technical analysis), and how they differ from the economy and individual companies (i.e., fundamental analysis).

Prerequisite: GFGB 6007.

GFGB 7029. ESG Student Managed Investment Fund 1. (3 Credits)

This course will focus on ESG-aware analysis of equity securities, culminating in the creation of a hypothetical equity portfolio consisting entirely of holdings proposed by students and vetted by the class as a whole under the instructor's supervision. While all investing in this class will be simulated, the intent is to enable students to hit the ground running in the subsequent ESG Student Managed Investment Fund 2 course, where an actual portfolio will be created and managed. This course will start with a very brief overview of modern equity security analysis, including especially the use of alpha and risk factors to codify equity characteristics. We'll then build upon the techniques described in the ESG & Portfolio Management course to satisfy an ESG investment mandate while seeking investment outperformance based on ESG insights. The bulk of the term will then be devoted to students pitching investment ideas, and incrementally constructing a hypothetical risk-managed portfolio on that basis.

Prerequisites: GFGB 6007 and GFGB 700F (may be taken concurrently).

GFGB 7030. CFA Competition and Workshop. (0 Credits)

While this course is for zero credit, it has a heavy work load and provides valuable practical experience. Students will be arranged into teams. Each team will write a full sell-side coverage report, build out a presentation, and pitch it to Fordham Wall Street alumni.

GFGB 7031. Seminar in Value Investing. (3 Credits)

This survey course is designed to introduce the fundamentals of the Graham and Dodd value approach to investment analysis. The course will be segmented into two parts: the basic structure of the analytical approach to value investing and its relationship to many of the elements of the MBA curriculum will be described through lectures, exercises, readings, in-class discussions and homework assignments; the last sessions of the course will be devoted to student presentations of their investment recommendations.

Prerequisite: GFGB 6007.

GFGB 7032. Applied Capital Markets and Financial Regulations. (3 Credits)

This course will explore how the market structure has fundamentally changed after the 2008 liquidity and credit crisis, and how that crisis has affected liquidity, balance sheets, risk taking, and returns across the entire financial services industry. The new reality is that regulation has changed the landscape of Wall Street and the dynamic of how the sell-side and buy-side will interact in the foreseeable future.

GFGB 7033. Corporate Finance. (3 Credits)

Studies corporate finance and its specific decisions. Topics include evaluating capital expenditure proposals, forecasting financing requirements and selecting sources of financing. The course also discusses working capital management, dividend policy and contingency planning, and addresses the additional challenges of multinational firms.

Prerequisite: GFGB 6006.

GFGB 7034. Finl Statement Analysis. (3 Credits)

Gives students a better understanding of financial statements and the information they communicate on the operating, investing and financing activities of corporations. Focuses on the impact of financial accounting principles, disclosure standards and alternative accounting practices on financial reports. Examines and evaluates traditional and non-traditional methods of financial statement analysis.

GFGB 7035. Intl Trade & Development. (3 Credits)

The first half of the course focuses on the theories and practices of world trade. Topics include comparative advantage, the changing trade competitiveness of nations and protectionism. During the second half, the focus shifts to developing countries: the process of economic development, including the contribution of foreign investment and technology as well as investment and trade opportunities, policies and regulations.

GFGB 7036. Research in Value Invest. (3 Credits)

Prof. Johnson, a leading expert in the field of Value Investing, will lead a small, project based seminar that focuses on best practices in the field. Selective enrollment by approval of the instructor.

Prerequisite: GFGB 6007.

GFGB 7037. Applied Investment Principles. (3 Credits)

This course provides applications that follow Principles of Finance or Global Investment Principles. EXCEL models will be applied to CAPM modeling of Risk and Return, to Factor Models, and to Portfolio Attribution. Data may be drawing from Boomerang, Yahoo Finance, and other sources.

Prerequisite: GFGB 6007.

GFGB 7038. Applied Quant Invest Strateg. (1.5 Credits)

This course provides applications that follow Financial Econometrics, using SAS or similar software. The techniques from that course will be reviewed, extended, and applied to stock return and accounting data. The focus will be on anomalies, predictions, and multifactor models.

Prerequisite: GFGB 6007.

GFGB 7039. Computational Finance. (3 Credits)

The course will introduce students to programming in R and Python, and will provide many basic finance applications.

Attributes: ABFF, GFFA.

GFGB 7040. Lectures in Applied Port Mgt. (3 Credits)

This advanced Portfolio Management course quickly reviews Modern Portfolio Theory (MPT) conceptual underpinnings and builds on MPT 1.0. It delves into contemporary liability driven asset allocation, MPT 2.0 and portfolio management industry practices, issues and concerns. Lectures, problem solving, and self-study along with extensive hands-on tools using Microsoft Excel based models will be used to provide a practitioner's perspective. We will review and demo contemporary asset allocation optimization and forecasting techniques, new asset class pricing and valuation, performance and risk attribution, tail risk measurement and management tools etc. using real time vendor based (third party) solutions. As Pre-reqs - the student should have class exposure to investment and portfolio analysis, Excel, stats, and basic regressions.

Prerequisite: GFGB 6007.

GFGB 7041. British Economy and Brexit. (3 Credits)

This intensive course is designed to give students an in-depth understanding of Brexit including the implications for the British economy and the companies that operate in it. Students meet three times as a class in preparation for travel to England, scheduled for May 10-20, 2017. This course may count toward a Finance or Management concentration. Please see your program director or dean-adviser for further registration information.

GFGB 7042. Sustainability and Finance. (3 Credits)

In this course we explore how the evolving needs of society are changing the way financial theories, tools, and techniques are conceived and applied.

Prerequisites: GFGB 601A and GFGB 601B.

GFGB 7043. Financial Innova & Institu. (3 Credits)

This course will introduce major financial institutions, such as commercial and investment banks, insurance companies, mutual funds, hedge funds, and credit rating agencies with a focus on their risk contributions to the modern financial system. We will examine their credit risk in depth, and how to model and analyze credit risk and products. We will also understand new financial sector regulations and systemic risk by focusing on Dodd-Frank, market based stress-testing, Comprehensive Capital Analysis and Reviews (CCAR), and other methods. This course will help prepare students for the job market at financial institutions and regulators.

Prerequisite: GFGB 6006.

GFGB 7044. Auto Trading Systems - Intro. (2 to 3 Credits)

This course discusses key issues involved in the design of an Auto (Algorithmic) Trading Systems, and provides hands-on experience. The end product is a prototype Auto Trading System designed by students that successfully trades in the real market (stock, futures, option) using live data feeds from exchanges. Issues covered include: typical structures of trading systems; efficient processing of live information; minimizing trade slippages; handling large number of securities; asynchronous information processing; GUI interfaces; etc. Industry experts are invited to discuss new developments. Key programming techniques will be reviewed at the beginning, very briefly. The course is suitable for students in MSGF, MSQF, and other master level students with programming skills equivalent to one formal course (e.g, R, Matlab, VBA, etc). Students with less programming skill may take the course if approved by instructor.

Prerequisite: GFGB 6007.

GFGB 7045. Investing in European Union. (3 Credits)

The EU is the largest market for US exports and foreign direct investment. The objective of the course is to familiarize students with the process of regional integration and monetary unification in Europe and the opportunities and challenges which this has created for foreign investors. Regulatory differences between the US and EU in competition laws and financial sector will related to the investment climate for foreign companies. The course will highlight that despite the deep economic and financial integration in the EU, significant country- and regional differences exist. This will be assessed through the analysis of several Harvard Business case studies covering different country- and industry experiences.

GFGB 7046. Fintech -An Introduction. (3 Credits)

FinTech is a new and emerging field of technology that is disrupting the way that many companies are conducting business. FinTech has already "forever" changed many sectors including mobile payments, social media, money transfers, loans, fundraising, travel, trading and asset management. It has completely revolutionized the way companies are developing products, conducting research, establishing directed sales and marketing plans, and utilizing start-up technology. Businesses are using FinTech to expand their products and services at a fraction of its previous cost. Entrepreneurs are utilizing FinTech as a central foundation for research, funding, and product development. Customers are already utilizing FinTech as part of their daily lives - mobile apps, social media, banking, online shopping, entertainment and gaming. This course will introduce students to the breadth of FinTech, and touch upon the technical underpinnings.

Prerequisite: GFGB 6007.

GFGB 7047. Stress Tests and Cap Adequacy. (3 Credits)

The financial crisis of 2007 -08 taught us all a lesson: that preparedness is everything. How resilient and prepared will we be, and how fast will we be able to recover? This is the key focus of this course: how to plan for moments of distress so that firms such as yours have capital of a sufficient quality to survive potential storms. We will demonstrate how to create a robust capital plan and test it for moments of hypothetical stress. We will investigate exactly how a bank holding company and an insurance company should conduct their capital plan, highlighting the significant differences between the two industries. By the end of the course, you will be able to create a capital plan for your business on your own.

GFGB 7048. Dynamics of Banking & Fin Mkts. (3 Credits)

This course is designed to provide students a well-rounded and hands-on perspective on the practical functioning and decisions in financial markets and banking.

Prerequisite: GFGB 6006.

GFGB 7049. Global Financial Markets and the Macro-Economy. (3 Credits)

The overarching goal of this course is to give students an understanding of the forces affecting real income growth, inflation, and asset prices in the world economy. The specific topics the course will address include: the operation of monetary and fiscal policy; how those policies affect financial markets and the broader economy; the determinants of countries' long-term rates of growth; the factors behind the recent financial crises in the U.S. and EU; the features of currency crises, business cycles, and financial crises historically; and the relationships linking global interest rates, exchange rates, and inflation rates. The course will combine economic theory and empirical evidence to provide a toolbox of skills that students can use to analyze these and similar issues going forward.

Prerequisite: GFGB 6006.

GFGB 7050. Machine Learning for Finance. (3 Credits)

Machine learning (ML) methods of data analysis and prediction are transforming the financial landscape. This course provides a broad overview, knowledge, and practical skills of Machine Learning (ML), focusing on applications in Finance. The course will introduce various ML methods including supervised and unsupervised learning, as well as deep and reinforcement learning. Students will understand the general landscape of available ML algorithms and learn to implement the most appropriate solutions of a given problem. The course will use Python programming and open source Python packages, and requires knowledge of statistics. Class sessions will provide the basics of Python.

Attributes: ABFF, GFFA.

GFGB 7051. Econtech: Econ & Data Mining. (3 Credits)

The overall financial markets and individual company performance are largely driven by the growth rate of the economy, which in turn is affected by monetary, fiscal, and currency policies. Our understanding and forecasting ability are based on analyzing and mining available data. This course will examine data and data mining to better understand a range of policy and output variable, and how they interact under different regimes.

Attributes: ABFF, GFFA, GFIM.

Prerequisite: GFGB 6006.

GFGB 7052. Empirical Value Investing. (3 Credits)

This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed.

Prerequisite: GFGB 6006.

GFGB 7053. Investor Relations. (3 Credits)

A corporate Investor Relations program formulates and communicates the financial performance and strategic direction of diversified corporations to the global investment community. Investor Relations professionals are well versed in accounting, compliance, finance, governance, marketing and communications. They collaborate with senior management and the Board of Directors to convey and interpret corporate matters to the public. This course will teach students the skills and competencies required to become a corporate Investor Relations professional. The course utilizes a course textbook, case studies, investor relations guest speakers and participation in investor relations events.

Prerequisite: GFGB 6006.

GFGB 7054. Wharton-Impact Investment Workshop. (3 Credits)

Students will attend workshops on ESG (Environmental, Social, and Corporate Governance) and Impact Investing. They will compete in teams of three to five against other national schools to construct a 100% Impact Portfolio. Since this is a two-semester competition, only students who participated in Fall may register in Spring.

GFGB 7055. Research Seminar. (3 Credits)

Students will learn from industry practitioners how textbook concepts are applied in the finance industry. Guest lecturers will cover areas which include wealth management, equity research, portfolio management, investment banking, risk management and FinTech.

GFGB 7056. Blockchain Tech & App Dev. (3 Credits)

The main objective of this course is to familiarize you with the ecosystem, technologies, and development skills surrounding Blockchain. The course starts with foundational concepts such as distributed state machine, hash tree, P2P network, GPU processing, cryptocurrency, and cryptography. Using both simulated sandbox and locally installed environments, the course then guide you through the development, front-end integration, and deployment of Blockchain-based smart contracts. Other topics covered include rapid prototyping, design patterns, and agile process to maximize the success likelihood for Blockchain projects. Proficiency in computer programming; basic knowledge in analysis and linear algebra required.

Prerequisite: GFGB 7039.

GFGB 7057. Contemp Develop in Corp Fin. (3 Credits)

This course will cover a number of important topics of current interest to the corporate finance industry, such as : executive compensation and governance; utilizing and responding to fintech; importance of the growth of intangible assets; importance of large corporate cash holdings invested in risky assets, such as hedge funds and private equity.

Prerequisite: GFGB 6006.

GFGB 7058. Behavioral Finance. (3 Credits)

Over the past several decades, the field of finance has developed a successful paradigm based on the notions that investors and managers are generally rational and that the prices of securities are generally efficient. In recent years, however, anecdotal evidence as well as theoretical and empirical research has shown this paradigm to be insufficient to describe various features of actual financial markets. In this course we will use psychology and more realistic settings to guide and develop alternative theories of financial markets. We will examine how the insights of behavioral finance complement the traditional paradigm and shed light on investors' trading patterns, the behavior of asset prices, corporate finance, and various financial market practices through lectures, case studies, and our own discussions.

Prerequisite: GFGB 6006.

GFGB 7059. Student Managed Investment Fund: ESG-Impact. (3 Credits)

In this joint graduate and undergraduate course, students will apply their investment and portfolio skills in the analysis and selection of a real set of securities and opportunities. Selection will focus on ESG investments and/or those that stress societal impact.

GFGB 7060. Practical Exploration of M&A. (1.5 Credits)

This class will provide an introduction to the essential elements of large cap M&A transactions from the perspective of real, recent examples taught by a senior investment banker.

Prerequisite: GFGB 6006.

GFGB 7061. Corporate Valuation. (1.5 to 3 Credits)

The objective of the course is to learn firm, debt, and equity valuation methods from both a conceptual and practical framework. It combines both accounting and finance into practical valuation frameworks. Adequate accounting and finance backgrounds are required. Working knowledge of Excel is important.

Prerequisite: GFGB 6006.

GFGB 7062. Financial Markets and Major Players. (3 Credits)

This course will provide an overview of a broad range of financial markets, from practitioner standpoints. It will discuss how secondary market prices, ranging from equity and fixed income to commodities and complex derivatives, are established in listed exchanges, OTC markets, and dealer platforms. We will examine the roles of both market-maker (“sell-side”) and price takers (“buy-side”), with the latter further divided into two major groups: institutional or retail. We will survey sell-side businesses, including market-makers vs. agents in listed markets and OTC markets, institutional block trading, securities lending, and prime-brokerage. On the retail clientele side, we will discuss the whole-sale market making business. On the risk management of the sell-side business, we will cover market risk, credit risk, and counterparty credit risk. At the end of the course, students should have a thorough understanding of how various businesses fit together. Hopefully, the course will help students better understand the area in which they might pursue their career path in financial markets.

GFGB 7063. ESG - Student Managed Investment Fund 2. (3 Credits)

This course is an intensive experiential learning opportunity in which students who already completed ESG—SMIF 1 apply their skills in investment analysis and risk attribution in order to manage an actual portfolio of securities on behalf of the University. Students act as fiduciaries for a portion of the University’s Endowment. This is the second and immediate followup course to ESG—SMIF 1. ESG—MIF 2 is designed to apply the analytical framework concerning financial statements, economic indicators, geopolitical concerns, ESG filters and rankings, and other investment management concerns within an ESG-based portfolio and under specific strategies. Through structured research and quantitative analysis concerning companies and their equity, debt, and other financial asset classes, students manage a portfolio, produce detailed and weekly metrics, pitch securities for trading, prepare trading tickets for actual execution, and recommend securities trades. Enrollment is open to both graduate and advanced undergraduate students.

Prerequisite: GFGB 7029.

GFGB 70AA. Quantitative Asset Management Capstone Consulting Projects. (3 Credits)

The course bridges the gap between academics and practice by immersing students in the entire life cycle of real-world analytics engagements. Divided into small groups, students will work on pre-defined projects designed to boost your career with real-world experience and formulated to be completed within a single semester. This project-based course is structured as a consulting internship with actual companies, augmented with lectures to form a comprehensive framework based on the course textbook. Big data combined with machine learning and artificial intelligence provides amazing opportunities for institutional investors. Apply modern tools to investing with real-world details such as currency controls, market impact, and taxes. Study the entire investing process, from designing goals to planning, research, implementation, testing, and risk management. Use Python, MATLAB, and R to build alpha and risk engines, optimal multi-factor models, contextual nonlinear models, multi-period portfolio implementation, and more.

GFGB 70AB. Introduction to Venture Capital. (3 Credits)

This course offers a comprehensive introduction to the world of venture capital, a critical component of the global financial system that drives innovation, rewards founders and drive economic growth. If you are a financial professional, investor or an aspiring entrepreneur, this course will give you a deep understanding of how venture capital firms operate, how deals are sourced, evaluated and how deals are structured. You will also learn about the history of venture capital and the key opportunities and challenges venture capitalists are facing today.

GFGB 8001. Iss in Fin: Modern Fin'al Ana. (1.5 Credits)

Learn how the financial services industry applies valuation techniques in a deal context! In this mini-course, you will demystify the theory behind the analytics and ultimately appreciate the “art” and “science” of valuation analytics. What is a company worth? What is someone willing to pay? The answers depend on: who the seller is; who the potential buyer(s) is; the context of the transaction and the current market conditions... The seminar is ideal for individuals are currently working in or are considering a career in the following disciplines: • Financial services industry (investment banking, consulting, research, asset management, private equity, brokerage, sales & trading, insurance, etc.) • Finance or strategic development group of a corporation – mid-sized thru multinational • Marketing, brand management or a non-finance field... namely anyone interested in gaining a solid foundation in valuation analytics in a condensed, real-world context.

Prerequisite: GFGB 6006.

GFGB 8002. Fin'lmkts: Cncpts/Methods/Trd. (1.5 Credits)

This course provides a real-life, hands-on experience of financial market activity and its impact on the broader economy. Throughout the course, students will participate in a trading game to asses and manage real world factors such as counterparty risk, liquidity, leverage, etc.

Prerequisite: GFGB 6006.

GFGB 8004. Iss in Fin: Delevgd Finance. (1.5 Credits)

This course discusses the use of debt in Leverage Buyouts, recapitalization, restructuring and refinancing, including Debtor-in-Possession (DIP) financing. Students develop practical insights by utilizing case studies from several public highly leveraged firms; practical insights are critically reviewed.

Prerequisite: GFGB 6006.

GFGB 8005. Business Communication for Finance- A. (0.5 to 1 Credits)

Effective communication is the ability to convey your ideas in a logical and convincing manner in order to persuade others to take an action, modify their viewpoint, or at least be open to your perspective. This requires practice for many different situations, whether it is to promote an investment, prioritize your project, or convince your manager why you deserve a promotion. Simply being fluent in a language is not enough to communicate effectively. You must also know how to construct a compelling narrative to address the priorities, sensitivities, and concerns of your audience. As the world becomes more technical and data-driven, it is the ability to effectively communicate, verbally and in writing, which will be the differentiator to progress in your career. Teamwork, leadership, and management are all skills rooted in strong communications skills –again, just being able to speak a language in not enough to be an effective presenter, negotiator or salesperson. The only way to improve is through practice, so the course will be focused on student presentations on a varied set of topics, from current events to investment ideas.

GFGB 8006. Business Communication for Finance - B. (0.5 to 1 Credits)

This class will enable qualified students to more fluently converse with professionals on a variety of financial topics, and will improve students' ability to achieve success as they enter the business community.

GFGB 8009. Mergers and Acquisitions. (1.5 Credits)

Mergers and acquisitions constitute some of the most important growth, diversification, and globalization strategies for firms. Finance, specifically corporate finance, plays an important role in M&A because the completion of a deal requires careful attention to valuation, risk management, and the designing of an appropriate payment package. That design is an important part of a deal for reasons ranging from accounting and tax to synergies and stock price. In this course, students will examine these features through a number of cases and readings. We will also briefly discuss issues of corporate governance, securities law, and corporate law whenever the context requires us to do so.

Prerequisite: GFGB 6006.

GFGB 800A. Booms, Bubbles, Busts, and Crashes: A Capital Markets History. (1.5 Credits)

This course will prepare students to understand and anticipate regulatory and institutional changes in financial markets. Fintech and other technological changes are disrupting the financial markets in an unprecedented way—and will probably usher in new regulations. A good understanding of the market's institutional evolution, including the evolution of money, is essential to prepare for a successful career in the financial services industry.

Prerequisite: GFGB 6006.

GFGB 800B. Introduction in Wealth Management. (1.5 Credits)

This class is intended to demystify the wealth management process. Class lectures will be open-ended discussions with the goal of providing a better understanding of personal wealth and the business of wealth management by combining some aspects of financial planning and overall portfolio management.

GFGB 8010. Advanced Finan Modeling. (1.5 Credits)

Advanced Financial Modeling.

Prerequisite: GFGB 6006.

GFGB 8011. Blockchain. (1.5 Credits)

Blockchain.

Attribute: ABEP.

Prerequisite: GFGB 6006.

GFGB 8012. Digital Currencies. (1.5 Credits)

Digital Currencies.

Attribute: ABEP.

Prerequisite: GFGB 6006.

GFGB 8013. Acct & Corp Fin-Valua&Modeling. (1.5 Credits)

This course expands on valuation techniques discussed in Modern Financial Analysis and Valuation Techniques. Students will have the opportunity to learn the modeling techniques used by today's Wall Street practitioners associated with Discounted Cash Flow Analysis, Merger Analysis, Purchase Price Allocations and Synergy DCFs. COREQUISITE: GFGB 8001.

GFGB 8014. Empirical Value Investing - A. (1.5 Credits)

This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed. The "A-section" will examine several topics / methods. It is a pre-req for the "B-section," which will investigate the same issues more fully.

Prerequisite: GFGB 6006.

GFGB 8015. Empirical Value Investing - B. (1.5 Credits)

This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed. The "A-section" is a pre-req for the "B-section," which will investigate the same issues more fully.

Prerequisite: GFGB 6006.

GFGB 8016. Fintech: Disruption in Finan Services. (1.5 to 3 Credits)

The course is designed and built to ensure that students gain the knowledge and insight they need to understand the latest developments in Fintech and their disruptive impact on the global financial service industry. Upon completion of this course, students will develop a deeper understanding of business and economic aspects of financial services-based technologies; gain insight into financial ecosystems; understand the Fintech regulatory frameworks; and be able to critically evaluate the disruptiveness of Fintech innovations.

Prerequisite: GFGB 6006.

GFGB 8017. Fintech Lending & Payments. (3 Credits)

This course will consider modern on-line methods of lending and borrowing that may be outside of the traditional banking environment. The main players in the space will be analyzed, as well as their websites. Students will learn their business models, methods of credit analysis, and measures of return to investors.

Prerequisite: GFGB 6006.

GFGB 8018. Fund Strategies and Performance. (3 Credits)

This course examines how money is managed by organizations such as university endowments, pension funds, mutual funds, hedge funds, and private equity funds. It provides an advanced treatment of asset allocation and equity portfolio strategies, and a performance evaluation of U.S. mutual funds and hedge funds. The course provides a deeper understanding of the measurement of risk and its relationship to return, as well as of multi-factor models. Implementation issues, including statistical estimation, back-testing, portfolio construction, and performance evaluation, are covered. Some programming skill (likely Python/SAS) will be important, and partly taught.

Prerequisite: GFGB 6007.

GFGB 8951. Internship & Project Report. (1.5 to 6 Credits)

Residential students have the option of including up to 6 credits of internships as part of their program of study. Please note that an internship is not required as part of the program; students may complete any two MBA or MSGF courses in lieu of an internship.

GFGB 8999. Independent Study. (1 to 3 Credits)

Independent study.

Quantitative Finance Courses

QFGB 8900. Greenpoint/Finastra Project. (0 Credits)

The goal of this program is conceptual learning and hands-on research with real-life portfolios and enterprise systems, including the Finastra Capital Markets Fusion Platform. At the end of the program students are expected to have enriched their learning—and their CVs—with projects that have direct industry applicability and through achievements that will enhance their employment prospects and career growth. The research will include FRTB QIS on a portfolio, model sensitivity of PLA tests, impact of specific portfolio features, and risk parameters on FRTB SA and IMA charges.

QFGB 8901. Basics of Accounting. (1 to 3 Credits)

This course provides students with a basic understanding of the preparation and analysis of corporate financial statements. It also introduces generally accepted accounting principles (GAAP) and the standard-setting process, and students discuss current issues in the reporting process, such as the benefits and problems of the Sarbanes-Oxley Act.

QFGB 8902. Basics of Economics. (1 to 3 Credits)

Covers both microeconomics and macroeconomics. Microeconomics topics include theory of demand and the nature of profit and utility-maximizing market equilibrium that constitute the economic basis of finance theory and applications. The macroeconomics segment defines the major components of the economy, outlines a simple model of long-run, real economic behavior with competitive, market clearing prices, then establishes a companion model of short-run adjustments without flexible pricing.

QFGB 8903. Basics of Finance. (1 to 3 Credits)

Provides a conceptual framework for decision-making processes in many diverse areas of finance. Concepts including time value of money, stock and bond valuation, project and firm valuations, risk and return measures, portfolio management, basic CAPM and APT, diversification and hedging are reviewed. Basic theoretical aspects of corporate finance, such as dividend policy and capital structure, are also introduced.

QFGB 8905. Math for Quantitative Finance. (1.5 Credits)

Reviews the basics of mathematics in preparation for advanced courses in the MSQF program. Topics include: Special functions, Multivariate calculus, Optimization, Integration, Differential equations (ODE and PDEs), and Linear algebra.

QFGB 8906. Probability and Statistics. (1.5 Credits)

Reviews the basics of probability and statistics in preparation for advanced courses in the MSQF program. Topics include special distributions like binomial, poisson, normal, lognormal, gamma, beta, and fat-tailed distributions.

QFGB 890C. Cloud Computing and Finance Uses. (1 to 1.5 Credits)

This course introduces the core concepts of cloud computing, including networking, storage, database, access control, security, compliance, and pricing. Cases will be drawn from the finance industry. The course does not require prior programming or cloud computing experience. Students will create their own account on a cloud platform and gain some hands-on experience by provisioning a cloud service and working with it.

QFGB 890H. Advanced Machine Learning. (2 to 3 Credits)

The primary focus of this course is on developing computational models to identify/forecast economic regimes, factor-based smart beta, strategic risk budgeting, and trading decisions. The topics covered in this course will help students gain theoretical knowledge and practical skills to work with global financial firms across different asset classes. Students are required to be proficient in Python programming and have knowledge of basic data mining algorithms and techniques.

QFGB 890K. Python Bootcamp. (0 Credits)

The goal of this bootcamp and workshop is for the students to learn basic Python. The coverage includes Python programming environment, Python shell, Python IDE, Jupyter notebook, Python data types and complex type operations, Pandas data structure, I/O, and visualization.

QFGB 890M. Market Impact Model. (1 Credit)

Stochastic calculus and derivatives pricing courses must be completed prior to taking this demanding quantitative finance course. Market Impact Model is designed to provide students with a mathematical framework grounded in academic references to apply price impact models to quantitative trading and portfolio management. Automated trading is now the dominant form of trading across all frequencies. Furthermore, the rise of algorithmic trading introduces questions professionals must answer. For instance: How do stock prices react to a trading strategy? How can you scale a portfolio considering its trading costs and liquidity risk? How can you measure and improve trading algorithms while avoiding biases? Price impact models answer these novel questions at the forefront of quantitative finance. Using these models, students learn how to build a market simulator to back-test trading algorithms, implement closed-form strategies that optimize trading signals, measure liquidity risk and stress-test portfolios for fire sales, analyze algorithm performance controlling for common trading biases, and estimate price impact models using public trading tape.

QFGB 890N. Real Estate Capital Market Analysis. (3 Credits)

This course examines selected topics and issues related to real estate capital markets. Special emphasis will be placed on mortgage backed securities (MBSs) and real estate investment trusts (REITs). This class will be conducted using a lecture format. The topics include the primary mortgage market and secondary markets, the objectives and processes for designing, implementing, and servicing mortgage and asset backed securities, the tools used by the capital market for pricing and analyzing risks of MBSs, and the regulatory environment and trend of the securitization market.

QFGB 890P. AI in Asset Management. (1 Credit)

The objective of this course is to use AI or machine learning to evaluate complex financial contracts (often involving derivatives). To do that, we not only need to be able to use on-the-shelf libraries but also need to understand the underlying math and algorithms. In other words, we will "open the black box" of every method we use in this class. Derivations as well as good skills in Python or R are required for this course.

QFGB 890Q. Monte Carlo Simulations. (1 Credit)

This course introduces and develops methods and techniques for applying simulations and using them to solve a variety of problems in finance. Simulations are a powerful numerical technique that allow us to solve complex, otherwise difficult or intractable problems. Simulations also give us the ability to make predictions under given scenarios. This course will proceed linearly. First, we'll have a standard review of statistics and probability topics. Then we'll introduce a new simulation method or technique that will be applied to solve problems in quantitative finance. All applications will be done using Python programming language incorporating widely used Python packages in scientific computing and mathematical modeling.

Prerequisites: QFGB 8906 and QFGB 890K.

QFGB 890R. Machine Learning and LLMs. (2 Credits)

The goal of this course is to introduce students to the modern techniques of machine learning and their application to practical problems. Throughout the term, students will learn multiple classical and modern machine learning tools, their uses, limitations, and how the performance of each technique depends on the quantity and quality of the available training data. Special emphasis will be put on working with actual data sets, using proper methodology for model selection, and performance evaluation.

Prerequisites: QFGB 8905 and QFGB 890K.

QFGB 890S. Quantitative Asset Management Capstone Consulting Projects. (2 to 3 Credits)

The course bridges the gap between academics and practice by immersing students in the entire life cycle of real-world analytics engagements. Divided into small groups, students will work on pre-defined projects designed to boost your career with real-world experience and formulated to be completed within a single semester. This project-based course is structured as a consulting internship with actual companies, augmented with lectures to form a comprehensive framework based on the course textbook. Big data combined with machine learning and artificial intelligence provides amazing opportunities for institutional investors. Apply modern tools to investing with real-world details such as currency controls, market impact, and taxes. Study the entire investing process, from designing goals to planning, research, implementation, testing, and risk management. Use Python, MATLAB, and R to build alpha and risk engines, optimal multi-factor models, contextual nonlinear models, multi-period portfolio implementation, and more.

QFGB 8911. Financial Markets and Modeling. (2 Credits)

This course provides the foundation for developing skills in the quantitative analysis of financial decisions, primarily using R and Python. Topics include business planning, forecasting, sensitivity and scenario analyses, risk and return measures, portfolio analysis, binomial option pricing, and value-at-risk (VAR) analysis. It emphasizes practical skills to produce computer models that are useful for a variety of decision-making purposes.

Attribute: BUAN.

QFGB 8914. Derivatives. (2 Credits)

This course introduces deferred delivery (i.e., exchange-traded futures and OTC-traded forward) markets and option markets. The course covers the following: (1) briefly examines the institutional features of these markets; (2) discusses hedger, arbitrageur, and speculator strategies; (3) provides an analytical foundation for the pricing of these contracts; (4) reviews some of the available empirical evidence concerning these markets; and (5) uses the data to perform small-scale, suggestive tests of the theories and strategies.

QFGB 8915. Introduction to Stochastic Calculus. (2 Credits)

Focuses on the practical applications of stochastic differential equations subject to appropriate boundary conditions, solving valuation problems, and using measure-transformations as required in advanced financial engineering practice to value assets within a risk-neutral framework. Builds a theoretical foundation for continuous-time models that are essential for the pricing and hedging of financial derivatives.

QFGB 8923. Machine Learn & Econometrics. (2 Credits)

Covers estimation of parametric and non-parametric techniques commonly used in finance, applying high-frequency financial databases. Discusses properties of financial data, linear time series data analysis, basic theory of statistical inference with linear models, general linear models, conditional Heteroskedasticity models, nonlinear models and Bayesian inference and estimation.

Attribute: BUAN.

QFGB 8924. Advanced Derivatives. (2 Credits)

Designed to complement and extend the topics discussed in QFGB 8914, this course includes all types of derivatives for which a commodity, equity, or currency is the underlying asset. Hull's software and a Bloomberg/Reuters terminal are used for pricing options and gathering data. The data to perform small-scale, suggestive tests of theories and strategies is used.

QFGB 8925. Simulation Applications. (2 Credits)

Introduces state-of-the-art computational techniques essential for implementing financial models, pricing derivatives, obtaining numerical solutions to estimation problems, and simulating stochastic systems in risk management. Provides conceptual framework for gaining experience on simulation design and implementation using METLAB. This course builds a skill set that combines financial modeling, data analysis, and computation.

Attributes: ASDM, BUAN.

QFGB 8926. Finance Theory. (2 Credits)

This course introduces financial theory with a particular emphasis on portfolio choice and the fundamentals of asset pricing. Focuses on both the partial equilibrium theory (CAPM) and the general equilibrium theory (Arrow-Debreu Pricing Theory), with brief introductions on the arbitrage-based theories. The course introduces the basics of asymmetric information and how the problems it imposes can be mitigated via security design. It also emphasizes an understanding of the theories of Discrete-Time Asset Pricing, studies the application of the theory of stock options to real options and complex corporate liabilities, and explores the basic foundation of the GMM tests of asset-pricing theories.

QFGB 8928. Auto Trading Systems - Intro. (2 to 3 Credits)

This course discusses key issues involved in the design of an Auto (Algorithmic) Trading Systems, and provides hands-on experience. The end product is a prototype Auto Trading System designed by students that successfully trades in the real market (stock, futures, option) using live data feeds from exchanges. Issues covered include: typical structures of trading systems; efficient processing of live information; minimizing trade slippages; handling large number of securities; asynchronous information processing; GUI interfaces; etc. Industry experts are invited to discuss new developments. Key programming techniques will be reviewed at the beginning, very briefly. The course is suitable for students in MSGF, MSQF, and other master level students with programming skills equivalent to one formal course (e.g., R, Matlab, VBA, etc). Students with less programming skill may take the course if approved by instructor.

QFGB 8931. Fixed Income Securities. (2 Credits)

Introduces fixed-income securities, basic fixed-income concepts, the different sectors of the fixed-income market, and basic bond mathematics. Studies quantitative fixed-income analysis and its use in valuing bonds and quantifying risk-return characteristics. Involves extensive training in the mathematical formulation of bond valuation problems and in the use of the existing models and software to solve these problems.

QFGB 8933. Time Series Econometrics. (2 Credits)

This course introduces modern financial econometric techniques with a special focus on applications to finance. Both the theoretical framework for making statistical inference and exemplary applications using data in modern finance are emphasized. The course involves extensive use of commercial software packages, as well as implements new financial econometric techniques using high-level programming language, such as MATLAB.

Prerequisite: QFGB 8906.

QFGB 8934. Interest Rate Derivatives. (2 Credits)

Studies continuous time no-arbitrage models of yield curves and pricing of fixed-income securities and derivatives. In particular, treasury bonds as well as more complicated instruments, such as options on bonds, interest rate swaps, option on interest rate swaps, caps, floors, and Mortgage Backed Securities are priced and analyzed.

Prerequisite: QFGB 8915.

QFGB 8935. Risk Management. (2 Credits)

Builds strong understanding of the risks of individual products and methods of hedging and/or replication those products. Also examines firm-wide risk issues from a financial perspective which requires aggregation of multiple positions and consideration of interrelationships among asset price fluctuations. Regulatory and other non-market risk issues are considered and simulation techniques for modeling risk are practiced.

Attribute: ASDM.

QFGB 8943. Large-Scale Data Modeling. (2 Credits)

Explores financial modeling topics using large data sets and various econometric techniques applied in a variety of financial problems. Topics include modeling the yield curve in the US and other countries, application of pattern recognition techniques in developing stock-rating systems, factor models in portfolio construction, and portfolio performance evaluation. Emphasis on project analysis using SAS to process large data sets and develop appropriate models for solving real problems in equity and fixed-income research.

Attribute: BUAN.

QFGB 8944. Credit Risk Mgmt. (2 to 3 Credits)

Introduces modern credit risk models with particular focus on credit derivative instruments. Focuses on derivative market methods, rather than accounting analyses of business risks. Exposes students to institutional practices and commonly used data. Students will be expected to thoroughly understand professional software output, along with the risks and rewards of credit product strategies.

QFGB 8946. Financial Programming. (2 Credits)

This course uses C++ to solve finance problems. Two types of students will take this course. One type is the student with a strong computer programming background (perhaps an engineering undergraduate), but who has not taken C++ or applied it to finance problems. The other type may have been a finance undergraduate student who had little computer programming experience before entering the MSQF program. The latter student must take the spring introduction to C++ course offered by the computer science department before taking this course in their second fall term.

QFGB 8948. Quantitative Methods for Portfolio Management. (2 to 3 Credits)

Introduces the scope of the quantitative concepts used in asset management, with focus on practical application, challenges and limitations in constructing optimal portfolios, evaluating performance and portfolio risk. Involves extensive discussions of case studies and group project.* *Subject to NY Approval.

QFGB 8950. Alternative Investments. (2 to 3 Credits)

The course is an introduction to the rapidly evolving universe of alternative investments. Delivered in modules, the course covers a broad array of alternative strategy classes(Quantitative/Systematic, Fundamental Long/Short, Global Macro, Private Equity) ranging across all major asset classes (Equities, Fixed Income, Currencies, Commodities, Derivatives).* *Subject to NY Approval.

QFGB 8951. Internship and Project Report. (1 to 4 Credits)

A professional project report and presentation are the final outputs of this course. Students complete these projects under the supervision of a faculty member. Both individual and group-projects are possible.

QFGB 8952. Business Comm for Quants A. (0.5 to 1 Credits)

Covers the basics of professional speaking and writing. Develops oral and written presentation skills essential for successful careers. Coordinated with summer term internship to give students the opportunity to apply their new communication skills in a business setting.

QFGB 8953. Research Seminar 1. (1 Credit)

This fall course features a series of lecturers from the finance industry. They discuss research projects that their companies are working on.

QFGB 8954. Research Seminar 2. (1 to 1.5 Credits)

This spring course features a series of lecturers from the finance industry. They discuss research projects that their companies are working on.

QFGB 8955. Computational Finance. (2 Credits)

This course offers both theoretical and practical experience in investing and risk management, including financial market microstructure, types of arbitrage, and principles of modeling the price dynamics of financial assets and market risk. We will derive the Black-Scholes option pricing model, binomial models, yield curve models, credit default risk models, and volatility forecast models using mathematical tools such as copulas. We will also implement all of these models in Python. Students are required to be proficient in Python programming and have a knowledge of stochastic calculus.

Attribute: BUAN.

Prerequisites: QFGB 8915 and QFGB 890K.

QFGB 8957. Applied Capital Markets and Financial Regulations. (3 Credits)

This course will explore how the market structure has fundamentally changed after the 2008 liquidity and credit crisis, and how this crisis has impacted on liquidity, balance sheets, risk taking, and returns across the entire financial services industry. The new reality is that regulation has changed the landscape of Wall Street and the dynamic of how the sell-side and buy-side will interact in the foreseeable future.

QFGB 8960. Advanced C++ for Finance. (2 Credits)

Advanced C++ for finance.

QFGB 8961. Business Comm for Quants B. (0.5 to 1 Credits)

Covers the basics of professional speaking and writing. Develops oral and written presentation skills essential for successful careers.

QFGB 8963. Stress Tests and Cap Adequacy. (3 Credits)

The financial crisis of 2007 -08 taught us all a lesson: that preparedness is everything. How resilient and prepared will we be, and how fast will we be able to recover? This is the key focus of this course: how to plan for moments of distress so that firms such as yours have capital of a sufficient quality to survive potential storms. We will demonstrate how to create a robust capital plan and test it for moments of hypothetical stress. We will investigate exactly how a bank holding company and an insurance company should conduct their capital plan, highlighting the significant differences between the two industries. By the end of the course, you will be able to create a capital plan for your business on your own.

QFGB 8965. Trading - Market Making and Algorithms. (3 Credits)

This course will introduce students to basic market microstructure, algorithmic trading, and quantitative investment strategies. Mathematical and statistical techniques along with their computational implementation in R or Python will be used throughout the course.

Prerequisites: QFGB 8911 and QFGB 8923 and QFGB 8926.

QFGB 8966. Behavioral Finance. (2 Credits)

Over the past several decades, the field of finance has developed a successful paradigm based on the notions that investors and managers are generally rational and that the prices of securities are generally efficient. In recent years, however, anecdotal evidence as well as theoretical and empirical research has shown this paradigm to be insufficient to describe various features of actual financial markets. In this course we will use psychology and more realistic settings to guide and develop alternative theories of financial markets. We will examine how the insights of behavioral finance complement the traditional paradigm and shed light on investors' trading patterns, the behavior of asset prices, corporate finance, and various financial market practices through lectures, case studies, and our own discussions.

QFGB 8967. Bank Capital and CCAR. (2 Credits)

This course will provide an overview of the range of risks that banking institutions undertake to perform their role as credit intermediaries. It will delve into the choices that bank managers make to measure the risks they undertake, and will explore the approaches that a bank can take to translate risk measurement into stress tests of a bank's capital position. Students will have an opportunity to apply methodologies discussed while developing a model to stress test a bank's exposure to market, credit, or operational risk for the purpose of testing the adequacy of a bank's capital position.

QFGB 8968. Blockchain Technology and Application Development. (3 Credits)

The main objective of this course is to familiarize you with the ecosystem, technologies, and development skills surrounding Blockchain. The course starts with foundational concepts such as distributed state machine, hash tree, P2P network, GPU processing, cryptocurrency, and cryptography. Using both simulated sandbox and locally installed environments, the course then guides you through the development, front-end integration, and deployment of Blockchain-based smart contracts. Other topics covered include rapid prototyping, design patterns, and agile process to maximize the success likelihood for Blockchain projects. The lab portion of this course involves weekly submissions of programming exercises, assignments, and project deliverables. Prior knowledge required: Proficiency in computer programming; basic knowledge in analysis and linear algebra.

Attributes: BUAN, ISEL.

QFGB 8969. Systematic Investment Strategies. (2 Credits)

This lecture series will cover a variety of topics on quantitative investment management. We start with an overview of the evolution of the current state of affairs, both with respect to individual strategies as well as topics related to their management within the context of a portfolio. We will first cover the basic set of thematic strategies (e.g., value/reversion, momentum/trend, carry, volatility, etc.) across different asset classes with some representative specific strategies covered in detail. We will then consider extensions and refinements. We will also cover various portfolio construction approaches for baskets of systematic strategies and their consequences. The lecture series will feature readings from "Wall Street" practitioner research series at the major asset managers and investment banks, with guest lecturers from industry on specific topics. Students will be expected to participate via data collection, strategy construction, and back-testing analysis, etc.

QFGB 8972. Deep Machine Learning. (3 Credits)

The goal of this course is to acquaint you with the objectives and methods of deep machine learning (DML). We will explore and learn the basic types of deep neural networks including convolutional, recurrent, and generative adversarial, and the type of data each is designed for. Key additional topics include learning techniques to improve training, preventing overfitting, and finding best practices for minimizing error. Students will study the major technology trends driving DML. A key takeaway is a working knowledge of the vocabulary of concepts and algorithms in DML. The challenges and issues surrounding the use of DML including design issues, ethics, governance, ownership of data, privacy, and security standards. Quality control and validation are also discussed. Emphasis is on business applications. The course is organized as a seminar-style course, with hands-on assignments in DML tools. Familiarity with basic calculus and linear algebra expected.

QFGB 8999. Independent Study. (1 to 3 Credits)

Independent study.

Information, Technology, and Operations

Overview

The information, technology, and operations (ITO) curriculum equips students with a solid understanding of core technology and operations concepts, rigorous analytical thinking and technical skills, and a creative mindset for problem-solving and decision making. Infused with the partnership with other Gabelli School academic units and incorporating new elements such as sustainability, risk management, and innovation, ITO courses are particularly relevant in today's increasingly interdependent and competitive global economy.

The ITO faculty also has expertise in integrating all aspects of the product and service lifecycle. Their research examines the execution process that ranges from planning, design, and procurement, to production, distribution, and returns.

For more information

View the information, technology, and operations area web page.

Programs

The following are the current options to pursue a degree in information, technology, and operations:

- M.S. in Business Analytics (p. 451)
- M.S. in Information Technology (p. 455)
- M.B.A. Concentration in Information Systems (p. 443)
- M.B.A. Concentration in FinTech (p. 442) (Interdisciplinary)
- M.B.A. Secondary Concentration in Blockchain (p. 446) (Interdisciplinary)
- M.B.A. Secondary Concentration in Electronic Business (p. 448)
- Advanced Certificate in Business Analytics for Managers (p. 469)
- Advanced Certificate in Cybersecurity for Managers (p. 470)

Leading People and Organizations

The leading people and organizations area at the Gabelli School of Business focuses on the following areas:

- Ethical leadership
- Career management, focused on personal and professional calling
- Innovation, including social innovation
- Entrepreneurship, including social entrepreneurship
- Global sustainability management

The area's faculty research has global visibility and is frequently cited in professional journals and the popular press. Some faculty focus mainly on individual-level factors such as character, trustworthiness, or mindfulness. Others look at the group level of what makes highly functional teams work. Many examine how organizations of all kinds can better contribute to solving social problems. Overall, the area's research aims to create insights on how people can manage better.

Faculty contribute to this goal by participating on editorial boards, editing globally prominent journals, and serving in leadership roles in the Academy of Management and other professional associations.

Programs

The following options highlight ways in which you can earn a graduate degree in leading people and organizations:

- M.S. in Management (p. 458) (on campus and online)
- M.B.A. Concentration in Management (p. 444) (interdisciplinary)
- M.B.A. Secondary Concentration in Global Sustainability (p. 449)
- M.B.A. Secondary Concentration in Entrepreneurship (p. 448) (interdisciplinary)
- Advanced Certificate in Leading Sustainable Business (p. 470)

Courses

LPGB 6610. Introduction to Modern Management. (1 Credit)

This course introduces students to the current challenges managers are facing. It provides frameworks of competing theories on human nature and explores their consequences for managing organizations.

LPGB 6613. Leading People and Organizations. (3 Credits)

FT MBA CORE/ PMBA FLEX CORE COURSE. Presents theories of designing the structure and processes of organizations, as well as the elements of the global competitive environment within which such organizations operate and ways of relating to this environment. Explores critical issues related to the individual and the firm. Focuses on defining management's role and responsibilities in the continual improvement of quality, productivity, and the competitive position of the enterprise. Previous course title: Fundamentals of Management.

LPGB 7610. Leadership and Change. (3 Credits)

Prepares students to meet the requirements of today's economy, where leadership demands a combination of personal capabilities and insights, as well as in-depth knowledge of organizational change processes and practices. Through readings, cases, class discussions, self-assessment exercises, and leader-directed learning projects, participants gain important insights into their own management style and develop essential knowledge and skills for successful implementation of major change initiatives.

Attribute: ABEP.

LPGB 7615. Cross-Cultural Negotiation and Communications. (3 Credits)

Explores how cultural differences and international settings affect business communication and negotiation - key skills for managers who seek to get solutions accepted and implemented. The dimension of culture is used to increase the student-managers' self-awareness and reflection and to build flexibility in their conceptual understandings and skills. Emphasizes specific strategies, styles and techniques that help the negotiator/communicator.

Attributes: ABGS, ABIB.

LPGB 7616. Training and Development. (3 Credits)

An introduction to preparing, offering, and evaluating interventions for personnel training and organizational development. Topics include needs assessment, adult learning, instructional design, and transfer of training from the corporate classroom to the work site.

LPGB 7617. Assessment in Human Resources. (3 Credits)

Prepares students to conduct measurements, assessments, and reports of human resources programs and practices. Topics include job analysis, organizational development surveys, compensation reviews, organizational culture, and benchmarking.

LPGB 7619. Leading Organizational Change. (3 Credits)

Students learn to analyze organizational environments to identify challenges and constraints, to understand stakeholders' attitudes about the status quo, to understand and manage change according to several change models, and to align business strategies with organizational systems and structures. Elements of strategy, planning, and implementation are included.

Attribute: LSE.

LPGB 7623. Contemporary Issues in HR. (3 Credits)

This course provides an in-depth exploration of a current topic, issue, or practice in the area of strategic human resource analysis. The course uses cases, readings, and applied exercises to examine the topic and its implications for HR practice.

LPGB 7625. Team Dynamics. (3 Credits)

Focuses on examining and developing interpersonal skills consistent with modern business's evolution toward an integrated, self-managing, team-oriented structure. This structure emphasizes group problem-solving, interpersonal communication and leadership among peers. There are two face-to-face class sessions. The rest of the class is taught through asynchronous online modules.

LPGB 7637. Entrepreneurial Mindset. (1.5 or 3 Credits)

This is a non-traditional entrepreneurship course based on experiential learning: learning by doing. It is an introductory course that enables students to discover and grasp the nuances of entrepreneurship, and in particular, how to think, feel, and act like an entrepreneur. At a high level, students will be introduced to the risks and rewards, as well as the challenges and opportunities, of entrepreneurship and being a change agent; however, the emphasis will be on developing the framework of a new venture—from identifying and building out an idea to delivering an impactful pitch.

Attributes: ABEP, ABGS.

LPGB 7638. Career Management. (3 Credits)

Helps students plan and control their personal and career development by surveying theoretical concepts and research findings. Through discussions, case analyses and interpretation of diagnostic tests, students acquire the personal insights necessary to complete a self-assessment and career/life plan.

LPGB 7670. Mgmt of Human Resources. (3 Credits)

Studies the personnel function in private and public organizations from the viewpoint of the manager. Topics include recruiting, employment, wage and salary administration, management development, performance appraisal, job evaluation and design, career development, employee turnover, manpower planning, training and affirmative action.

LPGB 7811. Management Internship. (1 to 3 Credits)

This course is intended for students with a Management internship in this term that wish to receive academic credit for it. The course will begin with an orientation session and will be followed by additional meetings with students. The course instructor will provide additional details to enrolled students.

LPGB 8999. Independent Study. (0 to 3 Credits)**LPGB 769A. Leadership for the 21st Century. (3 Credits)**

The challenges of leading organizations, especially businesses, in the current era are vast. Globalization requires competitive strategies and cultural sensitivity, the worsening environmental crisis calls for sustainable practices, and increasing social problems and inequalities increase pressure for social responsibility beyond traditional profit making. Many current management paradigms have to be rethought and remodeled to deal with these challenges effectively. In this course we look at challenges to organizations on the systemic level (environmental and social pressures), the organizational level (employee commitment and stakeholder trust), and the individual level (happiness) and examine ways of dealing with them proactively.

Attributes: ABGS, LSE.

LPGB 769B. Sustainability Reporting and Finance. (3 Credits)

Financial decisions worldwide are increasingly influenced by the unique risks of the 21st century. All activities demand focus on sustainability issues—from the looming impacts of climate change and risks associated with health and safety to credit and investment gaps that limit business opportunities and hamper economic progress in many parts of the world. As the challenges of scarcity of resources, the search for profits through efficiency, and impact of climate change continue to mount, environmental, social, and governance (ESG) data become essential for prudent decision-making. Along with several multinational investment banks, Dow Jones has a sustainability index indicating that the search for profitability through efficiency has transcended trends and become the new corporate norm. Students in this course study finance, corporate disclosures, and sustainability reporting practices as integrated subjects, beginning with an introduction to financial and reporting principles and moving through financial analysis and industry-focused disclosures. Additionally, the course covers diverse aspects of sustainable reporting and offers tools for effective risk assessment.

LPGB 769T. Me, Inc.. (3 Credits)

If you were to conduct your life like a well-run business, what would it look like? The key to unlimited personal and professional success in daily life is in incorporating the best practices of exceptional companies into everyday living. This course begins by sharing basic business principles of the most successful and enduring companies and how they can be applied to your personal life. From there, this practical course will show you how to envision the kind of success you want and craft an "exceptional living plan" - much like a business plan - that will get you there.

LPGB 76AB. Personal Leadership Development. (3 Credits)

This course will explore emotional intelligence and leadership with an emphasis on self awareness and self management. Various instruments will be used to help students define clearly their personality, motive profile, signature strengths, values and belief systems. Once a level of self awareness is achieved, we will turn to self management to help students make choices that enhance their lives, improve their leadership, and make better career decisions.

LPGB 76AE. Turnaround Management. (1.5 or 3 Credits)

In today's demanding and fast-paced environment, there is a premium on individuals who can produce outstanding results on a continuing basis. Business as usual is not sufficient to sustain organizational vitality over the long term. Increasingly, leaders are expected to deliver growth and productivity improvements while satisfying clients, motivating employees, and meeting the needs of a myriad of internal and external stakeholders. This course is designed to prepare students to lead organizations to higher levels of performance by applying critical elements of leadership theory and practice.

LPGB 76AG. Managing Innovation Change. (3 Credits)

This course is geared towards deepening the understanding of the challenges, techniques, and burdens associated with initiating and implementing major change in an organization.

LPGB 76AI. Managing Transnational Firm. (3 Credits)

Organizations are complex systems. Different theories of designing structure and processes of such organizations are presented. The elements of the global competitive environment within which such organizations operate and ways of relating to this environment.

LPGB 76AS. Boards and C-Suite Decision Making. (3 Credits)

This course is designed to enhance the MBA's understanding of the theory and reality of decision making at the most senior levels of the corporate organization. It will focus on decision-making among the Board of Directors, CEO/CFO and other senior management in a variety of contexts and will include international as well as U.S. perspectives. In addition to lectures and case studies, current CEOs, CFOs, and Directors will share their experiences with the class.

LPGB 76AV. Developing the Sustainability Mindset. (3 Credits)

This hands-on workshop/seminar is designed for individuals ready to take leadership roles in contributing to solutions to our species' greatest challenge - dealing with the climate-change/global-unsustainability situation already impacting our lives, careers, businesses, and societies.

Attributes: ABGS, LSE, SOIN.

LPGB 76AW. Leadership & Trust. (3 Credits)

This course will cover some evolving concepts of leadership and then concentrate on how leaders build trust among followers and other stakeholders and how they architect high trust teams and organizations. The course will be centered around Dr. Hurley's new book *The Decision to Trust*, which was named one of the best leadership books of 2011 by the Washington Post.

Attribute: SOIN.

LPGB 76BG. New Models of Mgmt. (3 Credits)

This new course will explore the management systems, management processes, and global context required for the 21st-century. There is ample evidence that the "business as usual" management systems, processes, leadership, and goals of the 20th century are inappropriate for the realities of the 21st-century. Building upon the conceptual framework of three technologies (systems) of managing - traditional management, managing for quality and productivity, and managing for global sustainability - this course will explore the possibilities and emerging realities of management systems and leadership for global sustainability. Particular attention will be paid in the course to developing among class members the management skills necessary for this new system of managing and, most importantly, the mindset necessary to provide leadership for this emerging future.

LPGB 76BH. Organizational Behavior for Managers: How to Develop Workplace Motivation and Well-being. (3 Credits)

Organizational behavior (OB) examines how your employees' outlooks, abilities, personalities, and motivation affect their work. This highly applied, workshop-oriented course will give you an overview of OB and its practical implications for managers. We'll particularly focus on how to help shape your employees' job behaviors and well-being. The applied workshops which make up the course will introduce you too to Google's 'mindfulness' initiative in employee well-being and job performance.

LPGB 76BJ. From Managing Creativity to Leading Innovation: A Survey Course. (3 Credits)

Knowing how and where to innovate and to do so in a way that is sustainable financially, socially, and environmentally makes you invaluable to any employer. In this course you will learn tools and gain insights that can equip you to understand the process of innovation at a deeper level, by understanding its complexity and the multiple levels it can and needs to occur to be successful (including individual creativity, product/service innovation, business model innovation, governance innovation, social/sustainable innovation at the systems level).

Attribute: LSE.

LPGB 76BN. Jesuit Leadership and Culture. (3 Credits)

Experience the Spiritual Process that made Saint Ignatius of Loyola; Reflect and Discern on your own Leadership Style and how it compares to the Jesuit Culture of Leadership; Understand the Importance of Team Building in recreating a successful Walking Pilgrimage; Learn the Foundation of Jesuit History.

LPGB 76BQ. Entrepreneurship Bubble: Coworking, Incubators, Startup Contests, and the Purpose Bubble. (3 Credits)

This course provides a focus on the entrepreneurship and innovation bubbles as well as the shortcomings of startup structures. Topics include sources of funding and organizing such as: incubators, coworking spaces, open floor plans, angel investors, venture capital, IPO's, and governmental mechanisms. Upon completion, students will be able to effectively analyze the weakness of an entrepreneurial venture and innovation processes.

LPGB 76BT. Org Development & Change. (3 Credits)

This is a workshop-oriented, applied course on diagnosing and managing organizational development, especially in a climate of uncertainty. Cases, lectures, guest speakers, and exercises will cover a wide variety of OD applications, practical interventions, and approaches to change evaluation.

LPGB 76BU. Design Thinking. (3 Credits)

Design thinking is an iterative problem-solving process of discovery, ideation, and experimentation that, when combined with business models, provides decision-makers with effective tools for innovation and transformation. This hands-on course will guide students in the use of a variety of design-based tools and techniques to clarify and solve human-centered organizational, business, and public service challenges.

Attribute: LSE.

LPGB 76BV. Leading the Sustainable Business Organization. (3 Credits)

This course will outline current challenges and opportunities of modern, sustainable business management. It will focus on leadership opportunities for the advanced business student and highlight best and emerging practices of leadership in the 21st century (incl. Tesla, Unilever, Patagonia and social enterprise).

Attribute: LSE.

LPGB 76BW. Applied Sustainability Innovation. (3 Credits)

This course is a real-life consulting engagement for students with a leading fair trade company (Fairtrasa). Its CEO, Patrick Struebi, will present real-life challenges his company is facing and selected student teams will work on developing innovative solutions guided by peers and faculty. This course is a capstone for the management consulting concentration and the social innovation concentration, as well as the sustainable business minor.

LPGB 76BX. Social Innov Master Class. (3 Credits)

This class is a special offering for students deeply interested in understanding and experiencing the promise of social innovation. In partnership with leading global organizations like the Schwab Foundation, Ashoka, and the World Economic Forum, students will learn from global leaders in the field how social innovation can shape business strategy for the 21st century.

LPGB 76BY. Leading For Impact. (3 Credits)

Have you ever wondered why Tesla, Patagonia and Toms have achieved such remarkable success while generating positive impact for society? This course focuses on social innovation and how businesses can generate social and environmental impact, besides being financially sustainable. Students in this course will learn about the world's most pressing challenges and how new business models such as sharing economy (Uber, AirBnB), circular economy, IOT, etc. can create innovative solutions that generate positive impact for millions. Students will be provided with a comprehensive overview of the latest social business models and how their own creative ideas may be turned into a viable business venture. This course includes Community Engaged Learning (CEL) and students will be working on projects with community partners.

Attribute: LSE.

LPGB 76BZ. Managing Human Performance. (3 Credits)

This course examines compensation theory and practice, including strategic compensation planning as well as the development and management of compensation/reward systems, such as direct wages, indirect payments, and employee benefits. Topics include: economic and behavioral theories of compensation; job-based and knowledge-based pay systems; individual, group/team, and organizational performance pay plans; employee benefits; pay equity; executive compensation; and system administration and implementation issues.

Attribute: LSE.

LPGB 76CB. Sustainable Business Master Class. (3 Credits)

This 3-credit intensive will help prepare students to be leaders in the rapidly emerging world of sustainable business. The world today is in crisis: 65 million refugees on the move, fleeing climate change and failed states; the climate crisis has thrown millions into collapse, and will get far worse; we are living in the sixth great extinction, with millions of species going extinct; inequality is so bad that eight men have as much wealth as the bottom 3.5 billion people on earth? These and related crises are threatening economies across the planet, and business everywhere.

Attribute: ABGS.

LPGB 76CD. Soft Skills for Success. (3 Credits)

Functional knowledge (e.g. finance, IT, marketing, etc.) must be combined with implementation skills in order to create value. For example, a product manager who knows marketing but who cannot influence his or her advertising agency will not have a great career. Similarly, an investment banker who is great a financial engineering will not be successful unless they can negotiate effectively with people on all sides of the deal. The same with an accounting major who understands the accounting or tax rules but cannot lead the audit team or the many groups that report into the CFO. These implementation skills are often referred to as "soft skills". This course will cover 8 key soft skills (reading people, influence, self-management, difficult conversations, conflict, negotiation, leading teams, execution) in quick burst format to enhance your skills and maximize your careers prospects in a short period of time. 1. Reading people – Understanding how people differ and how you should approach them to be effective. 2. Influencing people – How to increase the odds that people will act to promote your interests. 3. Managing self to maximize impact – How to understand our strengths and weakness and act to maximize the former and mitigate the latter. 4. Having difficult conversations – How to conduct conversations that may prove emotional or threatening but that need to happen to increase joint understanding, head off conflict and increase productivity. 5. Conflict resolution – How to resolve conflicts among people productively. 6. Negotiation – How to help others serve your interests and you serve theirs in ways that create value. 7. Leading teams and managing meetings – How to understand group dynamics, increase productivity and stay on track when you lead groups of people. 8. Execution – managing in such a way that you under-promise and over-deliver results to increase trust and confidence in your leadership .

LPGB 76CE. Business and the Green Real Deal. (3 Credits)

This course seeks to discern the role of energy choices and systems in responding to the climate challenge, and to specify and critically assess opportunities for business enterprise to take initiative in responding constructively to the climate challenge. Students will be organized into small teams. Each team will prepare a business case for an innovation that responds constructively to some aspect of the climate challenge.

Attribute: LSE.

LPGB 76CF. Innovation and Resilience. (3 Credits)

This course focuses on the process of innovation, including the resilience required to weather inevitable ambiguity, risk, mistakes, and even failures along the journey. Topics include: identifying opportunities, managing creativity, evaluating ideas, decision-making in uncertain environments, and resilience.

LPGB 76CG. Leadership for Sustainability and Regenerative Value Creation. (3 Credits)

This course focuses on the inner and outer dimensions of leadership for sustainability and regenerative value creation. We focus on the inner conditions necessary to lead effectively while examining the outer conditions calling for novel solutions. We examine leading companies (Philips, Barry Wehmiller, SEKEM, Natura, Body Shop) and learn from leaders such as Paul Polman, Nelson Mandela, Ibrahim Abouleish, Guilherme Peirão Leal, Eileen Fisher, Anita Roddick, Ben Cohen and Jerry Greenfield, Desmond Tutu, and many more. This course is a unique and advanced course for those wanting to make a powerful difference in the world of business and beyond.

LPGB 869A. Leadership Forum. (1.5 Credits)

Do you think you can lead? Leading in today's complex environment is probably more of a challenge than at any other time in our history. The challenge is distinguishing between a true leader and a good manager. Additionally, how do leaders handle work/life balance? The Fordham Leadership Forum brings together many successful CEOs to articulate their road to success and the obstacles they needed to overcome, as well as great institutional leaders who will discuss how fortuity lead to them becoming heads of their respective institutions. Who should take this course? If you intend to eventually run a company, begin your own, or move up within the institution in which you are presently employed, this is probably the right course for you. Sander Flaum is well known as a leader within the pharmaceutical industry, having been the Marketing Head of a large pharmaceutical company as well as CEO of the No. 2 global advertising agency in healthcare. He now runs a marketing and sales effectiveness firm which also trains the "rising stars".

LPGB 869B. Leading Global Corporations. (1.5 Credits)

In this course we will focus on three specific areas: managing large-scale organizational change, creating cultures of integrity for sustainable growth. and developing the inner qualities of the global leader.

Attribute: ABIB.

LPGB 869D. Research For Final Project. (1.5 Credits)

Under the guidance of a faculty member(s), students will work as a team to analyse and dissect issues and generate recommendations for each group member and their specific action plan. This course will thus allow for some type of "return on investment" for the student.

LPGB 869H. Team Dynamics. (1.5 Credits)

This course is designed to help students understand teams, be a more productive team member, build and lead teams, and manage team conflict. While the theory aspects of the course come from organization theory and behavior, the practice component involves face to face and virtual team interactions, where students experience the relevance of key group dynamics concepts.

Marketing

The marketing curriculum is designed to provide the foundation for students planning careers in various marketing subfields (see our Careers in Marketing website). The marketing area helps graduate students learn foundational knowledge and the latest marketing advances, with special attention given to consumer and societal well-being. Given the changes and innovations taking place in the industry and the interdisciplinary approach expected from marketing professionals, the marketing area continuously updates its curriculum by offering creative and cutting-edge courses to prepare students for their future marketing careers. The marketing area offers a wide variety of courses that reflect the recent changes and challenges in the global marketplace, emphasizing the creation of value for consumers, businesses, and society at large.

Programs

The following options highlight ways in which you can earn a graduate degree in marketing:

- M.B.A. Concentration in Marketing (p. 445)
- M.S. in Marketing Intelligence (p. 459)
- M.S. in Strategic Marketing Communications (p. 463)
(Interdisciplinary, online)

Courses

In today's fast-changing global business world, marketing jobs—from entry to executive level—require a mix of knowledge, skills, and practical experiences with a wide variety of topics. Marketing students need to have better theoretical, analytical, and methodological training to remain competitive in a demanding job market. The marketing area offers courses in three categories that are different in terms of their focus, objectives, coverage, and delivery to better prepare students for their future careers: Knowledge-Generation (KG) courses; Skill-Building (SB) courses; and Industry-Exposure (IE) courses.

While there are no formal requirements for distribution, M.B.A. students concentrating in marketing are advised to have a balanced course load that represents all categories when they choose their marketing electives.

Knowledge-Generation (KG) courses: Knowledge-generation courses are designed to provide students with the theoretical knowledge that they will need in their careers. Students learn different theories and conceptual models relevant to marketing practice. Knowledge acquisition is strengthened through discussion of real-life examples and cases that demonstrate how those theories are applied to practice. KG courses are taught primarily by full-time faculty with doctorates and professional business experience.

Skill-Building (SB) courses: Skill-building courses help students acquire various conceptual, methodological, analytical, and managerial skills that they will need for solving marketing problems and making marketing decisions. Students learn how to use a range of quantitative techniques or prepare comprehensive plans as required by jobs in different sub-fields of marketing. SB courses are taught by either full-time faculty with doctorates or by part-time instructors with extensive professional experience using the skills taught in those courses.

Industry-Exposure (IE) courses: Industry-exposure courses aim to teach students about the marketing practices and managerial experiences in various marketing contexts. The focus of these courses is not theoretical knowledge but rather application of the knowledge and skills learned in other courses. Students get firsthand exposure to marketing operations and practices in certain industries or countries. IE courses are taught primarily by part-time instructors who have extensive professional experience within relevant sub-fields or regions/nations.

Marketing Courses

MKGB 6710. Responsible Marketing Management. (3 Credits)

This course discusses the role of marketing in developing responsible business practices to create, communicate, and deliver value for business entities, consumers, and society as a whole. Interactive class discussions focus on how marketing interacts with other business functions within a company, as well as how marketing contributes to both the company bottom-line and societal well-being. Topics covered include the strategic marketing process, shared value creation, circular economy, responsible marketing, market segmentation, targeting, and positioning, and the marketing mix. Lectures, comprehensive case analyses, in-class exercises, and team projects are used to provide a complete understanding of the role of responsible marketing management toward achieving well-being of all stakeholders. (Previous title: Customer Driven Marketing, new title: Responsible Marketing Management).

Attribute: PMMA.

Prerequisites: BEGB 6220 or GBA Waiver Managerial Eco with a score of 070.

Mutually Exclusive: MKGB 6711, MMGB 6711.

MKGB 6711. Marketing in the Digital Age. (3 Credits)

This course introduces the ways in which marketing creates value in the interactions with other business functions, stakeholders and consumers. It emphasizes why and how successful marketing needs to be customer-driven, especially in the digital age where consumer engagement through various channels is key to a firm's success. Topics covered include the strategic marketing process; the exchange of value; market segmentation, targeting, and positioning, and the marketing mix in the digital economy.

Mutually Exclusive: MKGB 6710.

MKGB 6720. Understanding Digital Consumer. (3 Credits)

Consumer behavior is rapidly changing as channels and shopping offer more options and more data points. This course prepares students for marketing to digital consumers, covering the latest social science research and theories to better understand consumer behavior. The course focuses on applications in managerial decision-making for digital consumers. Topics include motivation, learning, memory, perception, attitude formation and change, perception, consumer and social well-being that aid predicting consumer behavior in traditional marketplaces and on digital platforms.

Mutually Exclusive: MKGB 7720.

MKGB 6730. Contemporary Research Methods. (3 Credits)

This course provides a fundamental understanding of analytical methods and their application in marketing and communications. It covers analytical tools needed to quantify market potential, empirically establish customer needs, and optimize efficiencies of market communications. It discusses the research process and the identification, collection, analysis and dissemination of consumer data. Topics include problem definition, using secondary data, quantitative and qualitative methods, preparation and evaluation of surveys, and data analysis.

Mutually Exclusive: MKGB 7730.

MKGB 7720. Consumer Behavior. (3 Credits)

Analyzes the latest social science research and theories to better understand consumer behavior. Special attention is directed to applications in managerial decision-making. Topics including motivation, learning, memory, perception, attitude formation and change and decision-making are covered to explain and predict how consumers behave in the marketplace.

Attributes: ABGS, PMMA.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

Mutually Exclusive: MKGB 6720.

MKGB 7721. Marketing Management for China. (4.5 Credits)**MKGB 7723. Strategic Branding. (3 Credits)**

Demonstrates the strategic importance of branding by focusing on the various ways the brands acquire and sustain value in the marketplace. Analyzes relevant and comprehensive theories, and all the necessary tools, ideas and concepts to uncover the brands' identities and help managerial branding decisions. Topics discussed include socio-cultural perspectives on branding and brand management, emotional branding, financial considerations and consequences of branding decisions.

PREVIOUSLY TITLED: BIG BRAND MARKETING.

Attribute: PMMA.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7730. Research Methods. (3 Credits)

Provides a fundamental understanding of research methods and their application in different business functions, offering perspectives from both the provider and user of information needed for managerial decision-making. Discusses the research process with an emphasis on the identification, collection, analysis and dissemination of business and consumer data. Topics include problem definition, the use of secondary data, various quantitative and qualitative methods, preparation and evaluation of surveys, and basics of data analysis. REQUIRED COURSE FOR MARKETING CONCENTRATION.

Attributes: ASDM, BUAN.

Mutually Exclusive: MKGB 6730.

MKGB 7755. Integrated Marketing Communications. (3 Credits)

This course analyzes the planning, execution, and measurement of advertising campaigns, with a focus on developing ad campaigns and media planning that maximize consumer engagement. Topics include the role of advertising in the marketing mix, tools, techniques and processes used in creating advertising strategy, media planning, legal issues and ethical considerations in advertising. An emphasis is placed on creative ways to foster awareness and maintain consumer involvement through digital media platforms and other marketing tools. MKGB 7720 (or MKGB 6720) is suggested as prior coursework.

Attribute: ABEP.

Prerequisites: MKGB 6710 or MKGB 6711 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7760. Marketing Technology and Innovation. (3 Credits)

This course introduces students to the marketing implications of the latest technologies (the current and future trends). These technologies have led to new forms of marketing and customer-related activities. Marketing students need to have an overall understanding of the latest technological advances to take advantage of these technologies and be able to communicate with technology specialists. Adopting a learn-by-doing approach, the course seeks to help students integrate their knowledge and skills with the latest advances. Students will implement this integration of knowledge in assignments and projects that seek to create new value for consumers, offer personalized customer experience, address a marketing challenge, or create and capture new opportunities.

Prerequisites: MKGB 6710 and MKGB 8701.

MKGB 7765. Sales Management. (3 Credits)

Focuses on personal selling and salesforce management in the context of large and small organizations. Examines the sales process and its relationship to overall marketing strategy, evaluation of salesforce performance and the function of sales manager. Explore such topics as sales planning, forecasting as well as recruiting, selecting, motivating and compensating a salesforce.

Attribute: PMMA.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7775. Mktg of Finl Services. (3 Credits)

Provides a scientific understanding of tactics and strategies associated with the marketing of financial services. Emphasizes the role of industry deregulation, intensified competition, and the emergence of new technologies and products on the emerging marketing practices used by financial services institutions. Explore consumers' unique decision-making styles in financial matters, the effects of technology deployment, and the fiduciary constraints that guide marketing activities in the markets for commercial banking services, mutual funds, investment banking services, insurance and other forms of financial services.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7785. Marketing Strategy. (3 Credits)

Presents an integrated framework on how company marketing decisions can be guided by the environment in which the company is operating, the company's own strengths and weaknesses, and the future prospects in the marketplace. Provides a synthesis of current research findings on strategic marketing theory through the text and other material, and put theories into practice by the students through the use of computer simulations and case analyses. Enables students to develop the techniques needed to optimize marketing activities related to pricing, advertising, distribution and product development.

Prerequisites: MKGB 7730 or MKGB 6730.

MKGB 7792. New Product Development. (3 Credits)

Provides a sequential methodology for identifying new product opportunities, designing products and services to meet consumer needs. Examines processes and methods used for managing different stages of product development, from idea generation to market testing. Discuss ethical and financial considerations of new product development processes for the business and society at large.

Attributes: ABEP, ABGS.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779H. Marketing Decision Models. (3 Credits)

This course provides students with hands-on training in applying analytical tools and computer programs to assist marketing decisions. The course brings together topics from statistics, data mining, analytics, and substantive areas of marketing to help marketing students learn the necessary skills regarding marketing models to succeed in the job market. Upon successful completion of the course, you will be able to understand and use certain marketing modeling approaches, hands-on SQL skills to use marketing databases for marketing purposes, apply and use analysis to assist managerial decision-making, and think critically about the business goals and have the basic skills to fill the gap between managerial needs and data.

Prerequisite: MKGB 6710.

MKGB 779I. Data-Driven Marketing Decisions. (3 Credits)

This course provides students with hands-on training in applying analytical tools to data to assist marketing decisions. The course seeks to fill the gap between managerial needs and technical expertise by bringing together topics from both analytics and substantive marketing areas. Adopting a learn-by-doing approach, the course provides students with hands-on training on simulating data-driven marketing decisions and formulating sound recommendations. The course seeks to help students improve their skills for effectively integrating knowledge, critical thinking, analytical problem solving, presentation of ideas, teamwork, leadership, and analytical tools for solving business problems.

Attributes: ASDM, BUAN, ISEL.

Prerequisite: MKGB 7730.

MKGB 779N. Sports Marketing. (3 Credits)

It is estimated that the sports industry generates over \$200 billion a year in revenue and it is still growing. Sports products are more than just the sporting event, the athlete and the arena and now encompass items such as sporting goods and equipment, licensed merchandise and clothing lines, collectibles and memorabilia, personal training/fitness centers and health services, sports camps and instruction as well as sports information and media. In addition, sports products include the successful and strategic management of operations/facilities, overseeing revenues and investments as well as bringing events to the attention of the public through advertising, sales, promotion and sponsorships. This course is designed to provide the sport business student with an overview of the major marketing issues facing the sports industry. As one can see, this is a diverse and growing industry centered around THE ASSOCIATION OF SPORT. With this as a background, this course will focus on the industry, the market opportunities and strategies for seizing those opportunities.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779T. Marketing Mgt & Strategy. (3 Credits)

Introducing the fundamental concepts and processes essential for marketing goods, and services in today's competitive environment. This course presents an integrated framework on how such strategic decision should be made. The course is anchored on three tools: Strategic Marketing Theory, Computer Simulation and Application and Cases.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 77AA. Marketing Decision Models. (3 Credits)

Demonstrates the benefits of using systematic analytic and modeling based approach to marketing decision-making and equips. Enables students to work on marketing data with a heavily applied approach and construct models to aid managerial decisions about which strategies to choose.

Attribute: BUAN.

Prerequisite: MKGB 7730.

MKGB 77AH. The Art of Social Business. (3 Credits)

Social Media is not a technology, a tool, or a trend; it is a fundamentally new way for businesses to connect with all of the people that matter at an unprecedented scale. People have embraced social platforms faster than any other form of communication, forcing organizations to ultimately reconstruct their business models. The course will provide students with a foundation of new social business practices across different industries. It will introduce new concepts and theories on how to transform existing business structures or develop new models that are social and personalized at the core. Students will learn how all disciplines within companies, especially marketing and marketing-related functions, are now being socialized (e.g. Marketing, Advertising, New Product Development, HR, Finance, R&D, Operations, etc.) The course will also address how a company's culture is impacted by creating more connectivity across employees and its customers. Specific areas that will be covered include: Brand and Media Management, Creative and Advertising, Data and Measurement, which will also touch upon consumer privacy. Course work will include readings, in-depth discussions, and three group projects.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 77AM. Digital Marketing. (3 Credits)

Digital Marketing is designed to provide students with a thorough knowledge of the digital marketing process. Throughout this course, students will be taught various digital marketing techniques and strategies so they will have a strong knowledge base once this course is complete.

Prerequisites: MKGB 6710 or MIGB 6710.

MKGB 77AN. Design Thinking. (3 Credits)

Design thinking is an iterative problem-solving process of discovery, ideation, and experimentation that, when combined with business models, provides decision-makers with effective tools for innovation and transformation. This hands-on course will guide students in the use of a variety of design-based tools and techniques to clarify and solve human-centered organizational, business, and public service challenges.

Attribute: PMMA.

MKGB 77AP. Business Strategy Simulation. (3 Credits)

The design of this course is built upon a decision-making laboratory (DML) that creates a context-rich simulated business environment in which student teams manage simulated businesses. The course adopts a strategic orientation and promotes the synthesizing of knowledge conveyed through the curriculum with deliberate attention to marketing, accounting, finance, and management of organizations. The course also presents a means for practicing approaches to dealing with rapid and systemic change in a business environment. Students work in teams that have control over how they should organize—by function, by market, by product, etc. Each student team is assigned as the management team of a specific business enterprise in a realistic, safe, virtual industry/market environment. The bookends of the course are brief exercises called "From Reality to Lab" and "From Lab to Reality".

Prerequisite: MKGB 6710.

MKGB 77AU. Social Marketing. (3 Credits)

This course introduces participants to social marketing, the creative use of marketing for the betterment of society. Participants will discuss how organizations can utilize marketing frameworks to address contemporary social problems (e.g., domestic violence, systemic racism, transphobia, homelessness, addiction, income inequality, political polarization). This course also covers related concepts such as corporate social responsibility (CSR); diversity, equity, and inclusion (DEI); and public service announcements (PSAs). (This course should not be confused with Social Media Marketing.)

Prerequisite: MKGB 6710.

MKGB 77AV. US/UK Sustainability Communication and Reporting. (3 Credits)

This course will enable students to develop a deeper understanding of the risks and opportunities of being a sustainable business and the similarities and differences of sustainable communications between companies in the U.S. and in the U.K. Students will have the opportunity to travel to the U.K. and hear directly from leaders of industry about the challenges they face when trying to identify, evaluate, and report the issues that will allow them to operate as a sustainable business. Students will research companies in the U.K. and the U.S. to compare and contrast how different companies are handling similar situations with a focus on how they are using the U.N. Sustainable Development Goals to evaluate risk exposure and to communicate to their stakeholders.

Prerequisite: MKGB 6710.

MKGB 77AW. Customer Experience Management. (3 Credits)

This learning-by-doing course introduces participants to customer experience management—the set of practices that companies use to ensure that customers are satisfied at every touchpoint of their journeys with brands. Participants will learn how to attract consumer attention in different product categories and how to keep customers satisfied across multiple service encounters. This course also covers customer journey mapping, a widely used tool for designing and improving customer experiences across physical and digital touchpoints.

Prerequisite: MKGB 6710.

MKGB 77AX. Marketing with Cultural Intelligence. (3 Credits)

The course helps students develop the cultural intelligence needed to serve customers whose experiences, worldview, and lifestyles are different from one's own. Through a variety of experiential and immersive experiences, students will learn how to step out of themselves and into the heart and mind of someone else, and in doing so, create their own personal toolbox for learning about diverse markets. By the end of the course, they will have developed a new appreciation for the nuances of culture that exist within and across countries and the empathy needed to speak and engage with diverse consumers in a manner that is relevant.

Prerequisite: MKGB 6710.

MKGB 7811. Marketing Internship. (1 to 3 Credits)

This course is intended for students with a Marketing internship for this trimester that wish to receive academic credit for it. The course will begin with an orientation session and will be followed by additional meetings with students. The course instructor will provide additional details to enrolled students.

MKGB 8701. Marketing Analytics. (1.5 Credits)

This mini-course seeks to familiarize students with using data in marketing contexts and understand data-driven approaches to marketing decisions. Students will learn about various data sources and understand their context, similarities, differences, and business use-cases. They will also learn how to perform basic data checks, manipulation, and analysis for actionable marketing insights.

Attributes: ABEP, ASDM.

Prerequisites: (MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070).

MKGB 8703. Revealing Consumer Insights. (1.5 Credits)

Applies theories of anthropology and ethnography to the study of consumer behavior and purchase decisions. Topics include the study of cultures and subcultures, ethnographic research designs, customer immersion, and contemporary ethnographic writing.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 8709. Digital Marketing Analytics. (1.5 Credits)

Provides students with a hands-on experience with using various analytical methods and tools to explore digital marketing, including social media marketing and google analytics.

Prerequisites: MKGB 6710 (may be taken concurrently) or MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879E. Luxury Marketing. (1.5 Credits)

This course will provide excellent support for those planning a career in luxury marketing, brand management, retailing and distribution and communications. It covers areas such as history and trends of the luxury sector; marketing of luxury goods and services; strategy evaluation for luxury businesses; luxury consumer behavior, luxury product and brand management; luxury marketing communications and retailing and channel management within the luxury sector.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879P. Science of Shopping. (1.5 Credits)

This course will examine the anthropological dimensions of retail shopping from four interconnected perspectives: practical, relational, socio-economic and sensory-physical. Students will learn the pragmatics of shopping – how people manage to navigate a store; they will explore shopping malls in terms of self-identity, social class and feelings of community; they will look at the rituals of Christmas shopping; they will evaluate the sensory dimensions of a store in experiential shopping. From exploring the interplay of these variables, students should receive a practical and theoretical understanding of the retail experience for consumers and its importance to our culture. Students will read a range of materials, write essays and conduct primary ethnographic research in shopping locations.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879R. Psychology of Pricing. (1.5 Credits)

When is it better to price a product at \$3.99 compared to \$4.00? Should an e-tailer include shipping charges in their products' prices or add them separately? Among a marketer's tools, price is arguably the most important because it is the only one that represents revenue, rather than a cost, to the firm. Yet decisions like these are often wrought with complexity and uncertainty. This mini course brings structure to the issue through explorations of consumers' beliefs, feelings, and behaviors with respect to prices and pricing tactics.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879X. Applied CRM. (1.5 Credits)

Customer Relationship Management (CRM) is the strategic process of selecting the customers a firm can most profitably serve and of shaping the interactions between a firm and their customers. The goal is to optimize the current and future value of the customers for the company. This course introduces students to CRM strategy, teaches the range of metrics used for customer analytics and includes applied, hands-on usage of a real-world CRM system. Students in this course will gain experience in the strategies of and application of CRM for business and marketing effectiveness.

Attributes: BUAN, ISEL.

MKGB 879Y. Marketing Analytics Insights. (1.5 Credits)

This course provides students with hands-on training on how to build an effective analytics framework and deliver actionable data and analytics insights to marketing and advertising decision-makers and other stakeholders. The course teaches students how to transform data-driven findings into clear and actionable recommendations, and how to tailor them for marketing decision-makers. The topics include creating a learning agenda, crafting a measurement framework, selecting the appropriate tools and analysis techniques, designing human-friendly charts, graphs, and visuals, and taking complex analytical outputs and transforming them into a compelling narrative.

Prerequisite: MKGB 8701 (may be taken concurrently).

MKGB 879Z. Customer Loyalty Programs. (1.5 Credits)

Customer loyalty is key to growing a profitable brand. In response, firms invest heavily in programs to drive loyalty, increase market share, and build a moat around their most valuable customers. This course will explore the drivers of customer loyalty and will delve into the program strategy, program structure, marketing communications, and financial implications of running a customer loyalty program.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 87AA. Retail Digital Marketing. (1.5 Credits)

Over the past decade, traditional brick and mortar businesses have been shifting their operating models to fuel digital investments. This course is designed to introduce the fundamental concepts and processes essential to prepare for an executive position in retail digital marketing for today's competitive e-business environment. Upon completion of the course, students will be able to confidently strategize and lead digital marketing initiatives for CPG products in both luxury and big box retail environments. Throughout the semester, students will be introduced to the critical elements of digital marketing including how to strategize business planning for results. Studies include fundamentals e-retail, performance marketing, digital content for conversion, and digital transformation including digital upskilling of employees.

Prerequisite: MKGB 6710.

MKGB 87AB. Measuring Marketing Effectiveness. (1.5 Credits)

This course provides students with an in-depth analysis of best practices of advertising and branding strategies and the tools used to evaluate and improve brand strategies and campaigns. The class seeks to provide practical applications—translating research and analytical projects into marketing insights and actionable recommendations.

MKGB 8999. Independent Study. (1.5 to 3 Credits)

Marketing Intelligence Courses

MIGB 6710. Responsible Marketing Management. (3 Credits)

This course discusses the role of marketing in developing responsible business practices to create, communicate, and deliver value for business entities, consumers, and society as a whole. Interactive class discussions focus on how marketing interacts with other business functions within a company, as well as how marketing contributes to both the company bottom-line and societal well-being. Topics covered include the strategic marketing process, shared value creation, circular economy, responsible marketing, market segmentation, targeting, and positioning, and the marketing mix. Lectures, comprehensive case analyses, in-class exercises, and team projects are used to provide a complete understanding of the role of responsible marketing management toward achieving well-being of all stakeholders. (Previous title: Customer Driven Marketing, new title: Responsible Marketing Management).

MIGB 7720. Consumer Behavior. (3 Credits)

Analyzes the latest social science research and theories to better understand consumer behavior. Special attention is directed to applications in managerial decision-making. Topics including motivation, learning, memory, perception, attitude formation and change and decision-making are covered to explain and predict how consumers behave in the marketplace.

MIGB 7723. Strategic Branding. (3 Credits)

This course demonstrates the strategic importance of branding by focusing on the various ways brands acquire and sustain value in the marketplace. It analyzes relevant and comprehensive theories, and all the necessary tools, ideas, and concepts to uncover the brands' identities and help managerial branding decisions. Topics discussed include socio-cultural perspectives on branding and brand management, emotional branding, financial considerations, and consequences of branding decisions.

Prerequisite: MIGB 6710.

MIGB 7730. Research Methods. (3 Credits)

This course provides a fundamental understanding of research methods and their application in different business functions, offering perspectives from both the provider and user of information needed for managerial decision-making. It covers the research process with an emphasis on the identification, collection, analysis, and dissemination of business and consumer data. Topics include problem definition, the use of secondary data, various quantitative and qualitative methods, preparation and evaluation of surveys, and basics of data analysis, including multivariate statistics.

MIGB 7732. Data-Driven Marketing Decisions. (3 Credits)

Analyzes the latest social science research and theories to better understand consumer behavior. Special attention is directed to applications in managerial decision-making. Topics including motivation, learning, memory, perception, attitude formation and change and decision-making are covered to explain and predict how consumers behave in the marketplace.

Attribute: ASDM.

MIGB 7755. Integrated Marketing Communications. (3 Credits)

This course analyzes the planning, execution, and measurement of advertising campaigns, with a focus on developing ad campaigns and media planning that maximize consumer engagement. Topics include the role of advertising in the marketing mix; tools, techniques, and processes used in creating advertising strategy; media planning; legal issues; and ethical considerations in advertising. An emphasis is placed on creative ways to foster awareness and maintain consumer involvement through digital media platforms and other marketing tools.

Prerequisite: MIGB 6710.

MIGB 7760. Marketing Technology and Innovation. (3 Credits)

This course introduces students to the marketing implications of the latest technologies (the current and future trends). These technologies have led to new forms of marketing and customer-related activities. Marketing students need to have an overall understanding of the latest technological advances to take advantage of these technologies and be able to communicate with technology specialists. Adopting a learn-by-doing approach, the course seeks to help students integrate their knowledge and skills with the latest advances. Students will implement this integration of knowledge in assignments and projects that seek to create new value for consumers, offer personalized customer experience, address a marketing challenge, or create and capture new opportunities.

Prerequisites: MIGB 6710 and MIGB 8701.

MIGB 7765. Sales Management. (3 Credits)

This course focuses on personal selling and sales force management in the context of large and small organizations. It examines the sales process and its relationship to overall marketing strategy, evaluation of sales force performance, and the function of sales manager. Explore such topics as sales planning, forecasting, recruiting, selecting, motivating, and compensating a sales force.

Prerequisite: MIGB 6710.

MIGB 7785. Marketing Strategy. (3 Credits)

Marketing Strategy.

MIGB 7792. New Product Development. (3 Credits)

This course provides a sequential methodology for identifying new product opportunities and designing products and services to meet consumer needs. It examines processes and methods used for managing different stages of product development, from idea generation to market testing. We will discuss ethical and financial considerations of new product development processes for the business and society at large.

Prerequisite: MIGB 6710.

MIGB 779H. Marketing Decision Models. (3 Credits)

This course provides students with hands-on training in applying analytical tools and computer programs to assist marketing decisions. The course brings together topics from statistics, data mining, analytics, and substantive areas of marketing to help marketing students learn the necessary skills regarding marketing models to succeed in the job market. Upon successful completion of the course, you will be able to understand and use certain marketing modeling approaches, hands-on SQL skills to use marketing databases for marketing purposes, apply and use analysis to assist managerial decision-making, and think critically about the business goals and have the basic skills to fill the gap between managerial needs and data.

MIGB 779N. Sports Marketing. (3 Credits)

It is estimated that the sports industry generates over \$200 billion a year in revenue, and it is still growing. Sports products are more than just the sporting event, the athlete, and the arena, and now encompass items such as sporting goods and equipment, licensed merchandise and clothing lines, collectibles and memorabilia, personal training/fitness centers and health services, sports camps, and instruction, as well as sports information and media. In addition, sports products include the successful and strategic management of operations/facilities, overseeing revenues and investments, as well as bringing events to the attention of the public through advertising, sales, promotion, and sponsorships. This course is designed to provide the sports business student with an overview of the major marketing issues facing the sports industry. As one can see, this is a diverse and growing industry centered around the association of sport. With this as a background, this course will focus on the industry, market opportunities, and strategies for seizing those opportunities.

Prerequisite: MIGB 6710.

MIGB 779Z. Applied Project. (3 Credits)

In this course, students will work in teams on a real-world project for a real client. Operating under a non-disclosure agreement, student teams will receive direction and data from a consumer brand, ad agency, or market research company. Recent clients have included McCann Worldgroup, Circana, Web Md, and Medidata. Under the guidance of faculty, students will apply skills learned in MSMI to conduct research, analyze data, and make a final presentation to the client marketing team. The Applied Project provides MSMI students with the opportunity to build their resumes with actual professional experiences.

MIGB 77AM. Digital Marketing. (3 Credits)

Digital Marketing is designed to provide students with a thorough knowledge of the digital marketing process. Throughout this course, students will be taught various digital marketing techniques and strategies so they will have a strong knowledge base once this course is complete.

Prerequisite: MIGB 6710.

MIGB 77AN. Marketing Analytics - Enhanced. (3 Credits)

This course is an enhanced version of the Marketing Analytics mini course, designed for MSMI students who want to pursue a career in analytics. The class seeks to familiarize students with using data in marketing contexts and understanding data-driven approaches to marketing decisions. Students will learn about various data sources and understand their context, similarities, differences, and business use-cases. They will also learn how to perform basic data checks, manipulation, and analysis for actionable marketing insights.

MIGB 77AU. Social Marketing. (3 Credits)

This course introduces participants to social marketing, the creative use of marketing for the betterment of society. Participants will discuss how organizations can utilize marketing frameworks to address contemporary social problems (e.g., domestic violence, systemic racism, transphobia, homelessness, addiction, income inequality, political polarization). This course also covers related concepts such as corporate social responsibility (CSR); diversity, equity, and inclusion (DEI); and public service announcements (PSAs). (This course should not be confused with Social Media Marketing.)

Prerequisite: MIGB 6710.

MIGB 77AW. Customer Experience Management. (3 Credits)

This learning-by-doing course introduces participants to customer experience management—the set of practices that companies use to ensure that customers are satisfied at every touchpoint of their journeys with brands. Participants will learn how to attract consumer attention in different product categories and how to keep customers satisfied across multiple service encounters. This course also covers customer journey mapping, a widely used tool for designing and improving customer experiences across physical and digital touchpoints.

MIGB 77AX. Marketing with Cultural Intelligence. (3 Credits)

The course helps students develop the cultural intelligence needed to serve customers whose experiences, worldview, and lifestyles are different from one's own. Through a variety of experiential and immersive experiences, students will learn how to step out of themselves and into the heart and mind of someone else, and in doing so, create their own personal toolbox for learning about diverse markets. By the end of the course, they will have developed a new appreciation for the nuances of culture that exist within and across countries and the empathy needed to speak and engage with diverse consumers in a manner that is relevant.

MIGB 8701. Marketing Analytics. (1.5 Credits)

This mini-course seeks to familiarize students with using data in marketing contexts and understanding data-driven approaches to marketing decisions. Students will learn about various data sources and understand their context, similarities, differences, and business use-cases. They will also learn how to perform basic data checks, manipulation, and analysis for actionable marketing insights.

Prerequisites: MIGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MIGB 8702. Exp Career Dev Portf I. (0 Credits)**MIGB 8703. Reveal Consumer Insights. (1.5 Credits)****MIGB 8704. Qualitative Research. (1.5 Credits)****MIGB 8705. Applied CRM. (1.5 Credits)**

Customer Relationship Management (CRM) is the strategic process of selecting the customers a firm can most profitably serve and of shaping the interactions between a firm and their customers. The goal is to optimize the current and future value of the customers for the company. This course introduces students to CRM strategy, teaches the range of metrics used for customer analytics and includes applied, hands-on usage of a real-world CRM system. Students in this course will gain experience in the strategies of and application of CRM for business and marketing effectiveness.

MIGB 8706. Experimental Design. (1.5 Credits)**MIGB 8707. Language of Consumers. (1.5 Credits)****MIGB 8709. Digital Marketing Analytics. (1.5 Credits)**

Provides students with a hands-on experience with using various analytical methods and tools to explore digital marketing, including social media marketing and google analytics.

MIGB 8712. Exp Career Dev Portf II. (0 Credits)**MIGB 879E. Luxury Marketing. (1.5 Credits)**

This course will provide excellent support for those planning a career in luxury marketing, brand management, retailing and distribution, and communications. It covers areas such as history and trends of the luxury sector, marketing of luxury goods and services, strategy evaluation for luxury businesses, luxury consumer behavior, luxury product and brand management, luxury marketing communications, and retailing and channel management within the luxury sector.

Prerequisite: MIGB 6710.

MIGB 879Y. Marketing Analytics Insights. (1.5 Credits)

This course provides students with hands-on training on how to build an effective analytics framework and deliver actionable data and analytics insights to marketing and advertising decision-makers and other stakeholders. The course teaches students how to transform data-driven findings into clear and actionable recommendations, and how to tailor them for marketing decision-makers. The topics include creating a learning agenda, crafting a measurement framework, selecting the appropriate tools and analysis techniques, designing human-friendly charts, graphs, and visuals, and taking complex analytical outputs and transforming them into a compelling narrative.

Prerequisite: MIGB 6710.

MIGB 879Z. Customer Loyalty Programs. (1.5 Credits)

Customer loyalty is key to growing a profitable brand. In response, firms invest heavily in programs to drive loyalty, increase market share, and build a moat around their most valuable customers. This course will explore the drivers of customer loyalty and will delve into the program strategy, program structure, marketing communications, and financial implications of running a customer loyalty program.

Prerequisite: MIGB 6710.

MIGB 87AA. Retail Digital Marketing. (1.5 Credits)

Over the past decade, traditional brick and mortar businesses have been shifting their operating models to fuel digital investments. This course is designed to introduce the fundamental concepts and processes that are essential to prepare for an executive position in retail digital marketing for today's competitive e-business environment. Upon completion of the course, students will be able to confidently strategize and lead digital marketing initiatives for CPG products in both luxury and big box retail environments. Throughout the semester, students will be introduced to the critical elements of digital marketing including how to strategize business planning for results. Studies include fundamentals e-retail, performance marketing, digital content for conversion, and digital transformation including digital upskilling of employees.

MIGB 87AB. Measuring Marketing Effectiveness. (1.5 Credits)

This course provides students with an in-depth analysis of best practices of advertising and branding strategies and the tools used to evaluate and improve brand strategies and campaigns. The class seeks to provide practical applications—translating research and analytical projects into marketing insights and actionable recommendations.

MIGB 8999. Tutorial. (1.5 Credits)

Strategic Marketing Communications Courses

MKGB 6711. Marketing in the Digital Age. (3 Credits)

This course introduces the ways in which marketing creates value in the interactions with other business functions, stakeholders and consumers. It emphasizes why and how successful marketing needs to be customer-driven, especially in the digital age where consumer engagement through various channels is key to a firm's success. Topics covered include the strategic marketing process; the exchange of value; market segmentation, targeting, and positioning, and the marketing mix in the digital economy.

Mutually Exclusive: MKGB 6710.

MKGB 6720. Understanding Digital Consumer. (3 Credits)

Consumer behavior is rapidly changing as channels and shopping offer more options and more data points. This course prepares students for marketing to digital consumers, covering the latest social science research and theories to better understand consumer behavior. The course focuses on applications in managerial decision-making for digital consumers. Topics include motivation, learning, memory, perception, attitude formation and change, perception, consumer and social well-being that aid predicting consumer behavior in traditional marketplaces and on digital platforms.

Mutually Exclusive: MKGB 7720.

MKGB 6730. Contemporary Research Methods. (3 Credits)

This course provides a fundamental understanding of analytical methods and their application in marketing and communications. It covers analytical tools needed to quantify market potential, empirically establish customer needs, and optimize efficiencies of market communications. It discusses the research process and the identification, collection, analysis and dissemination of consumer data. Topics include problem definition, using secondary data, quantitative and qualitative methods, preparation and evaluation of surveys, and data analysis.

Mutually Exclusive: MKGB 7730.

Strategy

Whether you're working at a law or financial firm, advertising or insurance agency, hospital, pharmaceutical company, or other type of organization, strategy and statistics are key to an organization's overall performance. Strategy creates a vision and emphasizes resources needed for firms to develop a competitive advantage. Statistics provides the data and tools executives need to make decisions. Together, these disciplines work continuously to support the firm's long-term sustainability and growth.

At the Gabelli School, students can specialize in either field, preparing for careers as consultants, analysts, general managers, statisticians, strategy staff, and advisors.

For students interested specifically in managing goals and making recommendations in health care, there are dedicated options at all levels: undergraduate students can complete a secondary concentration in the business of health care; graduate students can choose a secondary concentration in health care. Additionally, the area prepares students in the interdisciplinary M.S. in Health Administration (p. 557).

Programs

- M.B.A. Secondary Concentration in Healthcare Management (p. 450)
- M.B.A. Concentration in Management (p. 444) (Interdisciplinary)
- M.B.A. Secondary Concentration in Entrepreneurship (p. 448) (Interdisciplinary)
- M.B.A. Secondary Concentration in Blockchain (p. 446) (Interdisciplinary)

Courses

Strategy (SAGB) Courses

SAGB 7618. Organization Theory. (3 Credits)

While discussion of business is often couched in economic terms, more often than not business is influenced by sociological and psychological factors. In this class, you will study the key dimensions of what is known as "Macro OT" (sociological perspectives) and "Micro OT" (psychological perspectives). Macro OT coverage will include Institutional Theory (legitimacy, certifications, and isomorphism), Network Theory (structure, position, tie type, and network dynamics), and Social Movement Theory and Media Construction (performances). Micro OT coverage will include Search Theory and Organizational Learning Theory (exploration vs. exploitation), Decision-making Biases (confirmation bias, anchoring, etc.) and Agency Theory (monitoring and incentive alignment). Other Meso Theoretical Constructs covered include Identity, Myths and Artifacts, Roles, and Deviance/Conformity.

SAGB 7622. Consulting Skills. (3 Credits)

Students develop the skills involved in each phase of the consultation process: contracting with clients, gathering critical performance data, diagnosing the information for improvement opportunities, providing feedback to the client, and building strategies for intervention. This course prepares students for different types of client-consultant relationships, internally and externally.

SAGB 7626. BIMBA: Global Policy. (4.5 Credits)**SAGB 7641. British Economy and Brexit. (3 Credits)**

This intensive course is designed to give students an in-depth understanding of Brexit, including the implications for the British economy and the companies that operate in it. Students meet three times as a class in preparation for travel to England. This course may count toward a Finance or Management concentration. Please see your program director or dean-adviser for further registration information.

SAGB 7660. Strategy. (3 Credits)

FT MBA CORE/ PMBA FLEX CORE COURSE. Focuses on defining an organization's mission, establishing its objectives, developing strategies for achieving those objectives, and assuring implementation and continual updating of long-term plans. This course integrates the knowledge and skills developed in the core courses. (Previous title: Business Policy)

SAGB 7661. Strategy. (3 Credits)

This course introduces the strategic management framework, integrating the perspectives of different functional areas in understanding a firm's performance. Learning goals involve the development of diagnostic reasoning skills, the practice of strategy communication skills, and the application of a toolkit to analyze issues relevant to the development of an appropriate strategy for a firm. Lectures, case studies, and project work are part of the pedagogy of this course.

SAGB 7671. Industry Analysis and Strategic Planning. (3 Credits)

Discusses techniques for analyzing the long-term attractiveness of different industries and develops a framework to understand the nature of competition and the relative competitive position of firms within industries. Emphasizes global factors that affect industry attractiveness and competitive positioning. In particular, highlights the impact of differences in and the competitive advantages of nations and trade, as well as the development of global standards for the long-term profit potential of industries. While this course emphasizes the industry level, it also includes competitive factors of firms within industries to introduce a framework for strategic planning at the firm level.

Attribute: ABIB.

SAGB 8999. Independent Study. (3 Credits)

Independent Study.

SAGB 769K. History of Business. (3 Credits)

This course will focus on the interrelationships between the business community and the development of the United States of America. The course is divided into three sections that will cover such topics as the colonization of America by the Europeans, industrialization in the United States and the civil war, and creating an environment of business regulation.

SAGB 769Y. Value Innovation. (3 Credits)

This course will introduce students to blue ocean strategy and value innovation: the strategic logic of high growth. Students will learn how to develop value innovation strategies that reshape industries and lead to the creation of new market space. The course will include lectures, class team work, and case studies.

SAGB 76AD. Quantitative Methods and Decision Analysis. (3 Credits)

A study of quantitative methods and decision making analysis.

SAGB 76AX. Strategic Management and the Pharmaceutical Industry. (3 Credits)

This course will introduce students to the skills and techniques in researching highly regulated industries, using the pharmaceutical industry as an example. The industry is going through major transformations, with the basic business model being threatened. This course will analyze the reasons for this and will help in defining newly emergent business models in the Pharmaceutical industry. The uncertainties created by turbulence in the political, economic, social, and techno-scientific systems will be highlighted as will the creative solutions being attempted.

Attribute: ABHM.

SAGB 76AY. Introduction to Healthcare Systems. (3 Credits)

This course will describe the different elements of the healthcare system and highlight the role of the payers, providers, patients, healthcare service workers, and the industry (pharmaceutical, devices, supplies, and diagnostics) within the context of a larger social system governed by local regulations and different demographic realities. While the emphasis will be on the United States, key differences with other systems such as in Europe, Canada, Brazil, and China will also be presented. The role of key associations in the U.S. such as the AMA, IOM, PhRMA, patient advocacy groups, and unions will be described. Emerging trends in the system in the United States will be presented as will the impact of other countries on the U.S.

SAGB 76BC. Judgment and Decision Making. (3 Credits)

Decision-making is a central human activity, but how good are we at it? Scientific evidence suggests that our decisions are often biased and flawed, resulting in disappointing or even disastrous outcomes. This course draws upon contemporary research in economics and psychology to answer two questions: (1) how should we rationally approach decision-making, and (2) why is it that our actual decision-making is so often irrational?.

SAGB 76BH. Hist of International Business. (3 Credits)

History of International Business explores the transition from an agrarian to a modern business economy of four nations: China, Russia/Soviet Union, Germany and Japan. Each of these nations came to understand that economic modernization was vital for true independence in the world of the nineteenth and twentieth centuries. How they faced their unique challenges shaped the futures of their nations, often bringing down governments and forcing radical reformation of their societies. History of International Business will explore these efforts and relate them to the continuing challenges of the twenty-first century economy.

SAGB 76BK. The Rose Program. (3 Credits)

This course is intended for students who want to learn more about regulation in the financial services industry and want to get actively involved in shaping the regulatory space. Top performing project teams will present their proposals to a panel of Wall Street executives and will be invited to Washington, D.C. (all expenses paid) to present to regulators.

SAGB 76BL. History of Labor in America. (3 Credits)

This course will examine the development of the labor movement in America, starting with its colonial roots in the eighteenth century, through the rapid growth of the movement in the nineteenth century as America industrialized, to the increasing politicization of the movement as it reached the height of its influence in the twentieth century, and ending with an analysis of the modern decline of organized labor. Discussions will include the changing legal climate within which the unions operated, the often hostile business climate against which the unions organized, and the struggles against internal corruption within the unions.

SAGB 76BM. Innovation in Business and Energy. (3 Credits)

This course aims to frame and critique opportunities for business to create innovations in energy systems. It discusses how contemporary energy systems have evolved and how energy infrastructures vary across regions of the world. It also examines how business decision makers can think about choices of energy and energy systems by encouraging students to think broadly in terms of innovation possibilities.

Attribute: ABGS.

SAGB 76BO. Urban Lab. (4.5 Credits)

This interdisciplinary course explores groundbreaking issues in urban research with the goal of inspiring new ways to think about the city's future and Fordham's role in helping to shape that future. The course includes a lab component focused on applied research and scholarship, deep engagement with the urban community, and the development of innovative solutions. Students will work with civic and community organizations, public agencies, and urban experts to identify, evaluate, and implement effective policies and programs in specific topic areas.

SAGB 76BP. Current Topics in Healthcare. (3 Credits)

Healthcare management operates in a very dynamic environment. As healthcare policies change with new administrations so do the priorities of providers and payers. The patients feel the impact of these changes the most, while the industry has to continuously re-assess the validity of its business models. Further, new technologies, scientific breakthroughs, and system innovations keep healthcare administrators on their toes. This course provides an opportunity to discuss the most prevalent issues in healthcare as they are happening. Guest lecturers and professors provide their views on different challenges that the healthcare industry faces including policy, operations, risk taking and decision-making uncertainties, and the developing solutions. Students will participate in these discussions and do a final paper on one of the topics of their choosing. Each formal lecture will be followed by one or two in-depth discussion sessions.

SAGB 76BS. Blockchain: Industry Disruptor and Creator. (3 Credits)

Blockchain (the technology underlying Bitcoin and Ethereum) is a transformative technology that will up-end existing industries and spawn completely new ones. In this course, students will study the fundamentals of blockchain and examine its potential impact on industries as diverse as banking, energy, music, and non-profits.

Attributes: ABBC, ABEP, ABFO.

SAGB 76BT. Business Strategy Simulation. (3 Credits)

The design of this course is built upon a decision-making laboratory (DML) that creates a context-rich simulated business environment in which student teams manage simulated businesses. The course adopts a strategic orientation and promotes the synthesizing of knowledge conveyed through the curriculum with deliberate attention to marketing, accounting, finance, and management of organizations. The course also presents a means for practicing approaches to dealing with rapid and systemic change in a business environment. Students work in teams that have control over how they should organize—by function, by market, by product, etc. Each student team is assigned as the management team of a specific business enterprise in a realistic, safe, virtual industry/market environment. The bookends of the course are brief exercises called “From Reality to Lab” and “From Lab to Reality.”

SAGB 76BU. Machine Learning For Strategy. (3 Credits)

To achieve competitive advantage, managers need to make certain decisions about activities along their value chains. This course tries to help students (i.e., future or current managers) understand how they can use machine learning (ML) techniques for such decisions. While ML is a vast and rapidly evolving domain, the underlying logic and concepts are well identified. Therefore, to make the best use of our time, we not only cover the current techniques and applications of ML but also its fundamental concepts rooted in statistics. This approach will give students the necessary tools to self-teach as they enter the job market and ML evolves. While students are not expected to be expert statisticians, a basic understanding of statistics will be helpful. Nevertheless, willingness to learn and explore beyond class would make a significant difference in students' learning journey. The course covers both the theory and application of ML using conventional lectures, lab sessions, case studies, web-service platforms (involving Amazon Web Services, Azure, etc.), and guest lectures by pioneering adopters of ML from the industry.

SAGB 76BV. Sustainability & Strategy. (3 Credits)

Sustainability has increasingly been regarded as standard business practice for corporations. Yet, many firms still struggle to integrate sustainability. In this course, we will take a strategic approach to understanding and creating solutions to corporate sustainability issues, such as climate change, that managers face at present. By applying strategy tools and frameworks, this course will illustrate how firms may cope with sustainability pressure and transition towards a more sustainable way of conducting their business, while providing further insights into how sustainability challenges may be considered opportunities rather than obstacles. We will also consider sustainability-oriented value creation and business models where firms more explicitly seek sustainability as their primary goals rather than as a secondary objective. This course should be of value to students keen on developing critical thinking skills and analytical skills surrounding corporate sustainability.

Attribute: ABGS.

SAGB 869J. Managing Innov&Change I. (1.5 Credits)

Today's firms are faced with a number of unique challenges that demand an increasing pace, volume and complexity of organizational changes. Firms have to learn to manage incremental innovations and change, and rapidly respond to disruptive innovations and discontinuous change. This course is geared towards understanding the organization behavior component of the challenges, techniques and burdens associated with initiating and implementing major change in an organization.

SAGB 869K. Managing Innov&Change II. (1.5 Credits)

Today's firms are faced with a number of unique challenges that demand an increasing pace, volume and complexity of organizational changes. Firms have to learn to manage incremental innovations and change, and rapidly respond to disruptive innovations and discontinuous change. This course is geared towards understanding the strategy component of the challenges, techniques and burdens associated with initiating and implementing major change in an organization.

Design Management (DGGB Courses)

DGGB 6800. Pre-MBA Quant Camp. (0 Credits)

QuantCamp helps prepare incoming students for the rigor of their core courses. It covers the basics of finance, accounting, and statistics.

DGGB 6810. Math Methods for Bus. (3 Credits)

(MBA program prerequisite) Studies the fundamental methods of mathematics applied in business statistics and operations research. The course concentrates on linear algebra and differential and integral calculus.

DGGB 6820. Statistics. (3 Credits)

MBA CORE COURSE Introduces the basic statistical concepts essential for business research and decision-making. These include descriptive statistics, probability distributions, statistical inference and simple and multiple regression.

Attributes: BUAN, ISEL.

Mutually Exclusive: MMGB 6820.

DGGB 6830. Statistics and Decisions. (3 Credits)

Introduces the statistical concepts essential for business decision making. Topics include: Random Variables, normal distribution, sampling distributions; confidence intervals; one and two sample hypothesis tests; simple linear regression; multiple regression; categorical data analysis; ethics in statistics. These concepts will be implemented using state of the art statistical software.

DGGB 7811. System Design Internship. (1 to 3 Credits)**DGGB 7844. Stat Methods and Comp I. (3 Credits)**

This course is designed to introduce statisticians to statistical programming and data analysis. Topics will include: hypothesis testing, regression models, experimental design and simulation. The statistical topics are integrated into the programming content.

Attributes: BUAN, ISEL.

DGGB 7850. Forecasting Models. (3 Credits)

Introduces and discusses forecasting systems capable of interconnecting separate areas of business. Efficient forecasting systems, based on modern analytical and simulation techniques, can provide necessary insights into the behavior of strategic variables over time.

Attribute: ASDM.

Prerequisites: DGGB 6820 or GBA Waiver Statistics with a score of 070.

DGGB 8999. Independent Study. (3 Credits)

Applied Statistics & Decision-Making (SDGB) Courses

SDGB 7811. Applied Statistics Internship. (1 to 3 Credits)

This is an experiential elective within the Applied Statistics program, requiring faculty guidance for academic credit from professional training.

SDGB 7840. Applied Regression Analysis. (3 Credits)

Focuses on preliminary data analysis, model formulation and estimation, and reliability and sensitivity analysis to understand causal links between various elements of a relationship as the foundation for effective system design and control. Multivariate regression models and techniques of experimental design provide the basis for exploring these links.

Discusses applications to all areas of business.

Attributes: BUAN, BUSA.

Prerequisite: SDGB 7844.

SDGB 7841. Statistical Theory I. (3 Credits)

This course provides an Introduction to mathematical Statistics and a foundation for acquiring the skills to apply advanced statistical models to many important areas of decision-making in business. The course focuses on developing an understanding of random variables, their distribution functions, and sampling theory.

Attributes: BUAN, BUSA.

SDGB 7842. Statistical Theory II. (3 Credits)

This course provides an Introduction to mathematical Statistics and a foundation for acquiring the skills to apply advanced statistical models to many important areas of decision-making in business. The course focuses on developing an understanding of: Hypothesis testing, Nonparametric Statistics, Bayesian Statistics, Multivariate Methods and Linear Models and their applications.

Attributes: BUAN, BUSA.

Prerequisites: DGGB 781A or SDGB 7841.

SDGB 7843. Judgment and Decision Making. (3 Credits)

Decision-making is a central human activity, but how good are we at it? Scientific evidence suggests that our decisions are often biased and flawed, resulting in disappointing or even disastrous outcomes. This course draws upon contemporary research in economics and psychology to answer two questions: (1) how should we rationally approach decision-making, and (2) why is it that our actual decision-making is so often irrational?.

Attributes: BUAN, BUSA.

SDGB 7844. Stat Methods and Comp I. (3 Credits)

This course is designed to introduce statisticians to statistical programming and data analysis. Topics will include: hypothesis testing, regression models, experimental design and simulation. The statistical topics are integrated into the programming content.

Attributes: BUAN, BUSA.

SDGB 7845. Sampling Theory. (3 Credits)

This course provides a foundation in sample design and data collection for decision making. We study theoretical principles and applications, starting with definition of the population characteristic of concern, the frame, sampling methods, sample size, and sampling plan. We study also sampling and non-sampling errors and biases, problems of non-response, the half-open interval, and other methods to assure validity and usefulness of our data.

SDGB 7846. Advanced Financial Econometric. (3 Credits)

This course takes up Bayesian estimation of small-scale financial sector and macro-econometric models. Counter-factual simulations will also be used, as well as Monte-carlo methods for evaluating confidence intervals. In addition to Bayesian estimation, the course will make use of extensive data sets to investigate topics such as contagion effects across countries in financial markets, and neural networks for predictive accuracy. *Subject to NY Approval*

SDGB 7847. Machine Learning for Stats. (3 Credits)

The course will give students an opportunity to implement statistical techniques in "R" to better understand how they work. Emphasis will be on implementation and intuition rather than on background theory and analytical methods. The course will offer a lab-style approach to numerical analysis and optimization methods used to fit statistical models. Topics will include gradient descent/ascent for regression and classification, newton's method, expectation maximization for mixture models, numerical maximum a-posteriori estimation via EM. Students will have the chance to implement techniques and become proficient in "R" by writing functions and classes that perform standard analyses.

Attribute: BUAN.

SDGB 7848. Observational Studies. (3 Credits)

In real-world settings, analysts must draw inferences about causes and effects from observational data, such as those generated from a nonrandomized study. For example, how do we truly determine whether charter schools produce better student outcomes, or whether a marketing campaign for a product has increased consumer awareness? This course will cover select classes of statistical methods to help analysts design and analyze observational studies, for real-world decision-making. Topics will include propensity scores, predictive, modeling, and stimulation-based inference; the R statistical software will serve as the primary computational tool for this course, so a basic knowledge is required.

Attribute: BUAN.

SDGB 7849. Experimental Design. (3 Credits)

This course examines the design, implementation, and analysis of empirical research methods. Topics include experimental and quasi-experimental designs; validity within designs; sampling; and data analysis.

SDGB 7850. Statistical Risk Analysis. (3 Credits)

This course examines various aspects of risk as revealed or concealed in business, society, and personal situations by utilizing tools in probability theory, statistical analysis, decision theory, and cognitive and behavioral sciences. Students will learn basic risk metrics and models, along with methods for risk analysis and management. Through case studies mirroring Western and Chinese societies and ranging from health & safety, social inequality, finance, to sports and entertainment, students will gain deeper understanding of risk and become better decision makers. Interdisciplinary in nature, this course invites students to think unconventionally of problems that are at the frontier of the globalized and information-saturated world.

SDGB 7851. Measurement and Data Visualization. (3 Credits)

Businesses use metrics not only to track, evaluate, and incentivize their employees and customers but also to monitor and improve their organizations. To inform their decisions, they may, for example, look at company records, run an experiment, speak to employees and customers, or make site visits. All of these activities generate data, requiring decisions to be made on how to collect, summarize, analyze, and present these disparate pieces of information. In this course, we consider how to approach these issues, from developing appropriate metrics and heuristics, to thinking about data quality, to creating accessible visualizations.

Attributes: BUAN, BUSA, ISEL.

SDGB 8999. Applied Stats & Decision. (3 Credits)

Academic Programs

- Master of Business Administration Programs (p. 436)
- Master of Science Programs (p. 451)
- Doctoral Programs
 - D.P.S. in Business (p. 464)
 - Ph.D. in Business (p. 465)
- Advanced Certificate Programs (p. 468)
- Pre-Degree Programs (p. 471)
- International Programs (p. 472)

Master of Business Administration Programs

Want to switch careers into an industry you've long admired? Want to build skills to be able to advance your career in your present firm? Want to change the world with a new business idea?

Fordham can help you achieve those goals.

No matter your background, there's a Gabelli M.B.A. program for you. You'll join a tight-knit community that prepares you to take the next step—at your current company, in a new city, or across the globe.

To support this investment in your future, the Gabelli School has established M.B.A. scholarships that are available to exceptional applicants.

Explore the programs in more depth and find out what a Fordham M.B.A. means for you.

Programs

- Full-Time Cohort M.B.A. (p. 436)
- Professional M.B.A. (p. 437)
- Executive M.B.A. (p. 439)
- Dual Professional M.B.A. and M.S.L. in Corporate Compliance (p. 439)

concentrations

Five-course primary concentrations and three-course secondary concentrations are the way to customize your degree.

Primary Concentrations

- Accounting Concentration (p. 441)
- Accounting Technology Analytics Concentration (p. 441)
- Communication and Media Management Concentration (p. 441)
- FinTech Concentration (p. 442)
- Finance Concentration (p. 442)
- Information Systems Concentration (p. 443)
- Management Concentration (p. 444)
- Marketing Concentration (p. 445)
- Public Accountancy Concentration (p. 446)

With the exception of Public Accountancy and FinTech, all primary concentrations can also be pursued as secondary concentrations.

Secondary Concentrations

- Blockchain Secondary Concentration (p. 446)
- Compliance and Risk Management Secondary Concentration (p. 448)
- ESG Finance Secondary Concentration (p. 449)
- Electronic Business Secondary Concentration (p. 448)
- Entrepreneurship Secondary Concentration (p. 448)
- Global Sustainability Secondary Concentration (p. 449)
- Healthcare Management Secondary Concentration (p. 450)
- International Business Secondary Concentration (p. 450)

One-on-one meetings with graduate academic advisers will be indispensable as you make decisions about whether to pursue a concentration or secondary concentration, and if so, which. Our advisers offer special expertise in navigating requirements and ensuring that your academic program matches your post-M.B.A. plans. The deadline for full-time M.B.A. students to determine your selected concentrations and notify your academic adviser of your selections is the end of the add/drop period for the fall semester of your second year of the full-time M.B.A. program. Consult your adviser for your deadline if you are completing the Professional M.B.A. program.

Full-Time Cohort M.B.A.

The Full-Time MBA is the Gabelli School of Business' flagship two-year STEM-designated program in management and leadership. The program combines industry-inspired hands-on coursework, individualized

[attention, and extraordinary network development in the heart of New York City—the world capital for business and learning.](#)

CIP Code

30.7102 - Business Analytics.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The Full-Time M.B.A. consists of a streamlined 60 credits, completed full-time in two years.

Year 1 provides all core business courses up front, giving you an advantage as you interview for internships. Year 2 gives you the freedom to choose courses based on your interests and career goals.

Pre-Term: Gabelli Launch

Year 1: Strategic, Fixed Core Schedule

- Fall Term: 6 core courses
- Spring Term: 3 core courses, Consulting Project, 2 elective/concentration courses
- Gabelli Launch

Year 2: Flexible Courses, Chosen for Concentration and Career

- Pre-Term: Internship
- Fall Term: 2 core courses, 2 elective/concentration courses
- Spring Term: 4 elective/concentration courses

Requirements for the Full-Time Cohort M.B.A. are as follows:

Course	Title	Credits
BEGB 6220	Econ Analysis & Bus Decisions	3
DGGB 6820	Statistics	3
ACGB 6111	Financial Accounting & Reporting Data Analysis	3
LPGB 6613	Leading People and Organizations	3
FNGB 6411	Intro Financial Sys & Methods	3
BLGB 6321	Markets, Business, and Society	3
ISGB 6910	Business Tech & Analytics	3
MKGB 6710	Responsible Marketing Management	3
SAGB 7660	Strategy	3
Two of the Following:		6
OPGB 6627	Operations and Supply Chain Management	
BLGB 6310	Business Law I	
ACGB 7155	Managerial Accounting Analysis	
CMGB 7550	Leadership Communication	
Five Concentration courses		15
Three Elective or Secondary Concentration courses		9
CPCB 7000	MBA Capstone Consulting Project	3
Total Credits		60

Students who wish to pursue two primary concentrations must complete 66 credits.

Concentrations

Five-course primary concentrations and three-course secondary concentrations are the way to customize your degree.

Primary Concentrations

- Accounting Concentration (p. 441)
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- FinTech Concentration (p. 442)
- Finance Concentration (p. 442)
- Information Systems Concentration (p. 443)
- Management Concentration (p. 444)
- Marketing Concentration (p. 445)
- Public Accountancy Concentration (p. 446)

With the exception of Public Accountancy and FinTech, all primary concentrations can also be pursued as secondary concentrations.

Secondary Concentrations

- Blockchain Secondary Concentration (p. 446)
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- Healthcare Management Secondary Concentration (p. 450)
- International Business Secondary Concentration (p. 450)

One-on-one meetings with graduate academic advisers will be indispensable as you make decisions about whether to pursue a concentration or secondary concentration, and if so, which. Our advisers offer special expertise in navigating requirements and ensuring that your academic program matches your post-M.B.A. plans. The deadline for full-time M.B.A. students to determine your selected concentrations and notify your academic adviser of your selections is the end of the add/drop period for the fall semester of your second year of the full-time M.B.A. program. Consult your adviser for your deadline if you are completing the Professional M.B.A. program.

Professional M.B.A.

The Gabelli School's Professional M.B.A. is designed for people who plan on keeping their jobs while they go through school. This program provides you with a next-level credential that will capitalize on your work experience—not duplicate it. It can be finished in as little as two years, six trimesters. Classes meet after work or on weekends, and the Gabelli School's class schedule allows you to make the most of your time at our Columbus Circle campus by taking two courses in the same evening.

Program Overview

The Professional M.B.A. program is ideal for individuals with three to seven years of work experience who seek a well-rounded, upper-level business education while maintaining a full-time job. Please note: this program is limited strictly to a part-time plan of study.

The new curriculum includes a slate of core courses to build a strong foundation across all business disciplines and electives that offer a choice of courses targeted to your interests.

Professional M.B.A. students can choose among seven primary concentrations as a focus for their studies, and can specialize the degree further with a secondary concentration.

For more information on the Professional M.B.A., visit the Fordham website.

CIP Code

52.0201 - Business Administration and Management, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The Professional M.B.A. is a 52-credit program. The Gabelli School offers three terms each year—fall, spring, and summer—to enable your progress.

The layout of the program is as follows:

Course	Title	Credits
DGGB 6820	Statistics	3
BEGB 6220	Econ Analysis & Bus Decisions	3
ACGB 6111	Financial Accounting & Reporting Data Analysis	3
BLGB 6321	Markets, Business, and Society	3
Five "Flex" courses from the following:		15
ISGB 6910	Business Tech & Analytics	
BLGB 6310	Business Law I	
MKGB 6710	Responsible Marketing Management	
LPGB 6613	Leading People and Organizations	
FNGB 6411	Intro Financial Sys & Methods	
OPGB 6627	Operations and Supply Chain Management	
CMGB 7550	Leadership Communication	
SAGB 7660	Strategy	
ACGB 7155	Managerial Accounting Analysis	
Five Concentration courses		15
Three Elective or Secondary Concentration courses		9
CPGB 7100	Gabelli Capstone Experience	1
Total Credits		52

Students who wish to pursue two primary concentrations must complete 58 credits.

Students may take an optional "bootcamp" course, administered online, prior to:

- Statistics (DGGB 6820)
- Econ Analysis & Bus Decisions (BEGB 6220)
- Financial Accounting & Reporting Data Analysis (ACGB 6111)

to review fundamental prerequisite concepts that the course assumes a working knowledge of.

Concentrations

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Primary Concentrations

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With the exception of Public Accountancy and FinTech, all primary concentrations can also be pursued as secondary concentrations.

Secondary Concentrations

- Blockchain Secondary Concentration (p. 446)
- Compliance and Risk Management Secondary Concentration (p. 448)
- ESG Finance Secondary Concentration (p. 449)
- Electronic Business Secondary Concentration (p. 448)
- Entrepreneurship Secondary Concentration (p. 448)
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- Healthcare Management Secondary Concentration (p. 450)
- International Business Secondary Concentration (p. 450)

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Executive M.B.A.

Accelerated Format for Experienced Professionals

- 22 months, one three-day weekend per month
- Designed for mid-range professionals on the leadership track
- Cohort format: students complete program together
- Applicants must have seven years of work experience

Choice of Campus

- Lincoln Center location: start in September
- Each cohort designs its own "international capstone" week abroad

International Capstone

Each 22-month Executive M.B.A. experience concludes with an international capstone trip, the culmination of an in-depth, consulting-style business project. The students in the Executive M.B.A. cohort collaborate to choose the country they'll focus on, and the business problem their consulting work will solve. Then, once their consulting work is done, they get on a plane. In addition to presenting their project on site, they benefit from cultural events and lectures on how to do business within their country of choice.

Focus on Management and Strategy

- E.M.B.A.s complete a full concentration in management systems
- Additional courses in finance and business communication
- Discussion of current ethical issues in business

Interested in our Executive M.B.A.? The associate dean is happy to meet with you to discuss the program. Meetings can be set up at a location convenient to your office. Contact Francis Petit through email (petit@fordham.edu) or phone (212-636-7429) to arrange a personalized information session.

To learn more about the Executive M.B.A., visit the Fordham website.

CIP Code

52.0201 - Business Administration and Management, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Executive M.B.A. (E.M.B.A.) students proceed through all of these courses together during their 22 months in the program. Experience-based, team-oriented projects are featured throughout.

Course	Title	Credits
<i>Core Prerequisites</i>		
ACGB 7155	Managerial Accounting Analysis	3
BEGB 7300	TMBA: Global Managerial Eco	3

BLGB 739F	Contemporary Iss Int'l Bus Law	3
FNGB 6411	Intro Financial Sys & Methods	3
ISGB 7989	Info Tech in Transnatl	3
MKGB 779T	Marketing Mgt & Strategy	3
OPGB 76AA	Operations and Supply Chain Management	3
SAGB 7660	Strategy	3
ACGB 719C	Financial Accounting/Financial Statement Analysis	3

Management Systems Concentration

FSGB 7682	Transnational Application	3
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One of following two options: 3

SAGB 869J & SAGB 869K	Managing Innov&Change I and Managing Innov&Change II	
LPGB 76AG	Managing Innovation Change	
LPGB 76AB	Personal Leadership Development	3
SAGB 76AD	Quantitative Methods and Decision Analysis	3
LPGB 76AI	Managing Transnational Firm	3
LPGB 869D	Research For Final Project	1.5

Breadth Electives

CMGB 7590	International Comm & Neg	3
FNGB 7455	Global Finance	3
BEGB 7251	Intl Trade & Development	1.5
BLGB 839A	Contemporary Ethical Issues in Business	1.5
FSGB 7810	Field Study Program	3

Free Electives

Two graduate-level classes in any discipline ¹ 4.5

Total Credits 60

¹ These electives can be any class level 7000- or 8000- that Gabelli offers. A list of courses by discipline can be found in the Courses section on each academic areas page (p. 384).

Dual Professional M.B.A. and M.S.L. in Corporate Compliance

Overview

Fordham University's Gabelli School of Business and School of Law offer a **52-credit Dual Professional M.B.A. and M.S.L. in Corporate Compliance degree**, which provides new options for individuals who are interested in acquiring graduate-level credentials that combine a comprehensive business education from a nationally ranked business school with a specialized degree in corporate compliance from a nationally ranked law school.

The only one of its kind in the country, this dual-degree program affords working professionals the advantage of being able to **complete their studies part time within as little as two years**. The business courses may be taken through live, remote offerings during the evenings and on weekends, while many of the law courses that comprise the corporate compliance degree are offered at the University's Lincoln Center campus in Manhattan during the second year or third year of study, depending upon the student's enrollment levels.

CIP Code

Professional M.B.A.

52.0201 - Business Administration and Management, General.

M.S.L. in Corporate Compliance

22.0299 - Legal Research and Advanced Professional Studies, Other.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Students apply to the this dual-degree program via a single Gabelli School of Business application from the beginning of their studies. The application requirements are the same as those for the Professional M.B.A. (there are no additional application requirements for the M.S.L. degree).

Students accepted into the program are accepted into both the Professional M.B.A. and the M.S.L. in Corporate Compliance degree programs.

Requirements

The Dual Professional M.B.A. (Master of Business Administration) and M.S.L. (Master of Studies in Law) in Corporate Compliance requires completion of 52 credits, the same number as is required for the Professional M.B.A. alone. The coursework for the M.S.L. in Corporate Compliance (24 credits) takes the place of Professional M.B.A. concentration and elective coursework.

Students in the program will have two grade point averages: one for coursework completed at the Gabelli School of Business and one for coursework completed at the School of Law.

Course	Title	Credits
M.B.A. Core Courses		
DGGB 6820	Statistics	3
BEGB 6220	Econ Analysis & Bus Decisions	3
ACGB 6111	Financial Accounting & Reporting Data Analysis	3
BLGB 6321	Markets, Business, and Society	3
M.B.A. "Flex" Core Courses		
<i>Choose five courses from the following:</i>		15
ISGB 6910	Business Tech & Analytics	
BLGB 6310	Business Law I	
MKGB 6710	Responsible Marketing Management	
LPGB 6613	Leading People and Organizations	
FNGB 6411	Intro Financial Sys & Methods	
OPGB 6627	Operations and Supply Chain Management	
CMGB 7550	Leadership Communication	
SAGB 7660	Strategy	
ACGB 7155	Managerial Accounting Analysis	
M.S.L. Core Courses		
LWGL 0299	United States Law and Legal Institutions	3
CPGL 0262	Global Corporate Compliance	3
CPGL 0620	Compliance Risk Assessment	3

INGL 0312 & CPGL 9807	Compliance Capstone Thesis and Compliance Seminar: Building Effective Ethics and Compliance Programs	3
CPGL 0127	Writing for Compliance Professionals	3
Electives ¹		
One Law School Elective		3
One Gabelli School Elective		3
One Law School or Gabelli School Elective		3
M.B.A. Capstone		
CPGB 7100	Gabelli Capstone Experience	1
Total Credits		52

¹ Any course that ordinarily counts as an M.S.L. elective may count as a Law School elective. Likewise, any course that ordinarily counts as an M.B.A. elective may count as a Gabelli School elective.

M.B.A. Concentrations

Five-course primary concentrations and three-course secondary concentrations are the way to customize your degree.

Primary Concentrations

- Accounting Concentration (p. 441)
- Accounting Technology Analytics Concentration (p. 441)
- Communication and Media Management Concentration (p. 441)
- FinTech Concentration (p. 442)
- Finance Concentration (p. 442)
- Information Systems Concentration (p. 443)
- Management Concentration (p. 444)
- Marketing Concentration (p. 445)
- Public Accountancy Concentration (p. 446)

With the exception of Public Accountancy and FinTech, all primary concentrations can also be pursued as secondary concentrations.

Secondary Concentrations

- Blockchain Secondary Concentration (p. 446)
- Compliance and Risk Management Secondary Concentration (p. 448)
- ESG Finance Secondary Concentration (p. 449)
- Electronic Business Secondary Concentration (p. 448)
- Entrepreneurship Secondary Concentration (p. 448)
- Global Sustainability Secondary Concentration (p. 449)
- Healthcare Management Secondary Concentration (p. 450)
- International Business Secondary Concentration (p. 450)

One-on-one meetings with graduate academic advisers will be indispensable as you make decisions about whether to pursue a concentration or secondary concentration, and if so, which. Our advisers offer special expertise in navigating requirements and ensuring that your academic program matches your post-M.B.A. plans. The deadline for full-time M.B.A. students to determine your selected concentrations and notify your academic adviser of your selections is the end of the add/drop period for the fall semester of your second year of the full-time M.B.A.

program. Consult your adviser for your deadline if you are completing the Professional M.B.A. program.

Accounting Concentration

Requirements

Primary Concentration

A concentration consists of five advanced-level courses from the accounting area, and is 15 credits. ACGB 7105 Intermediate Financial Accounting I is highly recommended for students who are pursuing this concentration.

Secondary Concentration

The secondary concentration consists of any three advanced-level courses from the accounting area, and is nine credits.

An advanced-level course is any course with the code ACGB that is a 7000 level or higher. A list of courses in accounting and taxation can be found on their academic area page (p. 384).

CPA examination

Fordham's MBA in Public Accountancy (p. 446) prepares students to sit for the CPA exam and provides students with all of the credit hours that are required.

Applicants are advised to visit the National Association of State Boards of Accountancy website before beginning any program, to check if the combination of the master's degree and their specific undergraduate degree will meet the minimum qualifications.

Specializations

Specializations

Specializations represent groups of courses that reflect the interests of students pursuing particular careers. They are not formal requirements, but represent the general recommendation of the faculty for pursuing particular career areas.

Financial Management

The following is a suggested course selection for those seeking careers in financial management:

Course	Title	Credits
ACGB 7105	Intermediate Financial Accounting I	3
ACGB 7125	Financial Statement Analysis	3
ACGB 7128	Advanced Financial Statement Analysis	3
ACGB 7136	International Accounting	3
ACGB 7155	Managerial Accounting Analysis	3
Total Credits		15

Other five-course combinations may be suitable for those seeking other careers, such as marketing management, internal audit, or management consulting.

Accounting Technology Analytics Concentration

Overview

One of the most significant changes in the global business environment is the ever-increasing availability of Big Data. Data analytics is changing the role of the accounting professionals in business decision-making. Students must adapt to the changing business environment to ensure future success as professional accountants, internal auditors, internal management accountants, non-financial/sustainability accounting professionals, and technology leaders. The M.B.A. primary concentration in accounting technology analytics focuses on developing students' analytical skills and capabilities, including the ability to identify the right questions in the relevant context, apply the ETL process to the relevant data, employ appropriate data analytics tools and techniques, and interpret and communicate findings to stakeholders.

Students holding an F-1 visa who graduate from the Cohort M.B.A. may be eligible to apply for a 24-month STEM OPT extension.

Requirements

Course	Title	Credits
ACGB 7176	Advanced Audit Concepts and Practices	3
ACGB 719G	Audit Data Analytics	3
ACGB 719D	Accounting Information Systems	3
ACGB 7185	Derivatives and Analytics for Accounting	3
ISGB 799V	R Statistical Programming	3
Total Credits		15

Communication and Media Management Concentration

Requirements

Primary Concentration

The concentration in communication and media management consists of five courses, for a total of 15 credits.

Course	Title	Credits
One of the following courses:		3
CMGB 7500	Media Systems and Markets	
CMGB 7554	Consumer Adopt of New Med	
CMGB 7550	Leadership Communication	
Four advanced communication and media management courses ¹		12
Total Credits		15

Secondary Concentration

The secondary concentration consists of any three advanced communication and media management courses¹ for a total of nine credits.

¹ Advanced level courses include any CMGB course numbered 7000 or above. A list of courses in the communication and media management can be found in their academic areas page (p. 390).

FinTech Concentration

This concentration will give students a deeper exposure and skill set in the evolving use of technology to deliver financial services, commonly referred to as FinTech. Students can opt for the technical aspects of these innovations, or, on the application of such technology. We expect students majoring in finance to focus on the applications of FinTech, such as the use of Blockchain in setting up cryptocurrencies, machine learning for data analytics, and artificial intelligence in investment management. I.S. students would typically focus more on the computational aspects and applications. Expertise in the use of FinTech will allow students to access opportunities in this high-demand area.

Requirements

The Primary Concentration in FinTech is a 15 credit program, not including two prerequisite courses. Of the 15 credits, one class is a required introductory class to FinTech, and the rest are electives.

Prerequisites

Before taking any courses for the concentration, students must first complete the following courses:

- Core Information Systems: ISGB 6910 Business Tech & Analytics
- Core Finance: FNGB 6411 Intro Financial Sys & Methods

Curriculum

Course	Title	Credits
FNGB 74BK or ISGB 799X	Fintech -An Introduction ¹ Fintech -An Introduction	3
12 Credits of Elective Courses (see below)		12
At least 3 credits of Finance courses		
At least 3 credits of Information Systems courses		
Total Credits		15

¹ Students focusing in Finance should take the FNGB course, and students focusing on Information Systems should take the ISGB course.

Additional notes

- No more than 4.5 credits of the follow courses may apply toward this concentration
 - SAGB 76BS Blockchain: Industry Disruptor and Creator
 - FNGB 849I Blockchain
 - FNGB 849J Digital Currencies
- Double-counting:
 - No more than 3 credits may also apply toward the secondary concentration in Blockchain
 - No more than 4.5 credits may apply toward the primary concentration in Finance
- Some courses have pre-requisites which may not necessarily apply to the concentration.

Information Systems courses for FinTech

Courses in this group have the ABFI attribute.

Course	Title	Credits
ISGB 7902	System Analysis & Design	3
ISGB 7943	Programming with Python	3
ISGB 7967	Machine Learning for Business	3
ISGB 7973	Data Management and SQL	3
ISGB 7977	Natural Language Processing and Applications	3
ISGB 7990	Cloud Computing for Analytics	3

Finance courses for FinTech

Courses in this group have the ABFF attribute.

Course	Title	Credits
FNGB 74AT	Fintech Compliance- Asia to Us	3
FNGB 74AU	Algorithm Trading	3
FNGB 74BG	Auto Trading Systems - Intro	3
FNGB 74BT	Fintech Lending & Payments	3
FNGB 849I	Blockchain	1.5
FNGB 849J	Digital Currencies	1.5
FNGB 849N	Fintech: Disruption in Finan Services	1.5-3
GFGB 7039	Computational Finance	3
GFGB 7050	Machine Learning for Finance	3
GFGB 7051	Econtech: Econ & Data Mining	3

FinTech courses in Other Areas

Courses in this group have the ABFO attribute.

Course	Title	Credits
SAGB 76BS	Blockchain: Industry Disruptor and Creator	3

Finance Concentration

Requirements

Primary Concentration

The concentration in finance consists of five advanced courses¹ for a total of 15 credits. Courses are recommended to be selected based on a specialization, as detailed in the next page.

FNGB 7421 Prins of Modern Finance is a prerequisite course for many advanced-level courses and is strongly recommended.

Secondary Concentration

The secondary concentration consists of any three advanced level courses¹ from the finance area, for a total of nine credits.

¹ Courses can be any class with the code FNGB that is a 7000 level or above. A list of courses can be found in the academic areas page (p. 394).

Specializations

Specializations represent groups of courses that reflect the interests of students pursuing particular careers. They are not formal requirements, but they represent the general recommendation of the faculty for pursuing particular career areas.

Corporate Financial Management

Appropriate for students interested in corporate financing decisions and financial analysis.

Course	Title	Credits
FNGB 7421	Prins of Modern Finance	3
FNGB 7422	Corporate Finance	3
FNGB 7423	Mergers, Acquisitions, and LBOs	3
Two courses from this list		6
FNGB 749C	Venture Capital Financing	
FNGB 74AN	Investment Banking	
FNGB 74AJ	Global Risk Management	
Total Credits		15

Investment Management

Intended for students interested in the evaluation of securities and non-financial assets, portfolio management, and trading in financial markets.

Course	Title	Credits
FNGB 7421	Prins of Modern Finance	3
FNGB 7431	Options and Futures Markets	3
FNGB 7433	Fixed Income Analysis	3
FNGB 7460	Portfolio Management	3
One additional course		3
Total Credits		15

Students considering a career in investment management should be aware of the importance of obtaining their Chartered Financial Analyst (CFA) designation from the CFA Institute in Charlottesville, Virginia. The CFA is awarded upon satisfactory completion of a series of examinations on ethical, financial, economic, legal, fixed income, and equity valuation and portfolio-management issues. Details of the CFA program can be obtained from the finance faculty. Graduate business courses included in the investment management specialization cover many topics required for the CFA tests.

Completion of the MBA concentration in Finance (p. 442) does not directly grant CFA professional licensure in any State or territory. CFA Institute eligibility requirements requires that a candidate must have a bachelor's (or equivalent) degree, or be in the final year of his or her bachelor's degree program at the time of registration. Enrollment in the CFA Program or registration for any level of the exam are found at the CFA website: www.cfainstitute.org. The final CFA Charterholder designation requires successfully passing all three levels, (Levels I, II, III) of the exam, and meet the experience requirement specified by the CFA Institute.

To learn more about the CFA charter, please refer to the CFA Institute website.

Management of Financial Institutions

Suggested for students interested in careers in banking.

Course	Title	Credits
FNGB 7415	Credit Management	3
FNGB 7441	Money Credit Interest Rates	3
Special Topics courses, for example:		9
FNGB 74AJ	Global Risk Management	
Total Credits		15

International Finance

Designed for students seeking careers with multinational companies and international financial organizations.

Course	Title	Credits
FNGB 7455	Global Finance	3
FNGB 7458	Contemp Issues Globl Fin	3
Three additional advanced courses. For example:		9
FNGB 749U	Global Financial Markets	
FNGB 74AH	Global Corp Governance	
FNGB 74AJ	Global Risk Management	
FNGB 74AQ	Adv Global Portfolio Mgt	
FNGB 74AT	Fintech Compliance- Asia to Us	
FNGB 74AI	Global Equity Portfolio Management	
FNGB 74AK	Raising Capital and Investing in Global Financial Markets	
FNGB 74AY	Global Financial Markets	
Total Credits		15

Real Estate Finance

Structured for those pursuing careers in real estate development, underwriting, and institutional acquisitions.

Course	Title	Credits
FNGB 7421	Prins of Modern Finance	3
FNGB 7470	Real Estate Finance	3
Three additional advanced finance courses. For example:		9
FNGB 74AP	Real Estate Capital Markets	
Total Credits		15

Information Systems Concentration Requirements

Primary Concentration

The concentration in information systems consists of five courses, for a total of 15 credits. Requirements are detailed below:

Course	Title	Credits
ISGB 7902	System Analysis & Design	3
ISGB 7910	Info Systems Strategy & Mgmt	3
Three advanced-level courses, suggested to be chosen from a Specialization ¹		9
Total Credits		15

Secondary Concentration

The secondary concentration consists of any three advanced level courses¹ for a total of nine credits.

¹ An advanced-level course is any course with the code ISGB that is a 7000-level or higher. A list of courses in Information Systems can be found in their academic areas page. (p. 420)

Specializations

Specializations represent groups of courses that reflect the interests of students pursuing particular careers. They are not formal requirements, but represent the general recommendation of the faculty for pursuing particular career areas.

Business Analytics

Students prepare for careers in business analytics, a fast-growing area in all businesses. Students will be able to collect, clean, structure, integrate, and analyze data to drive management insight, informed decision-making and superior business performance. This track provides familiarity with concepts, frameworks, software tools and techniques, and trends in business analytics.

Courses in this group have the ISBA attribute.

Course	Title	Credits
ISGB 7933	Audit Data Analytics	3
ISGB 7934	Artificial Intelligence	3
ISGB 7942	Optimization Models in Bus	3
ISGB 7944	Sports Analytics	3
ISGB 7975	Data Visualization	3
ISGB 7977	Natural Language Processing and Applications	3
ISGB 7978	Web Analytics	3
ISGB 7980	Bus Modeling w/Adv Sprdsheets	3
ISGB 7985	Data Warehousing	3
ISGB 7988	Business Performance Analytics	3
ISGB 7990	Cloud Computing for Analytics	3
ISGB 799Z	Deep Learning	3
ISGB 79AA	Advanced Python for Financial Programming	3

Students may also select from ISGB 7967 Machine Learning for Business or ISGB 7973 Data Management and SQL as possible courses even though they do not have the ISBA attribute.

Enterprise Architecture

Prepares students to architect and build business systems, as well as to implement, manage, and leverage enterprise systems within organizations. The resulting systems will provide foundations for redesigned business processes, enterprise-wide integration and information sharing, novel services, and innovative business models. This track also includes a number of industry-specific courses that provide an in-depth understanding of IT applications within a specific industry, such as healthcare.

Courses in this group have the ISEA attribute.

Course	Title	Credits
ISGB 7905	Web Applications Development	3
ISGB 7922	Healthcare IT	3
ISGB 7955	Project Management	3
ISGB 7973	Data Management and SQL	3
ISGB 7975	Data Visualization	3
ISGB 7985	Data Warehousing	3

Students specializing in the enterprise architecture track should also consider taking the Supply Chain Management course as one of their electives.

Management Concentration Concentration in Management

The concentration in management consists of any five advanced-level management courses¹ for a total of 15 credits. It is recommended that students choose these courses based on the specializations detailed in the next page.

Secondary Concentration in Management

The secondary concentration consists of any three advanced-level management courses¹ for a total of nine credits.

¹ An advanced-level course is any OPGB (p. 1511), LPGB (p. 1441), or SAGB (p. 1653) course that is 6000-level or higher, or any course in DGGB (p. 1156) that is 7000-level or higher.

Specializations

Specializations represent groups of courses that reflect the interests of students pursuing particular careers. They are not formal requirements, but represent the general recommendation of the faculty for pursuing particular career areas.

Leading People and Groups

This specialization develops the knowledge and skills to achieve high performance through people and teams. It emphasizes developing leadership, self-awareness, and other forms of awareness to achieve maximum impact with human resources in executing strategy. Skill and knowledge to make the most of group and team dynamics are covered, as well as theories of how to energize and motivate oneself and others.

Course	Title	Credits
LPGB 7610	Leadership and Change	3
LPGB 7625	Team Dynamics	3
LPGB 7638	Career Management	3
Two additional advanced management courses		6

Competitive Strategy

Focuses on management concepts needed to formulate and implement effective strategies for the long-term health of corporations. This specialization is intended for students interested in careers in strategic planning and management consulting.

Course	Title	Credits
SAGB 7671	Industry Analysis and Strategic Planning	3
Four additional advanced management courses		12

Operations

Focuses on understanding process flows, including knowledge flows, and issues of efficiency and quality in the management of operations in industrial and service organizations. Intended for students interested in careers in process improvement, management consulting, and quality management.

Course	Title	Credits
DGGB 7850	Forecasting Models	3
Four additional advanced management courses ¹		12

Innovation Management

Focuses on understanding the complexity of the process of innovating and managing change in industrial and service organizations. Intended for students interested in careers in firms that operate in dynamic environments. They may have responsibilities for managing and leading change due to new product development or creation of new business models or manage growth and competition in entrepreneurial organizations.

Course	Title	Credits
LPGB 7610	Leadership and Change	3
LPGB 7637	Entrepreneurial Mindset	3
SAGB 7671	Industry Analysis and Strategic Planning	3
Two additional advanced management courses ¹		6

Applied Statistics and Decision-Making

Focuses on developing skills and capabilities in using quantitative techniques to make optimal decisions. Intended for students interested in careers in research and jobs requiring data-driven decision-making.

Course	Title	Credits
DGGB 7850	Forecasting Models	3
Four additional advanced management courses ¹		12
Total Credits		15

¹ An advanced-level course is any LPGB, SAGB, or OPGB course that is 6000-level or higher, or any course in DGGB that is 7000-level or higher.

Marketing Concentration

Requirements

Primary Concentration

The concentration in marketing consists of six advanced courses ¹ for a total of 15 credits. It is suggested that you choose a specialization for elective courses, as detailed on the next page.

Course	Title	Credits
MKGB 7730	Research Methods	3
MKGB 8701	Marketing Analytics	1.5
Four advanced marketing courses ¹		10.5
Total Credits		15

Secondary Concentration

The secondary concentration consists of four advanced-level courses from the marketing area for nine credits. It is suggested that you choose a specialization for elective courses, as detailed on the next page.

Course	Title	Credits
MKGB 8701	Marketing Analytics	1.5
Three advanced marketing courses ¹		7.5
Total Credits		9

¹ Advanced-level courses are any MKGB course that is 7000-level or higher. A list of courses in Marketing can be found their the academic areas page (p. 424).

Experiential Course

The marketing area puts a special emphasis on the value of learning by doing. Marketing concentrators are encouraged to pursue an "experiential course" that may be counted toward their concentration. These may include:

- Marketing-related study tour
- Three-credit marketing-related internship
 - MKGB 7811 Marketing Internship
- Marketing-related tutorial or independent study
 - MKGB 8999 Independent Study

Specializations

Specializations represent groups of courses that reflect the interests of students pursuing particular careers. They are not formal requirements, but represent the general recommendation of the faculty for pursuing particular career areas.

Students may take any combination of courses that lead to the appropriate number of credits in the concentration.

Strategic Brand and Product Management

Course	Title	Credits
MKGB 7723	Strategic Branding	3
MKGB 7792	New Product Development	3
MKGB 77AW	Customer Experience Management	3
MKGB 7720	Consumer Behavior	3
MKGB 7785	Marketing Strategy	3

Marketing Analytics and Consumer Insights

Course	Title	Credits
MKGB 779I	Data-Driven Marketing Decisions	3
MKGB 77AA	Marketing Decision Models	3
MKGB 8709	Digital Marketing Analytics	1.5
MKGB 8703	Revealing Consumer Insights	1.5
MKGB 7720	Consumer Behavior	3
MKGB 879Y	Marketing Analytics Insights	1.5

Digital Marketing

Course	Title	Credits
MKGB 77AM	Digital Marketing	3
MKGB 8709	Digital Marketing Analytics	1.5
MKGB 7760	Marketing Technology and Innovation	3
MKGB 77AW	Customer Experience Management	3
MKGB 779I	Data-Driven Marketing Decisions	3

Marketing Communications

Course	Title	Credits
MKGB 7755	Integrated Marketing Communications	3
MKGB 7765	Sales Management	3
MKGB 7720	Consumer Behavior	3
MKGB 77AM	Digital Marketing	3

Public Accountancy Concentration

The M.B.A. in Public Accountancy combines the breadth of instruction in general business principles with the common body of knowledge recommended by the American Institute of Certified Public Accountants. The program is intended for both business and liberal arts graduates. Graduate students seeking both the M.B.A. degree and CPA credential benefit from the broadly based core instruction of the M.B.A. and the expertise developed in the specialized public accounting courses.

The program consists of 69 credits. Students gain the high sense of responsibility and professional competence expected in the accounting profession. It also prepares them for the business challenges many CPAs encounter in their careers. Students who studied business as undergraduates may find that they automatically are waived out of certain required courses by the admissions office or may take a waiver exam for this purpose.

CPA Certification Disclosure

The M.B.A. in Public Accountancy does not meet the educational requirements for Certified Public Accountant (CPA) licensure alone in any State, but may supplement an undergraduate degree in public accounting to meet the CPA licensure educational requirements of your licensure State of interest. Requirements for the CPA license are subject to State-specific requirements and typically require more than successful completion of educational requirements. CPA licensure candidates must satisfy pertinent additional requirements, contingent on State specificities, including but not limited to completing the CPA application process, submitting payment for all relative fees, passing licensure examinations, and professional experience.

Because undergraduate accounting programs vary, please visit the National Association of State Boards of Accounting website (<https://nasba.org/>) to make certain this holds true for your specific bachelor's degree.

CIP Code

As part of Cohort M.B.A.

30.7102 - Business Analytics.

As part of Professional M.B.A.

52.0301 - Accounting.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Primary Concentration

The course requirements for the M.B.A. in Public Accountancy consist of eight advanced-level discipline courses and four breadth courses for a total of 36 credits.

Advanced-level Discipline Courses

Course	Title	Credits
ACGB 7105	Intermediate Financial Accounting I	3
ACGB 7120	Intermediate Financial Accounting II	3
ACGB 7130	Advanced Concepts in Financial Accounting	3
ACGB 7155	Managerial Accounting Analysis	3
ACGB 7171	Assurance and Audit	3
ACGB 7176	Advanced Audit Concepts and Practices	3
ACGB 7184	Individual and Business Entity Taxation	3
One of the following advanced courses:		3
ACGB 7125	Financial Statement Analysis	
ACGB 7136	International Accounting	
ACGB 719B	Forensic Accounting	

Total Credits 24

Breadth Courses

Course	Title	Credits
BLGB 7320	Business Law II	3
TXGB 7001	Corporate Taxation	3
One advanced-level finance course ¹		3
One choice from the following:		3
TXGB 7010	Federal Research and Procedures	
ACGB 7811	Accounting - Internship	
TXGB 7811	Taxation - Internship	

Total Credits 12

¹ An advanced-level Finance course is any course with the designation FNGB that is a 7000 level or higher.

A list of finance courses can be found in the Finance and Business Economics (p. 394) academic area page.

Blockchain Secondary Concentration

Blockchain. In short, it's a technology that allows people who don't know each other to trust a shared record of events. It's also a fast-growing technology that has the potential to affect business sectors as diverse as banking, energy, music, and nonprofits, and is connected to headline-grabbing cryptocurrencies and NFTs. With thousands of blockchain-related jobs available in New York City alone, candidates who can use the technology to improve a company's performance are in high demand.

Fordham is ranked #3 for blockchain-related education in two separate rankings: TechGuide's "Best Blockchain Master's Degree Programs in 2024" ranking and Successful Student's 2024 "Best Colleges for

Cryptocurrency and Blockchain Education" ranking. Fordham's leadership in blockchain education has been highlighted in *Fortune* magazine twice (in an article about MBA programs and in an article about how to build your knowledge about cryptocurrencies) and its faculty includes an inducted fellow of the British Blockchain Association.

The secondary concentration in blockchain gives Gabelli School graduate students the opportunity to master the skills needed to stand out in this space. Students will learn the fundamentals of blockchain, examine the role of cryptocurrencies as a medium of exchange and as a store of value, explore the legal and regulatory issues surrounding the field, and learn how to build their own decentralized application (DApp).

Graduate students who pursue the secondary concentration in blockchain are encouraged to join the Fordham Fintech Network or participate in one of the numerous meetups on blockchain and cryptocurrencies taking place around New York City.

In addition, students have the chance to attend conferences with industry leaders without leaving campus. Fordham has been host to the Blockchain Disruptor Conference (hosted by the Gabelli School), the Humanitarian Blockchain Summit (hosted by Fordham's Institute of International Humanitarian Affairs), and the Blockchain Regulatory Symposium (hosted by the Fordham Law School). Recent events include DEFICON, the NFTs: Welcome to the Metaverse panel co-sponsored with the Museum of American Finance, a Gabelli+ educational event with Fordham alumnus Joshua Q. Israel Satten (who built out the first middleware blockchain solution for the U.S. government), and the Fordham Finance Society's 7th Annual Trending in Finance Conference on Financial Technologies and Transactions in a Post-COVID World.

Requirements

To earn this secondary concentration, students must earn 9 credits of courses from the list below.

Courses in this group have the ABBC attribute.

Course	Title	Credits
FNGB 74BK	Fintech -An Introduction	3
FNGB 849I	Blockchain	1.5
FNGB 849J	Digital Currencies	1.5
ISGB 799Y	Blockchain Tech & App Dev	3
SAGB 76BS	Blockchain: Industry Disruptor and Creator	3

Notable Alumni and Faculty Alumni

Several Fordham alumni are experts in blockchain across the spectrum of careers:

- Boris Alergant, Executive Director and Head of DeFi at Ripple (<https://www.linkedin.com/in/borisalergant/>)
- Anthony Apollo, Executive Director of the Wyoming Stable Token (former Co-Founder & CEO of Rensa Games; former Co-Founder and Operations Lead of ConsenSys Sports and former Universe Architect of Cellarius, two ConsenSys spokes; Former Co-Founder and Operations Lead at Saffron Solutions LLC (Project lead on Spencer Dinwiddie Professional Athlete Investment Token (PAInT) launch); <https://www.linkedin.com/in/anthony-apollo/>)
- John Belitsky, Co-Founder & Chief Strategy Officer of Balcony Technology Group & President/CEO of Abraham + Martin (<https://www.linkedin.com/in/johnbelitsky/>)
- Michael Bucella, Co-Founder & Managing Partner at Neoclassic Capital, Member of Board of Directors at TeraWulf (former General Partner at BlockTower Capital; <https://www.linkedin.com/in/michael-bucella-3021137/>)
- Brian Farber, Deputy General Counsel at Highgate (former General Counsel at Securitize; former Legal Counsel at ConsenSys; <https://www.linkedin.com/in/brian-farber-1bab7558/>)
- Daniel Hodd, Co-Founder & Venture Partner at IDEO CoLab Ventures and Co-Founder & General Partner at Digital Asset Investment Company (former Project Lead & SME in Blockchain & Digital Assets at Citi; <https://www.linkedin.com/in/danielhodd/>)
- Jean-Philippe Innocent, Chief Commercial Officer at Who's Holding Co. (former Global Blockchain Business Council Ambassador to Haiti; former Conseiller Spécial Blockchain for the Haitian Ministry of Commerce and Industry; former Co-Founder & COO of Arbit; (<https://www.linkedin.com/in/jinnocent/>))
- Joyce Lai, Founder & Creator of the Charisma Social Project; Strategic Advisor at XvsX Sports; Founding Member of Ready Player DAO; Strategic Advisor at EthTrust Inc.; Co-Founder of the Fordham Law Blockchain Regulatory Symposium; Former Law and Technology Counsel at ConsenSys; <https://www.linkedin.com/in/joyce-lai-a907647/>)
- Sean O'Connor, Chief of Staff at Blocknative Corporation and Board of Advisor Member for NiftyApes (former Product Lead of ConsenSys Sports and former Director of Marketing of Cellarius, two ConsenSys spokes; Former Co-Founder and Product Lead at Saffron Solutions LLC, former Project lead on Spencer Dinwiddie Professional Athlete Investment Token (PAInT) launch; <https://www.linkedin.com/in/aseoconnor/>)
- Amy Oldenburg, Managing Director & Head of Emerging Markets Equity at Morgan Stanley Investment Management; Independent Director at Abhi (YC S21) (<https://www.linkedin.com/in/amyoldenburg/>)
- Erica Palaia, Senior Counsel of Partnerships at Paxos (<https://www.linkedin.com/in/ericampalaia/>)
- Mateusz Plaza, Co-Founder at Fennel Labs (<https://www.linkedin.com/in/mateusz-p-6b126424/>)
- Donna Redel, CEO Founder of Strategic 50, Board Member of New York Angels and The Wall Street Blockchain, Advisor to Securitize, Member of The Digital Chamber of Commerce (former Managing Director at the World Economic Forum and former Chair of The Commodity Exchange; <https://www.linkedin.com/in/donna-redel-92652653/>)
- Michael Rinko, Research Analyst at Delphi Digital (former investment analyst at Pervalle Global; <https://www.linkedin.com/in/michaelrinko/>)
- Joshua Q. Israel Satten, Senior Director – Global Client Partner at Cognizant (former Senior Director - Blockchain Partner, Service Transformation (CTO Office) at Wipro Ltd. and former Senior Managing Director – Head of Operations at Protego Trust; <https://www.linkedin.com/in/joshua-q/>)
- Brett Shear, Managing Partner at PTC Crypto, a venture capital fund investing in the decentralized creator economy (Co-Founder & COO at Fleek, a modern web development platform for building sites and apps on IPFS; Former Co-Founder & Strategic Director at Balanc3, a ConsenSys spoke; Former Co-Founder & President

of Fordham FinTech Network; <https://www.linkedin.com/in/brett-shear-8b553199/>)

- Markus Veith, National Leader, Digital Assets, Blockchain & web3 Industry Practice and Partner-in-charge of the Northeast Financial Institutions Practice at Grant Thornton (<https://www.linkedin.com/in/markus-veith-b666931/>)
- Gregory Xethalis, General Counsel (and former Chief Compliance Officer) at Multicoïn Capital; Director at Association for Digital Asset Markets (ADAM) (former Partner at Chapman & Cutler LLP; <https://www.linkedin.com/in/xethalis/>)

Faculty

- Benjamin M. Cole, Ph.D. is the William J. Loschert Endowed Chair in Entrepreneurship, an Inducted Fellow of the British Blockchain Association, Advisory Council Member of the CNBC Disruptor 50, “Top 50 Undergraduate Business Professor” Designee by Poets & Quants, and Advisor to Rensa Games and Fennel Labs (Former Co-Founder and Education Lead at Saffron Solutions LLC, Former Advisor on Spencer Dinwiddie Professional Athlete Investment Token (PAInT) launch, Former Advisor to ConsenSys spokes Cellarius and ConsenSys Sports, and Former Organizer of the Blockchain Disruptor Conference) (<https://www.linkedin.com/in/benjaminmcole/>)
- Robert Chiang, Ph.D. is the Area Chair of Information, Technology and Operations (former Manager/Consultant at Accenture; <https://www.linkedin.com/in/robertchiang/>)
- Paul Johnson is Managing Director at Nicusa Investment Advisors, Senior Research Advisor at FinTech Think Tank, Senior Advisor at Harbor Peak, Economic and Strategic Advisor to SolarCoin, Tsar of The Jesuit Token and Member of the Board of Advisors to The People’s Currency Foundation (<https://www.linkedin.com/in/pauljohnsonnia/>)
- Peter Mueller, Ph.D. is Assistant Professor of Finance & Business Economics whose research interests lie primarily in the area of blockchain economics and decentralized finance (<https://www.linkedin.com/in/peter-mueller-1284072ab/>)

Compliance and Risk Management Secondary Concentration

Overview

Corporate compliance is an increasingly important area for organizations that encourages ethical conduct and a commitment to compliance with the law. As of 2015, 82 percent of organizations now undertake some sort of enterprise-wide compliance risk assessment, according to a Deloitte study.

This secondary concentration in compliance and risk management allows Gabelli School graduate students to build the skills needed to hold compliance and risk positions.

Graduate students who pursue the secondary concentration in compliance and risk management are encouraged to hold an internship in the field, to join the Graduate Finance Society, and to become a member of the Securities Industry and Financial Markets Association.

Requirements

To earn the secondary concentration, students must take three 3-credit courses for a total of 9 credits.

Course	Title	Credits
FNGB 74AT	Fintech Compliance- Asia to Us	3
FNGB 74AH	Global Corp Governance	3
FNGB 74AJ	Global Risk Management	3
Total Credits		9

The finance faculty recommends that students in this concentration also choose their other electives to touch on compliance- and risk-related topics.

Electronic Business Secondary Concentration

In today’s economy, it’s more challenging to find examples of business that isn’t electronic. The touch points between technology and commerce are too numerous to count.

This secondary concentration indicates that a student has made an academic investment in learning about innovative, tech-driven improvements in business—and has explored the opportunities, ethical questions, and resulting forces created by technological advances.

Students who pursue the Electronic Business secondary concentration are encouraged to join the Fordham Media and Entertainment Alliance, which was formed to enhance relationships between the community and the media and entertainment industry. The alliance creates ongoing access to industry professionals through panel discussions, networking events, site visits, and seminars.

Requirements

To earn the Electronic Business secondary concentration, students must earn nine credits from three upper-level classes that are coded as Electronic Business courses.

Courses in this group have the ABEB attribute.

Course	Title	Credits
BLGB 7325	Law of Trad & New Media	3
CMGB 7500	Media Systems and Markets	3
CMGB 7554	Consumer Adopt of New Med	3
CMGB 7556	Law of Trad & New Media	3
ISGB 7901	E Business Strategies & Appl	3
ISGB 7905	Web Applications Development	3
ISGB 7924	Mobile E-Commerce and Apps	3
ISGB 7945	IT and Sustainability	3
ISGB 7978	Web Analytics	3

NOTE: Either version of Law of Traditional and New Media (BLGB 7325 or CMGB 7556) class may be taken, but not both.

Entrepreneurship Secondary Concentration

In a business environment where startups have changed the landscape profoundly in the last decade, an understanding of entrepreneurship is key.

Entrepreneurship at Fordham is broader than simply starting a new business, it’s a mindset. It’s the creativity of approach and ability to spot

opportunities that enable even those who take their MBAs to work at large, established corporations to be the ones with fresh thinking that moves their companies forward.

Entrepreneurship students have access to the Fordham Foundry, the University's small-business incubator, where they can receive support toward launching their own businesses.

Requirements

To earn the Entrepreneurship secondary concentration, students must take one required 3-credit required course and an additional six credits from upper-level courses that are coded for Entrepreneurship, for a total of three classes for nine credits.

Course	Title	Credits
LPGB 7637	Entrepreneurial Mindset	3
Two concentration courses		6
Total Credits		9

Concentration courses

Courses in this group have the ABEP attribute.

Course	Title	Credits
ACGB 7105	Intermediate Financial Accounting I	3
ACGB 7155	Managerial Accounting Analysis	3
ACGB 7184	Individual and Business Entity Taxation	3
BEGB 7240	Money Credit Interest Rates	3
BLGB 7320	Business Law II	3
CMGB 7530	Innovation in Media Business Models	3
CMGB 759L	Comm for Entrepreneurs	3
CMGB 759R	Social Media	3
FNGB 7470	Real Estate Finance	3
FNGB 749C	Venture Capital Financing	3
FNGB 749J	Sustainability & Finance	3
FNGB 74AN	Investment Banking	3
FNGB 74BK	Fintech -An Introduction	3
FNGB 8414	Modern Financial Analysis	1.5
FNGB 849I	Blockchain	1.5
FNGB 849J	Digital Currencies	1.5
FNGB 849N	Fintech: Disruption in Finan Services	1.5-3
GFGB 7022	Venture Capital Finacing	3
GFGB 8011	Blockchain	1.5
GFGB 8012	Digital Currencies	1.5
ISGB 7901	E Business Strategies & Appl	3
ISGB 7905	Web Applications Development	3
ISGB 7924	Mobile E-Commerce and Apps	3
ISGB 7943	Programming with Python	3
ISGB 7945	IT and Sustainability	3
ISGB 7978	Web Analytics	3
LPGB 7610	Leadership and Change	3
LPGB 7637	Entrepreneurial Mindset	1.5,3
MKGB 7755	Integrated Marketing Communications	3
MKGB 7792	New Product Development	3
MKGB 8701	Marketing Analytics	1.5

SAGB 76BS	Blockchain: Industry Disruptor and Creator	3
TXGB 7184	Individual and Business Entity Taxation	3

NOTE: Only one Money, Credit, and Interest class may be taken, however it can be with either the BEGB or FNGB course code.

ESG Finance Secondary Concentration

Overview

ESG finance is a framework of taking environmental, social, and governance (ESG) considerations into account when making business and investment decisions. There has been exponential growth in sustainable assets in capital markets. Investors have emphasized ESG more and more to further environmental agendas and social good. Accordingly, investment communities have integrated the ESG lens into their investment selection process, and corporations have committed to corporate social responsibility (CSR) when assessing corporate strategy, operational risks, and competitive positioning. Evidently, many financial and industrial companies, including industry heavyweights, routinely engage in ESG planning/discussions and issue CSR reports to investors.

Requirements

To earn the secondary concentration in ESG finance, students must earn 9 credits of courses from the list below:

Course	Title	Credits
FNGB 74BZ	ESG & Portfolio Management ¹	3
FNGB 749R	ESG - Student Managed Investment Fund 1 ²	3
FNGB 74CG	ESG - Student Managed Investment Fund 2 ³	3
Total Credits		9

¹ FNGB 7421 Prins of Modern Finance is the prerequisite to this course; FNGB 7460 Portfolio Management is the corequisite.

² FNGB 74BZ ESG & Portfolio Management is the corequisite to this course.

³ FNGB 749R ESG - Student Managed Investment Fund 1 and FNGB 7421 Prins of Modern Finance are the prerequisites to this course.

Global Sustainability Secondary Concentration

People, planet, and profit—this "triple bottom line" is starting to matter to more companies as consumers demand that corporations care about more than making money.

It's no longer just the Starbucks and the Whole Foods that integrate sustainability into their business model: You find it just as often at Coca-Cola, Adidas, Tiffany & Co., Unilever, GE, and the largest multinational banks.

The Global Sustainability secondary concentration shows employers that a student has made an academic investment in understanding the complex issues facing companies that are trying to run successful businesses while keeping the environment and human dignity in mind.

Select courses from outside the graduate business school—offered by other Fordham graduate divisions—also can be taken toward the Global Sustainability secondary concentration. For more information, please consult your academic advisor.

Students who pursue the GS secondary concentration are encouraged to join Net Impact. This student group provides a forum for future business leaders to discuss new opportunities to create meaningful careers that create value for both the business leaders and for society.

Requirements

To earn the Global Sustainability secondary concentration, students must earn nine credits from three upper-level classes that are coded as Global Sustainability courses. These courses are listed below:

Courses in this group have the ABGS attribute.

Course	Title	Credits
BEGB 7251	Intl Trade & Development	1.5,3
BISC 5510	Conservation Biology	3
BLGB 739C	International Business Ethics	3
CMGB 7525	Cross Cultural Negotiation and Communication	3
CMGB 7531	Comm Corp Image Responsibility	3
CMGB 7563	Ethics & Soc Resp in Media Ent	3
ECON 6460	Agriculture and Development	3
EVGL 0290	Climate Change Law and Policy	2
FNGB 749J	Sustainability & Finance	3
FNGB 74AZ	Innov in Business & Energy	3
FNGB 74BD	Impact Investing	3
FNGB 74BP	Wharton-Impact Investment Workshop	3
IPED 6520	Int'l Law & Development	3
ISGB 7910	Info Systems Strategy & Mgmt	3
ISGB 7945	IT and Sustainability	3
LPGB 7615	Cross-Cultural Negotiation and Communications	3
LPGB 7637	Entrepreneurial Mindset	1.5,3
LPGB 769A	Leadership for the 21st Century	3
LPGB 76AV	Developing the Sustainability Mindset	3
LPGB 76CB	Sustainable Business Master Class	3
MKGB 7720	Consumer Behavior	3
MKGB 7792	New Product Development	3
POSC 6640	Pol of Global Econ Rel	3
SAGB 76BM	Innovation in Business and Energy	3
SAGB 76BV	Sustainability & Strategy	3

NOTE: Some courses are cross-listed in multiple departments. Cross-listed courses can only be taken once, but may be taken from any course code.

Healthcare Management Secondary Concentration

Over the past decade, the healthcare industry has added 2.6 million jobs nationwide.

Healthcare's employment growth rate was 22.7 percent in that time. All other industries? A mere 2.1 percent.

Fordham MBA students are uniquely positioned to capitalize on opportunities in this dynamic field, where there is great demand for professionals who understand how helping people and doing good business intersect.

We are also seeing major growth in healthcare innovations and entrepreneurship, which is a focus of the Global Healthcare Innovation Management Center (fordham.edu/ghimc).

Requirements

The Healthcare Management secondary concentration encompasses one required course (SAGB 76AY Introduction to Healthcare Systems) and two electives, for a total of nine credits, each in a different discipline, to provide students with the essential elements of healthcare management.

Course	Title	Credits
Required Course		
SAGB 76AY	Introduction to Healthcare Systems	3
Electives		
Select two courses from the list below.		6
Total Credits		9

Electives

Courses in this group have the ABHM attribute.

Course	Title	Credits
FNGB 74AG	Finance in the Healthcare Ind	3
ISGB 7922	Healthcare IT	3
SAGB 76AX	Strategic Management and the Pharmaceutical Industry	3

International Business Secondary Concentration

Regardless of your chosen concentration, a focus on international business will prepare you to operate in our increasingly globalized commercial environment.

Completing an International Business secondary concentration indicates that you have prioritized the cross-cultural competencies that are prized by any organization that works across borders.

Students who pursue the international business secondary concentration are encouraged to join the Fordham Global Professional Society. This club recognizes the unique needs of individuals planning careers in international business and supports the development of the skill set needed to understand the mechanics of international business and the unwritten rules of cross-cultural management.

Requirements

To earn the International Business secondary concentration, students must earn nine credits from three upper-level classes that are coded as International Business courses. These courses are listed below.

Courses in this group have the ABIB attribute.

Course	Title	Credits
ACGB 7136	International Accounting	3
BEGB 7243	Contemp Issues Global Fin	3
BEGB 7244	Global Finance	3
BEGB 7251	Intl Trade & Development	1.5,3
BLGB 739C	International Business Ethics	3
CMGB 7525	Cross Cultural Negotiation and Communication	3
CMGB 7537	Crisis Communication and Leadership Strategies	1.5-3
CMGB 759Z	Gaining Global Bus Pers:Galway	3
FNGB 7455	Global Finance	3
FNGB 7458	Contemp Issues Globl Fin	3
FNGB 749U	Global Financial Markets	3
FNGB 74AH	Global Corp Governance	3
FNGB 74AI	Global Equity Portfolio Management	3
FNGB 74AJ	Global Risk Management	3
FNGB 74AK	Raising Capital and Investing in Global Financial Markets	3
FNGB 74AM	Emerging Markets	1.5,3
GLGB 7511	Global Immersion Galway	3
ISGB 7901	E Business Strategies & Appl	3
ISGB 7910	Info Systems Strategy & Mgmt	3
ISGB 7989	Info Tech in Transnatl	3
ISGB 799L	Study Tour: Germany	3
LPGB 7615	Cross-Cultural Negotiation and Communications	3
LPGB 869B	Leading Global Corporations	1.5
MMGB 7637	Crisis Communication and Leadership Strategies	3
SAGB 7671	Industry Analysis and Strategic Planning	3

NOTE: Some courses are cross-listed in multiple departments. Cross-listed courses can only be taken once, but may be taken from any course code.

Master of Science Programs

Many jobs call for training in one particular business niche. To prepare students to land those positions, Fordham's Master of Science programs provide targeted knowledge and skills.

These M.S. programs can often be completed quickly to allow rapid re-entry into the professional world—some in as little as nine months. Click on each program to learn more.

- Business Analytics (M.S.) (p. 451)
- Dual Degree in Business Analytics (M.S.) and Information Technology (M.S.) (p. 453)
- Finance (M.S., on campus and online) (p. 454)
- Health Administration (M.S.) (p. 454)
- Information Technology (M.S.) (p. 455)
- Management (M.S., on campus and online) (p. 458)
- Marketing Intelligence (M.S.) (p. 459)
- Media Management (M.S.) (p. 459)
- Professional Accounting (M.S.) (p. 460)

- Professional Taxation (M.S.) (p. 461)
- Quantitative Finance (M.S.) (p. 462)
- Strategic Marketing Communications (M.S., online) (p. 463)

Business Analytics (M.S.)

The Gabelli School Master of Science in Business Analytics (MSBA) will help you to see the big picture that your future employer is going to ask you to draw. The curriculum teaches you to pull valuable conclusions from a wide range of information types: big data, business performance data, web and text content, and more.

The Gabelli School MSBA provides skills in:

- Artificial intelligence and deep learning
- Business analytics
- Data engineering
- DevOps engineering for data science
- Programming for analytics and data science
- Statistical analytics for business

The MSBA has two schedule choices; a one-year full-time program or a part-time program spread over a longer time frame, such as two years—ideal for professionals who don't want to leave their jobs while they pursue the degree.

To learn more about the M.S. in Business Analytics, visit the Fordham website.

CIP Code

30.7102 - Business Analytics.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The 30-credit program consists of 10 courses (seven required and three electives), across three semesters. Students can earn the MSBA in one year of full-time study or two years of part-time study. The schedule below outlines the full-time format; part-time students coordinate their coursework with guidance from the program director and academic adviser.

Through the selection of elective courses, the program allows students to specialize in one of four career-oriented tracks, according to their interests. They can choose from tracks in:

- Artificial Intelligence and Deep Learning
- Business Analytics
- Programming for Analytics and Data Science
- Statistical Analytics for Business

For details on MSBA tracks, see the Tracks (p. 452) tab.

Fall		Credits
BYGB 7973	Data Management and SQL	3
BYGB 7978	Web Analytics	3
BYGB 7967	Machine Learning for Business	3
One elective course (see options below)		3
Credits		12
Spring		
BYGB 7975	Data Visualization	3
BYGB 7977	Natural Language Processing and Applications	3
BYGB 7990	Cloud Computing for Analytics	3
One elective course (see options below)		3
Credits		12
Summer		
BYGB 7988	Business Performance Analytics	3
One elective course (see options below)		3
Credits		6
Total Credits		30

Electives

Courses in this group have the BUAN attribute.

Course	Title	Credits
ACGB 719G	Audit Data Analytics	3
ACGB 719H	IT Audit and Information Assurance	3
BEGB 6220	Econ Analysis & Bus Decisions	3
DGGB 6820	Statistics	3
DGGB 7844	Stat Methods and Comp I	3
FNGB 74BG	Auto Trading Systems - Intro	3
GFGB 6005	Financial Modeling	3
ISGB 6910	Business Tech & Analytics	3
ISGB 7902	System Analysis & Design	3
ISGB 7910	Info Systems Strategy & Mgmt	3
ISGB 7922	Healthcare IT	3
ISGB 7924	Mobile E-Commerce and Apps	3
ISGB 7932	Accounting Info System	3
ISGB 7933	Audit Data Analytics	3
ISGB 7934	Artificial Intelligence	3
ISGB 7942	Optimization Models in Bus	3
ISGB 7943	Programming with Python	3
ISGB 7944	Sports Analytics	3
ISGB 7955	Project Management	3
ISGB 7980	Bus Modeling w/Adv Sprdsheets	3
ISGB 7985	Data Warehousing	3
ISGB 799D	Cybersecurity for Business	3
ISGB 799R	IT Audit and Information Assurance	3
ISGB 799V	R Statistical Programming	3
ISGB 799X	Fintech -An Introduction	3
ISGB 799Y	Blockchain Tech & App Dev	3
ISGB 799Z	Deep Learning	3
ISGB 79AA	Advanced Python for Financial Programming	3
ISGB 79AC	Cybersecurity Analytics for Business	3

ISGB 79AD	Digital Forensics	3
ISGB 79AE	Robotic Process Automation	3
MKGB 7730	Research Methods	3
MKGB 779I	Data-Driven Marketing Decisions	3
MKGB 77AA	Marketing Decision Models	3
MKGB 879X	Applied CRM	1.5
OPGB 6627	Operations and Supply Chain Management	3
QFGB 8911	Financial Markets and Modeling	2
QFGB 8923	Machine Learn & Econometrics	2
QFGB 8925	Simulation Applications	2
QFGB 8943	Large-Scale Data Modeling	2
QFGB 8955	Computational Finance	2
QFGB 8968	Blockchain Technology and Application Development	3
SDGB 7840	Applied Regression Analysis	3
SDGB 7841	Statistical Theory I	3
SDGB 7842	Statistical Theory II	3
SDGB 7843	Judgment and Decision Making	3
SDGB 7844	Stat Methods and Comp I	3
SDGB 7847	Machine Learning for Stats	3
SDGB 7848	Observational Studies	3
SDGB 7851	Measurement and Data Visualization	3

Students seeking special permission to count a course without the BYGB (p. 1024) or ISGB (p. 1369) subject code as an elective must follow the below, three-step approval process.

Only 6000-level or above courses may be considered for electives to count towards the MSBA.

1. The student should send a detailed petition to the MSBA Program Director explaining why they are considering a non-BYGB (p. 1024) or ISGB (p. 1369) subject code course as an elective.
2. The student should request permission from the instructor of the relevant course to join the elective, who should then send an email to the student authorizing the student's enrollment in the course. The student should forward that email to the MSBA Program Director and MSBA Advising Dean.
3. The MSBA Program Director and MSBA Advising Dean will discuss the request, giving it due consideration, and render a decision on whether the non-BYGB (p. 1024) or ISGB (p. 1369) subject code course may be accepted as an elective.

Note: all advanced ISGB (p. 1369) courses with prerequisites must be met (please discuss with the Program Director/Advising Dean).

Tracks

For students who are not interested in any of the below tracks, another option is to create an optimal mix of electives across the tracks, in consultation with the program director and area chair.

Artificial Intelligence and Deep Learning Track

Courses in this group have the BUAI attribute.

Course	Title	Credits
ISGB 7934	Artificial Intelligence	3
ISGB 799Z	Deep Learning	3

ISGB 79AA	Advanced Python for Financial Programming	3
ISGB 79AE	Robotic Process Automation	3

Business Analytics Track

This track is for students interested in specializing in the analytics and data science aspects of information technology. Courses in this group have the BUBA attribute.

Course	Title	Credits
ISGB 6910	Business Tech & Analytics	3
ISGB 7933	Audit Data Analytics	3
ISGB 7942	Optimization Models in Bus	3
ISGB 7944	Sports Analytics	3
ISGB 7980	Bus Modeling w/Adv Sprdsheets	3
ISGB 7985	Data Warehousing	3
ISGB 799R	IT Audit and Information Assurance	3
ISGB 79AC	Cybersecurity Analytics for Business	3
ISGB 79AD	Digital Forensics	3

Programming for Analytics and Data Science Track

This track is for students who wish to delve deeper into the development of analytics and data science applications. Courses in this group have the BUDS attribute.

Course	Title	Credits
ISGB 7943	Programming with Python	3
ISGB 799V	R Statistical Programming	3
ISGB 799X	Fintech -An Introduction	3
ISGB 799Y	Blockchain Tech & App Dev	3
ISGB 79AA	Advanced Python for Financial Programming	3
ISGB 79AE	Robotic Process Automation	3

Statistical Analytics for Business Track

Courses in this group have the BUSA attribute.

Course	Title	Credits
ISGB 799V	R Statistical Programming	3
SDGB 7840	Applied Regression Analysis	3
SDGB 7841	Statistical Theory I	3
SDGB 7842	Statistical Theory II	3
SDGB 7843	Judgment and Decision Making	3
SDGB 7844	Stat Methods and Comp I	3
SDGB 7851	Measurement and Data Visualization	3

Dual Degree in Business Analytics (M.S.) and Information Technology (M.S.)

Completion of this dual program consists of 15 courses (eleven required and four electives), that can be taken across five semesters. Each degree program's requirements are fulfilled separately, but many courses are double-counted when enrolled as a dual-degree program. The schedule below outlines the full-time format; part-time students coordinate their

coursework with guidance from the program director and academic advisor.

First Year

Fall	Credits
ISGB 7902 System Analysis & Design	3
ISGB 7973 Data Management and SQL or BYGB 7973 or Data Management and SQL	3
ISGB 7967 Machine Learning for Business or BYGB 7967 or Machine Learning for Business	3
Credits	9

Spring

ISGB 7955 Project Management	3
ISGB 7910 Info Systems Strategy & Mgmt	3
ISGB 7990 Cloud Computing for Analytics or BYGB 7990 or Cloud Computing for Analytics	3
Credits	9

Summer

ISGB 7905 Web Applications Development	3
ISGB 7988 Business Performance Analytics or BYGB 7988 or Business Performance Analytics	3
One Elective ¹	3
Credits	9

Second Year

Fall	Credits
ISGB 7978 Web Analytics or BYGB 7978 or Web Analytics	3
Two Electives ¹	6
Credits	9

Spring

ISGB 7975 Data Visualization or BYGB 7975 or Data Visualization	3
ISGB 7977 Natural Language Processing and Applications or BYGB 7977 or Natural Language Processing and Applications	3
One Elective ¹	3
Credits	9
Total Credits	45

¹ Any course in with the subject code ISGB counts as an elective.

CIP Code

Business Analytics (M.S.)

30.7102 - Business Analytics.

Information Technology (M.S.)

11.0103 - Information Technology.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Finance (M.S., on campus and online)

Overview

An intensive curriculum, with flexibility built in.

The Master of Science in Finance (M.S.F.) is designed for students who want to specialize in finance. The focused curriculum, complemented by relevant electives, can be completed in as little as one year. For students who want to spend a longer time in the program to accommodate internships or other work experience, there is an option to extend the duration.

To learn more about the M.S. in Finance, visit our website.

CIP Code

52.1399 - Management Sciences and Quantitative Methods, Other.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The degree requires 30 credits, which cover the core financial knowledge and skills required for computational finance, asset management, corporate finance, and risk management.

Courses for full-time, on-campus students start in the fall and go through three semesters. On-campus students take core courses in the fall, and specialization courses are taken in the spring. On-campus students can choose to complete the last semester of electives either in the summer or the following fall, to accommodate an internship.

Courses for online students are offered in the fall, spring, and summer semesters. Several core courses are taken first, followed by elective courses.

Prerequisites

We'll take a look at your background and decide if you would benefit from some foundational coursework before pursuing the M.S.F. Some students may be asked to take the courses below prior to the start of the program. Students whose examination results do not meet the minimum standards will be required to take foundation course(s) first and postpone relevant core courses.

- GFGB 6002 Basics of Finance (1 credit)
- GFGB 6003 Basics of Economics (1 credit)
- GFGB 8005 Business Communication for Finance- A and GFGB 8006 Business Communication for Finance - B (1 credit total, on-campus students only)
- GFGB 6011 Basics of Accounting (1 credit)
- GFGB 6012 Basics of Statistics (1 credit)
- GFGB 601F Finance Primer (1 credit, on-campus students only)

Depending on a student's background, this foundational coursework may add up to 6 credits (for on-campus students) or up to 4 credits (for online

students) to the 30 credits required for the degree, but these courses add significant value.

Curriculum

Course	Title	Credits
Required Courses		
GFGB 6006	Corporate Finance Applications	3
GFGB 6007	Investment Applications	3
GFGB 7039	Computational Finance	3
	<i>One of the following two options</i>	3
For on-campus students:		
GFGB 601A & GFGB 601B	Financial Markets and Responsibility A and Financial Markets and Responsibility-B	
For online and collaborative students:		
GFGB 6010	Financial Markets and Responsibility	
Electives ¹		18
Total Credits		30

¹ Electives include any course with the subject code GFGB (p. 1270).

For on-campus students, in addition to electives with the subject code GFGB (p. 1270), up to two of the following non-finance courses can be taken to fulfill M.S.F. electives, with approval from the Faculty Program Director and/or Assistant Dean. Students may also propose other electives for possible approval as one of the two non GFGB classes.

Course	Title	Credits
ACGB 6111	Financial Accounting & Reporting Data Analysis	3
ACGB 7125	Financial Statement Analysis	3
ACGB 7136	International Accounting	3
CMGB 75AJ	Financial Media	3
ISGB 6910	Business Tech & Analytics	3
ISGB 7967	Machine Learning for Business	3
ISGB 7973	Data Management and SQL	3
ISGB 7978	Web Analytics	3
ISGB 7980	Bus Modeling w/Adv Sprdsheets	3
ISGB 7988	Business Performance Analytics	3
ISGB 7990	Cloud Computing for Analytics	3
ISGB 7943	Programming with Python	3
ISGB 79AA	Advanced Python for Financial Programming	3
MIGB 779H	Marketing Decision Models	3
MIGB 8701	Marketing Analytics	1.5
MIGB 8709	Digital Marketing Analytics	1.5
MKGB 779I	Data-Driven Marketing Decisions	3
SDGB 7844	Stat Methods and Comp I	3

Health Administration (M.S.)

Fordham's M.S. in Health Administration program will provide you with the concrete skills and comprehensive industry knowledge required for

you to become an innovator in healthcare administration—in hospitals, private practice, public health, healthcare unions, insurance companies, and many other settings.

The CAHME accredited program joins together the resources of three of Fordham's highly-respected graduate schools—the Graduate School of Arts and Sciences, the Gabelli School of Business, and the Graduate School of Social Service—to deliver an exciting, multifaceted curriculum taught by distinguished faculty and seasoned healthcare professionals. The one-year MS in Health Administration leads to a degree from the Graduate School of Arts and Sciences.

Program Basics

- Complete the program in 12 months—while working full time—with our executive-style curriculum; classes are held approximately two weekends per month from late-August to late-July (including intensives and online instruction), for a total of 14 courses and 31 credits
- Build relationships through the program's cohort model, which brings together a diverse group of students from all facets of the American healthcare industry
- Attend classes at our conveniently-located Lincoln Center campus in midtown Manhattan

M.S. in Health Administration Learning Goals

Upon completion of the M.S. in Health Administration program, our graduates will:

- master foundational theoretical and practical knowledge of the complex leadership and administrative challenges of contemporary healthcare systems;
- develop core competencies in complex decision-making and person- and patient-centric care using diagnostic and analytical reasoning and a problem-solving approach to learning;
- engage in advanced research utilizing robust methodologies and techniques to formulate supportable conclusions and communicate findings clearly and persuasively.

To learn more about the M.S. in Health Administration, visit the Fordham website.

CIP Code

51.0701 - Health/Health Care Administration/Management.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

All courses are scheduled for intensive, Saturday/Sunday format.

Course	Title	Credits
HADM 5000	Health Administration: The Individual and the Profession ¹	2
HADM 5075	Introduction to Health Administration	2
HADM 5200	Understanding Data	2
HADM 5100	Healthcare Ethics	3
HADM 5300	Strategy and Operations	2
HADM 5400	Leadership and Change	2
HADM 5500	Healthcare Law	2
HADM 5600	Behavioral Health and Primary Care	2
HADM 5700	Population Health, Public Health, and Outcome Measures	3
HADM 5800	Patient Centered Integrated Care	2
HADM 6100	Health Information Technology	2
HADM 5900	Healthcare Finance	2
HADM 6000	Negotiating and Communicating in Healthcare	2
HADM 6200	Capstone Project: Problem Formulation	0
HADM 6300	Capstone Project: Design & Methods	0
HADM 6400	Capstone Project: Presentations	3
Total Credits		31

¹ This pre-program intensive class begins on a Friday and ends on a Sunday.

Information Technology (M.S.)

The Gabelli School's M.S. in Information Technology (MSIT) program provides skills in:

- Business data analytics and data management
- Cybersecurity
- Digital Transformation
- Enterprise computing, with a focus on application development
- IT in specific industry sectors and functional areas such as accounting, financial technologies, and healthcare.

The Gabelli School's Master of Science in Information Technology (MSIT) curriculum is focused on creating value through technology. You'll learn how to develop innovative new processes, products, and business models while helping to integrate new technology into your company's culture.

The program allows students to specialize in one of four career-oriented tracks, according to their interests:

- *Business Analytics*: this track centers around the processes of collecting, cleaning, structuring, integrating, and analyzing data to drive management insight, informed decision-making, and superior business performance.
- *Cybersecurity*: in this emerging track, students can specialize in cybersecurity management in business.
- *Digital Transformation*: this track addresses the transformational role of contemporary information technologies and their applications.
- *Enterprise Computing*: this track is for students who wish to delve deeper into solution delivery activities of enterprise applications.

These career tracks were chosen for their exceptional employment opportunities in today's job market, as well as their relevance to a wide range of industries.

The MSIT has two schedule choices, a one-year full-time program and a part-time program spread over a longer time frame, ideal for professionals who don't want to leave their jobs while they pursue the degree.

The Gabelli School Edge

Gabelli School MSIT graduates hit the job market with a keen understanding of the transformational role of technology and all the skills needed to find and exploit value opportunities for organization.

Ideal Candidates

Our MSIT program is designed for students who are interested in exploring the intersection of technology and business.

If you are fascinated by analytics, coding, cybersecurity, DevOps engineering, digital transformation, and others, this degree would be a good fit. A tech background is not necessary, but it is helpful to have a basic awareness of the role of IT in supporting organizational processes and strategy.

To learn more about the M.S. in Information Technology, visit the Fordham website.

CIP Code

11.0103 - Information Technology.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The MSIT degree requires 10 graduate-level courses for a total of 30 credits. Students must take six core courses (18 credits) and four elective courses (12 credits). The program allows students to specialize in one of four career-oriented tracks, according to their interests. They can choose from tracks in Business Analytics, Cybersecurity, Digital Transformation, and Enterprise Computing.

Prerequisites

Students who completed a non-business undergraduate major are required to do a self-study module on IT and business to ensure that they have a basic understanding of the material covered in our Business IT course. In addition, data mining and other data analytics courses may require an understanding of basic statistics.

Curriculum

Students who have advanced experience or a deep academic background may substitute up to two of the core courses with advanced information systems electives, with permission from the area chair.

Students may choose elective courses that meet their individual interests and career aspirations. Conversations with the program director and academic adviser will help in this process.

Course	Title	Credits
ISGB 7902	System Analysis & Design	3
ISGB 7973	Data Management and SQL	3
ISGB 7955	Project Management	3
ISGB 7905	Web Applications Development	3
ISGB 7967	Machine Learning for Business	3
ISGB 7910	Info Systems Strategy & Mgmt	3
Four elective courses, for example: ¹		12
<i>Three courses from one of the following tracks:</i> ²		
	Business Analytics	
	Cybersecurity	
	Digital Transformation	
	Enterprise Computing	
Total Credits		30

¹ For a full list of courses that fulfill the MSIT elective requirement, see the below list.

² For details on the four MSIT tracks, see the Tracks (p. 457) tab.

Electives

Courses in this group have the ISEL attribute.

Course	Title	Credits
ACGB 7185	Derivatives and Analytics for Accounting	3
ACGB 719G	Audit Data Analytics	3
ACGB 719H	IT Audit and Information Assurance	3
DGGB 6820	Statistics	3
DGGB 7844	Stat Methods and Comp I	3
ISGB 6910	Business Tech & Analytics	3
ISGB 7901	E Business Strategies & Appl	3
ISGB 7922	Healthcare IT	3
ISGB 7924	Mobile E-Commerce and Apps	3
ISGB 7932	Accounting Info System	3
ISGB 7933	Audit Data Analytics	3
ISGB 7934	Artificial Intelligence	3
ISGB 7942	Optimization Models in Bus	3
ISGB 7943	Programming with Python	3
ISGB 7944	Sports Analytics	3
ISGB 7945	IT and Sustainability	3
ISGB 7975	Data Visualization	3
ISGB 7977	Natural Language Processing and Applications	3
ISGB 7978	Web Analytics	3
ISGB 7980	Bus Modeling w/Adv Sprdsheets	3
ISGB 7985	Data Warehousing	3
ISGB 7988	Business Performance Analytics	3
ISGB 7990	Cloud Computing for Analytics	3
ISGB 799D	Cybersecurity for Business	3
ISGB 799L	Study Tour: Germany	3
ISGB 799R	IT Audit and Information Assurance	3

ISGB 799S	C++ Programming	3
ISGB 799V	R Statistical Programming	3
ISGB 799W	Java Programming	3
ISGB 799X	Fintech -An Introduction	3
ISGB 799Y	Blockchain Tech & App Dev	3
ISGB 799Z	Deep Learning	3
ISGB 79AA	Advanced Python for Financial Programming	3
ISGB 79AC	Cybersecurity Analytics for Business	3
ISGB 79AD	Digital Forensics	3
ISGB 79AE	Robotic Process Automation	3
MKGB 779I	Data-Driven Marketing Decisions	3
MKGB 879X	Applied CRM	1.5
OPGB 6627	Operations and Supply Chain Management	3
QFGB 8968	Blockchain Technology and Application Development	3
SDGB 7851	Measurement and Data Visualization	3

Students seeking special permission to count a course without the BYGB (p. 1024) or ISGB (p. 1369) subject code as an elective must follow the below, three-step approval process.

Only 6000-level or above courses may be considered for electives to count towards MSIT.

1. The student should send a detailed petition to the MSIT Program Director explaining why they are considering a non-BYGB (p. 1024) or ISGB (p. 1369) subject code course as an elective.
2. The student should request permission from the instructor of the relevant course to join the elective, who should then send an email to the student authorizing the student's enrollment in the course. The student should forward that email to the MSIT Program Director and MSIT Advising Dean.
3. The MSIT Program Director and MSIT Advising Dean will discuss the request, giving it due consideration, and render a decision on whether the non-BYGB (p. 1024) or ISGB (p. 1369) subject code course may be accepted as an elective.

Note: all advanced ISGB (p. 1369) courses with prerequisites must be met (please discuss with the Program Director/Advising Dean).

Tracks

For students who are not interested in any of the below tracks, another option is to create an optimal mix of electives across the tracks, in consultation with the program director and area chair.

Business Analytics Track

This track centers around the processes of collecting, cleaning, structuring, integrating, and analyzing data to drive management insight, informed decision-making, and superior business performance. *Courses in this group have the ISBA attribute.*

Course	Title	Credits
ISGB 7933	Audit Data Analytics	3
ISGB 7934	Artificial Intelligence	3
ISGB 7942	Optimization Models in Bus	3
ISGB 7944	Sports Analytics	3
ISGB 7975	Data Visualization	3

ISGB 7977	Natural Language Processing and Applications	3
ISGB 7978	Web Analytics	3
ISGB 7980	Bus Modeling w/Adv Sprdsheets	3
ISGB 7985	Data Warehousing	3
ISGB 7988	Business Performance Analytics	3
ISGB 7990	Cloud Computing for Analytics	3
ISGB 799Z	Deep Learning	3
ISGB 79AA	Advanced Python for Financial Programming	3

Cybersecurity Track

In this emerging track, students can specialize in cybersecurity management in business. *Courses in this group have the ISCY attribute.*

Course	Title	Credits
ISGB 6910	Business Tech & Analytics	3
ISGB 799D	Cybersecurity for Business	3
ISGB 79AC	Cybersecurity Analytics for Business	3
ISGB 79AD	Digital Forensics	3

Digital Transformation Track

This track addresses the transformational role of contemporary information technologies and their applications. *Courses in this group have the ISDT attribute.*

Course	Title	Credits
ISGB 6910	Business Tech & Analytics	3
ISGB 7901	E Business Strategies & Appl	3
ISGB 7922	Healthcare IT	3
ISGB 7924	Mobile E-Commerce and Apps	3
ISGB 7932	Accounting Info System	3
ISGB 7945	IT and Sustainability	3
ISGB 7988	Business Performance Analytics	3
ISGB 799L	Study Tour: Germany	3
ISGB 799R	IT Audit and Information Assurance	3
ISGB 799X	Fintech -An Introduction	3
ISGB 799Y	Blockchain Tech & App Dev	3
ISGB 79AA	Advanced Python for Financial Programming	3
ISGB 79AE	Robotic Process Automation	3

Enterprise Computing Track

This track is for students who wish to delve deeper into solution delivery activities of enterprise applications. *Courses in this group have the ISEC attribute.*

Course	Title	Credits
ISGB 6910	Business Tech & Analytics	3
ISGB 7932	Accounting Info System	3
ISGB 7943	Programming with Python	3
ISGB 7985	Data Warehousing	3
ISGB 799S	C++ Programming	3
ISGB 799V	R Statistical Programming	3
ISGB 799W	Java Programming	3
ISGB 799X	Fintech -An Introduction	3

ISGB 799Y	Blockchain Tech & App Dev	3
ISGB 79AA	Advanced Python for Financial Programming	3
ISGB 79AE	Robotic Process Automation	3

Management (M.S., on campus and online)

The M.S. in Management program is ideal for recent graduates and early level professionals who believe that business can be part of the solution to many of today's problems and are looking to enter or move up in a business management career to help make a positive impact on the world. The M.S. in management can be completed in one year as a full-time program offered on campus, or it can be completed online in one year or longer.

Students are exposed to a strong foundation in business fundamentals (including finance, statistics, marketing, and accounting). This foundation, in combination with unparalleled access to insightful industry leaders through guest speaker events and corporate site visits from companies that are on the cutting edge, provides students with the practical training and industry connections needed to face global challenges and be successful in their future careers.

Corporate Visits

On-campus program students may attend corporate visits as an overlay to classroom work.

Recent visits include:

- American Sustainable Business Council
- Organisation for Economic Co-operation and Development (OECD)
- Patagonia
- Tesla
- Unilever

Guest Speakers

We also regularly welcome guest speakers into the classroom for both the on-campus and online programs. Some recent speakers:

- Hunter Lovins, author and advocate for sustainable development
- Vincent Stanley, author and director of philosophy for Patagonia
- Patrick Struebi, social entrepreneur
- Andrew Winston, consultant, author, and TED speaker

To learn more about the M.S. in Management, visit this website.

CIP Code

52.0201 - Business Administration and Management, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The M.S. in management is 30 credits, with 18 credits of required courses (15 credits for online students) and 12 credits of electives (15 credits for online students).

The M.S. in management on-campus program can be completed in one year over two semesters. The M.S. in management online program can be completed in one year over three semesters or longer, if desired.

For on-campus students

Course	Title	Credits
Core Courses		
MMGB 6610	Being a Discerning Leader	3
MMGB 6613	Leading Organizations in the 21st Century	3
MMGB 6620	Leading Innovation for a Global World	3
Flex Core		
<i>Choose three of the below courses.</i>		9
MMGB 6627	Modern Operations & Supply Chain Management	
MMGB 6009	Financial Fundamentals or MMGB 64 Finance in Sustainable Org	
MMGB 6611	Marketing in the Digital Age or MMGB 67 Purpose-Driven Marketing	
MMGB 6111	Accounting and CSR Reporting Principles	
MMGB 7660	Business Strategy for the Modern World	
MMGB 6820	Managerial Statistics	
MMGB 6630	Sustainable Bus Master Class	
LPGB 76BW	Applied Sustainability Innovation	
Four elective courses ¹		12
Total Credits		30

¹ Students may choose electives from graduate-level courses in the Gabelli School of Business (including additional flex core courses not taken towards the flex core) to fulfill the elective requirements. To see courses offered, please visit course listings. Students are responsible for completing any course prerequisites if necessary.

For online students

Course	Title	Credits
Core Courses		
MMGB 6610	Being a Discerning Leader	0
MMGB 6613	Leading Organizations in the 21st Century	3
MMGB 6620	Leading Innovation for a Global World	3
Flex Core		
<i>Choose four of the below courses.</i>		12
MMGB 6627	Modern Operations & Supply Chain Management	
MMGB 6009	Financial Fundamentals	
MMGB 6611	Marketing in the Digital Age	
MMGB 6111	Accounting and CSR Reporting Principles	
MMGB 7660	Business Strategy for the Modern World	
MMGB 6820	Managerial Statistics	

Four elective courses ¹	12
Total Credits	30

¹ MSM online students may choose electives from the below list. Moreover, additional flex core courses (not taken towards the flex core) may count as electives.

Electives for MSM Online Students

Courses in this group have the MOE attribute.

Course	Title	Credits
MMGB 6007	Investment Applications	3
MMGB 6010	Financial Markets and Responsibility	3
MMGB 6650	Advanced Business Communication	3
MMGB 7620	Understanding the Digital Consumer	3
MMGB 7637	Crisis Communication and Leadership Strategies	3
MMGB 760A	Sustainability Reporting and Finance	3
MMGB 76AK	Persuasive Corporate Communications	3
MMGB 7680	Social & Digital Media	3

Marketing Intelligence (M.S.)

Marketing Intelligence

Today's businesses value insightful employees who can work with data to find insights that benefit customers and produce value for the company. The combination of both of these skills is what will elevate and enhance your analytical skills and marketing expertise.

Three Trimesters. 36 Credits.

The Master of Science in Marketing Intelligence (MSMI) program provides students with a comprehensive understanding of marketing strategy and the analytical technical skills needed for success in business.

The curriculum is divided into three trimesters. In the fall you get a strong foundation in the technical and quantitative data analysis skills that help drive marketing decisions.

The spring trimester is focused on qualitative and quantitative learning in which students uncover the insights that drive consumer behavior. In this trimester, students also have 9 elective credits to create a curriculum customized to their interests.

Real-World Projects

In your final summer trimester, you'll complete an Applied Project that puts all of your skills and critical thinking toward a real business challenge, working directly with a corporate client. Previous clients include Discovery Network, Food Network, Bloomberg, Pfizer, McCann Worldgroup, Mindshare, and WebMD.

The full-time program can be extended by one semester by taking one or two elective courses in the fall. For working students, a part-time program can also be arranged.

To learn more about the M.S. in marketing intelligence, visit the Fordham website.

CIP Code

52.1399 - Management Sciences and Quantitative Methods, Other.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The MSMI is a 36 credit, full- or part-time program. In addition to the required courses, MSMI students can choose specialized electives in their fields of interest.

Course	Title	Credits
Required Courses		
MIGB 6710	Responsible Marketing Management	3
MIGB 7720	Consumer Behavior	3
MIGB 7732	Data-Driven Marketing Decisions	3
MIGB 7730	Research Methods	3
MIGB 8701	Marketing Analytics	1.5
MIGB 8703	Reveal Consumer Insights	1.5
MIGB 7785	Marketing Strategy	3
MIGB 779H	Marketing Decision Models	3
MIGB 779Z	Applied Project	3
MIGB 8702	Experiential Career Development Portfolio I	0
MIGB 7760	Marketing Technology and Innovation	3
Electives		
Marketing Electives ¹		6
Free Elective(s) ²		3
Total Credits		36

¹ Any course (1.5 or 3 credits) with the subject codes MKGB (p. 1459) or MIGB (p. 1467) (not otherwise required for the program), numbered 7000-8999, may count as a marketing elective.

² Any Gabelli School of Business graduate course (numbered 6000-8999, not otherwise required for the program) may count as a free elective. Consult our Academic Areas and Course Listings (p. 384) page. Moreover, with permission of the Program Director, select graduate-level courses from the subject codes ADGL (p. 976), CISC (p. 514), ECON (p. 538), VART (p. 1700), POSC (p. 622), and PSYC (p. 625) may also count as a free elective. Three credits are required.

Media Management (M.S.)

Take your classroom learning straight to real-world challenges.

The Gabelli School of Business emphasizes real-world skills. Our accomplished faculty give students the perspective they need to apply lessons from coursework to contemporary business problems, not only in the context of New York, but also in the global marketplace.

The Master of Science in Media Management (MSMM) curriculum covers a range of topics relevant to today's media landscape, from international media systems to sports media to social media. MSMM students benefit from direct access to our faculty's original research, and they attend

media events throughout the year to discuss trends with New York executives and build their professional networks.

To learn more about the M.S. in Media Management, visit the Fordham website.

CIP Code

09.0702 - Digital Communication and Media/Multimedia.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The 36-credit MSMM can be completed in three semesters. Coursework is flexible enough to meet the needs of varied student backgrounds, from students who have just finished their undergraduate degrees to people who already have a work history in media.

Course	Title	Credits
CMGB 7500	Media Systems and Markets	3
CMGB 7530	Innovation in Media Business Models	3
CMGB 7554	Consumer Adopt of New Med	3
Six electives		18
Three electives from other subjects ¹		9
Total Credits		36

¹ MSMM students may choose from other graduate-level courses in the Gabelli School of Business to fulfill the free elective requirements. To see courses offered, please visit course listings (p. 384).

Electives

*Courses in this group have the MEMG attribute.*²

Course	Title	Credits
CMGB 7531	Comm Corp Image Responsibility	3
CMGB 7534	Public Relations	3
CMGB 7537	Crisis Communication and Leadership Strategies	1.5-3
CMGB 7540	The Business of Music	3
CMGB 7556	Law of Trad & New Media	3
CMGB 7561	New Media Product Dev Prac I	3
CMGB 759R	Social Media	3
MMGB 7637	Crisis Communication and Leadership Strategies	3

² Students may also take any Special Topics Communications and Media Management course as an elective. These are any courses which have the subject code CMGB (p. 390), numbered 75XX, or any courses designated as special topics courses, with the prefix "ST" in the course

title. A list of Communications and Media Management courses can be found in the academic areas page (p. 390).

Professional Accounting (M.S.)

The technical skills you need.
The experience employers want.

These days, the right technical skills and certifications are just the minimum. Employers seek candidates who also have proven their ability to apply accounting knowledge to real-world situations.

For that reason, the Gabelli School Master of Science in Professional Accounting program features interactive learning experiences, requiring students to perform in circumstances that mimic current working conditions. Communication, presentation, and critical-thinking skills receive special emphasis, while internships ensure that students graduate with the experience that top-tier firms are looking for.

The program offers two schedule choices—a one-year full-time program and a part-time program spread over a longer time frame. The part-time program is ideal for professionals who don't want to leave their jobs while they pursue a degree.

CPA Certification Disclosure

The M.S. in Professional Accounting does not meet the educational requirements for Certified Public Accountant (CPA) licensure alone in any State, but may supplement an undergraduate degree in public accounting to meet the CPA licensure educational requirements of your licensure State of interest. Requirements for the CPA license are subject to State-specific requirements and typically require more than successful completion of educational requirements. CPA licensure candidates must satisfy pertinent additional requirements, contingent on State specificities, including but not limited to completing the CPA application process, submitting payment for all relative fees, passing licensure examinations, and professional experience.

Because undergraduate accounting programs vary, please visit the National Association of State Boards of Accounting website (<https://nasba.org/>) to make certain this holds true for your specific bachelor's degree.

To learn more about the M.S. in Professional Accounting, visit the Fordham website.

CIP Code

30.7104 - Financial Analytics.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

CIP Code

30.7104 - Financial Analytics.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-

graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Prerequisites

M.S. candidates who have not had any professional training or academic coursework using basic U.S. tax concepts (for example, those who have not taken an U.S. Internal Revenue Service-based tax course in their undergraduate studies) will have the opportunity to take ACGB 7184 Individual and Business Entity Taxation, for 3 credits, as a prerequisite.

Depending on past professional training or academic coursework, the following three-credit prerequisite courses may be required:

- ACGB 6111 Financial Accounting & Reporting Data Analysis
- ACGB 7120 Intermediate Financial Accounting II
- ACGB 7105 Intermediate Financial Accounting I
- ACGB 7155 Managerial Accounting Analysis
- ACGB 7184 Individual and Business Entity Taxation

These courses should be taken, as needed, during the first semester. Though this increases the number of credits and courses required for the M.S. degree, these courses add significant value.

Curriculum

The M.S. in Professional Accounting is a 30-credit program. Students' curriculum is driven by the selection of one of two tracks (details below). The program cannot be pursued without one of these two tracks. Recommendations for electives should be determined in conjunction with the program's academic adviser.

Tracks

Students pursuing the M.S. in Professional Accounting must also pursue one of two tracks listed below. One of the tracks, in Accounting Technology Analytics, also exists as a freestanding Advanced Certificate (p. 468) program.

The track curricula are taken entirely as overlap with the M.S. in Professional Accounting, so that students complete the program with one of the tracks below without taking any additional coursework.

The two tracks are:

- Accounting, Auditing, and Advisory (p. 461)
- Accounting Technology Analytics (p. 461)

The requirements for each track, when pursued as part of the M.S. in Professional Accounting, are described on the "Tracks" tab (p. 461).

Tracks

Accounting, Auditing, and Advisory Track

Course	Title	Credits
Professional Accounting Courses		
ACGB 719P	Professional Practice Research Seminar	3
ACGB 7171	Assurance and Audit	3
	or ACGB 719N Business Risks In A Global Digital Economy	
TXGB 7001	Corporate Taxation	3

Advanced-level tax elective ¹		3
ACGB 7125	Financial Statement Analysis	3
Accounting, Auditing, and Advisory Track Courses		
ACGB 719D	Accounting Information Systems	3
ACGB 719G	Audit Data Analytics	3
<i>One of the following four courses:</i>		
ACGB 7128	Advanced Financial Statement Analysis	
ACGB 7140	Valuation of Intangibles	
ACGB 7185	Derivatives and Analytics for Accounting	
BLGB 7320	Business Law II	
ACGB 719F	Data Analytics for Managerial Accounting and Controls	3
ACGB 7176	Advanced Audit Concepts and Practices	3
Total Credits		30

¹ Advanced-level tax electives have the subject code TXGB (p. 1659) and are numbered 7002 or higher.

Accounting Technology Analytics Track

Course	Title	Credits
Professional Accounting Courses		
ACGB 719P	Professional Practice Research Seminar	3
<i>Select one of the following:</i>		
ACGB 7171	Assurance and Audit	
	Advanced-level accounting or tax elective ¹	
TXGB 7001	Corporate Taxation	3
	or BLGB 7320 Business Law II	
Advanced-level tax elective ²		3
ACGB 7125	Financial Statement Analysis	3
Accounting Technology Analytics Track Courses		
ACGB 7176	Advanced Audit Concepts and Practices	3
ACGB 719G	Audit Data Analytics	3
ACGB 719D	Accounting Information Systems	3
ACGB 7185	Derivatives and Analytics for Accounting	3
ISGB 799V	R Statistical Programming	3
Total Credits		30

¹ Advanced-level taxation electives have the subject code TXGB (p. 1659) and are numbered 7002 or higher. Accounting electives have the subject code ACGB and are numbered 7000 or higher, except ACGB 7184 Individual and Business Entity Taxation and ACGB 7105 Intermediate Financial Accounting I. A list of accounting and taxation courses can be found in the academic areas page (p. 384).

² Advanced-level tax electives have the subject code TXGB (p. 1659) and are numbered 7002 or higher.

Professional Taxation (M.S.)

An emphasis on "soft" skills translates into a very solid advantage.

Effective communication. Creative problem-solving. Strategic vision. At the Gabelli School, we believe it takes a lot more than technical prowess

to excel in taxation. We teach our students how to become respected leaders in a corporate setting, preparing them for a more challenging and rewarding career trajectory.

Taught by working professionals in the taxation field, the Master of Science in Professional Taxation (M.S.T.) curriculum emphasizes up-to-the-minute tax law and trends, giving students experience solving real-world challenges. The 10-course, 30-credit program consists of six required taxation courses and four tax/accounting electives. If you choose the full-time, three-term structure, the curriculum can be completed in just 12 months. You can also select electives in areas such as corporate tax, international tax, small business tax, estate tax, or gift tax, that may be relevant to your interests.

The M.S.T. has two schedule choices, a one-year, full-time program, or a part-time program spread over a longer time frame, such as two years—ideal for professionals who don't want to leave their jobs while they pursue the degree.

CPA Certification Disclosure

The M.S. in Professional Taxation does not meet the educational requirements for Certified Public Accountant (CPA) licensure alone in any State, but may supplement an undergraduate degree in public accounting to meet the CPA licensure educational requirements of your licensure State of interest. Requirements for the CPA license are subject to State-specific requirements and typically require more than successful completion of educational requirements. CPA licensure candidates must satisfy pertinent additional requirements, contingent on State specificities, including but not limited to completing the CPA application process, submitting payment for all relative fees, passing licensure examinations, and professional experience.

Because undergraduate accounting programs vary, please visit the National Association of State Boards of Accounting website (<https://nasba.org/>) to make certain this holds true for your specific bachelor's degree.

To learn more about the M.S. in Professional Taxation, visit the Fordham website.

CIP Code

52.1601 - Taxation.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The 10-course, 30-credit program consists of six required taxation courses and four tax/accounting electives. If you choose the full-time, three-term structure, the curriculum can be completed in just 12 months. You can also select electives in areas such as corporate tax, international tax, small business tax, estate tax, or gift tax, that may be relevant to your interests.

Prerequisites

Degree candidates who have not had any professional training or academic coursework using basic U.S. tax concepts (for example, those who have not taken an U.S. Internal Revenue-based tax course in their undergraduate studies) will have the opportunity to take ACGB 7184 Individual and Business Entity Taxation for 3 credits, as a prerequisite.

Depending on past professional training or academic coursework, the following prerequisite courses may also be required:

- ACGB 6111 Financial Accounting & Reporting Data Analysis
- ACGB 7155 Managerial Accounting Analysis
- ACGB 7105 Intermediate Financial Accounting I
- ACGB 7171 Assurance and Audit
- ACGB 7120 Intermediate Financial Accounting II
- ACGB 7184 Individual and Business Entity Taxation

These courses should be taken, as needed, during the first semester. Though this increases the number of credits and courses required for the M.S. degree, these courses add significant value.

Curriculum

Course	Title	Credits
TXGB 7001	Corporate Taxation	3
TXGB 7015	Partnerships	3
TXGB 7020	Tax Planning for Individuals	3
TXGB 7045	International Tax and Accounting	3
TXGB 7076	Tax Accounting	3
TXGB 7081	IT and Data Analytics for Taxation	3
Four Taxation/Accounting elective courses ¹		12
Total Credits		30

¹ Students can choose any tax course related to their interests, or any advanced-level accounting course except for ACGB 6111, ACGB 7105, and ACGB 7184. Having the option to pursue specific interests through electives is a feature that sets the Gabelli School's M.S.T. program apart. ACGB 719P Professional Practice Research Seminar may be selected as an elective.

Quantitative Finance (M.S.)

Our students appreciate the challenge. Their employers appreciate the results.

Students in the Gabelli School Master of Science in Quantitative Finance (M.S.Q.F.) program are asked to work hard, and when they get their first job, they come back and thank us for it.

That's when they realize just how well our coursework has prepared them to excel in the challenging and fast-paced finance industry.

But don't just take our word for it. The Global Association of Risk Professionals (GARP) calls the Gabelli School M.S.Q.F. "a highly rigorous program provided by top-notch faculty with strong connections to the financial community." Chris Donohue, managing director of GARP's research and educational programs, writes that "upon completing this program, its students will be well-positioned to pursue the FRM designation and for the global risk management profession in general."

Gabelli School students benefit from our partnerships with GARP and the Chartered Financial Analyst (CFA) Institute.

To learn more about the M.S. in Quantitative Finance, visit the Fordham website.

CPI Code

27.0305 - Financial Mathematics.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Students can complete the program in as few as 12 months, but most choose an 18- to 24-month schedule, because additional time greatly enhances the M.S.Q.F. experience and allows time for employment. From September to May of the first year, students are expected to enroll full-time. After that, students can take classes in the evenings while maintaining a full-time job or internship.

Prerequisites

We'll take a look at your background and decide if you would benefit from some foundational coursework before pursuing the M.S.Q.F. Some students may be asked to take the courses below prior to the start of the program.

Students whose examination results do not meet the minimum standards will be required to take relevant foundation course(s) first and postpone core courses.

Course	Title	Credits
QFGB 8901	Basics of Accounting	1
QFGB 8902	Basics of Economics	1
QFGB 8903	Basics of Finance	1
QFGB 8905	Math for Quantitative Finance	1.5
QFGB 8906	Probability and Statistics	1.5

These courses can be taken through the Gabelli School.

Curriculum

Course	Title	Credits
QFGB 8911	Financial Markets and Modeling	2
QFGB 8914	Derivatives	2
QFGB 8923	Machine Learn & Econometrics	2
QFGB 8933	Time Series Econometrics	2
QFGB 8946	Financial Programming	2
QFGB 8951	Internship and Project Report ¹	2
QFGB 8952	Business Comm for Quants A ²	1
QFGB 8953	Research Seminar 1	1
QFGB 8954	Research Seminar 2	1

Electives ³	24
Total Credits	39

¹ Students are required to take QFGB 8951 Internship and Project Report once, but may take it one additional time as an elective (no more than 4 credits of QFGB 8951 may apply towards the degree).

² This course can be waived if the student demonstrates the appropriate background. Students waived from this course complete one additional elective credit and must still complete 39 credits to earn the degree.

³ Please note:

- Quantitative Finance electives include any course with the subject code QFGB numbered 8000-8999. A full list of QFGB courses can be found on the courses tab.
- A minimum of 24 elective credits must be taken.

In addition to the available Quantitative Finance electives, up to two of the below courses can be taken to fulfill M.S.Q.F. electives, with approval from the Faculty Program Director and/or Assistant Dean.

Course	Title	Credits
GFGB 8011	Blockchain	1.5
GFGB 8012	Digital Currencies	1.5
ISGB 7967	Machine Learning for Business	3
ISGB 7978	Web Analytics	3
ISGB 7990	Cloud Computing for Analytics	3
ISGB 799Z	Deep Learning	3
ISGB 79AA	Advanced Python for Financial Programming	3

Strategic Marketing Communications (M.S., online)

The Gabelli School's M.S. in Strategic Marketing Communications curriculum features a unique combination of courses in the areas of communications and marketing.

The program incorporates real-world cases and situations that prepare you for the many business challenges you encounter in your career. It will equip you with new approaches and teach you powerful skills to reach traditional and digital consumers in an engaging academic setting.

It's the perfect setting to explore, discuss, and sharpen strategies that you can then put to work for your organization—or use to advance into a new role.

In our curriculum, online coursework comes together with hands-on, applied projects that give you the chance to work in teams with fellow students. Together, and with guidance from our faculty, you will find novel ways to communicate the value of a brand.

To learn more about the Online M.S. in Strategic Marketing Communications, visit the Fordham website.

CIP Code

09.0702 - Digital Communication and Media/Multimedia.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The M.S. program combines coursework from two of the Gabelli School's academic areas: communications and media management (p. 390) and marketing (p. 424). Students complete 15 credits in each area and then earn the final 3 credits through a hands-on project.

Course	Title	Credits
Required Courses		
MCGB 6710	Marketing in the Digital Age	3
MCGB 7730	Contemporary Research Methods	3
MCGB 7720	Understanding Digital Consumer	3
MCGB 7581	Persuasive Corporate Communications	3
MCGB 7755	Integrated Marketing Communications	3
MCGB 7580	Social & Digital Media	3
MCGB 7537	Crisis Communication and Leadership Strategies	3
MCGB 7550	Advanced Business Communication	3
MCGB 7541	Applied Project	3
Two electives from the following list:		6
MCGB 7582	Sponsorship	
MCGB 7785	Marketing Strategy	
Total Credits		33

Doctoral Programs

- D.P.S. in Business (p. 464)
- Ph.D. in Business (p. 465)

D.P.S. in Business

The Doctor of Professional Studies (D.P.S.) in Business program offers doctoral-level education for the practitioner community.

This program—similar in nature to a Doctor of Business Administration program—is designed for experienced individuals who seek higher-level roles in business, entrepreneurship, or education.

The curriculum prepares graduates for future pursuits in private or public corporations, nonprofit organizations, financial institutions, universities, or government agencies.

Students may focus their studies in one of three areas:

- Strategy and Decision-Making
- Capital Markets
- Business Economics

The typical time to complete the D.P.S. is four years. Advanced students, such as those who come in with prior transferable coursework, may be able to finish in three years. The maximum timeline is six years; the fifth and sixth years are an option available only to students who are unable

to write and successfully defend the dissertation by the end of the fourth year.

This program is currently offered in collaboration with Peking University in Beijing.

Learn more about the D.P.S. in Business program.

CIP Code

52.0201 - Business Administration and Management, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

A minimum 3.2 grade point average is desired of applicants to the program.

Applicants who earned their previous degree(s) in a language other than English must demonstrate proficiency in English via standardized tests, such as the GMAT and TOEFL. Applicants with graduate degrees can apply for alternative procedures to demonstrate English proficiency, such as equivalent English language tests as a part of the graduate program of study.

The Gabelli School admissions team selects candidates to interview based on their review of three primary criteria:

- Demonstrated success in university-level degree programs
- Demonstrated success in professional experiences
- Assessed potential to complete the D.P.S. program and to contribute to development in an organization or a community of business practice

Requirements

To graduate with a D.P.S., students must complete the required courses and minimum credit hours with a GPA of at least 3.500 and submit a written dissertation approved by a doctoral dissertation committee.

The D.P.S. program consists of 70 total credit hours, which includes a combination of coursework credits and dissertation credits.

Coursework

All students will complete 42 credit hours of trimester-based coursework (fall, spring, and summer) in the first two years, comprising 24 credit hours of core courses and 18 credit hours of specialized electives.

The specialized electives are what enables each student to focus on one of the three primary areas: Strategy and Decision-Making, Capital Markets, or Business Economics.

The first two years are broken down as follows:

- Year 1: five core courses (15 credits) and two electives (6 credits)
- Year 2: three core courses (9 credits) and four electives (12 credits)

Course	Title	Credits
Core Courses (24 credits required)		
CBDP 8001	Global Economy & Development	1.5 to 3
CBDP 8002	Philosophy of Bus Research	3
CBDP 8003	Empirical Sem on Bus Res 1	3
CBDP 8004	Research Methods and Design	1.5 to 3
CBDP 8005	Topics in Business Research	3
CBDP 8006	Empirical Seminar on Business Research 2	3
CBDP 9003	Adv Topics in Bus Research	1.5 to 3
CBDP 9006	Frontier in Bus Practices	1.5 to 3
CBDP 9009	Frontier in Business Practices 2	1.5
CBDP 9011	Advanced Research Methods of Business Research	1.5 to 6

Elective Courses (18 credits required from the below list)

Elective Courses

Course	Title	Credits
CBDP 8007	Business Field Studies	1.5-3
CBDP 9001	Business Research Seminar	1.5
CBDP 9004	Asset Pricing Seminars	3
CBDP 9005	Strategic Mgt Seminars	1.5-3
CBDP 9007	Organizational Design, Change and Competitiveness	1.5-3
CBDP 9008	Fin Innov & Fin Intermediation	3
CBDP 9010	Dissertation Proposal Preparation Seminar	1.5-3
CBDP 9016	Seminars on Organizational Behavior and Leadership	1.5-3
CBDP 9017	Big Data and Artificial Intelligence	1-3

* Dissertation Proposal Preparation Seminar (CBDP 9010) is an optional, credited preparatory seminar that counts as an elective, during which students receive guidance on developing their dissertation proposals.

Dissertation

All students will complete 28 credit hours of dissertation work in years three and four.

Of these, 6 credit hours are toward the preparation and defense of the dissertation proposal, and 22 credit hours are toward the preparation and final defense of the dissertation.

Course	Title	Credits
CBDP 9012	Dissertation Proposal Development	6
Dissertation Proposal Acceptance ¹		N/A
CBDP 9013	Dissertation I	3
CBDP 9014	Dissertation II	6
CBDP 9015	Dissertation III	6
CBDP 9018	Dissertation IV	7
Total Credits		28

¹ Once students have successfully defended their dissertation proposal, their academic record will be updated with an attribute that will record their successful defense.

Students should plan to research and write their proposal in the first half of year three. Students spend the second half of year three and the entirety of year four researching and writing the full dissertation.

Students may be dismissed for failure to make academic progress if their proposal is not approved within three years, and they will automatically be placed on academic probation if proposal approval is not secured at least two semesters before the close of degree time limits.

A dissertation committee consists of all supervisors and several other faculty members from Fordham University and other partner universities. This committee determines the outcome of the defense of each doctoral dissertation. A doctoral dissertation is successfully defended only when all members of the dissertation committee sign the approval form.

Ph.D. in Business

The Gabelli School of Business Ph.D. program offers highly qualified students a unique opportunity to study alongside leading scholars in the heart of Manhattan. This full-time, research-intensive program provides the requisite empirical and theoretical skills necessary for students to become academic scholars. A specialized curriculum and faculty mentorship position students to contribute to business scholarship at the highest level.

The Gabelli School Ph.D. is intended for individuals who envision themselves as researchers or faculty members at universities and other institutions around the world. Ph.D. students complete coursework, pass a series of exams and, of course, propose, write, and defend a dissertation. Students will specialize in one of the Gabelli School's traditional academic areas (p. 384), such as finance or management. Upon admission, students select one of two interdisciplinary curriculum tracks:

- Capital Markets
- Strategy and Decision-Making

The Capital Markets track combines the traditional aspects of economic theory with the quantitative rigor of finance and accounting. The Strategy and Decision-Making track encompasses all aspects of the contemporary study of decision-making with theories of management, marketing, information systems, business ethics, business media, and operations.

Students in each track complete specialized coursework and receive relevant professional skills training. Program graduates can expect to research and teach in multiple fields in the discipline.

To learn more about the Ph.D. in Business program, please visit the Fordham website.

CIP Code

52.0201 - Business Administration and Management, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Each application to the Gabelli School of Business Ph.D. program receives a thorough and complete evaluation.

Applicants are evaluated on two primary criteria:

1. Demonstrated past success in university programs
2. Potential ability in the field as an academic scholar

It is expected that most applicants to the Ph.D. program will hold a graduate degree from an accredited university in business or a related field, such as an M.S. in economics, finance, mathematics, operations research, psychology, or statistics.

Transfer students from other Ph.D. programs, particularly in economics, are strongly encouraged to apply. Students may receive consideration for transferred credits based on previous coursework and degrees. Applicants without graduate degrees or with general questions about their eligibility are encouraged to email businessphd@fordham.edu.

Application Materials

Applicants must provide all of the following materials:

Statement of Purpose

This one- to two-page statement should introduce the applicant, provide a summary of past academic achievements, indicate the applicant's current academic interests, identify what he or she hopes to accomplish, and explain the choice of both a business Ph.D. in general and the Gabelli School program in particular.

CV/Résumé

An updated CV or résumé should detail all relevant academic and/or professional experience and achievements.

Writing Sample

A writing sample demonstrating strong research and writing skills is required. The writing sample should ideally be a research paper in the area of the applicant's interest, such as a master's thesis or a seminar paper.

Transcripts and GPA

Official transcripts in support of all previously earned degrees must be sent to Fordham directly from the issuing institution. It is expected that applicants have maintained a minimum GPA of 3.5. All international transcripts and related documents must be evaluated by World Education Services (WES). Given the time involved in the evaluation process, unofficial transcripts may be submitted as placeholders; however, any admissions decision is conditional upon eventual evaluation of all international transcripts.

Letters of Recommendation

Three letters of recommendation are required; at least two of these must be written by professors or academic research practitioners.

TOEFL/IELTS

International applicants who have not earned their previous degree(s) at a university in the United States or another English-speaking country must submit a valid TOEFL or IELTS score. The minimum expected TOEFL score is 105, and the minimum expected IELTS score is 7.5.

Interview

Applicants who meet the above requirements may be interviewed by the doctoral program committee.

Application Fee

The application fee is \$135.

GMAT/GRE scores are not required, though applicants may submit scores from either exam.

Requirements

The Gabelli School Ph.D. program consists of 90 credits, which students complete with guidance from their advisers. Most students complete the program in five years, though advanced students transferring in from another doctoral program may receive consideration for credits already earned.

Upon successful completion of the program, students receive a Doctor of Philosophy in Business degree (Ph.D.). Students also earn a Master of Philosophy in Business degree (M.Phil.) and a Master of Science degree (M.S.) in recognition of earlier milestones in the program.

Course	Title	Credits
Coursework ¹		
Core Courses		24
Specialized Seminars ²		15
Electives		15
Independent Study ³		12
Comprehensive Examinations		
BPHD 0001	Year 1 Comprehensive Exam	0
BPHD 0002	Year 2 Comprehensive Exam	0
Research Paper		
BPHD 0003	Year 2 Paper	0
Teaching		
Dissertation ⁴		
BPHD 8090	Dissertation 1	3
BPHD 8091	Dissertation 2	3
BPHD 8092	Dissertation 3	3
BPHD 8093	Dissertation 4	3
BPHD 8094	Dissertation 5	3
BPHD 8095	Dissertation 6	3
BPHD 8096	Dissertation 7	3
BPHD 8097	Dissertation 8	3
BPHD 0004	Dissertation Proposal Acceptance	0
BPHD 0005	Dissertation Defense	0
Total Credits		90

¹ See below lists for courses that may fulfill these requirements.

² In addition to the Seminar courses listed below, special sections of Elective courses may also fulfill this requirement. These will be listed on the My.Fordham.edu course schedule each semester.

³ Students register for BPHD 8999 Independent Study each semester during which they are completing an independent study.

⁴ 24 credits of dissertation work (BPHD 8090–BPHD 8097) are required. Supplementary dissertation credits beyond this requirement may be needed for individual students (see "Dissertation" section).

Coursework

The major focus of Years 1 and 2 is the completion of 54 credits of coursework. All students complete 24 credits in common core courses.

Students in each focus complete 15 credits in specialized seminars and 15 credits in specialized electives. Upon completion of 30 credits of coursework, students are eligible to be awarded a Master of Science degree (M.S.).

A cumulative GPA of 3.0 or higher is required for the M.S. degree to be awarded.

Core Courses

Courses in this group have the BPD1 attribute.

Course	Title	Credits
BPHD 8001	Philosophy of Science	3
BPHD 8002	Research Methods	3
BPHD 8003	Intro to Micro & Macro	3
BPHD 8006	Data Analysis	3
BPHD 8007	Econometrics	3
BPHD 9001	Topics in Business Research 1	1.5
BPHD 9002	Topics in Business Research 2	1.5
BPHD 9003	Topics in Business Research 3	1.5
BPHD 9004	Topics in Business Research 4	1.5
BPHD 9005	Topics in Business Research 5	1.5
BPHD 9006	Topics in Business Research 6	1.5
BPHD 9012	Topics in Business Research 7	1.5
BPHD 9013	Topics in Business Research 8	1.5

Seminars

Courses in this group have the BPD2 attribute.

Course	Title	Credits
BPHD 8011	Seminar in Corporate Theory	3
BPHD 8017	Seminar in Banking & Finance	3
BPHD 8035	Seminar in Theoretical Corporate Finance	3
BPHD 8040	Seminar in Strategic Management	3
BPHD 8045	Financial Intermediation	3
BPHD 8046	Industrial Organization and Market Structure	3
BPHD 8047	Seminar in Empirical Corporate Finance	3
BPHD 8048	Research Methods & Design	3
BPHD 9007	Empirical Issues in Business Research	3
BPHD 9010	Empirical Issues in Research 2	3
BPHD 9011	Empirical Issues in Business Research 3	3
BPHD 9016	Empirical Issues in Business Research 4	3
BPHD 9017	Empirical Issues in Business Research 5	3

Electives

Courses in this group have the BPD3 attribute.

Course	Title	Credits
BPHD 8004	Financial Econometrics	3
BPHD 8005	Empirical Capital Markets	3
BPHD 8008	Fundamentals of Acct 1	3
BPHD 8009	Quantitative Issues in Capital Markets	3
BPHD 8010	Raising Capital & Inv in Glob	3
BPHD 8012	Quantitative Methods	3
BPHD 8013	Managerial Accounting Analysis	3

BPHD 8014	Financial Statement Analysis	3
BPHD 8015	Economic Analysis and Business Decisions	3
BPHD 8016	Investment Banking	3
BPHD 8018	Research in Economics	3
BPHD 8019	International Accounting	3
BPHD 8020	Empirical Research in Accounting and Capital Markets	3
BPHD 8021	International Corporate Tax	3
BPHD 8022	Web Analytics	3
BPHD 8023	Fixed Income Analysis	3
BPHD 8024	Quantitative Issues in Management and Finance	3
BPHD 8025	Corporate Finance	3
BPHD 8026	Big Data Analytics	3
BPHD 8028	Empirical Research in Accounting: Financial Instruments, and Debt Contracting	3
BPHD 8029	Empirical Research in Financial Accounting	3
BPHD 8030	Macro-Finance	3
BPHD 8033	Financial Accounting	3
BPHD 8034	Applied Microeconometrics	3
BPHD 8036	Fintech & Machine Learning	3
BPHD 8037	Financial Modeling	3
BPHD 8038	Advanced Corporate Finance	3
BPHD 8039	Fundamentals of Strategy	3
BPHD 8041	Global Risk Management	3
BPHD 8042	Equity Analysis	3
BPHD 8043	Advanced Global Portfolio Management	3
BPHD 8044	Machine Learning	3
BPHD 8049	Deep Learning	3
BPHD 8050	Advanced Quantitative Modeling I	3
BPHD 8051	Advanced Quantitative Modeling II	3
BPHD 8052	Advanced Quantitative Modeling III	3
BPHD 8053	Advanced Quantitative Modeling IV	3
BPHD 9008	Quantitative Analysis I	1.5
BPHD 9009	Quantitative Analysis II	1.5
BPHD 9014	Blockchain	1.5
BPHD 9015	Digital Currencies	1.5
BPHD 9030	Machine Learning and Text Mining 1	1.5
BPHD 9031	Machine Learning and Text Mining 2	1.5
BPHD 9039	Learning from Established Scholars	3
BPHD 9040	Acting	1.5
BPHD 9041	Learning from Established Scholars 2	3
BPHD 9042	Learning from Established Scholars 3	3
BPHD 9043	Learning from Established Scholars 4	3

Independent Study

The focus of Year 3 is ensuring that students hone their research and writing skills before moving on to the dissertation phase. Students complete 12 credits of Independent Study (BPHD 8999) in close collaboration with their advisers. An Independent Study may also be used to develop, research, and write a dissertation proposal. Students defend their dissertation proposal to their prospective dissertation committee at the conclusion of Year 3 and register for Dissertation

Proposal Acceptance (BPHD 0004) in the semester of the proposal defense.

At the end of Year 3, upon completion of all degree requirements except for the 24 credits of dissertation work (BPHD 8090-BPHD 8097) and the dissertation defense (BPHD 0005), students are awarded a Master of Philosophy in Business degree (M.Phil.).

A cumulative GPA of 3.5 or higher is required for the M.Phil. degree to be awarded.

Comprehensive Examinations

Students sit for two comprehensive exams: the first at the conclusion of Year 1 and the second at the conclusion of Year 2.

The Year 1 comprehensive exam (BPHD 0001) is a written exam designed to measure a student's fundamental understanding of business, with an emphasis on economics, management, and quantitative and empirical methods.

The Year 2 comprehensive exam (BPHD 0002) is a written field exam. Students work with advisers to determine two appropriate reading lists at the end of Year 1 and read for the exam during Year 2. The field exam measures knowledge of the field(s) and determines readiness to move on to the dissertation phase.

Both exams are graded pass/fail.

Year 2 Research Paper

At the conclusion of Year 2, students present a paper (BPHD 0003) to the faculty during a doctoral program workshop, which will be graded by a pass/fail faculty vote. The paper may be an extension of a course paper or a research paper pursued independently. This paper provides an opportunity for students to build presentation and workshop skills, and should ideally serve as an eventual component of the dissertation.

Teaching

Teaching is a key component of the Ph.D. program.

In preparation for the rigors and standards of life as an academic, all students attend a seminar on pedagogy in Year 2. This seminar briefs students on specific techniques in teaching business at the highest level, as well as on the academic and cultural standards of education at universities in the United States.

Following this pedagogical training, Ph.D. students have access to a variety of supervised and independent teaching opportunities. These include teaching courses, working as teaching assistants for faculty, and guiding students in independent research. Teaching commitments are determined based on a student's previous teaching experience, area of focus, and academic standing.

Dissertation

Years 4 and 5 are devoted to the research and writing of a dissertation. This consists of 24 credits of dissertation work, for which students register in 3-credit increments as Dissertation 1 (BPHD 8090)-Dissertation 8 (BPHD 8097). Supplementary dissertation credits may be assigned as Dissertation 9 (BPHD 8098)-Dissertation 14 (BPHD 8103) if Ph.D. students require additional time to finish their dissertations, subject to Ph.D. program approval.

The dissertation is a large-scale, closely supervised research project typically consisting of three to four article-length papers, preferably along a similar topic, with extensive research, writing, and revision expected. Students offer regular progress updates to their dissertation committee members, who in turn meet with the doctoral program director to ensure sufficient progress.

Upon successful completion and defense (BPHD 0005) of the dissertation, students are awarded a Doctor of Philosophy in Business (Ph.D.). When the Ph.D. is conferred, the student's transcript is notated to include a "Business Ph.D. Area of Specialization," reflecting their specific area of expertise.

A cumulative GPA of 3.5 or higher is required for the Ph.D. degree to be awarded.

Advanced Certificate Programs

Advanced Certificate programs provide advanced study in business. They are designed for people who already hold an M.B.A. or comparable graduate degree and want to pursue post-graduate study in a very specific area.

These programs are approved by and registered with the New York State Department of Education. To earn one, students must earn a B or better in all courses with a minimum 3.0 GPA. Certificates must be completed within three years of beginning the program. Fordham awards certificates in September, February, and May.

The Gabelli Graduate School of Business currently offers the following Advanced Certificate programs:

- Accounting Technology Analytics (Adv Cert) (p. 468)
- Business Analytics for Managers (Adv Cert) (p. 469)
- Cybersecurity for Managers (Adv Cert) (p. 470)
- Leading Sustainable Business (Adv Cert) (p. 470)

To learn more about Advanced Certificate programs, visit the Fordham website.

Accounting Technology Analytics (Adv Cert)

15 credits

NYSED 40259

One of the most significant changes in the global business environment is the ever-increasing availability of Big Data. Data analytics is changing the role of the accounting professionals in business decision-making. Students must adapt to the changing business environment to ensure future success as professional accountants, internal auditors, internal management accountants, non-financial/sustainability accounting professionals, and technology leaders. The Advanced Certificate in Accounting Technology Analytics focuses on developing students' analytical skills and capabilities, including the ability to identify the right questions in the relevant context, apply the ETL process to the relevant data, employ appropriate data analytics tools and techniques, and interpret and communicate findings to stakeholders.

Requirements

Completion of the Advanced Certificate program requires 15 credits. These are comprised of four required 3-credit courses plus a 3-credit elective. Any course that overlaps toward M.S. program requirements may also be applied to the M.S. program, contingent on the student's appropriate admission and enrollment to that program.

The courses below may also be taken as a track for students in the M.S. in Professional Accounting (p. 460) program. If taken as a track, graduates of the M.S. in Professional Accounting that hold an F1-visa will become eligible for a STEM-OPT extension.

Course	Title	Credits
ACGB 7176	Advanced Audit Concepts and Practices	3
ACGB 7185	Derivatives and Analytics for Accounting	3
ACGB 719D	Accounting Information Systems	3
ACGB 719G	Audit Data Analytics	3
ISGB 799V	R Statistical Programming	3
Total Credits		15

Business Analytics for Managers (Adv Cert)

Overview

15 credits

NYSED 40804

Business analytics (BA) is the application of quantitative and qualitative methods and tools to data in order to gain insight and make informed decisions. The confluence of an increasingly complex world, the vast availability and rapid proliferation of data, and the urgent need to stay ahead of the competition has sharpened the focus on using analytics within organizations. Popular literature is abuzz with news of how business analytics is helping organizations in every industry use information to their advantage. Business analytics help businesses to meet such objectives as growth and competitive differentiation, to engage in better business performance management, to evaluate choices regarding products and pricing, and to make operations more efficient and effective. In particular, analytics is helping organizations both to anticipate and initiate change by uncovering unexpected associations and patterns. Its growing importance in organizations is creating a demand for business people who are trained in the technologies and methodologies of business analytics.

The Gabelli School of Business' Advanced Certificate in Business Analytics for Managers program is specifically targeted to managers looking to delve into the business analytics arena and prepares students for exciting and lucrative career opportunities by enhancing their capabilities for data- and model-driven decision-making. It takes advantage of the limited time students have for their studies by acutely focusing on specific areas of business analytics according to their interests and their organization's immediate needs. The 15-credit certificate will set students up with the courses they need to transfer to a possible future M.S. program or to pursue their careers with very focused skills. The program integrates the fields of analytics techniques, data management, information technology, modeling, and statistical analysis through core classes and electives that train students to become effective analysts and informed users of business data. The program

prepares students to develop quantitative and qualitative skills required in data-driven industries such as banking, consumer products, energy, government, health care, insurance, manufacturing, and pharmaceuticals.

The curriculum consists of five courses (two required core and three electives) spanning two to three semesters, resulting in a 15-credit Advanced Certificate in Business Analytics for Managers.

Admissions

Admissions requirements include:

- Completed and signed application
- Application fee
- Written statements
- Official undergraduate transcript (and graduate transcript)
- Two reference letters
- Resume

To learn more about the admissions process and entrance requirements, please visit the Gabelli School of Business Graduate Admissions website.

Requirements Curriculum

Course	Title	Credits
Core Courses		
Choose two courses from the list below.		6
Elective Courses		
Choose three courses from the list below.		9
Total Credits		15

Core Courses

Courses in this group have the GB01 attribute.

Course	Title	Credits
ISGB 7943	Programming with Python	3
ISGB 7967	Machine Learning for Business	3
ISGB 7975	Data Visualization	3
ISGB 799V	R Statistical Programming	3

Elective Courses

Courses in this group have the GB02 attribute.

Course	Title	Credits
ISGB 7933	Audit Data Analytics	3
ISGB 7934	Artificial Intelligence	3
ISGB 7944	Sports Analytics	3
ISGB 7973	Data Management and SQL	3
ISGB 7978	Web Analytics	3
ISGB 7980	Bus Modeling w/Adv Sprdsheets	3
ISGB 7988	Business Performance Analytics	3
ISGB 7990	Cloud Computing for Analytics	3
ISGB 799Z	Deep Learning	3
ISGB 79AA	Advanced Python for Financial Programming	3
ISGB 79AC	Cybersecurity Analytics for Business	3

Cybersecurity for Managers (Adv Cert)

Overview

15 credits

NYSED 41021

Cybersecurity and cybersecurity managers are in high demand in corporations, as cybercrimes become more rampant and widespread. There is a demand for business leaders to understand how to detect, manage, prevent and recover from cyberattacks. The emphasis is on prevention and mitigation, and on the provision and management of the cybersecurity elements within the corporate information technology ecosystem.

This advanced certificate program prepares students for career opportunities in cybersecurity by developing their knowledge and skills for developing, deploying, and managing security in organizations. The curriculum takes a socio-technical approach to cybersecurity, emphasizing the human and managerial aspects.

The curriculum consists of 5 courses (3 required core and 2 electives) spanning two to three semesters and resulting in a 15-credit Advanced Certificate in Cybersecurity for Managers. Students can use the 15 credits toward the M.S. in Information Technology (p. 455) program offered in the Information, Technology and Operations area (p. 420) at the Gabelli School of Business.

The program integrates the fields of information technology with other business and technology areas. It aims to provide an introductory understanding of security principles, as well as the applied methods used to solve security problems and address relevant challenges and issues. It is designed to help students work at a professional level in cybersecurity.

Admissions

Admissions requirements include:

- Completed and signed application
- Application fee
- Written statements
- Official undergraduate transcript (and graduate transcript)
- Two reference letters
- Resume

To learn more about the admissions process and entrance requirements, please visit the Gabelli School of Business Graduate Admissions website.

Requirements Curriculum

Course	Title	Credits
Core Courses		
ISGB 799D	Cybersecurity for Business	3
ISGB 79AC	Cybersecurity Analytics for Business	3
ISGB 79AD	Digital Forensics	3
Elective Courses		

Choose two courses from the list below. ¹	6
Total Credits	15

¹ Other elective courses within the Gabelli School of Business are possible with approval of the Program Director.

Elective Courses

Courses in this group have the CME attribute.

Course	Title	Credits
ISGB 7933	Audit Data Analytics	3
ISGB 7943	Programming with Python	3
ISGB 799R	IT Audit and Information Assurance	3
ISGB 799V	R Statistical Programming	3

Leading Sustainable Business (Adv Cert)

Overview

15 credits

NYSED 41020

This program equips participants to 1) understand 2) explore 3) experience and 4) apply the principles of sustainable business management. We explore the foundations of modern sustainable business management, the challenges of a sustainable world guided by the UN SDGs (United Nations Sustainable Development Goals), and the personal and transformative leadership capabilities needed to successfully lead towards sustainable and regenerative business practice, and apply the principles to real life organizations, ideally the one you work in.

The 15-credit certificate will set students up with the credits they need to transfer to a possible future M.S. program or to pursue their careers with focused skills in sustainable business. The curriculum consists of 5 courses (3 required core and 2 electives) spanning over 3 or 4 terms.

Admissions

Admissions requirements include:

- Completed and signed application
- Application fee
- Written statements
- Official undergraduate transcript (and graduate transcript)
- Two reference letters
- Resume

To learn more about the admissions process and entrance requirements, please visit the Gabelli School of Business Graduate Admissions website.

Requirements Curriculum

Course	Title	Credits
Core Courses		
LPGB 6613	Leading People and Organizations	3

LPGB 76BX	Social Innov Master Class	3
LPGB 76CB	Sustainable Business Master Class	3
Elective Courses		
Choose two courses from the list below.		6
Total Credits		15

Elective Courses

Courses in the this group have the LSE attribute.

Course	Title	Credits
LPGB 7619	Leading Organizational Change	3
LPGB 769A	Leadership for the 21st Century	3
LPGB 76AV	Developing the Sustainability Mindset	3
LPGB 76BJ	From Managing Creativity to Leading Innovation: A Survey Course	3
LPGB 76BU	Design Thinking	3
LPGB 76BV	Leading the Sustainable Business Organization	3
LPGB 76BY	Leading For Impact	3
LPGB 76BZ	Managing Human Performance	3
LPGB 76CE	Business and the Green Real Deal	3

Pre-Degree Programs

People come to business school from all kinds of different academic backgrounds.

Fordham is dedicated to opening the door to business to all students —whether they studied liberal arts as undergraduates, completed their prior education in another country, or are simply not completely sure yet whether advanced business study is for them.

If any of these might apply to you, explore our preparatory programs:

- Pre-M.B.A. Program (p. 471): Ideal for students who are considering an M.B.A. but are not ready to commit. Pre-M.B.A. students take three courses that will count toward their Fordham M.B.A. if they do eventually decide to go for the full degree.
- International Business Bridge (p. 471): Perfect for recent non-U.S. college graduates who wish to improve their English language skills, business knowledge, and study skills before entering a U.S. business degree program.

To learn more about pre-degree programs, please visit the Fordham website.

International Business Bridge

The International Business Bridge (IBB) is a unique program for international students who hold the equivalent of a four-year bachelor's degree. In certain cases, it replaces the final year of university; please check with your university and with the Gabelli School to make this determination.

Does your application package need a boost before you apply to a U.S. business school?

Fordham created the International Business Bridge program (IBB) to help international students get ready for a graduate-level U.S. business degree program.

In just two semesters, the Fordham IBB will help you:

- Improve your English skills
- Build a foundation in business theory and practice
- Prepare for graduate-level business coursework

Admissions

Specific admissions requirements and tuition for IBB can be found online. For more information about IBB or its specific admissions requirements, please contact Greg Cooper, Director, at ibb@fordham.edu or Barrilero1 on WeChat.

Requirements

IBB students take ten courses across two terms:

English Language Courses

Course	Title	Credits
English Language Courses		
IBGB 6003	Read & Write for Business I	3
IBGB 6009	Read & Write for Business II	3
IBGB 6004	Pres & Public Speaking	3
IBGB 6005	Comm: Speaking & Listening	3

Business Courses

IBGB 6001	Applied Finance	3
IBGB 6002	Financial Statement Analysis	3
IBGB 6006	Financial Modeling	3
IBGB 6007	Applied Economics & Analysis	3
IBGB 6008	Marketing Analytics	3

Total Credits 27

Because each term is tailored to students' individual needs, program and course content may vary from session to session.

For more information about IBB or its specific admissions requirements, please contact Greg Cooper, Director, at ibb@fordham.edu, Barrilero1 on WeChat, or +1-212-636-7301.

Pre-MBA Program

The Pre-MBA is an exciting opportunity to begin taking MBA courses before committing to the Professional MBA degree. If you have never taken a business course or have less than four years of work experience, the Pre-MBA program might be right for you. Pre-MBA courses can be applied to your degree if you choose to apply and are accepted to the Professional MBA program. Plus, successful completion of all courses with a grade of "B" or higher makes you eligible for a GMAT/GRE waiver.

Please note: the Pre-MBA program is only open to students that plan to pursue our Professional (Part-time) MBA.

Requirements

Please note that Pre-MBA students may take only the four core classes specified and may only enroll for two consecutive trimesters.

The courses available to Pre-MBA students are:

- ACGB 6111 Financial Accounting & Reporting Data Analysis
- DGGB 6820 Statistics
- BEGB 6220 Econ Analysis & Bus Decisions
- BLGB 6321 Markets, Business, and Society

Pre-MBA students who decide to apply to our Professional MBA degree program must go through the regular admissions process. If admitted, any Pre-MBA courses completed will count toward the Professional MBA degree and overall GPA.

The Pre-MBA program is only available to domestic students. International students interested in a preparatory business program should see information for the International Business Bridge.

Please note: the Pre-MBA program is a non-degree seeking program and is not eligible for financial aid or scholarships.

International Programs

Fordham graduate students are immersed in the fully global business community that awaits them.

Our growing list of global partners at the graduate level include:

- Antwerp Management School, Belgium
- SDA Bocconi, Italy
- Koc University, Turkey
- Peking University, China
- Skema Business School, France
- Xavier Institute of Management, India

Each year, we organize various study tours—one-week international trips led by faculty, packed with corporate meetings and historical investigations. China, Turkey, Germany, Poland and Ireland are recent destinations. Cuba is on the horizon.

- About 60 percent of Fordham graduate business students come from outside the United States. You will have classmates from all over the world—building your global professional network with each project and course.
- Non-degree visiting students from China, Spain, Turkey, Italy, and other nations share their culture and views for as briefly as one week or as long as three terms.

International Programs

- M.S. in Finance (p. 454)
- M.B.A. Secondary Concentration in International Business (p. 450)
- International Business Bridge (p. 471)
- International Student Resources (p. 487)

Student Resources

- Policies and Procedures (p. 472)
- University-wide Services (p. 480)
- Honor Code (p. 482)
- Career Development (p. 485)
- Admissions (p. 485)
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- Awards and Honors (p. 486)
- Contacts (p. 487)
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Policies and Procedures

The policies and procedures explained in this section are indispensable to a student's orderly progress through the M.B.A., M.S., or Ph.D. degree program. Students enrolled in in-person degree programs needing clarification of, or assistance with, any item in this section should contact the Office of Graduate Advising at gsbgraduate@fordham.edu. Students enrolled in online degree programs should contact gsbgradonline@fordham.edu.

- Campus Security (p. 472)
- Cancellation of Classes (p. 473)
- Change of Address (p. 473)
- Class Attendance (p. 473)
- Computer Policy (p. 473)
- Cooperative Program with the School of Law (p. 473)
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- Internship Policy (p. 476)
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- Reserved Rights (p. 478)
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Campus Security

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

Associate Vice President
Public Safety
Thebaud Annex
Fordham University

441 East Fordham Rd.
Bronx, NY 10458

For more information

Visit the Public Safety web page.

Cancellation of Classes

If classes are canceled because of weather, the Office of the Vice President of Administration will transmit the message to the University weather emergency numbers: 800-280-SNOW and 212-636-7777. The University's radio station, WFUV (90.7 FM), will make announcements every 15 minutes. Separate announcements will be made for the Westchester campus. Text message notifications will also be sent.

Cancellation of classes does not necessarily mean the University is closed. Even though classes may be canceled, all other academic and administrative services and functions in the University are expected to be open according to their regular schedules.

If weather conditions cause the University to close before the start of the work day, that will be communicated via the University's switchboards and radio station WFUV (90.7 FM).

Cancellation of classes for on campus program courses may not result in cancellation of classes for online degree programs. Students enrolled in online degree programs should consult with professors to determine if classes are canceled, whether due to inclement weather or holiday schedules.

Change of Address

Students must promptly notify the University of any change of address.

You may change your non-permanent addresses on my.fordham.edu under the Student or Alumni tab. Select Banner Self-Service, then select the "Personal Information" folder and "Update Addresses and Phones."

If you are requesting a change of permanent address, please visit or contact the office of Academic Records and submit a completed Change of Address form. Note: Your Permanent Address is used for official mail correspondence by many University offices, including the Offices of Student Financial Services and Academic Records.

Please be sure to include your name and Fordham Identification Number (A#) with any correspondence to our office. We require proof of address to be submitted with the request, such as copy of a license, tax form, or utility bill (in the custodial parent/guardian's name if the student is a dependent).

Class Attendance

While each instructor determines the policy governing class attendance, the school expects that all students will attend class regularly. Any student who anticipates being absent for more than two weeks should contact his or her advising dean.

Individual faculty members may have more stringent policies on class attendance. Please refer to the class syllabus for more specific guidance on individual class attendance policies.

Computer Policy

Courses in all areas often require the use of computers. Though the graduate business school and Fordham University provide facilities on campus, students are urged to acquire or have access to a personal computer. To assist students, Gabelli IT evaluates and recommends particular software and hardware configurations. Additional information is available on the Gabelli IT homepage. Students enrolled in online degree programs must have access to the appropriate equipment as specified by their online degree program.

Cooperative Program with the School of Law

A cooperative program with the School of Law enables business students to take certain law courses for credit toward the M.B.A. degree. Please contact your academic adviser for more information and to make sure that these courses fit into your program of study. Students who are pursuing the J.D./M.B.A. degree are not eligible for the cooperative program.

Course Changes (add/drop)

Students should register themselves for courses in Banner, our online registration system accessed through My.Fordham.

From the start of the registration window up until the add/drop deadline listed in the academic calendar, students may make changes to their course registrations via the same system. During add/drop, students may drop a course without penalty.

After the conclusion of the add/drop period, students must submit the course withdrawal/late registration form on My.Fordham to make any changes to their course registrations. Registration changes following the add/drop deadline carry penalties as communicated in the withdrawal policy (p. 480) and in accordance with the academic calendar. Students must send written instructor permission for late registration to their advising dean, and the course must not be full for their late registration form request to be approved.

For additional guidance and questions about course registration, please contact graduate advising (p. 485).

Ph.D. students are registered for classes by the program, and should be in touch with the Ph.D. Program Director about their course schedules.

Course Load

The normal course load for a full-time, on-campus student is four or five courses (12 or 15 credits) per trimester. The typical course load for a student enrolled in an online degree program is two to four courses (6 to 12 credits) per term. International students with a student visa must register for a minimum of three courses (9 credits) to be in compliance with the requirements of the F1 visa.

On-campus and online part-time students usually take two courses (6 credits) per trimester, but course loads vary depending upon a student's responsibilities outside the program. A student must register for at least 6 credits to be eligible for loans. Students employed full-time are advised to register for no more than three courses (9 credits) per term.

Degree Requirements

Fordham's graduate business school awards degrees and advanced certificates only upon completion of the degree requirements set forth in the course bulletin, as specified or qualified in a student's official Academic Advising Sheet. A student should consult an advising dean prior to registering for a final term to be certain that all degree requirements will have been met by the term's end.

Directory Information

Release of student record information is generally not done at Fordham University without the expressed, written consent of the student. There are, however, some exceptions.

For example, Fordham University, at its discretion, may release the following Directory Information without the student's consent: student's name, address, telephone number, electronic mail address, Fordham ID Number (FIDN), photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g. undergraduate or graduate; full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received (e.g., Dean's List recognition), and the most recent educational agency or institution attended, and other such similar information.

Please note that you have the right to withhold the release of directory information. To do so, you must complete the Educational Record Sharing (FERPA) Block form, also available on the Fordham.edu "Students" page under "Electronic Forms." Please note two important details regarding placing a "No Release" (FERPA Block) on your record:

- Fordham University receives many inquiries for directory information from a variety of sources outside the institution, including friends, parents, relatives, prospective employers, scholarship programs, the news media and honor societies. Having a "No Release" on your records will preclude release (block the sharing) of such information, even to those people.
- A "No Release" applies to all elements of directory information on your record. Fordham University does not apply a "No Release" differently to the various directory information data elements.

Discipline

All graduate business students are governed by the provisions of the University Code of Conduct adopted by the faculty. A copy of the code is available online or in the Office of the Dean of Students, 140 West 62nd Street, Room G33. Students should be familiar with its contents.

A student's continued enrollment and graduation, the awarding of academic credits, and the granting of any certification or degree are strictly subject to the disciplinary powers of the University. The University reserves the right in its discretion at any time to cancel a student's registration, to refuse to award academic credits, or to deny a certification or a degree.

The disciplinary authority of the University is vested in the President of the University in such cases as he or she deems proper and, subject to the reserved powers of the President, Deans, or other officers upon whom jurisdiction may from time to time be conferred.

Equity in Athletics Disclosure Act

In accordance with the "Equity in Athletics Disclosure Act," information regarding the intercollegiate athletics program is available for review at the following website:

<https://ope.ed.gov/athletics/#/>

Grade Appeal Process

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

The timeline below refers to when classes are in session during the given semester.

Step One

The student should set a meeting time and discuss with the professor whose grade they are grieving during the semester or within one month of the beginning of the new semester. In the event that the instructor will not be available during the following semester, this meeting can be held by teleconference if needed.

Step Two

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

Step Three

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

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

Step Four

The associate dean will review the materials and assemble an appeals committee of their choosing to provide advice on how best to handle the grade grievance. Please note that to ensure procedures are fair and standardized, the associate dean does not meet with either party but may request additional information.

Step Five

The associate dean of the appropriate college/school will review the materials, make a decision to be given to the dean for final approval, and notify all parties of the decision. The dean's decision is final.

Grades and Academic Standing

Academic Standing

Students are expected to meet the following academic standards throughout the duration of their academic degree programs at the Gabelli School of Business:

- A cumulative grade point average (GPA) of 3.0 is required for graduation.
- Students must earn grades of C or higher for all courses taken at the business school.
- A maximum of two grades of D are accepted for a degree, and these must be offset by grades of B, B+, or A.
- Any students who receive more than two grades of F will be dismissed from the program.
- Students must repeat all required courses in which a grade of F is earned.
- Students may elect to repeat an elective course in which a grade of F is earned, or alternatively may replace the failed credits with a new elective.
- All grades of F remain on students' academic transcripts and are factored into the GPA, even when courses are repeated for improved grades.

Each trimester, the graduate academic advising team reviews every student's academic progress and standing. Students who meet the below criteria will be placed on academic probation for one full-time semester or the equivalent completion of nine credits over a period of terms. If, at the end of the probationary period, the student has not raised their index to the required level of 3.000, the student may be dismissed from the program. Criteria for academic probation are as follows:

- Earn a cumulative and/or in-semester GPA below 3.000
- Receive a grade of F
- Earn 67% or less of their attempted credits (e.g., enrolled in 12 credits and withdraws from and/or receives grades of INC for 8 credits)

Grading System

The grading system consists of the following grades; the numbers assigned to each grade appear on the student's transcript.

- A 4.00
- A- 3.67
- B+ 3.33
- B 3.00
- B- 2.67
- C+ 2.33
- C 2.00
- C- 1.67
- D 1.00
- F 0.00 Failure

Note: A failure is not removable from the record, though credit can be obtained by repeating the course with a passing grade.

The following symbols may also be entered on student records:

INC: Incomplete

Indicates that a course requirement has not been met. Changed to F unless resolved by the deadline specified in the academic calendar.

IMS: Incomplete Due to Military Service

When a member of the Armed Forces (including reserve components) receives orders to perform a period of service (i.e. active duty, inactive duty training, or state service), the temporary grade of IMS is assigned by the Office of Academic Records. Students who receive a grade of IMS will have the opportunity to complete the given term after the period of service. Service members must provide a copy of their military orders to the Office of Military and Veterans' Services (veterans@fordham.edu) prior to receiving an IMS grade.

ABS: Absent from Final Examination

Indicates that the student was absent from the final examination. Changed to F unless resolved by the deadline specified in the academic calendar.

W: Withdraw

Indicates withdrawal from a course with permission.

AUD: Audit

Indicates registration for a course with no degree credit.

NGR: No Grade Reported

Changed to F unless resolved by the deadline specified in the academic calendar.

Incomplete (INC)

A grade of INC may be given to a student who has met all the requirements of a course, except for completion of certain assigned papers or reports that the student has been compelled to postpone for reasons beyond his or her control. These reasons must be satisfactory to the instructor, and the instructor and student must discuss and agree upon a plan and deadline for satisfactory course completion. The missing coursework and the course grade must be submitted within 45 days of the last scheduled day of examinations. Failure to do so will result in an F. Students are advised to confirm with the instructor that a grade change has been submitted to the academic advisor. Grades will not be changed after the deadline.

Deferred Examinations (ABS)

A student who has been prevented by illness or other serious circumstance from taking the final examination will receive an ABS on his or her transcript for the term, provided that: (1) the student has, prior to the examination, informed the instructor, preferably in writing, of the reason for the absence; and (2) the instructor judges the student's attendance and progress during the term to be satisfactory. A grade of ABS must be removed within 45 days of the last scheduled day of examination; otherwise, the grade automatically becomes an F. Students are advised to confirm with the instructor that a grade has been submitted to the academic advisor the deadline. Grades will not be changed after the deadline.

Change of Grade

The deadlines for changing an INC or ABS grade are stated in the preceding sections. The deadline for any other grade change is 60 days from the issue date printed on the student's transcript.

Satisfactory Academic Progress Policy (SAP)

Each school of Fordham University has established minimum standards of satisfactory academic progress (SAP) that students must maintain as they pursue their degree or certificate. The University measures SAP annually at the end of the spring semester.

To be eligible for scholarship or federal aid, such as Federal Direct Subsidized and Unsubsidized Loans or Graduate PLUS Loans, each student must be making SAP according to the school's standards. The SAP requirements are as follows for the Gabelli Graduate School of Business:

- Minimum 3.000 GPA required
- Must be registered for a minimum of six credits
- Must successfully maintain an earned credit ratio of 67% of attempted credits
- Complete the course of study for their degree within six years
- Incompletes, withdrawals, and noncredit remedial courses will count against attempted but not earned hours
- Transfer credits that count toward the student's current program will count as both attempted and completed hours
- No credit check for leave of absence students and maintenance of matriculation (p. 477) students
- The Fordham University Gabelli Graduate School of Business does permit appeals when students lose FSA eligibility because they failed to make satisfactory progress. To appeal, students should schedule a meeting (p. 485) with their graduate advising dean (on-campus programs) or director of online learning (online programs).

Graduation

Students must check their Degree Works page at my.fordham.edu each semester to ensure they are making academic progress consistent with their projected date of graduation. It is the responsibility of all students to ensure that their Degree Works page accurately reflects their expected semester of graduation, and to notify their advising dean of any adjustments to their indicated expected graduation date by submitting the Graduation Date Change Request Form. Students must also be alert to any deadlines for graduation date changes communicated in the Graduation Date Change Request Form and by their advising dean.

Students can graduate in August, February, or May. The school holds only one diploma ceremony, in May. Our August and February graduates are encouraged to attend the May ceremony.

To be considered for graduation, a student must also apply for graduation according to the guidelines and deadlines communicated by the Academic Records office. Approval for graduation is given only when degree requirements, the minimum residency, and the time limit for the degree have been met.

For additional questions about graduation and the diploma ceremony, on-campus students may contact the academic advising

office at gsbgraduate@fordham.edu, and online students may contact gsbgradonline@fordham.edu.

Grievance Procedure for Discrimination

Any enrolled student has the right to bring a grievance for alleged discriminatory treatment on the part of any Fordham administrative office, department, or procedure or by any student organization. The student alleging discriminatory treatment has the right to prompt investigation of the charges, resulting in redress of grievances where cause is found. Internal grievance channels provide for the investigation and adjudication of charges by members of the Fordham community. Internal procedures are established for grievances in academic matters and in nonacademic matters. In either instance, in order to be valid, a grievance must be filed within 30 days of the action against which the grievance is directed. Grievances or questions may be directed to the associate dean of graduate studies.

Internship Policy

Prior to completing an internship, students should meet with their advising dean to determine if their degree program allows for internship credit, and if so, which program requirements it fulfills.

- M.B.A. students may receive internship course credit for a maximum of two internships. Regular tuition fees apply.
- M.S. students may receive internship course credit for a maximum of one internship if their degree program allows.
- M.S.F. degree program students may receive internship course credit for a maximum of two internships.

Internships for International Students

All international students wishing to complete an internship for credit must abide by the Curricular Practical Training (CPT) instructions provided by the Office for International Services (OIS). To apply for CPT, complete the **Gabelli School CPT Form** available on the graduate academic advising website, and your academic advisor will be in touch to confirm your application and submit it to OIS for processing.

You may not begin work before receiving authorization from OIS. Please expect and allow processing time of 1-2 business days for the Office of Graduate Advising to have your application prepared for OIS. Then expect and allow 7-10 business days for OIS to review and issue authorization; OIS will notify you when your new I-20 is processed and ready for pick-up or mailing. The start and end dates of your internship must be indicated in your employment offer letter, occur within the semester dates outlined in the academic calendar for the semester in which you will complete your internship, and allow the above stated time for processing. If your internship will take place over multiple academic semesters, you should prepare to resubmit your application in preparation for the consecutive semester for seamless continuation of your internship.

Should you have additional questions, please do not hesitate to reach out to your advising dean. Please note that if your application is underway with OIS and you have waited the appropriate 7-10 business days of processing time after your advising dean has sent your application to OIS to complete your request, you should direct your questions to ois@fordham.edu.

Maintenance of Matriculation

All students must register each term to be in continuous attendance at the graduate school. Students in good standing who are unable to register for classes in a specific term, regardless of the reason, must register to maintain matriculation status for that term. Students must notify their advising dean of their intent to maintain matriculation or fill out the maintaining matriculation form prior to the last day of add/drop for a given semester. There is a fee of \$47 for maintaining matriculation.

Students are permitted to maintain matriculation for a maximum of six terms, as long as all degree requirements are completed within six calendar years of matriculation (first term of entry). Any student who does not register either for regularly scheduled classes or for maintaining matriculation will be withdrawn from the program. An exception to this policy is made for joint-degree students when they are registered for classes at their other program (i.e., J.D./M.B.A.).

Maintaining Status for International Students

International students must be enrolled in at least 9 credits per semester to be considered full-time students and maintain their visa status.

International students who wish to take fewer than 9 credits (full-time enrollment) in a given semester, may do so only during a recognized "vacation term," after completing at least 2 full-time semesters, or during their final semester if they have fewer than 9 credits remaining to complete to meet graduation requirements.

Following a "vacation term," international students must either be enrolled full-time or completing their final semester. Students are eligible for one "vacation term" for every two semesters of full-time enrollment. Students will need to be registered for maintenance of matriculation during a "vacation term" only if they are not enrolled in any classes (0 credits of enrollment). Students should consult with their advising dean for additional guidance.

Non-Medical/Personal Leave of Absence

A Leave of Absence (non-medical) from Fordham temporarily pauses your enrollment as a student for non-medical reasons. You remain a Fordham student who is not enrolled for the semesters of leave; you must also be enrolled in maintaining matriculation for each semester of your leave of absence. For a non-medical leave of absence, returning to class requires advance notification to your advising dean of your intentions to coordinate your semester of return. You would then discuss your course registration plans with your advising dean.

You may request that a non-medical leave of absence begin only prior to or following an academic semester. A non-medical leave of absence may not begin during a semester. To request a leave of absence, a student must submit the leave of absence form to the appropriate advising dean two weeks prior to the start of the term, indicating the reason for the request. Late requests for a leave of absence cannot be accepted.

If you are interested in pursuing one of these options, please contact your advising dean to discuss your situation.

Medical Leave of Absence

Fordham University is concerned about its students' health and well-being, and is interested in students receiving appropriate physical or mental health care when necessary. A student experiencing physical

or psychological conditions that significantly impair his/her ability to function successfully or safely as a student may decide that a period of time away from Fordham University for treatment or recovery is warranted.

This time away from the University may help to restore functioning to a level that will enable the student to return and perform successfully in the classroom and within the campus community.

For more information regarding the Medical Leave of Absence process and policy, please refer to the University guidelines available on this linked page, and be sure to consult with your academic adviser.

Notice Regarding the Clery Act

Fordham University is committed to the safety and security of members of the Fordham community. As part of this commitment and in fulfillment of our obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Fordham publishes an annual security and fire safety report. The report contains information about the incidence of fires and certain categories of crime on Fordham campuses as well as important information about Fordham University safety and security policies, tips for staying safe, and important telephone numbers. Hard copies of the report are available upon request by contacting the University's Associate Vice President for Public Safety at 718-817-2222 or by writing to:

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

The report can also be accessed through Public Safety.

Orientation

Congratulations on your acceptance to one of the Gabelli School graduate programs! Orientation is a highly interactive and informative multi-day event designed to help you transition to the Gabelli School, Fordham University, and New York City. We want to provide you with all the tools you will need to be successful here.

For students starting in the fall, orientation for incoming M.S. students is usually held during mid-August. Full-time M.B.A. students start their multi-week orientation traditionally in July. And Professional M.B.A. orientation is typically held the weekend before classes start. For students starting in the spring, orientation is held in January, prior to classes starting. Online master's programs will participate in a fully online orientation.

Orientation is tailored towards the needs of each incoming class and is a mix of online and in-person information sessions, workshops, and events. The details for your orientation will be made available to you in the months leading up to it.

All students matriculating at the Gabelli School are required to attend in-person orientation and engage in all online orientation activities and materials.

Registration and Payment Policy

Before attending any class, students must complete the required online registration during the time designated on the academic calendar for term registration. This includes a statement of the courses the student

plans to attend, together with other information necessary for University records. No student registered in the graduate business school shall at the same time be registered in any other school or college, either at Fordham University or elsewhere, without the consent of the associate dean of graduate studies.

Students who meet the registration deadline will receive an invoice from the bursar's office requiring payment by a specified date. A late payment fee is assessed if full payment or a satisfactory payment arrangement is not made by the due date.

Tuition and fees must be paid on or before the due date. The University reserves the right to cancel registration, or bar further registration and not release any transcript or record, until all financial obligations are satisfied. Delinquency of outstanding balances, including those from deferred or other payment plans, are subject to collection by the University or its designated agent.

Students will be liable for any accounts. Checks should be made payable to Fordham University. There will be a \$20 handling charge if a check is returned from the bank for insufficient funds or for any other reason. Should this occur, the University may require settlement of any subsequent obligations with cash or a certified check.

Rules Applicable to Course Auditing by Current Gabelli Students

- Auditing is only with permission of the instructor and subject to any conditions imposed by the instructor.
- Auditing is allowed only when there are open spaces in the course after the last day of registration.
- Auditing is only permitted in courses that are available for registration by Gabelli graduate students. Students may not audit courses that are restricted to students in academic programs in which they are not enrolled.
- No earned credit is granted for any course audited.
- Students are restricted from repeating an audited course for earned credit.
- Auditors do not take examinations or write papers for audited courses.
- Audited courses will appear on a transcript as bearing zero quality points (with zero earned credit hours) and graded as "AUD" (audit).
- Current students enrolled as an auditor are responsible for the full tuition for the number of credit hours of the course. For this reason, current students are advised to register as a student rather than auditor for earned course credit.
- Students concerned about the cost of auditing a course are advised to wait until they are alumni to take advantage of the \$450 alumni auditing benefit.

Note that faculty members are not permitted to have ongoing visitors without prior notification and proper registration.

Reserved Rights

The University reserves the right, at its discretion, at any time, to deny matriculated status, to cancel a student's registration, to refuse to award academic credits, or to deny or rescind a certificate or a degree in accordance with the University Statutes and its academic policies. All forms of dishonesty, including cheating and plagiarism, will result in

appropriate disciplinary action, including denial or revocation of a degree or certificate.

Standards of Academic Integrity

Fordham graduate business students are part of a community dedicated to the disciplined and rigorous pursuit of knowledge and communication of truth. Academic integrity is the pursuit of scholarly activity in an honest, truthful, and responsible manner.

Students are expected to uphold the highest standards of academic integrity. Any work that a student claims to be his or her own must be his or her own; students must give appropriate credit where credit is due; and students must be fair and honest in all interactions with other members of the Fordham University community. Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, falsification, unapproved collaboration, and destruction of library materials.

The graduate business school has established an Academic Honor Code outlining the school's standards of academic integrity, and every enrolled student is bound to abide by this code. An Academic Integrity Honor Court comprised of faculty and student members will review and adjudicate any alleged violations of the Honor Code. The Honor Court may impose sanctions if a violation has occurred, according to the seriousness of the offense.

Students should be familiar with Honor Code policies. Full copies of the Honor Code, review process, and disciplinary procedures are available on the school website.

Student Identification Cards

All members of the Fordham University community are required to have their University ID card in their possession while present at a University facility. ID cards must be surrendered upon request of clearly identified University personnel in the performance of their assigned duties. This includes campus security. The schedule for obtaining an ID card is posted prior to every registration period.

Students enrolled in online degree programs can access a digital ID card; a physical ID card can be requested from ID Services.

Student Records and Policy

This academic bulletin is not intended to be a complete listing of Fordham University guidelines and policies. For a more specific explanation and discussion of this section, write to the University Registrar, Fordham University, Bronx, NY 10458.

Student Rights Under FERPA

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords enrolled students certain rights with respect to their education records. A student is considered enrolled at Fordham University as of the first day of classes of the earliest term of the academic year in which the student is registered.

First time applicants to the University are not considered enrolled students until they are officially registered and attend the first day of

classes. Requests for inspection of student records under FERPA cannot be considered until an individual is an enrolled student.

These rights include:

1. The right to inspect and review your education records within 45 days of the day Fordham University receives a written request for access. If you want to review your record, you should submit a request to the Office of Academic Records. Indicate the record(s) you wish to inspect. A University official will make arrangements for access and notify you of the time and place where the records may be inspected.
2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University Registrar clearly identifying the part of the record you want changed, and why you believe it is inaccurate or misleading. A University official will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.
3. The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with "legitimate educational interests." A school official has a legitimate educational interest if the official has a "need to know" of information from your education record in order to fulfill his or her official responsibilities.
 - a. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include: Staff employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, contractor, consultant, volunteer, or technology provider), or other outside parties under the direct control of the University with respect to the use and maintenance of education records; a person serving on the Board of Trustees; or a student employed by the University or serving on an official committee, such as on a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fordham University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office (SPPO)
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-5920
 Phone: 1-800-USA-LEARN (1-800-872-5327)

FERPA also protects course recordings, as outlined in the Class Recording Notice and Related Policy.

A copy of the Act, more details about your rights, and any University policies related to the Act are available from the Office of Academic Records at this page.

Questions concerning FERPA should be referred to the Office of Academic Records or the Office of Legal Counsel.

Time Limit for Degree

The school expects that M.B.A. and M.S. degree requirements will be completed within six years of a student's matriculation. This time period includes any leaves of absence. The school also expects that students will be current in the content of the M.B.A. and M.S. degree program at the time the degree is awarded. For this reason, in exceptional cases when students are permitted to exceed the six-year time period, additional coursework may be necessary, and previously completed coursework may not be considered.

Students who withdraw from the University or lapse in their studies beyond the six-year time period and wish to return to their studies must reapply for admission in keeping with the withdrawal policy outlined in the academic bulletin. Coursework completed during the student's original program of study may not be transferred to their new program of study upon return.

Ph.D. students must complete the requirements for their degree, including dissertation work, in a timely and expeditious manner. Ph.D. students have a time limit of 10 years to complete their degree upon first matriculation, in line with other Fordham University doctoral programs. The 10-year time limit also applies to students entering the program immediately after receiving a master's degree from Fordham. Time limits on the completion of degrees are rigorously enforced.

Transcript of Record

An official transcript is one bearing the seal of the University and the signature of the University Registrar.

Official academic transcripts may be issued to educational institutions, employers, scholarship/grant/fellowship organizations, application services, government agencies, etc., or to students (for personal use). Students may view their unofficial transcript online by using their credentials on fordham.edu. Official transcripts cannot be faxed to recipients.

Students and alumni who request an official transcript for personal use may not forward it to another party; doing so renders the transcript unofficial. Transcripts should always be issued to the intended final recipient.

The University offers online ordering for secure electronic transcripts as well as for mailed (paper) transcripts. Full details are available from the Office of Academic Records.

Students may request an unofficial transcript listing courses and credits marked "Unofficial." The University accepts no responsibility for the accuracy of an unofficial transcript after it has been issued.

Transcripts may be requested from the University via the National Student Clearinghouse. They should be requested well in advance of the date desired. No transcripts will be issued for students who have account holds that prevent transcript release. In compliance with New York State law, the University does not withhold transcripts for unpaid financial obligations. Fees apply for specialized transcript mailing services (i.e. certified mail, international mail, express mail). These fees and services are subject to change at any time.

The Office of Academic Records may use its discretion to limit the number of transcripts requested at any one time.

Students who attended (completed any of their coursework) at the University prior to 1990, or at Marymount College prior to Fall 2002, must use this Transcript Request Form and submit it to the Office of Academic Records. Such transcripts cannot be delivered electronically, and can only be delivered via mail (regular or express).

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

Withdrawals and Refunds

Course Withdrawals

The University's refund policies and procedures ensure equitable refunds to students who withdraw from all or a portion of their courses in a given term or when payment is in excess of the total charges. Application fees are not refundable. Registration, late payment, student activities, laboratory, maintenance of matriculation, technology, enrichment, residency, and/or other special fees are not refundable after classes begin.

Please refer to the Academic Calendar to determine the Gabelli School refund schedule for the current term. The on-campus and online programs follow different academic calendars which can be identified as GBS, for the on-campus programs, and GBS-OL, for the online programs. Students who wish to withdraw from individual courses following the add/drop period and within the withdrawal period indicated in the Academic Calendar should submit the Course Withdrawal/Late Registration Form on My.Fordham. Students are not permitted to withdraw from any courses after the last date for course withdrawals noted in the Academic Calendar.

Veteran students should be aware that if they are using any military education benefit, withdrawal from a class may create a debt with the VA, their Service Branch, or Fordham. Before withdrawing from a class, such students should consult with the VA Certifying Officials in the Office of Academic Records.

A student who is withdrawing, either from all or a portion of their courses in the Gabelli School of Business, should also contact the Office of Enrollment Services and the Financial Aid Office to confirm no balances are due.

The refund calculation is based on the following circumstances:

1. First-time and continuing students not receiving Title IV (federal) assistance are subject to the Institutional Refund Policy.
2. For continuing students receiving Title IV assistance, refunds must be calculated using both the federal policy and the institutional policy. The calculation that gives the largest refund to the federal programs must be applied.
3. First-time students attending Fordham University, receiving Title IV assistance, and withdrawing during the first nine weeks of the term are subject to a Federal Pro Rata Refund Calculation as mandated by the Higher Education Amendments (HEA) of 1992.
4. Students who received aid as cash must repay those aid programs.

Note: For students who received Title IV assistance, refunds must be returned to the programs in the following order: Unsubsidized Stafford

Loan; Subsidized Stafford Loan; Plus Loan; Perkins Loan; Pell; SEOG; other Title IV aid; other federal aid; Fordham grants and scholarships; TAP; and other student aid. The following refund policies are based on 100-percent tuition payment. The refund period begins the first day of the term. The refund is reduced by an administrative fee equal to the lesser of five percent of tuition charges or \$100.

Refund Policy Appeal Process

A student may request an appeal by writing to the associate dean of graduate studies. The request should include all relevant information describing the special circumstances upon which the appeal is based.

Voluntary University Withdrawal

Students in good standing may voluntarily withdraw from the Gabelli School of Business and Fordham University by contacting their advising dean and filling out required paperwork. Once this documentation is received, the student will be withdrawn from the program. Students who have submitted notification of withdrawal but wish to return to the program, reenroll, or switch to another academic program at the Gabelli School of Business must wait a minimum of two semesters and then reapply for admission through the traditional admissions process. Readmission is not guaranteed.

A student who is withdrawing from their program in the Gabelli School of Business, should also contact the Office of Enrollment Services and the Financial Aid Office to confirm no balances are due.

Veteran students should be aware that if they are using any military education benefit, withdrawal from the University (which may involve withdrawal from classes) may create a debt with the VA, their Service Branch, or Fordham. Before withdrawing from the University, such students should consult with the VA Certifying Officials in the Office of Academic Records.

Administrative University Withdrawal

Students who are not on an approved leave of absence, do not register for regularly scheduled classes, or do not register for maintaining matriculation status will be withdrawn from the Gabelli School of Business, and will need to reapply for admission through the traditional admissions process. Readmission is not guaranteed. An exception to this policy is made for joint-degree Fordham University students when they are registered for classes at their other program (i.e. J.D./M.B.A.).

University-wide Services

Graduate Student Success Center

The Gabelli School Office of Graduate Advising regularly updates and provides guidance on student resources, clubs, and University services available as summarized on this page. This page is intended to be a valuable resource for you to bookmark and use as your first point of reference when seeking out University and Gabelli School resources.

Office of Student Involvement (OSI)

The graduate business school works closely with the University's Office of Student Involvement (OSI) to provide services such as a New York City resource center; an off-campus housing list; a shuttle service between Fordham campuses; discounted and complimentary tickets to Broadway and off-Broadway shows; and discount movie tickets. OSI also provides

permission for business school offices and student organizations to post notices on floors other than the business floor.

OSI is located at 140 West 62nd Street, Room G33, and its telephone number is 212-636-6250.

Student Involvement Office Hours:

Monday to Thursday 10 a.m. to 7 p.m.

Friday 10 a.m. to 5 p.m.

Library

The Quinn Library, at 140 West 62nd Street, has extensive reference materials, books and most of the important periodicals in the areas of business economics, including *The Wall Street Journal* and *The New York Times* available electronically and on microfilm. The staff is available to assist students in their research, and the entire collection is accessible through an online catalog.

The Quinn Library supports in-depth business research through many online databases, including: LexisNexis®, a source of full-text news, business, and legal information; Disclosure Database®, providing comprehensive financial data on publicly traded U.S. and overseas companies; Investext®, a source of company and industry research; and Standard & Poor's Netadvantage, which offers a broad spectrum of company and investment information. These databases can also be accessed off-site.

Quinn Library Telephone Numbers

Circulation 212-636-6062

Reserve 212-636-6061

Reference 212-636-6050

Quinn Library Hours

Monday to Thursday 8 a.m. to 2 a.m.

Friday 8 a.m. to 8 p.m.

Saturday 9 a.m. to 7 p.m.

Sunday 12 noon to 2 a.m.

Business students may also use the William D. Walsh Family Library on the Rose Hill Campus.

The Writing Center

The Lincoln Center Campus Writing Center is located in Quinn Library, Room 233. Individual tutoring is available to assist students with any type of course-related writing from conception to composition to completion. The center's goal is not only to help students perfect an individual assignment, but also to help them to develop the tools needed to become better writers. Writing Center service is free, and day, evening, and online appointments are available by reservation.

Students may contact the Writing Center by calling 646-868-4009. Walk-ins are welcome whenever space is available.

Computer Centers and Technology Support

The Gabelli School of Business has two dedicated computer centers at 140 West 62nd Street: the Gabelli Trading Room in room 150, and the Teaching and Learning Lab in room 323. Computer centers at the Lincoln Center campus include the Quinn Library and on the third floor of Lowenstein. Computer center facilities, resources, and tech support are available to all members of the Fordham community with a valid Fordham University ID card. Computer-system users must adhere to

University technology use policies. Each center has desktop computers and printers available for student use. Wireless Internet is available in classrooms, offices, and study areas throughout the Lincoln Center campus. Conference and meetings rooms have video conferencing capabilities and smart technology.

The Gabelli computer centers serve students by providing hardware and software for educational projects, research, mock trading, and experimentation, and also offers assistance and tech support for word processing, spreadsheets, database, graphics, presentations, project management, modeling, and forecasting.

Office of International Services

The Office of International Students issues the certificate of eligibility needed to obtain a U.S. entry visa to students and exchange visitors from abroad. Serving as a resource for international students and scholars, the office facilitates adjustment to life in the United States through orientation and assistance with immigration matters, such as employment and travel authorization. Personal advice on banking, health insurance, and Social Security cards is available. The office sponsors and provides access to programs to promote cross-cultural and international awareness.

English as a Second Language Classes at Fordham

Fordham's IALC, located on the Lincoln Center campus at 45 Columbus Avenue, 3rd Floor, offers English as a Second Language classes at six levels of English proficiency—from beginning to the university preparatory level. Placement tests are administered upon request throughout the year, and academic advisement for appropriate course selection is provided.

The IALC offers international students and New York's international community an academically challenging American English curriculum. The full-time intensive program and part-time courses enable students to improve their English language skills in a limited amount of time. The core curriculum consists of traditional ESL classes in reading, writing, and grammar; speaking, listening, and vocabulary; and classes that combine all skills. Content-based courses covering topics such as business English are also available to students at advanced levels. At every level, correct grammar usage within the context of writing and speaking is emphasized. The average class size is 10, so students receive individual attention. Academic workshops focusing on grammar, American pronunciation, TOEFL preparation, and conversation are offered free to all registered IALC students. Students have opportunities to experience a variety of cultural activities, and to participate in a language exchange program with native-English speaking Fordham University students.

For more information or to schedule a placement test, call 212-636-6353 or email esl@fordham.edu.

Graduate Student Housing

Fordham University maintains studio and one-bedroom apartments for graduate students that are located a few short blocks away from the Lincoln Center campus. These apartments are close to major public transportation, supermarkets, and restaurants. Students living in these apartments also form a close community with other Fordham graduate students and gain valuable life experience. Further information can be found on the business school's web site.

Campus Ministry

Campus Ministry serves the entire community at Lincoln Center: students, faculty, staff, and administration. It seeks to foster the intellectual, social, and spiritual development of the Lincoln Center community. Its outreach is ecumenical: persons of all faiths are welcome. Questions of faith often arise in the business of academic life, and Campus Ministry is available to help individuals find answers. The office offers spiritual direction, pastoral counseling, and a safe place to explore life's questions. It provides opportunities for worship, retreats, and service and collaborates with student clubs and outside organizations to provide events that help heighten the community's awareness of God's presence. People of all faiths are invited and welcome to enjoy the chapel's peace and solitude.

Campus Ministry is located at 113 West 60th Street, Room 217. The telephone number is 212-636-6267.

Office of Disability Services

Fordham University treats students with disabilities in a nondiscriminatory manner, and will make reasonable accommodations and provide appropriate auxiliary aids and services to assist otherwise qualified individuals with disabilities in achieving access to its programs, services, and facilities in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Applicants who have been accepted for admission or current students who are seeking accommodation for a disability should complete the online form which can be found here. After submitting the form, students should call the Office of Disability Services at the phone number indicated at the bottom of the form to set up an intake appointment.

Disability Services locations: Lincoln Center Campus, Lowenstein Room 207, 212-636-6282, or Rose Hill Campus, O'Hare Hall, 718-817-0655.

Counseling and Psychological Services

Counseling and Psychological Services seeks to promote student development. Counseling Services is staffed by three psychologists, a consulting psychiatrist, and several doctoral students in clinical psychology. It provides individual counseling and psychotherapy in confidence and at no charge to help students who are experiencing personal problems. A referral list of private mental health practitioners and agencies is also available, as well as brochures and other literature on a range of topics.

By appointment, a student may take the Strong-Campbell Interest Inventory and the Myers-Briggs Type Indicator. These tests can help in making academic, occupational, or personal decisions. Each semester Counseling Services offers small-group workshops on study skills, stress management, test anxiety reduction, time management, and interpersonal skills. Programs and lectures are also sponsored throughout the academic year on mental health topics.

Counseling and Psychological Services is located in 140 West 62nd Street, Room G02, 212-636-6225.

Students enrolled in online programs can access Counseling and Psychological Services via Perspectives, which is available through the online portal. More information is available in the online program orientation.

Honor Code

Statement of Academic Integrity

Every graduate student enrolled in Fordham University's Gabelli School of Business is bound to abide by its honor code. As a Gabelli School graduate student, you are part of a community dedicated to the disciplined and rigorous pursuit of knowledge and communication of truth. You are expected to uphold the highest standards of academic integrity. Any work that you claim to be your own must be your own; you must give appropriate credit where credit is due; and you must be fair and honest in all of your interactions with other members of the Fordham University community.

Gabelli School Graduate Student Standards of Academic Integrity

Academic integrity is the pursuit of scholarly activity in an honest, truthful, and responsible manner. Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, falsification, unapproved collaboration, and destruction of library materials. Below are instances of violations of the honor code with which all graduate students at the Gabelli School should be familiar and which they must avoid.

Plagiarism

Plagiarism occurs when a student attempts to present as his or her own work what has come from another source without proper attribution. Plagiarism takes place whether such theft is accidental or deliberate. It is no defense to claim that one has "forgotten" to document ideas or material taken from another source. Examples of plagiarism include, but are not limited to:

- i. Using the ideas of another person, whether or not such ideas are paraphrased, from whatever source, including oral, print, broadcast, or computer-mediated communication;
- ii. Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or a sentence;
- iii. Presenting borrowed material, whether a phrase, sentence, or whole paragraphs, without placing quotation marks around the borrowed material in the approved style and providing an appropriate citation to the source;
- iv. Presenting as one's own an assignment, paper, or computer program partially or wholly prepared by another person, whether prepared by another student, a friend, or a business or online service that sells or distributes such papers and programs;
- v. Failing to use proper citation for information obtained from print sources or the internet, according to citation criteria specified by the instructor, or in cases where instructor guidance is not given, by standard manuals of style (e.g. The Chicago Manual of Style).

Cheating

Cheating occurs when a student uses course materials, information, or devices (e.g., programmable calculator, cell phone) when the use of any such aid has not been expressly authorized by the instructor (or has been prohibited). Examples of cheating include, but are not limited to: i. Having

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

ii. Copying from another student at an examination, test, or quiz, or copying another student's homework assignment, data, research paper, or laboratory report;

iii. Permitting another student to copy from a homework assignment, research paper, computer program, project report, examination, test, or quiz;

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

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

vi. Knowingly making false claims on a student's resume, biographical summary, or CV.

Falsification

Falsification occurs when a student makes false statements that mislead others. Examples of falsification include, but are not limited to:

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

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

iii. The creation of a false or misleading citation;

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

Unapproved Collaboration

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

Other Violations of Academic Integrity

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

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

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

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

iv. Accepting tuition remission or any other form of payment in exchange for work or services to be provided and then failing to provide the agreed-upon work or services within a reasonable time frame unless excused by the faculty member or supervisor involved.

Fordham Graduate School of Business Academic Integrity Honor Court

To foster a trusting environment that is essential for learning, it is the responsibility of both students and faculty to maintain and to promote the intellectual community at the Fordham University Gabelli School of Business. To ensure that all members of that community are represented in the process, an Academic Integrity Honor Court (Honor Court) composed of two (2) faculty members and one (1) student will be established to adjudicate alleged violations of the honor code. The Honor Court will oversee the procedures and case reviews involving all alleged violations of the honor code associated with courses taught in the Gabelli School of Business.

Responsibilities

The responsibilities of the Honor Court are: i) to record and verify receipt of Academic Integrity Violation Reports signed by the faculty member and the student; ii) to further investigate the incident if the student challenges the decision of the faculty member and schedule a case review; iii) to report the violation to the dean of the Gabelli School of Business (dean); iv) to provide annual reports of academic integrity violations and final sanctions to the dean; v) to review periodically the functioning of the Honor Court, including the Standards of Academic Integrity and the Honor Court Procedures, to determine if changes are needed and communicate any recommendations to the dean; and vi) to work with relevant student groups to develop workshops to promote and maintain academic integrity at the Gabelli School of Business.

Membership

The dean will solicit nominations for membership on the Honor Court, including substitute faculty members and students. The dean will then appoint two (2) faculty members and one (1) student from the Gabelli School of Business and identify substitute faculty members and students who are willing to serve, if needed. The Honor Court will be chaired by one faculty member selected by the dean from among the two faculty appointed. Agreement to serve on the Honor Court is a serious commitment. Faculty members will serve a term of three (3) years with an initial staggering of term to ensure continuity and the student member will serve a term of one (1) year. The acting chair of the Honor Court will serve in that capacity for a one (1) year period with the possibility of yearly renewals up to three years.

Case Reviews

Case reviews are to be conducted by a quorum composed of the full Honor Court. The chair will verify members' attendance. A member of the Honor Court may be excused from a particular case review when a conflict of interest is disclosed to the chair. In that event, a substitute faculty member or student, as the case may be, will be appointed by the dean from the approved list of substitutes. In the event that an academic integrity violation is filed against a student just prior to graduation and the student challenges the faculty member's claim, the chair of the Honor Court is empowered to convene an emergency Honor Court. This emergency Honor Court will consist of two (2) faculty members and one (1) student.

Confidentiality

Faculty, administrators, and students engaged in academic integrity procedures involving honor code violations shall treat as confidential all information disclosed during such procedures, as well as the fact of occurrence of the case review. Persons nominated to the Honor Court as members will only be permitted to serve after they sign a non-disclosure

agreement that limits the discussion of cases to Honor Court members and the dean on a "need to know basis" only.

Statement of Honor Court Procedures

Initial Handling of the Alleged Honor Code Violation

A. When an instructor suspects that a student has engaged in academic dishonesty, the instructor shall hold a conference with the student regarding the basis for the suspected violation and the sanction(s) to be imposed according to the Sanctions for Violations of the Honor Code.

B. The instructor shall fill out an Academic Integrity Violation Report (Report) and attach the appropriate documentation to justify reporting a violation. The instructor and the student will meet to discuss the charge. As a consequence of the discussion, the instructor may inform in writing the chair of the Honor Court and the student that the charge(s) has (have) been removed. Alternatively, as a consequence of the discussion, the instructor may inform the student that the charges remain, and in such a case the instructor will inform the student that he/she must notify the chair of the Honor Court by email or in writing within 24 hours of his/her having received the charge(s) from the instructor. Both the instructor and student will sign the report. Within two weeks of signing the report the student will either acknowledge in writing to the chair of the Honor Court that he/she has committed a violation of Honor Code and accepts the instructor's sanctions, or indicate that he/she intends to challenge the instructor's claim. The student may submit documentation to support a refusal to acknowledge commission of a violation of the honor code. Failure of the student to sign the report without an expressed challenge made to the instructor's claim shall be deemed an acknowledgement of the violation and an acceptance of the sanctions.

C. The report and documentation will be sent directly to the chair of the Honor Court. The chair will then notify the other members of the Honor Court that a report has been filed and apprise the members of the student's signed statement.

D. If the student has signed an affirmative statement of violation and acceptance of the instructor's sanctions in accordance with this Statement of Honor Court Procedures, then the dean will be notified as such. Under this circumstance, no case review by the Honor Court will be held, and the case report will be sent directly to the dean.

E. In all cases, the instructor will file a grade of "NGR" pending the actions of the Honor Court and notification from the chair of any relevant sanction that is imposed by the dean.

The Student Challenge and Case Review

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

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

H. Upon the receipt of the second reviewer's evaluation, the chair shall schedule a case review with the other Honor Court members, the instructor submitting the charges, and the student charged.

I. The Honor Court will review the case materials and the written statement of the student. The student will be given the opportunity to appear before the Honor Court to present an oral argument. The chair of the Honor Court may request the faculty member to appear before the Honor Court to present an oral argument. In any case where the student may be expelled for committing the charged violation, both the student and faculty member shall have the right to call witnesses and to cross-examine witnesses. All such witnesses shall testify under oath. All proceedings in which witnesses testify shall be recorded. After reviewing the case materials, and listening to oral arguments and such testimony as is presented, the Honor Court will deliberate and vote on whether a violation of the honor code has occurred. A majority vote will be considered an affirmative determination that a violation of the honor code has occurred. The chair will notify the student, the instructor, and, in cases of an affirmative determination, the dean of the Honor Court's evaluation.

Meeting with the Dean and Administration of Sanctions

J. Upon receipt of the Honor Court case report, the dean will meet with the student to discuss the Honor Court's evaluation of the student's case and, in the case of an affirmative determination, impose appropriate sanctions in accordance with the Sanctions for Violations of the Honor Code according to the seriousness of the offense. The dean will also warn the student of sanctions for any future violations of the honor code. A report of the imposed sanctions will be made to the Honor Court for its records.

Record Keeping

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

The Right to Grieve Grades When Alleged Violations of the Honor Code Are Pending

L. Any other grades given for work in the same course, unless the grade itself is the sanction, can be grieved in accordance with the established policy of the Gabelli School of Business only after any and all questions of violations of the honor code have been resolved through the Honor Court procedures outlined above.

Procedure for a Student to Report an Honor Code Violation

If a student witnesses a violation of the honor code or otherwise has a reason to believe that a violation has occurred, he or she may choose among several possible courses of action:

A. Talk with the student urging him/her to report himself/herself to the instructor of the course or to the chair of the Honor Court.

B. Discuss the observed action with the instructor, not naming those involved, to obtain guidance and determine if an observed act merits action under the honor code.

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

Sanctions for Violations of the Honor Code

If a Fordham University Gabelli School of Business student is found in violation of the honor code, the following sanctions shall be imposed:

First Offense

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

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

Second Offense

i. The student shall receive an F for the course and shall be subject to suspension or expulsion from the Gabelli School of Business, at the discretion of the dean. In the event that the student receives an F in the course and elects to withdraw from the course prior to the withdrawal deadline, the student shall receive the grade of WF, a grade which is equivalent of an earned F in the cumulative quality point index. If the student is expelled, the notation – Withdrawn – will appear on his/her transcript.

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

Third Offense

i. If the student is found guilty of a third violation of the honor code, the student will receive an F for the course and will be expelled from the Gabelli School of Business, at the discretion of the dean. In the event that the student receives an F in the course and elects to withdraw from the course prior to the withdrawal deadline, the student shall receive the grade of WF, a grade which is equivalent of an earned F in the cumulative quality point index. If the student is expelled, the notation – Withdrawn – will appear on his/her transcript.

ii. Any records kept for the purpose of analysis and program evaluation by the Honor Court and not destroyed will have all personal identifying information removed.

Career Development

Career Development provides end-to-end career services for Gabelli School of Business graduate students. Our goal is to help you translate your Fordham academic experience into meaningful, productive academic-year internships and post-graduation jobs.

Students are strongly encouraged to make an appointment with our career advisers. On-campus students may visit the suite located on the first floor of 140 West 62nd Street at Lincoln Center. Online students meet with a career adviser through online appointments.

To learn more about Career Development, visit the Fordham website.

Admissions

To learn more about the Gabelli School of Business' M.B.A. and M.S. programs, including information about the admissions process and entrance requirements, please visit the Gabelli School of Business Graduate Admissions website.

Academic Advising

Academic advising, part of the Graduate Student Success Center, is a developmental, collaborative, and supportive partnership between students and academic advisers. Together we will explore your academic, career, and life goals, and identify the courses, enrichment activities, engagement opportunities, and resources you may leverage to make informed decisions and achieve results.

Our academic advising team comprises assistant and senior assistant deans along with administrative and graduate assistants who are here to help you throughout your time at the Gabelli School. We partner with faculty, administrators, and other offices across the Fordham community to ensure our students are receiving holistic support and resources central to their academic and personal success.

In keeping with the Jesuit spirit of *cura personalis*, we believe the development and care of your whole self is vital to thriving academically. We encourage you to be actively engaged in your personal growth while taking advantage of the many opportunities available to you as a Gabelli School student in the heart of New York City.

We have centralized our guidance programs below to help get you started on your academic and personal journey here at Gabelli:

- Graduate Academic Advisers and the Advising Help Desk
- Student Resources and Clubs
- Programs of Study (p. 436)
- Academic Honor Code Guidelines (p. 482)

If you are in need of general assistance after visiting the links above, please contact the Gabelli School of Business Office of Graduate Advising at 212-636-6104 or gsbgraduate@fordham.edu (on-campus students) or gsbgradonline@fordham.edu (online students).

Lonnie Kussin
Senior Assistant Dean
Office of Graduate Advising and Student Engagement
Gabelli School of Business
lkussin@fordham.edu

Ph.D. Program Advising
businessphd@fordham.edu

To learn more about academic advising, please visit Fordham's graduate academic advising website.

Awards and Honors

Alumni Awards

Gabelli School of Business Alumni Award

Recognizes one or more Fordham alumni who, in the last academic year, have given meritorious service to advance graduate business education at the Gabelli School.

Student Awards

Academic Area Awards

These awards recognize distinguished academic achievement by MBA and MS students in the following areas:

- Accounting and Taxation
- Communications and Media Management
- Finance and Business Economics
- Law and Ethics
- Information Technology and Operations
- Leading People and Organizations
- Marketing
- Strategy and Statistics

Academic Program Excellence Awards

These awards recognize MBA and MS students with exemplary academic records who are dedicated to excellence in their program of study.

- Executive MBA
- Full-time Cohort MBA
- Professional MBA
- MS Accounting
- MS Business Analytics
- MS Finance
- MS Finance (Online)
- MS Information Technology
- MS Management
- MS Management (Online)
- MS Marketing Intelligence
- MS Media Management
- MS in Strategic Marketing Communications
- MS Quantitative Finance
- MS Taxation

Graduate Business Student Leadership Award

The graduating class selects a MBA and MS peer who has provided outstanding volunteer support to the graduate student body, exemplifying the Jesuit value of being "men and women for others."

Entrepreneurship Award

Honors a student who possesses the entrepreneurial traits of open-mindedness, creativity, innovation, and resilience.

Exemplar Service Award

Recognizes one or more graduate students who epitomize our identity and whose influence and achievements have a significant impact on Gabelli School student life and beyond.

Capstone Awards

Dean's Award for Excellence

Given to a graduate student who has exemplified excellence in his or her academic work and demonstrates great career promise.

Dean's Award for Service

Given to a student who has demonstrated outstanding support of the mission of the Gabelli School of Business.

International Advancement Award

Given to a graduate student who has advanced the Gabelli School's mission of "sending Fordham out into the world, and bringing the world to Fordham."

Faculty Awards

The following awards are determined by a vote among the graduating class.

The Stanley Fuchs Award

In memory of Stanley Fuchs, former area chair of law and ethics and a devoted teacher and student advocate, this award is presented to a full-time faculty member who has had a significant impact on the student body.

The Gladys and Henry Crown Award for Faculty Excellence

Given to a full-time faculty member whose exceptional performance and dedication to the Gabelli School's ideals warrant special recognition.

The Dean's Award for Faculty Excellence

Given to an adjunct faculty member whose exceptional performance and dedication to the Gabelli School's ideals warrant special recognition.

Honor Societies

Alpha Mu Alpha

The national honor society for students of marketing is sponsored by the American Marketing Association. Only marketing students of high academic achievement who attend an institution accredited by the AACSB International are eligible for membership. Nominations for this honor are given to MBA marketing concentrators, MS in Marketing Intelligence students, and MS in Strategic Marketing Communications students who are in the top 20 percent of their program.

Alpha Sigma Nu

This is the most prestigious honor society of Jesuit institutions of higher education. Membership is limited to students in the top 15 percent of their class and who possess the outstanding qualities of scholarship, loyalty, and service.

Beta Gamma Sigma

The national honor society for business students is comparable to Phi Beta Kappa in the arts and Sigma Xi in the sciences. Fordham participates through the Zeta of New York Chapter. Graduating students of outstanding academic accomplishment are nominated for membership.

Omicron Delta Epsilon

Only students with the highest scholastic achievement in the areas of economics and finance are recognized for admission to this international economics society.

Phi Kappa Phi

A national interdisciplinary honor society, Phi Kappa Phi admits students of high academic achievement from all the academic and professional colleges and schools of the University. A small number of students from each graduating class are nominated for membership.

Financial Management Association National Honor Society

The FMA NHS is the only international honor society strictly for students of finance. The purpose of the FMA NHS is to acknowledge outstanding finance students and to provide opportunities for professional interaction among academics, practitioners, and students; promote the development and understanding of research; and enhance the quality of education in finance.

Gabelli School of Business Dean's List

The dean's list records graduate business students who have achieved a perfect 4.0 cumulative GPA at the time of graduation.

Contacts

Dean's Office

212-636-6165 / 718-817-4466

Graduate Admissions

admissionsgb@fordham.edu
212-636-6200

Graduate Academic Advising - On Campus

GSBGraduate@fordham.edu
212-636-6104

Graduate Academic Advising - Online

GSBGradOnline@fordham.edu (GSBGradOnline@fordham.edu)

Ph.D. Program

BusinessPHD@fordham.edu (businessphd@fordham.edu)

Careers (graduate level)

GSBGradCareers@fordham.edu
212-636-7796

Communications Office

GSBCommTeam@fordham.edu
212-636-6103

Gabelli IT

718-817-2045 (Rose Hill) / 646-868-4085 (Lincoln Center)

For a full list of Gabelli Graduate contacts, visit the Fordham website.

International Students

International students are a priority at Fordham.

Representing over half of our graduate business population, international students are an important part of the fabric of our community.

We offer a unique slate of services to help international students make the transition to graduate study in the United States. Please check the below links to learn more:

- Admissions: Specific information about international student admissions

- Graduate Housing: Overview on Fordham-owned apartments for graduate students
- Office for International Services: Fordham's University-wide resource center for international students
- Student organizations at the graduate business school

Attribute Code Index

This page is a list of all Gabelli Graduate course attributes and their use.

Attribute code	Description
ABBC	Blockchain M.B.A. concentration
ABDP	DPS Program Elective (GB)
ABEB	Electronic Business M.B.A. concentration
ABEP	Entrepreneurship M.B.A. concentration
ABFF	Fintech M.B.A. concentration Finance requirement
ABFI	Fintech M.B.A. concentration Information Systems requirement
ABFO	Fintech M.B.A. concentration additional requirement
ABGS	Global Sustainability M.B.A. concentration
ABHM	Healthcare Management M.B.A. concentration
BPD1	Business PhD: Core Course
BPD2	Business PhD: Seminar Course
BPD3	Business PhD: Elective Course
ISEA	INSY-GB: Enterprise Architecture track
ABIB	International Business M.B.A. concentration
BUAN	Business Analytics M.S. - Electives
BUAI	Business Analytics M.S. - AI and Deep Learning Track
BUBA	Business Analytics M.S. - Business Analytics Track
BUDS	Business Analytics M.S. - Programming for Analytics and Data Science Track
BUSA	Business Analytics M.S. - Statistical Analytics for Business Track
CME	Cybersecurity for Managers Adv Cert: Electives
GB01	Business Analytics for Managers Adv Cert: Core
GB02	Business Analytics for Managers Adv Cert: Electives
GFAL	Finance M.S. - Alternative Investments Track
GFCD	Finance M.S. - Credit Track
GFCE	Finance M.S. - Corporate Finance Track
GFES	Finance M.S. - ESG Track

GFFA	Finance M.S. - Financial Analytics Track
GFFT	Finance M.S. - Fintech Track
GFIB	Finance M.S. - Investment Banking Track
GFPM	Finance M.S. - Portfolio Management Track
ISEL	Information Technology M.S. - Electives
ISBA	Information Technology M.S. - Business Analytics Track
ISCY	Information Technology M.S. - Cybersecurity Track
ISDT	Information Technology M.S. - Digital Transformation Track
ISEC	Information Technology M.S. - Enterprise Computing Track
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MEMG	Media Management M.S. electives
MOE	GBA Mgmt Online Elective

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GRADUATE SCHOOL OF ARTS AND SCIENCES

The Graduate School of Arts and Sciences of Fordham University fosters the cultivation of knowledge, wisdom, and a deeper understanding of the human condition. Guided by its Catholic and Jesuit traditions, we aspire to prepare students for teaching and leadership in a global society, by welcoming learners from diverse religious, economic, and cultural backgrounds into full participation in a scholarly endeavor.

As a Graduate School of Arts and Sciences:

We are committed to discovery through research and scholarship marked by theoretical sophistication, critical thinking, and compelling discourse.

We challenge students to fulfill their scholarly potential, and prepares students to advance knowledge by their research, transmit it by their teaching, and deploy it productively in their contributions to society.

We guarantee the freedom of inquiry required for rigorous thinking and the quest for truth.

We educate students within the context of liberal studies, in order to enlarge the scope of their inquiries, and to help them perceive the place and use of their work amid the network of all disciplines.

As a graduate school in a Catholic University:

We encourage inquiry into the relation of religious faith to the intellectual, scholarly, and professional lives of faculty and students. Such dialogue is not limited to those who are themselves members of a particular religious tradition.

We are committed to the humanism of the Catholic intellectual tradition. We emphasize the religious and philosophical traditions that have nurtured the humanities, sciences, and social sciences, in order to encourage exploration of the interactions between reason and faith across the disciplines.

We promote ethical reflection by its students and faculty, recognizing that knowledge becomes wisdom only when guided by moral principles.

As a graduate school in a Jesuit University:

We welcome students as valued members of the intellectual community through collegial and collaborative interactions. We practice *cura personalis*, emphasizing respect for each individual and affirming the dignity of each member of the community.

We are committed to rigorous intellectual inquiry that synthesizes the contributions of many disciplines. We seek to go beyond rigid specialization toward an integration of particular specializations into the realm of "wisdom and learning" consistent with the complexities of the modern world.

We emphasize study not simply for its own sake, but also for service, striving to achieve a balance between study as an end in itself and as a means to other ends. We encourage attention, in all phases of study, work, and life, to the plight of the disadvantaged.

We draw upon on the world-wide community of Jesuit universities to offer distinctive opportunities for exchange and collaboration. We foster

international understanding and respect for other cultures and different peoples.

As a graduate school in New York City:

New York City provides a gathering place for people and ideas from across the globe. The Graduate School of Arts and Sciences takes advantage of the resources of the city to develop and disseminate new ideas across the world.

We participate fully in the life of the city, fostering partnerships for scholarship and research with the institutions making their home in the city.

We provide faculty and students with opportunities to contribute their acquired/accumulated wisdom for the benefit of the city, its esteemed institutions, and its diverse populations.

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The following Masters programs have been placed on hiatus and will not be accepting applications at this time:

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The following doctoral program has been placed on hiatus and will not be accepting applications at this time:

- Classics (Ph.D.) (p. 503)

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- Medieval Studies (Adv Cert) (p. 602)
- Public Opinion and Survey Research (Adv Cert) (p. 624)
- Rhetoric & Writing (Adv Cert) (p. 557)

The following Advanced Certificate program has been placed on hiatus and will not be accepting applications at this time:

- Public Opinion and Survey Research (Adv Cert) (p. 624)

Departments and Interdisciplinary Programs

- Biological Sciences (p. 490)
- Center for Ethics Education (p. 495)
- Classical Languages and Civilizations (p. 499)
- Communication and Media Studies (p. 504)
- Computer and Information Sciences (p. 513)
- Economics (p. 537)
- English (p. 550)
- Health Administration (p. 557)
- History (p. 560)
- Humanitarian Affairs (p. 584)
- International Political Economy and Development (p. 590)
- Medieval Studies (p. 595)
- Philosophy (p. 603)
- Philosophy and Society (p. 616)
- Political Science (p. 621)
- Psychology (p. 624)
- Theology (p. 638)
- Urban Studies (p. 655)

Biological Sciences

The graduate program in the department of biological sciences at Fordham offers courses and research opportunities leading to the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees in biological sciences. The goal of the program is to ensure a broad education in biology and specialized training for those pursuing careers in research or teaching. There are two areas of concentration: (1) Cell and Molecular biology and (2) Ecology and Systematics.

For more information about graduate-level Biological Sciences, please visit our page on the Fordham website.

Admissions Masters and Ph.D.

Applicants must:

- hold a bachelor's degree in the biological sciences or related major
- have a minimum undergraduate GPA of 3.0 (out of 4.0)
- have an acceptable combined GRE score
- Include each of the following items

Resume

Up to two pages in length (submit via the online application).

Statement of Intent

The "Statement of Intent" requires students to answer the following questions and also imposes a 300 word maximum for each question

- Why do you want to join Fordham's Graduate Biology Program?
- How will a Graduate degree in Biology help you in your career goals?

- Describe your research experiences to date.
- Describe your research interest.

Official Transcripts

Official degree transcripts confirming prior degree conferral should be ordered at least one month prior to the application deadline. Please ensure that they are sent directly to the Office of Admissions via secure electronic delivery. If electronic delivery is not available, please request that your transcripts be submitted directly via post, in a sealed envelope, to: Graduate School of Arts and Sciences, Office of Admissions, Fordham University, 441 E. Fordham Rd., Bronx, NY 10458.

Please note: you may upload unofficial copies of your transcripts to your application while the Office of Admissions awaits receipt of your official transcripts.

Official GRE Scores

These should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code #2259.

Recommendations

Three letters of recommendation submitted directly by referees via the online application.

English Proficiency

International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from the Test of English as a Foreign Language (TOEFL). GSAS will also consider a student's International English Language Testing System (IELTS)—Cambridge English Proficiency Level language testing results.

Official TOEFL or IELTS scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code # 2259.

Certificates

Applicants should have completed a B.A./B.S. in biological science or other natural/environmental science, or equivalent coursework. An undergraduate GPA of 3.0 or higher is required. GRE scores are not required. Applicants without the required background will be advised to take necessary prerequisite courses. Applications are accepted on a rolling basis, and students may begin their studies in any term, including summer.

For more information about admissions to the Graduate School of Arts and Sciences, please visit their page on the Fordham website.

Programs

- Biological Sciences (M.S.) (p. 492)
- Biological Sciences (Ph.D.) (p. 493)
- Conservation Biology (Adv Cert) (p. 494)

Courses

BISC 5510. Conservation Biology. (3 Credits)

Theory and practice of conservation biology. Topics will include maintenance of species diversity, design of reserves, captive management, genetic considerations, and factors affecting extinction rates.

Attributes: ABGS, CEED, CENS.

BISC 5511. Conservation Law and Policy. (3 Credits)

This course provides an introduction to the practice of both law and policy analysis, with a focus on issues associated with the conservation of biodiversity. Part I focuses on the law, and students will learn the basics of legal research, legal reasoning, and legal analysis. Part II focuses on policy analysis, and students will learn the basics of the policy process and basis policy analysis. This course will examine a wide range of laws, policies, regulations, treaties, and institutions designed to address local, national, and global conservation problems. Topics to be covered include protection of biodiversity, regulatory approaches to conservation, and international conservation law.

Attributes: CEED, CENS, HECS, URSG.

BISC 5512. Freshwater Algae Identification. (0 Credits)

This course will embark on a study of the largest, most diverse, and arguably the most important group of plants on earth: the algae. Algae form the base of aquatic food webs, and are both the cause of water quality issues and tool in ecological assessments used to protect inland waters.

BISC 5642. Animal Behavior. (3 Credits)

Introduction to animal behavior, including evolution, genetics, physiology, and ecology of behavior; sexual, mating, and reproductive behavior; habitat selection and anti-predator defenses; and feeding, social, and human behavior.

BISC 6525. Biostatistics. (3 Credits)

This course covers principles and applications of statistical methods for biologists, with an emphasis on the creation of sampling design and hypothesis testing.

BISC 6535. Ecological Methods. (4 Credits)

Methods and principles of ecological research, combining field and laboratory approaches, statistical and graphical data analysis, as well as modeling. Exercises emphasize techniques used to estimate the abundance and dispersion of organisms, describe habitat variables, estimate biomass, and production, characterize stoichiometric properties, and quantify energy fluxes. Assignments include research reports, data analysis and peer-review of research papers. All assignments emphasize benefits and limitations of specific techniques as well as interpretation of results in a theoretical context.

Prerequisites: BISC 7501 and BISC 7503.

BISC 6734. Cell Biology of Eukaryotes. (4 Credits)

The focus will be on major principles of cell organization as related to cell function in multicellular organisms with emphasis on animal cells. Physiological and biomedical aspects of cell structure and function will be discussed. Experimental approaches employing diverse microscopic, biomedical, and biophysical techniques will also be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: BISC 7502.

BISC 6999. Research for M.S. in Biological Sciences. (1 to 6 Credits)

Faculty-mentored independent M.S. research.

BISC 7501. Population and Community Biology. (4 Credits)

The course focuses on the evolution and ecology of populations, including both intra- and interspecific interactions. Particular emphasis is placed on evolution, species, speciation, gene flow, adaptation, behavior ecology, life histories, population growth, community structure, species diversity, niche theory, and competition, predation, parasitism, and mutualisms within and among species. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

BISC 7502. Eukaryotic Molecular Biology. (4 Credits)

The course will explore principles of gene structure and expression in eukaryotes. It starts with the review of structure of biopolymers (DNA, RNA, proteins) and techniques employed in Molecular Biology. Further topics will include genome organization (nucleosomes, chromatin, and chromosomes), genome maintenance (replication, mutability, and repair), genome expression (transcription and translation), and genome regulation (regulatory proteins and RNAs). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: DATA.

BISC 7503. Community and Ecosystem Ecology. (4 Credits)

Focus on biotic and abiotic interactions in ecosystems. Emphasis is placed on food webs, habitat selection, succession, spatial variation in species diversity, species diversity and ecosystem functions, patterns and processes associated with ecosystem function and energy flow. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: BISC 7501.

BISC 7529. Principles of Geographical Information Science. (4 Credits)

This course covers basic concepts and theories of Geographical Information Science (GISc), and provides actual hands-on experience with a Geographical Information Systems (GIS) software packager for computer mapping and data analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: DATA.

BISC 7530. Principles of Geographical Information Science II. (4 Credits)

This course will explore in depth topics of GIS for the Natural Sciences and will give students the opportunity to design and conduct an independent GIS project. Through a series of discussions, demonstrations, hands-on exercises, and the development of a GIS project, students will learn more advanced spatial techniques and their applications to the Natural Sciences. The course is intended to provide the student with a solid grounding in GISc research design and methodology by designing and conducting an independent GIS project. Class session will be conducted as seminars, with discussion regarding the use of GISc in current research, and weekly group feedback on project design and implementation issues. Projects are to be substantive and original research efforts conforming to generally acceptable professional geographical practices and techniques. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

BISC 7801. Methods in Cell and Molecular Biology. (1 Credit)

Study of methodologies employed in the field of cell molecular biology.

BISC 7804. Techniques in Molecular Biology. (4 Credits)

In this course, we will study and practice methodologies employed in the analysis of proteins, RNA and DNA, as well as other molecular techniques. This four-credit course meets for up to 600 minutes per week, which includes time for instruction as well as time for class preparation and time spent performing lab-based projects.

Prerequisite: BISC 7801.

BISC 7999. Research for Ph.D. in Biological Sciences. (1 to 6 Credits)

Faculty-mentored independent Ph.D. dissertation research. Thirty credits required for Ph.D.

BISC 8051. Project and Internship. (3 Credits)

With supervision and approval of a participating ecology faculty member, a student will develop an independent project or work in some form of on-the-job internship in conjunction with a collaborating conservation agency, such as, The American Museum of Natural History, Wildlife Conservation Society, New York Botanical Garden, NYS Department of Environmental Conservation, Natural Resource Council, Bronx River Alliance, Riverkeeper, US Environmental Protection Agency, or NYC Department of Environmental Protection.

BISC 8530. Seminar: Ecology/Evolution I. (1 Credit)

Discussion of current topics in ecology and evolution.

BISC 8710. Seminar in Genetics. (3 Credits)

Lectures and discussion of current genetics research and research design.

BISC 8750. Seminar in Cell Biology. (3 Credits)

Lectures and discussion of current cell biology research and research design.

BISC 8801. Biological Colloquium I. (0 Credits)

This colloquium features lectures by outside speakers on current research topics.

BISC 8999. Independent Study. (1 to 4 Credits)

Faculty-mentored independent research tutorial.

BISC 9999. Dissertation Direction. (1 Credit)

Direction of PhD dissertation research after 30 credits of BISC 7999 have been completed.

Biological Sciences (M.S.)

Requirements

Course Requirements

Course	Title	Credits
Core Requirements ¹		
BISC 7501	Population & Community Biology	4
BISC 7502	Eukaryotic Molecular Biology	4
BISC 7503	Community and Ecosystem Ecology	4
BISC 6734	Cell Biology of Eukaryotes	4
Non-Core Requirements		
BISC 6525	Biostatistics ²	3
BISC 7801	Methods in Cell and Molecular Biology	1
BISC 8999	Independent Study (graded on a letter scale)	2
BISC 8801	Biological Colloquium I (taken twice)	0
Concentration-Specific Requirements		3 to 4
<i>Cell & Molecular Biology Concentration</i>		
BISC 7804	Techniques in Molecular Biology	

<i>Ecology & Systematics Concentration</i>		
BISC 6535	Ecological Methods	
One Additional Elective Credit ³		
Electives/Research Tutorials		9
BISC 6999	Research for M.S. in Biological Sciences (independent research, graded pass/fail) ⁴	
BISC 8999	Independent Study (graded on a letter scale)	
Graduate-Level Biological Sciences Electives ⁵		
Comprehensive Exam		
BISC 0936	Master's Comprehensive Examination-Biology ⁶	0
Total Credits		34-35

¹ Please note:

- For M.S. students, only one grade of "C" may count towards the Core requirements.
- BISC 7501 Population & Community Biology is the prerequisite for BISC 7503 Community and Ecosystem Ecology.
- BISC 7502 Eukaryotic Molecular Biology is the prerequisite for BISC 6734 Cell Biology of Eukaryotes.

² A grade of "B" or higher is required in Biostatistics for the course to fulfill the GSAS Language Requirement.

³ See "Electives/Research Tutorials" for courses that can count towards this additional required credit.

⁴ If students who complete 6 credits of BISC 6999 Research for M.S. in Biological Sciences opt to write and defend a thesis, they must register for BISC 0900 M.S. Thesis Defense in the semester of their thesis defense. The writing and defense of an M.S. thesis is optional.

⁵ Any course with the subject code BISC (p. 1019), numbered 5000-8998 (not otherwise applied to other requirements) may fulfill this requirement.

⁶ Please note:

- For students in the Ecology & Systematics concentration, BISC 7501 Population & Community Biology and BISC 7503 Community and Ecosystem Ecology are considered concentration-specific core course subject to testing in the comprehensive exam. For students in the Cell & Molecular concentration, these courses are considered breadth core courses, and are not subject to testing in the comprehensive exam.
- For students in the Cell & Molecular concentration, BISC 7502 Eukaryotic Molecular Biology and BISC 6734 Cell Biology of Eukaryotes are considered concentration-specific core course subject to testing in the comprehensive exam. For students in the Ecology & Systematics concentration, these courses are considered breadth core courses, and are not subject to testing in the comprehensive exam.

Degree Requirements

1. A minimum of 34 (Ecology & Systematics concentration) and 35 (Cell & Molecular concentration) course credits including at least 2 credits of research tutorial. For the M.S. degree with thesis, credits must include a minimum of 6 M.S. research credits, submission of a thesis document approved by the thesis committee, and an oral defense of the thesis is also required. All research tutorial credits and M.S. tutorial credits earned during years 1 and 2 count as course credits. It

is not unusual for students to take more than 35 credits to complete their degree.

2. Reading knowledge of a foreign language (a computer language or statistics may be substituted for a foreign language).
3. Acceptable performance on the M.S. comprehensive examination (BISC 0936), which is achieved by a score of 70% or higher (grade of Pass).
4. Maintenance of a 3.0 GPA.

CIP Code

26.0101 - Biology/Biological Sciences, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Biological Sciences (Ph.D.) Requirements

The curriculum requires 64 credits for students who choose to concentrate in Ecology & Systematics and 65 credits for those who choose Cell & Molecular biology. Both concentrations include two core courses in ecology and two core courses in cell and molecular biology, usually taken in the first year, so students will get exposure to both subject areas.

Requirements include core courses, breadth (non-core) courses, concentration courses, and a language requirement, which can be fulfilled with a biostatistics course. Two comprehensive examinations (one of which is completed through the dissertation proposal defense) and a dissertation are also required.

Course Requirements

Course	Title	Credits
Core Requirements ¹		
BISC 7501	Population & Community Biology	4
BISC 7502	Eukaryotic Molecular Biology	4
BISC 7503	Community and Ecosystem Ecology	4
BISC 6734	Cell Biology of Eukaryotes	4
Non-Core Requirements		
BISC 6525	Biostatistics ²	3
BISC 7801	Methods in Cell and Molecular Biology	1
BISC 8999	Independent Study (graded on letter scale)	2
BISC 8801	Biological Colloquium I (taken twice)	0
Concentration-Specific Requirements		3 to 4
<i>Cell & Molecular Biology Concentration</i>		
BISC 7804	Techniques in Molecular Biology	
<i>Ecology & Systematics Concentration</i>		
BISC 6535	Ecological Methods	
One Additional Elective Credit ³		
Electives/Research Tutorials		9

BISC 8999	Independent Study (graded on a letter scale)	
Graduate-Level Biological Sciences Electives ⁴		
Comprehensive Exam ⁵		
BISC 0936	Master's Comprehensive Examination-Biology	0
BISC 0930	PhD Comprehensive Examination-Biology	0
Doctoral-Level Research		
BISC 7999	Research for Ph.D. in Biological Sciences	30
Degree Milestones		
BISC 0950	Proposal Development	
BISC 0960	Proposal Acceptance	
Dissertation		
BISC 0970	Dissertation Mentoring- Biological Sciences	
BISC 9999	Dissertation Direction ⁶	
Total Credits		64-65

¹ Ph.D. students may count at most one grade of "C" towards the Core requirements, provided the Core courses is not in their area of concentration, as follows:

- For Cell & Molecular Biology concentration students, BISC 7502 Eukaryotic Molecular Biology and BISC 6734 Cell Biology of Eukaryotes are designated as concentration courses (thus, a grade of B- or higher is required in these courses).
- For Ecology & Systematics concentration students, BISC 7501 Population & Community Biology and BISC 7503 Community and Ecosystem Ecology are designated as concentration courses (thus, a grade of B- or higher is required in these courses).

² A grade of B is required in BISC 6525 Biostatistics for the course to fulfill the GSAS Language Requirement.

³ See "Electives/Research Tutorials" for the courses that may fulfill this requirement.

⁴ Any course with the subject code BISC (p. 491), numbered 5000-8998 may count as an elective.

⁵ Please note:

- For students in the Ecology & Systematics concentration, BISC 7501 Population & Community Biology and BISC 7503 Community and Ecosystem Ecology are considered concentration-specific core course subject to testing in the comprehensive exam. For students in the Cell & Molecular concentration, these courses are considered breadth courses, and are not subject to testing in the comprehensive exam.
- For students in the Cell & Molecular concentration, BISC 7502 Eukaryotic Molecular Biology and BISC 6734 Cell Biology of Eukaryotes are considered concentration-specific core course subject to testing in the comprehensive exam. For students in the Ecology & Systematics concentration, these courses are considered breadth courses, and are not subject to testing in the comprehensive exam.

⁶ Students should register for BISC 9999 Dissertation Direction only if the 30 credits in BISC 7999 Research for Ph.D. in Biological Sciences have been completed, and until their dissertation oral defense has been passed.

Degree Requirements

1. A minimum of 64 (Ecology & Systematics concentration) and 65 (Cell & Molecular concentration) course credits including at least 2 credits of research tutorial. All research tutorial credits earned during years 1 and 2 count as course credits.
2. Reading knowledge of a foreign language (a computer language or statistics may be substituted for a foreign language).
3. Acceptable performance on the M.S. comprehensive examination (BISC 0936), which is achieved by a score of 85% or higher (grade of High Pass).
4. Maintenance of a 3.5 GPA.

CIP Code

26.0101 - Biology/Biological Sciences, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Conservation Biology (Adv Cert) Requirements

The advanced certificate in conservation biology can be completed in 8 to 11 months and is awarded after completion of 15 graduate credits, including two core courses, two elective courses from an approved list, and an individually designed practicum, which may consist of a supervised independent research project or a sponsored internship with a governmental or nonprofit organization.

Course	Title	Credits
BISC 5510	Conservation Biology	3
BISC 5511	Conservation Law and Policy	3
Two elective courses, for example:		6
BISC 7503	Community and Ecosystem Ecology	
BISC 7530	Principles of Geographical Information Science II	
BISC 6525	Biostatistics	
BISC 8530	Seminar: Ecology/Evolution I	
BISC 8051	Project and Internship	3
Total Credits		15

For those students concurrently completing a M.S. or Ph.D. in biological sciences, the following courses cannot be counted as elective courses toward the certificate:

- BISC 7501 Population & Community Biology
- BISC 7502 Eukaryotic Molecular Biology
- BISC 7503 Community and Ecosystem Ecology
- BISC 6535 Ecological Methods
- BISC 6525 Biostatistics
- BISC 6734 Cell Biology of Eukaryotes

Center for Ethics Education

In this era of increased need for ethical discourse in academic, professional, and public spheres, the Center activities draw upon theological, philosophical, scientific and other areas of inquiry to foster interdisciplinary dialogue and scholarship on moral values and ethical issues of contemporary social import. The Center embodies the University's commitment to intellectual excellence by offering educational and research opportunities and public programming enriched through moral values, religious concerns, scientific and scholarly study, and active engagement in creating a caring and just world.

Founded as an interdisciplinary, cross-university unit, the Center sponsors national conferences, professional workshops, and ethics seminars that create synergy among scholars, scientists, religious leaders, community advocates, industry leaders and policy makers for exploring rigorously and respectfully grounds of individual and collective moral thought and action. Through its funded research programs (including the Fordham HIV and Drug Abuse Prevention Research Ethics Training Institute) the Center provides opportunities for faculty and students to engage in empirical and theoretical study of ethical issues in health care, science, and public policy. The Center's academic programs (including the Master's Program in Ethics and Society, Advanced Certificate in Health Care Ethics, and the Undergraduate Minor in Bioethics) affirms the complementary roles of faith and reason drawing upon courses in theology, philosophy, social and physical science, law, economics, political science, business and other fields to provide multidisciplinary education to advance the common good.

For more information about the academic programs offered by the Center for Ethics Education, please visit our page on the Fordham website.

Admissions Requirements

To apply for the Center of Ethics graduate programs include:

- Bachelor's degree from an accredited college or university
- Undergraduate GPA of 3.0 or higher
- Coursework, experience, or training in at least one of the core areas of ethics scholarship (philosophy, theology, or the social or natural sciences)

Application Documents and Materials

- A statement of intent detailing both your academic aims and interests at Fordham (1-2 pages)
- GRE General Test scores* and, for all nonnative speakers of English, TOEFL scores
- Three letters of recommendation
- Resume or CV
- Application Fee (currently \$70)
- Official degree transcripts confirming prior degree conferral are required for all applicants, regardless of matriculation status. These should be ordered at least one month prior to the application deadline for your program of interest, and should be sent directly to the Office of Admissions via secure electronic delivery. If electronic delivery

is not available, please request that your transcripts be submitted directly via post, in a sealed envelope, to: Graduate School of Arts and Sciences, Office of Admissions, Fordham University, 441 E. Fordham Rd., Bronx, NY 10458. Please note: you may upload unofficial copies of your transcripts to your application while the Office of Admissions awaits receipt of your official transcripts.

*The GRE requirement may be waived for some applicants, including those who have been out of school for more than 6 years and/or are working in a job related to their chosen field of study or department.

For more information about admissions to the Graduate School of Arts and Sciences, please visit their page on the Fordham website.

Programs

- Ethics and Society (M.A.) (p. 497)
- Health Care Ethics (Adv Cert) (p. 498)

Courses

CEED 5050. Ethics and Society: Cross Disciplinary Perspectives. (3 Credits)

This introductory course will present methods of ethical inquiry from different disciplines and will demonstrate how these disciplines interactively and independently apply these methods to issues of contemporary social import. Relevant moral and ethical frameworks will be introduced, along with background on issues of current social importance. The intent of this course is to provide students with an introduction to the knowledge and critical thinking skills that will enable them to identify and understanding the ethical decisions that affect the welfare of individuals and society and the integrity of their professions.

Attributes: HECH, HECS, HUHR, PMMA, PSIC, PSJH.

CEED 5100. Healthcare Ethics. (3 Credits)

The aim of this course is explore issues in healthcare from the point of view of ethical theory. Some of the issues to be examined are the role of the medical practioner within the context of healthcare currently, medical experimentation, informed consent, ethical questions surrounding life and death, and justice in the healthcare system.

Attributes: HECS, PSIC.

CEED 5200. Philosophy of Medicine: Practioners, Conscience, and Moral Responsibility. (2 Credits)

The aim of this course is to examine the role of the medical practitioner within the context of current medicine. First, we will consider the history of the medical profession and the role of bioethics in medicine. Next, we will consider the ethical practice of medicine and the role of conscience. Finally, we will take up questions of moral responsibility in medicine, focusing on two challenging practical situations.

CEED 5250. Special Topics and Case Studies in Contemporary Bioethics. (3 Credits)

This course will provide students with interdisciplinary perspectives on contemporary issues in bioethics and medical ethics. Class readings and discussions will provide students an understanding of the fundamental principles of bioethics, and their application to a range of pressing issues and case studies in public health and health sciences, technology, research, and/or clinical practice.

Attributes: BIOE, CEMP, HECH.

CEED 5367. Ethical Din. of Financial Risk. (3 Credits)

This course will provide a critical, historically-informed introduction to ethical theories and their relevance for financial risk management. The course will introduce students to the theoretical foundations and practical implications of ethics-related concepts in so far as they are relevant to financial risk management; for example the notion of fiduciaries and fiduciary relationships.

CEED 5600. Special Topics in Ethics and Society. (3 Credits)

This course will provide students with interdisciplinary perspectives on contemporary issues in ethics and society across the humanities and the social and natural sciences. Class readings and discussions will provide students with the tools to apply ethical principles, theories, and decision-making to issues of social import across diverse contexts and populations.

Attributes: CETH, PSIC.

CEED 5800. Moral Foundations of Capitalism. (3 Credits)

This course will provide an interdisciplinary examination of alternative- and largely incompatible-twentieth-century defenses of the morality of capitalism, with a concentration on economic, Objectivist, and Christian arguments, considered historically, economically, politically, and philosophically. Readings from Adam Smith, Karl Marx, authors for and against slavery, John Maynard Keynes, Theodore Roosevelt, Herbert Hoover, Austrian School economists, Milton Friedman, Dinesh D'Souza., and George Gilder. The course will include a reading of Ayn Rand's *Atlas Shrugged* and conclude with an application of studies theories to a few recent public policy issues.

Attribute: PSIC.

CEED 5900. Ethics and Society Field Practicum. (3 Credits)

The goal of practicum is to provide an opportunity for advanced students in Fordham's Master's in Ethics and Society to spend one day per week during a semester for "shadowing" professionals who are engaged in services that require ethical decision-making. Students selected for the practicum will first be required to complete relevant ethics and society coursework and/or possess relevant experience. Throughout the semester, students will meet with the director of the master's program on a bi-weekly basis to discuss their experiences. Enrollment is by special permission only.

Attribute: CETH.

Prerequisite: CEED 5050.

CEED 6000. Health Care Ethics Capstone. (3 Credits)**CEED 6010. Research Ethics and Soc Justic. (3 Credits)**

This course will examine approaches to responsible research practices in socio-behavioral research, with particular attention to research involving human participants. The course will provide foundations in research ethics and methods in research ethics decision-making that exemplify scientifically valid and ethically sound research method planning, implementation, and dissemination.

Attribute: URSG.

CEED 6015. HIV/Drug Abuse Prevention Research Ethics. (3 Credits)

This course will introduce students to ethical issues and solutions encountered in social science, public health, and medical research on HIV and drug abuse involving vulnerable populations in the United States and developing countries. Lectures are taught by an interdisciplinary faculty. Topics informed consent, confidentiality and disclosure, assessing population sensitive risks and benefits when using qualitative, survey, epidemiological in-person and online methodologies.

Attributes: CENS, PSYC.

CEED 6100. Theories and Applications in Contemporary Ethics. (3 Credits)

This intensive, three-day, graduate-level course is designed to provide cross-disciplinary perspectives on moral theory and applied ethics. Using a team-teaching approach, this course brings together faculty from at least six different disciplines to provide foundational knowledge about moral theory with contemporary applications. In addition to seminars on foundations in moral philosophy, moral theology, and moral psychology, the course features lectures and case discussions on issues of current social importance. Previously, students have focused on the following topics: decisions at the end of life, economic social justice, and responsibility in conducting research with vulnerable populations. Course requirements include a mastery of the reading materials, active participation, and topic-oriented thought papers during the three-day workshop. In addition, successful completion of the course requires a post-workshop paper summarizing the integration of course material into the students' graduate work.

Attribute: PMMA.

CEED 6290. Health Disparities and Social Justice in Research and Practice. (3 Credits)

This course focuses on the psychosocial correlates and consequences of health disparities involving individuals and groups that have been historically marginalized by society and in some cases by the health sciences and professions. Readings and class discussions will examine the relationship of contextual factors such as poverty, racial/ethnic discrimination, environmental hazards, incarceration, institutionalization, and public policy to social and health inequities faced by children and adults with HIV/AIDS, mental illness, intellectual disabilities, and substance abuse disorders. The role of psychology in the emerging health and human rights paradigm in the United States and globally will also be explored.

Attributes: CENS, HECS, PSIC, URST.

CEED 6322. Natural Law: The Nature, Foundations and Content of Justice. (3 Credits)

This course will examine the theoretical foundations and practical implications of natural law theory. Because "natural law theory" is often taken to mean many different things, one of the course's first aims will be to establish a common vocabulary for identifying and distinguishing the various kinds of natural law theory (e.g. "natural law theory" as a kind of moral theory, as a kind of legal theory, and as kind of theory about human rights). Our ensuing discussion will open onto a series of questions that will guide us through the rest of the course: "What is the nature of justice?" "What are the different kinds of justice and what does it mean to have a right?" "What do rights and justice have to do with one another?" "What is the nature of law?" "What is the difference between positive law and natural law?" "Is law reducible to the will of the strongest, or is it the case-as the natural law traditions holds-that unjust law is no law at all?" "What is meant by 'the good' and 'the common good'?" "What is the nature, scope, and justification of authority (both legal authority and other kinds of authority)?" "What is the nature and purpose of punishment?" "And how are we to make sense of the natural law tradition in light of our contemporary understandings of autonomy, governmental neutrality, and reasonable pluralism?" The course will not only introduce the classical natural law tradition (based mainly on the thought of Aristotle and Aquinas), but will place this classical tradition in dialogue with contemporary thinkers. The ultimate aim of the course will be to achieve an understanding of the natural law tradition and its relevance for a variety of contemporary legal issues. No prior acquaintance with philosophy or jurisprudence is assumed; the relevant concepts will be developed in class.

Attributes: CEMP, HUHR.

CEED 8999. Independent Study. (1 to 4 Credits)

Ethics and Society (M.A.)

Requirements

The Master of Arts in Ethics and Society program can be completed in one-year or more, supports part-time study, offers evening classes, and requires 10 courses – two in cross-disciplinary ethics and society (mandatory), two in moral philosophy, two in moral theology, two in social and natural sciences, and two electives for a total of 30 credits.

Course	Title	Credits
CEED 5050	Ethics and Society: Cross Disciplinary Perspectives (Introductory Course)	3
CEED 6100	Theories and Applications in Contemporary Ethics (Capstone Course) ¹	3
Two courses in Moral Philosophy		6
Two courses in Moral Theology		6
Two courses in Social and Natural Sciences		6
Two ethics-related Elective courses ²		6
Total Credits		30

¹ More information on the Theories and Applications course can be found on our page on the Fordham website.

² Students who wish to enroll in a course not approved for the program must first secure the permission of the director of the master's program. More information about electives is below.

Moral Philosophy

Courses in this group have the CEMP attribute.

Course	Title	Credits
CEED 5250	Special Topics and Case Studies in Contemporary Bioethics	3
CEED 6322	Natural Law: The Nature, Foundations and Content of Justice	3
HSGL 0322	Natural Law: Intent, Rights, and Justice	2
PHIL 5001	Introduction to Plato	3
PHIL 5003	Natural Law Ethics	3
PHIL 5009	Introduction to Aristotle	3
PHIL 5010	Introduction to St. Thomas Aquinas	3
PHIL 5012	Introduction to St. Augustine	3
PHIL 5114	Normative Ethical Theory	3
PHIL 5305	Confronting Moral Controversy	3
PHIL 7650	Aristotelian Ethics	3
PHIL 7760	Dimensions of Political Justice	3
PMMA 5101	Freedom of Expression	3

Moral Theology

Courses in this group have the CEMT attribute.

Course	Title	Credits
THEO 5500	Religion and American Public Life	3
THEO 5630	Systematic Liberation Theology	3
THEO 5640	Introduction to Theological Ethics	3

THEO 6039	Biblical Ethics	3
THEO 6400	Theological Anthropology and Human Diversity	3
THEO 6510	Socially Engaged Theology	3
THEO 6530	Modern Catholicism & Difference: Negotiating With Cultural & Religious Others (From 1534-Present)	3
THEO 6676	Sexual Ethics	3
THEO 6721	African American Theological Ethics	3
THEO 6731	Christian Ecological Ethics	3
THEO 6732	Ethics and Economics	3
THEO 6733	Theology and Science	3
THEO 6735	Ecological Ethics	3
THEO 6740	Catholic Social Thought and Praxis	3
THEO 6745	Sociology of Religion	3
THEO 7736	Bioethics	3

Social and Natural Sciences

Courses in this group have the CENS attribute.

Course	Title	Credits
BISC 5510	Conservation Biology	3
BISC 5511	Conservation Law and Policy	3
CEED 6015	HIV/Drug Abuse Prevention Research Ethics	3
CEED 6290	Health Disparities and Social Justice in Research and Practice	3
ECON 5005	Fair Trade Entrepreneurship	3
ECON 5015	Economic Development Policy	3
ECON 5260	Epidemics and Development Policy	3
ECON 5280	Urban Economics	3
ECON 5415	Gender & Economic Development	3
ECON 5808	Microfinance and Migration	3
ECON 6460	Agriculture and Development	3
ECON 6490	Foreign Aid and Development	3
ENGL 6101	Rereading Close Reading:Hist Perspectives,Contemporary Challenges/Shakespeare's Poetry,Spenser,Don	3
HIST 5105	The Black Radical Tradition in Comparative Perspective: U.S. and the Caribbean	4
PMMA 5103	Environment and the Media	3
PMMA 5106	Race, Gender, and Digital Media	3
PMMA 5204	Civic Media	3
PMMA 6203	Marketing, Branding, & Fundraising in the Public Interest	3
PMMA 6216	Communicating Criminal Justice	3
POSC 5243	Campaign Finance and Ethics	3,4
POSC 5301	Modern Political Thought	3-4
POSC 5500	Comparative Pol Analysis	3
POSC 5560	Conflict Resolution	3
POSC 6640	Pol of Global Econ Rel	3
PSYC 6005	Ethics in Psychology	3
PSYC 6020	Health Psychology	3
PSYC 6066	History and Systems	3

PSYC 6290	Health Disparities and Social Justice in Research and Practice	3
PSYC 6310	Culture, Ethnicity, and Race	3
PSYC 6350	Applied Developmental Psychology	3
PSYC 7010	Psychology and Criminal Law	3
PSYC 7020	Psychology and Civil Law	3
SOCI 6100	Classical Social Theory	3

Electives

Courses in this group have the CETH attribute.

Course	Title	Credits
CEED 5600	Special Topics in Ethics and Society	3
CEED 5900	Ethics and Society Field Practicum	3
EHGL 0208	Prof Resp: Corp Counsel	3
EHGL 0209	Professional Responsibility: Criminal Advocacy	3
EHGL 0213	Prof Resp: Civil Litigation	3
EHGL 0299	Professional Responsibility: Lawyers and Justice	3
EHGL H203	Professional Respon. Hybrid	3
HEGL 0369	Psychology and Criminal Law	2,3
HIST 6256	Torture and Western Culture	4
HIST 6731	U.S. Immigration and Ethnicity	4
JUGL 0347	Jewish Law: Sourc, Prin, Juris	2-3
JUGL 0358	Jurisprudence	2-3
PHIL 5305	Confronting Moral Controversy	3
SWGS 6040	Integrating Human Rights and Justice in Practice	3
THEO 6710	Issues in Fundamental Moral Theology	3
THEO 6745	Sociology of Religion	3
URST 5066	Urban Health and Environment	3

Additional Electives

Any course listed as a requirement fulfilling course above, as well as the list under electives, can be taken as an elective. Other elective courses may be taken in Biological Sciences, Communication and Media Studies, Economics, Latino and Latin American Studies, Law, Philosophy, Political Science, Psychology, Sociology, Social Work, and Theology.

Students may also complete CEED 5900 Ethics and Society Field Practicum as an elective.

Individualized tutorials (which count as a course) may also be arranged in areas of interest for which there may not be a specific course. Examples of individualized tutorials include "Business Ethics", "Religion, Gender and Sexuality" and "Moral Instincts and Moral Behaviors."

CIP Code

38.0103 - Ethics.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Health Care Ethics (Adv Cert)

The Advanced Certificate program's curriculum consists of four courses: three discipline-based courses and one capstone course. At least one of the discipline-based courses must be from a humanities discipline, and at least one must be from a social sciences discipline; the third discipline-based course may be from either a humanities or a social sciences discipline.

The fourth required course is an interdisciplinary and team-taught capstone course which results in a final mentored paper on a topic related to the student's interest. The capstone course is taught in conjunction the Center for Ethics Education Annual Symposium and Spring Lecture Series. Some previous capstone paper topics include:

- "Somatic Cell Nuclear Transfer (SCNT): A Scientific, Philosophical, Theological, and Practical Approach"
- "Customizing Conception: The Ethics of Pre-implantation Genetic Diagnosis"
- "Is That Allowed?: Stem Cells and Double Effect Reasoning"
- "Social Justice in the Provision of Health Care to the Uninsured"
- "Evaluating the Claim of a Right to Health Care in the American Political Tradition"
- "Ethical Implications Related to Hope and the Therapeutic Misconception in Clinical Trials"

The Center also hosts national and international leading scholars in the area of Health Care Ethics who deliver university-wide lectures and meet with faculty and students in the Center's academic programs.

The program is administered under the auspices of the Center for Ethics Education, and may be completed within a year or at your own pace. The Center was created in 1999 to promote high-quality teaching, research, and service through the intellectual appreciation of moral values and critical thinking regarding ethical practices.

Requirements

Course	Title	Credits
CEED 6100	Theories and Applications in Contemporary Ethics	3
One Humanities course (with the HECH attribute)		3
One Social Science course (with the HECS attribute)		3
One additional HECS or HECH course		3

Healthcare Ethics Humanities courses

Courses in this group have the HECH attribute.

Course	Title	Credits
CEED 5050	Ethics and Society: Cross Disciplinary Perspectives	3
CEED 5250	Special Topics and Case Studies in Contemporary Bioethics	3
HEGL 0232	Introduction to Health Law	3,4
HEGL 0369	Psychology and Criminal Law	2,3
HSGL 0322	Natural Law: Intent, Rights, and Justice	2
JUGL 0347	Jewish Law: Sourc, Prin, Juris	2-3
PHIL 5003	Natural Law Ethics	3
PHIL 5114	Normative Ethical Theory	3

THEO 6733	Theology and Science	3
THEO 6735	Ecological Ethics	3
THEO 7736	Bioethics	3

Healthcare Ethics Social Sciences courses

Courses in this group have the HECS attribute.

Course	Title	Credits
BISC 5511	Conservation Law and Policy	3
CEED 5050	Ethics and Society: Cross Disciplinary Perspectives	3
CEED 5100	Healthcare Ethics	3
CEED 6290	Health Disparities and Social Justice in Research and Practice	3
HADM 5100	Healthcare Ethics	3
POSC 5140	Themes in Urban Public Policy and Power	3
PSYC 6005	Ethics in Psychology	3
PSYC 6020	Health Psychology	3
PSYC 6290	Health Disparities and Social Justice in Research and Practice	3
PSYC 6350	Applied Developmental Psychology	3
PSYC 7020	Psychology and Civil Law	3
SOCI 6100	Classical Social Theory	3
SWGS 7202	Bioethics Principles	3

Classical Languages and Civilizations

The M.A. in Classics and Ph.D. in Classics programs have been placed on hiatus and will not be accepting applications at this time.

The Graduate Program in Classics at Fordham University offers a broad range of courses in the languages, literatures, and history of Greece and Rome, and in the literature of the medieval period. Fordham University is also a member of a Graduate Classics Consortium with the City University of New York (CUNY) and New York University (NYU), in which each institution offers a number of graduate courses each semester. This arrangement enables graduate students to choose from a wider variety of course offerings each semester, use the libraries of the other universities, and consult with their faculty.

For more information about the graduate programs in the Classical Languages and Literature department, please visit our page on the Fordham website. More information is also available in our Student Handbook.

Admissions

The M.A. in Classics and Ph.D. in Classics programs have been placed on hiatus and will not be accepting applications at this time.

All students, including those aspiring to the Ph.D., are initially admitted to M.A. candidacy. Students become Ph.D. candidates upon completing the M.A. course work and receiving the approval of the Department to continue their studies. Students may choose or be advised to terminate their degree with an M.A. degree. College-level proficiency in Greek and Latin is expected for admission to the M.A. and Ph.D. programs. Students applying for the Ph.D. in medieval Latin need not have college-level proficiency in ancient Greek.

Applications seeking an M.A. and/or Ph.D. in classics must submit the following:

Resume

Up to two pages in length (submitted electronically via the online application)

Official Transcripts

Official degree transcripts confirming prior degree conferral should be ordered at least one month prior to the application deadline. Please ensure that they are sent directly to the Office of Admissions via secure electronic delivery. If electronic delivery is not available, please request that your transcripts be submitted directly via post, in a sealed envelope, to: Graduate School of Arts and Sciences, Office of Admissions, Fordham University, 441 E. Fordham Rd., Bronx, NY 10458. Please note: you may upload unofficial copies of your transcripts to your application while the Office of Admissions awaits receipt of your official transcripts.

Official GRE Scores

should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code #2259)

Statement of intent

Up to 500 words, submitted electronically, via the online application. Describe your interest in the program, what you hope to gain personally and professionally from the program, and your commitment to the field. Please highlight relevant professional, personal, and academic experience (submit via the online application).

Writing Sample

5 - 20 pages in length, submitted electronically, via the online application

Three letters of recommendation

submitted directly by referees via the online application

English Proficiency

International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from the Test of English as a Foreign Language (TOEFL). GSAS will also consider a student's International English Language Testing System (IELTS)—Cambridge English Proficiency Level language testing results.

Official TOEFL or IELTS scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code # 2259.

For more information about admissions to the Graduate School of Arts and Sciences, please visit their page on the Fordham website.

Programs

The M.A. in Classics and Ph.D. in Classics programs have been placed on hiatus and will not be accepting applications at this time.

- Classics (M.A.) (p. 502)
 - Latin Concentration
 - Greek Concentration
 - Greek & Latin Concentration
- Classics (Ph.D.) (p. 503)
 - Classical Philology
 - Latin Major & Greek Minor
 - Greek Major & Latin Minor
 - Medieval Latin

Courses

CLAS 5050. World of Late Antiquity: Introduction to History, Art, and Culture. (4 Credits)

This course offers an introduction to the history, art, and culture of the Late Antique world from the third to the sixth century. We will explore the older narratives of decline in this period alongside powerful alternatives proposed by scholars more recently, drawing on both primary sources and monuments and critically examining the secondary literature that studies them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MVST.

CLAS 6400. Matter and Gender in Classical Antiquity. (3 Credits)

In the face of the rising popularity of "new materialisms," this class examines the emergence of the notion of "matter" in classical antiquity. We will undertake close readings of key ancient primary texts, including various Presocratics; Plato's *Timaeus*; Aristotle's *Physics*, *Metaphysics*, and *Generation of Animals*; and Lucretius' *De Rerum Natura*, tracing the discourses of materiality that arise in concert with tropes of sex and gender. The guiding question here is: What can matter's genealogical ties to the feminine tell us about the materialization of bodies and genders? At the same time, we will attend to the topographies and texture of ancient thinking about nature and materiality more broadly. Alongside a narrative of "emergence" we will also consider hermeneutic questions: What are the ethico-political stakes of "retrieval" of antiquity and how can we determine our relationship to these distant texts? And how does a consideration of ancient modes of thought help to enrich contemporary discourses of matter and gender? To help orient our study we will draw on contemporary thinkers including Irigaray, Kristeva, Loraux, Sallis, Caverero, as well as critically engaging Bachofen's 19th century conception of *Mutterrecht*. Some background knowledge of psychoanalytic theory is advised, as is knowledge of Greek, however all readings will be in translation.

CLAS 6466. Late Latin Poetry. (3 Credits)

A survey of late- antique Latin poetry, in particular Claudian, Ausonius, Rutilius, and the Centones.

CLAS 6535. Introduction to Digital Literary Studies. (3 Credits)

This graduate seminar introduces students to the digital tools, resources, and methods used in producing publishable data-driven scholarship in classical philology and literary criticism. The course provides a forum for students to develop hands-on skills in computer programming for literary studies (using Python), focused primarily on string manipulation, text mining and analysis, and data visualization, and with a strong emphasis on research design, reproducibility and replicability, and changing modes of scholarly communication in the Humanities. The course culminates in a series of Digital Classics "case studies," through which students will be invited to use the skills acquired in the course to reproduce landmark data-driven studies in Classics by N. A. Greenberg, D. Packard, D. Clayman, and the Tesseræ Project, among others. The course is open to students with no prior programming experience. While the case studies will be drawn largely from scholarship in Classics, the training acquired in the class will be useful to any GSAS student at Fordham working with digitized corpora and textual data. Moreover, students will have the opportunity to work on material in Latin, Ancient Greek, English, and/or, with the permission of the instructor, another language of their own choosing.

CLAS 7000. Latin Survey at NYU. (3 Credits)

A survey of Latin literature offered by NYU.

CLAS 7440. The City of Rome: The Archaeology, History, and Topography of an Imperial City. (3 Credits)

Topics in Roman Art and Archaeology: The City of Rome: The Archaeology, History, and Topography of an Imperial City (at CUNY)

CLAS 7556. Island Archaeology. (3 Credits)

This graduate seminar focuses on the practice of classical archaeology on Mediterranean island sites.

CLAS 7580. The Trajanic Moment. (3 Credits)

This course explores the reign of the Roman emperor Trajan from a variety of different perspectives.

CLAS 7800. Greek Orators. (3 Credits)

In this course, students will read one or more examples of oratorical works from Classical Athens in the original Greek. We will also read extensively from other ancient sources in translation and from a broad range of modern scholarship on Athenian oratory to examine the different types and purposes of oratory in Athens, as well as the social, historical, legal, and cultural milieux in which such speeches were transmitted.

CLAS 7999. Proseminar: Classics as a Profession, Methods and Ethics.. (3 Credits)

This weekly seminar invites participants to think deeply and critically about the breadth of the field of classics and how both personal and shared ethics intersect with our methods and approaches. A sample of possible weekly topics includes: (1) What is Classics? What's wrong with "Western Civ"?; (2) Our Disciplinary Histories; (3) Race, Ethnicity, and Reception Studies; (4) Gender, Politics, and Classics; (5) Sexualities, Then and Now; (6) Disability Studies, Trauma Awareness, and Accessibility; (7) Intersections Between Religions and Classics; (8) Material Culture and Cultural Heritage; (9) Papyrology and its Ethical Questions; (10) Numismatics and its Ethical Questions; (11) The Evolving Field of Language Teaching and Language Textbooks; (12) Demystifying Peer-Review and Role of Public Scholarship in the 21st Century; (13) Researching in Community: Grants, Large Projects, and the Ethics of Professional Collaboration and Interactions. Throughout the course, we will return repeatedly to the question of how to cultivate healthy mentee/mentor relationships and peer-to-peer support systems. Alternate weekly topics may be developed in collaboration with enrolled students. The seminar will have a limited number of guest participants, but will emphasize discussion of pre-circulated readings, over lecture-style presentations. Students will have wide latitude in developing a final project appropriate to their individual career goals. This might be a traditional term paper, or could include such projects as developing future class curriculum, preparing a grant proposal or fellowship application, creating sample job market materials, writing abstracts for submission to various conferences, or preparing a previous term paper for submission to a journal for peer-review.

CLAS 8802. Ecphrasis. (3 Credits)

At NYU.

CLAS 8803. Education in Greece and Rome. (3 Credits)

At NYU.

CLAS 8804. Greece and the Med in the Archaic and Classical Periods: Materials Methods and Debates. (3 Credits)

At NYU.

CLAS 8806. Homer's Iliad at CUNY. (3 Credits)

Classic Consortium.

CLAS 8807. Homer's Odyssey. (3 Credits)

This course offers an in-depth study of the Odyssey.

CLAS 8811. Pindar. (3 Credits)

At CUNY.

CLAS 8818. Survey of Greek Literature. (3 Credits)

CUNY course in graduate Classics consortium.

CLAS 8819. Third Sophistic. (3 Credits)

From the Second to the Third Sophistic: history, culture, and religion (at NYU)

CLAS 8824. Greek Prose Composition at CUNY/NYU. (3 Credits)

CUNY/NYU course in graduate Classics consortium.

CLAS 8825. Vergil, Aeneid. (3 Credits)**CLAS 8829. Horace: Odes. (3 Credits)**

At CUNY.

CLAS 8830. War Diplomacy Finance 323-30 at NYU. (3 Credits)

NYU course in graduate Classics consortium.

CLAS 8831. Callimachus. (3 Credits)

At CUNY.

CLAS 8833. Modern Approaches to Ancient Historiography. (3 Credits)

At CUNY.

CLAS 8835. Greek Tragedy in the Mediterranean World. (3 Credits)

At NYU.

CLAS 8837. The Athenian Acropolis. (3 Credits)

At NYU.

CLAS 8839. Persian Empire. (3 Credits)

At NYU.

CLAS 8840. Ovid's Metamorphoses: Consortium Course. (3 Credits)

Course in Fordham-CUNY-NYU Classics consortium offered at CUNY or NYU.

CLAS 8841. Latin Prose Composition. (3 Credits)

At NYU.

CLAS 8842. Latin Composition at CUNY. (3 Credits)

Classics Consortium Course.

CLAS 8843. Aristophanes. (3 Credits)**CLAS 8845. Archaic Greek Sculpture and Sanctuaries. (3 Credits)**

At NYU.

CLAS 8847. Augustus and the Creation of the Roman Empire. (3 Credits)

At NYU.

CLAS 8848. Rome and the Hellenistic East. (3 Credits)**CLAS 8849. Literary Theory. (3 Credits)**

At NYU.

CLAS 8850. Hellenistic Poetry. (3 Credits)**CLAS 8853. Aristotle Ethics and Politics. (3 Credits)**

At CUNY.

CLAS 8855. Greek Drama in Performance. (3 Credits)

At NYU.

CLAS 8856. Letters in Plautus. (3 Credits)

This course focuses on the epistolary motif in Plautine comedy, exploring the complex dynamics engendered when text appears on stage.

CLAS 8857. Euripides. (3 Credits)

At NYU.

CLAS 8858. Roman Family. (3 Credits)

A survey of the Roman family from the republican period through the empire with a particular emphasis on law and legal history.

CLAS 8859. Roman Law. (3 Credits)

At NYU.

CLAS 8860. Cicero's Rhetoric and Rhetorical Theory. (3 Credits)

At CUNY.

CLAS 8861. Vergilian Geopoetics. (3 Credits)

At NYU.

CLAS 8862. Thucydides. (3 Credits)

at CUNY.

CLAS 8864. Polytheism(s) and Society in the Ancient World. (3 Credits)

at NYU.

CLAS 8865. Roman Architecture. (3 Credits)

at CUNY.

CLAS 8866. Plato, Symposium Phaedrus. (3 Credits)

at NYU.

CLAS 8867. Presocratic Philosophy. (3 Credits)

A survey of the presocratic philosopher in Greek.

CLAS 8869. Sophocles' Poetics. (3 Credits)

An in-depth study of the poetics in Sophocles' tragedies.

CLAS 8870. Commentaries and the Classical Tradition. (3 Credits)

At CUNY.

CLAS 8871. Cognitive Theory and Classics. (3 Credits)

An overview of cognitive theory and its use in Classics.

CLAS 8872. Greek Hymns. (3 Credits)

An overview of Greek hymns down through the Hellenistic period.

CLAS 8873. Cleopatra Between East and West: Archaeology of the Twilight of the Ptolemies. (3 Credits)

An in depth study of Cleopatra and the end of the Ptolemies.

CLAS 8874. Future of the Past: Classics Then and Now. (3 Credits)

A survey of classical scholarship from the beginning of the discipline to the present day.

CLAS 8875. The Hetaira or Grief and Mourn. (3 Credits)

This course will focus on the theme of grief and mourning in Greek Literature.

CLAS 8876. Conceptions of History and the Linguistic Turn. (3 Credits)

This course will explore the different conceptions of history in antiquity and the impact of the linguistic turn on the study of history.

CLAS 8877. Virgil's Eclogues. (3 Credits)

This course will focus on the poetry and poetics of Virgil's Eclogues.

CLAS 8878. Greek Elegy and Iambi. (3 Credits)

This course will offer an overview of both elegy and iambic poetry in Greek Literature.

CLAS 8879. Aristotle's Metaphysics. (3 Credits)

An in-depth study of Aristotle's Metaphysics.

CLAS 8880. Aeschylus. (3 Credits)

An overview of Aeschylean tragedy.

CLAS 8882. The Process of Reading, Writing, and Delivering. (3 Credits)

An in-depth study of information was managed in the Greek and Roman World.

CLAS 8883. Greek and Roman History From/In the Arts. (3 Credits)

A study of the relationship between Greek and Roman History with the Arts. At CUNY.

CLAS 8884. The Architecture of Landscape. (3 Credits)

At NYU.

CLAS 8885. Archaeology of Maritime World. (3 Credits)

Survey of the archaeologies of the Maritime World.

CLAS 8886. Antiquity at Risk: Conflict Archaeology. (3 Credits)

This course explores the risk of studying classical antiquity in dangerous places. It emphasizes conflict archaeology, conservation, international law and cultural heritage.

CLAS 8887. Ancient Science. (3 Credits)

A survey of ancient science in ancient Greece and Rome.

CLAS 8888. Papyrology. (3 Credits)

Consortium course taught at CUNY.

CLAS 8889. Hesiod and the Homeric Hymns. (3 Credits)

Consortium course taught at CUNY.

CLAS 8890. Race, Ethnicity, and Power in the Ancient World. (3 Credits)

Consortium course taught at CUNY.

CLAS 8891. Archaeologies of Greek Landscape. (3 Credits)

Consortium course taught at NYU.

CLAS 8892. Catullus. (3 Credits)

Consortium course taught at NYU.

CLAS 8893. Short Third Century in Roman History. (3 Credits)

Consortium course taught at NYU.

CLAS 8894. Roman Geopoetics. (3 Credits)

Consortium Class at NYU.

CLAS 8895. Poetics of the Early Empire. (3 Credits)

Consortium class at CUNY.

CLAS 8998. Classics Internship. (1 to 3 Credits)

This course offers Classics graduate students (MA/PhD) the chance to work in an area of the discipline of Classics outside the conventional curriculum of the MA/PhD tracks. The number of credits (1-3) will be determined and approved in advanced by the Chair of Classics.

CLAS 8999. Tutorial. (0 to 4 Credits)**CLAS 9999. Dissertation Direction. (1 Credit)**

To see classes offered through our consortium program, please visit our website.

Classics (M.A.) Concentrations

The M.A. in Classics program has been placed on hiatus and will not be accepting applications at this time.

Completion of the M.A. requires one of the following three curriculum options:

Courses for the Latin and Greek concentration

Course	Title	Credits
10 Classes on Latin and Greek authors ¹		24
LATN 5211	Latin Prose Composition	3
or CLAS 8841	Latin Prose Composition	
GREK 5211	Greek Prose Composition	3
or CLAS 8824	Greek Prose Composition at CUNY/NYU	
Proficiency in a Modern Language		0
FREN 5090	French for Reading	
ITAL 5090	Italian for Reading	
GERM 5001	Graduate Reading in German I	
ZZGA 0941	GSAS Language Exam 1 (Language Exam)	
Completion of the Latin and Greek Reading List ²		
CLAS 0936	Master's Comprehensive Examination ³	0
Total Credits		30

¹ Classes that fulfill these requirements consist of graduate-level (5000+) classes with the subject code LATN (p. 1433), GREK (p. 1298), or CLAS (p. 1043). A list of graduate courses offered in the classics department can be found on our department page (p. 500), while a list of all courses in Latin and Greek can be found by following the links above.

² Reading materials are used as preparation for the comprehensive examinations. The graduate Classics program readings lists can be found on our page on the Fordham website.

³ The student must pass comprehensive examinations in translation and the history of literature. These examinations must only be taken after coursework is finished.

Courses for the Latin concentration

Course	Title	Credits
10 Classes on Latin authors ¹		27
LATN 5211	Latin Prose Composition	3
or CLAS 8841	Latin Prose Composition	
Proficiency in a Modern Language		0
FREN 5090	French for Reading	
ITAL 5090	Italian for Reading	
GERM 5001	Graduate Reading in German I	
ZZGA 0941	GSAS Language Exam 1 (Language Exam)	
Completion of the Latin Reading List ²		
CLAS 0936	Master's Comprehensive Examination ³	0
Total Credits		30

¹ Classes that fulfill these requirements consist of graduate-level (5000+) classes with the subject code LATN (p. 1433) or CLAS (p. 1043). A list of graduate courses offered in the classics department can be found on our department page (p. 500), while a list of all courses in Latin can be found by following the links above.

² Reading materials are used as preparation for the comprehensive examinations. The graduate Classics program readings lists can be found on our page on the Fordham website.

³ The student must pass comprehensive examinations in translation and the history of literature. These examinations must only be taken after coursework is finished.

Courses for the Greek concentration

Course	Title	Credits
10 Classes on Greek authors ¹		27
GREK 5211	Greek Prose Composition	3
or CLAS 8824	Greek Prose Composition at CUNY/NYU	
Proficiency in a Modern Language		0
FREN 5090	French for Reading	
ITAL 5090	Italian for Reading	
GERM 5001	Graduate Reading in German I	
ZZGA 0941	GSAS Language Exam 1 (Language Exam)	
Completion of the Greek Reading List ²		
CLAS 0936	Master's Comprehensive Examination ³	0
Total Credits		30

¹ Classes that fulfill these requirements consist of graduate-level (5000+) classes with the subject code GREK (p. 1298) or CLAS (p. 1043). A list of graduate courses offered in the classics department can be found on our department page (p. 500), while a list of all courses in Greek can be found by following the links above.

² Reading materials are used as preparation for the comprehensive examinations. The graduate Classics program readings lists can be found on our page on the Fordham website.

³ The student must pass comprehensive examinations in translation and the history of literature. These examinations must only be taken after coursework is finished.

CIP Code

16.1200 - Classics and Classical Languages, Literatures, and Linguistics, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Classics (Ph.D.)

Concentrations

The Ph.D. in Classics program has been placed on hiatus and will not be accepting applications at this time.

By completing either sequence of courses as outlined below, all requirements for the M.A. in Classics are completed. To see more about specific requirements as per concentrations, see the page for the M.A (p. 502).

Classical Philology

Students studying Classical Philology may choose to Major in Latin and Minor in Greek, or Major in Greek and Minor in Latin. The curriculum for each differs only in the reading list that is required as preparation for the comprehensive examinations, and therefore determines the content of the examinations.

Course	Title	Credits
4 classes on Greek authors ¹		12
16 classes on Greek and Latin authors ¹		42
LATN 5211	Latin Prose Composition	3
or CLAS 8841	Latin Prose Composition	
GREK 5211	Greek Prose Composition	3
or CLAS 8824	Greek Prose Composition at CUNY/NYU	
GERM 5001	Graduate Reading in German I	0
Proficiency in a second modern language:		0
FREN 5090	French for Reading	
ITAL 5090	Italian for Reading	
ZZGA 0941	GSAS Language Exam 1	
Completion of the Latin or Greek Reading List ²		
CLAS 0930	PhD Comprehensive Examination-Classics ³	0
<i>Dissertation</i>		
CLAS 0950	Proposal Development	
CLAS 9999	Dissertation Direction	
Total Credits		60

¹ Classes that fulfill these requirements consist of graduate-level (5000+) classes with the course code LATN (p. 1433), GREK (p. 1298), or CLAS (p. 1043). A list of graduate courses offered in the classics department can be found on our department page (p. 500), while a

list of all courses in Latin and Greek can be found by following the links above.

² Reading materials are used as preparation for the comprehensive examinations. The graduate Classics program readings lists can be found on our page on the Fordham website.

³ The student must pass comprehensive examinations in Greek and Latin translation, and the history of Greek and Latin literature, as well as two special areas. The special areas are normally a Latin and Greek author, but one area may be a topic in ancient art, archaeology, history, or another pertinent field. These examinations must only be taken after coursework is finished.

Medieval Latin

Course	Title	Credits
18 classes on Latin authors ¹		51
2 classes on Greek authors ¹		6
LATN 5211	Latin Prose Composition	3
or CLAS 8841	Latin Prose Composition	
GERM 5001	Graduate Reading in German I	0
Proficiency in a second modern language:		0
FREN 5090	French for Reading	
ITAL 5090	Italian for Reading	
ZZGA 0941	GSAS Language Exam 1	
Completion of the Latin PhD Reading List ²		
CLAS 0930	PhD Comprehensive Examination-Classics ₃	0
<i>Dissertation</i>		
CLAS 0950	Proposal Development	
CLAS 9999	Dissertation Direction ⁴	
Total Credits		60

¹ Classes that fulfill these requirements consist of graduate-level(5000+) classes with the course code LATN (p. 1433), GREK (p. 1298), or CLAS (p. 1043). A list of graduate courses offered in the classics department can be found on our department page (p. 500), while a list of all courses in Latin and Greek can be found by following the links above.

² Reading materials are used as preparation for the comprehensive examinations. The graduate Classics program readings lists can be found on our page on the Fordham website.

³ The student must pass comprehensive examinations in classical Latin and Medieval Latin translation, history of literature, and other special areas. These examinations must only be taken after coursework is finished.

⁴ The dissertation will treat some aspect of Medieval Latin literature or the transmission of classical Latin literature in the Middle Ages.

CIP Code

16.1200 - Classics and Classical Languages, Literatures, and Linguistics, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-

graduation visa extensions. Learn more about CIP codes and other information resources.

Communication and Media Studies

Our one-year master of arts program in Public Media combines academic inquiry and hands-on experience. You'll engage with media theory while building your own portfolio and learning from some of the top public broadcasting professionals in the country, including program partners and pioneers in public radio and television, WFUV and WNET.

Choose between two concentrations:

- Multiplatform Journalism (p. 512): including audio, video, and interactive web content production and distribution
- Strategic Communication (p. 512): for nonprofits, the public sector, or social enterprises, including social media marketing, public relations, fundraising, and advocacy

This program is designed as a one-year program for full-time students, but evening courses allow for daytime employment, fieldwork, or internships. The curriculum requires (p. 511) 10 courses total, for a total of 30 credits. This includes two core courses, two specialized concentration courses, two fundamentals courses that cut across both concentrations, three elective courses, and a master's project. Courses occur at both our Bronx and Manhattan/Lincoln Center campuses.

For more information about communication and media studies, visit our page on the Fordham website.

Admissions

Consult the M.A. in public media (p. 510) page for program admissions requirements.

For more information about admissions to the Graduate School of Arts and Sciences, please visit their page on the Fordham website.

Programs

- Public Media (M.A.) (p. 510)
 - Multiplatform Journalism Concentration (p. 512)
 - Strategic Communications Concentration (p. 512)

Courses

Graduate coursework in communications is offered through the M.A. in public media (p. 510) program.

Our Courses

PMMA 5001. Public Interest Media Theory and Practice. (3 Credits)

Serving as a core introductory course for the Public Media MA program, this class examines central topics in the study and practice of media in the public interest. Students consider what is the role of media and communication in promoting (or constraining) positive social change, and what unique roles do journalists and strategic communication professionals play throughout this process? What do we mean, exactly, by concepts such as public media, the public interest, social justice, and civic engagement? How do historical and contemporary power dynamics, information technologies, and economic structures shape the types of stories that dominate the public sphere, and how do resistant voices find ways to disrupt those narratives over time? Course readings and multimedia materials are drawn from a wide variety of academic disciplines and professional sectors, while course assignments ask students to grapple with real-world topics, aiming to not only analyze social problems but also identify potential solutions.

PMMA 5002. Public Journalism. (3 Credits)

This course will teach students how to operate effectively as a multimedia reporter for public or nonprofit media in a converged world. It also covers the basic tenets, conventions, and traditions of journalism in the public interest. This will largely be a hand-on journalism course. The course will mostly cover print, audio, and video. It will also cover data journalism, watchdog journalism, augmented journalism, social media, ethics, law, diversity, and other issues essential to the profession today. This course is open to senior undergraduates majoring or concentrating in journalism with the instructor's permission.

Attribute: JOUR.

PMMA 5003. Strategic Communication. (3 Credits)

Scholars and practitioners alike have devoted decades to the study of how organizations communicate to achieve their goals. They have analyzed advertising and public relations since the inception of these professions; they have also sought to investigate the protests of activists and the tactics of NGOs. This class will follow this intellectual tradition, weaving together insights from sociology, psychology, business, media studies, and a number of other disciplines to explore strategic communication in the contemporary world. To help direct this course, in keeping with the mission of the Public Media MA program, the focus will be on how strategic communication can be used to advance social justice and the public interest. This entails not simply studying the campaigns of organizations doing good but also confronting tough questions about how these well-intentioned groups can communicate in ways that are ethical, effective, and equitable.

PMMA 5101. Freedom of Expression. (3 Credits)

This course examines the history and theory of freedom of expression in the United States. We will trace the philosophical and political origins of free speech, examining key assumptions about human nature, individual liberty, and the role of government in a Democracy underlying the First Amendment. The Constitutional Framers gave us an incredible gift of freedom. But with that freedom comes responsibility. This class explores that tension. When, if ever, should expression be regulated in a Democratic society? When should the rights of the individual be curtailed to protect the group? Should all forms of media have the same degree of freedom? What special challenges are posed by the development of new communication technologies? Are there any types of speech that should be restricted? If so, which ones, and who should decide? Are there certain circumstances when free speech should be curtailed in order to support other interests, such as diversity, equality or respect for differences in religious beliefs? Should limits on speech be allowed in the name of national security? Should certain forms of expression be prohibited during wartime? What kind of restrictions can be placed on public protests? Should propaganda be legal? An investigation of our nation's history – and the major Supreme Court cases dealing with freedom of expression – suggests that despite often lofty rhetoric about liberty. Americans actually have a great deal of ambivalence about free speech. By studying the application of First Amendment theory to various situations, such as flag burning, hate speech, restrictions on public protests, leaks of classified material and dissent during wartime, we will explore just how much freedom we actually have, and how much we really want to have.

Attributes: CEED, CEMP, PMTC, PSIC.

PMMA 5102. Press, Politics, and Public Policy. (3 Credits)

This course covers the interaction between the American mass media, politics, and public policymaking. We examine some of the most important interactions between the press and politicians to answer questions about the role of the media in American society.

Attributes: PMTC, PSIC.

PMMA 5103. Environment and the Media. (3 Credits)

This course focuses on the intersections between contemporary environmental issues, communication and media systems, culture, and social change. This class will explore the unique contributions that perspectives from communication and media theory can bring to the study of “the environment” and “the natural world.” The course will also consider how these perspectives can inform strategic communication practices that aim to bolster long-term global environmental sustainability. Case studies will cover a diverse set of environmental topics, including climate change, environmental justice, the global industrial food system, public understandings of scientific risk, human-animal relations, and environmental media and journalism.

Attributes: CEED, CENS, PMTC, PSIC.

PMMA 5104. Theories of Media, Culture, and Society. (3 Credits)

This course uses primary sources to deepen students' understanding of the inter-relationship between media, culture, and society. One of the main objectives is therefore to build students' reading and analysis skills by exposing them to difficult theoretical material in an environment designed to help them learn to read this kind of text.

Attributes: PMTC, PSIC.

PMMA 5105. Digital Technology and Ethics. (3 Credits)

The course aims to equip students with the skills and knowledge to contribute critically and constructively to cross-disciplinary discussions on the impact of digital technology on society. The study of the ethical implications of our technology infrastructures covers various technologies (e.g., social media, AI, and algorithms) and their impacts on social questions (e.g., privacy, free will, and freedom of expression). The course opens with an introduction to a selection of normative ethical theories. The participants are then challenged to think critically about the design, use, and control of the technologies with which we surround ourselves. The goal is to uncover the rules and moral guidelines that govern our technology beyond what is admissible from a legal perspective to try to ascertain what actions are the right thing to do. The course is based on case studies of actual technologies and asks to use normative ethical theories to argue persuasively for their evaluative conclusions.

Attributes: PMTC, PSIC.

PMMA 5106. Race, Gender, and Digital Media. (3 Credits)

This course examines the theory, history, politics, and aesthetics of digital media. We will utilize an intersectional feminist approach to explore race, gender, and broader questions of identity and difference from early computing to social networking. Topics include diversity in the tech industry, virtual communities, and online activism. Ultimately, the class will discuss the role that digital media plays in promoting—or preventing—civic engagement and social change.

Attributes: CEED, CENS, PMTC, PSIC, URSG.

PMMA 5107. Media and Sexuality. (3 Credits)

By all accounts, we have witnessed an explosion of sexuality and LGBTQ representation in the media over the last decade. This course critically examines the terms of this new visibility, and inquires into the exclusions that accompany the recognition of certain queer and trans subjects. Topics covered will include the minority model versus queer theory, queering the text, queer of color critique, and LGBTQ media activism. Ultimately, the class will discuss the role of popular media texts and industries in constructing our understanding of sexuality and its intersections with other identity formations, and the potential for popular and social media to facilitate and/or foreclose opportunities for civic engagement and social change.

PMMA 5140. Themes in Urban Public Policy and Power. (3 Credits)

This course surveys a series of issues and ideas in urban public policy in order to understand why urban actors compete, what power means to them, and what sorts of dynamic policy issues they confront.

Attribute: PSIC.

PMMA 5201. Social Media and Civic Engagement. (3 Credits)

This theoretical course focuses on how social media impacts political participation, crowdsourcing (and the role of mobile), the role of digital networks in contemporary social movements, networked/participatory citizenship.

Attributes: PMTC, PSIC.

PMMA 5202. Digital Media and Social Responsibility. (3 Credits)

This course examines the choices and responsibilities that shape personal identity and common humanity for those who regularly employ the tools of digital media and computer technology. Regular use of digital media enables individuals to separate from their physical selves and from the community spaces in which they have traditionally lived. This course focuses on the resulting ethical tensions.

Attributes: PMTC, PSIC.

PMMA 5203. Technology & Public Comm.. (3 Credits)

This course focuses on the study of technology in the context of public communication, and is primarily concerned with the role that media, technology, and symbol systems play in shaping communication, consciousness, and culture, from the evolution of our innate capacity for speech and language, to the development of writing systems, to the invention of the printing press with movable type, to our contemporary electronic media environment.

Attribute: PMTC.

PMMA 5204. Civic Media. (3 Credits)

Participating in local life can be difficult. Information is hard to obtain and validate, local meetings are difficult to attend, networks are challenging to build. Increasingly, governments, advocacy groups, community organizers, and individual citizens are looking to digital tools to increase and improve the conditions in which we live and enhance our opportunities to engage. We will look at academic research surrounding citizenship and engagement in a digital era and cover research into many genres of civic media, from citizen journalism to hackathons, tech for development, activist art hacker culture, and games for good. This class will not only explore the various goals campaigns are using digital tools to meet, but will also focus on what type of citizen these tools are enabling and encouraging people to become.

Attributes: CEED, CENS, PMSC, PMTC, PSIC.

PMMA 5205. Social Entrepreneurship. (3 Credits)

This course provides an overview of the use of business and entrepreneurial skills to drive social change. Students will analyze different definitions of social entrepreneurship, examine the fundamental theories and frameworks of social entrepreneurship, and engage with current debates around social change. Social ventures around the New York City area will be used as case studies of sustainable solutions to social problems.

Attributes: PMTC, PSIC.

PMMA 5206. Social Media and Political Campaigns. (3 Credits)

Social media has changed political campaigns in ways both incremental and monumental. This course will lead students in analyzing the practices, strategies, and tactics of contemporary campaigning in order to learn best practices across a variety of social media channels, understand how such practices impact traditional theories of political communication, and assess their role in our democracy. This class will be oriented around changes seen in the 2016 and 2018 elections, and will emphasize both how to do the work of social media campaigning as well as how to study it. Over the course of the semester, we will focus on cutting-edge issues like bots and misinformation, meme production, microtargeting in social media ads, gamification, using Twitter to drive earned media, and more. Students will read both practitioner and academic approaches to each topic, and will develop a final project that can be either applied or research-based.

Attributes: PMSC, PMTC.

PMMA 5207. Mapping Injustice. (3 Credits)

This course centers “mapping” as an organizing theme for understanding and engaging social justice and injustice because of its expanding role in literally and metaphorically arranging contemporary life. The everyday adoption of new spatial media—such as web-based mapping platforms, geosocial apps, and locative data—increasingly orient how society understands the past, experiences the present, and plans for the future. To map social (in)justice is to consider how spatial media can help draw together dichotomies such as medium/method, art/science, and ontology/epistemology so as to trace, represent, and rework matters of inequity.

Attributes: HUHR, PSIC.

PMMA 5208. Digital Media and Migrant Justice. (3 Credits)

This course offers an introduction to the border technologies and biometric data entailed in the U.S. immigration ecosystem while also exploring how digital media could instead help address the injustices faced by immigrants through critical advocacy for their rights, well-being, and dignity. Guest speakers from community-based organizations working for migrant justice will visit the class to share their professional experience. We will engage in dialogue about the kinds of digital "accompaniment" that different migrant communities need in the 21st century. While legal or spiritual accompaniment refers to the provision of legal or spiritual support to immigrants on their journey through a complex immigration ecosystem, students will consider what it means to digitally accompany immigrants as they navigate surveillance networks, online portals, and mobile applications.

Attribute: PSJH.

PMMA 6101. Audio Narrative (Reporting and Production). (3 Credits)

From spot news to feature reporting, students in this course will learn how to produce audio narrative with public media values. The class will focus on how to craft and report compelling, attention-holding narratives. The course will cover the fundamentals of strong audio narrative, including quality sound gathering, strong interview techniques, writing for the ear, and authentic vocal delivery. Open to students in both tracks of the Public Media M.A. program.

Attributes: PMMJ, PMTC.

PMMA 6102. Video Narrative (Reporting and Production). (3 Credits)

This course is a workshop for students who want to elevate their skills in creating videos that have strong story lines and exhibit best practices in reporting and production. Students will learn the elements that go into making compelling videos, including story selection, casting and interviewing your characters, shooting strong visuals, and writing and editing for clarity and impact. You'll also learn to weave facts and issues into the narrative and make sure your stories are journalistically sound. Students who have not taken the necessary prior courses (PMMA 5002 or PMMA 6210) may request permission from the instructor to take this course.

Attributes: PMMJ, PMTC.

Prerequisites: PMMA 5002 or PMMA 6210.

PMMA 6103. Data Journalism and Interactive Graphics. (3 Credits)

This class will blend theories of digital media and journalism with journalistic practice and the development of skills related to both understanding and translating big data. This emerging discipline touches on information and interactivity design, mapping, graphing, animation tools, and data analysis. In this class, we will apply these interdisciplinary areas of study to the practices of reporting and editing as they relate to gathering, analyzing, and visualizing interactive data-driven stories. We will focus not only on official journalism, but also include awareness-raising efforts by advocacy/civic groups.

Attributes: DATA, PMMJ.

PMMA 6104. Alternative and Advocacy Journalism. (3 Credits)

Students will learn how to produce, aggregate and disseminate journalistic content with the explicit goal of making disadvantaged communities better informed, connected to one another, and able to influence policy decisions. We will focus the voice-giving role played by citizen journalism, giving special attention to the content, economics, and community-building role played by ethnic, youth, homeless, incarcerated media sectors, and the role played by digital media.

Attributes: HUHR, PMMJ, PMSC.

PMMA 6105. Cross-Platform Journalism. (3 Credits)

THIS COURSE TAKES PLACE OFF CAMPUS AT WNET STUDIOS— (8th Ave & 50th St) This course is offered in collaboration with WNET, New York's public television station. The course will focus on teaching students to craft video pieces for public television, including story generation, interviewing, reporting, writing, shooting video and editing. The course will also cover how to create content for digital media including websites and social media platforms. Students will learn best practices in broadcasting and discuss ethical issues facing multimedia journalists, particularly those in public media.

Attribute: PMMJ.

PMMA 6106. Online Journalism. (3 Credits)

This course centers on the most current trend facing journalism today: the Internet's effect on the content of news media and the work of reporters. The course begins with a survey of open source journalism and convergence culture, examining the collision between old and new media, and the mass amateurization of professional communication. We will consider the transformation of journalism in the digital age in light of the apparent shrinking size of articles, the reduction in readers' attention span, and the decline of deep reading.

Attribute: PMMJ.

PMMA 6107. Opinion Writing. (3 Credits)

This course explores the great American tradition of opinion writing and commentary in traditional print and evolving online formats in order to gain an understanding of contemporary social, professional and intellectual concerns in the practice of journalism. This is as much an exploration of critical thinking as it is of writing, so there will also be emphasis on aspects of philosophy, logic and argumentation. The course will attempt to cover print, broadcast and all forms of new media.

Attribute: PMMJ.

PMMA 6108. Advanced Interviews and Profiles. (3 Credits)

This course will teach students advanced reporting and profile writing for different multimedia journalism platforms. Heavy emphasis will be placed on the art of interviewing. Students will learn how to compose interviews, invite subjects to interact with them on the meaningful level, and engage with public issues.

Attribute: PMMJ.

PMMA 6109. First Person Journalism. (3 Credits)

First person journalism is nothing new. As part of the New Journalism movement, reporters like Tom Wolfe and Joan Didion have been infusing their storytelling with subjectivity for decades. Still, the digital shift in journalism and explosion of social media has brought a new wave of first person journalism to the web. This course will explore the history of first person journalism and help students use first person perspective to bring reported pieces to life. Students will look critically at the form to consider the limitations of personal narrative in journalism. On that note, this course will not be limited to personal narratives. Students will also work on reported stories in which their experiences as journalists and citizens impacts their storytelling structure.

Attribute: PMMJ.

PMMA 6110. Digital Storytelling. (3 Credits)

This class explores storytelling in emerging platforms. From the still image and the soundscape, we will evolve to discuss the tools and narrative forms across digital film-making, game design and interactive web narratives. Exposure to and workshops in integrated storytelling technologies will enable students to create story projects of their own.

Attribute: PMMJ.

PMMA 6111. Advanced Writing and Enterprise Reporting. (3 Credits)

PMMA 6111: Advanced Writing and Enterprise Reporting This advanced course builds upon PMMA 5002, Public Journalism, to continue students' development as writers and reporters. While this is a multimedia journalism course, the focus is on the written word. The course will focus on driving students towards a professional level in their writing, interviewing, and narrative choices. Students will write and report a wide range of stories, focusing on enterprise and in-depth reporting. Must have previously taken PMMA 5002 Public Journalism. Students who have not taken the necessary prior courses may request permission from the instructor to take this course. TRACK: PMMA Journalism.

Attributes: PMMJ, PMTC.

Prerequisite: PMMA 5002.

PMMA 6201. PR for the Public Interest. (3 Credits)

This course is designed to simulate the real-world public relations needs of an organization in the non-profit, advocacy or public interest sectors. It covers the wide range of PR needs and functions such organizations have, preparing students to succeed in organizational environments from large, established charities or NGOs to start-ups, from grassroots advocacy groups to blended businesses involving social entrepreneurship.

Attribute: PMSC.

PMMA 6203. Marketing, Branding, & Fundraising in the Public Interest. (3 Credits)

Social marketing seeks to integrate research, best practice, theory, audience, and partnership insight to inform the delivery of social change programs that are effective, efficient, equitable, and sustainable. This course offers a strategic framework for developing a social media advocacy campaign, using social and digital media to help shape public debate, mobilize public action, and speak directly to those with influence to help bring about social change.

Attributes: CEED, CENS, PMSC, PMTC.

PMMA 6204. Social Media Strategy for Non-Profits. (3 Credits)

This course will help students build the fundamental skills needed for digital professional roles in nonprofits, NGOs, and corporate philanthropy. Those skills include effective writing for social media, strategies for engagement, community management, and professional measurement. Students will learn how to identify emerging digital platforms and trends, assess parallels between existing social media success stories, and integrate social media best practices into their professional work.

Attribute: PMSC.

PMMA 6205. Online Analytics and Metrics. (3 Credits)

In this course, you will learn how to use data to construct, analyze, and circulate stories that are important to you. Analytics from email CMS systems, websites, and social media can tell you about who's reading your content, what messages are working (and which aren't), and help you increase or refine their reach. This course will focus on theories behind using data to assess, refine, and target messages, and cover best practices for doing so through hands-on work with a variety of commonly-used platforms.

Attributes: DATA, PMSC.

PMMA 6206. Persuasion and Public Opinion. (3 Credits)

This course blends theory and practice to explore how we convince others to change their attitudes or behavior in order to accomplish specified goals. Working in multiple contexts, the course is designed to help students become better analysts and evaluators of persuasive messages in several social and political arenas; better persuaders—better at recognizing opportunities for influence, and at employing effective strategies for convincing others and building support; and more versatile at persuasion across a variety of communication channels and media platforms.

Attributes: HUCB, PMSC.

PMMA 6207. Global Media and Communication. (3 Credits)

This course aims to provide students with an international perspective to better understand communication theories and practices in different parts of the world. This global vision is especially important for communication scholar-practitioners, who will need to examine different actors, relationships, and trends in the global communication landscape as they get ready for their own role in their future career. This course will combine conceptual learning and class projects to help students gain both a theoretical foundation and firsthand research experience about international communication. Topics such as globalization, media and technology, audience, advocacy, and much more will be discussed in this course.

Attributes: HUCB, PSIC.

PMMA 6208. Data and Communication. (3 Credits)

Obtaining, interpreting, visualizing and displaying data are essential skills for communication professionals in the 21st Century. Featuring hands-on practice and examples, this course explores a wide range of data based communications, ranging from campaign strategy to data journalism and advertising tactics. Students will work on in-depth projects that require a demonstrable understanding of data, visualization, strategy, testing and evaluation.

Attributes: PMSC, PMTC.

PMMA 6209. Storytelling for Public Good. (3 Credits)

In this class, students will focus on how to craft stories that inform, mobilize, or persuade, and ultimately serve the public interest. Special attention will be paid to the role of narrative in both journalism and advocacy and changing channels of storytelling, including film and television, long form and citizen journalism, interactive documentaries, and games for social change.

Attributes: PMSC, PSIC.

PMMA 6210. Cross Platform Production. (3 Credits)

This course will provide students with a variety of production skills for media-oriented professions, including shooting and editing for sound, still image, and video, with an eye toward editing for a variety of digital platforms. Students will be expected to produce professional quality content over the course of the semester. This will build upon the Public Media program's summer workshop course.

Attribute: PMTC.

PMMA 6211. Public Relations and Strategic Communication for Nonprofits. (3 Credits)

This advanced course builds upon the topics covered in PMMA 5003, Strategic Communication, to deepen students' understanding of how nonprofit organizations undertake internal and external communication. Through lectures, writing assignments, projects, and in-class workshops, students will learn how public relations is practiced in the nonprofit world and how nongovernmental organizations use internal and external communications strategically. The course will cover creating advocacy content including press releases, op-ed pieces, and newsletters. The course will also cover channel planning and the execution of social media campaigns in ways that are appropriate for nonprofit organizations. The class will also give students experience in crisis communication and reputation management. TRACK: PMMA Strategic Communication.

Attributes: PMSC, PMTC.

PMMA 6212. Digital Media and Advocacy. (3 Credits)

This course will focus on how two broad types of advocacy—social movements and campaigns—work in a digital age, and will help students develop skills that will apply to nonprofit advocacy, community organizing, electoral campaigning, and activism broadly speaking. Students will also develop a critical perspective on how activists, nonprofit organizations, and political strategists develop strategies to inform, persuade, and mobilize groups of people around an issue or cause. This course will cover a range of practical tactics and strategies for using particular digital media platforms—from mundane tools like email and SMS to emerging social media—to impact political participation.

Attributes: PMSC, URST.

PMMA 6213. Advanced Branding Practices to Drive the Public Interest. (3 Credits)

The central role branding plays in unifying organizations, galvanizing causes, and inspiring campaigns is often underestimated and under-leveraged. At a time when clarity and consistency of purpose is increasingly critical to the success of any venture, branding expertise has never been more essential. Balancing theory and practice, the course will cover how to articulate a brand, how to center a brand for an organization, and how to use a brand to build effective, long-lasting outreach marketing campaigns in the public interest. Using a strategic framework, the course will cover a range of marketing practices from target audience assessment, creative development and evaluation, testing, and tracking. Advanced applications of branding in areas such as organizational structure and portfolio management, and its unique potential for social entrepreneurship will be explored as pivotal to creating value for institutions, individuals, and causes.

Attributes: PMSC, PMTC.

Prerequisite: PMMA 6203.

PMMA 6214. Codes and Modes of Communication. (3 Credits)

In this course, students will explore the different ways in which human beings send messages and make meaning, with an emphasis on pragmatic approaches to the process of communication, clarity and effective communication, leadership, and critical thinking. Understanding how differences in the ways that we communicate are differences that make a difference is essential for anyone concerned with communication in the public interest. Topics include language and symbolic communication; general semantics; analogical and digital communication; information, cybernetics, and systems; and relational communication and situational analysis. This course is open to students in both the Strategic Communication and Journalism tracks.

Attribute: PMTC.

PMMA 6215. Interactive Digital Storytelling. (3 Credits)

This course introduces students to the tools and techniques of interactive storytelling in the public interest. In this research-creation course, students will combine research, media production, and computer programming to present findings as web-based interactive audiovisual media content. Students will learn the theory and practice of interactive multimedia and explore the latest developments and opportunities in this growing field. No prior experience in computer programming is required. Appropriate for students in both the strategic communication and multiplatform journalism concentrations of the public media M.A. program.

Attributes: PMMA, PMTC.

Mutually Exclusive: NMDD 3020.

PMMA 6216. Communicating Criminal Justice. (3 Credits)

This course helps students prepare for work involving advocacy or journalism by exploring the criminal justice system, with a focus on the role of communication. The course will present an overview of policing, justice, and incarceration and the information streams each part of the criminal justice system creates. Students will leave the course able to find and use the data created by police, courts, prisons, jails, government agencies, and other organizations involved in criminal justice. Students will also explore issues of ethics and equity in the criminal justice system, and will learn to be discerning consumers of criminal justice journalism, research, and data. Open to students in both the strategic communication and multiplatform journalism tracks of the public media M.A. program, as well as to other graduate students with interest in communicating about criminal justice.

Attributes: CENS, PMTC.

PMMA 6217. Messaging to Make a Difference. (3 Credits)

This course will teach students the art and science of crafting messages for social good that attract donors, advocates, employees, volunteers, and ultimately media attention. Students will explore the theoretical foundations of effective messaging, including principles of storytelling, rhetoric, and psychology, while they develop and hone their creative capacity. They will learn the methods and tools used by industry professionals to write and create compelling messaging and will gain practical skills through hands-on projects and real-world case studies. Throughout the course, we will explore different approaches for cross-media messaging, including copywriting for advertising, websites, newsletters, social media, and PR materials. By the end of this course, students will have the expertise to critique, create, and deliver messages that help nonprofits cut through the clutter and grow.

Attribute: PMMA.

PMMA 6397. Summer Internship. (0 to 2 Credits)

The internship will be chosen by the student, working in conjunction with the graduate director. This internship is to be supervised by an appropriate faculty member and will involve regular meetings, bimonthly reports, and a final written summary of the internship experience.

PMMA 6398. Internship. (3 Credits)

The internship will be chosen by the student, working in conjunction with the graduate director. This internship is to be supervised by an appropriate faculty member, and will involve regular meetings, bi-monthly reports, and a final written summary of the internship experience.

PMMA 6399. Internship II. (3 Credits)

Students have the possibility to do an internship for three credits per semester, for a total of up to six credits for the program. The internship will be chosen by the student, working in conjunction with the graduate director and Fordham University's career center. This internship is to be supervised by an appropriate faculty member, and will involve regular meetings, bi-monthly reports, and a final written summary of the internship experience.

PMMA 6619. Special Master's Project. (3 Credits)

This course represents the culmination of the student's course of study. He/She will create a final project based on projected future plans and career path.

PMMA 8999. Independent Study. (1 to 4 Credits)

Courses in Other Areas

Courses in this group have the PMMA attribute and count as electives towards the M.A. in public media.

Course	Title	Credits
CEED 5050	Ethics and Society: Cross Disciplinary Perspectives	3
CEED 6100	Theories and Applications in Contemporary Ethics	3
CLGL 0204	Access to Justice Seminar	2-3
CMGB 7500	Media Systems and Markets	3
CMGB 7525	Cross Cultural Negotiation and Communication	3
CMGB 7534	Public Relations	3
CMGB 7537	Crisis Communication and Leadership Strategies	1.5-3
CMGB 7540	The Business of Music	3
CMGB 7554	Consumer Adopt of New Med	3
CMGB 759B	Sports Media& Promotional Comm	3
CMGB 759R	Social Media	3
CMGB 75AA	Media Executive Playbook	3
CMGB 75AG	The Business of TV	3
CMGB 75AJ	Financial Media	3
CMGB 75AK	Persuasive Corporate Communications	3
CMGB 75AN	Digital Media Sales Technologies and Strategies	3
HIST 5410	Race and Gender in Modern America	4
HIST 5731	History of Wealth & Poverty: U.S. and Comparative	4
HUST 5012	Contemporary Issues in Humanitarian Action	0-3
HUST 5013	Fundamentals of Humanitarian Action	0-3
HUST 5016	Monitoring and Evaluation in Humanitarian Response	0-3
HUST 5045	Humanitarian Advocacy: Communicating the Need and Motivating the Response	0-3
HUST 5075	Leadership and Management in Humanitarian Assistance	0-3
HUST 5200	Protection for Vulnerable Populations	0-3
HUST 5205	Children in Armed Conflict	3
HUST 5215	Accountability for Sexual and Gender-Based Violence in Humanitarian Settings	3

HUST 5300	International Responses to Migration	3
HUST 5500	Mental Health in Complex Emergencies	0-3
ISGB 7978	Web Analytics	3
MKGB 6710	Responsible Marketing Management	3
MKGB 7720	Consumer Behavior	3
MKGB 7723	Strategic Branding	3
MKGB 7765	Sales Management	3
MKGB 77AN	Design Thinking	3
PMMA 6215	Interactive Digital Storytelling	3
PMMA 6217	Messaging to Make a Difference	3
POSC 5100	American Political Behavior	3
POSC 5140	Themes in Urban Public Policy and Power	3
POSC 5238	Strategies of Political Communication	3-4
POSC 5245	Political Communications: Earned Media In the Age of Digital and Social Media Boom	3
POSC 5246	Technology and Campaigns	3
POSC 5247	Data Analytics for Political Campaigns	1
POSC 5251	Political Survey Research	3
POSC 5255	Public Opinion Certificate Practicum	3
PSYC 6010	Research Ethics and Social Justice	3
PSYC 7890	Qualitative Methods	3
URST 5000	Issues in Urban Studies	3
URST 5020	Urban Political Processes	3
URST 5140	Themes in Urban Public Policy and Power	3

Public Media (M.A.)

Admissions

Application Requirements

- The successful candidate for admission typically has an **undergraduate GPA** of 3.0 or better.
- Statement of intent** that helps us understand your interest in our program (no more than three double-spaced pages, submitted via the online application. The statement should respond to the following prompt:
 - "With an ethos of, 'Media with a mission,' the Public Media M.A. (PMMA) program focuses on training multiplatform journalists and strategic communication professionals to use media as a force for social change. In what ways does this mission connect to your personal and/or professional interests? What experiences in your undergraduate and/or professional career have prepared you for the PMMA? What personal and/or career objectives will this graduate program help you pursue?"
- Resume/CV** (submit via the online application)
- Three **letters of recommendation**: academic and/or professional (submitted directly by referees via the online application. We suggest that at least one come from a professor on the full-time faculty of your undergraduate institution with whom you have studied.)
- Official **degree transcripts** confirming prior degree conferral are required for all applicants, regardless of matriculation status. These should be ordered at least one month prior to the application deadline for your program of interest, and should be sent directly to the Office of Admissions (fuga@fordham.edu) via secure electronic delivery.
 - If electronic delivery is not available, please request that your transcripts be submitted directly via post, in a sealed envelope,

to: Graduate School of Arts and Sciences, Office of Admissions, Fordham University, 441 E. Fordham Rd., Bronx, NY 10458.

- Please note: you may upload unofficial copies of your transcripts to your application while the Office of Admissions awaits receipt of your official transcripts.
- Please ensure that all official transcripts from previously attended post-secondary institutions are submitted in English, or are accompanied by a certified English translation. Transcripts and credentials conversion information is available on the GSAS International Students page.
- One to three **writing samples**, submitted electronically. These may be analytical (like a paper for a course) or journalistic.
- Up to three samples from a **multimedia portfolio**. The portfolio offers applicants the opportunity to showcase multimedia, digital, visual, audio, written or web-based production materials as part of the application process (e.g., a website, short film or video, piece of multimedia journalism, audio piece or podcast, a data visualization or motion graphic).
 - If you are a non-native English speaking applicant, you must submit a video submission as one of your portfolio samples demonstrating your English language skills. This should be between two and five minutes in length and will ideally have you speaking directly to the camera, using either prepared remarks or speaking extemporaneously about a topic of your choice (for instance, your interest in the program or previous experience that has prepared you for the program).
- GRE scores are optional for M.A. in Public Media program for the 2023–2024 admissions cycle. Applicants who wish to submit GRE scores may do so, but scores are not required.
- **English proficiency:** International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from the Test of English as a Foreign Language (TOEFL). GSAS will also consider a student's International English Language Testing System (IELTS)—Cambridge English Proficiency Level language testing results.
 - Official TOEFL or IELTS scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code No. 2259.
 - We will expect our most competitive applicants to have scores above 100 on the TOEFL and 7.5 overall (with 6.5 in each sub-score) or above on the IELTS. Please consult the English Proficiency page for additional information. A waiver can be requested by emailing fuga@fordham.edu, based on your educational history at a U.S.-based institution and if the official language of your country of origin/nationality is English.
 - If your native language is not English, an interview by video may be required.

Merit Funding

Highly qualified applicants may qualify for:

- a graduate assistantship package which provides a stipend, a 50% tuition scholarship and an internship at WFUV
- two partial tuition scholarships of \$10,000 each
- paid internship at the Donald McGannon Communication Research Center

CIP Code

09.9999 - Communication, Journalism, and Related Programs, Other.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Course	Title	Credits
Two required Core courses:		
PMMA 5001	Public Interest Media Theory and Practice	3
PMMA 5003	Strategic Communication ¹	3
	or PMMA 5002 Public Journalism	
Two concentration courses in the student's chosen track: ²		6
	Multiplatform Journalism	
	Strategic Communication	
Two Fundamentals courses from the list below ³		6
Three electives courses chosen in consultation with your adviser ⁴		9
PMMA 6619	Special Master's Project ⁵	3
Total Credits		30

¹ Students take the core course that correlates with their concentration.

² More information on concentrations can be found on the concentrations tab (p. 512).

³ A listing of Fundamentals courses is below.

⁴ Information on elective options is below.

⁵ More information and guidelines on the master's project can be found on our page of the Fordham website.

Fundamentals courses

Courses in this group have the PMTC attribute.

These courses serve the students in both concentrations of the Public Media M.A. program by deepening understanding of media and communication in the public interest. A wide array of courses fall into this area, including those in media studies, communication studies, cultural studies, data analysis, media law, and media ethics. This area also includes courses focused on technical skills that can be used by communicators in the public interest.

Course	Title	Credits
PMMA 5101	Freedom of Expression	3
PMMA 5102	Press, Politics, and Public Policy	3
PMMA 5103	Environment and the Media	3
PMMA 5104	Theories of Media, Culture, and Society	3
PMMA 5105	Digital Technology and Ethics	3
PMMA 5106	Race, Gender, and Digital Media	3
PMMA 5201	Social Media and Civic Engagement	3
PMMA 5202	Digital Media and Social Responsibility	3
PMMA 5203	Technology & Public Comm.	3
PMMA 5204	Civic Media	3
PMMA 5205	Social Entrepreneurship	3
PMMA 5206	Social Media and Political Campaigns	3
PMMA 6101	Audio Narrative (Reporting and Production)	3

PMMA 6102	Video Narrative (Reporting and Production)	3	CMGB 75AJ	Financial Media	3
PMMA 6111	Advanced Writing and Enterprise Reporting	3	CMGB 75AK	Persuasive Corporate Communications	3
PMMA 6203	Marketing, Branding, & Fundraising in the Public Interest	3	CMGB 75AN	Digital Media Sales Technologies and Strategies	3
PMMA 6208	Data and Communication	3	HIST 5410	Race and Gender in Modern America	4
PMMA 6210	Cross Platform Production	3	HIST 5731	History of Wealth & Poverty: U.S. and Comparative	4
PMMA 6211	Public Relations and Strategic Communication for Nonprofits	3	HUST 5012	Contemporary Issues in Humanitarian Action	0-3
PMMA 6213	Advanced Branding Practices to Drive the Public Interest	3	HUST 5013	Fundamentals of Humanitarian Action	0-3
PMMA 6214	Codes and Modes of Communication	3	HUST 5016	Monitoring and Evaluation in Humanitarian Response	0-3
PMMA 6215	Interactive Digital Storytelling	3	HUST 5045	Humanitarian Advocacy: Communicating the Need and Motivating the Response	0-3
PMMA 6216	Communicating Criminal Justice	3	HUST 5075	Leadership and Management in Humanitarian Assistance	0-3

Elective courses

Students may choose to enroll in an elective in GSAS related to public media and strategic communication (with the PMMA attribute listed below), take additional coursework within the PMMA program, or take a course outside GSAS in the Gabelli School of Business, Fordham Law School, the Graduate School of Education, or the Graduate School of Social Service. These courses should be selected in consultation with your adviser.

Students may also choose to take a PMMA internship: PMMA 6398 or PMMA 6399. Students can do an internship for three credits per semester, for a total of up to six credits for the program. The internship will be chosen by the student, working in conjunction with the graduate director and Fordham University's career center. This internship is to be supervised by an appropriate faculty member, and will involve regular meetings, bi-monthly reports, and a final written summary of the internship experience.

Courses in this group have the PMMA attribute.

Courses in other departments and graduate programs outside the Public Media M.A. have this attribute to indicate that they can be counted as electives toward this program. Any class offered by the Public Media M.A. can also count as an elective, including the PMMA Internship course (PMMA 6398/PMMA 6399).

Course	Title	Credits	Course	Title	Credits
CEED 5050	Ethics and Society: Cross Disciplinary Perspectives	3	ISGB 7978	Web Analytics	3
CEED 6100	Theories and Applications in Contemporary Ethics	3	MKGB 6710	Responsible Marketing Management	3
CLGL 0204	Access to Justice Seminar	2-3	MKGB 7720	Consumer Behavior	3
CMGB 7500	Media Systems and Markets	3	MKGB 7723	Strategic Branding	3
CMGB 7525	Cross Cultural Negotiation and Communication	3	MKGB 7765	Sales Management	3
CMGB 7534	Public Relations	3	MKGB 77AN	Design Thinking	3
CMGB 7537	Crisis Communication and Leadership Strategies	1.5-3	PMMA 6215	Interactive Digital Storytelling	3
CMGB 7540	The Business of Music	3	POSC 5100	American Political Behavior	3
CMGB 7554	Consumer Adopt of New Med	3	POSC 5140	Themes in Urban Public Policy and Power	3
CMGB 759B	Sports Media& Promotional Comm	3	POSC 5238	Strategies of Political Communication	3-4
CMGB 759R	Social Media	3	POSC 5245	Political Communications: Earned Media In the Age of Digital and Social Media Boom	3
CMGB 75AA	Media Executive Playbook	3	POSC 5246	Technology and Campaigns	3
CMGB 75AG	The Business of TV	3	POSC 5247	Data Analytics for Political Campaigns	1
			POSC 5251	Political Survey Research	3
			POSC 5255	Public Opinion Certificate Practicum	3
			PSYC 6010	Research Ethics and Social Justice	3
			PSYC 7890	Qualitative Methods	3
			URST 5000	Issues in Urban Studies	3
			URST 5020	Urban Political Processes	3
			URST 5140	Themes in Urban Public Policy and Power	3

Concentrations

Public Media master's students choose between a concentration in either Multiplatform Journalism or Strategic Communication.

The concentration section of the required curriculum consists of two courses in the concentration area, with a list of courses offered by our department in each area. Students are **strongly encouraged**, though not required, to choose courses related to their concentration of choice for their electives and when choosing their Fundamentals courses.

Multiplatform Journalism

Multiplatform journalism includes the production and distribution of audio, video, and interactive web content. Concentrators will gain knowledge of the workings and history of commercial and nonprofit media, deep knowledge of journalistic norms and ethical standards, and a complete palette of multimedia reporting skills.

Courses in this group have the PMMJ attribute.

These are advanced courses in the Multiplatform Journalism concentration of the Public Media M.A. program. These courses may involve reporting in one medium like print—or they may involve multimedia production. The courses in this area include general reporting classes focusing on one medium (like audio reporting or video reporting) and also specialized reporting courses that address one specific subject area (like investigative journalism or criminal justice reporting).

Course	Title	Credits
PMMA 6101	Audio Narrative (Reporting and Production)	3
PMMA 6102	Video Narrative (Reporting and Production)	3
PMMA 6103	Data Journalism and Interactive Graphics	3
PMMA 6104	Alternative and Advocacy Journalism	3
PMMA 6105	Cross-Platform Journalism	3
PMMA 6106	Online Journalism	3
PMMA 6107	Opinion Writing	3
PMMA 6108	Advanced Interviews and Profiles	3
PMMA 6109	First Person Journalism	3
PMMA 6110	Digital Storytelling	3
PMMA 6111	Advanced Writing and Enterprise Reporting	3

Strategic Communication

Strategic Communication includes social media marketing, public relations, fundraising, and advocacy for nonprofits, the public sector, and social enterprises. Concentrators will gain knowledge of strategic communication theory and practice, skills to create and circulate cross-platform (audio, video, text, social) communication strategies, and the ability to engage emerging digital tactics—social media marketing, outreach and development, web analytics and mobilization strategies.

Courses in this group have the PMSC attribute.

These are advanced courses in the Strategic Communication concentration of the Public Media M.A. program. They cover subjects including marketing, branding, strategic messaging, public relations, reputation management, and political communication.

Course	Title	Credits
PMMA 5204	Civic Media	3
PMMA 5206	Social Media and Political Campaigns	3
PMMA 6104	Alternative and Advocacy Journalism	3
PMMA 6201	PR for the Public Interest	3
PMMA 6203	Marketing, Branding, & Fundraising in the Public Interest	3
PMMA 6204	Social Media Strategy for Non-Profits	3
PMMA 6205	Online Analytics and Metrics	3
PMMA 6206	Persuasion and Public Opinion	3
PMMA 6208	Data and Communication	3
PMMA 6209	Storytelling for Public Good	3

PMMA 6211	Public Relations and Strategic Communication for Nonprofits	3
PMMA 6212	Digital Media and Advocacy	3
PMMA 6213	Advanced Branding Practices to Drive the Public Interest	3

Computer and Information Sciences

The Computer and Information Sciences department offers four master's degrees, one doctoral degree, and two advanced certificates through GSAS. These programs are registered STEM-designated programs, and all master's and doctoral programs allow for 36 months of OPT (12 months + 24 months STEM Extension).

Admissions Masters Degrees and Advanced Certificates

Students with a bachelor's degree in computer science and an undergraduate GPA of at least 3.0 are eligible to apply. Students without adequate previous coursework in computer science may be admitted but required to take additional credits for the degree. Completed applications will include each of the following items:

Official Transcripts

Official degree transcripts confirming prior degree conferral should be ordered at least one month prior to the application deadline. Please ensure that they are sent directly to the Office of Admissions via secure electronic delivery. If electronic delivery is not available, please request that your transcripts be submitted directly via post, in a sealed envelope, to: Graduate School of Arts and Sciences, Office of Admissions, Fordham University, 441 E. Fordham Rd., Bronx, NY 10458. Please note: you may upload unofficial copies of your transcripts to your application while the Office of Admissions awaits receipt of your official transcripts. Please ensure that all official transcripts from previously attended post-secondary institutions are submitted in English, or are accompanied by a certified English translation. Transcripts and credentials conversion information is available on the GSAS International Students page.

Resume/CV

Submitted via the online application

Statement of Intent

Up to 500 words, submitted electronically, via the online application.

Recommendation

Two letters of recommendation submitted directly by referees via the online application

English Proficiency

International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from the Test of English as a Foreign Language (TOEFL). GSAS will also consider a student's International English Language Testing System (IELTS)—Cambridge English Proficiency Level language testing results.

Official TOEFL or IELTS scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code # 2259. TOEFL minimum

85, IELTS equivalent 6.5. Applicants with TOEFL scores below 85 may still apply

GRE Requirements

The GREs are not required, unless you are interested in applying for financial aid.

Doctoral Program

Consult the program page (p. 527) for the Ph.D. in Computer Science.

For more information about admissions to the Graduate School of Arts and Sciences, please visit their page on the Fordham website.

Programs

- Computer Science (M.S.) (p. 525)
- Cybersecurity (M.S.) (p. 528)
- Data Science & Quantitative Economics (M.S.) (p. 532)
- Data Science (M.S.) (p. 530)
- Dual Degree in Economics (M.A.) and Data Science (M.S.) (p. 535)
- Computer Science (Ph.D.) (p. 526)
- Data Science for Cybersecurity (Adv Cert) (p. 534)
- Advanced Certificate in Financial Econometrics and Data Analysis (Interdisciplinary) (p. 593)

Courses

CISC 5002. Discrete Structures. (3 Credits)

An introduction to Discrete Mathematics; propositional and predicate logic, first and second principle of mathematical induction, sets, counting, inclusion/exclusion principle, binomial theorem, relations and functions, introduction to matrix algebra, introductory graph theory.

CISC 5004. Computer Programming C++. (3 Credits)

C and C++ programming: The course will focus on object-oriented programming using C++. Topics include objects, methods, Abstraction, Encapsulation, Inheritance and Polymorphism. Particular emphasis will be given to real-life programming problems.

Attribute: ASDM.

CISC 5006. Data Structures. (3 Credits)

This course provides a survey and analysis of the major types of structures in programs that handle data; arrays, stacks, queues, linked lists, trees and graphs. Recursive, iterative, search and sorting techniques are also studied. This "bridge" course is intended for graduate students lacking an undergraduate CS degree and will not be counted toward the requirements for the MSCS degree.

CISC 5008. Computer Organization. (3 Credits)

Study of the design of a computer system, including instruction decoding and execution, memory organization, caching, I/O channels and interrupt systems. RISC and CISC paradigms. Microcoding, pipelining, multiple instruction issue and multiprocessing.

CISC 5009. Network Essentials. (3 Credits)

This graduate course covers the essentials of designing, building and maintaining a local area network, incorporating all elements of the seven layers of the ISO/OSI Model. Students will learn various aspects of networking fundamentals including TCP/IP, network topology, network design, hardware configuration, software configuration, installation, and maintenance. Students will gain hands-on experience by performing the tasks necessary to engineer a working network from the ground up.

Attributes: CSCY, DATA.

CISC 5020. Computer Graphics. (3 Credits)

This course provides a rigorous introduction to computer-based graphical techniques. Core programming and mathematical concepts related to computer graphics are covered as needed. The emphasis will be on the hands-on implementation and synthesis of software applications that employ graphics. After completing this course, students will be proficient in developing and implementing graphics modules; have an understanding of software and hardware interfaces relating to continuous accessing of visual screen objects; be able to understand GUI interfaces; and have a working knowledge of the major mechanisms related to 2D and 3D computer graphics development, including animation, projection, and color migrations.

CISC 5030. Internet and Web Programming. (3 Credits)

This course covers web programming in the internet and interactive environment. Students will gain understanding of operating system usage on a server and interactive web design. Languages used will include PERL, HTML, CGI, and JavaScript.

Attributes: CSNS, CSSO.

CISC 5040. JavaScript. (3 Credits)

This course is an in-depth introduction to the JavaScript language. JavaScript is one of the most popular languages, and is the only language that is in use when developing client side interactivity on the web. The class will include controlling browser objects DOM, creating dynamic web content, using cookies, sessions, local storage, using Ajax, making Web Services, and writing Object oriented JavaScript.

Attributes: CSSO, DATA.

CISC 5100. Foundations of Comp Sci. (3 Credits)

This course is designed to give a solid foundation for the study of computer science at the graduate level. It covers a wide variety of subjects including recursion and induction, analysis of algorithms, graph theory, pattern searching and processing, logic, complexity and optimization.

CISC 5109. Big Data Analytics. (3 Credits)

This course focuses on solving big data analytics problem in real world such as finance, healthcare, and social media, by applying state-of-the-art big data analytics techniques and tools. It also aims to fostering and enhancing students' data analytics and software development capabilities in handling big data. After taking this class, students should be able to employ big data management and analytics tools to conduct problem solving and investigation in big data fields. The following topics will be covered in this class: Principle of big data analytics, Apache Spark, Spark machine learning, high-frequency trading, EHR and TGGA data mining, social network data analytics, and big data visualization techniques, etc. This course assumes students grasp at least one programming language (e.g. Python/R)

Attributes: CSAI, CSDA.

Mutually Exclusive: HINF 6119.

CISC 5120. Optimization Methods. (3 Credits)

This course deals with numerical methods for convex optimization problems that arise in information sciences. The study begins with properties of convex sets and analyzes a number of unconstrained and constrained extremal problems. There will be a review of linear systems and introduction to practical implementation aspects for large-scale, nonlinear problems. The course will also consider optimality criteria, duality theory, and applications in machine learning and modeling.

CISC 5200. Computer Language Theory. (3 Credits)

An introduction to computer language theory; finite state automata and regular expressions, pushdown automata and context-free languages, Turing machines, undecidability problems and Chomsky hierarchy; and an introduction to computer complexity and the study of NP-complete problems.

Attributes: CSFQ, CSFT.

CISC 5310. Video Game Design and Development. (3 Credits)

This course offers a thorough introduction to the world of video game design and development. Using the Godot 4 game engine, students will learn the fundamentals of how to create 2D and 3D video games for any platform. Topics may include systems architecture, programming patterns, introductory 3D modeling, animation, UX/UI, and iterative design processes. The course is project-focused and students will create a variety of games. Game design is a collaborative art form, and as such group work will be a major component of the class. Prior game design or development experience is not necessary, but fluency with at least one programming language is required. Students who do not ultimately pursue video game design will still benefit from the experience gained in systems thinking and design, iterative design and development, and team collaboration and communication.

Attribute: CSSO.

CISC 5325. Database. (3 Credits)

With the proliferation of abundant data, knowledge of database systems has become a key requirement of employers across many industries and sectors. Topics covered in this course include the basic concepts and architecture of database systems, the Relational Data Model concepts, integrity constraints, schemas, views, SQL, and the several sets of skills needed to automate database queries. This class includes hands-on experience in the classroom, exercising key skills in SQL such as aggregation, organizing, filtering, and table joining. It includes the use of popular systems such as Pandas/Python/Jupyter Notebook and others to interface to popular databases. Automation of query operations is addressed, including automating data preparation; cleaning; SQL statements for data insertion; updating, aggregating, filtering, merging, organizing, and funneling results seamlessly into forms ready for visualization and analysis; and SQL parameter tuning based on data. Some skills in Excel for database-related work are also covered.

Attribute: EDDS.

CISC 5352. Machine Learning in Finance. (3 Credits)

This course introduces machine learning applications in finance. The primary focus is on developing computational models to identify/forecast economic regimes, factor-based smart beta, strategic risk budgeting, and trading decisions. The course offers both theory and hands-on experience in quantitative finance and risk management, including financial market microstructure, types of arbitrage, and principles of modeling the price dynamics of financial assets and market risk. The topics covered in this course will help students gain theoretical knowledge and practical skills to work with global financial firms across different asset classes. Students are required to be proficient in Python programming and have knowledge of basic data mining algorithms and techniques.

Attributes: CSDA, CSID, DATA.

Prerequisites: (CISC 5380 or Data Sci Python Waiver Exam with a score of 1) and CISC 5790.

CISC 5380. Programming with Python. (3 Credits)

This course is an introduction to the Python programming language for students without prior programming experience. Students will learn how to use Python both interactively and through a script. The topics covered include variables, strings, numbers, control statements (conditional statements and loops), lists and sequences, functions, dictionaries, recursive functions, classes, and iterators and generators. Python is a programming language with a relatively simple syntax and a powerful set of libraries. After completion of this course, students will be competent in using Python libraries to process numerical and textual data. Working with Python packages for statistical and numerical data analysis, as well as the natural language processing problems, is explored. Matplotlib, a Python 2D plotting library which produces publication-quality figures in a variety of hard-copy formats, is used throughout the course.

CISC 5410. Mobile Device Programming. (3 Credits)

This course provides a hands-on introduction to mobile device (smartphone, tablet) programming. Students will learn about mobile operating systems and API frameworks and will develop mobile programs with an emphasis on user interface design, multimedia, web application, sensors, and networking. Design criteria such as energy awareness, security, and privacy will be emphasized.

Attributes: CSNS, CSSO.

CISC 5420. Applied Statistics and Probability. (3 Credits)

This course provides an introduction to applied statistics and probability theory. It is intended for students who may have some basic background in probability, at the level of CISC 5002 Discrete Structures, but not a full semester course in statistics. This course will cover discrete random variables, probability distributions, sampling schemes, the central limit theorem, confidence intervals, hypothesis testing, correlation analysis, and Analysis of Variance (ANOVA). Students will also gain experience using a statistical package.

CISC 5450. Mathematics for Data Science. (3 Credits)

This course is an introduction to the mathematical concepts that are essential to data science. Course content covers three fundamental areas of mathematics: probability, statistics, and linear algebra. Topics include probability spaces, conditional probability, independence, discrete and continuous random variables, multivariate random variables, expectation, descriptive statistics, Bayesian statistics, hypothesis testing and inference, set theory, binomial theory, vector spaces, inner product and norms, matrix operations, Eigenvalues, graph connectivity, and combinatorial space.

Attributes: CSDA, CYAI, CYSM, DATI, DCDF.

CISC 5500. Data Analytics Tools and Scripting. (3 Credits)

This course teaches the basic tools used in data science, particularly the scripting skill in a few widely used languages: Bash, SQL, and R. Starting with their syntax features, we will proceed from how to use these tools' automating data-wrangling tasks to making use of data analysis and visualization libraries. For Bash, the focus is common system administration tasks, including job controlling. For SQL, we introduce the fundamental concepts of relational databases, as well as common tasks of data querying, data manipulation, and data definition. For R, we emphasize its data-centered features and how to utilize a large variety of packages. The class includes many hands-on practices in projects of various scales. With this training, students will be well prepared for more advanced and specialized topics in data science.

Attributes: DATI, DCDF, EDDS, PMTM.

CISC 5520. Programming Languages. (3 Credits)

This course introduces the basic concepts behind programming languages, illustrating those concepts with concrete examples, and exploring the reason why languages were designed in certain ways. Languages using static and dynamic typing and functional and object-oriented languages are compared. Students completing this course will be able to learn new programming languages quickly and choose the most appropriate language for a given task. Students will be exposed to several diverse programming languages.

Attribute: CSSO.

CISC 5550. Cloud Computing. (3 Credits)

This course provides the needed knowledge to understand the technologies and services that enable cloud computing, discusses different types of cloud computing models and investigates security and legal issues associated with cloud computing. Topics include Cloud infrastructure components and interfaces, essential characteristics of Cloud platforms, common deployment modes, techniques for deploying and scaling cloud resources and security implication of cloud resources.

Attributes: CSNS, CSSS, CYAI, CYSM, DATA, EDDS.

CISC 5595. Operating Systems. (3 Credits)

This course studies how operating systems manage computer hardware, thereby supporting application programs. Topics covered include multiprogramming, synchronization, inter-process communication, memory management, file systems and I/O device management. The concepts and theories presented in this class are reinforced by actual system programming projects.

CISC 5597. Distributed Systems. (3 Credits)

A distributed computing system consists of many computing nodes that are located on different networked computers, which communicate and coordinate their actions by passing messages to one another. The distributed computing techniques have been adopted in various industrial systems, e.g., Amazon Web Services, Google Cloud Platform, and Blockchain. This course covers basic concepts of distributed computing systems (e.g., manager-worker architecture), distributed algorithms (e.g., consensus), cluster management (e.g., load balancing algorithm, kubernetes), internal system design (e.g., communication models), transaction management (e.g., synchronization, concurrency), and implementation, as well as distributed applications (e.g., Kafka, Flume). The course addresses the challenges of the distributed computing paradigm, including heterogeneity, interoperability, concurrency, transparency, scalability, and security. This course involves intensive programming labs on cloud platforms, and students are expected to have a solid foundation in programming.

Attributes: CSNS, DATA.

CISC 5640. Nosql Database Systems. (3 Credits)

This course will introduce the students to the core concepts of NoSQL, a new class of non-relational database management systems. NoSQL databases are used to perform CRUD operations over massively distributed big data systems. This course will explore the limits of RDBMS and the technical scenarios where NoSQL databases triumph over RDBMS. We will study the core concepts of four different NoSQL databases: key-value, column family, document, and graph. For each of these databases, we will take a closer look at their technical aspects including their business needs for different big data systems. This course has several hands-on labs accompanied by relevant projects designed for learning DynamoDB for key-value, MongoDB for document, Cassandra for column family, and Neo4j for graph NoSQL databases. Finally, we will discuss the techniques for choosing one of the four NoSQL databases to meet the requirements of a specific use case.

Attributes: CSDA, CSNS, CSSS, DATA, EDDS.

CISC 5650. Cybersecurity Essentials. (3 Credits)

This course provides a holistic perspective on the structure of the cyber space ecosystem, the interoperability of the physical and social networks, and methods and techniques in building a functional cyber space which is secure and sustainable. Topics include global networking and communication, data mining and information fusion, secure cyber network and intrusion detection, forensic computing and investigation, incident response and risk management, security and privacy, security and privacy, and policy and assurance. The course also features expert lectures and case-based projects on cyber security in several areas including health care, finance, media, government, defense, and critical infrastructures.

Attributes: CSCY, DATA.

CISC 5660. Data Science for Cybersecurity. (3 Credits)

Cybersecurity attacks have typically involved enormous amounts of data, and the need for more sophisticated methods and tools for analyzing that data has only increased with the advent of more sophisticated and varied attacks. This course will introduce data science (machine learning and data mining) methods for manipulating, visualizing, and analyzing large amounts of data, with specific applications to cybersecurity. The methods will cover classification (decision trees, naïve Bayes, neural networks, etc.), clustering (K-means), and anomaly detection, and applications will be drawn from the following cybersecurity areas: malware and spam detection; phishing attacks; intrusion detection; web security; authorization attacks; and behavioral biometrics. Students will become familiar with data science toolkits and will apply the methods they learn to real world data sets. No prior machine learning or data mining experience is required, although students should have familiarity with computer programming.

Attributes: CSCY, CYAI, CYSC, CYSM.

CISC 5700. Cognitive Computing. (3 Credits)

This course covers method, practices and appreciations of cognitive computing. Topics include: structured vs. unstructured information management, data correlation vs. information diversity, concepts vs. keyword search, description vs. predictive analysis, NLP and semantic integration, deep Q&A, and computing data rest vs. in motion.

Attributes: CSAI, CSDA, CSID, DATA, PMTM.

CISC 5710. Introduction to Behavioral and Physical Biometrics. (3 Credits)

The need to ensure the security of computer systems and information is of paramount importance in our increasingly digital world. However, traditional passwords and keys often do not provide an adequate level of security, and consequently, biometric authentication and identification methods are becoming increasingly popular. This course will survey a wide variety of physiological and behavioral biometric methods and technologies. The physiological biometrics that will be covered include fingerprints, face, iris, retina, and ear shape, while the behavioral biometrics covered are based on gait, keystroke dynamics, voice, signature analysis, and general usage/activity patterns. The relative strengths and weaknesses of the various forms of biometrics will be evaluated. Other topics that will be covered include implementation issues, the use of machine learning for building biometric models, metrics for biometric evaluation, spoofing, privacy and ethical issues, the relation to forensic science, and the use of biometrics in the judicial system. Students will also gain hands-on experience through laboratory and homework exercises and a course project.

Attributes: CYAI, CYSM, DCCF.

CISC 5728. Security of e-Systems and Networks. (3 Credits)

This course deals with the fundamental concepts and tools of security of e-based systems and networks and its range of applications. Among the topics to be covered in this course include: security of e-commerce, e-business, e-service, e-government, authentication of users, system integrity, confidentiality and digital signature, e-security tools such as public key infrastructure (PKI) systems, bio-metric-based security systems, trust management systems in communications networks, intrusion detection systems, protecting against malware and computer network security risk management.

Attributes: CSCY, CSNS, CYOP, CYSM.

CISC 5750. Information Security and Ethics. (3 Credits)

The goal of this course is to give students a comprehensive introduction to information security and its applications in relations to ethics. It covers topics in cryptography, access control, network and operating system securities, software security, database security, cyberlaw and ethics. The students are assumed to have basic knowledge in programming and discrete structures.

Attributes: CSCY, DATA.

CISC 5770. Intelligence in Cybersecurity. (3 Credits)

This course will focus on the role of intelligence in cybersecurity. Students will become familiar with the application of cyber-threat intelligence in an enterprise environment, and how organizations employ this discipline to formulate cybersecurity strategies and strengthen defenses. The course will examine the intelligence cycle and its role in enterprise cybersecurity, with an emphasis on the analysis phase. The class will consider sources of threat intelligence, including open and paid feeds, open source intelligence (OSINT), and vendor services, and will develop an understanding of the uses of each. Through a series of practical exercises, students will learn about structured analysis methods, and will be introduced to analytic tools that include the Cyber Kill Chain, Diamond Model of Intrusion Analysis, and MITRE ATT&CK framework. Students will learn to use these tools to analyze cyber intrusions and threat-actor tactics, techniques, and procedures (TTPs), and to apply them across the tactical, operational, and strategic levels of intelligence. Upon completion of the course, students will have a solid foundation in the skills necessary to analyze, contextualize, and prioritize a variety of cyber threats.

Attributes: CSCY, CYMP, CYSM.

CISC 5790. Data Mining. (3 Credits)

This course introduces concepts, algorithms, and techniques of data mining as well as the practical issues that arise when applying these algorithms to real-world problems. The students will learn various aspects of data mining, including classification, regression, ensemble methods, association rules mining, sequence mining, time series mining, and cluster analysis. The homework assignments consist of both theory (written) and programming components. The class project involves building a predictive model using real-world data.

Attributes: ASDM, CSDA, CSID, DATI, IPED, PMTM.

CISC 5800. Machine Learning. (3 Credits)

This course covers the mathematical and algorithmic underpinnings of core methods in machine learning. Students learn to develop and implement classifiers and learners, using calculus and linear algebra, and they consider learning on fully labeled, partially labeled, and unlabeled data. Students also analyze and implement dimensionality reduction methods. Topics include gradient ascent/descent, support vector machines, neural networks, hidden Markov models, information criteria, factor/component analysis, and expectation-maximization.

Attributes: CSAI, CSDA, CSID, CSIQ, DATI, NESY.

Prerequisites: CISC 5450 and (CISC 5380 or Data Sci Python Waiver Exam with a score of 1) and (CISC 5790 or CISC 6930).

CISC 5825. Computer Algorithms. (3 Credits)

The study of a broad variety of important and useful algorithms for solving problems suitable for computer implementation. Topics include mathematical algorithms, sorting and searching, string processing, geometric algorithms, graph algorithms, combinatorial optimization techniques, and other advanced topics; average and worst-case analysis, time and space complexity, correctness, optimality, and implementation.

Attribute: CSFT.

CISC 5835. Algorithms for Data Science. (3 Credits)

This course is an introduction to algorithms, especially those that are essential to data science. This course covers algorithms for sorting and searching, as well as greedy algorithms, dynamic programming, and graph algorithms. In addition, this course will focus on time and space analysis of algorithms (including big-O time and space analysis), recurrences, loop invariants, lower bounds, hashing, and NP-completeness. Some advanced data structures—such as trees, stacks, and queues—will be reviewed. MSCS students should not take this course.

Attributes: DATI, EDDS.

CISC 5850. The Social Network. (3 Credits)

This course is an introduction to social networks which entails the structure, the function, and various applications. Topics include the Internet, information networks and the World-Wide Web, information retrieval and search engine optimization, social media analysis, crowd sourcing, social activity and voting, graph theory and social networks, network dynamics, text mining, natural language processing, and concept search. Emphasis will be on the social network itself.

Attributes: CSDA, CSSO, CYMP, CYSM.

Prerequisites: CISC 1600 or CISC 1400.

CISC 5900. Information Fusion. (3 Credits)

A study of the structure and function of information fusion. Efficient and effective combination of data or information from a variety of diverse sources, sensors, features, and decisions. Applications and case studies of information fusion and decision making to a plethora of disciplines including science and engineering, cybersecurity and digital networks, medicine and health, social choices and human cognition, business and finance, and management and innovation.

Attributes: CSAI, CSDA, DATI, DCDF, EDDS, PMTM.

Prerequisites: CISC 5790 or CISC 6930.

CISC 5920. Compiler Construction. (3 Credits)

An introduction to syntax-directed translation of high-level languages into executable code. This course covers both theoretical and practical aspects. Topics include lexical analysis, syntax analysis, intermediate code generation, and optimization; time permitting, object code generation and memory use will be covered. Students who take this course should have completed courses in discrete mathematics and data structures (it is recommended to have also completed a course in computer language theory/theory of computation).

CISC 5950. Big Data Computing. (3 Credits)

This course covers various topics in big data processing, such as Apache Hadoop, Spark technologies, as well as their ecosystems in the context of mining big data. It provides students both theoretical background (e.g., fairness) and hands-on computing techniques (e.g., in-memory data processing) in big data analytics and their applications. The students will learn how to collect, query, and analyze data in large sizes. Topics include Hadoop core technologies (HDFS, MapReduce, Yarn), Spark Streaming, MLlib, Clustering, and Spark SQL. The main programming language will be Python.

Attributes: CSDA, CSID, DATI, DCDF, EDDS.

Prerequisites: CISC 5380 or Data Sci Python Waiver Exam with a score of 1.

CISC 6000. Deep Learning. (3 Credits)

This course is an introduction to deep learning, a branch of machine learning typified by deep neural networks. Deep learning is behind many recent advances in AI, ranging from text mining and image recognition to machine translation, planning, and even game playing and autonomous driving. In this course, we will cover a range of topics including basic neural networks, Convolutional network, RNN, LSTM, GAN, Autoencoder and Restricted Boltzmann Machine (RBM). Various learning techniques such as Adam, Dropout, BatchNorm, Xavier initialization, CD-K sampling, etc., will also be explored throughout the course. This is a programming intensive course. Students are required to be proficient in Python programming and have knowledge of basic Machine Learning algorithms and techniques.

Attributes: CSAI, CSDA, CSID, DATA, EDDS.

Prerequisite: CISC 5800.

CISC 6070. Red Teaming. (3 Credits)

The intent of this course is to provide students, who are familiar with the foundational knowledge of cybersecurity and penetration testing, with the skills and technology necessary to conduct sophisticated attacks against well-resourced defenders. Students will learn and practice techniques to gain initial access, establish persistence, move laterally, and gain high-level privileges in order to complete objectives. Throughout the course, discussions of modern defensive techniques and capabilities will be discussed as well as known countermeasures. Students who successfully complete the course will be able to participate in red team operations across verticals and be prepared to perform research into discovering and improving techniques. Most importantly, students will be able to understand and improve in-place cybersecurity defenses utilizing an attacker-oriented mindset.

Attributes: CSCY, CYOP, CYSM.

CISC 6080. Capstone Project in Data Science. (3 Credits)

The goal of this class is to sharpen students' skills in data science by designing and implementing a capstone project. Through this class, students should gain a deep understanding of state-of-the-art data science technologies and current knowledge. Students are required to finish a large capstone project and are expected to present and write one or more research papers in this class.

CISC 6081. Data Science Practicum. (3 Credits)

This course is for students who desire experience in applying the knowledge and skills acquired in their coursework and laboratory sessions. Students are responsible for arranging a practicum/internship with a business or organization that is related to data science.

CISC 6085. Master's Thesis in Data Science I. (3 Credits)

Students have the option to pursue a master's thesis. This course serves as the first of the two required courses for completing an M.S. thesis. Students are responsible for finding a thesis advisor and collaboratively selecting a thesis topic. The work undertaken should sufficiently demonstrate the student's mastery of the subject matter. Additionally, an oral defense is mandatory as part of the completion process.

Mutually Exclusive: CISC 6080, CISC 6081.

CISC 6086. Master's Thesis in Data Science II. (3 Credits)

Students have the option to pursue a master's thesis. This course serves as the second of the two required courses for completing an M.S. thesis. Students are responsible for finding a thesis advisor and collaboratively selecting a thesis topic. The work undertaken should sufficiently demonstrate the student's mastery of the subject matter. Additionally, an oral defense is mandatory as part of the completion process.

Mutually Exclusive: CISC 6080, CISC 6081.

CISC 6090. Capstone Project in Cybersecurity. (3 Credits)

The goal of this class is to sharpen students' skills in Cybersecurity by designing and implementing a capstone project. After this class, students should gain a deep understanding in state-of-art cybersecurity, technologies and knowledge. Students are required to finish a large capstone project and are expected to present and write one or more research papers in class.

CISC 6091. Cybersecurity Practicum. (3 Credits)

This course is for students who desire experience in applying the knowledge and skills acquired in their course work and laboratory sessions. Students are responsible for arranging a practicum/internship with a business or organization that is related to cybersecurity.

Attribute: CYSM.

CISC 6095. Master's Thesis in MSCY I. (3 Credits)

Exceptional students may choose to write a master's thesis. The thesis topic must be approved by the Department Graduate Committee. The work should adequately demonstrate the student's proficiency in the subject material. A thesis supervisor will be assigned by the department and an oral defense is required.

CISC 6096. Master's Thesis in Cybersecurity II. (3 Credits)

Exceptional students may choose to write a master's thesis. The thesis topic must be approved by the Department Graduate Committee. The work should adequately demonstrate the student's proficiency in the subject material. A thesis supervisor will be assigned by the dept. and an oral defense is required.

CISC 6098. M.S. Computer Science Thesis I. (3 Credits)

Exceptional students may choose to write a master's thesis. The thesis topic must be approved by the Department Graduate Committee. The work should adequately demonstrate the student's proficiency in the subject material. A thesis supervisor will be assigned by the department and an oral defense is required. The student should take this course as the first of two thesis courses.

CISC 6099. M.S. Computer Science Thesis II. (3 Credits)

Exceptional students may choose to write a master's thesis. The thesis topic must be approved by the Department Graduate Committee. The work should adequately demonstrate the student's proficiency in the subject material. A thesis supervisor will be assigned by department and an oral defense is required. The student should take this course as the second of the two thesis courses.

CISC 6100. Software Engineering. (3 Credits)

Emphasis is placed on software design process, software implementation, software testing and maintenance. System and software planning, requirement analysis, and software concept will be discuss. Topics covered include detailed design tools, data structure-oriented design, program design, program implantation, and testing.

Attributes: CSSQ, CSSS.

CISC 6150. Programming Languages. (3 Credits)

The principles and practices of programming languages are examined. Students gain experience in applying models of languages in varied contexts. Topics include static and dynamic typing models; object-oriented, procedural, logic, and functional programming models; decision constructs and core data structures; and unique (language specific) high-level constructs. The emphasis is on language design, use, and implementation.

Attribute: CSFT.

CISC 6170. Special Topics in Data Science. (3 Credits)

This course concentrates on special state-of-the-art topics in the field of data science. The course content will change from semester to semester.

CISC 6200. Computer Elements & Arch. (3 Credits)

Study of the structure, behavior and design of computers; review of the organization of a computer to the gate, register and processor levels, processor design including parallelism, control design and microprogramming, memory organization, computer system organization including multiple CPU systems. The hardware,software interface and its implications for operating system design will be addressed.

CISC 6210. Natural Language Processing. (3 Credits)

Natural language processing (NLP) is one of the most important technologies of the information age, and a crucial part of artificial intelligence. It is the branch of machine learning and data science that deals with text and speech. This course is designed to introduce how to use computational and statistical methods to give insight into observed human language phenomena and make computers perform various tasks with human languages. The learning outcomes for students are to learn about major NLP issues and solutions, to become agile with NLP programming, and to be able to design, implement, and understand their own NLP applications. Topics include (but are not limited to): Syntactic Parsing, Semantic Analysis, Summarization and Information Extraction, Machine Translation and Neural Networks Models for NLP (RNN, CNN, etc.)

Attributes: CSAI, CSAT, DATA, EDDS.

Prerequisite: CISC 5800.

CISC 6345. Advanced Database Systems. (3 Credits)

In this course, students examine the theoretical framework of database management systems and conduct extensive hands-on experiments to handle large-scale database operations. This course will cover the fundamental components of different database technologies, including relational database management systems, state-of-the-art implementation technique, design decision of high-performance database systems, scalable components of database systems, non-relational database technologies, and technologies used in online transaction processing systems (OLTP) and large-scale analytical systems (OLAP). The class will perform several experiments as programming assignments stressing both the efficiency and correctness of query processing on a large-scale database.

Attributes: CSSQ, CSSS.

CISC 6352. Advanced Computational Finance. (3 Credits)

Sophisticated mathematical models, whose solutions often require computer programming, have become important in finance. This course helps students who wish to become quantitative financial analysts. It will serve as an introduction to standard mathematical approaches in computational finance, such as integration of differential equations, Black-Scholes, ARIMA, Markov-switching vector autoregressions, Monte Carlo, and related topics of research interest. The course provides a comprehensive view of financial forecasting, economic research, portfolio construction, trading strategies, risk management, and some of the key foundations of quantitative finance, including but not limited to solving large-scale portfolio optimization, factor-based trading strategies, and options strategies. This course assumes students have proficiency in Python or equivalent programming knowledge. The knowledge in quantitative finance models is recommended but not required. Students are required to complete several large projects and present their results in class.

Attributes: CSAT, CSSQ, DATA.

Prerequisites: (CISC 5380 or Data Sci Python Waiver Exam with a score of 1) and CISC 5790 and CISC 5450.

CISC 6375. Object Software Design. (3 Credits)

This course is designed as an advanced course in Software Engineering. It includes the following: Short introduction to Object Oriented (OO) technology; Comparisons of C++ and Smalltalk for OO development; the definition of system requirements using OO techniques; the evaluation and selection of OO methods, techniques, and management tools; the collection analysis and testing and use of project metrics; the establishment of requirements for testing and quality assurance. The course will use examples of OO technology in the development of Information Systems and of Real-Time Systems.

Attribute: CSSO.

CISC 6376. Software Design Patterns. (3 Credits)

This programming-intensive course provides an in-depth view of software design patterns, which are reusable solutions to common software problems. The course will begin by providing the rationale and benefits of software design patterns. Example problems will then be studied to investigate the development of good design patterns. Specific design patterns, such as the Observer, State, Adapter, Strategy, and Abstract Factory patterns, will be discussed and utilized in significant programming assignments. Students will become familiar with common design patterns, learn to use design patterns appropriately, and improve their object-oriented design and programming skills. Students will also learn to work collaboratively on significant programming projects. Prior knowledge of Object-Oriented Programming is required; CISC 6375 Object Software Design is recommended.

Attribute: CSAT.

CISC 6400. Robotics and Animation. (3 Credits)

This course presents students with a thorough background in the method and practice of designing and programming advanced robotic and graphical systems, and will include topics such as motion planning, navigation and mapping, visual perception, depth perception (sonar, stereovision, laser ranging), sensor fusion, behavior-based systems, action planning, and multi-agent systems.

Attributes: CSAI, CSSO.

CISC 6500. Bioinformatics. (3 Credits)

This course studies the relation of (interaction between) molecular biology and information science and the impact and applications of combinatorics, computing, and informatics on the biomedical sciences and clinical processes. Topics include: DNA sequence and alignment, database searching and data analysis, phylogenetic analysis and evolution, genomic and proteomics, structure and function, gene regulatory networks and metabolic pathways, microarray technology, and gene expression algorithms.

Attributes: CSAT, CSDA, DATA.

CISC 6525. Artificial Intelligence. (3 Credits)

Introduction to the study of the ideas and techniques that enable computers to function intelligently; heuristic approach, cognitive processes, general information processing and problem solving, learning and reasoning; representation, adaptation and use of knowledge; analysis and simulation of inductive and deductive processes, natural language, robotics and man-machine interaction.

Attributes: CSAI, CSID, CSIQ, DATA, DCDF, EDDS, NESY.

CISC 6550. Systems Neuroscience. (3 Credits)

This is an introductory course in the study of the structure and function of the brain at the cellular, systems, and cognitive levels. It covers the cells of the nervous systems and how they process information such as electrical and chemical signals. It studies the aggregate, or networks, of neurons, how a brain develops and establishes its complex circuitry, and how they produce higher brain functions such as vision, movement, memory, and learning, perception, emotion, and consciousness. Both invertebrate and vertebrate nervous systems will be included.

Attributes: CSAI, CSAT, CSDA, DATA.

CISC 6597. Capstone Project in Computer Science. (3 Credits)

The goal of this class is to provide the practical opportunity for students to combine skills they have learned during their computer science program and use them to design and implement a capstone project. Students are required to address all design, implementation, testing, and evaluation aspects of a large capstone project. They are expected to present and write one or more research papers in class detailing this work. Through this class, students should gain a deep understanding of state-of-art computer science technologies and knowledge, how they can be deployed in a practical application, and how they can be professionally documented and communicated.

CISC 6600. Cloud Computing Security. (3 Credits)

Cloud computing has evolved as a very emerging computing model and is now becoming a backbone of the IT industry and business, opening the opportunity for on-demand, highly elastic, and infinite computing power with scalability and supporting the delivery of mission-critical enterprise applications and services. Security poses significant challenges in cloud computing environments. This course starts with ground-up coverage on the high-level concepts of cloud landscape, architectural principles, techniques, and real-world best practices applied to cloud service providers and consumers. Then, the course will describe the cloud security architecture, security problems, and techniques, and explore the guiding security design principles and industry security standards. Finally, the course delves deep into the secure cloud architectural aspects, including comprehensive data protection, end-to-end identity management and access control, and monitoring and auditing processes. The course will have project works on important problems providing exposure to scientific research in cloud computing security.

Attributes: CSCY, CYAI, CYOP, CYSM, DCCF.

Prerequisite: CISC 5650.

CISC 6625. Educational Data Mining and Learning Analytics. (3 Credits)

Educational data mining (EDM) is concerned with the analysis and mining of large-scale data that comes from educational settings, with the goal of better understanding students, the learning process, and the factors that impact learning. This course will survey current work in the field and cover techniques (classification, clustering, network/graph mining, visualization, sentiment analysis, social network analysis, and recommender methods) as they are applied to EDM, as well as specific applications (grade prediction, instructor and student assessment, course and major recommender systems, tutoring systems, online learning, and intelligent tutoring systems). There will be prepared lectures by the instructor, and each student will be expected to present at least one topic and complete a course project.

Attributes: CSAT, CSDA, DATA.

CISC 6630. Wireless Security. (3 Credits)

The goal of this course is to provide students a theoretical foundation and robust technical details in wireless security. It covers topics in wireless network basics, principles of wireless network attacks, wireless intrusion detection systems, deploying wireless networks, defense for securing wireless networks, malwares in wireless networks, Rogue wireless network detection, cloud-based wireless solutions, and related techniques.

Attributes: CSCY, CSNS, CSSS, CYOP, CYSM.

CISC 6635. Exploratory Data Analysis and Visualization. (3 Credits)

Data may be essential and helpful to inform decision-making and impact public or corporate policy, never the less when visualized with proper context, data has the power to make a change in the world. This course explores the underlying theory and practical concepts in creating visual representations of large amounts of data. It covers core topics in data visualization including: data representation, visualization toolkits, information visualization, flow visualization, and volume rendering techniques. This course will include a significant project component that will typically require programming.

Prerequisite: CISC 5500.

CISC 6640. Privacy and Security in Big Data. (3 Credits)

This course targets the security and privacy issues associated with systems that process and store large amounts of data. The main concern is to process this data in a timely manner without compromising security and privacy of the users. Real world examples will be studied and analyzed to enable students to apply the suitable technological tools and techniques to protect the system and evaluate the suggested solutions. Covered topics include access control mechanisms, privacy protocol and methods, data confidentiality and integrity, security challenges and attacks on big data systems.

Attributes: CSAT, CSCY, CYAI, CYSM, DATA.

Prerequisite: CISC 5650.

CISC 6650. Forensic Computing. (3 Credits)

Computing and digital technology has greatly transformed society and the way we live. Today, our world is filled with an array of complex multiprocessing and interconnected machines that we've all become accustomed to. This course studies technologies and practices for investigating the use, misuse and the adversarial potential of computing systems and digital devices. It will provide unparalleled insight into the digital forensics and legal world, emphasized with practical laboratory projects.

Attributes: CSCY, CYMP, CYSM, DATA.

CISC 6660. Applied Cryptography. (3 Credits)

This course provides an introduction to cryptographic primitives and techniques that comprise the heart of secure protocols that are used in computer and network security. The course has the target of introducing students to the practical applications of cryptography with an overview of its theoretical basis. Students are expected to have some programming familiarity and basic mathematical skills. Covered topics include steganography, block and stream ciphers, secret key encryption (DES, AES, RC-n), primes, random numbers, factoring, and discrete logarithms; Public key encryption (RSA, Diffie-Hellman, Elliptic curve cryptography); Key management, hash functions, digital signatures, certificates and authentication protocols.

Attributes: CSCY, CSFT, CYAI, CYOP, CYSM, DCCF.

CISC 6670. Artificial Intelligence for Cybersecurity. (3 Credits)

This course provides a broad and rigorous introduction to AI approaches for addressing challenging cybersecurity problems. The primary focus is on applying AI and machine learning/deep learning techniques to enhance a system's cybersecurity. The course will introduce the essentials of AI and machine learning methods and tools that are relevant to cybersecurity (e.g., adversarial reasoning and search, linear and logistic regression, support vector machines, decision tree, [deep] neural networks, ensemble learning) and their implementations using Python programming. The students will then learn how to apply these AI methods to various cybersecurity scenarios, including intrusion detection, fraud detection and prevention, authentication, social engineering, and adversarial machine learning. The material will be reinforced by extensive practical demonstrations and hands-on implementations. The applications covered in this course span many areas, including computer networks, the "internet of things," cyber-physical systems, and online social networks. Students are expected to be familiar with computer programming and cybersecurity fundamentals.

Attributes: CSCY, CYAI, CYSM, DCCF.

Prerequisite: CISC 5660.

CISC 6680. Intrusion Detection and Network Forensics. (3 Credits)

This course provides students both theoretical knowledge and hands-on techniques in identifying intrusion detection and network traffic analysis. The students will learn how to identify different attacks through different traceback techniques and grasp network analysis methods and tools to conduct information retrieve from a network forensic standing point. This course covers topics in network forensics, intrusion detection and response, malware forensics, case studies, and related topics in cyber law and ethics. This class assumes the students have basic knowledge in network, and Linux/Unix operating systems. The students are expected to complete several programming oriented team projects and present their results.

Attributes: CSCY, CSNS, CYOP, CYSM, DATA.

CISC 6690. Cybersecurity in Business. (3 Credits)

Special emphasis on understanding the value cybersecurity and computer science professionals play in a business organization through the review of the major components and roles in a typical business and the demands and expectation of each. Business components studied include: marketing and sales; production and/or delivery; supporting functions (e.g IT, HR, etc.) and governance and control. Subject areas covered are the understanding of information assets, vulnerabilities and threat vectors related to those assets and the decision-making process supporting investments and maintenance of cybersecurity best practices. Students will better understand their role in a business organization and have a ready framework for cybersecurity decision making as a result of the class. In addition, students can expect to develop an appreciation for the characteristics of a business that best aligns with their personal goals and objectives.

Attributes: CSCY, CYMP, CYSM.

CISC 6700. Medical Informatics. (3 Credits)

Databases, information systems, and computer-based approaches have greatly transformed the research of medicine and the practice of physicians in the proper diagnosis and management of patients with a variety of common diseases and disorders. This course will cover the development and evaluation of methods for managing medical data and the integration of diverse and multifaceted hardware and software systems to provide enhanced value in medicine and healthcare. Informatics is not only embraced for imaging and diagnosis but also for clinical practice, decision making, quality and safety, and clinical research.

Attributes: CSAT, CSDA.

Mutually Exclusive: HINF 6101.

CISC 6725. Computer Networks. (3 Credits)

This course provides an introduction to computer networks, network components, and message transport technologies; transmission links and protocols, SDLC, X.25, BSC, and start/drop; and network architectures, topological design and analysis, local area network design, voice and integrated networks, and network reliability.

Attribute: CSNS.

CISC 6735. Wireless Networks. (3 Credits)

This course covers the fundamental techniques in the design, operation, and evaluation of wireless networks. Among the topics covered: first, second, third, fourth generation wireless systems, fifth generation-LTE systems cellular wireless networks, medium access techniques, physical layer, protocols (AMPS, IS-95, IS-136, GSM, SPRS, EDGE, WCDMA, cdma2000, etc.) satellite systems, fixed wireless systems, personal area networks (PANs) including Bluetooth and HRF systems, wireless local area networks, (WLAHs) technologies, architectures, protocols, and standards, mobility management, wireless sensor networks, and cognitive radio networks and advanced topics. This course is intended for graduate students who have some background on computer networks.

Attribute: CSNS.

CISC 6745. Data Visualization. (3 Credits)

Data visualization provides decision-makers with a visual representation of their analytics, which makes data easier to understand, parse, and act upon. With its foundations rooted in statistics and computer science, practitioners in almost every field use visualization to explore and present data. In this course, students will learn how to become an expert at communicating business-relevant implications of data analyses using Tableau and D3.js, the industry-leading software that provides reliable, flexible, and repeatable methods for analyzing real-world data. In particular, students will experiment and compare different visualization tools and learn to identify appropriate techniques through exposures to various data sets and particular requirements imposed by the data. Advanced techniques, including dashboard, interactive, and animated displays, will be covered in the course, as well as how to assess design choices around data visualization.

Attributes: CSDA, DATA, DCDF, EDSD.

CISC 6750. IOT Forensics and Security. (3 Credits)

With the exponential growth of Internet of Things (IoT) technology, the forensic examination and security of these objects has garnered increased attention. Moreover, digital forensic examiners have been presented with a unique set of challenges in order to understand how such devices secure, store and process data. This course is structured utilizing modules which will provide students with extensive hands experience in an interactive lab environment that will delve into the issues in IoT forensics and security. Through experimental testing participants will investigate and review the security of home IoT devices. The testing will include: traffic capture, device scanning and the analysis of wireless signals. In addition, a review and analysis of privacy exposure will be conducted, outlining the security vectors and malware used to attack and control IoT devices. Subsequent modules will be comprised of explanation, theory and numerous hands on exercises, culminating in discussion regarding the IoT technology stack and how it impacts digital forensics. Through use of existing digital forensic tools and methodology, we will introduce students to the application of digital forensics in the IoT framework by examining ordinary home devices. Examinations will provide students with hands on experience into a hunt for artifacts, identifying formats of stored data, encoding methods, while documenting their efforts throughout the process. Respective analysis of collection techniques, device workflow and the object data repositories will provide participants with an understanding of the full forensic value of these devices.

Attributes: CSCY, CSNS, CSSS, CYOP, CYSM.

CISC 6795. Java Programming. (3 Credits)

This course covers Java programming and internet computing with various applications. Topics include: Java programming, object-oriented programming, graphical user interfaces (GUI's) and Applications, multimedia, files and streams, and server communications.

Attribute: CSSO.

CISC 6800. Malware Analytics and Software Security. (3 Credits)

This course is the introduction to the fields of the malware analytics and software security at the early graduate level. It covers one of the most important aspects of the cybersecurity - the software perspective of the issue. It approaches the issue from mainly two ends, namely analyzing malicious software, which is intended to compromise the security requirements, and the software development strategies and tactics to prevent vulnerability in the face of attacks. This course will have enough technical details in exemplary scenarios for the students to dissect real world problems, but the main purpose is to establish enough theoretical and background knowledge so that they know where to start an endeavor and how to make an effective investigation or design for new software security problems.

Attributes: CSCY, CYAI, CYOP, CYSM, DCCF.

CISC 6850. Leadership and Management in Cybersecurity. (3 Credits)

In the highly interconnected and instrumented society, big data with great volume, variety and velocity can be an asset but also a liability for individuals and organizations. This course covers a variety of technological, systematic, and policy issues in the management of cyber risk for individual citizens, governmental organizations, and business enterprises. Students will meet with global leaders in cyber security on projects and case studies related to best practices and real life experiences.

Attributes: CYMP, CYSM.

CISC 6860. Cybersecurity: Technology, Policy, and Law. (3 Credits)

This course will examine a selection of issues stemming from the internet and the global adoption of technology for communications, commerce, statecraft, and cyber operations. Throughout the semester, the course will analyze the growth of the internet from its technical foundations of the ARPANET, to the modern world wide web. The topics will include the use and retention of data, the development and implementation of internet-connected devices, encryption and digital privacy, the growth of cryptocurrencies and blockchain technology, and the role of technology in democracy. Further, the course will analyze international law and the use of force in cyber warfare, evolving forms of cybercrime, the growth of artificial intelligence, and the ethics of autonomous systems. The course will provide a framework to understand these technological developments, contextualize the threats, and understand the existing policies and laws governing their development and implementation in society. Students will gain an understanding of these topics through in-class lectures, discussions, case studies, writing assignments, and intensive research. The course will build a vocabulary of technical terms and put them into context through class discussions. No technical knowledge is required for the course. While certain technical topics will be discussed, the focus will remain on international law and policy.

Attributes: CYMP, CYSM, GSSE.

CISC 6880. Blockchain Technology. (3 Credits)

A blockchain consists of participants who generate transactions, miners who aggregate the transactions and forge blocks for the chain, and the blockchain itself. The blockchain is updated based on some algorithm predetermined by group consensus, and it acts as a decentralized, immutable database. This course will cover fundamentals and advanced topics in blockchain technology. We will discuss each component in a blockchain system, how the components interact, and the general structure and functions of a blockchain. The course will also discuss security mechanisms of blockchain, blockchain system design, blockchain applications and implementations, cryptocurrencies, smart contracts, and the challenges of blockchain.

Attributes: CSAT, CSNS, CYMP, CYOP, CYSM, DATA, DCCF, HUCB.

CISC 6890. Advanced Computer Algorithms. (3 Credits)

This second class in computer algorithms will survey techniques for designing efficient algorithms, as well as a variety of specific algorithms and their application to a wide range of application domains. Topics will vary based on instructor and student interest, but will include many of the following: advanced data structures, string algorithms, linear programming, approximation algorithms, parallel algorithms, randomized algorithms, numerical and semi-numerical algorithms, optimization algorithms, streaming algorithms, and cryptographic algorithms. Students are expected to have previously completed a (graduate or undergraduate) full semester course in computer algorithms; students unsure if they have sufficient background should consult the instructor.

Attributes: CSFQ, CSFT, CSSO, DATA.

Prerequisite: CISC 5825.

CISC 6910. Data and Information Fusion. (3 Credits)

This course covers the application of data mining and information fusion techniques to real-world problems. The class is hands-on and each student will complete a substantial software project.

Attributes: CSID, CSIQ.

CISC 6920. Incident Response and Risk Management. (3 Credits)

The goal of this course is to provide students knowledge and hands-on forensic techniques in incident detection, analysis, response, and risk management. The course covers topics in incident handling procedures, forensic evidence collection techniques, forensic report writing, investigations in trademark and copyright infringement, corporate espionage, and related topics in cyber law and ethics. The students are assumed to have basic knowledge in Forensic computing. Students are expected to finish team projects, write research paper and present their results.

Attributes: CSCY, CYMP, CYSM.

CISC 6935. Advanced Distributed Systems. (3 Credits)

This course will cover the foundations of distributed systems and the practical applications built on top of these systems. The topics include distributed architectures, scalability, consistency, quorums, fault tolerance, fairness, resource optimization, system security, etc. The course also involves a hands on project that requires substantial programming skills. The students are expected to put their knowledge into practice by building a distributed system on the cloud and evaluate their systems. The course will involve research paper reading, discussions, and presentations.

Attributes: CSNS, CSSQ, CSSS, DATA.

CISC 6991. Internship. (0.5 to 3 Credits)

This internship course offers students the opportunity to exercise the computer science skills they have learned in a professional environment. Students will be asked to write one or more reports on their internship as the semester proceeds, culminating in a final project report.

CISC 7010. Formal Methods. (3 Credits)

This course is an introduction to formal methods, the application of theoretical computer science techniques and procedures used to address problems in hardware and software specification, verification, and automatic synthesis. It will cover the basic mathematics involved, including several forms of logic, mu-calculus, automata theory, lattices, and fixpoints. It will introduce the three main avenues of automatic verification: model checking, theory proving, and static analysis, presenting examples and algorithms for each. The course will briefly cover common tools, such as SPIN, Z3, Clang, Java Pathfinder, etc., but it is primarily a theory rather than a tools-oriented course. It will also address the theory and implementation of synthesis methods, such as Piterman, Pnueli, and Sa'ar (2006) synthesis for R(1) LTL specifications.

Attributes: CSFQ, CSFT.

CISC 7050. Penetration Testing. (3 Credits)

The course introduces principles and methods in penetration testing and related techniques. This course focuses on understanding and implementing state-of-the-art penetration testing technologies. This course covers topics in penetration testing methods and framework, scanning techniques, penetration test techniques for different network threats and related topics. Students are expected to finish several large team projects, write research paper, and present their results.

Attributes: CSCY, CYOP, CYSM.

CISC 7070. Research Methods. (3 Credits)

This course will cover a variety of topics related to conducting research in computer science in an effective and ethical way. Topics covered include a literature review and evaluation, defining a research problem and relating it to the literature, theory-building, designing and conducting experiments, human subjects in CS research, measuring performance, statistics, data analysis, building evidence, writing papers, presenting results, and participating in the CS research community. Assignments will allow students to practice different research skills and methodologies covered during the lectures.

CISC 7075. Research Project. (3 Credits)

In this course, students will design and carry out a research project using the methods and practices detailed in CISC 7070. The student will meet the course instructor individually and/or with other students who are completing this practical research experience course on a weekly basis. The course will include supplemental readings to facilitate the students' independent research. The final report for the research project in a seminar setting must be completed within 24 months of matriculation in the program. The report must detail research of publishable quality, as demonstrated, for example, by having the paper be accepted by a selective conference. The student must also complete a presentation on the project, which should include a thorough review of the literature in the area.

Prerequisite: CISC 7070.

CISC 7076. Research Paper. (0 Credits)

Students should register for this course to get credit for completing the research paper requirement for the Ph.D. program in computer science. When the paper is accepted by the department as having satisfied the requirement, the student registers for this course, which is graded P/F. A student must complete this requirement within their first 24 months in the program.

CISC 7090. Doctoral Pedagogy Seminar. (3 Credits)

This course will review the theory and practice of college teaching with a focus on computer science. Topics will include lecturing, demonstrations, labs, assessment methods, out-of-class writing and programming assignments, syllabus preparation, local requirements, and values.

CISC 7110. Advanced Computer Networks. (3 Credits)

The goal of this class is to develop an understanding of some fundamental techniques used to model and analyze communication networks. Compared to data communications and networks, the emphasis in this course will be more on developing analytical tools and conceptual models and less on describing the protocols used in current networks. However, some current protocols will be used to illustrate the concepts. These analytical tools are used to analyze the performance of various networks. More importantly, understanding this material can help one to develop intuition about some of the important issues in networking, and provide the background needed to conduct research in this field.

Attributes: CSSQ, CSSS.

CISC 7120. Robotics. (3 Credits)

This is a hands-on introduction to the issues of programming robots. It is an interdisciplinary course that will involve computer science, engineering, and mathematics. It introduces the specification and use of kinematics for stationary robot arms, mobile ground robots, and quadcopter drones using hands-on examples in the open-source robot operating system (ROS) with 3D simulated robots, as well as physical platforms. The basic algorithms for processing the common kinds of sensory information available to a robot, including ultrasound, laser, and RGB-D sensor, are covered, leading to the probabilistic algorithms for mapping and localization. Local and global navigation techniques are presented and contrasted. The three-level robot architecture is described and several examples from the literature will be presented. The challenges of building action planning systems that operate well under the uncertainty in robotics are discussed and example algorithms will be studied.

Attribute: CSAT.

CISC 7510. Computer Vision/Image Recognition. (3 Credits)

This course captures the natural structure of our visual world to perform diverse functions in data mining and artificial intelligence, covering the mathematical representations of objects, scenes, and actions. Static picture and dynamic video data will be considered, as well as the underlying 3D physical world. The course will introduce methods for image reconstruction, image recognition, and detection of objects within visual space and time. Students will implement standard and novel visual algorithms.

Attribute: CSAT.

CISC 7580. Computer Science Teaching Experience. (2 Credits)

Ph.D. candidates are required to take training in computer science pedagogy and participate in the teaching mission of the University. Training in pedagogy will be fulfilled by completing the department Pedagogy Seminar (CISC 7090), and teaching as a teaching assistant, fellow, or associate for four (4) semesters. A doctoral candidate must register for this course for each semester of teaching experience taken for the doctoral curriculum. Students registered for this course will meet regularly with each other and with faculty members to share experiences and best teaching practices. Doctoral candidates are also encouraged to participate in the Preparing Future Faculty (PFF) program; the Jesuit Pedagogy Seminar; and other opportunities.

Prerequisite: CISC 7090.

CISC 7610. Research Seminar in Computer Science. (3 Credits)

In this course, students will take part in a series of structured presentations and discussions with the instructor, as well as with researchers and practitioners in ethically informed, responsible, and trustworthy research and development in computer science. They will also take part in workshops, lectures, and conference discussions organized by professional societies and distinguished lecture series, including ACM and IEEE. Finally, students must complete a written project in the cognate area and make a presentation in the class. Students are required to have completed at least 27 credits of coursework.

Prerequisites: CISC 7070 and CISC 7075.

CISC 7650. Cybersecurity Operations. (3 Credits)

Throughout the course students will be taught the theories and concepts behind a security operation. Extensive hands-on lab assignments will give students the experience with the technology necessary to protect live networks and systems. In the scope of the course we will also go in-depth into the architecture of building a secure system design from the ground up. Building in security practices while in the design phase enables organizations to have deeper insight and resistance into threats. Information Security does not have a single solution to prevent attackers, the most secure organizations can still be compromised. The course will present a methodology that will enable systems and networks to be resilient to cyber-attacks. This reduces the attack surface and the damage an attacker could do to a system if compromised.

Attribute: CSAT.

CISC 7999. Dissertation Research in Computer Science. (4 Credits)

This is a faculty-mentored independent dissertation research course. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: CISC 0960.

CISC 8050. Projects and Internships. (3 Credits)

A course designed to concentrate on special and state-of-the-art topics in computer science; topics are changed from time to time to reflect the rapid change of computer and information technology.

CISC 8070. Projects& Internships in Cyber. (3 or 4 Credits)**CISC 8100. Special Topics in Comp.Science. (3 Credits)**

A course designed to concentrate on special and state-of-the-art topics in computer science; topics are changed from time to time to reflect the rapid change of computer and information technology.

CISC 8150. Special Topics in Cybersecurity. (3 Credits)

A course designed to concentrate on special and state of the art topics in cybersecurity; topics are changed from time to time to reflect the rapid change of cybersecurity technology and knowledge.

Attribute: CYSM.

CISC 8998. Experiential Learning. (1 to 6 Credits)

This course recognizes credits for professional knowledge in the area of cyber security acquired by the student prior to entering the graduate program.

CISC 8999. Tutorial. (0.5 to 4 Credits)

Each student either takes an internship at one of the medical schools, hospitals and health organizations or works on a project related to method and practice at the intersection of Biomedicine and Informatics. Students also attend a weekly seminar on a variety of topics in biomedical informatics featuring speakers from academia, industry, and government with diverse perspectives in business, technology, and management.

Computer Science (M.S.)

Requirements

Background courses

Students with insufficient background for graduate-level computer science courses may need to take background coursework. Credits do not apply toward the M.S. program. Students entering the program without an undergraduate degree in computer science may need to take one or more of the following, depending on their background:

Course	Title	Credits
CISC 5002	Discrete Structures	3
CISC 5004	Computer Programming C++	3
CISC 5006	Data Structures	3
CISC 5008	Computer Organization	3

Degree Requirements

The master's degree requires 30 credits of coursework beyond the bachelor's degree, which includes 24 credits of coursework and six credits of a culminating project. It can be completed by a full-time student in three or four semesters.

A "B" average (3.000) must be maintained in courses taken for the master's degree.

Course	Title	Credits
Foundation Courses		
CISC 5825 or CISC 6890	Computer Algorithms ¹ Advanced Computer Algorithms	3
CISC 5200	Computer Language Theory ²	3
	One Software thematic cluster course ³	3
	One Software or Networks and Systems thematic cluster course ³	3

CISC 5325	Database (or one Networks and Systems thematic cluster course) ^{3,4}	3
CISC 5595	Operating Systems (or one Networks and Systems thematic cluster course) ^{3,5}	3

Electives

Two courses from any of the five thematic clusters:³ 6

Software		
Networks and Systems		
Artificial Intelligence		
Data Analytics		
Cybersecurity		

Capstone or Thesis (one of the below options) 6

<i>Thesis Paper & Research</i>		
CISC 6098	M.S. Computer Science Thesis I	
CISC 6099	M.S. Computer Science Thesis II	
<i>Elective Course and Capstone</i>		
One additional elective course from any of the five thematic clusters ³		
CISC 6597	Capstone Project in Computer Science	

Total Credits 30

¹ Students who have not taken an undergraduate or graduate-level algorithms course should take CISC 5825 Computer Algorithms. Other students can take CISC 6890 Advanced Computer Algorithms, or (with permission of the program director) substitute another Software Thematic Cluster course.

² Students who have taken an undergraduate course similar to CISC 5200 Computer Language Theory may substitute any Software Thematic Cluster course, with the permission of the program director.

³ A list of courses for each thematic cluster can be found on the Thematic Clusters page (p. 525).

⁴ Students who have not taken an equivalent undergraduate or graduate course should take CISC 5325 Database.

⁵ Students who have not taken an equivalent undergraduate or graduate course should take CISC 5595 Operating Systems.

CIP Code

11.0101 - Computer and Information Sciences, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Thematic Clusters

Software thematic cluster courses

Courses in this group have the CSSO attribute.

Course	Title	Credits
CISC 5030	Internet and Web Programming	3
CISC 5040	JavaScript	3
CISC 5310	Video Game Design and Development	3
CISC 5410	Mobile Device Programming	3
CISC 5520	Programming Languages	3

CISC 5850	The Social Network	3
CISC 6100	Software Engineering	3
CISC 6352	Advanced Computational Finance	3
CISC 6375	Object Software Design	3
CISC 6400	Robotics and Animation	3
CISC 6795	Java Programming	3
CISC 6890	Advanced Computer Algorithms	3

Networks and Systems thematic cluster courses

Courses in this group have the CSNS attribute.

Course	Title	Credits
CISC 5030	Internet and Web Programming	3
CISC 5410	Mobile Device Programming	3
CISC 5550	Cloud Computing	3
CISC 5597	Distributed Systems	3
CISC 5640	Nosql Database Systems	3
CISC 5728	Security of e-Systems and Networks	3
CISC 6630	Wireless Security	3
CISC 6680	Intrusion Detection and Network Forensics	3
CISC 6725	Computer Networks	3
CISC 6735	Wireless Networks	3
CISC 6750	IOT Forensics and Security	3
CISC 6880	Blockchain Technology	3
CISC 6935	Advanced Distributed Systems	3

Artificial Intelligence thematic cluster courses

Courses in this group have the CSAI attribute.

Course	Title	Credits
CISC 5109	Big Data Analytics	3
CISC 5700	Cognitive Computing	3
CISC 5800	Machine Learning	3
CISC 5900	Information Fusion	3
CISC 6000	Deep Learning	3
CISC 6210	Natural Language Processing	3
CISC 6400	Robotics and Animation	3
CISC 6525	Artificial Intelligence	3
CISC 6550	Systems Neuroscience	3

Data Analytics thematic cluster courses

Courses in this group have the CSDA attribute.

Course	Title	Credits
CISC 5109	Big Data Analytics	3
CISC 5352	Machine Learning in Finance	3
CISC 5450	Mathematics for Data Science	3
CISC 5640	Nosql Database Systems	3
CISC 5700	Cognitive Computing	3
CISC 5790	Data Mining	3
CISC 5800	Machine Learning	3

CISC 5850	The Social Network	3
CISC 5900	Information Fusion	3
CISC 5950	Big Data Computing	3
CISC 6000	Deep Learning	3
CISC 6500	Bioinformatics	3
CISC 6550	Systems Neuroscience	3
CISC 6625	Educational Data Mining and Learning Analytics	3
CISC 6700	Medical Informatics	3
CISC 6745	Data Visualization	3

Cybersecurity thematic cluster courses

Courses in this group have the CSCY attribute.

Course	Title	Credits
CISC 5009	Network Essentials	3
CISC 5650	Cybersecurity Essentials	3
CISC 5660	Data Science for Cybersecurity	3
CISC 5728	Security of e-Systems and Networks	3
CISC 5750	Information Security and Ethics	3
CISC 5770	Intelligence in Cybersecurity	3
CISC 6070	Red Teaming	3
CISC 6600	Cloud Computing Security	3
CISC 6630	Wireless Security	3
CISC 6640	Privacy and Security in Big Data	3
CISC 6650	Forensic Computing	3
CISC 6660	Applied Cryptography	3
CISC 6670	Artificial Intelligence for Cybersecurity	3
CISC 6680	Intrusion Detection and Network Forensics	3
CISC 6690	Cybersecurity in Business	3
CISC 6750	IOT Forensics and Security	3
CISC 6800	Malware Analytics and Software Security	3
CISC 6920	Incident Response and Risk Management	3
CISC 7050	Penetration Testing	3

Computer Science (Ph.D.)

Overview

Computer scientists study the fundamental components of computation; develop computational applications, systems, and models; and evaluate the impact of such computational systems within society. Researchers in computer science develop groundbreaking theories, devise novel algorithms, and design innovative systems and models that advance our understanding of computer science, bringing positive change to hundreds of millions of lives on this planet.

Computing technology is pervasive and expanding rapidly. The explosive growth of data and computational power has led to a new artificial intelligence and data science revolution affecting every aspect of modern life. Concurrently, cybersecurity has been declared a critical component of the Department of Homeland Security's mission due to its importance to both the public and private sectors. The Department of Computer and Information Sciences at Fordham University offers the Ph.D. program in computer science to help meet these challenges by educating and developing the next generation of researchers, faculty, and industry

leaders who will push the frontiers of computational research and innovation.

CIP Code

11.0101 - Computer and Information Sciences, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

A student entering doctoral studies in computer science should have suitable preparation in mathematics and computer science, and a degree in computer science or the equivalent subject from an accredited college or university. In addition, ideal candidates for admission should have some previous exposure to research and development, and demonstrate through their application materials promise for success in research and teaching.

Required application materials include the following:

- Statement of interest
- CV/resume
- Official transcripts for prior undergraduate and graduate degrees
- GRE general test scores
- Copies of recent publications
- Three letters of recommendation
- Demonstrated English proficiency for non-U.S. or native English-speaker applicants (as per standing GSAS policy)

The application review process is carried out by a Faculty Review Committee, which reviews all applications for admission to the program and makes recommendations on admission to the GSAS director of admissions. While the committee is highly selective in its recommendations, it engages in holistic applicant review to achieve that goal. This includes a review of traditional "objective" measures such as GRE, GPA, and TOEFL/IELTS scores and a careful and systematic review of all submitted materials that reveal cognitive and/or affective characteristics of applicants, including their statement of interest, resume, recommendation letters, and any recent publications.

Objective admissions criteria include GRE quantitative scores of 160 or better (82nd percentile) and verbal scores of 150 or better (48th percentile). Competitive applicants requiring demonstrated English proficiency must have a minimum combined TOEFL score of 79 or a minimum overall IELTS band score of 6. The minimum required GPA is 3.5 (out of 4.0) for applicants with an M.S. in computer science or a closely related field, or 3.0 (out of 4.0) for applicants with a B.S. in computer science or a related field plus at least two years of work experience. Upon completion of an initial screening of the entire applicant pool, the committee may interview (remotely unless the applicant is already in the New York City area) applicants who are being seriously considered for a recommendation of admission.

Finally and importantly, admission recommendations take into account this entire broad base of material presented by applicants, and the program actively recruits applicants from members of communities typically underrepresented in STEM fields (e.g., women and minorities),

as well as welcoming applicants across diverse religious, socioeconomic, and cultural backgrounds.

Requirements

Course	Title	Credits
Research Courses		
CISC 7070	Research Methods	3
CISC 7075	Research Project ¹	3
CISC 7076	Research Paper ¹	0
Breadth Requirements		
One qualifying course from each of Groups I, II, and III		9
Two qualifying or non-qualifying courses drawn from Groups I-III ²		6
Depth Requirements		
Two electives from Group IV		6
Pedagogy Requirement		
CISC 7090	Doctoral Pedagogy Seminar	3
CISC 7580	Computer Science Teaching Experience (taken four times, for two credits)	8
Qualifying Exams		0
Students must complete three qualifying exams (see details below).		
CISC 0931	Ph.D. Qualifying Exam: Computer Science	0
Dissertation		
CISC 0950	Dissertation Proposal Preparation (taken at least two times, for four credits)	8
CISC 0960	Proposal Defense Computer Science	0
CISC 7999	Dissertation Research in Computer Science	24
Total Credits		70

¹ The final report for the research project in a seminar setting (CISC 7076 Research Paper) must be completed within 24 months of matriculation in the program. The report must detail research of publishable quality, as demonstrated, for example, by having the paper be accepted by a selective conference. The student must also complete a presentation on the project, which should include a thorough review of the literature in the area.

² Any course with the attribute CSFT (Group I), CSSS (Group II), or CSID (Group III) may fulfill this requirement.

Dissertation Progress Policies

A student may be placed on academic probation if they do not have an accepted dissertation proposal in at most 5 semesters after passing their qualifying exams, or if they have not completed their dissertation in at least 5 semesters after proposal approval.

Qualifying Exam Requirement

Each student must complete a qualifying exam before they are permitted to proceed to develop a dissertation proposal. The exam is satisfied by the student obtaining a grade of A or A- in at least one course from specific courses drawn from each of the three groups (I-III), noted below. These courses each include some coursework which focuses on

ethically-informed computer science training in the subject area of the course.

Group I: Foundations & Theory

Courses in this group have the CSFT attribute.

Course	Title	Credits
CISC 5200	Computer Language Theory	3
CISC 5825	Computer Algorithms	3
CISC 6150	Programming Languages	3
CISC 6660	Applied Cryptography	3
CISC 6890	Advanced Computer Algorithms	3
CISC 7010	Formal Methods	3

Qualifying Courses

The following courses in this list are qualifying exam courses and, additionally, have the CSFQ attribute:

Course	Title	Credits
CISC 5200	Computer Language Theory	3
CISC 6890	Advanced Computer Algorithms	3
CISC 7010	Formal Methods	3

Group II: Systems & Software

Courses in this group have the CSSS attribute.

Course	Title	Credits
CISC 5550	Cloud Computing	3
CISC 5640	Nosql Database Systems	3
CISC 6100	Software Engineering	3
CISC 6345	Advanced Database Systems	3
CISC 6630	Wireless Security	3
CISC 6750	IOT Forensics and Security	3
CISC 6935	Advanced Distributed Systems	3
CISC 7110	Advanced Computer Networks	3

Qualifying Courses

The following courses in this list are qualifying exam courses and, additionally, have the CSSQ attribute:

Course	Title	Credits
CISC 6345	Advanced Database Systems	3
CISC 6935	Advanced Distributed Systems	3
CISC 7110	Advanced Computer Networks	3

Group III: Informatics & Data Analysis

Courses in this group have the CSID attribute.

Course	Title	Credits
CISC 5352	Machine Learning in Finance	3
CISC 5700	Cognitive Computing	3

CISC 5790	Data Mining	3
CISC 5800	Machine Learning	3
CISC 5950	Big Data Computing	3
CISC 6000	Deep Learning	3
CISC 6525	Artificial Intelligence	3
CISC 6910	Data and Information Fusion	3

Qualifying Courses

The following courses in this list are qualifying exam courses and, additionally, have the CSIQ attribute:

Course	Title	Credits
CISC 5800	Machine Learning	3
CISC 6525	Artificial Intelligence	3
CISC 6910	Data and Information Fusion	3

Group IV: Advanced Topics

Courses in this group have the CSAT attribute.

Course	Title	Credits
CISC 6210	Natural Language Processing	3
CISC 6352	Advanced Computational Finance	3
CISC 6376	Software Design Patterns	3
CISC 6500	Bioinformatics	3
CISC 6550	Systems Neuroscience	3
CISC 6625	Educational Data Mining and Learning Analytics	3
CISC 6640	Privacy and Security in Big Data	3
CISC 6700	Medical Informatics	3
CISC 6880	Blockchain Technology	3
CISC 7120	Robotics	3
CISC 7510	Computer Vision/Image Recognition	3
CISC 7650	Cybersecurity Operations	3

Cybersecurity (M.S.)

Overview

The Cybersecurity Master's program curriculum consists of 10 courses (30 credits) that can be completed over 12 months, following a hybrid (on-campus and online) delivery model. Students who track with their entry cohort can complete the program in three semesters (fall, spring, summer). Students may select to complete a thesis through two courses instead of a capstone project and fifth elective. Classes will be offered in the evenings and during the weekends.

Prerequisites

All undergraduate majors are welcomed. Professional knowledge or experience equivalent to the following four courses is required:

1. Computer Programming with basic algorithms (in C, C++, Java, R or Python) (e.g., CISC 5004 Computer Programming C++ or CISC 5380 Programming with Python)

2. Applied Statistics and Probability or Discrete Mathematics (e.g., CISC 5420 Applied Statistics and Probability or CISC 5002 Discrete Structures).

Bridging courses are available for students who are missing one or more of the aforementioned prerequisites. With the permission of the Program Director, these courses can be taken concurrently with the cybersecurity courses. If you are required to take these courses, it will be stated in your admissions letter and the courses must be taken during the first semester.

CIP Code

11.1003 - Computer and Information Systems Security/Auditing/Information Assurance.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Course	Title	Credits
CISC 5009	Network Essentials ¹	3
CISC 5650	Cybersecurity Essentials ¹	3
CISC 5750	Information Security and Ethics	3
Five elective courses drawn from one or more thematic cluster, with the option to pursue an internship		15
One selection from the following: ²		6
Master's Thesis		
CISC 6095 & CISC 6096	Master's Thesis in MSCY I and Master's Thesis in Cybersecurity II	
Capstone and Elective		
CISC 6090	Capstone Project in Cybersecurity	
One additional elective from any thematic cluster		
Total Credits		30

¹ CISC 5009 Network Essentials and CISC 5650 Cybersecurity Essentials must be taken in the first semester.

² Capstone and thesis courses can only be taken during the second or third semester.

Elective Course Thematic Clusters

Courses that may count as an elective have the CYSM attribute.

Cyber Operations

Students choosing electives from the cyber operations thematic cluster should be comfortable with hands-on technical activities. Students without technical/Computer Science backgrounds should examine course descriptions and consult the instructor or program director before enrolling in these courses.

Course	Title	Credits
CISC 5728	Security of e-Systems and Networks	3
CISC 6070	Red Teaming	3
CISC 6600	Cloud Computing Security	3
CISC 6630	Wireless Security	3
CISC 6660	Applied Cryptography	3
CISC 6680	Intrusion Detection and Network Forensics	3
CISC 6750	IOT Forensics and Security	3
CISC 6800	Malware Analytics and Software Security	3
CISC 6880	Blockchain Technology	3
CISC 7050	Penetration Testing	3

Artificial Intelligence in Cybersecurity

Students enrolling in courses from the artificial intelligence in cybersecurity thematic cluster should have knowledge of discrete math, probability and statistics, including permutations, combinations, descriptive statistics, and basic probabilities concepts. Basic programming knowledge and a familiarity with Python programming is expected. Students without a technical/Computer Science background should assess their skills by reviewing the course descriptions before registering for these electives. Consultation with the instructor or program director before enrolling is also advised.

Course	Title	Credits
CISC 5450	Mathematics for Data Science	3
CISC 5550	Cloud Computing	3
CISC 5660	Data Science for Cybersecurity	3
CISC 5710	Introduction to Behavioral and Physical Biometrics	3
CISC 6600	Cloud Computing Security	3
CISC 6640	Privacy and Security in Big Data	3
CISC 6660	Applied Cryptography	3
CISC 6670	Artificial Intelligence for Cybersecurity	3
CISC 6800	Malware Analytics and Software Security	3

Cybersecurity Management, Policy, and Intelligence

Course	Title	Credits
CISC 5770	Intelligence in Cybersecurity	3
CISC 5850	The Social Network	3
CISC 6650	Forensic Computing	3
CISC 6690	Cybersecurity in Business	3
CISC 6850	Leadership and Management in Cybersecurity	3
CISC 6860	Cybersecurity: Technology, Policy, and Law	3
CISC 6880	Blockchain Technology	3
CISC 6920	Incident Response and Risk Management	3

Other Electives

Students may choose any of these electives with the program director's approval. The Cybersecurity Practicum (CISC 6091) is distinct from the capstone project and does not serve as a substitute. It is the student's responsibility to secure a practicum or internship with a business or organization related to cybersecurity.

Course	Title	Credits
CISC 6091	Cybersecurity Practicum	3
CISC 8150	Special Topics in Cybersecurity	3

Data Science (M.S.)

Overview

Program Highlights

- Designed to meet the demands of an ever-evolving job market
- Develop in-depth knowledge of manipulating large data sets and building computational models
- Explore specific areas of interests, such as Cybersecurity, Economics, Biology, Psychology, Computational Finance, and Urban Studies
- Hands-on experience with cutting-edge technologies such as Tableau, Spark, Deep Learning, and Natural Language Processing

Program Basics

- Curriculum (p. 531) requires 10 courses for a total of 30 credits, including five core courses, four electives, and a Capstone Project.
- A master's thesis is optional – if taken, it consists of two subsequent courses which replace the Capstone Project and one elective.
- One (1) internship (optional – if taken, this replaces the Capstone Project)
- Designed as a one- to-two year program
- Evening courses to accommodate working professionals

CIP Code

30.7001 - Data Science, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Prerequisites

- Applicants with undergraduate degrees in non-computer science areas are welcome.
- An undergraduate degree in a field emphasizing quantitative skills is expected, such as a degree in computer science, information science, engineering, math, physical science, health science, business, economics, psychology, social science or urban and city planning.
- Knowledge of discrete math, probability and statistics, including permutations, combinations, descriptive statistics, and basic probabilities concepts.
- Basic programming knowledge and a familiarity with Python programming is expected. This knowledge can be acquired via completion of CISC 5380 Programming with Python.

Admitted students **who seek to bypass** CISC 5380 Programming with Python **must take** a placement examination (CISC 0940), which is administered by the department prior to the beginning of each entry term. The exam covers fundamentals of Python programming language. Students who earn a grade lower than a B are required to enroll

in CISC 5380 Programming with Python in their first semester of study. This bridge course can be taken concurrently with courses that fulfill degree requirements.

Guidelines and Information

Completed applications will include each of the following items:

Official degree transcripts confirming prior degree conferral should be ordered at least one month prior to the application deadline. Please ensure that they are sent directly to the Office of Admissions (fuga@fordham.edu) via secure electronic delivery. If electronic delivery is not available, please request that your transcripts be submitted directly via post, in a sealed envelope, to: Graduate School of Arts and Sciences, Office of Admissions, Fordham University, 441 E. Fordham Rd., Bronx, NY 10458. Please note: you may upload unofficial copies of your transcripts to your application while the Office of Admissions awaits receipt of your official transcripts. Please ensure that all official transcripts from previously attended post-secondary institutions are submitted in English, or are accompanied by a certified English translation. Transcripts and credentials conversion information is available on the GSAS International Students page.

Official GRE scores are required if an applicant wishes to be considered for GSAS merit-based financial aid. GREs for this program are otherwise recommended. The scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code #2259.

Resume/CV (submit via the online application)

Statement of intent (up to 500 words, submitted electronically, via the online application)

Three letters of recommendation (submitted directly by referees via the online application)

English Proficiency

International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from the Test of English as a Foreign Language (TOEFL). GSAS will also consider a student's International English Language Testing System (IELTS)—Cambridge English Proficiency Level language testing results.

Official TOEFL or IELTS scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code # 2259. TOEFL minimum 85*, IELTS equivalent 6.5. Please consult the English Proficiency web page for additional information.

*Applicants with TOEFL scores below 85 may still apply.

Tuition Rate for Professional Master's Programs

Please visit the GSAS Tuition and Fees page to view the tuition rate for the Computer and Information Sciences programs.

Application Deadlines

For information see Application Deadlines.

Conditional Acceptances

There are no conditional acceptances, only changes to degree requirements such as added coursework taken while students are in the program.

Requirements

Degree Requirements

The master's program in Data Science requires 30 credits of coursework (10 classes), which will typically be completed in one to two years. Classes are offered in the evenings and during weekends. Please consult the Admissions Requirements page for more information about applying to the program.

Course	Title	Credits
Five Core Courses (see below)		15
Four elective (4) courses from one or more of the following of eight (8) thematic clusters		12
	Computer and Data Science	
	Cybersecurity	
	Bioinformatics and Health Informatics	
	Financial Informatics	
	Urban and City Informatics	
	Election and Government Informatics	
	Behavior Informatics	
	Media Informatics	
One of the following options:		3
CISC 6080	Capstone Project in Data Science	
CISC 6085 & CISC 6086	Master's Thesis in Data Science I and Master's Thesis in Data Science II ¹	
CISC 6081	Data Science Practicum (internship)	
Total Credits		30

¹ Students completing two semesters of thesis (6 credits) may complete one fewer 3-credit elective.

Data Science Core Courses

Five courses are required from the list below. Courses on this list have the DATI attribute code.

Course	Title	Credits
CISC 5450	Mathematics for Data Science	3
CISC 5500	Data Analytics Tools and Scripting	3
CISC 5790	Data Mining	3
CISC 5800	Machine Learning	3
CISC 5835	Algorithms for Data Science	3
CISC 5900	Information Fusion	3
CISC 5950	Big Data Computing	3

Thematic Clusters

All courses that can apply to the M.S. in Data Science as electives have the DATA attribute code.

AI and Data Science Courses

Course	Title	Credits
CISC 5550	Cloud Computing	3
CISC 5640	Nosql Database Systems	3
CISC 5700	Cognitive Computing	3
CISC 6000	Deep Learning	3
CISC 6210	Natural Language Processing	3
CISC 5325	Database	3
CISC 6525	Artificial Intelligence	3
CISC 6745	Data Visualization	3

Cybersecurity courses

Course	Title	Credits
CISC 5009	Network Essentials	3
CISC 5650	Cybersecurity Essentials	3
CISC 5750	Information Security and Ethics	3
CISC 6640	Privacy and Security in Big Data	3
CISC 6650	Forensic Computing	3
CISC 6680	Intrusion Detection and Network Forensics	3
CISC 6880	Blockchain Technology	3

Bioinformatics and Health Informatics courses

Course	Title	Credits
CISC 6500	Bioinformatics	3
CISC 6550	Systems Neuroscience	3
BISC 7502	Eukaryotic Molecular Biology	4

Financial Informatics courses

Course	Title	Credits
CISC 5352	Machine Learning in Finance	3
CISC 6352	Advanced Computational Finance	3
ECON 6950	Financial Econometrics	3
ECON 6910	Applied Econometrics	3

Urban and City Informatics courses

Course	Title	Credits
URST 5000	Issues in Urban Studies	3
URST 6200	Research Skills in Urban Studies	3
BISC 7529	Principles of Geographical Information Science	4

Election and Government Informatics courses

Course	Title	Credits
POSC 5100	American Political Behavior	3
POSC 5130	Political Institutions and Processes	3
POSC 5251	Political Survey Research	3

Behavior Informatics courses

Course	Title	Credits
PSYC 6850	Evaluation of Psychological and Social Programs	3
PSYC 7804	Regression with Lab	3

PSYC 7830	Structural Equation Modeling	3
PSYC 7920	Item Response Theory	3

Media Informatics courses

Course	Title	Credits
PMMA 6103	Data Journalism and Interactive Graphics	3
PMMA 6205	Online Analytics and Metrics	3

Data Science & Quantitative Economics (M.S.)

Overview

The economics and computer and information sciences (CIS) departments offer an interdisciplinary M.S. degree program in data science and quantitative economics. This interdisciplinary degree program was developed in response to the increasing importance of computational methods and data analytic skills in the job market.

Students who pursue this degree option gain a deeper understanding of economic theory and computational methods, while engaging in research projects that link data science and economics. This degree entails 10 courses (30 credits) essential to both economic and data science domains, which can be taken sequentially or concurrently as needed.

The benefit of this program is that it allows students to combine powerful theoretical approaches with modern tools to understand complex problems. It prepares students well for careers in data-driven professions by providing strong analytic training with hands-on applications across a variety of fields such as finance, health policy, environmental policy, economic development, family and disability studies, and monetary policy.

Learning Goals

The master's in data science & quantitative economics program enables students to attain, by the time of graduation:

- A background in economic theory through instruction in ECON 6010 Microeconomic Theory I and ECON 6020 Macroeconomic Theory I.
- Updated skills in math and statistics through CISC 5450 Mathematics for Data Science or ECON 5710 Mathematical Analysis in Economics, and through ECON 6910 Applied Econometrics or ECON 6950 Financial Econometrics.
- Advanced technical skills to build and assess computational models and apply data science concepts and methods to economics data through CISC 5790 Data Mining and CISC 5800 Machine Learning.
- An understanding of the theoretical framework of big data processing and hands-on experience in big data analytics and its applications.
- An ability to effectively communicate data science-related information to any audience and transform findings into actionable solutions to real-world problems.

CIP Code

45.0603 - Econometrics and Quantitative Economics.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

The M.S. in data science & quantitative economics has the same admissions requirements as the M.A. in economics **and** the M.S. in data science.

These requirements are: completed online application, 3 letters of recommendation (for non-Fordham students, 2 letters for Fordham undergraduates), official transcripts from all prior undergraduate and/or graduate institutions, statement of intent, official GRE test scores, and official TOEFL or IELTS scores for non-native English speakers.

English Proficiency Requirements

International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from one of the following accepted English language competency exams:

- Test of English as a Foreign Language (TOEFL) - GSAS accepts the following TOEFL tests:
 - TOEFL iBT (including the Home Edition and Paper Edition)
 - TOEFL Essentials
- International English Language Testing System (IELTS)—Cambridge English Proficiency Level
- Duolingo English Test
- PTE Academic
- Cambridge English Qualifications - We accept the B2 First, C1 Advanced, or C2 Proficiency exams

Official TOEFL, IELTS, DET, PTE Academic, or Cambridge English Qualifications scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences (our ETS TOEFL score code #2259).

Preferred minimum score requirements:

Exam	Score
TOEFL iBT	100
IELTS	7.0 band score
DET	130
PTE Academic	68
Cambridge English Qualifications	185 Overall Score on the B2, C1 Advanced, or C2 Proficiency exam

Exemptions to the English Language Requirement

Exemptions from this requirement can be requested by the applicant in her/his application, or can be made in writing by the applicant to fuga@fordham.edu. Exemptions are generally permitted for international applicants who:

1. are native English speakers from countries where English is an official language; and/or

2. have completed, within the past five years, at least two years of study at an undergraduate or graduate institution in the United States or in a country where English is the official language of instruction.

GSAS retains the right to request language evaluation from any applicant. The Fordham English Language Test (FELT), administered by Fordham's Institute of American Language and Culture (IALC), may be required for those students whose English proficiency scores do not meet GSAS program requirements. Additional coursework may also be recommended by the IALC.

Students are permitted to register for two GSAS courses during the academic term in which they are completing any IALC-recommended coursework, which generally occurs during their first semester of study.

Please note: Tuition costs associated with the learning of English as a second language are the responsibility of the student and will not be covered by a GSAS tuition scholarship. GSAS merit-based tuition scholarships are not applicable to the costs of additional coursework recommended by the IALC.

For more information about admissions to the Graduate School of Arts and Sciences, please visit their page on the Fordham website.

Prerequisites

Economics

An undergraduate degree in a field emphasizing economics and/or quantitative skills—such as a degree in economics or mathematical economics; or a degree in math, finance, psychology, computer science, or business with a minor in economics—is expected. The following courses or equivalent should be taken prior to beginning the M.S. in data science & quantitative economics program:

- Intermediate-level Macroeconomics and Microeconomics
- Math for Economists OR Calculus I and Linear Algebra
- Statistics I and Statistics II

If these classes were not completed with a previous degree, then the required classes will be added to a student's admission. These classes must be taken in the first semester or prior to beginning the program (e.g., during the summer or previous semester). Alternatively, we offer a "bridge course," ECON 5012 Foundations of Economics, for students in quantitative fields without an economics background. This bridge course can be taken concurrently with courses that fulfill degree requirements.

Data Science

- Applicants with undergraduate degrees in non-computer science areas are welcome.
- An undergraduate degree in a field emphasizing quantitative skills is expected, such as a degree in computer science, information science, engineering, math, physical science, health science, business, economics, psychology, social science, or urban and city planning.
- Knowledge of discrete math, probability and statistics, including permutations, combinations, descriptive statistics, and basic probabilities concepts.
- Basic programming knowledge and a familiarity with Python programming is expected. This knowledge can be acquired via completion of CISC 5380 Programming with Python.

Admitted students who seek to bypass CISC 5380 Programming with Python must take a placement examination (CISC 0940), which is administered by the Computer and Information Sciences department prior to the beginning of each entry term. The exam covers fundamentals of Python programming language. Students who earn a grade lower than a B are required to enroll in CISC 5380 Programming with Python in their first semester of study. This bridge course can be taken concurrently with courses that fulfill degree requirements.

Requirements

The M.S. in data science & quantitative economics requires completion of 30 credits, as follows:

Course	Title	Credits
Economics Core		
ECON 6010	Microeconomic Theory I	3
ECON 6020	Macroeconomic Theory I	3
ECON 6910 or ECON 6950	Applied Econometrics Financial Econometrics	3
Data Science Core		
CISC 5790	Data Mining	3
CISC 5800	Machine Learning	3
Math Core		
ECON 5710 or CISC 5450	Mathematical Analysis in Economics Mathematics for Data Science	3
Electives		
<i>One Economics elective drawn from any of the following areas:</i> ¹		3
Applied Microeconomics		
Finance		
Special Topics		
<i>One Data Science elective</i> ²		3
<i>One Economics OR Data Science elective</i> ¹		3
Capstone/Internship/Thesis (one of the following)		3
<i>Capstone Project Option</i>		
CISC 6080 or ECON 6080	Capstone Project in Data Science Capstone Project in Economics	
<i>Internship Option</i>		
CISC 6081 or ECON 6081	Data Science Practicum Economics Practicum	
<i>Thesis Option</i> ³		
Select one of the following:		
CISC 6085 & CISC 6086	Master's Thesis in Data Science I and Master's Thesis in Data Science II	
ECON 6085 & ECON 6086	Master's Thesis in Economics I and Master's Thesis in Economics II	
Total Credits		30

¹ See below for lists of courses fulfilling this requirement. Economics electives can be drawn from any of the three areas.

² See list below of courses that fulfill this requirement.

³ Completion of a thesis requires 6 credits. Students who complete a 6-credit thesis will take one less elective as part of the degree.

Economics Electives

Applied Microeconomics elective courses

Courses in this group have the EDAM attribute.

Course	Title	Credits
ECON 5105	Topics in Economic History	3
ECON 5260	Epidemics and Development Policy	3
ECON 5280	Urban Economics	3
ECON 5415	Gender & Economic Development	3
ECON 5590	Health Economics	3
ECON 5600	Health and Development	3
ECON 6440	Development Economics	3
ECON 6460	Agriculture and Development	3
ECON 6480	Environmental and Resource Economics	3
ECON 6970	Applied Microeconometrics	3

Finance elective courses

Courses in this group have the EDFI attribute.

Course	Title	Credits
ECON 5006	Programming Economics and Finance	3
ECON 6240	Financial Economics	3
ECON 6340	Financial Theory	3

Specialized Topics elective courses

Courses in this group have the EDST attribute.

Course	Title	Credits
ECON 5730	Econometrics and Finance Using R - Part I	3
ECON 5750	Game Theory	3
ECON 5760	Computational Macroeconomics/Finance	3
ECON 6310	Monetary Policy	3
ECON 6320	Monetary Theory	3
ECON 6470	Growth and Development	3
ECON 6510	International Trade	3
ECON 6530	International Economics of Growth and Development	3
ECON 6560	International Finance	3
ECON 6990	Topics in Econometric Theory	3

Data Science Electives

Courses in this group have the EDDS attribute.

Course	Title	Credits
CISC 5325	Database	3
CISC 5500	Data Analytics Tools and Scripting	3
CISC 5550	Cloud Computing	3
CISC 5640	Nosql Database Systems	3
CISC 5835	Algorithms for Data Science	3
CISC 5900	Information Fusion	3
CISC 5950	Big Data Computing	3
CISC 6000	Deep Learning	3
CISC 6210	Natural Language Processing	3

CISC 6525	Artificial Intelligence	3
CISC 6745	Data Visualization	3

Data Science for Cybersecurity (Adv Cert)

Overview

Well-trained cybersecurity professionals are needed to secure our information systems and national infrastructure. However, in order to respond to increasingly sophisticated and varied attacks, these professionals should not only be familiar with traditional cybersecurity methods but should also be adept at accessing, manipulating, and analyzing the enormous amounts of data generated by modern computing systems. The advanced certificate in data science for cybersecurity helps to meet this need by ensuring that those entering into the field, as well as cybersecurity professionals, establish a solid background in data science and have experience in applying data science methods to cybersecurity problems.

Two courses taken toward the certificate may double count with any of the existing master's and doctoral degree programs in computer and information science (M.S. in cybersecurity (p. 528), M.S. in data science (p. 530), M.S. in computer science (p. 525), and Ph.D. in computer science (p. 526)).

Learning Outcomes

The advanced certificate in data science for cybersecurity enables students to attain, by the time of certificate completion:

1. Foundational knowledge of data mining and machine learning methods and how they can be applied to address real-world problems.
2. A thorough understanding of data privacy and data security issues.
3. The programming skills necessary to manipulate large data sets and to implement data mining and machine learning models.
4. Experience applying data science and AI methods to solve cybersecurity problems such as intrusion detection, malware detection, and spam detection.

Admissions

Admissions requirements for the program include:

- Completed and signed application
- Application fee
- Written statement of intent
- Official undergraduate transcript (and graduate transcript, if applicable)
- Two reference letters
- Resume

Requirements

The curriculum consists of five courses (two required core and three electives) spanning two to four semesters, resulting in a 15-credit advanced certificate in data science for cybersecurity.

Prerequisites

Cybersecurity

Students are expected to enter the advanced certificate program with a basic knowledge of cybersecurity equivalent to CISC 5650 Cybersecurity Essentials. Alternatively, students must complete CISC 5650 prior to completing the advanced certificate or before taking any courses that require this course as a prerequisite.

Computer Programming

All students are expected to have some knowledge of computer programming, as assessed by a Python examination. Those with insufficient background must take CISC 5380 Programming with Python.

Curriculum

Course	Title	Credits
Required Courses		
CISC 5660	Data Science for Cybersecurity	3
CISC 6640	Privacy and Security in Big Data	3
Electives		
One Cybersecurity-Focused course ¹		3
One Data Science-Focused course ¹		3
One Cybersecurity or Data Science-Focused course		3
Total Credits		15

¹ See below lists of courses fulfilling each requirement.

Cybersecurity-Focused courses

Courses in this group have the DCCF attribute.

Course	Title	Credits
CISC 5710	Introduction to Behavioral and Physical Biometrics	3
CISC 6600	Cloud Computing Security	3
CISC 6660	Applied Cryptography	3
CISC 6670	Artificial Intelligence for Cybersecurity	3
CISC 6800	Malware Analytics and Software Security	3
CISC 6880	Blockchain Technology	3

Data Science-Focused courses

Courses in this group have the DCDF attribute.

Course	Title	Credits
CISC 5450	Mathematics for Data Science	3
CISC 5500	Data Analytics Tools and Scripting	3
CISC 5900	Information Fusion	3
CISC 5950	Big Data Computing	3
CISC 6525	Artificial Intelligence	3
CISC 6745	Data Visualization	3

Dual Degree in Economics (M.A.) and Data Science (M.S.)

Overview

The dual degree in economics (M.A.) and data science (M.S.) enables students to gain a deeper understanding of economic theory and computational methods while having the time and expertise to engage in research projects that link data science and economics. The dual degree requires 15 courses (45 credits), which can be taken sequentially or concurrently.

CIP Code

Economics (M.A.)

45.0603 - Econometrics and Quantitative Economics.

Data Science (M.S.)

30.7001 - Data Science, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

The dual degree in economics (M.A.) and data science (M.S.) has the same admissions requirements as the M.A. in economics and the M.S. in data science.

These requirements are:

- completed online application
- three letters of recommendation for non-Fordham students; two for Fordham students
- official transcripts from all prior undergraduate and/or graduate institutions
- statement of intent
- official GRE test scores
- official TOEFL or IELTS scores for non-native English speakers.

Students will initially be admitted to either the M.A. in economics or the M.S. in data science and then apply for the dual degree (the other M.A./M.S.) once they are approximately 18 credits into their graduate study (i.e., completed four courses and are currently registered for at least two more).

Application to the second degree will only require an application form, a short statement of intent, and transcripts, with no fee for the application.

Economics Prerequisites

An undergraduate degree in a field emphasizing economics and/or quantitative skills is expected, such as a degree in economics or international political economy, or a degree in math, finance, psychology, computer science, or business with a minor in economics. The following courses or equivalent should be taken prior to beginning the M.A. in economics program:

- Intermediate-level Macroeconomics and Microeconomics
- Math for Economists OR Calculus I and Linear Algebra
- Statistics I and Statistics II (Statistical Decision Making)

If these classes were not completed with a previous degree, then the required classes will be added to a student's admission. These classes must be taken in the first semester or prior to beginning the program (e.g., during the summer or the previous semester).

Data Science Prerequisites

- Applicants with undergraduate degrees in non-computer science areas are welcome.
- An undergraduate degree in a field emphasizing quantitative skills is expected, such as a degree in computer science, information science, engineering, math, physical science, health science, business, economics, psychology, social science, or urban and city planning.
- Knowledge of discrete math, probability, and statistics, including permutations, combinations, descriptive statistics, and basic probability concepts.
- Basic programming knowledge and familiarity with Python programming are expected. This knowledge can be acquired via completion of CISC 5380 Programming with Python.

Admitted students **who seek to bypass** CISC 5380 Programming with Python **must take** a placement examination, which is administered by the department prior to the beginning of each entry term. The exam covers the fundamentals of Python programming language. Students who earn a grade lower than a B are required to enroll in CISC 5380 Programming with Python in their first semester of study. This bridge course can be taken concurrently with courses that fulfill degree requirements.

Requirements

The requirements for the Dual Degree in Economics (M.A.) and Data Science (M.S.) are as follows:

Course	Title	Credits
Economics Courses		
<i>Core Courses</i>		
ECON 6010	Microeconomic Theory I	3
ECON 6020	Macroeconomic Theory I	3
ECON 6910	Applied Econometrics	3
or ECON 6950	Financial Econometrics	
<i>Economics Electives</i> ¹		9
Three courses from any of the following areas:		
Applied Microeconomics		
Finance		
Specialized Topics		
Data Science Courses		
<i>Core Courses</i>		
CISC 5790	Data Mining	3
CISC 5800	Machine Learning	3
CISC 5950	Big Data Computing	3
<i>Data Science Electives (two courses)</i> ¹		6
<i>One of the following options:</i> ²		3
CISC 6080	Capstone Project in Data Science	

CISC 6085 & CISC 6086	Master's Thesis in Data Science I and Master's Thesis in Data Science II	
CISC 6081	Data Science Practicum (internship)	
Math Core		
ECON 5710 or CISC 5450	Mathematical Analysis in Economics Mathematics for Data Science	3
Free Electives (two courses) ³		6
Total Credits		45

¹ See below lists for courses that may fulfill this requirement. For students who did not complete an undergraduate major in economics and are pursuing this dual-degree program, ECON 5012 Foundations of Economics may also count as an economics elective.

² Students completing two semesters of data science thesis (6 credits) may complete one fewer 3-credit data science elective.

³ Any course that counts as an economics or data science elective may fulfill this requirement.

Applied Microeconomics elective courses

Courses in this group have the EDAM attribute.

Course	Title	Credits
ECON 5105	Topics in Economic History	3
ECON 5260	Epidemics and Development Policy	3
ECON 5280	Urban Economics	3
ECON 5415	Gender & Economic Development	3
ECON 5590	Health Economics	3
ECON 5600	Health and Development	3
ECON 6440	Development Economics	3
ECON 6460	Agriculture and Development	3
ECON 6480	Environmental and Resource Economics	3
ECON 6970	Applied Microeconometrics	3

Finance elective courses

Courses in this group have the EDFI attribute.

Course	Title	Credits
ECON 5006	Programming Economics and Finance	3
ECON 6240	Financial Economics	3
ECON 6340	Financial Theory	3

Specialized Topics elective courses

Courses in this group have the EDST attribute.

Course	Title	Credits
ECON 5730	Econometrics and Finance Using R - Part I	3
ECON 5750	Game Theory	3
ECON 5760	Computational Macroeconomics/Finance	3
ECON 6310	Monetary Policy	3
ECON 6320	Monetary Theory	3
ECON 6470	Growth and Development	3
ECON 6510	International Trade	3
ECON 6530	International Economics of Growth and Development	3

ECON 6560	International Finance	3
ECON 6990	Topics in Econometric Theory	3

Data Science elective courses

Courses in this group have the EDDS attribute.

Course	Title	Credits
CISC 5325	Database	3
CISC 5500	Data Analytics Tools and Scripting	3
CISC 5550	Cloud Computing	3
CISC 5640	Nosql Database Systems	3
CISC 5835	Algorithms for Data Science	3
CISC 5900	Information Fusion	3
CISC 5950	Big Data Computing	3
CISC 6000	Deep Learning	3
CISC 6210	Natural Language Processing	3
CISC 6525	Artificial Intelligence	3
CISC 6745	Data Visualization	3

Economics

The Department of Economics at Fordham offers M.A. and Ph.D. degree programs, as well as (in conjunction with the Department of Computer and Information Sciences) an M.S. degree in data science & quantitative economics. Our courses are taught in small classes led by our widely published and recognized tenured or tenure-track faculty. We provide individualized, personal mentorship to all members of the graduate program.

Graduate students have a variety of concentrations and elective courses to choose from, including game theory, programming, economic history, health economics, and more. We offer concentrations in development, international, financial, and monetary economics. Our M.A. students take a preparatory course in mathematics as well as either financial or applied econometrics.

Ph.D. students take our advanced mathematics course plus courses in advanced econometrics, both theory and applied. We also offer a distinctive, one-semester teaching practicum, which prepares students to become effective instructors. We hold yearly workshops for our Ph.D. students to perfect their presentation skills, and we have courses designed to teach dissertation writing and research methods. We also have a detailed job market preparation guide and twice-yearly meetings for our students to prepare them for the job market.

For more information about Graduate-level Economics, please visit our page on the Fordham website.

Admissions

Completed applications will include each of the following items:

Official Transcripts

Please be sure to order official final transcripts from all previously attended institutions confirming degree conferral (if applicable) at least one month before the posted application deadline. Transcripts should be

sent directly from your prior institution(s) via secure electronic delivery to the Office of Admissions at fuga@fordham.edu. If electronic delivery is not available, please request that your transcripts be submitted by postal service in a sealed envelope from the institution to:

Graduate School of Arts and Sciences
Office of Admissions
Keating Hall Room 216
Fordham University
441 E. Fordham Rd.
Bronx, NY 10458

Please note: We strongly recommend that you upload unofficial copies of your academic transcripts to your application while the Office of Admissions awaits receipt of your official transcripts.

Please ensure that all official transcripts from previously attended post-secondary institutions are submitted in English, or are accompanied by a certified English translation. For academic transcripts from institutions outside the United States, applicants are strongly encouraged to obtain a course-by-course credential evaluation. Transcripts and credentials conversion information is available on the GSAS International Students page

Official GRE Scores

Scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code #2259

Resume/CV

Submitted via the online application.

Statement of Intent

Up to 500 words, submitted electronically, via the online application.

Supplemental Essay (Optional)

You may choose to answer this optional essay question. Your answer will help the admission committee get a better understanding of your unique perspective and potential contributions to our community. Please discuss how your life experiences, perspective, or worldview have motivated or inspired you, posed challenges, helped you build skills, or taught you valuable lessons. We are eager to learn how these experiences have helped shape who you are and prepared you for graduate study, in keeping with our mission of "graduate education for the global good."

Three letters of Recommendation

Submitted directly via the online application. Enter the following information for each of your recommendation providers: name, address, email address, phone number, and institution. Make sure you enter your recommenders' email addresses correctly so that they each receive an automated email instructing them on how to submit their recommendations online. Mark the waiver statement for each recommender you enter.

English Proficiency

International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from one of the following accepted English language competency exams:

- Test of English as a Foreign Language (TOEFL) - GSAS accepts the following TOEFL tests:
 - TOEFL iBT (including the Home Edition and Paper Edition)
 - TOEFL Essentials
- International English Language Testing System (IELTS)—Cambridge English Proficiency Level
- Duolingo English Test
- PTE Academic
- Cambridge English Qualifications - We accept the B2 First, C1 Advanced, or C2 Proficiency exams

Official TOEFL, IELTS, DET, PTE Academic, or Cambridge English Qualifications scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences (our ETS TOEFL score code is #2259).

Preferred minimum score requirements:

Exam	Score
TOEFL iBT	100
IELTS	7.0 band score
DET	120
PTE Academic	68
Cambridge English Qualifications	185 Overall Score on the B2, C1 Advanced, or C2 Proficiency exam

English Proficiency

Exemptions from this requirement can be requested by the applicant in her/his application, or can be made in writing by the applicant to fuga@fordham.edu. Exemptions are generally permitted for international applicants who:

1. are native English speakers from countries where English is an official language; and/or
2. have completed, within the past five years, at least two years of study at an undergraduate or graduate institution in the United States or in a country where English is the official language of instruction.

GSAS retains the right to request language evaluation from any applicant. The Fordham English Language Test (FELT), administered by Fordham's Institute of American Language and Culture (IALC), may be required for those students whose English proficiency scores do not meet GSAS program requirements. Additional coursework may also be recommended by the IALC.

Students are permitted to register for two GSAS courses during the academic term in which they are completing any IALC-recommended coursework, which generally occurs during their first semester of study.

Please note: Tuition costs associated with the learning of English as a second language are the responsibility of the student and will not be covered by a GSAS tuition scholarship. GSAS merit-based tuition scholarships are not applicable to the costs of additional coursework recommended by the IALC.

Please contact fuga@fordham.edu with any admissions-related questions.

For more information about admissions to the Graduate School of Arts and Sciences, please visit our page on the Fordham website.

Programs

- M.A. in Economics (p. 544)
- M.S. in Data Science & Quantitative Economics (p. 545)
- Dual Degree in Economics (M.A.) and Data Science (M.S.) (p. 548)
- Ph.D. in Economics (p. 549)
- M.A. in International Political Economy and Development (p. 594) (Interdisciplinary)
- Advanced Certificate in Financial Econometrics and Data Analysis (p. 593) (Interdisciplinary)

Courses

ECON 5005. Fair Trade Entrepreneurship. (3 Credits)

Fair trade is a global response to social injustice and poverty. Whether it is capital for “startups” or markets for fair trade coffee, the fair trade movement promotes socially and environmental responsibility business practices here and abroad. This course reviews the fair trade movement's successes and failures to find alternatives to business as usual that reduce poverty and build a sustainable global economy. Students focus on country specific examples of fair trade and microfinance social innovation that reduce poverty by creating viable livelihoods. Marketing, insurance, finance and management can all be applied to build a socially justice and sustainable global economy. “We urgently need a humanism capable of bringing together the different fields of knowledge, including economics, in the service of a more integral and integrating vision” Pope Francis argues in his recent Encyclical Letter, this course explores this vision.

Attributes: CEED, CENS, GSSE, LALS, LASS.

ECON 5006. Programming Economics and Finance. (3 Credits)

This course introduces the student to various computer programs and their applications in economics and in finance. The course begins with a general review of programming skills using MATLAB. It then presents other statistical and econometric packages such as SAS and STATA. The course concludes with a review of the LATEX program.

Attribute: EDFI.

ECON 5011. Economic Analysis. (3 Credits)

This course provides a survey of macroeconomic and microeconomic theory intended to prepare those international political economy and development (IPED) students who did not major in economics as undergraduates for IPED's core courses in economics.

Attribute: IPED.

ECON 5012. Foundations of Economics. (3 Credits)

This course is designed for students who did not major in economics but wish to pursue a master's degree in economics. It covers the foundations of microeconomic and macroeconomic theory and is intended to prepare new M.A. or M.S. students in economics for the core economics courses in the M.A. program in economics or the dual M.A./M.S. program in economics and data science. This course cannot be taken concurrently with ECON 6010 or 6020.

Mutually Exclusive: ECON 5011.

ECON 5015. Economic Development Policy. (3 Credits)

Using economic methodology, this course examines the interaction between political and economic institutions in the determination of economic policy in developing countries. Topics may include population control, urban bias, agrarian reform, trade policies, foreign aid, and macroeconomic adjustment policies.

Attributes: CEED, CENS, HUCB, IPED, URSG.

Prerequisite: ECON 5011.

ECON 5020. African Economic Development. (3 Credits)

The key objective of this course is to develop an understanding of the economic development problems of Africa, the trade patterns and financial relationships of Africa to the rest of the world. With examples, application, and country case studies, the course covers major development challenges and the possible solutions, the growing influence of African economics in industrialized and developing countries as well as future prospects.

Attribute: HULI.

ECON 5032. Economic Theory and Application of Transfer Pricing. (3 Credits)

The reorganization of corporations into large multinational units with diverse operations has renewed interest in the issue of transfer pricing of goods and services as they move between corporate units. Transfer pricing gives rise to a host of taxation and economic issues. In this course, we focus on economic models for transfer pricing using agency theory and game theory and discuss Hirshleifer's theories of corporate organization. We then discuss a variety of tax issues that arise under different pricing schemes and work through case studies to provide a well-rounded perspective of how theory relates to practice. Undergraduate seniors who wish to enroll in ECON 5032 must have successfully completed ECON 3118 and obtained the written permission of the professor, graduate department program director, and senior class dean to register for this course.

ECON 5040. Strategic Financial Management. (3 Credits)

This course provides students with an introduction to the basic questions facing an investor evaluating firm policy. It covers debt/equity choice, dividend policy, and principle-agent problems within the firm as well as the value of the firm under different financial and managerial structures. Current research is surveyed to determine how investors interpret various financial arrangements such as dividend policy, taxes, and stock offerings. Specific attention will be paid to information and incentives of each party in a financial contract in the context of structuring the firm, running the firm efficiently, and if all else fails, bankruptcy.

ECON 5105. Topics in Economic History. (3 Credits)

The course aims to examine how to apply the core ideas and methods of economics to a wide range of historical issues, while at the same time broadening and deepening the exchange of ideas between economists and historians.

Attributes: EDAM, HIST, PSIC.

ECON 5260. Epidemics and Development Policy. (3 Credits)

In this course, students examine epidemics in developing countries, their transmission and governmental policy related to their control. Students are expected to have completed the equivalent of Intermediate Microeconomics at the Undergraduate level.

Attributes: CEED, CENS, EDAM, GSSE, HUCB, INST, IPED, ISIN, PSIC.

ECON 5280. Urban Economics. (3 Credits)

The field of urban economics addresses a wide variety of urban questions and topics. At the most general level, the field introduces space into economic models and studies the location of economic activity. Urban economics typically addresses four sets of questions: development of urban areas, patterns of development within metropolitan areas, the spatial dimensions of urban problems, and the spatial aspects of local government.

Attributes: CEED, CENS, EDAM, PSIC.

ECON 5415. Gender & Economic Development. (3 Credits)

In this course, students analyze the social nature of gender and economic development from a cross-cultural perspective. Topics include household labor, occupational segregation and earnings, inequality in market work, poverty, family structure, public policy, and gender equity. The course draws on material from economics and other social sciences to analyze the social nature of gender and economic development in a cross-cultural perspective. Topics include women's household labor; occupational segregation and earnings inequality in market work; the intersections of gender, class, race, and ethnicity; women and poverty; family structure; public policy and gender equity.

Attributes: CEED, CENS, EDAM, HULI, PSIC.

ECON 5442. Emerging Markets: South Africa. (3 Credits)

Intended for students from South Africa participating in Fordham's ADV EMRA program, this course is offered every August at the University of Pretoria. Students will collect and analyze economic and financial data on South Africa and compare it to similar data on the emerging markets as well as with more established markets. In addition, students will have the opportunity to interact with South African business, labor, and government representatives as well as with U.S. business and government representatives. At the end of the course, students will attempt to determine the prospects for foreign equity investment for a particular country.

ECON 5500. Financial Analysis. (3 Credits)

An examination of the pricing of financial instruments and the working of the markets for stocks, bonds, options, and futures contracts.

Attribute: IPED.

ECON 5510. International Economic Policy. (3 Credits)

Using economic methodology, this course examines the interaction between political and economic institutions in the determination of international economic policy. Topics may include protectionism, strategic trade policy, sanctions, and macroeconomic coordinations.

Attributes: INST, IPED, ISIN.

Prerequisite: ECON 5011.

ECON 5515. International Monetary Policy. (3 Credits)

This graduate-level course in international macroeconomics and finance is part of the core courses of the International Political Economy and Development program. It is designed to help students develop an understanding of international capital markets and provide a conceptual framework for the analysis of macroeconomic policy in an open economy.

Attribute: IPED.

ECON 5540. Emerging Markets. (3 Credits)

This course is intended primarily for IPED students interested in analyzing the dynamics of emerging financial markets in Africa, Asia, and Latin America. It compliments POGA 6991- Political Risk Analysis. Students must prepare a study of one country's basic macroeconomic performance, foreign exchange market, and stock market. The use of a computer and the internet are incorporated into the course to gather data and analyze it statistically. Intended primarily for IPED students, this course explores the dynamics of emerging financial markets in Africa, Asia, Eastern Europe, and Latin America. Complementing and expanding upon the skills learned in POGA 6991 Political Risk Analysis, students learn how to prepare a country study regarding their country's leading macroeconomic indicators, the stability of its foreign exchange market, and the likely returns and risks associated with its stock market. Real-time data is obtained from the university's Bloomberg Terminal and the internet. Additional data is available from standard written and CD-ROM statistical sources. Students are taught how to analyze this data using standard statistical software to forecast trends as well as to estimate returns, volatility, and cross-correlations. An optimal portfolio of equity investments in emerging markets is estimated. Students also analyze the dynamics of emerging financial markets in Africa, Asia, Eastern Europe, and Latin America.

ECON 5541. Emerging Markets: South Africa. (3 Credits)

In this course, students will analyze economic and financial data in order to judge the prospect for foreign equity investment in South Africa. Students will also meet with union, business, government, and political leaders. This course can substitute for ECON 5540 Emerging Markets and count toward the requirements for the Emerging Markets and Country Risk Analysis certificate.

ECON 5542. Emerging Markets: South Africa. (3 Credits)

Intended for students from South Africa participating in Fordham's ADV EMRA Program, this course is offered every August at the University of Pretoria. Students will collect and analyze economic and financial data on South Africa and compare it with similar data on other emerging markets as well as with more established markets. In addition, students will have the opportunity to interact with South African business, labor, and government representatives as well as with U.S. business and government representatives. At the end of the course, students will attempt to determine the prospects for foreign equity investments for the particular country.

ECON 5545. Microfinance in Emerging Economies. (3 Credits)

This class will present the basic concepts related to microfinance, its origins and evolution. Students will analyze the main "emerging economies" microfinance models. The course will also present a detailed analysis of successful MFIs, their results in terms of micro-business development, and their impact on development and social inclusion. The class will present a detailed analysis of successful MFIs, their results in terms of micro-business development, and their impact on development and social inclusion. Students will also focus on the products and instruments used and how MFIs make them attractive and accessible for their clients, and at the same time profitable, creating a self-sustaining business model.

ECON 5551. Domestic and International Banking. (3 Credits)

A survey of domestic, and international banking activities and regulations, foreign exchange futures and options, foreign exchange rates, Eurocurrency markets, interest rate swaps, American banking regulations, hedging foreign exchange and interest rate risk, and financial innovation.

Attribute: IPED.

ECON 5570. Global Financial Markets. (3 Credits)

The course describes the markets and regulatory structures in which firms operate and the types of financial instruments used in developed and developing countries. Examines sources of risk investors face as well as how the financial system itself plays a role in development. An examination of financial markets in developed and developing countries. This course describes the markets and regulatory structures in which firms operate to raise funds and the type of financial instruments used. Attention is paid to sources of risk investors face domestically and internationally and the pricing of that risk. The course also looks at how firms operate under the financial constraints of a developing economy as well as how the financial system itself may play a role in affecting the rate of development. Satisfies IPED students the GBA certificate prerequisite of FN6411 Financial Environment. Designed to complement topics covered in ECGA 5551 Domestic and International Banking.

Attributes: INST, IPED, ISIN.

ECON 5590. Health Economics. (3 Credits)

The aim of this course is to evaluate health expenditures and health policies in both the U.S. and in developing countries using a common framework that integrates equity and efficiency. The course covers cost minimization, cost-effectiveness analysis, cost-utility analysis, and cost-benefit analysis. All theories are matched with an application related to an actual policy expenditure decision. Applications related to the U.S. include valuing physician service, alcohol treatment, inpatient care, diagnostic related groups (DRGS), psychiatric hospitals, Medicare payments, and bills charged to patients. Applications of special interest to developing countries include vaccinations, Disability-Adjusted Life Years (DALYS) and the global burden of disease, user fees, and various interventions for HIV/AIDS.

Attribute: EDAM.

ECON 5600. Health and Development. (3 Credits)

This course introduces students to the field of health and development. The objective is to cover a range of theoretical and empirical topics relevant to understanding health and health-care policies in developing countries. Microeconomic techniques are used to understand the demand and supply of health, the measurement of health over the human life cycle (in-utero, early childhood, adolescence, working-age population, aging population), and the role of public policy in improving the demand and supply of health over the human life cycle. In this interdisciplinary course, students will be exposed to studies from many related fields, in particular development studies, public health, and disability studies. For select topics, students will learn how to measure and analyze data that contributes to health policy debates (related to subsidies, incentives, insurance, and others) in developing countries. The course is aimed toward students interested in understanding health and health-care policies in developing countries.

Attributes: EDAM, PSIC.

ECON 5700. Mathematical Methods in Economics I. (3 Credits)

The primary objective of this course is to provide incoming Ph.D. students with solid mathematical foundations necessary for the first-year sequence of theory and econometric courses. This course is designed on the presumption that students will have already been exposed to some of this material in previous studies.

ECON 5710. Mathematical Analysis in Economics. (3 Credits)

Economists use models to analyze economic issues, and these models are usually expressed as sets of relationships that take a mathematical form. This course teaches students the core set of mathematical tools and techniques used in constructing and solving economic models. It will mainly develop the mathematical tools of calculus and matrix algebra and demonstrate how these tools may be used in economic analysis. Topics covered include matrices, determinants, and inverse matrices; calculus (differential and integral) and comparative statics; exponential and logarithmic functions; optimization of functions of one variable, and unconstrained and constrained optimization of functions of several variables.

Attribute: IPED.

ECON 5730. Econometrics and Finance Using R - Part I. (3 Credits)

This course will introduce students to R software, which they will use to work through statistical applications in economics and finance, as well as other fields.

Attribute: EDST.

ECON 5735. Econometrics and Finance Using R - Part 2: Topics. (3 Credits)

In this course, students will continue the analysis of problems in economics and finance using econometrics in R software, focusing on various topics. The course provides instruction in both econometrics and empirical implementation using R.

ECON 5740. GIS Mapping: Stata and R Prog. (3 Credits)

This course studies the mapping of long data sets into geographical information systems (GIS) by programming STATA and R.

ECON 5750. Game Theory. (3 Credits)

In this course, we examine economic and social networks and their corresponding economic effects. We cover the measurement and common regularities of social network properties and popular models of network formation. We apply these tools to topics of interest which may include labor markets; the spread of infectious diseases; the spread of financial information; the spread of new technologies, fads, and fashions; marketing; social norms; game theory and other strategic interactions; immigration and social capital; and industrial organization.

Attributes: EDST, PSIC.

ECON 5755. Behavioral Economics: Theories and Applications. (3 Credits)

Behavioral Economics introduces psychologically realistic and institutionally relevant assumptions grounded in observed behavior (from lab and field experiments) to improve the explanatory power of economic models. To that end, we will focus on introducing and building theories with behaviorally relevant assumptions that have applications to areas such as savings behavior, addiction, labor supply, fairness concerns, and social pressure, among others.

Prerequisite: ECON 6010.

ECON 5760. Computational Macroeconomics/Finance. (3 Credits)

The aim of this course is to explore methods used to compute numerical solutions to dynamic stochastic general equilibrium (DSGE) models with applications to both macroeconomics and finance. The course begins with a rigorous exploration of numerical methods including function approximation, numerical differentiation and integration, non-linear equations, numerical optimization, and the simulation of multivariate Markov processes. Utilizing these tools, we will pursue solution methods such as perturbation methods, discrete state space methods, and parameterized expectations.

Attribute: EDST.

ECON 5771. Project Assessment. (3 Credits)

Uses the logical framework analysis frequently mandated by USAID to design a results based system to monitor and evaluate small community development projects.

Attribute: HUCB.

ECON 5808. Microfinance and Migration. (3 Credits)

Migration, access to credit (microfinance), and remittances can create employment and education opportunities for poor families, particularly women. Interdisciplinary case studies from Mexico, the Dominican Republic, the Bronx, Amsterdam, Nigeria, China, Bangladesh, and India show how race, class, and gender affect employment outcomes.

Attributes: CEED, CENS, HULI.

ECON 6010. Microeconomic Theory I. (3 Credits)

This course covers a variety of topics, including methodology, theory of consumer behavior and demand, theory of production and factor prices under varying market structures, and welfare economics.

Attribute: IPED.

ECON 6020. Macroeconomic Theory I. (3 Credits)

This course introduces students to the foundation of contemporary macroeconomics and equips them with the relevant analytic techniques for understanding advanced macroeconomic research. The first section of Macro I will be focused on tools for understanding the economy at an aggregate level. The remaining sections will apply those tools to a dynamic general equilibrium model of the economy and consider questions about economic growth. A framework for understanding basic fiscal policy in a dynamic general equilibrium context will be discussed as well. The last section of the course introduces frictions into the dynamic general equilibrium model to allow us to understand business cycles and the impact of monetary policy on unemployment and inflation.

Attributes: ASDM, IPED.

ECON 6030. Global Managerial Economics. (3 Credits)

This course focuses on the application of economic theory and decision science tools by global firms to find optimal solutions to managerial decisions problems. The topics covered are new managerial theories of organizations in the globalized world of today, as well as the theory and estimation of demand, production, and costs, and their relationship to output and prices under various market structures.

ECON 6080. Capstone Project in Economics. (3 Credits)

The goal of this class is to sharpen students' skills in economics and data science by designing and implementing a capstone project. Through this class, students should gain a deep understanding of state-of-the-art data science technologies and current knowledge. Students are required to finish a large capstone project and are expected to present and write one or more research papers in this class.

ECON 6081. Economics Practicum. (3 Credits)

In this course, students will gain experience applying the knowledge and skills acquired in their coursework and laboratory sessions. Students are responsible for arranging a practicum/internship with a business or organization related to economics and data science.

ECON 6085. Master's Thesis in Economics I. (3 Credits)

Students have the option to pursue a master's thesis. This course serves as the first of the two required courses for completing an M.S. thesis. Students are responsible for finding a thesis advisor and collaboratively selecting a thesis topic. The work undertaken should sufficiently demonstrate the student's mastery of the subject matter. Additionally, an oral defense is mandatory as part of the completion process.

Mutually Exclusive: CISC 6080, CISC 6081, ECON 6080, ECON 6081.

ECON 6086. Master's Thesis in Economics II. (3 Credits)

Students have the option to pursue a master's thesis. This course serves as the second of the two required courses for completing an M.S. thesis. Students are responsible for finding a thesis advisor and collaboratively selecting a thesis topic. The work undertaken should sufficiently demonstrate the student's mastery of the subject matter. Additionally, an oral defense is mandatory as part of the completion process.

Mutually Exclusive: CISC 6080, CISC 6081, ECON 6080, ECON 6081.

ECON 6240. Financial Economics. (3 Credits)

This course is a study of the fundamental methods and pricing techniques in financial economics. The course studies the valuation of fixed income securities, stocks, and derivative contracts. Additionally, an analysis of asset pricing and financial market structure will be covered.

Attributes: EDFI, IPED.

ECON 6310. Monetary Policy. (3 Credits)

This course covers the impact, transmission, and incidence of monetary policy, central bank control of the money supply, rational expectations, and the effectiveness of monetary policy.

Attribute: EDST.

ECON 6320. Monetary Theory. (3 Credits)

This course is designed as an advanced macroeconomics course for students interested in pursuing monetary or macroeconomics topics beyond core topics in a graduate course. The course develops a baseline, simplified, general equilibrium model with money and then considers a fully specified New Keynesian general equilibrium model. The course covers a number of traditional issues in monetary theory: price and wage rigidity as well as unemployment. It also covers recent issues: financial frictions and search frictions in the labor market.

Attribute: EDST.

ECON 6340. Financial Theory. (3 Credits)

The theory of financial decision-making, risk and risk aversion, advanced asset pricing models, and empirical regularities of financial markets will be covered in this course.

Attribute: EDFI.

Prerequisites: ECON 6710 or ECON 6700.

ECON 6440. Development Economics. (3 Credits)

The objective of this course is to provide students with an understanding of the causes and consequences of economic deprivation. In this course, the household is the major unit of analysis. The course covers topics in poverty, health, education, program evaluation (randomized control trials and selected non-experimental evaluation methods), microfinance, and the interplay between development and psychology. We will draw lessons from policy experiments in developing countries to understand what "works" and what does not.

Attributes: EDAM, IPED, PSIC.

ECON 6460. Agriculture and Development. (3 Credits)

The objective of this course is to provide students with an understanding of agricultural economics, including food security and environmental issues.

Attributes: ABGS, CEED, CENS, EDAM, HULI, IPED, PSEV, PSIC.

ECON 6470. Growth and Development. (3 Credits)

A survey of growth models and statistical evidence to determine what causes growth rate to vary among countries and over time. Topics include the source of economic growth, growth with balance of payments adjustments, capital inflows and growth, and north-south growth models. Growth models and statistical evidence are surveyed to determine what causes growth rates to vary among countries and over time. Topics include the sources of economic growth, growth with balance of payments adjustment, capital inflow and growth, and North-South growth models.

Attributes: EDST, INST, IPED, ISIN.

Prerequisites: ECON 5710 or ECON 5700.

ECON 6480. Environmental and Resource Economics. (3 Credits)

This course considers environmental protection and natural resource management as elements of international policy development and planning.

Attributes: EDAM, GSSE, HULI, IPED, PSIC.

ECON 6490. Foreign Aid and Development. (3 Credits)

This course examines the economic and political roles of foreign aid in development. Economic topics may include economic growth, agricultural development, food aid, the environment, health, education, and emergencies. Political topics may include alliance building, conflict resolution, and governance.

Attributes: CEED, CENS, GSSC, HULI, INST, IPED, ISIN, PSIC.

ECON 6510. International Trade. (3 Credits)

The objective of this course is to provide students with an understanding of various topics involving international trade, including absolute and comparative advantage; factor price equalization and important trade theorems; empirical tests of the Leontief Paradox; factor growth; technical progress in a simple, open economy; tariffs in large and small countries; effective protection; theory of second best; and theory of customs unions.

Attributes: EDST, IPED.

ECON 6530. International Economics of Growth and Development. (3 Credits)

International Economics of Growth and Development studies those aspects of development that are related to international economics. Subjects covered can include the connection between economic growth and international trade, the terms of trade and economic development, export instability and economic development, import substitution versus export promotion, international labor migration, and international capital flows.

Attribute: EDST.

ECON 6560. International Finance. (3 Credits)

The purpose of this course is to cover the various topics concerning international finance, including the balance of payments; the foreign exchange market; the nature, disturbance, and readjustments of the balance of payments; capital exports and the theory of transfer; development of international economic institutions and the world economy; flexible exchange rates; purchasing power parity; covered interest arbitrage; short-term capital movements; and the efficiency of the foreign exchange market.

Attributes: EDST, INST, IPED, ISIN.

ECON 6700. Mathematical Methods in Economics II. (3 Credits)

This course covers advanced mathematical techniques used in economics, including exponential and logarithmic functions, integration, multivariate and equality-constrained optimization, dynamic equations and systems of dynamic equations, as well as more advanced optimization techniques.

ECON 6910. Applied Econometrics. (3 Credits)

Basic techniques of econometric theory, including applications in consumer theory, theory of the firm, and in macroeconomics, as well as a review of statistical methods. Some computer work is assigned.

Attributes: DATA, IPED.

ECON 6950. Financial Econometrics. (3 Credits)

This course covers hypothesis testing and modeling with respect to financial data.

Attributes: ASDM, DATA.

ECON 6970. Applied Microeconometrics. (3 Credits)

The primary goal of the course is to improve students' ability to conduct high-level empirical research, combining economics, econometrics, and data. The course will specifically cover instrumental variables estimation, regression discontinuity, propensity score matching, control function approach, randomized control trials, static panel data models, and dynamic panel data models. The course is intended to be particularly useful for advanced Ph.D. students and master's students planning to write or currently writing a thesis. The course will mainly draw on a series of high-quality journal publications from the field of applied microeconomics that use the aforementioned applied econometric techniques for causal inference.

Attribute: EDAM.

Prerequisite: ECON 6910.

ECON 6990. Topics in Econometric Theory. (3 Credits)

The purpose of this course is to provide Ph.D. students with the econometric tools they need for dissertation work. The main topic for this course will rotate among a variety of advanced econometrics topics such as time series econometrics, nonparametric econometrics, and machine learning, among others.

Attribute: EDST.

Prerequisites: ECON 7910 and ECON 7920 (may be taken concurrently).

ECON 6999. Research in Economics Capstone. (1 Credit)

This is a required course that facilitates the writing process of the capstone research paper for students completing an M.A. program in economics. The research paper provides an opportunity to write a piece of academic work in which the student is expected to demonstrate the ability to formulate a research question, facility in the use of empirical techniques, and the ability to convey results clearly in writing.

Prerequisites: ECON 6010 and ECON 5710.

ECON 7010. Microeconomic Theory II. (3 Credits)

This course covers the foundations of contemporary microeconomic theory at the advanced graduate level. We develop an axiomatic model of static consumer choice, then add uncertainty and the ability to make trade-offs through time. We further consider the underpinnings of production and outcomes of (often strategic) interaction of firms and consumers, and limiting cases. Although all capable and interested students are welcome, the course will focus on preparing Ph.D. students for their comprehensive exam in microeconomic theory.

ECON 7020. Macroeconomic Theory II. (3 Credits)

Macroeconomics II is focused on the dynamic behavior of households, firms, and the aggregate economy. The course consists of three parts. The first part focuses on the theory of consumption behavior and savings at the individual and aggregate level. The second part of the course investigates overlapping-generations models (OLG) focusing on both endowment and production economies. Finally, the course reviews real business cycle theory and concludes by exploring some relatively recent developments in the formulation and computation of heterogeneous agent models.

Prerequisite: ECON 6020.

ECON 7590. Applied Health Economics. (3 Credits)

This course will survey theoretical and empirical research in health economics, with a focus on learning how to convincingly answer important empirical questions. We will draw on methods commonly used in a wide range of applied research, including instrumental variables, difference-in-differences, regression discontinuity, and structural econometrics. Topics will include the human capital model of health, social and environmental determinants of health, the functioning of health care markets, including insurance, pharmaceutical, and provider markets and especially in the United States, and the role of health care policy. The course is aimed toward students interested in conducting research in health economics, industrial organization, or applied microeconomics more generally.

Prerequisites: ECON 6010 and ECON 7010 and ECON 6970.

ECON 7910. Econometrics I. (3 Credits)

This class will begin with an exploration of the properties required to obtain causality in econometrics. We will focus largely on the theoretical properties of conditional expectations operators and basic asymptotic theory applied to ordinary least squares (OLS), two-stage least squares (2SLS), and nonlinear methods such as discrete response models.

ECON 7920. Econometrics II. (3 Credits)

This course focuses on an advanced treatment of select topics in econometrics, including sophisticated simultaneous equation estimation, asymptotic distribution theory, time series analysis, forecasting, and Bayesian inference.

Prerequisite: ECON 7910.

ECON 7990. Tutoring for Economics and Statistics. (1 Credit)

Guidance for Ph.D. students beginning tutoring and developing content for tutorial sections.

ECON 7995. Teaching Introductory Economics. (0 Credits)

This course is intended for graduate-student teaching fellows (TF). It provides training in all aspects of teaching introductory courses in macro and microeconomics. The faculty instructor will visit each teaching fellow's classroom to observe and offer advice on the TF's lecture style and technique. Participants in this course will meet periodically to discuss all aspects of teaching, including the preparation of a syllabus, the use of instructor software, writing and grading exams, and developing assessments.

ECON 7996. Teaching Beyond Intro Econ. (1 Credit)

Guidance for experienced Ph.D. student instructors in the classroom.

ECON 8100. Economics Internship. (0.5 Credits)

The Economics Internship course provides Economics graduate students the opportunity to accumulate relevant professional experience and practical training that they may need.

ECON 8570. Topics in Open Economy Macroeconomics. (3 Credits)

This course continues discussion from from Ph.D. Macro II and International Finance on advanced international macro topics, such as exchange rate dynamics, international financial flows, global business cycles, and others.

Prerequisites: ECON 6560 and ECON 6020.

ECON 8600. Research and Writing in Economics. (3 Credits)

The course will aim to help students develop key skills for economics research. These skills will be imparted through lectures, discussions, presentations, and homework assignments, and as part of a research paper the students will be required to prepare and present. The course will also provide a forum for students to present and discuss ideas, literature reviews, and methodologies.

ECON 8700. Research Methods & Design. (3 Credits)

This course will aid students in developing their dissertation work and perfecting their presentation and interview skills. It will cover new software for aiding dissertation work, Latex and Beamer, and data presentation strategies. It is intended for Ph.D. students who have completed their comprehensive exams and the Research and Writing course.

Prerequisite: ECON 8600.

ECON 8999. Independent Study. (0 to 4 Credits)**ECON 9999. Dissertation Direction. (1 Credit)**

Economics (M.A.)

The M.A. in economics provides students with advanced training in the theoretical foundations of economics with applications in fields such as financial, development, international, health, environmental and monetary economics, among other fields. This training provides students with the means to build a successful career within a diversity of industries and institutions. The program promotes creative, analytic thinking through application of the theoretical foundations to a wide variety of economic issues and problems. Students are taught by faculty with international reputations in their fields and who bring research excellence or industry experience to the classroom.

Learning Goals

Through the economics M.A. program, our students will:

- Understand the historical and modern foundations and theories of micro and macroeconomics
- Deepen their understanding of economic models of the household, firm, and institutions
- Develop the ability to organize and analyze specialized data
- Learn empirical methods to work with data applications in financial markets, international development, health, education among others.
- Learn about the social dimensions of economic policy and about policies to improve equity and efficiency of economic outcomes in a variety of contexts
- Learn to effectively communicate their knowledge of economic issues to any audience via presentations, written reports, and projects

Requirements

The master's in economics program requires 30 credits of coursework (10 classes) and the passing of a capstone project course. Full-time students usually complete the M.A. within a 12-month period. Classes are offered in the evenings at 5:30 p.m. and 7:30 p.m. at Fordham University's Rose Hill campus. M.A. candidates must maintain a 3.0 (B) average in their course work.

Prerequisites

An undergraduate degree in a field emphasizing economics and/or quantitative skills—such as a degree in economics or international political economy; or a degree in math, finance, psychology, computer science, or business with a minor in economics—is expected. The

following courses or equivalent should be taken prior to beginning the M.A. in economics program:

- Intermediate-Level Macroeconomics and Microeconomics
- Math for Economists OR Calculus I and Linear Algebra
- Statistics I and Statistics II

If these classes were not completed with a previous degree, then the required classes will be added to a student's admission. These classes must be taken in the first semester or prior to beginning the program (e.g., during the summer or previous semester).

Curriculum

Course	Title	Credits
Core Courses		
ECON 5710	Mathematical Analysis in Economics ¹	3
ECON 6010	Microeconomic Theory I	3
ECON 6020	Macroeconomic Theory I	3
ECON 6910	Applied Econometrics	3
	or ECON 6950 Financial Econometrics	
Six elective courses, selected from any mix of options within these thematic clusters: ²		18
Economic Theory		
Economic Development		
Quantitative Economics		
Monetary Economics		
Financial Economics		
International Economics		
Special Topics		
Capstone Research Project		
ECON 6999	Research in Economics Capstone	1
Total Credits		31

¹ ECON 5710 Mathematical Analysis in Economics must be taken in the first semester.

² Any graduate-level economics course fills this requirement; a list can be found on our department page (p. 538).

Thematic Clusters

Economic Theory

Course	Title	Credits
ECON 5750	Game Theory	3
ECON 5760	Computational Macroeconomics/Finance	3

Economic Development

Course	Title	Credits
ECON 5415	Gender & Economic Development	3
ECON 5540	Emerging Markets	3
ECON 5600	Health and Development	3
ECON 6440	Development Economics	3
ECON 6460	Agriculture and Development	3
ECON 6490	Foreign Aid and Development	3
ECON 6530	International Economics of Growth and Development	3

Quantitative Economics

Course	Title	Credits
ECON 5730	Econometrics and Finance Using R - Part I	3
ECON 5735	Econometrics and Finance Using R - Part 2: Topics	3
ECON 5760	Computational Macroeconomics/Finance	3
ECON 6910	Applied Econometrics	3
ECON 6950	Financial Econometrics	3
ECON 6970	Applied Microeconometrics	3
ECON 6990	Topics in Econometric Theory	3
ECON 7910	Econometrics I	3
ECON 7920	Econometrics II	3

Monetary Economics

Course	Title	Credits
ECON 6310	Monetary Policy	3
ECON 6320	Monetary Theory	3

Financial Economics

Course	Title	Credits
ECON 5040	Strategic Financial Management	3
ECON 5570	Global Financial Markets *	3
ECON 6240	Financial Economics	3
ECON 6340	Financial Theory	3

International Economics

Course	Title	Credits
ECON 6510	International Trade	3
ECON 6560	International Finance	3
ECON 8570	Topics in Open Economy Macroeconomics	3

Special Topics

Course	Title	Credits
ECON 5006	Programming Economics and Finance	3
ECON 5020	African Economic Development	3
ECON 5105	Topics in Economic History	3
ECON 5260	Epidemics and Development Policy	3
ECON 5280	Urban Economics	3
ECON 5590	Health Economics	3
ECON 5760	Computational Macroeconomics/Finance	3
ECON 6480	Environmental and Resource Economics	3

* Economics M.A. and Ph.D. students cannot use a course marked with an asterisk (*) as an elective unless they obtain prior approval from the associate chair for graduate studies in economics.

Capstone Research Project

The capstone project course in economics provides students with additional skills in econometrics and data analysis and is taken after completion of ECON 6010 and ECON 6020. It is a project based course with a final paper and is offered twice per year, in late fall and spring.

CIP Code

45.0603 - Econometrics and Quantitative Economics.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Data Science & Quantitative Economics (M.S.)

Overview

The economics and computer and information sciences (CIS) departments offer an interdisciplinary M.S. degree program in data science and quantitative economics. This interdisciplinary degree program was developed in response to the increasing importance of computational methods and data analytic skills in the job market.

Students who pursue this degree option gain a deeper understanding of economic theory and computational methods, while engaging in research projects that link data science and economics. This degree entails 10 courses (30 credits) essential to both economic and data science domains, which can be taken sequentially or concurrently as needed.

The benefit of this program is that it allows students to combine powerful theoretical approaches with modern tools to understand complex problems. It prepares students well for careers in data-driven professions by providing strong analytic training with hands-on applications across a variety of fields such as finance, health policy, environmental policy, economic development, family and disability studies, and monetary policy.

Learning Goals

The master's in data science & quantitative economics program enables students to attain, by the time of graduation:

- A background in economic theory through instruction in ECON 6010 Microeconomic Theory I and ECON 6020 Macroeconomic Theory I.
- Updated skills in math and statistics through CISC 5450 Mathematics for Data Science or ECON 5710 Mathematical Analysis in Economics, and through ECON 6910 Applied Econometrics or ECON 6950 Financial Econometrics.
- Advanced technical skills to build and assess computational models and apply data science concepts and methods to economics data through CISC 5790 Data Mining and CISC 5800 Machine Learning.
- An understanding of the theoretical framework of big data processing and hands-on experience in big data analytics and its applications.
- An ability to effectively communicate data science-related information to any audience and transform findings into actionable solutions to real-world problems.

Admissions

The M.S. in data science & quantitative economics has the same admissions requirements as the M.A. in economics and the M.S. in data science.

These requirements are: completed online application, 3 letters of recommendation (for non-Fordham students, 2 letters for Fordham undergraduates), official transcripts from all prior undergraduate and/or graduate institutions, statement of intent, official GRE test scores, and official TOEFL or IELTS scores for non-native English speakers.

English Proficiency Requirements

International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from one of the following accepted English language competency exams:

- Test of English as a Foreign Language (TOEFL) - GSAS accepts the following TOEFL tests:
 - TOEFL iBT (including the Home Edition and Paper Edition)
 - TOEFL Essentials
- International English Language Testing System (IELTS)—Cambridge English Proficiency Level
- Duolingo English Test
- PTE Academic
- Cambridge English Qualifications - We accept the B2 First, C1 Advanced, or C2 Proficiency exams

Official TOEFL, IELTS, DET, PTE Academic, or Cambridge English Qualifications scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences (our ETS TOEFL score code #2259).

Preferred minimum score requirements:

Exam	Score
TOEFL iBT	100
IELTS	7.0 band score
DET	130
PTE Academic	68
Cambridge English Qualifications	185 Overall Score on the B2, C1 Advanced, or C2 Proficiency exam

Exemptions to the English Language Requirement

Exemptions from this requirement can be requested by the applicant in her/his application, or can be made in writing by the applicant to fuga@fordham.edu. Exemptions are generally permitted for international applicants who:

1. are native English speakers from countries where English is an official language; and/or
2. have completed, within the past five years, at least two years of study at an undergraduate or graduate institution in the United States or in a country where English is the official language of instruction.

GSAS retains the right to request language evaluation from any applicant. The Fordham English Language Test (FELT), administered by Fordham's Institute of American Language and Culture (IALC), may be required for those students whose English proficiency scores do not meet GSAS program requirements. Additional coursework may also be recommended by the IALC.

Students are permitted to register for two GSAS courses during the academic term in which they are completing any IALC-recommended coursework, which generally occurs during their first semester of study.

Please note: Tuition costs associated with the learning of English as a second language are the responsibility of the student and will not be covered by a GSAS tuition scholarship. GSAS merit-based tuition scholarships are not applicable to the costs of additional coursework recommended by the IALC.

For more information about admissions to the Graduate School of Arts and Sciences, please visit their page on the Fordham website.

Prerequisites

Economics

An undergraduate degree in a field emphasizing economics and/or quantitative skills—such as a degree in economics or mathematical economics; or a degree in math, finance, psychology, computer science, or business with a minor in economics—is expected. The following courses or equivalent should be taken prior to beginning the M.S. in data science & quantitative economics program:

- Intermediate-level Macroeconomics and Microeconomics
- Math for Economists OR Calculus I and Linear Algebra
- Statistics I and Statistics II

If these classes were not completed with a previous degree, then the required classes will be added to a student's admission. These classes must be taken in the first semester or prior to beginning the program (e.g., during the summer or previous semester). Alternatively, we offer a "bridge course," ECON 5012 Foundations of Economics, for students in quantitative fields without an economics background. This bridge course can be taken concurrently with courses that fulfill degree requirements.

Data Science

- Applicants with undergraduate degrees in non-computer science areas are welcome.
- An undergraduate degree in a field emphasizing quantitative skills is expected, such as a degree in computer science, information science, engineering, math, physical science, health science, business, economics, psychology, social science, or urban and city planning.
- Knowledge of discrete math, probability and statistics, including permutations, combinations, descriptive statistics, and basic probabilities concepts.
- Basic programming knowledge and a familiarity with Python programming is expected. This knowledge can be acquired via completion of CISC 5380 Programming with Python.

Admitted students who seek to bypass CISC 5380 Programming with Python must take a placement examination (CISC 0940), which is administered by the Computer and Information Sciences department prior to the beginning of each entry term. The exam covers fundamentals of Python programming language. Students who earn a grade lower than a B are required to enroll in CISC 5380 Programming with Python in their first semester of study. This bridge course can be taken concurrently with courses that fulfill degree requirements.

Requirements

The M.S. in data science & quantitative economics requires completion of 30 credits, as follows:

Course	Title	Credits
Economics Core		
ECON 6010	Microeconomic Theory I	3
ECON 6020	Macroeconomic Theory I	3
ECON 6910 or ECON 6950	Applied Econometrics Financial Econometrics	3
Data Science Core		
CISC 5790	Data Mining	3
CISC 5800	Machine Learning	3
Math Core		
ECON 5710 or CISC 5450	Mathematical Analysis in Economics Mathematics for Data Science	3
Electives		
One Economics elective drawn from any of the following areas: ¹		3
Applied Microeconomics		
Finance		
Special Topics		
One Data Science elective ²		3
One Economics OR Data Science elective ¹		3
Capstone/Internship/Thesis (one of the following)		3
<i>Capstone Project Option</i>		
CISC 6080 or ECON 6080	Capstone Project in Data Science Capstone Project in Economics	
<i>Internship Option</i>		
CISC 6081 or ECON 6081	Data Science Practicum Economics Practicum	
<i>Thesis Option</i> ³		
Select one of the following:		
CISC 6085 & CISC 6086	Master's Thesis in Data Science I and Master's Thesis in Data Science II	
ECON 6085 & ECON 6086	Master's Thesis in Economics I and Master's Thesis in Economics II	
Total Credits		30

¹ See below for lists of courses fulfilling this requirement. Economics electives can be drawn from any of the three areas.

² See list below of courses that fulfill this requirement.

³ Completion of a thesis requires 6 credits. Students who complete a 6-credit thesis will take one less elective as part of the degree.

Economics Electives

Applied Microeconomics elective courses

Courses in this group have the EDAM attribute.

Course	Title	Credits
ECON 5105	Topics in Economic History	3
ECON 5260	Epidemics and Development Policy	3

ECON 5280	Urban Economics	3
ECON 5415	Gender & Economic Development	3
ECON 5590	Health Economics	3
ECON 5600	Health and Development	3
ECON 6440	Development Economics	3
ECON 6460	Agriculture and Development	3
ECON 6480	Environmental and Resource Economics	3
ECON 6970	Applied Microeconometrics	3

Finance elective courses

Courses in this group have the EDFI attribute.

Course	Title	Credits
ECON 5006	Programming Economics and Finance	3
ECON 6240	Financial Economics	3
ECON 6340	Financial Theory	3

Specialized Topics elective courses

Courses in this group have the EDST attribute.

Course	Title	Credits
ECON 5730	Econometrics and Finance Using R - Part I	3
ECON 5750	Game Theory	3
ECON 5760	Computational Macroeconomics/Finance	3
ECON 6310	Monetary Policy	3
ECON 6320	Monetary Theory	3
ECON 6470	Growth and Development	3
ECON 6510	International Trade	3
ECON 6530	International Economics of Growth and Development	3
ECON 6560	International Finance	3
ECON 6990	Topics in Econometric Theory	3

Data Science Electives

Courses in this group have the EDDS attribute.

Course	Title	Credits
CISC 5325	Database	3
CISC 5500	Data Analytics Tools and Scripting	3
CISC 5550	Cloud Computing	3
CISC 5640	Nosql Database Systems	3
CISC 5835	Algorithms for Data Science	3
CISC 5900	Information Fusion	3
CISC 5950	Big Data Computing	3
CISC 6000	Deep Learning	3
CISC 6210	Natural Language Processing	3
CISC 6525	Artificial Intelligence	3
CISC 6745	Data Visualization	3

Dual Degree in Economics (M.A.) and Data Science (M.S.)

Overview

The dual degree in economics (M.A.) and data science (M.S.) enables students to gain a deeper understanding of economic theory and computational methods while having the time and expertise to engage in research projects that link data science and economics. The dual degree requires 15 courses (45 credits), which can be taken sequentially or concurrently.

CIP Code

Economics (M.A.)

45.0603 - Econometrics and Quantitative Economics.

Data Science (M.S.)

30.7001 - Data Science, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

The dual degree in economics (M.A.) and data science (M.S.) has the same admissions requirements as the M.A. in economics and the M.S. in data science.

These requirements are:

- completed online application
- three letters of recommendation for non-Fordham students; two for Fordham students
- official transcripts from all prior undergraduate and/or graduate institutions
- statement of intent
- official GRE test scores
- official TOEFL or IELTS scores for non-native English speakers.

Students will initially be admitted to either the M.A. in economics or the M.S. in data science and then apply for the dual degree (the other M.A./M.S.) once they are approximately 18 credits into their graduate study (i.e., completed four courses and are currently registered for at least two more).

Application to the second degree will only require an application form, a short statement of intent, and transcripts, with no fee for the application.

Economics Prerequisites

An undergraduate degree in a field emphasizing economics and/or quantitative skills is expected, such as a degree in economics or international political economy, or a degree in math, finance, psychology, computer science, or business with a minor in economics. The following courses or equivalent should be taken prior to beginning the M.A. in economics program:

- Intermediate-level Macroeconomics and Microeconomics
- Math for Economists OR Calculus I and Linear Algebra
- Statistics I and Statistics II (Statistical Decision Making)

If these classes were not completed with a previous degree, then the required classes will be added to a student's admission. These classes must be taken in the first semester or prior to beginning the program (e.g., during the summer or the previous semester).

Data Science Prerequisites

- Applicants with undergraduate degrees in non-computer science areas are welcome.
- An undergraduate degree in a field emphasizing quantitative skills is expected, such as a degree in computer science, information science, engineering, math, physical science, health science, business, economics, psychology, social science, or urban and city planning.
- Knowledge of discrete math, probability, and statistics, including permutations, combinations, descriptive statistics, and basic probability concepts.
- Basic programming knowledge and familiarity with Python programming are expected. This knowledge can be acquired via completion of CISC 5380 Programming with Python.

Admitted students **who seek to bypass** CISC 5380 Programming with Python **must take** a placement examination, which is administered by the department prior to the beginning of each entry term. The exam covers the fundamentals of Python programming language. Students who earn a grade lower than a B are required to enroll in CISC 5380 Programming with Python in their first semester of study. This bridge course can be taken concurrently with courses that fulfill degree requirements.

Requirements

The requirements for the Dual Degree in Economics (M.A.) and Data Science (M.S.) are as follows:

Course	Title	Credits
Economics Courses		
<i>Core Courses</i>		
ECON 6010	Microeconomic Theory I	3
ECON 6020	Macroeconomic Theory I	3
ECON 6910	Applied Econometrics	3
	or ECON 6950 Financial Econometrics	
<i>Economics Electives</i> ¹		9
Three courses from any of the following areas:		
Applied Microeconomics		
Finance		
Specialized Topics		
Data Science Courses		
<i>Core Courses</i>		
CISC 5790	Data Mining	3
CISC 5800	Machine Learning	3
CISC 5950	Big Data Computing	3
<i>Data Science Electives (two courses)</i> ¹		6
<i>One of the following options:</i> ²		3
CISC 6080	Capstone Project in Data Science	

CISC 6085 & CISC 6086	Master's Thesis in Data Science I and Master's Thesis in Data Science II	
CISC 6081	Data Science Practicum (internship)	
Math Core		
ECON 5710 or CISC 5450	Mathematical Analysis in Economics Mathematics for Data Science	3
Free Electives (two courses) ³		6
Total Credits		45

¹ See below lists for courses that may fulfill this requirement. For students who did not complete an undergraduate major in economics and are pursuing this dual-degree program, ECON 5012 Foundations of Economics may also count as an economics elective.

² Students completing two semesters of data science thesis (6 credits) may complete one fewer 3-credit data science elective.

³ Any course that counts as an economics or data science elective may fulfill this requirement.

Applied Microeconomics elective courses

Courses in this group have the EDAM attribute.

Course	Title	Credits
ECON 5105	Topics in Economic History	3
ECON 5260	Epidemics and Development Policy	3
ECON 5280	Urban Economics	3
ECON 5415	Gender & Economic Development	3
ECON 5590	Health Economics	3
ECON 5600	Health and Development	3
ECON 6440	Development Economics	3
ECON 6460	Agriculture and Development	3
ECON 6480	Environmental and Resource Economics	3
ECON 6970	Applied Microeconometrics	3

Finance elective courses

Courses in this group have the EDFI attribute.

Course	Title	Credits
ECON 5006	Programming Economics and Finance	3
ECON 6240	Financial Economics	3
ECON 6340	Financial Theory	3

Specialized Topics elective courses

Courses in this group have the EDST attribute.

Course	Title	Credits
ECON 5730	Econometrics and Finance Using R - Part I	3
ECON 5750	Game Theory	3
ECON 5760	Computational Macroeconomics/Finance	3
ECON 6310	Monetary Policy	3
ECON 6320	Monetary Theory	3
ECON 6470	Growth and Development	3
ECON 6510	International Trade	3
ECON 6530	International Economics of Growth and Development	3

ECON 6560	International Finance	3
ECON 6990	Topics in Econometric Theory	3

Data Science elective courses

Courses in this group have the EDDS attribute.

Course	Title	Credits
CISC 5325	Database	3
CISC 5500	Data Analytics Tools and Scripting	3
CISC 5550	Cloud Computing	3
CISC 5640	Nosql Database Systems	3
CISC 5835	Algorithms for Data Science	3
CISC 5900	Information Fusion	3
CISC 5950	Big Data Computing	3
CISC 6000	Deep Learning	3
CISC 6210	Natural Language Processing	3
CISC 6525	Artificial Intelligence	3
CISC 6745	Data Visualization	3

Economics (Ph.D.)

The Ph.D. in economics provides students with research-oriented training in the theoretical foundations of economics and modern empirical techniques. Students complete coursework in advanced micro, macro, and econometric theory. We offer specific training in financial economics and applied microeconomics fields such as health, education, development, environment, and trade, and advanced computational methods, among others. We also offer coursework and training in applied and theoretical macroeconomics, including monetary and open economy macroeconomics.

Students are taught by faculty with international reputations in their fields and who bring research excellence to the classroom. Students in their third year and above work directly with their faculty mentor to develop a research proposal and dissertation.

Learning Goals

Through the economics Ph.D. program, our students will:

- Understand the historical and modern theories of micro and macroeconomics and econometric theory
- Deepen their understanding of economic models of the household, firm, and institutions
- Learn advanced mathematics to create mathematical models of the economy
- Develop the ability to organize and analyze specialized data
- Learn advanced empirical methods for data applications in financial markets, international development, health, education, environmental economics, among others through our course work in Econometrics, Financial Econometrics, Applied Micro Econometrics, and special topics such as Machine Learning and Non-parametric Econometrics
- Learn about the social dimensions of economic policy and about policies to improve equity and efficiency of economic outcomes in a variety of contexts
- Learn to develop research questions and strategies for addressing them

- [Learn to effectively communicate their research via research posters and presentations in our dedicated Ph.D. student workshops and lunch-time seminars](#)
- [Learn to develop publication quality research through our advanced course-work in Research & Writing and Research Methods, as well as dedicated faculty mentoring](#)

Requirements

Candidates must complete 63 credits (21 courses) beyond the bachelor's degree, including at least 33 credits (11 courses) beyond the Economics M.A. taken at Fordham (p. 544), or 45 credits (15 courses) beyond an M.B.A. or a non-Fordham M.A. in Economics or in a related field. Ph.D. candidates must maintain a 3.5 (B+) average in course work to remain in the program.

Candidates must certify in Macroeconomic Theory and Microeconomic Theory in addition to three of the four fields of concentration offered by the department. Certification in economic theory (Macro and Micro theory) is achieved through written comprehensive examination. Each examination may be repeated once. Certification in three fields is achieved by receiving a 3.5 (B+) or higher in the course work in that field and through a pre-dissertation paper (ECON 0940/ECON 0945) which must be completed prior to the student's dissertation proposal. The pre-dissertation paper must be accepted prior to beginning proposal development. The pre-dissertation paper can be resubmitted once. Students must certify in economic theory and complete field coursework prior to registering for ECON 0940.

Course	Title	Credits
ECON 6010 & ECON 7010	Microeconomic Theory I and Microeconomic Theory II	6
ECON 6020 & ECON 7020	Macroeconomic Theory I and Macroeconomic Theory II	6
ECON 7910 & ECON 7920	Econometrics I and Econometrics II	6
ECON 5700 & ECON 6700	Mathematical Methods in Economics I and Mathematical Methods in Economics II	6
ECON 8600	Research and Writing in Economics	3
One of the following courses:		3
ECON 6910	Applied Econometrics	
ECON 6950	Financial Econometrics	
ECON 6970	Applied Microeconometrics	
ECON 6990	Topics in Econometric Theory	
Two courses each in three of the following concentrations: ¹		18
Development		
Financial		
International		
Monetary		
Five graduate-level electives in Economics ²		15
Dissertation and Examination courses		5
ECON 0930	Ph.D. Comprehensive Examination: Economics (comprises two core exams)	
ECON 0940	Pre-Dissertation Paper Development	
ECON 0945	Pre-Dissertation Paper Acceptance	
ECON 0950	Proposal Development	
ECON 0960	Proposal Acceptance	

ECON 9999 Dissertation Direction

Total Credits

68

¹ Students entering the Ph.D. with an earned M.A./M.S./M.B.A. degree (either from Fordham or elsewhere) complete two courses in each of **two** concentrations, as opposed to two courses in each of three concentrations.

² A list of area courses can be found on the M.A. in Economics page (p. 544). A list of all graduate-level economics courses can be found on our department page (p. 538). Students entering the Ph.D. program with an earned M.A./M.S./M.B.A. degree (either from Fordham or elsewhere) complete **one** elective course as opposed to five.

CIP Code

45.0603 - Econometrics and Quantitative Economics.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Concentrations

Development concentration

Course	Title	Credits
ECON 6440	Development Economics (required if this concentration is chosen)	3
ECON 5600	Health and Development	3
ECON 6460	Agriculture and Development	3
ECON 6470	Growth and Development	3
ECON 6480	Environmental and Resource Economics	3

Financial concentration

Course	Title	Credits
ECON 6240	Financial Economics	3
ECON 6340	Financial Theory	3

International concentration

Course	Title	Credits
ECON 6510	International Trade	3
ECON 6560	International Finance	3

Monetary concentration

Course	Title	Credits
ECON 6310	Monetary Policy	3
ECON 6320	Monetary Theory	3

English

The Department of English at Fordham offers M.A. and Ph.D. degree programs. In addition to offering small, seminar-style courses led by our widely published and recognized faculty, we provide individualized, personal mentorship to all members of the graduate program. Ph.D. students take our distinctive, two-semester teaching practicum, which prepares them to become effective instructors. M.A. students complete capstone writing projects while working closely with faculty

mentors in their chosen fields of interest. We also run numerous workshops on dissertation writing, publishing, and other topics related to professionalization, and we have a dedicated faculty member who serves as our job placement officer.

Ph.D. students with a prior master's degree are eligible to receive five years of funding, while those without prior master's are eligible for six years of funding. M.A. students may apply for competitive funding for the two-year program.

Admissions

Fordham's English department warmly welcomes qualified M.A. and Ph.D. applicants who seek to join a dedicated, vibrant community of scholar-teachers to pursue literary studies at an advanced level. Our M.A. program offers in-depth exploration of literary topics and diverse professionalization opportunities over a nimble two-year program. Our Ph.D. program supports students from year one through the dissertation defense and beyond, with flexibly conceived coursework, hands-on mentorship, sustained pedagogical formation, and diversified professional development. We seek to strike a balance between broad historical coverage and research specialization, and we encourage students to explore and expand their intellectual interests over the duration of their studies. Our faculty teaches and mentors widely across literary fields from medieval to contemporary; please see our list of Areas of Interest for an up-to-date sense of our department's current research strengths. Apply through the Graduate School of Arts and Sciences online application.

Statement of Intent

Your 750-word Statement of Intent should characterize your interests as a student of literature, your current intellectual engagement with one or more Areas of Interest listed below, and your aspirations as a doctoral student of literature at Fordham University. It should detail your preparation for doctoral-level study during your undergraduate and/or master's degree program, identify topics and literatures you have enjoyed exploring in the past and/or wish to explore in the future, and describe your academic and/or non-academic professional goals.

Writing Sample

Your writing sample should be an original scholarly essay between fifteen (15) and twenty-five (25) pages, preferably written for an upper-level literature course. Ideally, it should reflect your scholarly interests and intellectual potential. The sample must be written in English and may be uploaded either as a Word or PDF document. Note: applicants who do not have a 15-page sample may submit two shorter samples (for example, two papers of 10 pages each would be acceptable).

Recommendations

Three letters of recommendation submitted via the online application

Transcript

Please be sure to order official final transcripts from all previously attended institutions confirming degree conferral (if applicable) at least one month before the posted application deadline. Transcripts should be sent directly from your prior institution(s) via secure electronic delivery to the Office of Admissions at fuga@fordham.edu. We strongly recommend that you upload unofficial copies of your academic transcripts to your application while the Office of Admissions awaits receipt of your official transcripts. International transcripts should be translated.

CV or resume

Include your full legal name, permanent and local/current addresses and contact numbers, and any relevant professional and scholarly experience (max 5 pages).

GRE General Test

GRE scores are optional for both the Ph.D and M.A. programs; absence of GRE scores will not impact application evaluation. Applicants who still wish to submit GRE scores may send them directly to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code #2259. We **do not** require the GRE Subject Test in Literature for M.A. or Ph.D. applications.

English Proficiency

TOEFL test results must be submitted by International Applicants: International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from the Test of English as a Foreign Language (TOEFL). GSAS will also consider a student's International English Language Testing System (IELTS)—Cambridge English Proficiency Level language testing results.

Official TOEFL or IELTS scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code # 2259.

NOTE: Students who have completed a degree (undergraduate or graduate) at an English-language university are exempt from the TOEFL requirement.

Ph.D. Applicants

Ph.D. applicants are not required to hold an M.A., and all admitted Ph.D.'s are funded.

Ph.D. candidates should select one or more Areas of Interest from our annually updated list. This selection should reflect your current intellectual interests, with the understanding that interests commonly grow and change over the course of study.

For more information about admissions to the Graduate School of Arts and Sciences, please visit this page on the Fordham website.

Programs

- English (M.A.) (p. 551)
- English (Ph.D.) (p. 554)
- Rhetoric & Writing (Adv Cert) (p. 557)

English (M.A.) Requirements

Course	Title	Credits
Distributive Requirements		
<i>One class in each period:</i>		
	Literature before 1500	9
	Literature 1500-1850	
	Literature 1850-present	
	Difference and Intersectionality course	3

Electives

Five electives, chosen from any graduate-level English course ¹ 15

Capstone

ENGL 5998 Master's Capstone ² 3

Language Requirement

Demonstrate reading knowledge of a foreign language, through one of the following: ³

FREN 5090 French for Reading

ITAL 5090 Italian for Reading

SPAN 5090 Spanish for Reading

GERM 5001 Graduate Reading in German I
& GERM 5002 and Grad.Readg.in German II

LATN 5090 Latin for Reading

ZZGA 0941 GSAS Language Exam 1

Total Credits 30

¹ Students may enroll in courses in other departments with permission of the English Director of Graduate Studies.

² Students must have completed at least two English M.A. courses to register for the 3-credit Capstone, **which is normally taken in the fall semester of the second year**. More information about the capstone is available on our page on the Fordham website.

³ Some of our students fulfill this requirement in this way, but more often they opt for one of the other modes of fulfillment, listed on our website (options 3 and 4 are very common).

Students should select their courses carefully and consult periodically with the Graduate Director to ensure that they are fulfilling all requirements. Not all courses are offered every year; students must fulfill their requirements from courses offered during their tenure within the program.

Literature before 1500 courses

Courses in this group have the ENG1 attribute.

Course	Title	Credits
ENGL 5111	Race, Religion, and Monstrosity in Medieval Literature	3
ENGL 5112	Medieval Time Travel	3
ENGL 5121	Medieval Paleography	3
ENGL 5135	Paleography	3
ENGL 5203	The Postcolonial Middle Ages	3
ENGL 5208	The English Language 1154-1776	3
ENGL 5210	Intro Old Norse Lang & Lit	3
ENGL 5211	Introduction to Old English Language and Literature	3
ENGL 5215	Dissent, Devotion, and Drama in Medieval England: East Anglia	3
ENGL 5216	Three Medieval Embodiments	3
ENGL 5226	Langland's Piers Plowman and the Poetry of Social Justice in the Late Medieval England	3
ENGL 5261	Malory: Cultures of the C15	3
ENGL 5264	Chaucer	3
ENGL 5300	Occitania: Language and Power	3

ENGL 5670	History of Rhetoric	3
ENGL 5708	Meditation, Contemplation, and the Spiritual Senses	3
ENGL 6106	Medieval Communities and Modern Thought	3
ENGL 6212	Medieval to Early Modern Drama	3
ENGL 6215	Medieval British Historical Writing	3
ENGL 6216	Late Medieval Autobiography: T. Hoccleve, O. Bokenham, M. Kempe	3
ENGL 6224	French of England: Texts and Literacies in a Multilingual Culture	3
ENGL 6231	Late Medieval Women	3
ENGL 6235	Medieval Travel Narrative	3
ENGL 6237	The French of England II	3
MVST 3501	Between Conquest and Convivencia: The Spanish Kingdoms of the Middle Ages	4
MVST 5095	Medieval Pilgrimage	4
MVST 5300	Occitania: Language and Power	4
MVST 5305	Writing East: Outremer and Identity in the Middle Ages	4
MVST 5707	Meditation, Contemplation, and the Spiritual Senses	4
MVST 6225	Old French in the Medieval World: Language Contact, Conquest, and Difference	4

Literature 1500-1850 courses

Courses in this group have the ENG2 attribute.

Course	Title	Credits
ENGL 5022	Shakespeare's History Plays	3
ENGL 5104	Natural History and Ecology	3
ENGL 5106	Early American Novel	3
ENGL 5107	From Slave Narratives to Black Lives Matter	3
ENGL 5108	Visionary Epic Writers from the Late Renaissance to the 19th Century: Spenser, Milton, and Blake	3
ENGL 5117	Language, Voice, and Sound in 19th-Century Literature	3
ENGL 5118	Writing That Heals: Storytelling Lab	3
ENGL 5119	Early Caribbean Literatures	3
ENGL 5124	Early Modern Lyric And Analogues	3
ENGL 5131	Theory of Mind and Literature	3
ENGL 5132	Early Environmental Humanities	3
ENGL 5145	Geographies of the Book: Nation, Colony, Plantation	3
ENGL 5201	Autobiography and Politics	3
ENGL 5225	Jane Austen in Context	3
ENGL 5301	Romanticism and Ecocriticism	3
ENGL 5315	Periodization: Early Modern and Other Literatures	3
ENGL 5345	Theatrical Enterprise in Early Modern England	3
ENGL 5541	Climate Change and Literature	3

ENGL 5542	Early Black Atlantic Archives	3	ENGL 5116	African American Fiction	3
ENGL 5603	Romantic Works/Audiences	3	ENGL 5118	Writing That Heals: Storytelling Lab	3
ENGL 5616	Romanticism and Private Life	3	ENGL 5120	Im/possible Worlds: Race, Social Difference, Speculative Fiction, and American Writers of Color	3
ENGL 5622	18th-Century Travel	3	ENGL 5122	Camp, Art, and Kitsch: Questions in Postmodern Aesthetics	3
ENGL 5670	History of Rhetoric	3	ENGL 5123	The Literature and Psychology of Disgust	3
ENGL 5718	Modern Language Politics	3	ENGL 5128	Four American Authors, 1850-1950	3
ENGL 5841	Early American Media	3	ENGL 5130	Poetry and Politics	3
ENGL 5843	Early Women Novelists	3	ENGL 5131	Theory of Mind and Literature	3
ENGL 5845	Early American Novel	3	ENGL 5141	African American Autobiography	3
ENGL 5849	Pre-1900 American Literature	3	ENGL 5201	Autobiography and Politics	3
ENGL 5930	Neuro-Literature in Historical Perspective	3	ENGL 5212	Asian Diasporic Literature	3
ENGL 5985	Introduction to Early Modern Studies	3	ENGL 5252	Exhibiting Latinidad: Curation/Display/Intervention	3
ENGL 5989	Major Early Modern Texts and the Dynamics of Space and Place	3	ENGL 5311	Modern Irish Literature	3
ENGL 6101	Rereading Close Reading: Hist Perspectives, Contemporary Challenges/ Shakespeare's Poetry, Spenser, Don	3	ENGL 5634	Modernists/Victorians	3
ENGL 6103	News and Plays: 1660-1779	3	ENGL 5707	High Modernism: 1922	3
ENGL 6107	Early Modern Lyric	3	ENGL 5717	Transatlantic Women Modernists	3
ENGL 6108	The Dynamics of Space and Place: Early Modern and Other English Texts	3	ENGL 5718	Modern Language Politics	3
ENGL 6212	Medieval to Early Modern Drama	3	ENGL 5747	Late Modernism	3
ENGL 6216	Late Medieval Autobiography: T. Hoccleve, O. Bokenham, M. Kempe	3	ENGL 5749	Twentieth-Century Studies: Decolonization and World Literature	3
ENGL 6236	Romanticism and Peace	3	ENGL 5758	20th Century American Autobiography	3
ENGL 6506	The Joseph Johnson Circle	3	ENGL 5778	Flawless/Freedom/Formations: Writing on Race, Gender and Popular Culture	3
ENGL 6751	The New Formalism and Early Modern Literature	3	ENGL 5788	Memory, Trauma, Narrative	3
ENGL 6800	God and Mammon in British America	3	ENGL 5832	Slavery in American Fiction	3
ENGL 7007	Displacing the Renaissance: Travel, Race, and Colonialism	3	ENGL 5838	African American Print Culture	3
ENGL 7829	Fict Pub Sph: Am Lit 1776-1900	3	ENGL 5839	Literary Darwinism	3
			ENGL 5844	American Bestseller 1870-1940	3
			ENGL 5849	Pre-1900 American Literature	3
			ENGL 5863	Three American Authors: Alcott, Chesnutt, and Twain	3
			ENGL 5905	Modern Poetry	3
			ENGL 5919	20th Century American Novel: A Violent Survey	3
			ENGL 5940	Novel, She Wrote	3
			ENGL 6104	Crip, Queer, and Critical Race Theory	3
			ENGL 6105	Post-1945 US Literature and Culture	3
			ENGL 6201	Race and Affect Theory	3
			ENGL 6552	Film/Theory/Literature: Horror and Madness	3
			ENGL 6769	Finnegans Wake	3
			ENGL 6905	Concepts of Culture	3
			ENGL 6914	Home, Exile and Diaspora in Asian American Literature	3
			ENGL 6921	Modern Language Politics	3
			ENGL 7007	Displacing the Renaissance: Travel, Race, and Colonialism	3
			ENGL 7829	Fict Pub Sph: Am Lit 1776-1900	3

Literature 1850-Present courses

Courses in this group have the ENG3 attribute.

Course	Title	Credits
ENGL 5018	Modern American Drama	3
ENGL 5019	Staging Blackness: Black Drama and the African American Literary Tradition	3
ENGL 5021	Modernism, Cinema, and Literature: Edison to Cuarón	3
ENGL 5023	The Phenomenon of Oprah's Book Club	3
ENGL 5024	Cultural Studies and Literary Studies: Keywords	3
ENGL 5025	Black Protest from Slavery to #BlackLivesMatter	3
ENGL 5026	Ethnic Camera: Race and the Visual Archive	3
ENGL 5102	Global Postmodernisms	3
ENGL 5103	Feminism and American Poetry	3
ENGL 5106	Early American Novel	3
ENGL 5107	From Slave Narratives to Black Lives Matter	3
ENGL 5109	African American Literature	3

Difference and Intersectionality courses

Courses in this group have the ENGD attribute.

Course	Title	Credits
ENGL 5019	Staging Blackness: Black Drama and the African American Literary Tradition	3
ENGL 5021	Modernism, Cinema, and Literature: Edison to Cuarón	3
ENGL 5023	The Phenomenon of Oprah's Book Club	3
ENGL 5024	Cultural Studies and Literary Studies: Keywords	3
ENGL 5025	Black Protest from Slavery to #BlackLivesMatter	3
ENGL 5026	Ethnic Camera: Race and the Visual Archive	3
ENGL 5102	Global Postmodernisms	3
ENGL 5106	Early American Novel	3
ENGL 5107	From Slave Narratives to Black Lives Matter	3
ENGL 5109	African American Literature	3
ENGL 5111	Race, Religion, and Monstrosity in Medieval Literature	3
ENGL 5118	Writing That Heals: Storytelling Lab	3
ENGL 5119	Early Caribbean Literatures	3
ENGL 5120	Im/possible Worlds: Race, Social Difference, Speculative Fiction, and American Writers of Color	3
ENGL 5122	Camp, Art, and Kitsch: Questions in Postmodern Aesthetics	3
ENGL 5127	Queer Ladies	3
ENGL 5129	Disability Studies and Justice	3
ENGL 5130	Poetry and Politics	3
ENGL 5132	Early Environmental Humanities	3
ENGL 5134	Queer Theory	3
ENGL 5141	African American Autobiography	3
ENGL 5145	Geographies of the Book: Nation, Colony, Plantation	3
ENGL 5201	Autobiography and Politics	3
ENGL 5203	The Postcolonial Middle Ages	3
ENGL 5212	Asian Diasporic Literature	3
ENGL 5252	Exhibiting Latinidad: Curation/Display/Intervention	3
ENGL 5542	Early Black Atlantic Archives	3
ENGL 5600	Special Topics in Rhetorical Theory & Criticism: Rhetoric, Race, and Identity	3
ENGL 5650	Special Topics in Writing Studies	3
ENGL 5717	Transatlantic Women Modernists	3
ENGL 5749	Twentieth-Century Studies: Decolonization and World Literature	3
ENGL 5778	Flawless/Freedom/Formations: Writing on Race, Gender and Popular Culture	3
ENGL 5832	Slavery in American Fiction	3
ENGL 5838	African American Print Culture	3
ENGL 5845	Early American Novel	3

ENGL 5863	Three American Authors: Alcott, Chesnut, and Twain	3
ENGL 5905	Modern Poetry	3
ENGL 6104	Crip, Queer, and Critical Race Theory	3
ENGL 6105	Post-1945 US Literature and Culture	3
ENGL 6201	Race and Affect Theory	3
ENGL 6235	Medieval Travel Narrative	3
ENGL 6769	Finnegans Wake	3
ENGL 7007	Displacing the Renaissance: Travel, Race, and Colonialism	3

CIP Code

23.0101 - English Language and Literature, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

English (Ph.D.)

Requirements

Students entering the program with a B.A. degree have ten (10) years to complete all of the requirements for the degree. Students entering the program with a M.A. degree have eight (8) years to complete all of the requirements for the degree. Students must maintain satisfactory academic progress, including a minimum 3.5 GPA and maintenance of continuous enrollment.

Curriculum

Students should select their courses carefully and consult periodically with the graduate director to ensure that they are fulfilling all requirements. Not all courses are offered every year; students must fulfill their requirements from courses offered during their tenure within the program.

Course	Title	Credits
Required Courses		
ENGL 5001	Pro.Sem: Res.methods Engl ¹	3
ENGL 5999	Theory and Practice of Teaching Writing	3
ENGL 6004	Practicum in Writing Pedagogy ²	3
<i>Distributive Requirements</i>		
One required course from each of the following areas: ³		12
Literature before 1500		
Literature 1500-1850		
Literature 1850-present		
Difference and Intersectionality course		
Three graduate-level English elective courses (Six for those entering without the M.A.) ⁴		9 to 18
Demonstrate reading knowledge of one language other than English through the following: ⁵		
FREN 5090	French for Reading	
ITAL 5090	Italian for Reading	
SPAN 5090	Spanish for Reading	

GERM 5001 & GERM 5002	Graduate Reading in German I and Grad.Readg.in German II
LATN 5090	Latin for Reading
ZZGA 0941	GSAS Language Exam 1
ZZGA 0942	GSAS Language Exam 2

Dissertation and Comprehensive Examination

Four required courses in Dissertation and Comprehensive Examination

ENGL 0930	PhD Comprehensive Examination-English ⁶
ENGL 0950	Proposal Development
ENGL 0960	Proposal Acceptance
ENGL 9999	Dissertation Direction

Total Credits 30-39

¹ Research Methods must be taken in the first semester of the first year.

² The Teaching Practicum begins in the second semester of the second or third year. For more information on the Ph.D. Teaching Practicum, visit our page on the Fordham website.

³ These are the same courses as those required and listed under the M.A. in English (p. 551).

⁴ Students may enroll in courses in other departments with permission of the English Director of Graduate Studies.

⁵ Some of our students fulfill this requirement in this way, but more often they opt for one of the other modes of fulfillment, listed on our website (options 3 and 4 are very common).

⁶ To support prospectus writing, students must register for ENGL 8935 Dissertation Writing Seminar the semester after they pass the comprehensive exam.

Graduate literature courses taken elsewhere may be approved to count toward these requirements, subject to review by the director of graduate studies (DGS) and through completion and submission of the departmental waiver form.

Language Requirement

M.A. and Ph.D. students must demonstrate reading knowledge of one language other than English. Ph.D. students must fulfill the requirement before, or at least within, the semester in which the Ph.D. comprehensive exam is taken. M.A. students must fulfill the requirement by at least one month before graduation.

Students may fulfill their language requirement in several ways:

1. Pass a zero-credit Graduate Reading Course (see GSAS Tuition and Fees for cost). Students should check my.fordham.edu for the current graduate reading language courses.
2. Pass an exam with the Graduate School of Arts and Sciences' Languages and Cultures or Classics Departments (see GSAS Tuition and Fees for cost). Taking an exam might be a good option for those students who have studied a language at another institution. Exams at Fordham are not listed on transcripts until successfully passed. To schedule an exam, download and review the Languages and Cultures Assessment Policy and Schedule from under the English website Forms and Resources page. For an exam in Latin, contact the classics department chairperson.
3. Pass an exam administered by the English department. Exams in Spanish, French, German, Hebrew, Icelandic, Latin, Swedish, Danish, Irish, and other languages may be taken without fee within the

English department any time during the academic year. Contact the DGS to set up an appointment.

4. For incoming Ph.D. students who hold an M.A., we accept proof of a language requirement fulfilled during the course of their M.A. work.
5. For incoming and currently enrolled students, we accept graduate-level language courses (such as "French for Reading") taken at other institutions. Students must submit a copy of the course syllabus to the DGS for approval.
6. We accept an undergraduate degree earned in a language other than English in fulfillment of the language requirement. For instance, if a student's undergraduate school was in Rome and the coursework was conducted in Italian, that student's undergraduate transcript would fulfill the language requirement (no testing is required).

Ph.D. Comprehensive Exam

Timeframe

Ph.D. students will take the oral portion of the Comprehensive Exam at the end of their second or third year in the program (depending on whether they entered with a M.A. or B.A.), either in May or in late August.

In May, the exam will take place on the designated reading day, as indicated on the FCRH academic calendar. In late August, it will take place on one of two exam days, the two non-holiday weekdays before the first day of fall semester classes.

The May exam is recommended as it allows students to begin developing their dissertation prospectus during the summer before they begin teaching. To support prospectus development and writing, students must register for ENGL 8935 Dissertation Writing Seminar the semester after they pass the comprehensive exam.

Format

The Ph.D. Comprehensive Exam consists of two components:

- A revised course essay
- A two-hour oral exam covering one major field and two minor fields

Exam Committee

The Ph.D. Comprehensive Exam Committee will consist of three English department faculty members, one of whom serves as the committee chair.

The student, in consultation with the director of graduate studies (DGS), will select the committee chair. The student, committee chair, and DGS will in consultation choose the other two committee members.

Committees must be finalized during the fall semester prior to the May or August exam date (see Planning and Registering for Exams below and in the New Ph.D. Comprehensive Examination document).

Planning and Registering for Exams

To register, students:

- Begin planning their exams in consultation with the DGS by the beginning of the fall semester of the second year for those who entered with an M.A., and by the beginning of the fall semester of the third year for those who entered with a B.A.
- Use Degree Works to verify that all your degree requirements have been met or are in progress.

- In the fall semester, if taking the May exam, register for the spring semester ENGL 0930 PhD Comprehensive Examination-English through my.fordham.edu.
- If taking the August exam and not taking any credit bearing coursework, register for the spring semester for ENGL 0912 Requirement Preparation and then register for the fall for ENGL 0930 PhD Comprehensive Examination-English.
- These registrations must be completed through my.fordham.edu by the add/drop deadline for continuing students as indicated on the GSAS academic calendar.

Exam Results

After the oral exam has taken place, the committee will grade the student's entire exam as a whole and immediately communicate the result to the student. Written and oral portions of the exam will be graded together and a student will receive only one exam grade.

GSAS grades include Pass, High Pass, and Failure.

A Pass grade requires the oral and written expression of a sound conceptual grasp of literary history and form, as well as evidence of a solid familiarity with the individual works discussed. Successful students are able to respond productively to questions and argue points with clarity and specificity, while demonstrating competent knowledge of their major and minor fields.

A High Pass grade requires a higher order of synthetic understanding, historical range, original insight, theoretical sophistication, and detailed recollection. In assigning a High Pass, exam committees look for evidence of serious and sustained independent thinking.

Students who fail the exam may retake it once, within six months of the first attempt. The first failure does not appear on a student's transcript. Students may read faculty comments on their exams after submitting a written request to the graduate administrator.

Students whose exam is only marginally passable but not indicative of the ability to complete a dissertation will receive a departmental grade of Low Pass. Because this grade is officially recorded as a Pass, it allows for a student to receive the M.Phil. degree. But students receiving a Low Pass will not be allowed to continue work toward the Ph.D.

For further information about the Ph.D. Comprehensive Exam, please review the Ph.D. Handbook and consult the GSAS Policies and Procedures Guidebook (p. 661).

Dissertation Prospectus Information and Instructions

Within two weeks of passing the Comprehensive Exam, you should identify and confirm a dissertation mentor. Send an email to your mentor, copying the graduate administrator (GA) and the director of graduate studies (DGS), and asking the mentor to reply to all (GA, DGS, and student), so the department has a record of the mentorship. Enrollment in the mentor-appropriate Proposal Development is required (one credit) for all semesters up to and including the semester in which the prospectus is approved with the exception of the one semester immediately following the exam. In that semester you may enroll in ENGL 0950 Proposal Development, a non-assigned section of this administrative course.

English Ph.D. Teaching Practicum Description

ENGL 5999 Theory and Practice of Teaching Writing is the first part of the Teaching Practicum and is to be taken in the spring of the English Ph.D. student's second year for those entering with a M.A. and in the spring of third year for those entering with a B.A.

ENGL 5999 is graded with a standard letter grade. Once students complete ENGL 5999, they will be approved to take the second part of the Practicum, ENGL 6004 Practicum in Writing Pedagogy, in the fall semester (when English Ph.D. students begin to teach).

Registration

For the first part of the Teaching Practicum (ENGL 5999), students register themselves through my.fordham.edu with the CRN for that particular semester.

Students must complete ENGL 5999 for enrollment in the second part of the Practicum.

Students register for the second part of the Practicum, ENGL 6004 Practicum in Writing Pedagogy, in my.fordham.edu using an override provided to them by the graduate administrator.

Over the course of their careers at Fordham University, students who have successfully completed the sequenced training will have the opportunity to teach English Composition and, in some cases, literature courses.

Dissertation Chapter Meeting Information and Instructions

No later than eight months after the approval of the dissertation prospectus, the student must have a group meeting with the dissertation adviser and committee members to discuss a draft of a dissertation chapter. Meetings that happen well before the eighth month are permitted and encouraged.

The exact parameters of the meeting are up to the adviser and committee members, but, in most cases, the meeting need not extend beyond an hour. Meetings may take place in person, on Zoom, over the phone, or in any other format that the adviser and committee members determine to be appropriate.

The adviser and committee members will not issue a formal evaluation or grade as a result of the meeting (i.e., the meeting is not an exam). Rather, the point of the meeting is to promote timely completion of a chapter draft and to provide concerted, coordinated feedback at an early stage in the dissertation writing process. Because the goal is to facilitate the writing process, the adviser and student also have flexibility in deciding what constitutes a chapter draft and what will be presented to the committee.

If a dissertation chapter meeting is not held within eight months of the approval of the prospectus, the student must send the DGS a plan for completion of the chapter draft and holding of the meeting endorsed by his or her adviser.

If the eight-month deadline for the meeting falls during a period when school is not in session (i.e., winter break, spring break, Easter break, or summer break), the chapter draft is still due within eight months. The meeting, however, can be postponed to the next available opportunity (for

example, if the eight-month deadline falls in July, the chapter draft would still be due in July, but the meeting could be held in September).

CIP Code

23.0101 - English Language and Literature, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Rhetoric & Writing (Adv Cert)

Overview

The Advanced Certificate in Rhetoric & Writing, a standalone program, offers M.A., Ph.D., and non-degree graduate students the opportunity to pursue a coherent body of coursework in the advanced, interdisciplinary study of rhetoric and writing, encompassing theoretical, applied, and pedagogical aspects of language, literacy, and discourse in a range of historical, cultural, social, educational, and political contexts. Designed to complement graduate work in literary studies as well as other areas of emphasis within and beyond English, the certificate provides focused learning and mentorship for students whose future goals include scholarship, teaching, administration, and/or consulting related to writing and rhetoric in a range of academic, professional, and community settings.

Admissions

A four-course, twelve (12) credit program, the Advanced Certificate in Rhetoric & Writing is available to all degree-seeking students admitted to Fordham's English Ph.D. and M.A. degree programs. It is also available to graduate students from other departments as well as non-degree/non-matriculated students who meet all requirements outlined by the Graduate School of Arts and Sciences (GSAS) Office of Admissions and who receive approval from the Director of Graduate Studies and Department Chair to take graduate courses in English. In short, this standalone advanced certificate program is open to any qualified applicant.

Requirements

The Advanced Certificate in Rhetoric & Writing comprises four courses (12 credits) from the list below.

Courses in this group have the ENRW attribute.

Course	Title	Credits
ENGL 5600	Special Topics in Rhetorical Theory & Criticism: Rhetoric, Race, and Identity	3
ENGL 5650	Special Topics in Writing Studies	3
ENGL 5660	Research Methods in Rhetoric & Writing Studies	3
ENGL 5670	History of Rhetoric	3
ENGL 5680	The Writing & Rhetoric of Scholarly Genres	3
ENGL 5690	Seminar in Professional & Technical Writing Pedagogy	3

ENGL 5999	Theory and Practice of Teaching Writing	3
ENGL 6004	Practicum in Writing Pedagogy	3

Health Administration

Steeped in Fordham's Jesuit ethos of *cura personalis*, which emphasizes care of the whole person and deep reverence for her or his human potential, our program will prepare you to be an ethically informed and highly skilled leader who is equipped to build new models of care while maintaining a patient-centered approach.

- Engage deeply in healthcare management's most dynamic issues, including finance, communication and negotiation, operations, electronic medical records, leadership, law and regulatory issues, and ethics
- Enrich your coursework with the resources of the Global Healthcare Innovation Management Center, run by the program's founder, Falguni Sen, Ph.D.
- Participate in a yearlong case study, developing practical knowledge and ethical decision-making skills
- Complete a capstone project that is closely mentored and focused on policy-relevant research
- Network at events featuring thought leaders in the field

Admissions

Completed applications for the M.S. in Health Administration will include each of the following items:

Resume

Up to two pages in length (submit via the online application).

Official Transcripts

Official degree transcripts confirming prior degree conferral should be ordered at least one month prior to the application deadline. Please ensure that they are sent directly to the Office of Admissions via secure electronic delivery. If electronic delivery is not available, please request that your transcripts be submitted directly via post, in a sealed envelope, to: Graduate School of Arts and Sciences, Office of Admissions, Fordham University, 441 E. Fordham Rd., Bronx, NY 10458. Please note: you may upload unofficial copies of your transcripts to your application while the Office of Admissions awaits receipt of your official transcripts.

Statement of Intent

In up to 500 words, describe your interest in the program, what you hope to gain personally and professionally from the program, and your commitment to the field. Please highlight relevant professional, personal, and academic experience (submit via the online application).

Recommendations

Two letters of recommendation submitted directly by referees via the online application

English Proficiency

International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from the Test of English as a Foreign Language (TOEFL). GSAS will also consider a student's International English Language

Testing System (IELTS)—Cambridge English Proficiency Level language testing results.

Official TOEFL or IELTS scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code # 2259.

A waiver can be requested based on your educational history at a U.S.-based institution and if the official language of your country of origin/nationality is English.

If your native language is not English, a Skype interview may be required for non-native English speaking applicants.

For more information about admissions to the Graduate School of Arts and Sciences, please visit their page on the Fordham website.

Programs

- M.S. in Health Administration (p. 559) (Interdisciplinary)

Courses

HADM 5000. Health Administration: The Individual and the Profession. (2 Credits)

The intensive consists of four modules. Module 1 introduces students to the structure of the course and its learning goals, and presents the overall global socioeconomic and regulatory context within which healthcare in all of its dimensions of patients, providers, payers, and industry operates. Module 2 introduces the students to a proprietary case study of a physician-owned practice and allows students to understand more deeply the complex elements of the healthcare system in the U.S. Module 3 introduces students to understanding how we and especially healthcare professionals make decisions. Finally, Module 4 allows the students to discover their own potentials as leaders in the field of healthcare. This is the beginning of the cohort program and students will spend an intensive three days consisting of primarily an in-person instructional program complemented by some online mentoring. Students will receive a set of readings several weeks prior to the course and will be expected to come prepared with the readings completed.

HADM 5075. Introduction to Health Administration. (2 Credits)

This course covers current challenges faced by the U.S. healthcare delivery system and how health policy, both historically and today, has sought to address these challenges. We will consider healthcare concerns associated with population and public health. We will also explore the logistics of the healthcare system, including how it is organized, who makes up the workforce, how healthcare is financed, how it is managed, and the role of information technology in this sector.

HADM 5100. Healthcare Ethics. (3 Credits)

This course provides an overview of foundational ethical principles for healthcare administration and will present a methodology for your employment to resolve contemporary healthcare ethics questions with healthcare settings, specifically working within the context of emerging healthcare trends and legislation. There will be an online work component from 4:00 pm to 5:15 pm on Sundays, which students can complete in the library or off campus.

Attribute: HECS.

HADM 5200. Understanding Data. (2 Credits)

The quantitative skills and statistics part of this course will be approached from the perspective of a “consumer” as opposed to a “producer” of numerical analyses. The fundamental concept of statistics is “randomness.” This idea will be explored by discussing populations versus samples, parameters versus statistics, data collection methods, measurement, graphing, statistical significance, and statistical models. To evaluate studies, a framework is developed that builds on these basic statistical concepts. This approach is then applied to examples from public health, medicine, and health policy. In the final component of the course, students will work in groups to analyze a study and report on its strengths and weaknesses. Before starting the course, students will be asked to read an academic journal article. Throughout the course, students will periodically break into groups to apply the concepts covered in the modules to the study from the journal article. These exercises will provide students with training on basic statistics and how to read studies.

HADM 5300. Strategy and Operations. (2 Credits)

The purpose of this course is to provide you with the skills in strategic planning and operations management necessary to perform an administrative role. This course will also discuss the increasing role of “quality management” in hospitals and identify the impact of changes in reimbursement based on the importance of efficiency metrics such as readmission rates.

HADM 5400. Leadership and Change. (2 Credits)

This course examines managerial and change leadership concepts, issues, roles, and functions as applied to the role of the healthcare professional in various organizational settings. This course takes into consideration theories, frameworks, and models of leadership and an understanding of the leadership/relationship management skills necessary to build a superior organization.

HADM 5500. Healthcare Law. (2 Credits)

The purpose of this course is to introduce you to the legal issues you are likely to face in managing a healthcare organization. It is important for you to be familiar with basic legal principles affecting how healthcare institutions are operated, how legal rules and doctrine are formulated, and how to interact effectively with attorneys.

HADM 5600. Behavioral Health and Primary Care. (2 Credits)

This course offers a broad overview of theoretical foundations and empirical research findings related to the experiences of health and illness. We will examine intervention strategies targeting individuals, families, work settings, and communities will be examined and critiqued.

HADM 5700. Population Health, Public Health, and Outcome Measures. (3 Credits)

This course examines how Healthcare Reform brought into focus the need for population and public health in improving healthcare.

HADM 5800. Patient Centered Integrated Care. (2 Credits)

This course provides an understanding of patient-centered healthcare and the role of providers and the environment. The course recognizes the importance of different professions within the health workforce and the role of healthcare professionals working collaboratively on inter-professional teams to enhance patient-centered healthcare.

Mutually Exclusive: HINF 6115.

HADM 5900. Healthcare Finance. (2 Credits)

This course will address the current challenges faced by various healthcare organizations, specific to financial management and will focus on the interconnectivity the role that finance plays across the continuum of healthcare. You will learn the time value of money and how the understanding and pricing of costs is essential to the financial management among healthcare organizations.

HADM 6000. Negotiating and Communicating in Healthcare. (2 Credits)

This course draws from social ecological models of health promotion as a way to situate the work of health administrators within multi-level contexts. It also interrogates how an evolving media landscape - one that includes mainstream print and broadcast outlets, but also social media, ethic media, and other diverse platforms.

HADM 6100. Health Information Technology. (2 Credits)

This course introduces you to the subject of health information technology (HIT) and describes the organizational context surrounding the implementation, use, and management of HIT. It prepares you for the more advanced coursework by examining the concept applications, and strategies of HIT.

Mutually Exclusive: HINF 6113.

HADM 6200. Capstone Project: Problem Formulation. (0 Credits)

This is an ongoing project that you will be engaged in from the beginning of the program, ending with a capstone-type presentation. You will identify problems and solutions in the workplace. If you are not employed in a healthcare-related workplace, you will be provided with an internship, either at a healthcare facility or at one of Fordham's research centers, in order to apply your learning to a real-life situation.

HADM 6300. Capstone Project: Design & Methods. (0 Credits)

This is an ongoing project that you will engage in from the beginning of the program, ending with a capstone-type presentation. You will identify problems and solutions in the workplace. If you are not employed in a health care-related workplace, you will be provided with an internship, either at a health care facility or at one of Fordham's research centers, in order to apply your learning to a real-life situation.

HADM 6400. Capstone Project: Presentations. (3 Credits)

This is an ongoing project that you will engage in from the beginning of the program, ending with a capstone-type presentation. You will identify problems and solutions in the workplace. If you are not employed in a health care-related workplace, you will be provided with an internship, either at a health care facility or at one of Fordham's research centers, in order to apply your learning to a real-life situation.

HADM 8999. Independent Study. (0.5 to 3 Credits)

This course of individualized study is for students in M.S. program in health administration.

Health Administration (M.S.)

Fordham's M.S. in Health Administration program will provide you with the concrete skills and comprehensive industry knowledge required for you to become an innovator in healthcare administration—in hospitals, private practice, public health, healthcare unions, insurance companies, and many other settings.

The CAHME accredited program joins together the resources of three of Fordham's highly-respected graduate schools—the Graduate School of Arts and Sciences, the Gabelli School of Business, and the Graduate School of Social Service—to deliver an exciting, multifaceted curriculum taught by distinguished faculty and seasoned healthcare

professionals. The one-year MS in Health Administration leads to a degree from the Graduate School of Arts and Sciences.

Program Basics

- Complete the program in 12 months—while working full time—with our executive-style curriculum; classes are held approximately two weekends per month from late-August to late-July (including intensives and online instruction), for a total of 14 courses and 31 credits
- Build relationships through the program's cohort model, which brings together a diverse group of students from all facets of the American healthcare industry
- Attend classes at our conveniently-located Lincoln Center campus in midtown Manhattan

M.S. in Health Administration Learning Goals

Upon completion of the M.S. in Health Administration program, our graduates will:

- master foundational theoretical and practical knowledge of the complex leadership and administrative challenges of contemporary healthcare systems;
- develop core competencies in complex decision-making and person- and patient-centric care using diagnostic and analytical reasoning and a problem-solving approach to learning;
- engage in advanced research utilizing robust methodologies and techniques to formulate supportable conclusions and communicate findings clearly and persuasively.

To learn more about the M.S. in Health Administration, visit the Fordham website.

CIP Code

51.0701 - Health/Health Care Administration/Management.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

All courses are scheduled for intensive, Saturday/Sunday format.

Course	Title	Credits
HADM 5000	Health Administration: The Individual and the Profession ¹	2
HADM 5075	Introduction to Health Administration	2
HADM 5200	Understanding Data	2
HADM 5100	Healthcare Ethics	3
HADM 5300	Strategy and Operations	2
HADM 5400	Leadership and Change	2

HADM 5500	Healthcare Law	2
HADM 5600	Behavioral Health and Primary Care	2
HADM 5700	Population Health, Public Health, and Outcome Measures	3
HADM 5800	Patient Centered Integrated Care	2
HADM 6100	Health Information Technology	2
HADM 5900	Healthcare Finance	2
HADM 6000	Negotiating and Communicating in Healthcare	2
HADM 6200	Capstone Project: Problem Formulation	0
HADM 6300	Capstone Project: Design & Methods	0
HADM 6400	Capstone Project: Presentations	3
Total Credits		31

¹ This pre-program intensive class begins on a Friday and ends on a Sunday.

History

Our graduate program is personalized and student-oriented, with small classes taught by our world-renowned faculty. Because of our selective admissions, we attentively mentor the graduate students we admit, guiding them to research rigorously, and to write and speak about history dynamically.

Benefiting from our small classes and intensive one-on-one training, our students produce scholarship of the highest quality using a wide array of sources and techniques. This translates to our extremely competitive job market placement for Ph.D. students and continued success both within and outside of the academy for M.A. students.

Our department offers two degrees: an M.A. and a Ph.D., with concentrations in medieval history and modern history. While students most often specialize in topics relating to Europe and the Americas, the department regularly offers courses on transnational and global themes. The range of possibilities is further broadened by Fordham's many interdisciplinary programs, which foster productive discussion across fields.

We take great pride in our students' development. As a member of our department, you will have the opportunity to:

Learn the skills of the historian

Our graduate program develops your skills in critical analysis, archival research, and persuasive writing. Because of the large size and diversity of our faculty, you will have the opportunity to study a broad selection of historical periods, topics, and methodologies alongside experts in the field.

Become an exemplary teacher

Our department emphasizes the importance of pedagogy. If enrolled in our Ph.D. program, you will receive one-on-one training from a faculty member to prepare you for teaching undergraduate courses. Subsequently, you will gain invaluable experience teaching your courses.

Education for the whole person

Our Fordham community emphasizes the significance of the Jesuit principle of *cura personalis*, or care for the whole person. With seminars of an average of nine students, we provide intimate classroom experiences

to ensure you receive personal attention from your professors and hone your unique skills.

Develop a practical skill set

A Fordham graduate degree in history also offers you a transferable set of skills for work outside of the academy. Our faculty have experience in such historical activities as textual editing, oral history, and archival description, and they are eager to assist you in developing a range of professional skills, such as college and high-school teaching, documentary editing, and journalism.

Study in New York City

At Fordham, you reap the innumerable benefits of studying in New York, one of America's most exciting cities and a global cultural and financial capital: living in a vibrant and culturally diverse atmosphere; exploring an urban landscape that is, in itself, historical; and researching in a wide range of local universities, museums, and libraries. Few areas around the globe rival New York in the educational—and recreational—opportunities it can provide you.

For more information

For more information about Graduate-level History, please visit our page on the Fordham website.

Admissions

The History Department welcomes applications for its graduate programs at the M.A. and Ph.D. level. Applicants for the Ph.D. must have an M.A. at Fordham or another institution. Our department also welcomes students from the New York doctoral consortium and will also accept applications from those who wish to take individual courses as non-matriculated students.

M.A. in History

We welcome full- and part-time students to apply.

Admission requirements for the M.A.

- Bachelor's degree from an accredited college or university (unless applying to the Accelerated M.A. Program)
- Six courses in history in undergraduate program
- GPA of at least 3.0 (B)
- Graduate Record Examination (GRE)
- For foreign students, English proficiency exams such as the Test of English as a Foreign Language (TOEFL)
- A writing sample of 7-12 pages
- Three letters of recommendation which speak to the candidate's suitability for graduate study (most often from former professors)
- Official transcripts of school records

Accelerated M.A.

We also offer an early admissions M.A. program for outstanding undergraduate history students at Fordham whose grade point averages meet or exceed 3.2. Students submit their applications in the spring of their junior year and enter the program in the senior year, when they take three graduate courses. These courses count toward the B.A. and are accepted for the M.A. at Fordham.

With credit for the three courses, students are able to complete a history M.A. in their fifth year of schooling. Students from Rose Hill, Lincoln Center, and Professional and Continuing Studies are eligible to opt for

early admissions into the M.A. program, though all courses are given at the Rose Hill campus.

Ph.D. in History

We also strongly recommend that you contact a faculty member in your field director via email, letter, or phone. A list of faculty in the History Department is available online. All non-matriculated students who are interested in taking classes should fill out an application form.

Admission Requirements for the Ph.D.

- Master's degree in history from an accredited college or university
- Official transcript of school records
- GPA of at least 3.5 (B+)
- Graduate Record Examination (GRE)
- For foreign students, English proficiency exams such as the Test of English as a Foreign Language (TOEFL)
- A writing sample of 7-12 pages
- Three letters of recommendation

Graduate Funding and Prizes

Graduate students have several options for funding, both from internal and external sources, as well as student loans.

The Loomie Prize is awarded annually to the student with the best seminar paper produced during the previous academic year. This award comes with a cash prize and certificate.

Programs

- M.A. in History (p. 578)
- M.A. in Global History (p. 575)
- Ph.D. in History (p. 581)

Courses

HIST 5003. Advanced Readings Modern Europe. (4 Credits)

This course surveys current research in the field of modern European history with emphasis on the 19th and 20th centuries. The reading and discussion will focus on interpretive debates in the intellectual, cultural, and social history of the era. Assignments will be drawn from recent scholarship as well as from classic studies in these fields, and will look critically at social issues, the arrival of new cultural forms, mass culture, and intellectual life from a historical perspective. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5004. Advanced Readings: Early America Amidst Global Conflict. (4 Credits)

This graduate readings course will provide students with an introduction to the historiography of early America from contact through the era of revolutions. Major themes include the contestations and connections among geographic areas, including people of European, Indigenous, and African descent; the everyday experiences of work across the lines of race, class, and gender; and the rise and fall of continental and Atlantic empires. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5100. Disasters, Planning and Prediction in Global History. (4 Credits)

By considering disasters and the regimes of planning and prediction that have been used to prevent and manage them, this course examines the historical interplay between modes of human agency and the perceived "push back" of the phenomenal world. We will also explore how understandings of disasters and control have shaped historical narratives. Students will engage environmental history, urban history, religious studies, the history of science and technology, and material culture. Topics will cover a wide range of geographic areas from the early modern to contemporary periods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5102. Archives and Narratives of Global History. (4 Credits)

This course investigates the relationship between global history and particular forms of knowledge production. We will discuss classic and cutting-edge scholarship on the archives and how scholars have grappled with its possibilities and limitations. We will also consider how different ways of narrating history can attend to the silences and revelations of our sources. The interdisciplinary group of authors whose work we will discuss may include Shahid Amin, Natalie Zemon Davis, Brent Edwards, Saidiya Hartman, Lisa Lowe, Carina Ray, Ann Laura Stoler, and Zeb Tortorici. Students will also create their own research projects over the course of the semester.

Attributes: HGGH, HGMH, MVSG.

HIST 5105. The Black Radical Tradition in Comparative Perspective: U.S. and the Caribbean. (4 Credits)

This course explores the long history of black radicalism through a comparison of the United States and the Caribbean as centers of revolutionary movements that engaged problems of democracy, racism and citizenship in the global black diaspora.

Attributes: CEED, CENS, HGGH, HGMH, PSRR.

HIST 5200. Renaissance Spain: Festive Republics, Rights, Liberties and Inquisitions. (4 Credits)

Renaissance era Christians in Castile, the great central region of the Iberian Peninsula that forms the core of modern Spain, were guaranteed their rights and liberties as citizens of city-republics through written charters. These city-republics sent delegates to the Cortes, the representative assembly that consulted with the King. Collective life in the cities, whether confraternities celebrating their saints, or open town council meetings of all citizens, created the corpus mysticum of the commonwealth that for Spaniards was the city. This seminar examines urbanism, collective public life, and the growth of the modern state in Renaissance Spain through topics such as: the influence of Islam on Iberian cities, conflict between cities and crown, confraternities and saints' celebrations, public welfare, the creation of the archive, and religious minorities and the inquisition.

Attribute: HGMH.

HIST 5201. The Renaissance of the Twelfth Century. (4 Credits)

This seminar will explore the history and historiography of one of medieval Europe's most intellectually fertile and creative period, the so-called renaissance of the twelfth century. Particular attention will be given to the historical construction of this period and how it was changed, and continues to change, amid the discovery and editing of new texts, more nuanced categories of historical analysis, and new advances in interdisciplinary research. Students will be expected to give presentations on both primary and secondary sources over the course of the semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGVH.

HIST 5202. Medieval Interfaith Relations. (4 Credits)

Interfaith relations are today a valuable and potentially urgent category of historical analysis. This seminar explores relations among Christians, Muslims, and Jews across Europe and the Mediterranean from early medieval papal policy to rise of the Ottoman Turks, with a particular focus on religion, intellectual, and cultural instances of interfaith conflict and coexistence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGVH, MVSG.

HIST 5203. Medieval Hagiography. (4 Credits)

This research seminar introduces students to the challenges and pitfalls of using saints' lives and other hagiographical writings (miracula, furta sacra, etc.) as sources for medieval history. It aims to familiarize students with competing historical approaches to these genres and to provide a practical guide to the scholarly resources necessary to exploit them as historical sources. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGVH, MVSG.

HIST 5204. Medieval Environmental History. (4 Credits)

This seminar is intended to familiarize graduate students with current themes and trends in medieval environmental history. Weekly reading assignments comprise historical monographs and scholarly articles in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGVH, MVST, PSEV.

HIST 5205. The Fall of the Roman Empire. (4 Credits)

This graduate seminar introduces students to the historiographical paradigm of the "decline and fall" of the Roman Empire and examines modern responses to it. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5206. Carolingian Europe. (4 Credits)

This seminar will examine the history of Carolingian Europe from its inception in the early eighth century to the end of the first millennium through the lens of recent historiography. Topics include legitimacy and royal authority, historical writings, religious and educational reform, diplomacy with Byzantine and Islamic principalities, the survival of classical literature, manuscript culture, and the problem of periodization. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5214. Women and Gender in Medicine in Europe and North America. (4 Credits)

The period between the Renaissance and the French Revolution (roughly 1450 to 1800) witnessed an explosion of ideas about the natural world, especially the human body. Some of them were new, but many others were a reinvigoration and repackaging of older ideas about generation and sexual difference from the classical world. Within this context, men and women of varying ranks participated in the generation of knowledge about the body, with concerns that spanned the medicinal attributes of plants and animals from the New World to the processes of reproduction. Yet these two developments—the explosion of knowledge about the body and a parade of new participants investigating and healing it—did not occur in an isolated bubble of science. They took place alongside European expansion; the dispossession of Native Americans; the growth and rationalization of slavery as a labor regime; the birth of new institutions of science and learning that replaced more traditional venues for the creation and transmission of knowledge; civil wars and revolutions that challenged patriarchy, the growth of capitalism, and the institution of slavery. These major historical changes involved questions about reproduction (of the labor force), women's bodies, women's medical authority, and the value of carework. Modernity proceeded through the body. This course explores the place of women as healthcare providers and interpreters of the body in this period. Simultaneously, it probes how ideas about gender, sexual difference, and race emerged in this period of cataclysmic change. As a graduate reading seminar, the course will focus on reading and discussion of secondary scholarship on these topics. Assignments will include in-class presentations on select readings, and a final seminar paper. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGSM.

HIST 5220. (Re)Making World Order, 1800-1950: National, International, Transnational. (4 Credits)

The course explores the ways in which Europeans and Americans imagined and organized the supranational world. It will consider the ways in which nations were imagined to relate to one another, with particular attention to the intellectual traditions of realism and progressive internationalism, and the structures of empire and international law. The course will also explore the ways in which states were embedded in transnational networks—cultural, social and economic—that shaped and limited state action, as well as efforts to regulate and control those networks. This will include transnational constructions of race and efforts to control international capital flows. The goal will be to critically engage with multiple interpretive traditions of international and transnational order. Readings will include works by Susan Pederson, Mathew Spector, Patricia Clavin, Mark Mazower, Marilyn Lake, Patrick Cohr, and Nicholas Mulder. Shorter selections from Leopold von Ranke, W.E.B. DuBois, Robert Cecil, and Carl Schmitt. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5290. Luther and Reformation. (4 Credits)

October 31, 2017 marks the 500th anniversary of one of the great cultural movements that shook the History of the world: the release of Martin Luther's Ninety-Five Theses. Luther disturbed the political, social, and religious structures of Western Europe. Until his death in 1546, he challenged the papacy, the Catholic Church, the Holy Roman Empire, and Henry VIII. The Reformation he began both inspired and outraged. It represented the triumph of technology through the printing press. After Luther, nothing was exactly the same ever again. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 5300. History Theory and Methods: The Historian's Tools. (4 Credits)

This course will introduce students to a range of intellectual traditions informing historical analysis and writing. Students will study major social thinkers and how historians have grappled with the implications of their ideas. The course aims to develop essential skills as professional readers, analysts researchers and writers. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGMH, HGPS.

HIST 5302. Theory and Method in Intellectual and Cultural History. (4 Credits)

This course offers a broad overview of the theories and methods that have shaped intellectual and cultural history over the past 50 years among English-speaking historians. The course begins with the classic history of ideas approach that emerged after the Second World War and moves on to consider the influences of social history, cultural anthropology, critical theory, post-modernism, gender studies, and queer theory. The course will focus primarily on studies of the intellectual and cultural history of the Atlantic world, with a strong emphasis on North America and the British Isles. When appropriate, we will dip into the works of scholars working on early modern France and Italy. Works by the following scholars are among those we will examine over the course of the term: Bernard Bailyn, Robert Darnton, Natalie Zemon Davis, Carlo Ginzburg, Stephen Greenblatt, Perry Miller, J.G.A. Pocock, Joan Scott, Keith Thomas, E.P. Thompson, and Michael Warner. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 5310. Occitania: Language and Power. (4 Credits)

This team-taught interdisciplinary course introduces students to the cultural world of a medieval "south": Occitania, a region defined by language stretching from the foothills of the Alps to the pathways across the Pyrenees and from the Mediterranean almost to the Loire. Students will study the Old Occitan language and its manifestations in documentary writing, historical narrative, and the poetry of the troubadours from the eleventh until the thirteenth centuries. In order to best understand the context for this literature, course topics will include urban and rural communities, gender and power, the Albigensian crusade and its aftermath, and the beginning of vernacular book production.

Attribute: HGVH.

HIST 5400. Gender and History. (4 Credits)

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

Attributes: HGGH, HGMH, PSJH.

HIST 5401. Gender and Sexuality in Modern European History. (4 Credits)

This seminar will consider various approaches to the study of gender and sexuality in modern European history. Together, we will work through a combination of theoretical texts, canonical historical monographs, novels, life writings, and recent essays in the field. For many of our sessions, we'll consider a particular historiographical debate in tandem with writings, associated with this debate, that address a distinct historical period or problem. So, for example, we'll read Joan Scott's critique of E.P. Thompson in "Gender and the Politics of History" alongside Anna Clark's "The Struggle for the Breeches," a monograph that focuses on gender and labor in early 19th-century Britain. In a similar vein, we'll consider recent theoretical works in trans studies alongside histories of interwar sexology and analyses of post-1968 Italian trans-feminist movements. Other sessions will juxtapose a work of literature with writings that situate historically this primary source. Along these lines, we'll read Mrinalini Sinha's "Specters of Mother India" alongside excerpts from Katherine Mayo's 1927 book; or we'll consider Shelagh Delaney's "A Taste of Honey" in conjunction with Hazel Carby's 2019 memoir, "Imperial Intimacies," and with recent essays on race and sexuality in post-WWII Britain. In addition to the authors listed above, we'll engage with the writings of Denise Riley, Dagmar Herzog, Wendy Goldman, Carolyn Steedman, Susan Pedersen, Stella Dadzie, Judith Butler, Ann Laura Stoler, Dvovre Fogel, Charlotte Delbo, Monique Truong, Matt Houlbrook, Nadia Ellis, and Simone de Beauvoir. Assignments will include in-class presentations on select readings, and a final seminar paper. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5403. The British Empire. (4 Credits)

This course examines the history and historiography of the British Empire and decolonization from the 16th to the 20th centuries. We will look at specific case studies, including Ireland, India, Jamaica, and South Africa, to explore both a typology and chronology of empire as well as the more detailed interaction between metropole and periphery. We will also take a more general and critical look at explanatory metanarratives of empire such as postcolonial theory. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5405. Modern Ireland 1690-1923. (4 Credits)

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

Attribute: HGMH.

HIST 5410. Race and Gender in Modern America. (4 Credits)

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

Attributes: HGMH, PMMA, PSRR.

HIST 5411. Gender and Sexuality in Early America. (4 Credits)

Readings in the history of gender and sexuality discourse in Early America and the British Atlantic world of the 17th and 18th centuries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGMH, PSJH.

HIST 5420. Sin, Crime and Sex in History. (4 Credits)

Sin and forgiveness were at the heart of the Christian message. In European tradition, sin and crime were closely related. This course examines the history of sin and crime from ancient Christianity to the present, focusing on the rise of sexual delicts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH, HGVH, PSJH.

HIST 5421. Religion and the Renaissance World. (4 Credits)

Early modern societies around the globe defined themselves in relation to religious beliefs and exercises. This seminar will focus on the nature of "religion" itself in the eyes of early moderns, particularly Europeans, as well as on the faiths and rituals that defined and separated cultures and peoples. The seminar will concentrate primarily on the three dominant religions of the European world (Christianity, Islam, and Judaism). At the same time, we will be constantly aware of one significant and distinctive feature of early modernity: the frequently hostile and always bewildering encounter of different, even unknown, religions during the course of exploration, settlement, and conquest stretching from Rome to Jerusalem to Tenochtitlan to Beijing and back.

Attribute: HGMH.

HIST 5422. 1521. (4 Credits)

In 1521, the world turned. Magellan's fleet finished circling the globe, Luther was excommunicated, and Ignatius Loyola's battle injuries turned him to pilgrimage and founding the Jesuits. And finally, Hernan Cortes and the Spanish conquered Tenochtitlan and the Triple Empire of the Aztecs, the most significant event of all. This graduate course will examine each of these world-defining events, but it will also explore the intersection and intersectionality of world-changing events to ponder the meaning and moment of globalization. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5423. Religion, Magic, and Science in the Late Medieval and Renaissance World. (4 Credits)

Medieval and Renaissance Europeans had a sophisticated, pre-modern understanding of the world and universe around them, from the canyons to the stars. This seminar explores the cosmos as seen from the perspective of Renaissance peoples, moving from the depths of inner earth to the heavens and exploring the creatures that dwelt there, from angels to demons, as well as the connections that bound them and the universe together. In this universe, religion, magic, and science coexisted uneasily and interacted constantly. A central topic will be the decay of this cosmos and its replacement by a universe more familiar to modern peoples. Readings will focus on primary texts and a combination of classic accounts and recent historiography. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVSG, MVST.

HIST 5424. Women in the History of Science and Technology. (4 Credits)

Natural knowledge and the manipulation of nature have often been gendered, but how, why, and by whom? This seminar will explore the multitude of ways that women have shaped and been shaped by these gendered visions of nature and the tools for controlling it. What forms of natural knowledge were deemed appropriate for women? Why were women understood to be particularly adept at specific technologies or handicrafts? How were spaces for scientific practice or technological production rendered hospitable or, more often, inhospitable for women? In what ways have systems of scientific authority limited or encouraged the participation of female researchers? How have science and technology been used to act on women's bodies? Are there specifically "womanly" ways of knowing? These and other questions will be explored through cases across a wide range of periods, disciplines, and geographies, allowing us not only to question the shifting place of women within the worlds of science and technology but also to question our assumptions about the place of science and technology within different societies. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5456. 20th Century Catholic Cultural Revival. (4 Credits)

This is a course in late-modern European and American cultural and intellectual history. Late-19th-century positivism and historicism reduced the boundaries of the "real" to the visible and observable—i.e., to what we might call today (in light of Charles Taylor's now-classic "A Secular Age" [2007]) an "immanent frame." In response, Catholic philosophers, novelists, musicians, and artists constructed their own world which took them, in the words of the philosopher Gabriel Marcel, beyond "morality into metaphysics." In France, this Catholic revival—frequently referred to in English as either the "intellectual" or "literary" revival—was known as the "renouveau catholique": the Catholic renovation or renewal. It had its parallel in Great Britain and migrated to the United States, especially after the Second World War's end in 1945. This course's working thesis is that certain Catholic artists and thinkers evolved a "sacramental modernism" in response to their experience of the late-19th and early-20th centuries. On the one hand, this suggests a universality in Catholic imaginations that transcends historical epochs: namely, a "sacramentality" or belief in a God at once transcendent yet deeply immanent. On the other hand, this universality was uniquely instantiated in highly-particular late-modern contexts. Most notably, the concept of divine "immanence" was confronted by two World Wars, fascism, communism, the Great Depression, the Holocaust, and the possibility of global atomic annihilation throughout the Cold War (1945-1989). As a result, the Catholic intellectual revival throughout the 20th century produced paradoxical "sacramental" representations: of a "mystery" that is often dark to the point of grotesquery; yet which, at the same time, is capable of tethering tenuous human history to some kind of enduring significance. This course will sample some of those representations of mystery. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH, HGOH, PSIC.

HIST 5457. 20th-Century Jesuit Moderns: An Intellectual History. (4 Credits)

The Society of Jesus (Jesuit Order), founded in the mid-16th century and inspired by Renaissance Christian humanism, was marked by a vision of reconciliation: grace and nature, God and the world, Christ and culture. The society was suppressed in 1773, led by numerous complicated factors; when it was restored in 1814, the world had been changed by the French Revolution, Napoleon, and a new function for "religion" within an otherwise "secular" nation-state. From 1815 to 1965, the restored society was largely marked by intransigent opposition between the Catholic Church and modernity (e.g., democratic government, liberties of conscience and religion, evolutionary science, and critical method). This course will overview Jesuits who attempted to negotiate this dilemma: representing, on one hand, a 19th- to 20th-century church bitterly opposed to modernity and, on the other hand, members of a religious order originally founded based on a 16th-century humanistic vision of reconciliation. Potential figures for consideration include Gerard Manley Hopkins, George Tyrrell, Henri Bremond, Pierre Teilhard de Chardin, Alfred Delp, Karl Rahner, Henri de Lubac, Yves de Montcheuil, John Courtney Murray, Walter J. Ong, Daniel Berrigan, William Lynch, Michel de Certeau, John W. O'Malley, Jacques Dupuis, Jon Sobrino, and Roger Haight. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH, HGOH, PSIC.

HIST 5460. Jesuits and Globalization. (4 Credits)

This course examines the history and development of the Society of Jesus in global context, and as an agent of globalization, from its founding in the mid-16th century to the early 21st century and the era of a Jesuit and Latin American pope. Emphasis will be placed on how Jesuits promoted some types of globalization and were critics of others, and how they may have both effected change and been changed in their interacting with diverse peoples and cultures. The course will include reading and discussion of primary sources as well as recent scholarly work on these topics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, PSNM, RSCS, THHC.

HIST 5472. Inventing Total War. (4 Credits)

The course will explore the development of total war in the 20th century, with particular emphasis on Germany. The dissolution of legal limits on violence and compulsion on the battlefield and at home will be examined.

Attribute: HGMH.

HIST 5506. European Nationalisms and Early Modern (Jewish) History. (4 Credits)

Modern historiography, including Jewish historiography, and history as an academic discipline are products of modern national movements. The narratives they produced provided tools for shaping national and ethnic identities in the modern era, and had long lasting ramifications not only for the study of history but also for the inclusion or exclusion of specific groups in modern European societies. This course will explore how the writing of history has been linked to the larger questions of national identity, and nationalism, and to questions of political inclusion and exclusions. We will read the early Jewish historians from Germany, Poland, and Palestine/Israel and explore how their visions of premodern Jewish history were shaped by larger questions that were also occupying other European historians and intellectuals. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGMH, JWST, PSJH.

HIST 5516. Nationalisms and Racisms in Modern Europe. (4 Credits)

The seminar will focus on the history and historiography on the construction of "race" and nation in modern Europe (from the Enlightenment onwards) and in particular on the multiple connections and intersections between nationalism(s) and racism(s). As issues of cultural identity and questions of immigration and national belonging have become hotly contested in today's European societies, the historiography on these subjects has been steadily growing. We will discuss different historical approaches, theories, and methodologies that emerge from the growing body of works addressing these issues and pay particular attention to socio-cultural histories and to transnational and comparative perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGMH, PSRR.

HIST 5517. Fascism. (4 Credits)

Fascism has been described as the "major political innovation of the twentieth century," and its fortunes are apparently—and unfortunately—not over. The main goal of this course is to offer a "orientation map" in the vast historiography on fascism, by focusing on several key issues and themes. The primary focus of the course will be on Italy, where the movement with this name was first born and took power. However, for comparative purposes and to take into consideration the transnational turn in the historiography, we will also examine some aspects of the German variant of fascism and the influence that Italian fascism exercised abroad, especially in the Americas, where it found admirers and followers. By examining and evaluating conflicting historical interpretations and approaches, we will consider what distinguished fascism from other types of authoritarian movements and regimes and what characterized fascism's peculiar ideological makeup and "style" of rule, while paying attention to the interaction between fascism and other right-wing ideologies and regimes. Topics will include the ideological components of fascism and its emotional makeup, the use of violence and the manufacturing of consent, the cult of the leader, gender politics, fascist racism and the Shoah, collaboration and resistance, legacies and memories in post-World War II Europe, and the appeal of right-wing populism and authoritarianism in the crisis of contemporary democracies.

Attributes: HGMH, PSJH.

HIST 5520. European Mass Culture. (4 Credits)

Examines cultural development in Europe in the 19th and 20th century with special reference to mass cultural characteristics, role of technology, and political content.

Attribute: HGMH.

HIST 5553. Book History: Texts, Media and Communication. (4 Credits)

This course builds on the concepts developed in book history to explore the history of media and communication in general, as well as textual scholarship. Topics range across time periods and continents, with particular focus on the medieval and early modern transitions, as well as on more recent "media revolutions." The course will introduce graduate students to key works, concepts, and methodologies that analyze how communication media of all sorts (from manuscripts to printed books, newspapers, and images, and from songs and rumors to audiovisual and digital media) have been a driving force in history, and understand how they have shaped all historical research. We will study texts and methods drawn from a wide variety of historical fields, as well as from sociology, anthropology, philosophy, literary criticism, art history, bibliography, and media studies, all of which provide historians with powerful insights and indispensable tools and skills. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGMH, HIEH, HIUL.

HIST 5560. History of Modern Science in Global Context. (4 Credits)

Science is often understood as a hallmark of both modernity and "Western" culture, but neither its methods nor its contents make sense without a more expansive approach to both time and place. By examining both the changing form and production of natural knowledge and the shifting uses and meanings of "science" as a category, this course will problematize conventional understandings of modernity, objectivity, and progress and raise challenging questions about historical approaches to period, geography, causation, and exchange.

Attributes: HGGH, HGMH.

HIST 5563. Readings in Environmental History. (4 Credits)

This course presents some of the best recent scholarship in North American environmental history, as well several of the field's founding texts, together spanning the human history of North America, from Indigenous settlement to the 21st century. Students will write two historiographical essays on aspects of the readings and participate vigorously in discussion.

Attributes: ENST, ESEL, ESHC, HGMH, PSEV.

HIST 5566. Technology and Empire. (4 Credits)

In this graduate seminar, we will explore the mutually constitutive relationship between the history of colonialism and the history of modern science. As a course about European colonial expansion from the 15th century on, we will focus specifically on the ways in which emerging scientific disciplines in the early modern era (such as botany and zoology) as well as technological instruments (such as guns and slave ships) fundamentally shaped European encounters with the Indigenous peoples of Asia, Africa, and the Americas. In turn, we will explore how those encounters deeply impacted the content of European science, technology, and medicine. Through the course, we will read a range of scholars, such as Bernard Cohn, Michel Foucault, Hannah Arendt, John Stuart Mill, Dipesh Chakrabarty, and many others to help us deepen our understanding of how colonial science, medicine, and technology were important sites for producing European self-conceptions while also enabling, justifying, and furthering the epistemic and physical violence of colonialism. The course is organized around a number of units focused on: "tools of empire," technological systems, categories of knowledge, race, gender, bodies, medicine, and Indigenous knowledge systems. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5568. Stalinism: Life and Death in Soviet Russia. (4 Credits)

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

Attribute: HGMH.

HIST 5574. U.S. Foreign Relations. (4 Credits)

This graduate reading course covers the history and historiography of U.S. foreign relations from 1898 to the present. Topics include Open Door imperialism, the First and Second World Wars, the Cold War, decolonization, the Vietnam War, and the War on Terror. Students will situate the United States, its domestic cultures, and its foreign policies to different regions, in a global perspective. In addition, students will study the economic, social, intellectual, political, and moral bases of U.S. foreign relations. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5575. The United States and the World in the Twentieth Century. (4 Credits)

This course examines U.S. foreign relations over the course of the twentieth century, with an emphasis on the myriad ways in which peoples, cultures, economies, national governments, non-state organizations, and international institutions interact. Key themes include American foreign policy, capitalism and economic policy, cultural relations, domestic politics, and perceptions of the world. The course will proceed chronologically and will examine major moments and trends: modern warfare, the Great Depression, the origins and trajectory of the Cold War, the nuclear arms race, decolonization and U.S.-Third World relations, the Vietnam War, and America's wars in the Middle East. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5576. U.S. Foreign Relations after World War II. (4 Credits)

After 1945, American power reached a pinnacle in political, economic, and cultural terms. This reading seminar examines the important questions about American power with a focus on how challenges at home and abroad shaped the nation and its global role. What were the main drivers and consequences of American expansion? What were its limits? The course will analyze cutting edge and classic histories of the Cold War, decolonization, the Vietnam Wars, domestic culture and politics, and U.S. relations with Latin America and the Middle East. Topics include intellectual history, national security, American culture overseas, human rights, modernization and development, military power, immigration, and the American Empire. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5601. Global Environmental History. (4 Credits)

History has long been a predominantly anthropocentric discipline in which non-human agents and processes have merely stood in the backdrop of human-driven narratives. This course asks: How do we see the essential features of early modern and modern history differently when we look at them through the lens of environmental history? Through both philosophical texts and historical analyses of various world regions, we consider some of the defining projects and movements of the 16th to 20th centuries—colonialism, nationalism, capitalism, and anti-capitalism—from a view in which non-human nature stands in the foreground, not the background. Possible topics range from plantation slavery in the early-modern Caribbean to hydrology in French Indochina to animal agriculture in the Soviet bloc. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5644. Writing Early America: Historians Who Have Shaped the Discipline. (4 Credits)

This course will include the most significant works in early American history and culture written during the last fifty years. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 5645. Readings in Early America and the Atlantic World. (4 Credits)

This graduate readings course will provide students with an introduction to the historiography of early America from contact through the era of revolutions. Major themes include the contesting and connecting of geographical areas across the continent, the everyday experiences of work across lines of race, class, and gender, and the rise and fall of continental and Atlantic empires. + Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5650. Approaches to Global, Transnational, & Intellectual Histories. (4 Credits)

This course is intended to introduce students to the approaches, methods, theories, and critiques of writing global, transnational, and intellectual histories. We will cover broad geographic areas and a spectrum of writings and debates, spanning from Africa, Asia, and Europe to North and Central America. On the temporal front, most of the texts cover events post-1800. The course is not intended to be comprehensive. We simply aim to introduce students to the vital debates that have taken place among historians and between history and other disciplines. The course should serve to point students in the direction of further reading and study and to also introduce them to some of the works and ideas of the Fordham history department.

Attributes: HGGH, HGMH, HIUL, INST, ISIN.

HIST 5700. Law, Gender, and History. (4 Credits)

This is an interdisciplinary seminar examining controversies about sex, gender, and sexuality in the family, the workplace, education, and constitutional law from 1970 to the present. Cross-listed with the Fordham School of Law, the course is an opportunity for students to connect law and history and develop an understanding of legal history. Those with interests in earlier periods will be able to complete papers and research projects that address these issues prior to 1970. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5725. History of American Cities. (4 Credits)

Readings in US urban history. Topics that may be covered include the growth and development of American cities, their people and diverse communities, urban politics, the urban crisis of the late twentieth century, ideas about what makes for a good city, and the economic, cultural, political, and social role of cities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 5727. History and Fiction in the American West. (4 Credits)

This course uses history and literature to study the moving western frontier in the United States. Readings explore its early origins in the 17th and 18th centuries but focus largely on its most iconic manifestations in the 19th century. The course examine race, gender, violence, and social order, among other topics.

Attribute: HGMH.

HIST 5730. History of Capitalism. (4 Credits)

A graduate seminar, open to advanced undergraduates, that considers the historical narratives, major thinker, and controversies between seventeenth and twenty-first centuries having to do with capitalism as an economic system and a set of social relations. Works by Thomas Robert Malthus, Adam Smith, Karl Marx, Karl Polanyi, Fernand Braudel, among others. Students will produce two essays, one comparing Smith and Marx, and other on a historical topic. Class meetings will emphasize student argument and vigorous conversation and will include a weekly lecture by the instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5731. History of Wealth & Poverty: U.S. and Comparative. (4 Credits)

Americans have long debated the meaning of wealth and poverty, questioning whether such conditions are natural (and acceptable), or the product of exploitative practices, corruption, or biased governmental policy (and potentially alterable). Over time they have questioned the relationships among economic inequality, free markets, democracy, thriving families and communities, social disparities, and the welfare state. We will explore these and other questions focusing on the U.S. since 1865 but with substantial comparisons to Europe, Africa, and Latin America. The class takes an intersectional perspective that brings questions of race and gender, as well as social class, to bear on the topic. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH, PMMA, PSJH.

HIST 5733. The Country and the City in American History. (4 Credits)

This course explores the history of the country and the city as natural environments and symbolic landscapes through the works of historians, artists, and poets. It covers the period from the Revolution through the twentieth century, with special attention to the nineteenth century. Topics include Appalachia, slavery, and sharecropping; Lewis Mumford and Jane Jacobs; romantic landscape painting and Central Park. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 5734. U.S. Culture and Society to 1877. (4 Credits)

This course examines American culture and society through important scholarly works in the field. It is designed to provide an introduction to major historical debates and the methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in American history. Topics to be covered may include the role of social institutions and the significance of class, gender, culture and race, particularly in connection to colonial life, the revolutionary period, the early republic, the Civil War, and Reconstruction.

Attribute: HGMH.

HIST 5750. Ethnicity, Race, and Politics in NYC. (4 Credits)

This course is a historical examination of politics in New York City, with a particular focus on its relationship to immigration, ethnicity, and race in the 19th and 20th centuries, but especially since Consolidation in 1898. Readings will include some of the best books on New York politics, including classic and important recent work. Topics include Tammany Hall and the ethnic style of machine politics; immigrant radicalism; how foreign affairs have affected local politics; ethnic conflict in the political arena; the fight for racial equality; quests for ethnic inclusion; "white backlash"; and ethnically inflected attempts to deal with perennial issues such as affordable decent housing. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIUL, URSG.

HIST 5904. Slavery and Freedom in Early America and the Atlantic World. (4 Credits)

This graduate reading seminar compares and contrasts the development of systems of slavery as well as contests for freedom in the early modern Americas and the antebellum U.S. Topics for consideration include the rise and fall of the Atlantic and domestic slave trades, colonization and the development of the Atlantic plantation complex, maroon wars, struggles over time, territory, status, and cultural practice within slavery, the organizing strategies of the enslaved, and competing visions for the future. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5910. Law and Empire in the Iberian World. (4 Credits)

Law and Empire in the Iberian World explores the centrality of legal practices in the expansion of the Iberian Empire, a legal culture which produced the world's largest trove of archival documents. Topics will include the legal cultures in early modern Spain and the Americas; the debate over just war and the legality of conquest; how indigenous peoples were legally incorporated into Spanish crown, and how they used law to their advantage (including establishing legally found towns, litigation with the Spanish court system, use of wills and other legal documents); legal questions of honor and ethnicity as related to marriage and office holdings; the legal relationship between the American Viceroyalties and the crown of Castile; and place of role of law and litigation in creating civil society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5913. Golden Age Spain and Its American Empire. (4 Credits)

The Spanish empire was without question the first of Europe's globalized empires and the first modern archival state. But even the citizens of Latin American nations came to regard "modernity" as something that needed to be imported from France, England, and the United States. Their understanding and ours of the (un)importance of the Spanish colonial project for the modern world was certainly shaped by Spain's eclipse by England and the creation of an anti-Spanish and anti-Catholic rise of the West narrative in the American academy. The recent scholarship we will examine rethinks Spain's role in world history to challenge this "Black Legend" perspective and poses questions such as: Can Spain be considered at the center rather than the periphery of modernity? Is Spanish neo-scholasticism the source of the concept of popular sovereignty? Is the modern nation-state the child of the Spanish American colonies rather than of northern Europe? Students in the course will examine primary historical sources, literature, and artworks, and survey the development of historical scholarship both by Spaniards and their enemies. The course begins with the completion of the Spanish Reconquista (the defeat of Muslim Granada by the Catholic Kings) and the formation of the hybrid sociocultural order at the end of the 15th century and concludes with the collapse of Spain's mainland American empire and the rise of nation-states there in the 1820s. Themes of special focus across this time period include the centrality of Spain in the Islamic-mediated recuperation of classical knowledge known as the Renaissance; the importance of urban life for Spain and its empire; the rise of the inquisition and the promotion of the homogenous Spanish national subject; the colonial merger of ethnicity with distinctions of social estate; the relationship between political theory and large-scale events and the practices of everyday life embodied in concepts of gender, sexuality, honor, popular religiosity, death and the afterlife. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH, LALS.

HIST 5918. After Colonialism: Latin America. (4 Credits)

This course focuses on the 19th and 20th centuries. The course is designed to provide an introduction to major historical debates and methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in Latin American History. Readings include primary sources in translation as well as key studies of the era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 5919. United States and Latin American Borderlands. (4 Credits)

This course explores the concept of the borderlands in United States and Latin America history. It uses various categories of analysis, such as race, gender, and hegemony, to discuss the interaction among groups of people as they meet along political and geographic borders. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5921. Social Movements in Global Perspective. (4 Credits)

This course examines social movements in the twentieth century. It focuses on events in Latin American, Europe, and the United States, among other regions. It allows students to assess the advantages and limitations using a global approach to historical analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, PSJH.

HIST 5923. Atlantic World: Empires, Diasporas, and Migrations. (4 Credits)

Introduces students to themes and methods of Atlantic World History, 16-20th centuries. Possible themes include: The making of Iberian, English and French Empires; Indigenous, African, and European encounters; Atlantic Legal Cultures; the Slave Trade; Slavery, and Emancipation; the African Diaspora; Religion; Gender and Sexuality; Race relations; Migration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH, PSJH.

HIST 5924. Latin American History and Culture. (3 Credits)

This course provides a general survey of Latin American history and culture from the pre-colonial period to the present. It introduces graduate students to major topics, such as conquest and colonization, colonial institutions, racial and gender practices, slavery and Indian labor, the development of regional and national identities, independence movements, nation building and the rise of caudillos, foreign interventions, twentieth-century revolutions and social and political movements, among others.

Attribute: HGMH.

HIST 5925. Global Migrations. (3 Credits)

This course uses a global approach to examine major migratory movements since the 15th century, particularly since the mid-19th century. It analyzes factors that caused such emigrations and the conditions that led specific groups to certain geographic areas. It also studies the experiences of migratory groups as they arrived and adapted to their new homelands. It includes migrations from several areas of the world, primarily, but not exclusively, involving Europe and the United States.

Attribute: HGGH.

HIST 5926. The U.S. and Latin America. (4 Credits)

This course examines the relationship between the United States and Latin America from the 19th century to the present. Areas of interest include foreign policy, economic interests, domestic politics, social movements, and immigration, among others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5950. Histories of Nationalism in Comparative Perspective. (4 Credits)

This course examines various forms of nationalism in different regional and historical settings to analyze a wide range of challenges to nationalism. We will discuss case studies, beyond Europe, dealing with different regions that include Africa, the Middle East, Latin America, and Asia. This course takes a comparative approach that combines different perspectives on how nations are understood and how they come into being, and what factors stand behind the concept of nation. The course will show how the root causes of the rise of nationalist movements in Europe were different from those in Africa, Asia, or Latin America. Students will learn comparative insights centered around two major aspects of the histories of nationalism, which include the public use of the history and its misinterpretation for contemporary political purposes and the role of political and religious elites in shaping imagined communities. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5952. Research Seminar: African American Urban History. (4 Credits)

This course will expose students to classic works in African American history and then given them an opportunity to conduct archival research in this subject area, concentrating on the oral history database and archival collections of the Bronx African American History Project, or other collections which give students opportunities to explore Black urban life in depth. The goal of the course is to promote cutting-edge research among Fordham graduate students and upper-level undergraduates looking at subjects ranging from migration and immigration, popular culture, religion and spirituality, and political movements to contemporary issues like the Black Lives Matter movement and the attack on critical race theory. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, THEO.

HIST 5961. The Age of Suleyman 1453-1574. (4 Credits)

The course aims to introduce the students to various aspects of social, political, cultural and intellectual history of the Ottoman Empire in the late 15th and 16th centuries. By focusing on the multifaceted and multidirectional nature of interaction across political, religious, cultural and linguistic boundaries between the Islamic and Christian worlds in late medieval and early modern period, the course will delineate the Ottoman state and empire formation within the theoretical and historiographical framework of the early modern Mediterranean. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGMH, HGVH.

HIST 6076. Noble Culture and Society. (4 Credits)

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

Attributes: HGVH, MVSG.

HIST 6077. The Angevin Empire. (4 Credits)

From the Middle of the twelfth until the first quarter of the thirteenth centuries, one dynasty, the house of Anjou, were the effective rulers of an enormous agglomeration of kingdoms and principalities which stretched from the North Sea to the Mediterranean and encompassed England, large parts of Ireland, Wales, and nearly half of the territory which today constitutes modern France. Following a wave of renewed scholarly interest in the politics and culture of this period, this class will explore this short-lived but powerful empire, its lands, peoples and rulers. Together we will explore the lives of dynamic individuals within the Angevin court; Angevin court culture, the governance of a medieval "empire"; dynastic politics and diplomacy; the Third Crusade; and England and France after the loss of Normandy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGVH, MVSG, MVST.

HIST 6078. The Crusader States: The Latin Kingdom of Jerusalem 1099-1291. (4 Credits)

This course charts the social, political, and cultural history of the feudal principalities that were established by Latin Christians in the Eastern Mediterranean in the wake of the First Crusade. Students will be introduced to the narrative and documentary sources through which the history of the Latin Kingdom has been constructed, as well as the archaeology and art of the Levant during the period of Frankish occupation and settlement. In addition, we will engage with the major historiographical debates concerning the constitutional organization of the Latin kingdom, the relationship between the Frankish crusaders and Muslim and eastern Christian populations over whom they ruled, and the "colonial" character of the Latin settlements. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGVH, MVSG.

HIST 6133. Medieval Religious Institutions. (4 Credits)

Today, the Catholic Church appears to as a hierarchical entity united under the supreme leadership of the pope. This is in contrast with the situation in the Middle Ages, when people made careful distinctions between monks, nuns, canons, secular priests, minor and major orders, cardinals, lay brothers and sisters, and a multitude of other clerics. Committed to their respective ranks and vocations, churchmen and churchwomen often found themselves competing with one another. In so doing, they were less likely to submit to papal authority than to enlist it for their own purposes. The seminar will examine these groups, their institutional identities, and typical conflicts of interest. The institutions of the medieval church—male and female monasteries, cathedral chapters, parishes, religious orders, dioceses, the papacy and other bodies—maintained their own two identities and pursued their own ends. The church they formed was not monolithic: medieval religious institutions were often in competition with one another for reasons both secular and religious; and, unlike modern church, religious institutions played a role in government and were the sole providers of many social services. Through consideration of medieval sources and modern studies, the course will examine the institutions that formed the medieval church, their histories, identities and members, their conflicts, and their relations to society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGVH, MVSG.

HIST 6135. Early Medieval Conflict & Peacemaking. (4 Credits)

In the Early Middle Ages of the West (500–1050), judges presiding over courts in the modern sense of the word did not exist. Written laws were not implemented unilaterally from above, and the facts of a case were investigated not as much as a painstaking reconstruction of alleged misconduct, but rather by way of collective oaths and duels. Another form of proof was the hot-iron ordeal, in which defendants placed their hand in a pot of boiling water to have guilt or innocence determined by the healing process. The course will provide a forum for the reading and discussing of recent historiography on the subject and explore the question of what made these forms of conflict peaceful resolutions “rational” and reasonable in the eyes of early medieval contemporaries. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGVH.

HIST 6136. Disease in the Middle Ages. (4 Credits)

The course will explore disease in the West from about 500 to 1500, including sudden epidemics like the Black Death, endemic illnesses such as leprosy, and the rise of literate university medicine alongside the academic laggards of surgery and midwifery. Particularly attention will be paid to issues that highlight the close nexus between medical and social practices. What accounted for the medieval rise of many enduring institutions in the health sector, for example, faculties of medicine and university-trained health practitioners with the lucrative title of “doctor”? What rendered medical know-how ‘scientific’ at the time and gave it its strong public appeal? What is the relationship between modern “empirical” medicine and its older “scholastic” counterpart?

Attributes: HGVH, MVSG.

HIST 6152. Medieval Women and Family. (4 Credits)

Studies in the social, economic and religious roles of women and the organization of the family in European society from the early to the later Middle Ages. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGVH, MVSG.

HIST 6153. Medieval Economy and Society. (4 Credits)

This course focuses on the major economic trends of the period from the Germanic invasions through the ‘agricultural depression’ on the 15th century. We will also consider the social impact of changes in seigniorial and peasant agriculture, the ‘commercial revolution,’ the rise of the textile industry, the Great Famine, the Black Death, and the Hundred Years War. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGVH, MVSG.

HIST 6155. Medieval Towns: Urbanization and Urban Life in Medieval Europe. (4 Credits)

This course surveys the historiography of European towns from c. 700 to c. 1500. Subjects covered will include the growth of urban centers/urbanization, towns as commercial and artisanal centers, space and the urban environment, the development of municipal governments, guilds and artisanal labor, the structures of urban society, social inequality, the urban family, and social conflict. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGVH.

HIST 6172. Late Medieval and Early Modern Ireland. (4 Credits)

This course will examine the history of Ireland from the height of the so-called Gaelic Revival in the mid-14th century to the violent collapse of Gaelic rule and the completion of the Tudor conquest in the early 17th century. Beginning in the late medieval period with an exploration between English and Gaelic worlds, the class will then chart the protracted incorporation of Ireland into a highly centralized early modern English state under the Tudors. With emphasis placed on the latest scholarly .

Attribute: HGVH.

HIST 6173. The Tudor Conquest of Ireland. (4 Credits)

This course explores how conquest became the dominant historical and conceptual framework used by historians to assess the Tudor period in Ireland. The course is designed to complicate and question this framework by showing how the Tudor kings and queens in fact resisted conquest and how Tudor conquest nevertheless came to be presented in Irish historiography as a link in a chain of English conquests of Ireland stretching from the 12th century until the Great Famine in the 1840s.

Attribute: HGMH.

HIST 6256. Torture and Western Culture. (4 Credits)

This course examines a very difficult subject that sheds an unsettling light on the history of Europe and the United States. Torture in the twenty-first century world is ubiquitous, and the very public controversy surrounding American practices is only shocking to those who do not pay attention to the world. Our goal in this seminar is to examine the history of torture in its European-American context and to determine just where current practices fit into that history. We will also ponder whether torture is a practice that can (and should) be eradicated, or whether we must adjust to the presence of torture as a permanent feature of the world and American landscape. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CEED, CETH, HGVH, PSJH.

HIST 6305. The English Reformation. (4 Credits)

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

Attribute: HGMH.

HIST 6310. Early Modern European Intellectual and Political History. (4 Credits)

This course will consider the development of early modern Europe thought and politics from the 16th through the 18th centuries. Coverage may include the intellectual and political implications of the Renaissance and the Reformation, the rise of the early modern state and its expansion, popular revolts, Scientific Revolution, political theory, absolutism, republicanism, war and empire, the Enlightenment and the French Revolution. The course is designed to provide an introduction to major historical debates and methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in Early Modern European History. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6315. Early Modern European Society and Cultural History. (4 Credits)

This course will consider the development of early modern European society and culture from the 16th through the 18th centuries. Coverage may include the social and cultural implications of the Renaissance and the Reformation, the divergence of popular and elite culture, the social dimensions of expanding population and trade, print and literacy, the economics foundations of social change, popular revolts, the impact of empire on society and culture, the Enlightenment and the French Revolution. The course is designed to provide an introduction to major historical debates and methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in Early Modern European History. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6355. Late European Political and Intellectual History. (4 Credits)

This course will explore central themes in the development of European political and intellectual life during the 19th and 20th centuries. At the discretion of the instructor students would be expected to explore topics including but not limited to liberalism, conservatism, romanticism, nationalism, modernism, counter-enlightenment, fascism, socialism, Western Marxism, memory, gender, constructions of sexuality, colonialist and racial ideologies, consumerism, and the late-twentieth century counter-cultures. The goal of the course would be to ensure students a reasonable command of the issues associated with the selected items. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6360. Late European Social and Cultural History. (4 Credits)

This course will explore central themes in the development of European social and cultural life during the 19th and 20th centuries. At the discretion of the instructor, students would be expected to explore topics including but not limited to liberalism, conservatism, romanticism, nationalism, modernism, counter-enlightenment, fascism, socialism, Western Marxism, memory, gender, constructions of sexuality, colonialist and racial ideologies, consumerism, and the late-20th century counter-cultures. The goal of the course would be to ensure students a reasonable command of the issues associated with the selected themes. Instructors are expected to ensure a representative distribution of themes across time periods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6502. The Old Regime and the French Revolution. (4 Credits)

This course will explore the history of France between 1715 and 1815, as the country moved from the apex of absolutism through the Age of Enlightenment and into the first great democratic revolution in 1789 (followed by the first successful slave revolution in Haiti) before its descent into war, civil war, and terror, followed by its authoritarian stabilization and expansion throughout Europe under Napoleon. The topics and themes covered in this class have been central to the histories of all European countries and beyond from the 18th century onward. They include the role of women in society, social class, and political representation; the creation of the modern state, constitutional democracy, and authoritarianism; colonization, race, and slavery; what causes revolutions and how to stabilize them; total war, etc. The period has been a laboratory for historians. We will read works by some of the great interpreters of the period, from Tocqueville and Edmund Burke to Marx and Furet, and from scholars representing the most important schools of historical thought. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6520. Europe in Global Perspective. (4 Credits)

This course will offer perspectives on 19th- and 20th-century Europe in light of imperialism/colonialism, trade and commerce, transnational and global networks of migration, exchange, and ideas. The course will also focus on sociocultural and socioeconomic influences between Europe and the wider world. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 6530. European City: 1700-2000. (4 Credits)

Upper level study of European urban history, concentrating on theoretical and interpretive approaches to the study of the city and urban life. Methods or research, evidence, and analysis form basis of seminar discussions and student research. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6531. Bombay–Shanghai–London. (4 Credits)

This course surveys the history and connecting links between Bombay–Shanghai–London in the 19th and 20th centuries. It concentrates on the exchange and movement of people, goods, culture, and information within the context of empire, and considers the coexistence of local and global influences and the uneasy balance with cosmopolitanism. The course places emphasis on economic culture, material culture, and built environment. It is suitable for students in urban history, global history, European history, Chinese history, and Indian history. Weekly readings and research papers are required.

Attributes: HGGH, URSG.

HIST 6540. Global Urban History. (4 Credits)

In this course, which covers the early modern and modern eras, students focus on urban history from global perspective, investigating the processes of urbanization, comparative urban and regional development, and urban theory as applied to urban history. Students are required to complete a research paper.

Attribute: URST.

HIST 6662. Sexuality in America. (4 Credits)

Readings in the literature of the history of sexuality in American from the Colonial Era to the end of the 20th century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6710. The Civil War. (4 Credits)

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

Attribute: HGMH.

HIST 6721. U.S. Culture and Society since 1877. (4 Credits)

An exploration of American culture and society through important scholarly works in the field. The course is designed to provide an introduction to major historical debates and the methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in American history. Topics to be covered may include the role of social institutions and the significance of class, gender, culture, and race, particularly in connection to colonial life, the the revolutionary period, the early republic, the Civil War, and Reconstruction. Instructors are expected to ensure a representative distribution of themes across time periods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6724. U.S. Thought and Politics to 1877. (4 Credits)

This course offers an exploration of American intellectual and political history through important scholarly works in the field. The course is designed to provide an introduction to major historical debates and the methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in American history. Topics to be covered may include the formation of American ideology, political movements, and the contributions of major ideological and intellectual figures, particularly in connection with the rise of the U.S. as an economic and military power, the Progressive Era, the world wars, the Great Depression, the Cold War, and the civil rights movement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6725. U.S. Thought and Politics since 1877. (4 Credits)

An exploration of American intellectual and political history through important scholarly works in the field. The course is designed to provide an introduction to major historical debates and the methodological approaches for beginning graduate students for their comprehensive exams in American history. Topics to be covered may include the formation of American ideology, political movements, and the contributions of major ideological and intellectual figures, particularly in connection to the rise of the U.S. as an economic and military power, the Progressive era, the world wars, the Great Depression, the Cold War, the civil rights movement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6726. The United States and Human Rights: An International History. (4 Credits)

This course examines the history of human rights during the American Century. Emphasizing analysis rather than advocacy, it examines the legal and moral origins of human rights, its political structures, and the international culture of humanitarianism. Through a series of case studies of human rights organizations and U.S. diplomacy toward individual states, the course will help students understand the trajectory of human rights in the 20th century. Students will undertake independent research on an issue, location, and period of their choosing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH, HUHR, HUST, PSJH.

HIST 6731. U.S. Immigration and Ethnicity. (4 Credits)

This course will examine several important issues that have engaged the attention of historians of immigration and ethnicity. These include perennial concerns as the nature of the processes of settlement and Americanization, and the evolution of American views on citizenship and immigration policy. Also among the issues to be discussed are recent trends in thinking about the invention of racial identities and about ethnic diasporas and "transnationalism." Finally, the course will cover several cases of the stresses of ethnic identity in wartime. Readings will include recent scholarly monographs and articles, as well as several examples of ethnic memoir literature. Note that the course is organized thematically, and that readings have therefore been chosen because they reflect on the themes under discussion. As a result, not all ethnic groups are covered adequately. Students will have a chance to deal with the ethnic groups of their choice in their independent work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CEED, CETH, HGGH, HGMH, PSJH.

HIST 6853. America Between the Wars. (4 Credits)

The course will focus upon political, economic and social events and trends in America during the era between the two World Wars of this century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 7024. Proseminar: Making Money in the Middle Ages. (4 Credits)

This is the first half of a two-semester proseminar/seminar course in which graduate students will formulate and produce original (article or M.A.-thesis length) research projects that touch on medieval social and economic history. Topics discussed may include coinage and money, commerce and trade, merchants and artisans, labor, credit, religious and cultural attitudes to usury and profit, wealth and poverty, social mobility, and overall economic development during the European middle ages. In this proseminar, we will read and discuss relevant works, while students work on formulating and laying the groundwork for their research projects. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGPS, HGVH, MVSG.

HIST 7025. PSM: Medieval Religious Cultures. (4 Credits)

Debates in the study of medieval religious culture and approaches to its study will be examined through works on the cult of saints, popular religion, and liturgy and ritual. Issues presented in the current literature will be tested by the close reading of selected primary sources. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGPS, HGVH, MVSG.

HIST 7026. Classics in the Middle Ages. (4 Credits)

This seminar deals primarily with the transmission and reception in western Europe of classical Greek and Latin texts written before 525 CE, with a focus on the Latin tradition. The overarching aim of the seminar is to highlight the achievement of the Latin Middle Ages in preserving the ancient classics and appropriating them for new uses in a Christian civilization. It treats the most influential authors in the medieval schools (Virgil, Horace, and Ovid), as well as the persistence of the most prominent genres of classical literature, including didactic poetry, drama, elegy, encyclopedic works, epic poetry, epigram, grammatical works, historical writings, legal works, literary criticism, lyric poetry, oratory, philosophical writings, prose fiction, and satire. Lastly, the seminar also considers centers of transmission, book collections, and the medieval commentary tradition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGPS, HGVH, HIMH.

HIST 7056. PSM: Medieval Political Cultures. (4 Credits)

This course, the first part of a two-semester proseminar/seminar sequence will introduce students to recent debates and different approaches to cultures of power and political processes in western Europe in the central middle ages. Among the many topics we might consider are lordship, status and authority, political assembly and consultation, courtliness and persuasion, rulership and sanctity, and the rise of accountability. Students will become familiar with a wide range of source material, from diplomatic and documentary collections to historical narratives and courtly literature. With this solid foundation in the current historiography and available research tools, students will be expected to identify a suitable topic for a sustained research project. Completing this project will be the objective of the seminar course to be offered in the Spring. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGPS, HGVH, MVSG.

HIST 7070. PSM: Medieval Intellectual Cultures. (4 Credits)

This course takes a broad approach to medieval intellectual history, focusing not just on the texts and ideas that were central to medieval intellectual life but also on the cultural conditions that enabled scholarship and creativity to flourish. Beginning with the late antique absorption of classical learning, the seminar will over the course of two semesters examine a range of intellectual cultures spanning the western Middle Ages. A particular focus of the class will be the study of the liberal arts and the evolution of teaching practices. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGPS, HGVH, MVSG.

HIST 7110. PSM: Church Law and Medieval Society. (4 Credits)

This course will consist of a two-semester proseminar/seminar sequence inviting graduate students to formulate and conduct original research projects in the field of medieval church law. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGPS, HGVH, MVSG.

HIST 7150. PSM: Medieval England. (4 Credits)

This is the last half of a year-long course that focuses on the social, economic, and administrative history of England from the eleventh through fifteenth centuries. Special emphasis is placed upon 1) how to identify and exploit a wide variety of primary sources (such as wills, cartularies, court rolls, account rolls, chronicles, among others); 2) how to use major historical collections (such as Rolls Series, VCH, Record Commissioners, Royal Historical Manuscripts Commission, the Ordnance Survey, Selden Society, and others); and 3) gaining an awareness of the regions and landscape of medieval England, as well as the contributions of historical geography. Besides treating thematic issues such as the church and society, law and legal system, the growth of government and administration, maritime trade and industry in town and country, the weekly discussions will also consider economy among the peasantry, townspeople, and the landowning elite. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGPS, HGVH, MVSG.

HIST 8000. Research Colloquium. (1 Credit)

Required for M.A. and Ph.D. students in Modern and Global History and taken in conjunction with a 3-credit research tutorial, this colloquium attends to the professional and practical aspects of their research project and provides a forum for progress reports and feedback.

HIST 8024. Seminar: Making Money in the Middle Ages. (4 Credits)

This is the second half of a two-semester proseminar/seminar course, and is a continuation of HIST 7024. Students will primarily work on their individual original (article or M.A.-thesis length) research projects. Class time will primarily be devoted to discussing and overcoming research problems, and workshopping early findings. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGSM, HGVH, MVSG.

HIST 8025. SEM: Medieval Religious Cultures. (4 Credits)

Participants will build on the reading and topics from HSGA7025 (Proseminar: Medieval Religious Cultures) to prepare research papers based on sources and debates in the study of medieval religious cultures. Weekly readings will be selected by the participants from materials for their papers; later in the semester, they will present drafts of their own papers, and prepare critiques of others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGSM, HGVH, MVSG.

HIST 8026. Classics in the Middle Ages. (4 Credits)

This seminar deals primarily with the transmission and reception in western Europe of classical Greek and Latin texts written before 525 CE, with a focus on the Latin tradition. The overarching aim of the seminar is to highlight the achievement of the Latin Middle Ages in preserving the ancient classics and appropriating them for new uses in a Christian civilization. It highlights the most influential authors in the medieval schools (Virgil, Horace, and Ovid), as well as the persistence of the most prominent genres of classical literature, including didactic poetry, drama, elegy, encyclopedic works, epic poetry, epigram, grammatical works, historical writings, legal works, literary criticism, lyric poetry, oratory, philosophical writings, prose fiction, and satire. Lastly, the seminar also considers centers of transmission, book collections, and the medieval commentary tradition. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: HIST 7026.

HIST 8056. SEM: Medieval Political Cultures. (4 Credits)

In the Spring semester, students will spend the semester working on research papers based on the topics identified in the Fall. At class meetings, students will have the opportunity to present their research and to read and critique each others' writing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGSM, HGVH, MVSG.

HIST 8070. SEM: Medieval Intellectual Cultures. (4 Credits)

Student continue to work on the project they defined in the Proseminar to this course. Classes convene intermittently to discuss progress on the ongoing research projects and for presentations on untranslated or little-known primary source (either recently made available or long forgotten) that deserve greater. Students complete the seminar by giving a 20-minute conference paper on their research project and on their research project and writing a thesis-length original research paper that could be published as a scholarly article. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGSM, HGVH, MVSG.

HIST 8110. SEM: Church Law and Medieval Society. (4 Credits)

This course will consist of a two-semester proseminar/seminar sequence inviting graduate students to formulate and conduct original research projects in the field of medieval church law. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGSM, HGVH, MVSG.

HIST 8150. SEM: Medieval England. (4 Credits)

Continuation of HSGA 7150. The first half of the course focuses on database analysis, writing skills, research methods, and public speaking. Students also work on a final research paper that was formulated in HSGA 7150. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGSM, HGVH, MVSG.

HIST 8999. Independent Study. (0 to 4 Credits)**HIST 9999. Dissertation Direction. (1 Credit)**

Global History (M.A.)

Program Basics

- Attend full-time courses, offered during the day and evening, at our Rose Hill campus in the Bronx, New York.
- Take a minimum of three global history elective courses in addition to a course on "theories and methods" for historians.
- Conduct a unique "special project" as an alternative to a final research paper.

Intellectual and Professional Advancement

If you are interested in pursuing further study, this program allows you to take unique advantage of our world-renowned faculty to identify research projects that would make you an extremely competitive candidate for admission to the country's top Ph.D. programs in history.

Further, this program will also enhance your credentials and training for teaching in the New York state high school social studies curriculum; or prepare you for careers in fields related to global business, public policy, development, and humanitarian organizations.

CIP Code

54.0199 - History, Other.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Completed applications for the M.A. in Global History will include each of the following items:

Resume

Up to two pages in length (submit via the online application)

Official transcripts

Official degree transcripts confirming prior degree conferral should be ordered at least one month prior to the application deadline. Please ensure that they are sent directly to the Office of Admissions (fuga@fordham.edu) via secure electronic delivery. If electronic delivery is not available, please request that your transcripts be submitted directly via post, in a sealed envelope, to: Graduate School of Arts and Sciences, Office of Admissions, Fordham University, 441 E. Fordham Rd., Bronx, NY 10458. Please note: you may upload unofficial copies of your transcripts to your application while the Office of Admissions awaits receipt of your official transcripts.

Official GRE scores (should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code #2259)

Statement of intent (should not exceed 500 words, submitted via the online application)

Writing Sample (10-20 pages in length, submitted via the online application)

Three letters of recommendation (submitted directly by referees via the online application).

English Proficiency

International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from the Test of English as a Foreign Language (TOEFL). GSAS will also consider a student's International English Language Testing System (IELTS)—Cambridge English Proficiency Level language testing results.

Official TOEFL or IELTS scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code # 2259. Please consult the English Proficiency web page for additional information.

Application Deadlines

For information, see the web site information with application deadlines.

Contact fuga@fordham.edu with any admission-related questions.

Requirements

Master's students are required to complete eight classes (30-32 credits), which can be completed with one year of full-time study (three courses each in the fall and spring, and two courses over the summer). At least six of these courses must be taken within the history department, and students must maintain a "B" (3.0) average in their coursework to qualify for their degree.

M.A. students are also required to complete either a research paper (40-60 pages), or a special project (with approval of the Director of Graduate Studies), which will be examined by two professors.

Courses should be selected in consultation with the Director of Graduate Studies.

Course	Title	Credits
HIST 5300	History Theory and Methods: The Historian's Tools	4
Three Global History courses (see list below)		12
Two Medieval History, Modern History, or Historical Courses Outside of History Department (see list below)		6 to 8
One History elective course ¹		4
Research Tutorial (3 credit HIST 8999)		3
HIST 8000	Research Colloquium	1
M.A. Research Paper OR M.A. Special Project ²		0
Total Credits		30-32

¹ Any four-credit course numbered 5000-8999 with the subject code HIST (p. 1304), not otherwise required for the degree, may fulfill this requirement.

² Students who complete a M.A. Research Paper must demonstrate reading knowledge of any relevant ancient or modern language. Completion of one of the following courses may count as demonstrating reading knowledge of an ancient language: LATN 6521 Latin Palaeography, LATN 5093 Ecclesiastical Latin, GREK 5004 Greek Language and Literature, GREK 5006 Intensive Ancient Greek, GREK 5205 Readings in Greek, and GREK 5300 Advanced Readings in Greek.

More information about the language requirement can be found on our page on the Fordham website.

Medieval History Courses

Courses in this group have the HGVH attribute.

Course	Title	Credits
HIST 4195	The Crusader Kingdom of Jerusalem	4
HIST 5201	The Renaissance of the Twelfth Century	4
HIST 5202	Medieval Interfaith Relations	4
HIST 5203	Medieval Hagiography	4
HIST 5204	Medieval Environmental History	4
HIST 5310	Occitania: Language and Power	4
HIST 5420	Sin, Crime and Sex in History	4
HIST 5961	The Age of Suleyman 1453-1574	4
HIST 6076	Noble Culture and Society	4
HIST 6077	The Angevin Empire	4
HIST 6078	The Crusader States: The Latin Kingdom of Jerusalem 1099-1291	4
HIST 6133	Medieval Religious Institutions	4
HIST 6135	Early Medieval Conflict & Peacemaking	4
HIST 6136	Disease in the Middle Ages	4
HIST 6152	Medieval Women and Family	4
HIST 6153	Medieval Economy and Society	4
HIST 6155	Medieval Towns: Urbanization and Urban Life in Medieval Europe	4
HIST 6172	Late Medieval and Early Modern Ireland	4
HIST 6256	Torture and Western Culture	4
HIST 7024	Proseminar: Making Money in the Middle Ages	4
HIST 7025	PSM: Medieval Religious Cultures	4
HIST 7026	Classics in the Middle Ages	4
HIST 7056	PSM: Medieval Political Cultures	4
HIST 7070	PSM: Medieval Intellectual Cultures	4
HIST 7110	PSM: Church Law and Medieval Society	4
HIST 7150	PSM: Medieval England	4
HIST 8024	Seminar: Making Money in the Middle Ages	4
HIST 8025	SEM: Medieval Religious Cultures	4
HIST 8056	SEM: Medieval Political Cultures	4
HIST 8070	SEM: Medieval Intellectual Cultures	4
HIST 8110	SEM: Church Law and Medieval Society	4
HIST 8150	SEM: Medieval England	4
LATN 6521	Latin Palaeography	3

Modern History Courses

Courses in this group have the HGMH attribute.

Course	Title	Credits
HIST 5100	Disasters, Planning and Prediction in Global History	4
HIST 5102	Archives and Narratives of Global History	4
HIST 5105	The Black Radical Tradition in Comparative Perspective: U.S. and the Caribbean	4

HIST 5200	Renaissance Spain: Festive Republics, Rights, Liberties and Inquisitions	4	HIST 5918	After Colonialism: Latin America	4
HIST 5290	Luther and Reformation	4	HIST 5919	United States and Latin American Borderlands	4
HIST 5300	History Theory and Methods: The Historian's Tools	4	HIST 5923	Atlantic World: Empires, Diasporas, and Migrations	4
HIST 5302	Theory and Method in Intellectual and Cultural History	4	HIST 5924	Latin American History and Culture	3
HIST 5400	Gender and History	4	HIST 5926	The U.S. and Latin America	4
HIST 5401	Gender and Sexuality in Modern European History	4	HIST 5961	The Age of Suleyman 1453-1574	4
HIST 5403	The British Empire	4	HIST 6173	The Tudor Conquest of Ireland	4
HIST 5405	Modern Ireland 1690-1923	4	HIST 6305	The English Reformation	4
HIST 5410	Race and Gender in Modern America	4	HIST 6310	Early Modern European Intellectual and Political History	4
HIST 5411	Gender and Sexuality in Early America	4	HIST 6315	Early Modern European Society and Cultural History	4
HIST 5420	Sin, Crime and Sex in History	4	HIST 6355	Late European Political and Intellectual History	4
HIST 5421	Religion and the Renaissance World	4	HIST 6360	Late European Social and Cultural History	4
HIST 5422	1521	4	HIST 6502	The Old Regime and the French Revolution	4
HIST 5456	20th Century Catholic Cultural Revival	4	HIST 6520	Europe in Global Perspective	4
HIST 5457	20th-Century Jesuit Moderns: An Intellectual History	4	HIST 6530	European City: 1700-2000	4
HIST 5472	Inventing Total War	4	HIST 6662	Sexuality in America	4
HIST 5506	European Nationalisms and Early Modern (Jewish) History	4	HIST 6710	The Civil War	4
HIST 5516	Nationalisms and Racisms in Modern Europe	4	HIST 6721	U.S. Culture and Society since 1877	4
HIST 5517	Fascism	4	HIST 6724	U.S. Thought and Politics to 1877	4
HIST 5520	European Mass Culture	4	HIST 6725	U.S. Thought and Politics since 1877	4
HIST 5553	Book History: Texts, Media and Communication	4	HIST 6726	The United States and Human Rights: An International History	4
HIST 5560	History of Modern Science in Global Context	4	HIST 6731	U.S. Immigration and Ethnicity	4
HIST 5563	Readings in Environmental History	4	HIST 6853	America Between the Wars	4
HIST 5566	Technology and Empire	4			
HIST 5568	Stalinism: Life and Death in Soviet Russia	4			
HIST 5574	U.S. Foreign Relations	4			
HIST 5575	The United States and the World in the Twentieth Century	4			
HIST 5644	Writing Early America: Historians Who Have Shaped the Discipline	4			
HIST 5645	Readings in Early America and the Atlantic World	4			
HIST 5650	Approaches to Global, Transnational, & Intellectual Histories	4			
HIST 5725	History of American Cities	4			
HIST 5727	History and Fiction in the American West	4			
HIST 5730	History of Capitalism	4			
HIST 5731	History of Wealth & Poverty: U.S. and Comparative	4			
HIST 5733	The Country and the City in American History	4			
HIST 5734	U.S. Culture and Society to 1877	4			
HIST 5904	Slavery and Freedom in Early America and the Atlantic World	4			
HIST 5910	Law and Empire in the Iberian World	4			
HIST 5913	Golden Age Spain and Its American Empire	4			

Global History Courses

Courses in this group have the HGGH attribute.

Course	Title	Credits
HIST 5100	Disasters, Planning and Prediction in Global History	4
HIST 5102	Archives and Narratives of Global History	4
HIST 5105	The Black Radical Tradition in Comparative Perspective: U.S. and the Caribbean	4
HIST 5201	The Renaissance of the Twelfth Century	4
HIST 5202	Medieval Interfaith Relations	4
HIST 5400	Gender and History	4
HIST 5401	Gender and Sexuality in Modern European History	4
HIST 5403	The British Empire	4
HIST 5420	Sin, Crime and Sex in History	4
HIST 5422	1521	4
HIST 5456	20th Century Catholic Cultural Revival	4
HIST 5457	20th-Century Jesuit Moderns: An Intellectual History	4
HIST 5460	Jesuits and Globalization	4
HIST 5560	History of Modern Science in Global Context	4
HIST 5566	Technology and Empire	4
HIST 5574	U.S. Foreign Relations	4

HIST 5575	The United States and the World in the Twentieth Century	4
HIST 5645	Readings in Early America and the Atlantic World	4
HIST 5650	Approaches to Global, Transnational, & Intellectual Histories	4
HIST 5730	History of Capitalism	4
HIST 5731	History of Wealth & Poverty: U.S. and Comparative	4
HIST 5904	Slavery and Freedom in Early America and the Atlantic World	4
HIST 5910	Law and Empire in the Iberian World	4
HIST 5913	Golden Age Spain and Its American Empire	4
HIST 5919	United States and Latin American Borderlands	4
HIST 5921	Social Movements in Global Perspective	4
HIST 5923	Atlantic World: Empires, Diasporas, and Migrations	4
HIST 5925	Global Migrations	3
HIST 5926	The U.S. and Latin America	4
HIST 6077	The Angevin Empire	4
HIST 6520	Europe in Global Perspective	4
HIST 6531	Bombay–Shanghai–London	4
HIST 6726	The United States and Human Rights: An International History	4
HIST 6731	U.S. Immigration and Ethnicity	4

Historical Courses Outside of History Department

Courses in this group have the HGOH attribute.

Course	Title	Credits
ENGL 6231	Late Medieval Women	3
HIST 5456	20th Century Catholic Cultural Revival	4
HIST 5457	20th-Century Jesuit Moderns: An Intellectual History	4
LATN 6521	Latin Palaeography	3
THEO 6480	Christianizing the Barbarians	3

History (M.A.)

Requirements

Master's students are required to complete eight classes (30-32 credits), which can be completed with one year of full-time study (three courses each in the fall and spring, and two courses over the summer). At least six of these courses must be taken within the history department, and students must maintain a "B" (3.0) average in their coursework to qualify for their degree. M.A. students are also required to complete a research paper (40-60 pages), which will be examined by two professors. Each field of study has a different procedure for this final research paper.

Courses should be selected in consultation with the Director of Graduate Studies.

Medieval History Concentration

Students concentrating in medieval history will develop a proposal and research paper through the pro-seminar/seminar sequence.

Course	Title	Credits
One Pro-Seminar Course (see list below)		4
One Seminar Course (see list below)		4
Three Medieval History courses (see list below)		12
Two Modern History, Global History, or Historical Courses Outside of History Department (see list below) ¹		6 to 8
One History elective course ²		4
Reading Proficiency in one Foreign Language ³		
M.A. Research Paper & Oral Examination		
Total Credits		30-32

¹ These courses should encompass a minor field outside medieval history. With the approval of the department, students may take one or both of these courses in another department provided the courses are of a historical nature.

² Any four-credit course numbered 5000-8999 with the subject code HIST (p. 1304), not otherwise required for the degree, may fulfill this requirement.

³ The foreign language requirement includes any relevant ancient or modern language. In consultation with the Director of Graduate Studies, quantitative methods coursework may be considered to fulfill this requirement. Completion of one of the following courses may count as demonstrating reading knowledge of an ancient language: LATN 6521 Latin Palaeography, LATN 5093 Ecclesiastical Latin, GREK 5004 Greek Language and Literature, GREK 5006 Intensive Ancient Greek, GREK 5205 Readings in Greek, and GREK 5300 Advanced Readings in Greek.

More information about the language requirement can be found on our page on the Fordham website.

Modern History Concentration

Students concentrating in modern history will develop (normally within their coursework) a research proposal in the fall semester. In the spring, they will complete the project by taking a research tutorial with a faculty member in which they produce a research proposal and a research colloquium.

Course	Title	Credits
Research Tutorial (3 credit HIST 8999)		3
HIST 8000	Research Colloquium	1
Five Modern History courses (see list below)		20
Two Medieval History, Global History, or Historical Courses Outside of History Department (see lists below) ¹		6 to 8
Reading Proficiency in one Foreign Language ²		
M.A. Research Paper & Oral Examination		
Total Credits		30-32

¹ These courses should encompass a minor field outside modern history. With the approval of the department, students may take one or both of these courses in another department provided the courses are of a historical nature.

² The foreign language requirement includes any relevant ancient or modern language. In consultation with the Director of Graduate Studies, quantitative methods coursework may be considered to fulfill this requirement. Completion of one of the following courses may count as demonstrating reading knowledge of an ancient language: LATN 6521 Latin Palaeography, LATN 5093 Ecclesiastical Latin, GREK 5004 Greek Language and Literature, GREK 5006 Intensive Ancient Greek, GREK 5205 Readings in Greek, and GREK 5300 Advanced Readings in Greek.

More information about the language requirement can be found on our page on the Fordham website.

Medieval History Courses

Courses in this group have the HGVH attribute.

Course	Title	Credits
HIST 4195	The Crusader Kingdom of Jerusalem	4
HIST 5201	The Renaissance of the Twelfth Century	4
HIST 5202	Medieval Interfaith Relations	4
HIST 5203	Medieval Hagiography	4
HIST 5204	Medieval Environmental History	4
HIST 5310	Occitania: Language and Power	4
HIST 5420	Sin, Crime and Sex in History	4
HIST 5961	The Age of Suleyman 1453-1574	4
HIST 6076	Noble Culture and Society	4
HIST 6077	The Angevin Empire	4
HIST 6078	The Crusader States: The Latin Kingdom of Jerusalem 1099-1291	4
HIST 6133	Medieval Religious Institutions	4
HIST 6135	Early Medieval Conflict & Peacemaking	4
HIST 6136	Disease in the Middle Ages	4
HIST 6152	Medieval Women and Family	4
HIST 6153	Medieval Economy and Society	4
HIST 6155	Medieval Towns: Urbanization and Urban Life in Medieval Europe	4
HIST 6172	Late Medieval and Early Modern Ireland	4
HIST 6256	Torture and Western Culture	4
HIST 7024	Proseminar: Making Money in the Middle Ages	4
HIST 7025	PSM: Medieval Religious Cultures	4
HIST 7026	Classics in the Middle Ages	4
HIST 7056	PSM: Medieval Political Cultures	4
HIST 7070	PSM: Medieval Intellectual Cultures	4
HIST 7110	PSM: Church Law and Medieval Society	4
HIST 7150	PSM: Medieval England	4
HIST 8024	Seminar: Making Money in the Middle Ages	4
HIST 8025	SEM: Medieval Religious Cultures	4
HIST 8056	SEM: Medieval Political Cultures	4
HIST 8070	SEM: Medieval Intellectual Cultures	4
HIST 8110	SEM: Church Law and Medieval Society	4
HIST 8150	SEM: Medieval England	4
LATN 6521	Latin Palaeography	3

Modern History Courses

Courses in this group have the HGMH attribute.

Course	Title	Credits
HIST 5100	Disasters, Planning and Prediction in Global History	4
HIST 5102	Archives and Narratives of Global History	4
HIST 5105	The Black Radical Tradition in Comparative Perspective: U.S. and the Caribbean	4
HIST 5200	Renaissance Spain: Festive Republics, Rights, Liberties and Inquisitions	4
HIST 5290	Luther and Reformation	4
HIST 5300	History Theory and Methods: The Historian's Tools	4
HIST 5302	Theory and Method in Intellectual and Cultural History	4
HIST 5400	Gender and History	4
HIST 5401	Gender and Sexuality in Modern European History	4
HIST 5403	The British Empire	4
HIST 5405	Modern Ireland 1690-1923	4
HIST 5410	Race and Gender in Modern America	4
HIST 5411	Gender and Sexuality in Early America	4
HIST 5420	Sin, Crime and Sex in History	4
HIST 5421	Religion and the Renaissance World	4
HIST 5422	1521	4
HIST 5456	20th Century Catholic Cultural Revival	4
HIST 5457	20th-Century Jesuit Moderns: An Intellectual History	4
HIST 5472	Inventing Total War	4
HIST 5506	European Nationalisms and Early Modern (Jewish) History	4
HIST 5516	Nationalisms and Racisms in Modern Europe	4
HIST 5517	Fascism	4
HIST 5520	European Mass Culture	4
HIST 5553	Book History: Texts, Media and Communication	4
HIST 5560	History of Modern Science in Global Context	4
HIST 5563	Readings in Environmental History	4
HIST 5566	Technology and Empire	4
HIST 5568	Stalinism: Life and Death in Soviet Russia	4
HIST 5574	U.S. Foreign Relations	4
HIST 5575	The United States and the World in the Twentieth Century	4
HIST 5644	Writing Early America: Historians Who Have Shaped the Discipline	4
HIST 5645	Readings in Early America and the Atlantic World	4
HIST 5650	Approaches to Global, Transnational, & Intellectual Histories	4
HIST 5725	History of American Cities	4
HIST 5727	History and Fiction in the American West	4
HIST 5730	History of Capitalism	4

HIST 5731	History of Wealth & Poverty: U.S. and Comparative	4	HIST 5422	1521	4
HIST 5733	The Country and the City in American History	4	HIST 5456	20th Century Catholic Cultural Revival	4
HIST 5734	U.S. Culture and Society to 1877	4	HIST 5457	20th-Century Jesuit Moderns: An Intellectual History	4
HIST 5904	Slavery and Freedom in Early America and the Atlantic World	4	HIST 5460	Jesuits and Globalization	4
HIST 5910	Law and Empire in the Iberian World	4	HIST 5560	History of Modern Science in Global Context	4
HIST 5913	Golden Age Spain and Its American Empire	4	HIST 5566	Technology and Empire	4
HIST 5918	After Colonialism: Latin America	4	HIST 5574	U.S. Foreign Relations	4
HIST 5919	United States and Latin American Borderlands	4	HIST 5575	The United States and the World in the Twentieth Century	4
HIST 5923	Atlantic World: Empires, Diasporas, and Migrations	4	HIST 5645	Readings in Early America and the Atlantic World	4
HIST 5924	Latin American History and Culture	3	HIST 5650	Approaches to Global, Transnational, & Intellectual Histories	4
HIST 5926	The U.S. and Latin America	4	HIST 5730	History of Capitalism	4
HIST 5961	The Age of Suleyman 1453-1574	4	HIST 5731	History of Wealth & Poverty: U.S. and Comparative	4
HIST 6173	The Tudor Conquest of Ireland	4	HIST 5904	Slavery and Freedom in Early America and the Atlantic World	4
HIST 6305	The English Reformation	4	HIST 5910	Law and Empire in the Iberian World	4
HIST 6310	Early Modern European Intellectual and Political History	4	HIST 5913	Golden Age Spain and Its American Empire	4
HIST 6315	Early Modern European Society and Cultural History	4	HIST 5919	United States and Latin American Borderlands	4
HIST 6355	Late European Political and Intellectual History	4	HIST 5921	Social Movements in Global Perspective	4
HIST 6360	Late European Social and Cultural History	4	HIST 5923	Atlantic World: Empires, Diasporas, and Migrations	4
HIST 6502	The Old Regime and the French Revolution	4	HIST 5925	Global Migrations	3
HIST 6520	Europe in Global Perspective	4	HIST 5926	The U.S. and Latin America	4
HIST 6530	European City: 1700-2000	4	HIST 6077	The Angevin Empire	4
HIST 6662	Sexuality in America	4	HIST 6520	Europe in Global Perspective	4
HIST 6710	The Civil War	4	HIST 6531	Bombay–Shanghai–London	4
HIST 6721	U.S. Culture and Society since 1877	4	HIST 6726	The United States and Human Rights: An International History	4
HIST 6724	U.S. Thought and Politics to 1877	4	HIST 6731	U.S. Immigration and Ethnicity	4
HIST 6725	U.S. Thought and Politics since 1877	4			
HIST 6726	The United States and Human Rights: An International History	4			
HIST 6731	U.S. Immigration and Ethnicity	4			
HIST 6853	America Between the Wars	4			

Global History Courses

Courses in this group have the HGGH attribute.

Course	Title	Credits
HIST 5100	Disasters, Planning and Prediction in Global History	4
HIST 5102	Archives and Narratives of Global History	4
HIST 5105	The Black Radical Tradition in Comparative Perspective: U.S. and the Caribbean	4
HIST 5201	The Renaissance of the Twelfth Century	4
HIST 5202	Medieval Interfaith Relations	4
HIST 5400	Gender and History	4
HIST 5401	Gender and Sexuality in Modern European History	4
HIST 5403	The British Empire	4
HIST 5420	Sin, Crime and Sex in History	4

Proseminar Courses

Courses in this group have the HGPS attribute.

Course	Title	Credits
HIST 5300	History Theory and Methods: The Historian's Tools	4
HIST 7024	Proseminar: Making Money in the Middle Ages	4
HIST 7025	PSM: Medieval Religious Cultures	4
HIST 7026	Classics in the Middle Ages	4
HIST 7056	PSM: Medieval Political Cultures	4
HIST 7070	PSM: Medieval Intellectual Cultures	4
HIST 7110	PSM: Church Law and Medieval Society	4
HIST 7150	PSM: Medieval England	4

Seminar Courses

Courses in this group have the HGSM attribute.

Course	Title	Credits
HIST 5214	Women and Gender in Medicine in Europe and North America	4
HIST 8024	Seminar: Making Money in the Middle Ages	4
HIST 8025	SEM: Medieval Religious Cultures	4
HIST 8056	SEM: Medieval Political Cultures	4
HIST 8070	SEM: Medieval Intellectual Cultures	4
HIST 8110	SEM: Church Law and Medieval Society	4
HIST 8150	SEM: Medieval England	4

Historical Courses Outside of History Department

Courses in this group have the HGOH attribute.

Course	Title	Credits
ENGL 6231	Late Medieval Women	3
HIST 5456	20th Century Catholic Cultural Revival	4
HIST 5457	20th-Century Jesuit Moderns: An Intellectual History	4
LATN 6521	Latin Palaeography	3
THEO 6480	Christianizing the Barbarians	3

CIP Code

54.0101 - History, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

History (Ph.D.)

Students applying for the doctoral program who have received an M.A. in history from another university can be admitted straight into the Ph.D. program but may be required to take some additional courses to make up for any deficiencies in academic preparation. Students are generally expected to have concentrated in the same field at the M.A. level as the one that they intend to pursue in the Ph.D. program.

Upon completion of coursework and language requirements (see below), Ph.D. students will take a comprehensive examination. This examination must be taken within a year of completing coursework and language requirements. Reading lists for the examination are developed by the student in conjunction with the student's mentor and examination committee.

Within a year of successfully passing the comprehensive exam, the candidate must present a dissertation prospectus for the approval of the mentor and dissertation committee. After the completion of the dissertation, its oral defense, and submission to the dean, the Ph.D. is awarded.

CIP Code

54.0101 - History, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-

graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Doctoral students are required to complete eight classes (30-32 credits) beyond the M.A. At least six of these courses must be taken within the history department, and students must maintain a "B+" (3.5) average in their coursework to qualify for their degree.

Ph.D. students are also required to complete a dissertation, on which they will be orally examined by their dissertation committee.

Courses should be selected in consultation with the director of graduate studies.

Medieval History Concentration

Course	Title	Credits
Coursework		
One Pro-Seminar Course (see list below)		4
One Seminar Course (see list below)		4
Three Medieval History courses (see lists below)		12
Two Modern History, Global History, or Historical Courses Outside of History Department (see list below) ¹		6 to 8
One History elective course ²		4
Language Requirements ³		
Reading Proficiency in three foreign languages (one of which must be Latin or Greek)		
Dissertation and Comprehensive Examination ⁴		
HIST 0930	PhD Comprehensive Examination-History	
HIST 0950	Proposal Development	
HIST 0960	Proposal Acceptance	
HIST 0970	Dissertation Mentoring - History	
HIST 9999	Dissertation Direction	
Total Credits		30-32

¹ These courses should encompass a minor field outside medieval history. Students may take one or both of these courses in another department provided the courses are of a historical nature.

² Any four-credit course numbered 5000-8999 with the subject code HIST (p. 1304), not otherwise required for the degree, may fulfill this requirement.

³ For Medieval Concentrators, knowledge of three foreign languages is required, one of which must be Latin or Ancient Greek. Completion of one of the following courses may count as fulfilling the Latin/Ancient Greek requirement: LATN 6521 Latin Palaeography, LATN 5093 Ecclesiastical Latin, GREK 5004 Greek Language and Literature, GREK 5006 Intensive Ancient Greek, GREK 5205 Readings in Greek, and GREK 5300 Advanced Readings in Greek.

More information about the language requirement can be found on our page on the Fordham website. With approval of the Director of Graduate Studies, quantitative methods coursework may be considered to fulfill this requirement.

⁴ Consult the GSAS Bulletin (p. 666) for details on registration for these five administrative courses. The comprehensive exam encompasses four fields, at least three of which must be in the area of concentration; the fourth field may be in any other historical field or in another

discipline, such as art history, literature, medieval studies, philosophy, political science, or theology.

Modern History Concentration

Course	Title	Credits
Coursework		
Five Modern History courses (see lists below) ¹		20
Two Medieval History, Global History, or Historical Courses Outside of History Department (see list below) ²		6 to 8
One History elective course ³		4
Language Requirements ⁴		
Reading Proficiency in two foreign languages		
Dissertation and Comprehensive Examination ⁵		
HIST 0930	PhD Comprehensive Examination-History	
HIST 0950	Proposal Development	
HIST 0960	Proposal Acceptance	
HIST 0970	Dissertation Mentoring - History	
HIST 9999	Dissertation Direction	
Total Credits		30-32

¹ Customarily, these five courses include a two-semester sequence comprising HIST 5300 History Theory and Methods: The Historian's Tools in the fall, and HIST 8000 Research Colloquium along with a three-credit independent study (HIST 8999) in the spring.

² These courses should encompass a minor field outside modern history. Students may take one or both of these courses in another department provided the courses are of a historical nature.

³ Any four-credit course numbered 5000-8999 with the subject code HIST (p. 1304), not otherwise required for the degree, may fulfill this requirement.

⁴ For Modern Concentrators, knowledge of two foreign languages is required. More information about the language requirement can be found on our page on the Fordham website. With approval of the Director of Graduate Studies, quantitative methods coursework may be considered to fulfill this requirement.

For Modern Concentrators who need a knowledge of Latin, completion of one of the following Latin courses may count as fulfilling this requirement: LATN 6521 Latin Palaeography and LATN 5093 Ecclesiastical Latin.

⁵ Consult the GSAS Bulletin (p. 666) for details on registration for these five administrative courses. The comprehensive exam encompasses four fields, at least three of which must be in the area of concentration; the fourth field may be in any other historical field or in another discipline, such as art history, literature, medieval studies, philosophy, political science, or theology.

Medieval History Courses

Courses in this group have the HGVH attribute.

Course	Title	Credits
HIST 4195	The Crusader Kingdom of Jerusalem	4
HIST 5201	The Renaissance of the Twelfth Century	4
HIST 5202	Medieval Interfaith Relations	4

HIST 5203	Medieval Hagiography	4
HIST 5204	Medieval Environmental History	4
HIST 5310	Occitania: Language and Power	4
HIST 5420	Sin, Crime and Sex in History	4
HIST 5961	The Age of Suleyman 1453-1574	4
HIST 6076	Noble Culture and Society	4
HIST 6077	The Angevin Empire	4
HIST 6078	The Crusader States: The Latin Kingdom of Jerusalem 1099-1291	4
HIST 6133	Medieval Religious Institutions	4
HIST 6135	Early Medieval Conflict & Peacemaking	4
HIST 6136	Disease in the Middle Ages	4
HIST 6152	Medieval Women and Family	4
HIST 6153	Medieval Economy and Society	4
HIST 6155	Medieval Towns: Urbanization and Urban Life in Medieval Europe	4
HIST 6172	Late Medieval and Early Modern Ireland	4
HIST 6256	Torture and Western Culture	4
HIST 7024	Proseminar: Making Money in the Middle Ages	4
HIST 7025	PSM: Medieval Religious Cultures	4
HIST 7026	Classics in the Middle Ages	4
HIST 7056	PSM: Medieval Political Cultures	4
HIST 7070	PSM: Medieval Intellectual Cultures	4
HIST 7110	PSM: Church Law and Medieval Society	4
HIST 7150	PSM: Medieval England	4
HIST 8024	Seminar: Making Money in the Middle Ages	4
HIST 8025	SEM: Medieval Religious Cultures	4
HIST 8056	SEM: Medieval Political Cultures	4
HIST 8070	SEM: Medieval Intellectual Cultures	4
HIST 8110	SEM: Church Law and Medieval Society	4
HIST 8150	SEM: Medieval England	4
LATN 6521	Latin Palaeography	3

Modern History Courses

Courses in this group have the HGMH attribute.

Course	Title	Credits
HIST 5100	Disasters, Planning and Prediction in Global History	4
HIST 5102	Archives and Narratives of Global History	4
HIST 5105	The Black Radical Tradition in Comparative Perspective: U.S. and the Caribbean	4
HIST 5200	Renaissance Spain: Festive Republics, Rights, Liberties and Inquisitions	4
HIST 5290	Luther and Reformation	4
HIST 5300	History Theory and Methods: The Historian's Tools	4
HIST 5302	Theory and Method in Intellectual and Cultural History	4
HIST 5400	Gender and History	4
HIST 5401	Gender and Sexuality in Modern European History	4
HIST 5403	The British Empire	4

HIST 5405	Modern Ireland 1690-1923	4
HIST 5410	Race and Gender in Modern America	4
HIST 5411	Gender and Sexuality in Early America	4
HIST 5420	Sin, Crime and Sex in History	4
HIST 5421	Religion and the Renaissance World	4
HIST 5422	1521	4
HIST 5456	20th Century Catholic Cultural Revival	4
HIST 5457	20th-Century Jesuit Moderns: An Intellectual History	4
HIST 5472	Inventing Total War	4
HIST 5506	European Nationalisms and Early Modern (Jewish) History	4
HIST 5516	Nationalisms and Racisms in Modern Europe	4
HIST 5517	Fascism	4
HIST 5520	European Mass Culture	4
HIST 5553	Book History: Texts, Media and Communication	4
HIST 5560	History of Modern Science in Global Context	4
HIST 5563	Readings in Environmental History	4
HIST 5566	Technology and Empire	4
HIST 5568	Stalinism: Life and Death in Soviet Russia	4
HIST 5574	U.S. Foreign Relations	4
HIST 5575	The United States and the World in the Twentieth Century	4
HIST 5644	Writing Early America: Historians Who Have Shaped the Discipline	4
HIST 5645	Readings in Early America and the Atlantic World	4
HIST 5650	Approaches to Global, Transnational, & Intellectual Histories	4
HIST 5725	History of American Cities	4
HIST 5727	History and Fiction in the American West	4
HIST 5730	History of Capitalism	4
HIST 5731	History of Wealth & Poverty: U.S. and Comparative	4
HIST 5733	The Country and the City in American History	4
HIST 5734	U.S. Culture and Society to 1877	4
HIST 5904	Slavery and Freedom in Early America and the Atlantic World	4
HIST 5910	Law and Empire in the Iberian World	4
HIST 5913	Golden Age Spain and Its American Empire	4
HIST 5918	After Colonialism: Latin America	4
HIST 5919	United States and Latin American Borderlands	4
HIST 5923	Atlantic World: Empires, Diasporas, and Migrations	4
HIST 5924	Latin American History and Culture	3
HIST 5926	The U.S. and Latin America	4
HIST 5961	The Age of Suleyman 1453-1574	4
HIST 6173	The Tudor Conquest of Ireland	4
HIST 6305	The English Reformation	4
HIST 6310	Early Modern European Intellectual and Political History	4
HIST 6315	Early Modern European Society and Cultural History	4
HIST 6355	Late European Political and Intellectual History	4
HIST 6360	Late European Social and Cultural History	4
HIST 6502	The Old Regime and the French Revolution	4
HIST 6520	Europe in Global Perspective	4
HIST 6530	European City: 1700-2000	4
HIST 6662	Sexuality in America	4
HIST 6710	The Civil War	4
HIST 6721	U.S. Culture and Society since 1877	4
HIST 6724	U.S. Thought and Politics to 1877	4
HIST 6725	U.S. Thought and Politics since 1877	4
HIST 6726	The United States and Human Rights: An International History	4
HIST 6731	U.S. Immigration and Ethnicity	4
HIST 6853	America Between the Wars	4

Global History Courses

Courses in this group have the HGGH attribute.

Course	Title	Credits
HIST 5100	Disasters, Planning and Prediction in Global History	4
HIST 5102	Archives and Narratives of Global History	4
HIST 5105	The Black Radical Tradition in Comparative Perspective: U.S. and the Caribbean	4
HIST 5201	The Renaissance of the Twelfth Century	4
HIST 5202	Medieval Interfaith Relations	4
HIST 5400	Gender and History	4
HIST 5401	Gender and Sexuality in Modern European History	4
HIST 5403	The British Empire	4
HIST 5420	Sin, Crime and Sex in History	4
HIST 5422	1521	4
HIST 5456	20th Century Catholic Cultural Revival	4
HIST 5457	20th-Century Jesuit Moderns: An Intellectual History	4
HIST 5460	Jesuits and Globalization	4
HIST 5560	History of Modern Science in Global Context	4
HIST 5566	Technology and Empire	4
HIST 5574	U.S. Foreign Relations	4
HIST 5575	The United States and the World in the Twentieth Century	4
HIST 5645	Readings in Early America and the Atlantic World	4
HIST 5650	Approaches to Global, Transnational, & Intellectual Histories	4
HIST 5730	History of Capitalism	4
HIST 5731	History of Wealth & Poverty: U.S. and Comparative	4

HIST 5904	Slavery and Freedom in Early America and the Atlantic World	4
HIST 5910	Law and Empire in the Iberian World	4
HIST 5913	Golden Age Spain and Its American Empire	4
HIST 5919	United States and Latin American Borderlands	4
HIST 5921	Social Movements in Global Perspective	4
HIST 5923	Atlantic World: Empires, Diasporas, and Migrations	4
HIST 5925	Global Migrations	3
HIST 5926	The U.S. and Latin America	4
HIST 6077	The Angevin Empire	4
HIST 6520	Europe in Global Perspective	4
HIST 6531	Bombay–Shanghai–London	4
HIST 6726	The United States and Human Rights: An International History	4
HIST 6731	U.S. Immigration and Ethnicity	4

Proseminar Courses

Courses in this group have the HGPS attribute.

Course	Title	Credits
HIST 5300	History Theory and Methods: The Historian's Tools	4
HIST 7024	Proseminar: Making Money in the Middle Ages	4
HIST 7025	PSM: Medieval Religious Cultures	4
HIST 7026	Classics in the Middle Ages	4
HIST 7056	PSM: Medieval Political Cultures	4
HIST 7070	PSM: Medieval Intellectual Cultures	4
HIST 7110	PSM: Church Law and Medieval Society	4
HIST 7150	PSM: Medieval England	4

Seminar Courses

Courses in this group have the HGSM attribute.

Course	Title	Credits
HIST 5214	Women and Gender in Medicine in Europe and North America	4
HIST 8024	Seminar: Making Money in the Middle Ages	4
HIST 8025	SEM: Medieval Religious Cultures	4
HIST 8056	SEM: Medieval Political Cultures	4
HIST 8070	SEM: Medieval Intellectual Cultures	4
HIST 8110	SEM: Church Law and Medieval Society	4
HIST 8150	SEM: Medieval England	4

Historical Courses Outside of History Department

Courses in this group have the HGOH attribute.

Course	Title	Credits
ENGL 6231	Late Medieval Women	3
HIST 5456	20th Century Catholic Cultural Revival	4
HIST 5457	20th-Century Jesuit Moderns: An Intellectual History	4

LATN 6521	Latin Palaeography	3
THEO 6480	Christianizing the Barbarians	3

Humanitarian Affairs

Through multi-disciplinary coursework in subjects spanning the field of humanitarian affairs, the Institute of International Humanitarian Affairs (IIHA) equips students with the tools required to respond thoughtfully and effectively in humanitarian crises. The IIHA combines the theoretical and practical aspects of humanitarian affairs to generate debate, initiate discourse, and encourage information sharing among participants and faculty.

For more information about graduate-level Humanitarian Affairs, please visit our page on the Fordham website.

Admissions Requirements

- A statement of interest connecting the student's goals for the program with the expertise and activities of the degree, up to 500 words.
- Official degree transcripts confirming prior degree conferral are required for all applicants, regardless of matriculation status. These should be ordered at least one month prior to the application deadline for your program of interest.
- Resume/CV
- Official GRE scores (Graduate School of Arts and Sciences – Code #2259)
- Writing sample (5 - 20 pages)
- Three letters of recommendation (two of which must be academic, submitted directly by referees)
- English Proficiency for international applicants whose native language is not English. Competitive applicants will have earned TOEFL scores above 100 and/or an IELTS score of 7.5 or higher.

Humanitarian Affairs

Candidates for the M.S. in Humanitarian Studies are expected to have a 3.0 or higher undergraduate GPA based on a 4.0 scale.

International Humanitarian Action

Candidates applying for the Master in International Humanitarian Action must have:

- Successful completion of the International Diploma in Humanitarian Assistance (IDHA).
- At least five years experience in humanitarian assistance or a related field.
- GREs are accepted but not required.
- A bachelor's degree from an accredited college or university is required.

To apply for the MIHA:

- Create an application
- Select "Graduate School of Arts and Sciences."
- Select "Masters in Humanitarian Action"

To apply to the Advanced Certificate in International Diploma in Humanitarian Assistance (IDHA):

- Create an application
- Select "Graduate School of Arts and Sciences."
- Select "Advanced Certificate in International Diploma in Humanitarian Assistance"
- Select either Spring, Summer or Fall

To apply to the Advanced Certificate in International Diploma in Operational Humanitarian Assistance:

- Create an application
- Select "Graduate School of Arts and Sciences"
- Select "Advanced Certificate in International Diploma in Operational Humanitarian Assistance"

To apply to the Advanced Certificate in International Diploma in the Management of Humanitarian Action:

- Create an application
- Select "Graduate School of Arts and Sciences"
- Select "Advanced Certificate in International Diploma in the Management of Humanitarian Action"

To apply to an IHA short course or professional training:

- Create an application
- Select "Graduate School of Arts and Sciences"
- Select "International Humanitarian Action"
- Select "Non Degree/Non Matriculated"
- Indicate the desired course(s) on form.

For more information about admissions to the Graduate School of Arts and Sciences, please visit their page on the Fordham website.

Programs

- M.S. in Humanitarian Studies (p. 588)
 - Communities and Capacity Building Thematic Area
 - Human Rights Thematic Area
 - Livelihoods and Institutions Thematic Area
- Advanced Certificate in Humanitarian Assistance (p. 590)

Courses

HUST 5005. NOHA Network on Humanitarian Action Study Abroad. (0.5 to 12 Credits)

This is an administrative registration for students participating in the NOHA Network on Humanitarian Action Study Abroad program.

HUST 5012. Contemporary Issues in Humanitarian Action. (0 to 3 Credits)

This course will introduce students to the pressing issues and acute challenges of contemporary humanitarian response through three modules on (1) Threats and Vulnerabilities, (2) Accountability in Humanitarian Response, and (3) Innovations in Humanitarian Response. The aim of the course is to examine how the international community forms consensus regarding best practices, and how this, in turn, informs humanitarian practice.

Attributes: PMMA, PSIC, PSJH.

HUST 5013. Fundamentals of Humanitarian Action. (0 to 3 Credits)

This course will introduce students to the principles of humanitarian action through three modules on (1) Defining Humanitarian Assistance, (2) Management, and (3) Strategic Planning. The aim of the course is to provide an overview of the critical aspects of international humanitarian coordination from an organizational perspective.

Attributes: PMMA, PSIC, PSJH, PSNM.

HUST 5014. Humanitarian Resource Management and Administration. (0 to 3 Credits)

This course will introduce students to the operational aspects of humanitarian response and focus primarily on the role of human resources (HR) and financial management. In response to the continuing professionalization of the humanitarian sector, this course will provide students with a common understanding of hiring practices, budget management, and donor relations in a humanitarian intervention.

Attribute: GSSE.

HUST 5015. Information Management. (0 to 3 Credits)

This course will introduce students to the principles and strategies behind the effective flow of information in a humanitarian setting. Gathering and managing information is crucial in order to understand the cause of the emergency, identify impacted populations, and determine crisis-afflicted geographical locations. The aim of this course is for students to understand the components of a successful information management network within a humanitarian intervention and identify how information can contribute to future preparedness.

Attributes: PSIC, PSJH, PSNM.

HUST 5016. Monitoring and Evaluation in Humanitarian Response. (0 to 3 Credits)

This course will introduce students to the principles and theoretical frameworks behind data collection and analysis in the context of humanitarian response. It will cover qualitative and quantitative research methods used in humanitarian program monitoring and evaluation (M&E). The aim is to give students an overview of basic methodologies utilized in the field as well as the tools to determine appropriate M&E strategies in various humanitarian settings.

Attribute: PMMA.

HUST 5025. Cash, Commodities, and Services in a Humanitarian Response. (0 to 3 Credits)

For decades, humanitarian assistance was delivered by the supply of commodities and services, often by international humanitarian organizations. More recently, technological advances have made it practical, and cost-effective, to provide humanitarian assistance through cash transfers. This development has both been welcomed as the new way forward and viewed with some suspicion by others who view it as lacking in accountability. This course will examine the roles played by cash transfers, commodities, and services in response to humanitarian crises, along with the advantages and disadvantages of each. The course will also examine the mechanisms now in place for the further development and regulation of cash transfers.

Attribute: HUCB.

HUST 5035. Forced Migration: The Humanitarian Challenge of the Decade. (0 to 3 Credits)

Millions of people worldwide have been forcibly displaced across countries and continents for a wide range of reasons, including armed conflict and natural disasters. Some have become refugees or Internally Displaced Persons (IDPs), while others live as irregular migrants. Some have been trafficked and live as victims of modern slavery. All find their futures dependent on political decisions and local perceptions driven by the media. This course will equip students to understand the complexity of forced migration and its relevant legal and protection framework, including International Refugee Law and the Guiding Principles on Internal Displacement. It will also address recent developments and the shift in emphasis from solving the problem of forced migration to the provision of durable solutions. This course is recommended for students who are interested in forced migration or who may wish to work in the areas of protection and response to affected populations. It is also recommended for humanitarian practitioners who are already working in this field and want to improve their knowledge and understanding of these complex issues.

Attributes: HUHR, PSIC, PSJH.

HUST 5045. Humanitarian Advocacy: Communicating the Need and Motivating the Response. (0 to 3 Credits)

Humanitarians work in hostile environments where people are struggling for survival in situations of armed conflict or natural disasters. In such environments, people may have been forced to flee their homes with few—if any—belongings and may have suffered or witnessed human rights violations. Their plight needs to be communicated to the world in a way that will motivate the deployment of the protection and aid they so desperately need. This course will prepare students for the task of advocacy in humanitarian environments. It will focus on the identification of the most vulnerable members of a large group of survivors and the communication of their needs. It will equip students with the skills required to effectively communicate with local authorities as well as the international donor community. Students will learn to write in a different way than the academic style expected in other courses, focusing on effective advocacy messaging. This course is recommended for students who may envision working directly in advocacy for responding to humanitarian needs. It is also recommended for humanitarian practitioners who wish to prepare for a role in advocacy or are already working in this area.

Attributes: HUCB, PMMA.

HUST 5061. International Disaster Management. (0 to 3 Credits)

Covering the full spectrum of the disaster management cycle and, for the first time, integrating epidemiology, economics, behavioral psychology, and business administration into the curriculum, this course provides the fundamental insights needed to bridge the gap between national emergency planning, international humanitarian coordination, and global disaster risk reduction.

Attribute: HULI.

HUST 5075. Leadership and Management in Humanitarian Assistance. (0 to 3 Credits)

When responding to humanitarian emergencies, managers need the right skills to work in exceptional, rapidly changing, and sometimes dangerous situations. While some conventional techniques may be employed, having skills that take into account the environment and the emotional impact of emergencies on teams and individuals is crucial. This course will teach students the skills required to manage teams responding to humanitarian crises. For students planning to work in such environments, it is recommended that they reflect on whether they envisage being in leadership roles or might need to understand the role of those under whose management they will work. The course is also recommended for humanitarian practitioners at all levels who want to improve their leadership and management skills.

Attributes: HULI, PMMA, PSIC, PSJH.

HUST 5082. Integrity, Accountability and Transparency in Humanitarian Operations. (0 to 3 Credits)

This course will examine the values, principles, and ethical standards that humanitarian personnel must follow when engaged in humanitarian work. Adherence to these values, principles, and standards is critical in developing and maintaining beneficiary confidence, promoting a strong public image, cultivating an effective workforce, and nurturing accountability and transparency. At the end of this course, students will have a better understanding of the meaning of ethics in the context of humanitarian work; the standards of conduct applicable to humanitarian personnel; how to systematically approach ethical problem situations; key ethical and corruption risks pertaining to the humanitarian sector; how to report and deal with ethical breaches, including sexual and other interpersonal misconduct; how to make ethical decisions; and where to seek help.

Attributes: HUHR, PSIC, PSJH.

HUST 5085. Security Management: Delivering Aid in Potentially Dangerous Situations. (0 to 3 Credits)

This course will examine security management of humanitarian personnel working in high-risk environments. Students will analyze the most common security threats and trends and the ways to be proactive in order to reduce exposure to such threats. Students will also analyze organizational duty of care and learn to develop compliant security plans and to conduct security risk assessments. The concept of acceptable risk will be explored, as will the idea of balancing security risks with program delivery. Upon gaining an understanding of security planning, students will be introduced to techniques for critical incident management to reduce the impact of such events. In the final module, students will be taught how to better protect themselves during high-risk events to increase their chances of survival if deployed to work in high-risk environments.

Attribute: HULI.

HUST 5200. Protection for Vulnerable Populations. (0 to 3 Credits)

This course will provide students with a comprehensive introduction to international practices and norms concerning the protection of vulnerable populations in humanitarian emergencies. The past 20 years of international humanitarian interventions has given rise to standardization of humanitarian activities, with a particular emphasis on protection practices. Students will gain an understanding of the landscape of organizations and entities involved in designing these frameworks and assess their efficacy and continued relevance to protecting vulnerable groups.

Attributes: GSSC, HUHR, PMMA.

HUST 5205. Children in Armed Conflict. (3 Credits)

This course will provide students with a comprehensive introduction to the impact of armed conflict on children. In the 21st century, armed conflict continues to put millions of children in harm's way, exposing them to human rights violations, including recruitment and use by armed forces and armed groups, military detention and ill treatment, rape and other forms of sexual violence, forced displacement, family separation, and physical injuries. Children also suffer from trauma and other serious and long-lasting psychological consequences resulting from the violence they have experienced. In addition to these direct violations, children are equally affected by indirect violations of their rights, including attacks on schools and hospitals and denial of humanitarian access. Students will examine the international legal framework for the protection of children in armed conflict and the international humanitarian response system designed to assist their physical and mental well-being. Students will critically assess these mechanisms for their efficacy and continued relevance for protecting children during war.

Attributes: GSSE, HUHR, PMMA, PSIC, PSJH.

HUST 5210. Access to Education During Crisis and Conflict. (3 Credits)

This course will provide students with an introduction to the growing field of education in emergencies. With as many as 40 million children living in countries affected by crisis and conflict it has become increasingly important for humanitarian practitioners to understand the complexities of planning and implementing educational programming in these settings. Building on the theoretical frameworks covered in the course courses, students will evaluate the relationship between education, international development and humanitarian aid through the use of theoretical texts and case studies from around the globe.

Attribute: HUHR.

HUST 5215. Accountability for Sexual and Gender-Based Violence in Humanitarian Settings. (3 Credits)

Sexual and gender-based violence (SGBV) is a well-documented public health and human rights issue that is under-resourced and poorly responded to in most countries across the globe. In crisis settings, existing systems for physical and social protection are further destabilized or destroyed. SGBV is commonplace in many societies but can contribute to conflict, is exacerbated by conflict, is frequently used as a weapon of war, and is poorly responded to in post-conflict settings, despite having lasting consequences on individuals, families, and communities. In this course, students will consider why SGBV is such a challenging topic in the context of conflict and examine how the domestic and international communities have handled accusations of SGBV or documented cases of SGBV. In particular, we will identify how SGBV has been defined in domestic and international laws, and how it has been handled in post-conflict settings using a range of judicial and non-judicial approaches. This course will use a range of case studies and will emphasize the perspectives of affected populations.

Attributes: HCWL, HUHR, PJGS, PJST, PMMA, WGSS.

HUST 5300. International Responses to Migration. (3 Credits)

This course will provide students with an enhanced awareness and understanding of the complex interaction between migration and humanitarian interventions from the point of view of the migrant, national authorities, and the international humanitarian community. With the crisis in the MENA region, particularly in Syria, and the mass migration to southern Europe it is imperative for students to understand the different motivations and determinants of action from regional (EU), national and local stakeholders as well as the diverse circumstances of the migrating populations. Students will be encouraged to critique the influence and motivations of mass and social media on the understanding of the economic, political, legal, and cultural factors of migration.

Attributes: HULI, PMMA, PSIC, PSJH.

HUST 5310. Urban Humanitarian Operations. (0 to 3 Credits)

This course will examine the interconnected systems that make up today's urban contexts, the impact on urban populations when these systems are disrupted by conflict and disasters, and the programmatic models used by humanitarians to respond to the needs of conflict and disaster-affected populations. Students will analyze programmatic models that are specific to urban contexts, as well as those traditionally used in camp and rural settings that can be modified for use in urban areas. Through case studies, students will also analyze existing best practices and ways of increasing the resilience of affected populations in both formal and informal urban settlements. At the end of this course, students will be able to create a desk review summary and stakeholder analysis of an urban context, plan a multi-cluster/sector initial rapid assessment (MIRA) of a disaster- or conflict-affected urban setting, and develop a cluster- or sector-specific urban program plan.

Attribute: HULI.

HUST 5350. Climate Change in the West African Sahel: Impact on Water and Migration. (0 to 3 Credits)

This course will examine the impact of climate change on societies, cultures, and economies in the West African Sahel, which includes Burkina Faso, Chad, Mali, Mauritania, Niger, and Nigeria. The Sahel, a transitional zone between the Sahara Desert and the savanna in sub-Saharan Africa, has been particularly affected by climate change, which has led to unpredictable rainfall and drought. This is also an area of significant out-migration to other parts of Africa and Europe. Considering the movement of Sahelian populations in search of areas with heavier rainfall or irrigation, this course aims to examine the interdependence existing between climate change, conflict, and migration in order to confront the challenges facing rural and urban development in the Sahel. The course goes beyond approaches focused on the physical and chemical aspects of water to develop a constructive perspective, valuing local and international responses to climate change and water management.

Attributes: HULI, PSEV, PSJH, URSG.

HUST 5410. Gender Integration in Humanitarian Action. (3 Credits)

This course will introduce students to the myriad ways in which gender impacts the experience of both the humanitarian crises and subsequent intervention. Students will explore the legal, political, cultural, and economic frameworks that contribute to gender inequality as well as those that provide support for vulnerable groups. Emphasis will be placed on the tension between international guidelines/norms, program implementation, and unanticipated consequences of gender programming.

Attributes: HUCB, PSIC, PSJH.

HUST 5500. Mental Health in Complex Emergencies. (0 to 3 Credits)

Over the past several years, the IIHA has run a popular 12-day course largely for mental health professionals. We will now be offering a distance learning course covering similar materials over a 15-week semester.

This is a training course for mental health professionals and program staff who wish to establish mental health or psychosocial programs in a humanitarian context within conflict and post-conflict areas. This course is also open to Fordham graduate students in humanitarian studies or other relevant disciplines. It will aim to provide practical orientation and training, including how to conduct rapid assessments, designing and setting up mental health services or psychosocial programs (exploring the differences between them), and clinical work and therapeutic approaches in non-Western contexts. It will address the issues of cultural validity, conflict resolution and negotiation, taking care of oneself and dealing with burnout. This course will also introduce potential field workers to essentials such as personal security, logistics, and practical aspects of humanitarian work in the field.

Attributes: HUCB, PMMA.

HUST 5600. International Humanitarian Law: Policy and Practice. (0 to 3 Credits)

This course will explore the development and application of International Humanitarian Law (IHL), also known as the law of armed conflict. IHL is a set of rules that, in times of armed conflict, seeks to protect people who are not or are no longer participating in hostilities, and to restrict the means and methods of warfare. The rules of IHL aim to balance military necessity against fundamental principles of humanity. IHL also provides a normative framework to facilitate the delivery of aid by humanitarian organizations engaged in mitigating the suffering caused by armed conflict. Students will examine the rules of international customary law, as well as treaty law, which form the legal bases for IHL; in particular the four Geneva Conventions of 1949 and their two additional protocols of 1977, and the Hague Regulations of 1907. Students will also study the principles of proportionality and distinction between military objectives and civilian objects, as well as the prohibition against means of combat that lead to unnecessary suffering and superfluous injury, which underpin this body of law. Questions to consider throughout the course include: What is international humanitarian law? How is it created, interpreted, applied, and enforced, and how does it evolve? How does it intersect with other branches of public international law, mainly international criminal law and international human rights law? This course will use case studies to illustrate principles and concepts.

Attribute: HUHR.

HUST 5801. Humanitarian Internship. (1 Credit)

Students will have an opportunity to intern at prominent international humanitarian organizations, helping them gain the necessary exposure and understanding of the dynamics of such organizations and their mission. Our location enables students to pursue internships at and exposure to various United Nations agencies, diplomatic missions, international nongovernmental organizations, and prominent research and think-tank institutions. Students will complete an internship tutorial that matches their concentration area.

HUST 5990. Master's Thesis Research I. (2 Credits)

Students should develop a thesis topic with a Fordham faculty advisor and a reader who has significant practical experience in humanitarian affairs, ideally after completing Module 2. This project is the culminating demonstration of the knowledge and skilled gained throughout the MIHA coursework. The thesis will focus on practical examples of past mistakes, contributing possible solutions to the existing literature. The research methods necessary to writing the thesis are taught within the context of each module. Thesis projects should incorporate learning from previous MIHA courses, followed by final editing, defense and approval.

HUST 5991. Master's Thesis Research II. (2 Credits)

This project is the culminating demonstration of the knowledge and skill gained throughout the MIHA coursework. The thesis will focus on practical examples of past mistakes, contributing possible solutions to the existing literature. The research methods necessary to writing that thesis are taught within the context of each module. Thesis projects should incorporate learning from previous MIHA courses, followed by final editing, defense and approval.

HUST 5992. MSHS Thesis. (2 Credits)

In order to successfully complete the M.S. in Humanitarian Studies, students will be expected to synthesize the cumulative knowledge gained from their coursework, additional research, and internship experience (if appropriate) to write an original, substantive, and academic final thesis. The subject will be agreed upon between the student and their faculty advisor in conjunction with a humanitarian aid professional recognized by the Institute for Humanitarian Affairs.

HUST 5993. MSHS Thesis Research. (0 Credits)

In order to successfully complete the M.S. in humanitarian studies, students will be expected to synthesize the cumulative knowledge gained from their coursework, additional research, and internship experience (if appropriate) to write an original, substantive, and academic final thesis. This course will allow students to complete research for their thesis.

HUST 6000. International Diploma in Humanitarian Assistance. (0 to 8 Credits)

The International Diploma in Humanitarian Assistance (IDHA), the flagship program of the Institute of International Humanitarian Affairs, equips mid-career professionals to drive the humanitarian sector of the future in a more effective, sustainable, and dignified direction. Students will also develop a holistic perspective on global humanitarian issues to propel them to the next level in their careers, helping them create positive social change both in and out of the field.

HUST 8999. Independent Study. (1 Credit)

This is a graduate tutorial/independent study registration for humanitarian studies.

Humanitarian Studies (M.S.)

Requirements

The Master of Science in Humanitarian Studies degree is a 30-credit program constituted by five core courses, four elective courses to be taken across three thematic areas, an internship or independent study, and a master's thesis.

Curriculum

Course	Title	Credits
HUST 5013	Fundamentals of Humanitarian Action	3
HUST 5012	Contemporary Issues in Humanitarian Action	3

HUST 5015	Information Management	3
HUST 5014	Humanitarian Resource Management and Administration	3
HUST 5016	Monitoring and Evaluation in Humanitarian Response	3
<i>Four elective courses across the following thematic areas:</i>		12
Human Rights		
Communities and Capacity Building		
Livelihoods and Institutions		
HUST 5801 or HUST 8999	Humanitarian Internship Independent Study	1
HUST 5992	MSHS Thesis	2
Total Credits		30

¹ More information about the Internship courses can be seen below.

² You will complete a master's thesis under the supervision of a faculty member on a topic related to the three thematic areas listed above.

Internship

Our New York City location enables students to pursue internships and exposure to various United Nations agencies, diplomatic missions, international nongovernmental organizations, and prominent research and think-tank institutions.

Independent Study

Students have the choice of doing a one-credit independent study instead of an internship.

CIP Code

24.0103 - Humanities/Humanistic Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Thematic Areas

Human Rights Area

Courses in this area examine the preservation of human rights in humanitarian activities. A clear understanding of these rights and privileges is critical to those working within the humanitarian sector, and students concentrating in this area will emerge with skills and critical thinking in how to preserve those rights and privileges in those who are at risk.

Courses in this group have the HUHR attribute.

Course	Title	Credits
CEED 5050	Ethics and Society: Cross Disciplinary Perspectives	3
CEED 6322	Natural Law: The Nature, Foundations and Content of Justice	3
HIST 6726	The United States and Human Rights: An International History	4

HUST 5035	Forced Migration: The Humanitarian Challenge of the Decade	0-3
HUST 5082	Integrity, Accountability and Transparency in Humanitarian Operations	0-3
HUST 5200	Protection for Vulnerable Populations	0-3
HUST 5205	Children in Armed Conflict	3
HUST 5210	Access to Education During Crisis and Conflict	3
HUST 5215	Accountability for Sexual and Gender-Based Violence in Humanitarian Settings	3
HUST 5600	International Humanitarian Law: Policy and Practice	0-3
PMMA 5207	Mapping Injustice	3
PMMA 6104	Alternative and Advocacy Journalism	3
PSYC 6030	Trauma and Family Violence	3

Communities and Capacity Building Area

Courses in this area examine humanitarian response at the subnational level, including how processes are created, relationships are founded, skills are shared, and institutions are built, strengthened, and stabilized. Students concentrating in this area will work through practical skills to mitigate and respond to complex emergencies at a local level.

Courses in this group have the HUCB attribute.

Course	Title	Credits
CISC 6880	Blockchain Technology	3
ECON 5015	Economic Development Policy	3
ECON 5260	Epidemics and Development Policy	3
ECON 5771	Project Assessment	3
HUST 5025	Cash, Commodities, and Services in a Humanitarian Response	0-3
HUST 5045	Humanitarian Advocacy: Communicating the Need and Motivating the Response	0-3
HUST 5410	Gender Integration in Humanitarian Action	3
HUST 5500	Mental Health in Complex Emergencies	0-3
IPED 6740	Project Accounting	1
PMMA 6206	Persuasion and Public Opinion	3
PMMA 6207	Global Media and Communication	3
PSYC 6310	Culture, Ethnicity, and Race	3
PSYC 6390	Global Mental Health	3
URST 5900	Global Cities	3

Livelihoods and Institutions Area

Courses in this area examine humanitarian response through a macro-structural lens, incorporating global processes and a critical exploration of how international actors can support and enrich national and local societies in times of crisis. Students concentrating in this area will focus on causality and larger response mechanisms.

Courses in this group have the HULI attribute.

Course	Title	Credits
ECON 5020	African Economic Development	3
ECON 5415	Gender & Economic Development	3
ECON 5808	Microfinance and Migration	3

ECON 6460	Agriculture and Development	3
ECON 6480	Environmental and Resource Economics	3
ECON 6490	Foreign Aid and Development	3
HUST 5061	International Disaster Management	0-3
HUST 5075	Leadership and Management in Humanitarian Assistance	0-3
HUST 5085	Security Management: Delivering Aid in Potentially Dangerous Situations	0-3
HUST 5300	International Responses to Migration	3
HUST 5310	Urban Humanitarian Operations	0-3
HUST 5350	Climate Change in the West African Sahel: Impact on Water and Migration	0-3
POSC 6530	Political Economy of Development	3
SOCI 5808	Migration & Microfinance	3
THEO 6732	Ethics and Economics	3
THEO 6735	Ecological Ethics	3
URST 5000	Issues in Urban Studies	3

International Diploma in Humanitarian Assistance (Adv Cert)

The International Diploma in Humanitarian Assistance (IDHA) equips mid-career professionals with the knowledge to respond to complex emergencies in a more effective manner. The course can be taken either as a standalone Advanced Certificate certified by New York State's Education Department or as the initial module of the Master of Arts in International Humanitarian Action (MIHA), for which it counts as 8 credits through the Graduate School of Arts and Sciences. (GSAS). These credits are accepted toward our Master of Arts in International Humanitarian Action (MIHA) and may be transferred to other academic institutions.

Requirements

Course	Title	Credits
HUST 6000	International Diploma in Humanitarian Assistance	8
Total Credits		8

More in-depth information about course offerings can be found on our page on the Fordham website.

International Political Economy and Development

Over the years, the IPED Program has produced many graduates who have gone on to satisfying careers in international banking and finance, government service, and international relief and development work in the non-profit sector. Our graduates have also compiled a very distinguished record of obtaining prestigious awards ranging from Fulbrights to US Presidential Management Fellowships. The consistent success of our graduates has given Fordham's IPED Program an international reputation for academic excellence.

Admissions

The Master's Program in International Political Economy and Development (IPED) accepts approximately 25 students each year. We seek students from different parts of the world that possess intellectual

ability as well as enthusiasm for understanding the political, economic, and social challenges of the current economic world order.

Admission requirements for the M.A. program are the following:

- Bachelor's degree or equivalent, with a GPA of 3.0 or higher
- A 500-1500 word statement of purpose that indicates how the IPED program would prepare you to reach your future career goals. It should also indicate if you are applying for any special fellowships (Arrupe, Global Markets, Public Service, Peace Corps).
- Official degree transcripts confirming prior degree conferral are required for all applicants, regardless of matriculation status. These should be ordered at least one month prior to the application deadline for your program of interest.
- Three letters of recommendation. When communicating with your recommendation letter writers, please provide them with at least one month's advance notice to submit their recommendations. To facilitate this process, enter each recommender's name and her/his email address directly into the online application. They will be notified electronically of your request. Please note: you may submit your application even if the submission of your recommendation letters is in progress.
- Previous professional work experience, which includes long-term volunteer service with organizations like the Peace Corps, is playing a larger role in the admissions process, especially for those who wish to specialize in international development studies.
- Graduate Record Examination (GRE) scores
- International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from the Test of English as a Foreign Language (TOEFL). GSAS will also consider a student's International English Language Testing System (IELTS)—Cambridge English Proficiency Level language testing results. To be admitted to the IPED Program applicants should score at least 150 on the quantitative GRE, 155 on the verbal GRE, and 3.5 on the analytical writing GRE. For international students, TOEFL scores substitute for the verbal and analytical writing GRE scores. The minimum acceptable TOEFL score is 100. For the last three years, the average GRE scores for matriculated students were 160 verbal, 157 quantitative, and 4.6 analytical writing. The average cumulative undergraduate grade point average for our matriculated students was 3.48.

*Applicants who do not wish to be considered for University merit-based financial aid may substitute LSAT scores or GMAT scores in place of the GRE. These individuals are still eligible for financial aid in the form of loans.

For more information about admissions to the Graduate School of Arts and Sciences, please visit their page on the Fordham website.

Programs

- M.A. in International Political Economy and Development (p. 594)
- Advanced Certificate in Emerging Markets and Country Risk Analysis (p. 593)

- Advanced Certificate in Financial Econometrics and Data Analysis (p. 593) (Interdisciplinary)

Courses

IPED 5771. Project M&E: Philippines. (3 Credits)

This course trains students to monitor and evaluate small community development projects. The Philippines, because of its rich and vibrant civil society, offers access to a large number of community organizations and projects focusing on, among other areas, fisherfolk, farmers, indigenous people, women, the rural poor, and the environment. A key component of the course requires students to form research teams that will conduct actual field surveys of local community development projects in the surrounding rural provinces outside metropolitan Manila.

IPED 6500. Boren Fellowship Preparation. (0 Credits)

Boren Fellowships provide students opportunity to add important international and language component to their graduate education through specialization in area study, language study, or increased language proficiency in areas of the world that are of significance to U.S. interest. The student will study a less commonly taught language and would be involved in research in a field of study deemed critical to U.S. national security.

IPED 6502. Boren Fellowship: Jordan. (0 Credits)

Boren Fellowships provide students opportunity to add important international and language component to their graduate education through specialization in area study, language study, or increased language proficiency in areas of the world that are of significance to the U.S. interest. The student will study a less commonly taught language and would be involved in research in a field of study deemed critical to U.S. national security.

IPED 6503. Boren Fellow: China. (0 Credits)

Boren Fellowships provide students opportunity to add important international and language component to their graduate education through specialization in area study, language study, or increased language proficiency in areas of the world that are of significance to U.S. interest. The student will study a less commonly taught language and would be involved in research in a field of study deemed critical to U.S. national security.

IPED 6504. Boren Fellow: Mozambique. (0 Credits)

Boren Fellowships provide students opportunity to add important international and language component to their graduate education through specialization in area study, language study, or increased language proficiency in areas of the world that are of significance to U.S. interest. The student will study a less commonly taught language and would be involved in research in a field of study deemed critical to U.S. national security.

IPED 6505. Boren Fellow: Senegal. (0 Credits)

Boren Fellowships provide students with an opportunity to add an important international and language component to their graduate education through a specialized area study, language study, or increased language proficiency in areas of the world that are of significance to U.S. interest. Students study a less-commonly taught language and are involved in research in a field of study deemed critical to U.S. national security. The Boren Fellowship assignment for this student recipient is in Senegal.

IPED 6520. Int'l Law & Development. (3 Credits)

Covers international organizations, human rights and environmental law.
Attribute: ABGS.

IPED 6700. IPED Fellow: Burkina Faso. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6701. IPED Fellow: Ecuador. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6702. IPED Fellow: East Timor. (0 Credits)

The International and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6703. IPED Fellow: El Salvador. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6704. IPED Fellow: Ghana. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6705. IPED Fellow: Honduras. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6706. IPED Fellow: Jerusalem. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6707. IPED Fellow: Rwanda. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6708. IPED Fellow: Sierra Leone. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6709. IPED Fellow: Lesotho. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6710. IPED Fellow: Cameroon. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6711. IPED Fellow: Uganda. (0 Credits)

The International Peace and Development Fellowship enable's a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6712. IPED Fellow: Senegal. (0 Credits)

The international Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6713. IPED Fellow: Mali. (0 Credits)

The international Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6715. IPED Fellow: Holy See Mission. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in key international development and humanitarian issues with the Permanent Mission of the Holy See to the United Nations. The student will serve in the Mission's office in New York to assist in the Mission's work in dealing with issues on migration and globalization.

IPED 6716. IPED Fellow: Guinea. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6717. IPED Fellow: Philippines. (0 Credits)

The International and Development Fellowship enables a student to gain valuable field experience in project management and Catholic Relief Services. The student will serve overseas as an assistant to a senior manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6718. IPED Fellow: Haiti. (0 Credits)

The International and Development Fellowship enables a student to gain valuable field experience in project management and Catholic Relief Services. The student will serve overseas as an assistant to a senior manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6719. IPED Fellow: Malawi. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development, and project assessment.

IPED 6720. IPED Fellow: Kenya. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development, and project assessment.

IPED 6721. IPED Fellow: Zambia. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development, and project assessment.

IPED 6740. Project Accounting. (1 Credit)

This course is a one-credit, four week review of basic accounting concepts used by project managers working for international relief and development organizations as well as for economic analysts in government and the private sector. Regular and complete accounting courses needed for business careers are offered in the Graduate School of Business.

Attribute: HUCB.

IPED 6750. Project Design. (1 Credit)

This course is intended to help students (a) understand the origins, purposes and logic of results-based project and program management, (b) know what its major tools are and how they can be used and abused, (c) understand the challenges that the social sector (especially health and education) in developing countries poses to result-based management, and (d) to understand recent trends in international development cooperation that affect project and program management.

IPED 6760. Project Proposal Development. (1 Credit)

A practical course on the written and oral presentation of projects. Students preparing project proposals for Fulbrights and other prestigious awards may take the course at no course for zero credit.

IPED 6901. Women & Public Policy Fellowship. (0 Credits)

The Women & Public Policy Fellowship is an intensive leadership development program offered by the Center for Women in Government and Civil Service (CWGSC). The program is designed to maximize the skills and contributions of women who seek to achieve excellence in public service. The fellowship prepares women for leadership roles in public policy by fostering the knowledge and promoting the skills necessary to become accomplished public service leaders. The fellowship provides policy-related placements in New York State agencies, the Legislature, and statewide nonprofit advocacy organizations.

IPED 8080. IPED Internship. (3 Credits)

The IPED Internship course provides IPED graduate students with the opportunity to accumulate relevant professional experience and the practical training they need. This course version requires a substantial research component in addition to the internship.

IPED 8081. IPED Internship. (1 Credit)

Intended for students who are engaged in an internship in a work that is related to their IPED field of study during the semester/term.

IPED 8085. IPED Internship. (0.5 Credits)

The IPED Internship course provides IPED graduate students with the opportunity to accumulate relevant professional experience and the practical training they need.

IPED 8090. IPED Intern Fellow. (0 Credits)

Graduate course. The IPED Intern Fellow course identifies IPED graduate students who have obtained prestigious and competitive internships that provide them with an exceptional opportunity to accumulate relevant professional experience and the practical training they need.

Emerging Markets and Country Risk Analysis (Adv Cert)

Requirements

The Advanced Certificate in Emerging Markets and Country Risk Analysis is a ten week summer program running through June and July with classes two days a week in the evenings. It is earned by successfully completing one Political Science course and one Economics course. For students without a strong background in finance, a financial management course is also required, which will meet an additional two evenings a week during the first session. The certificate is available as an addition to a Master's degree or as a stand-alone certification. Some years, there is the option for students who are also pursuing an M.A. to substitute one course for an equivalent course taken at the University of Pretoria in South Africa during August.

Plan of Study

Term 1		Credits
POSC 6991	Political Risk Analysis	3
ECON 5040	Strategic Financial Management (Only required for some students)	
Credits		3
Term 2		Credits
ECON 5540 or ECON 5541	Emerging Markets or Emerging Markets: South Africa	3
Credits		3
Total Credits		6

POSC 6991 will meet two nights a week during the first summer session from 6:00pm - 9:00pm, typically on Mondays and Wednesdays. ECON 5540 will meet during the second summer session during the same time. Students who are required to take ECON 5040 will take it during the first summer session, and it will meet from the same times on the other two days a week, typically Tuesdays and Thursdays. To earn the certificate, the student must achieve a cumulative grade point average of 3.0 (B) or better in the classes taken for the certificate.

While students are earning this certificate, they are strongly urged to take advantage of their time in New York by doing an internship. Most students pursue an internship with a major financial firm or bank. For visiting or stand-alone students, internships should be worked out prior to coming to New York. Be sure to take advantage of career placement offices. You may also wish to consult the latest edition of Peterson's Guide to Internships. A highly recommended internship would be as a summer analyst with the New York Federal Reserve Bank. Their deadline is normally January 31.

The course ECON 5541 Emerging Markets: South Africa is sometimes offered during August at the University of Pretoria in South Africa. It is the same course as ECON 5540 but with a focus on South Africa as an emerging market. It is open only to a select number of students from Fordham University and the University of Pretoria. In addition to covering the same academic material as our regular course on Emerging Markets, this course will also allow you to meet with various business and government leaders from the South African community. Field trips to the South African Reserve Bank and the Johannesburg Stock Exchange are just two examples. Furthermore, when the academic component of the course is completed, we finish our time in South Africa with a safari to Krueger National Park. If you are a Fordham student interested in this course, please visit the IPED office early in the Spring semester.

If you are a visiting graduate student, be sure to confirm with your home school, and prior to your attendance at Fordham, how much credit you may transfer into your home program.

Financial Econometrics and Data Analysis (Adv Cert)

The advanced certificate in financial econometrics and data analysis is offered as a partnership between the Department of Computer and Information Sciences and the Department of Economics. Students pursuing a master's degree in economics, or international political economy and development who are specializing in international banking and finance, or any degree granted by the computer and information sciences department are uniquely qualified to pursue this certificate. This advanced certificate program is open only to current Fordham graduate students pursuing a master's or doctoral degree.

Requirements

The advanced certificate in financial econometrics and data analysis is earned by having an appropriate background in finance and successfully completing one economics course and one computer and information sciences course with a cumulative grade point average of 3.0 (B) or better.

Course	Title	Credits
CISC 5790	Data Mining	3
or CISC 5500	Data Analytics Tools and Scripting	
ECON 6910	Applied Econometrics	3

or ECON 6950 Financial Econometrics

Total Credits	6
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Courses taken towards earning this certificate may double count toward core and/or elective requirements for an M.A. degree.

International Political Economy and Development (M.A.)

Requirements

Completion of twelve courses (36 credits) beyond the bachelor's degree is required, including four core courses (12 credits), one quantitative methods course (3 credits), and seven electives (21 credits). Satisfactory completion of an internship for those lacking relevant professional experience and a comprehensive examination are also required.

Full-time students can complete the program in three semesters while part-time students can complete the program in two years, including two summers.

Curriculum

Course	Title	Credits
Core: Political Science		
Two courses taken from two different categories:		6
<i>Foundational</i>		
POSC 5500	Comparative Pol Analysis	
POSC 5600	Analysis of Int'l Pol	
<i>International</i>		
POSC 6640	Pol of Global Econ Rel	
<i>Development</i>		
POSC 6530	Political Economy of Development	
Core: Economics		
Two courses taken from two different categories:		6
<i>Foundational</i>		
ECON 5011	Economic Analysis ¹	
ECON 5500	Financial Analysis	
<i>International</i>		
ECON 5510	International Economic Policy	
ECON 5515	International Monetary Policy	
<i>Developmental</i>		
ECON 5015	Economic Development Policy	
Core: Quantitative		
ECON 6910	Applied Econometrics	3
Electives		
Four concentration courses ²		12
Three free electives ³		9
Practical Training ⁴		
Comprehensive Examination ⁵		
Total Credits		36

¹ Depending on the student's preparation, permission may be granted to take a more advanced economics course in place of ECON 5011 Economic Analysis.

² Information about concentrations can be found below.

³ Free electives should be chosen in consultation with an advisor.

⁴ Information on the Practical Training requirement is available on the Fordham website.

⁵ More information on the comprehensive examination can be found on our page on the Fordham website.

Core Courses

The two economics courses and the two political science courses must be chosen from two of the available fields, as listed above. It is recommended, but not required, that the student cover all three fields. Depending on the student's preparation, the director may grant permission to take a more advanced level course instead of a particular core course. The student, however, should be aware that the comprehensive examination is based primarily on the material presented in the economic and political science core courses.

CIP Code

45.0901 - International Relations and Affairs.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Concentrations

International Development Studies

This specialization is designed to prepare individuals for work with relief and development organizations as project managers in both the non-profit and government sector.

Course	Title	Credits
Core		
Please take the following two courses as part of your core requirement		
ECON 5015	Economic Development Policy	3
POSC 6530	Political Economy of Development	3
Electives		
Please take the Project Management Practicum as part of your concentration courses		
IPED 6740	Project Accounting	1
IPED 6750	Project Design	1
IPED 6760	Project Proposal Development	1
ECON 5771	Project Assessment	3
In addition, the following two courses are highly recommended		
ECON 6460	Agriculture and Development	3
ECON 6440	Development Economics	3
For your remaining two electives, choice from the following is suggested		
ECON 5260	Epidemics and Development Policy	
ECON 6480	Environmental and Resource Economics	
ECON 6490	Foreign Aid and Development	

ECON 6470	Growth and Development
SOCI 6100	Classical Social Theory

Foreign Language and Overseas Experience

Most development organizations require professional proficiency in a foreign language as well as overseas experience. Students in this specialization should use their summer after their first year of study to intern overseas in a developing country with an appropriate non-profit or government agency. Please be aware of IPED's Language Immersion Study Awards, Summer Internship Stipends and International Peace and Development Travel Scholarships.

International Banking and Finance

Course	Title	Credits
These four courses are required to earn the specialization:		
IPED 6740	Project Accounting ¹	1
ECON 5500	Financial Analysis	3
ECON 5551	Domestic and International Banking	3
ECON 5570	Global Financial Markets	3

The following are additional recommendations:

ECON 5040	Strategic Financial Management	
ECON 5540	Emerging Markets	
ECON 5541	Emerging Markets: South Africa	
ECON 6480	Environmental and Resource Economics	
ECON 6560	International Finance	
ECON 6950	Financial Econometrics	
ECON 6240	Financial Economics	
FNGB 7460	Portfolio Management	
FNGB 7431	Options and Futures Markets	
FNGB 7433	Fixed Income Analysis	
POSC 6991	Political Risk Analysis	

¹ The Project Accounting requirement may be waived if the student possesses a background in accounting.

Global Environmental and Resources Economics

Course	Title	Credits
Please take the following courses, from both core and elective requirements		
ECON 6480	Environmental and Resource Economics	3
ECON 6460	Agriculture and Development	3
or ECON 5260	Epidemics and Development Policy	
ECON 5015	Economic Development Policy	3
ECON 5510	International Economic Policy	3
ECON 5515	International Monetary Policy	3
ECON 6910	Applied Econometrics	3
An additional two electives pertinent to the subject		

International and Developmental Economics

Course	Title	Credits
These four courses are strongly recommended		
ECON 5015	Economic Development Policy	3
ECON 5510	International Economic Policy	3
ECON 5515	International Monetary Policy	3
ECON 6910	Applied Econometrics	3
The following foundational courses may also be taken:		
ECON 5011	Economic Analysis	3
ECON 5710	Mathematical Analysis in Economics	3
ECON 6010	Microeconomic Theory I	3
ECON 6020	Macroeconomic Theory I	3
ECON 6910	Applied Econometrics	3
The following are other subject-pertinent courses		
ECON 5020	African Economic Development	3
ECON 5260	Epidemics and Development Policy	3
ECON 5415	Gender & Economic Development	3
ECON 5500	Financial Analysis	3
ECON 5540	Emerging Markets	3
ECON 5541	Emerging Markets: South Africa	3
ECON 5551	Domestic and International Banking	3
ECON 5570	Global Financial Markets	3
ECON 5771	Project Assessment	3
ECON 6240	Financial Economics	3
ECON 6440	Development Economics	3
ECON 6460	Agriculture and Development	3
ECON 6470	Growth and Development	3
ECON 6480	Environmental and Resource Economics	3
ECON 6490	Foreign Aid and Development	3
ECON 6510	International Trade	3
ECON 6560	International Finance	3
ECON 6950	Financial Econometrics	3

Medieval Studies

Known for its excellence in diverse fields of medieval research, Fordham University offers the master of arts degree in medieval studies and a doctoral-level advanced certificate. Fordham's intimate size and tradition of devotion to teaching offers students an intellectual climate in which faculty members, well-known and active in the scholarly community, encourage and support students in their academic pursuits. The University offers graduate assistantships and fellowships to a limited number of students.

Embracing the full sweep of artistic, literary, scholastic and cultural issues that make medieval civilization such a rich field of study, the degree programs draw on the expertise of faculty in the departments of art and music history, classics, English, history, languages and cultures (French, German, Italian, and Spanish), philosophy, political science, and theology. Each year the Center offers several specifically interdisciplinary courses that bring together specialists in different fields, on the assumption that our understanding and appreciation of medieval civilization is particularly enriched by a multi-disciplinary perspective. Technical preparation is key to these interdisciplinary studies, so the

graduate program emphasizes diverse research skills that range from examining primary documents to creating and managing databases.

The program is administered through its Director and through the Center for Medieval Studies, located at the Rose Hill campus. The Center houses a small library and discussion area available to students. The main University library is especially strong in its medieval holdings. Fordham's location in New York City affords easy access to other major libraries (such as the Pierpont Morgan Library and the New York Public Library), museums (for example, The Cloisters and the Metropolitan Museum of Art), and other institutions of higher learning. A University-operated campus shuttle makes regular trips between the Lincoln Center and Rose Hill campuses throughout the day and evening.

The Center supports the exchange of views and information through its annual conferences, lecture series, publications, and professional workshops. Fordham faculty are also invited to address colleagues and students informally, and graduate students have also presented lectures.

For more information about Graduate-level Medieval Studies, please visit our page on the Fordham website.

Admissions

The **doctoral-level Advanced Certificate in Medieval Studies** is available only to current Fordham students.

Completed applications to the **M.A. in Medieval Studies** will include each of the following items:

Resume/CV

Up to two pages in length (submit via the online application).

Official transcripts

Please be sure to order official final transcripts from all previously attended institutions confirming degree conferral (if applicable) at least one month before the posted application deadline. Transcripts should be sent directly from your prior institution(s) via secure electronic delivery to the Office of Admissions at fuga@fordham.edu.

If electronic delivery is not available, please request that your transcripts be submitted by postal service in a sealed envelope from the institution to:

Graduate School of Arts and Sciences
Office of Admissions
Keating Hall Room 216
Fordham University
441 E. Fordham Rd.
Bronx, NY 10458

Please note: We strongly recommend that you upload unofficial copies of your academic transcripts to your application while the Office of Admissions awaits receipt of your official transcripts.

Please ensure that all official transcripts from previously attended post-secondary institutions are submitted in English, or are accompanied by a certified English translation. For academic transcripts from institutions outside the United States, applicants are strongly encouraged to obtain a course-by-course credential evaluation. Transcripts and

credentials conversion information is available on the GSAS International Students page.

Statement of Intent

Up to 500 words submitted electronically via the online application. Describe your interest in the program, what you hope to gain personally and professionally from the program, and your commitment to the field. Please highlight relevant professional, personal, and academic experience.

Supplemental Essay (Optional)

You may choose to answer this optional essay question. Your answer will help the admission committee get a better understanding of your unique perspective and potential contributions to our community. Please discuss how your life experiences, perspective, or worldview have motivated or inspired you, posed challenges, helped you build skills, or taught you valuable lessons. We are eager to learn how these experiences have helped shape who you are and prepared you for graduate study, in keeping with our mission of "graduate education for the global good."

Writing Sample

5-20 pages submitted electronically via the online application.

Three Letters of Recommendation

Submitted directly via the online application. Enter the following information for each of your recommendation providers: name, address, email address, phone number, and institution. Make sure you enter your recommenders' email addresses correctly so that they each receive an automated email instructing them on how to submit their recommendations online. Mark the waiver statement for each recommender you enter.

Official GRE Scores

GRE scores are optional for both the Ph.D. and M.A. programs for the 2024 - 2025 admissions cycle. Applicants who wish to submit GRE scores may do so, but scores are not required (scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code #2259).

English Proficiency Requirements

International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from one of the following accepted English language competency exams:

- Test of English as a Foreign Language (TOEFL) - GSAS accepts the following TOEFL tests:
 - TOEFL iBT (including the Home Edition and Paper Edition)
 - TOEFL Essentials
- International English Language Testing System (IELTS)—Cambridge English Proficiency Level
- Duolingo English Test
- PTE Academic
- Cambridge English Qualifications - We accept the B2 First, C1 Advanced, or C2 Proficiency exams

Official TOEFL, IELTS, DET, PTE Academic, or Cambridge English Qualifications scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences (our ETS TOEFL score code #2259).

Preferred minimum score requirements:

Exam	Score
TOEFL iBT	100
IELTS	7.0 band score
DET	120
PTE Academic	68
Cambridge English Qualifications	185 Overall Score on the B2, C1 Advanced, or C2 Proficiency exam

Exemptions to the English Language Requirements

Exemptions from this requirement can be requested by the applicant in her/his application, or can be made in writing by the applicant to fuga@fordham.edu. Exemptions are generally permitted for international applicants who:

1. are native English speakers from countries where English is an official language; and/or
2. have completed, within the past five years, at least two years of study at an undergraduate or graduate institution in the United States or in a country where English is the official language of instruction.

GSAS retains the right to request language evaluation from any applicant. The Fordham English Language Test (FELT), administered by Fordham's Institute of American Language and Culture (IALC), may be required for those students whose English proficiency scores do not meet GSAS program requirements. Additional coursework may also be recommended by the IALC.

Students are permitted to register for two GSAS courses during the academic term in which they are completing any IALC-recommended coursework, which generally occurs during their first semester of study.

Please note: Tuition costs associated with the learning of English as a second language are the responsibility of the student and will not be covered by a GSAS tuition scholarship. GSAS merit-based tuition scholarships are not applicable to the costs of additional coursework recommended by the IALC.

Contact fuga@fordham.edu with any admission-related questions.

Financial Aid

Graduate assistantships and fellowships are available to all applicants to graduate departments on a merit basis. Several of these graduate assistantships are specifically reserved for first year students in the Medieval Studies master's program. These graduate assistantships include the tuition for 30 credit hours of coursework, a stipend towards health insurance and a stipend for nine months (currently \$22,685), in return for working for the Center for Medieval Studies or another academic unit for around 18 hours a week. University, Loyola and Bennet Fellowships, awarded on a merit basis to incoming students, include higher stipends. PhD students enrolled in the Medieval Studies doctoral-level advanced certificate program are also eligible to apply for a Senior Teaching Fellowship, which provides an additional year of funding. Graduate students in Medieval Studies are encouraged to apply for research and travel grants through GSAS. The Graduate Student Association also offers the Professional Development Grant each semester. The GSAS also offers Summer Assistantships on a competitive basis.

For more information about admissions to the Graduate School of Arts and Sciences, please visit their page on the Fordham website.

Programs

- M.A. in Medieval Studies (p. 602)
- Advanced Certificate in Medieval Studies (p. 602) (doctoral-level)

Courses

Medieval Studies department courses

MVST 5031. Byzantium, Islam and the West. (4 Credits)

This course is a seminar specifically designed around an exhibition at the Metropolitan Museum of Art opening in March 2012. Byzantium and Islam: Age of Transition (7th-9th century). The exhibition offers a unique opportunity to study not only the impact on the visual arts of the interaction of the Byzantine and Islamic cultures at this critical historical period, but also to examine the art of architecture of Carolingian France and Visigothic Spain from this perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5050. World of Late Antiquity: Introduction to History, Art, and Culture. (4 Credits)

This course offers an introduction to the history, art and culture of the Late Antique world from the third to the sixth century. We will explore the older narratives of decline in this period alongside powerful alternatives proposed by scholars more recently, drawing on both primary sources and monuments and critically examining the secondary literature that studies them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CLAS.

MVST 5064. The Divine Comedy: Poetry, Theology, and the Medieval Imagination. (4 Credits)

This seminar offers an in-depth study of the poetic and theological imagination of Dante's Divine Comedy. We will combine close reading of selected cantos with primary and secondary works illuminating key aspects of Dante's literary and theological invention. Issues will be discussed within the historical and ideological contexts of the relevant theological and poetic debates in Dante's time. We will consider Dante's theological influences, such as Augustine, Boethius, Bernard of Clairvaux, and Bonaventure, and explore theological topics such as medieval Christian practices of pilgrimage, scholastic debates about atonement and the afterlife, cosmology, and the relationship between erotic love and divine union in Christian mystical theology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5070. Manuscript Culture. (4 Credits)

Introduction to principles, materials, and study of medieval manuscripts and primary documents as well as to problems of evaluation of the cultural contexts of their production and use. Ancillary topics will include manuscript illumination, the resources of codicology and paleography, the preparation and evaluation of modern editions, the assessment of readership and patronage, material philology and the materialism of the middle ages, the development of libraries. Students will do hands-on work with primary sources at the Morgan Library, the rare book collection of the New York Public Library, and the rare books and manuscripts collection in Walsh Library. Final projects will be tailored to the students' primary research areas and expertise. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5071. Sources, Archives, and Materials for Medievalists. (4 Credits)

This course will introduce students to many of the most important sources for the study of the medieval world. Drawing on the diversity of expertise among Fordham's faculty and the rich resources of New York City, the course will introduce students to a variety of handwritten sources (including manuscripts and other documents), as well as coins and seals, and the specialized skills used to understand and interpret these sources. The course will also feature discussions of the processes whereby libraries and archives were developed and maintained, and how scholars use these sources in the digital era. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5076. Digital Humanities for Premodern Scholars. (4 Credits)

This course explores the use of digital tools and platforms in scholarship related to the premodern world. The class will read a variety of approaches and theories concerning the rise of Digital Humanities and its applications for the study of premodernity. Students will receive training in the creation of datasets for digital processing and in several platforms currently in use by Fordham. Many classes will meet in the LITE (Technology and Innovation) Learning Commons in Walsh Library. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5077. Editing Medieval Texts. (4 Credits)

This is a course in the theory and practice of editing, especially as it relates to medieval texts, with most of the examples coming from Middle English. We'll give attention to documentary, historical, and aesthetic approaches, and we will spend some time exploring digital methods and concerns. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENGL.

MVST 5078. Medieval Books & Materials. (4 Credits)

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

MVST 5080. Interdisciplinary London: Medieval Manuscripts, Sources, Methods. (4 Credits)

An introduction to methodologies in Medieval studies through a focus on the primary sources and material culture of medieval London. The course will center on how an interdisciplinary approach that draws on a range of sources (textual, visual, and material) and methods (employed in archaeology, digital humanities, history, literary studies, and paleography/codicology) can enrich our understanding of one medieval place and its people. Training in paleography is an important element of the course. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIST, MVSG.

MVST 5095. Medieval Pilgrimage. (4 Credits)

Pilgrimage will be conceptualized broadly, entertaining a variety of aims for travel and also considering the pilgrimage form as a purely conceptual exercise as well as a journey with more practical aims. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENG1, ENME.

MVST 5100. Cultures of Music and Sound in the Medieval World. (4 Credits)

Music and Sound enriched every facet of pre-modern life, liturgy and ritual above all. This interdisciplinary seminar introduces medievalists - especially those without formal musical education- to the cultures of medieval and Renaissance music. It should enable students from any discipline to engage music and the sonic more fully in their research and teaching. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5101. Modern Sounds, Early Music. (3 Credits)

Medieval and Renaissance music's fragmentary survival has inspired scholars, performers, composers, and artists to realize what remains according to varying creative urges and ideological preoccupations. This course examines the cultures of early music as well as their living legacies. Studying musical traditions from 1000 to 1600, we build a technical vocabulary for discussing music and seek to understand how historical change affects aesthetics, music-making, and listening from 1000 to the present. We also study the reception of medieval music—how it has been rejected, restored, recreated, and reimagined—to consider how "the medieval" is historically produced. No prior musical experience required.

MVST 5102. Theorizing Medieval Sound: Medieval Sonic Worlds. (4 Credits)

In this interdisciplinary seminar, we read widely and listen actively to the texts, musics, and objects of the European Middle Ages to find out just how closely we can come to encountering medieval sonic worlds. Using an electric array of primary, secondary, and theoretical works, we study medieval sound cultures and the production of sonorous meanings for medieval listeners in all their complexity. At the same time, we investigate how open-minded engagement with the sonorous Middle Ages can challenge us to rethink prevailing popular and scholarly attitudes towards the body, the senses, media, and the past.

MVST 5103. Reading Richard Rolle's World. (4 Credits)

Richard Rolle of Hampole was perhaps the most influential and widely read English author of the late Middle Ages. Exceeded in testamentary bequests only by biblical and liturgical books, Rolle's writings exercised immense influence over the literary, mystical, and devotional cultures of late medieval and early modern England. The hermit penned meditations on Christ's passion, lyrics that would shape devotional poetry for a generation, popular books of instruction for female religious, an English translation and commentary on the Psalter, and experimental Latin prose works teetering on alliterative chaos. His corpus captures the devotional spirit of 14th-century England. In this interdisciplinary seminar, we will survey Rolle's writings and explore their literary, theological, affective, hermeneutic, and theoretical innovations. We will also glance backward at the sources from which Rolle draws, and forward to his impact on future authors of spiritual literature. Rollean texts may include *Melos amoris*, *Incendium amoris*, English Psalter, *Meditations on the Passion*, *Ego Dormio*, and devotional lyrics; readings may also include selections from Bernard's Sermons on the Song of Songs, the Wooing Group, *Cloud of Unknowing*, *Of Angels' Song*, *Book of Margery Kempe*, Middle English lyrics, biblical plays from York and Chester, and late medieval songs. No prior experience with Middle English or Latin is required. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5201. The Renaissance of the 12Th Ce. (4 Credits)

This graduate seminar explores the religious, intellectual, literary, and cultural contours of the "long" 12th Century with equal weight given to the diversity of medieval sources that survive and to modern historiographic interpretations. The class will include visits to the Coisters museum and to the Morgan library. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5202. Medieval Monsters: Terrors, Aliens, Wonders. (4 Credits)

Taught in conjunction with an exhibition of medical manuscripts at the Morgan Library & Museum, this course examines the vital role played by monsters in medieval art and culture. The course is taught by the curators will include gallery visits and meetings at the Morgan and will involve original research and work on an online exhibition.

MVST 5205. Court Culture Med Iberia. (4 Credits)

This course will explore the cultural, social, political and religious tensions that helped to form medieval Iberian courtly communities from the 10th to the 15th centuries. The unique situation of Iberia during this period, when the centralization and consolidation of sovereignty occurred in different religious and cultural contexts (Islamic and Christian) and political territories (Castile, Aragon) allows for a diverse, rich and contrasted analysis of medieval court culture. Our approach will be multidisciplinary and include literary texts, artistic manifestations, legal codes, religious writings, and chronicles. Among the courts to be studied will be the Omeyan court of the 10th century Cordoba, the Muslim kingdoms of 11th century Granada and Zaragoza, the Christian courts of Alfonso X of Castile and Jaume I of Aragon, and the late medieval court of Isabella Ferdinand. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5300. Occitania: Language and Power. (4 Credits)

This course introduces students to the cultural world of a medieval "south": Occitania. Texts in Old Occitan include documentary writing, historical narrative, and the poetry of the troubadours. Topics include urban/rural communities, gender and power, the Albigensian crusade and its aftermath and the beginning of vernacular book production.

Attributes: ENG1, ENME.

MVST 5305. Writing East: Outremer and Identity in the Middle Ages. (4 Credits)

As the stage for the central events of the Gospel narrative, the lands of the eastern shore of the Mediterranean long occupied a central place in the collective imagination of Latin western Europe. Over the course of the Middle Ages, however, increasingly frequent encounters resulting from trade, pilgrimage, and crusade not only enriched the European image of the East, but vastly enhanced the significance to how medieval Christians approached the eastern Other. This course will trace the rise of a discourse of differences centered in what was called in England and France, "Outremer," the land beyond the sea. Together with medieval literary productions, histories, letters and travel narratives, we will read works from the growing body of scholarship on this important topic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENG1, ENME.

MVST 5310. Chivalric Romance. (4 Credits)

This seminar will look at the genre of the chivalric romance at the intersection of different vernacular traditions and genres. What happens to Chretien de Troyes' classics when they are adapted to the language and culture of another country? And how does the romance relate to the *chanson de geste*, the saint's life, the *lai*, or the *fabliau*? What if the protagonist is not a knight but rather a woman? Or a peasant? A Saracen? A pope? Or a combination of some of the above? The goal of this seminar will be to provide an overview of the wide range of romance themes and adaptations in Europe, including their reception to the present day. Students are expected to read and a well-annotated Middle English romance in the original. All other texts can be prepared in translation, while some of the class time will be dedicated to closely reading some crucial passages in the original Latin, Old French, and Middle High German. Open to seniors with a G.P.A. of 3.0 or better. Please consult your advisor.

MVST 5311. Arthurian Literature. (4 Credits)

This seminar will provide an overview of Arthurian romance themes and adaptations in Europe. Chrétien de Troyes may not have written the very first chivalric romance, but he was the pioneer who defined the genre and created the texts which would set the standard for centuries to come. The central role which Chrétien's œuvre occupied in the French-speaking world is reflected in a wave of adaptations into many other vernacular languages, set off almost instantly and covering all of medieval Europe. In this class, we will focus on three literary traditions: the Yvain, Tristan, and Perceval stories in their early Old French versions as well as their Middle High German, Middle English, and Old Norse adaptations. The degree to which these translations try to recreate their sources' original content varies greatly and is determined by a nexus of cultural, political, and social factors which we will examine in some detail. Students are expected to read the Middle English versions in well-annotated editions. All other texts can be prepared in English translation while some of the class time will be dedicated to closely reading some crucial passages in the original vernacular languages. Additional texts in other languages (Italian, Latin), in post-medieval renditions (e.g., T.S. Eliot's "Wasteland" or Richard Wagner's "Parsifal"), other media (films, opera, musicals), and material culture (frescoes, tapestries, book illuminations, etc) will be determined based on the interest of the seminar participants. In addition, we will make use of the rich resources New York City has to offer and explore some of the spectacular Arthurian artifacts housed in the Metropolitan Museum of Art, the Cloisters, and the J. P. Morgan Museum and Library—online if necessary, on site if possible. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5400. Courtly Culture. (4 Credits)

Courts, as spaces of political power, intellectual activity, and social influence, have long been a focus of both scholarly inquiry and the popular presentation of the medieval world. Courts across medieval Afro-Eurasia shared literary traditions and cultural forms, exchanging and adapting songs, stories, objects, fashions, and ideas. This course will address some of the central themes of scholarly inquiry into courtly culture including the phenomenon of courtly love, debates about the "civilizing process" of courtly manners, and the evolution and diffusion of courtly themes and literary forms. The course will also evaluate the potential for the study of courtly culture to reshape the field of medieval studies and the wider understanding of the Middle Ages as interconnected, diverse, and truly global. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5570. Medieval Crusades. (4 Credits)

This course adopts an interdisciplinary approach to the study of the medieval crusades in the Levant, southern France, Iberia, and the Baltic, with attention paid to the Islamic and Byzantine perspectives. The sources to be discussed include chronicles, charters, sermons, literary texts, songs, and hagiography, as well as architectural and artistic monuments and objects. Among the themes to be treated are crusader motivations, crusades and memory, European 'colonization', women and family in crusading society, crusading liturgies, the military orders, and diplomacy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5707. Meditation, Contemplation, and the Spiritual Senses. (4 Credits)

The late Middle Ages saw an astonishing proliferation of texts, practices, and styles of devotion seeking to draw human beings closer to God through the body. New emphasis on Christ's humanity and Aristotelian natural philosophy prompted the rediscovery of the five corporeal senses and their cognitive processes in devotional literature. In this course, we will examine the languages, knowledges, desires, and anxieties surrounding the senses in a diverse corpus of texts, probing them for their theological import as much as for their literary design. Major authors: Aristotle, Augustine, Origen, Hugh of St. Victor, Bonaventure, Richard Rolle, Chaucer, Margery Kempe, *Meditationes Vitae Christi*. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENG1, ENME.

MVST 5708. Struggling Toward God: Meditation and Prayer in the 11th- and 12th-Century Monastery. (4 Credits)

This course explores the dimensions of medieval monastic contemplation in the heyday of Benedictine and Cistercian spiritual writing, the 11th and 12th centuries. The course will aim to answer the following questions: What did extra-liturgical prayer and meditation look like for medieval monks and nuns? When, where, and how was it practiced? Was there a set way to engage with monastic meditation, or were there a variety of medieval monastic meditative experiences in the 11th and 12th centuries? What did monks and nuns perceive as the limitations of monastic prayer and meditation? What extra-textual tools did monks and nuns rely upon to stimulate their practices of meditation? And what does monastic meditation reveal about the emotional lives of Benedictine and Cistercian monks and nuns in the high Middle Ages? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 6209. Themes in Preconquest Lit. (4 Credits)

This course is an advanced-level seminar on the language and literature of Anglo-Saxon England. We will read (in Old English) texts including poetry, homilies, saints' lives, and chronicles. Substantial attention will also be given to Anglo-Saxon palaeography and relevant critical literature, with the aim of providing students with the resources needed for the scholarly study of OE. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 6225. Old French in the Medieval World: Language Contact, Conquest, and Difference. (4 Credits)

This interdisciplinary course offers an introduction to the cultural history of French language and literature during the Middle Ages. Before it was the national language of France, French was a language of empires in England, Italy, Cyprus, and Greece; a tongue of invaders and reformers; and an idiom spread by immigrants, scholars, merchants, sailors, artisans, poets, and romancers. We will explore the diversity of old French, its connections to political power and ideologies, its manuscript contexts, and its contact with other medieval languages and works of literature, such as Arabic, Hebrew, Greek, Latin, old English, middle Welsh, and old Occitan. In addition to interdisciplinary seminar topics and readings, weekly language instruction and fully supported readings from Chrétien de Troyes's "Story of the Grail" will allow students to gain competence in a primary language for research at the graduate level in several disciplines and perhaps the key to eternal life. Previous experience of old French is not expected; basic reading or speaking of modern French is not required but may be helpful; experience with other older languages is welcome.

Attribute: ENG1.

MVST 6232. Fr of Eng: Doc & Lit Cult. (4 Credits)

This course focuses on law, mercantile, medical and other forms of documentary and civic texts in the French of England, as well as literary texts, both the well-known and the under-researched: texts with Middle English versions will be included wherever possible. For newcomers to the subject, a linguistic practicum, which should be regarded as obligatory, is offered in the hour preceding the class meeting: some knowledge of modern French is a must. Some linguistic work together with seminar student presentations and discussion takes place in each class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 6700. Medieval Scholasticism. (4 Credits)

This interdisciplinary graduate course will provide an introduction to the history, theology, and philosophy of the Scholastic movement in the High Middle Ages. Topics to be considered include: the economic, social, political, religious, and educational transitions that together constitute the "renaissance of the twelfth century"; the rise of open urban schools and the development of the university; and characteristic modes of thought and discourse in scholastic theology and philosophy. Thinkers to be examined include Anselm of Canterbury, Hugh and Richard of St. Victor, Peter Abelard, the school of Laon, Peter Lombard, Albert the Great, Thomas Aquinas, Bonaventure, John Duns Scotus, and William of Ockham. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 8100. Internship for Medievalists. (1 Credit)

This is the obligatory tutorial to be taken in conjunction with any internship taken at libraries, museums, or other institutions of professional interest to medievalists. The student will meet with the instructor regularly to reflect on their internship experience and document their work in an appropriate format (journal, blog etc)

MVST 8500. Independent Research. (1 to 4 Credits)**MVST 8501. Independent Research. (1 Credit)****MVST 8999. Tutorial. (0 to 4 Credits)**

Courses in other areas

Aside from courses with the subject code, the following courses have the MVSG attribute and count toward the masters and certificate in Medieval Studies.

Course	Title	Credits
ENGL 5111	Race, Religion, and Monstrosity in Medieval Literature	3
ENGL 5112	Medieval Time Travel	3
ENGL 5203	The Postcolonial Middle Ages	3
ENGL 5208	The English Language 1154-1776	3
ENGL 5210	Intro Old Norse Lang & Lit	3
ENGL 5211	Introduction to Old English Language and Literature	3
ENGL 5230	Richard Rolle and His Influence	3
ENGL 5261	Malory: Cultures of the C15	3
ENGL 6224	French of England: Texts and Literacies in a Multilingual Culture	3
ENGL 6231	Late Medieval Women	3
ENGL 6235	Medieval Travel Narrative	3
HIST 5102	Archives and Narratives of Global History	4
HIST 5202	Medieval Interfaith Relations	4
HIST 5203	Medieval Hagiography	4
HIST 5423	Religion, Magic, and Science in the Late Medieval and Renaissance World	4
HIST 6076	Noble Culture and Society	4
HIST 6077	The Angevin Empire	4
HIST 6078	The Crusader States: The Latin Kingdom of Jerusalem 1099-1291	4
HIST 6133	Medieval Religious Institutions	4
HIST 6136	Disease in the Middle Ages	4
HIST 6152	Medieval Women and Family	4
HIST 6153	Medieval Economy and Society	4
HIST 7024	Proseminar: Making Money in the Middle Ages	4
HIST 7025	PSM: Medieval Religious Cultures	4
HIST 7056	PSM: Medieval Political Cultures	4
HIST 7070	PSM: Medieval Intellectual Cultures	4
HIST 7110	PSM: Church Law and Medieval Society	4
HIST 7150	PSM: Medieval England	4
HIST 8024	Seminar: Making Money in the Middle Ages	4
HIST 8025	SEM: Medieval Religious Cultures	4
HIST 8056	SEM: Medieval Political Cultures	4
HIST 8070	SEM: Medieval Intellectual Cultures	4
HIST 8110	SEM: Church Law and Medieval Society	4
HIST 8150	SEM: Medieval England	4
ITAL 5090	Italian for Reading	0
LATN 5093	Ecclesiastical Latin	3
LATN 5542	Medieval Latin Literature	4
LATN 6521	Latin Palaeography	3

MVST 5080	Interdisciplinary London: Medieval Manuscripts, Sources, Methods	4
PHIL 5001	Introduction to Plato	3
PHIL 5009	Introduction to Aristotle	3
PHIL 5010	Introduction to St. Thomas Aquinas	3
PHIL 5012	Introduction to St. Augustine	3
PHIL 7080	Medieval Views on Cognition and Certainty	3
THEO 5075	Syriac Language and Literature I	3
THEO 5076	Syriac Language and Literature II	3
THEO 5230	Advanced Greek	3
THEO 5401	Introduction to Islam	3
THEO 6211	Paul, Prisoner and Martyr: Political Theology in Early Christianity	3
THEO 6360	Alexandrian Theology	3
THEO 6365	Cappadocian Fathers	3
THEO 6367	Byzantine Christianity: History and Theology	3
THEO 6425	St. Augustine in Context	3
THEO 6426	St. Augustine of Hippo	3
THEO 6445	Affect, Emotion, and Religious Experience	3
THEO 6461	Mystical Theology	3
THEO 6463	From Lollards to Luther	3
THEO 6465	Asceticism and Monasticism	3
THEO 6466	Hagiography	3
THEO 6480	Christianizing the Barbarians	3

Medieval Studies (Adv Cert)

Requirements

- Four graduate-level courses selected from among the medieval course offerings of the Medieval Studies program and the Center's participating departments. The courses should be chosen to create two minor fields (two courses in each field), both of which must be *outside* the student's own doctoral department. See the M.A. page for guidance on selecting concentrations.
- A course in Latin Paleography.
- A reading knowledge of Latin (or Greek where appropriate).
- A reading knowledge of two vernacular languages (other than English).
- Upon completion of all course and language requirements, the student must pass comprehensive exams in the two minor fields.

The assessment of reading knowledge in a foreign language follows the guidelines set out by the Graduate School of Arts and Sciences. The comprehensive exams in the minor fields generally consist of a three-hour written exam for each field, with questions set and marked by the student's instructors in the minor field courses. In doctoral departments which allow students to choose a minor field outside the department, candidates for the doctoral-level advanced certificate may opt to take one of the minor fields according to the guidelines of the home department (for example, an oral exam if the student is doing a Ph.D. in History). Minor field exams will normally be graded high pass, pass, or fail. Students who fail one or more of the minor field exams are allowed to retake each exam once, normally within one calendar year of the first attempt.

Upon the successful completion of these requirements and a successful defense of a dissertation written under a mentor from the major department, the student will receive the doctoral-level Advanced Certificate in Medieval Studies at Commencement ceremonies when the Ph.D. is awarded.

Medieval Studies (M.A.)

The master's degree appeals to those interested in a broader spectrum of medieval subjects than is available within a specific discipline. Its 30-credit requirement allows the serious student to complete course work in one year of full-time study. The curriculum for the master of arts degree comprises courses designed especially for the program, as well as a wide variety of offerings in the graduate wings of participating departments.

CIP Code

30.1301 - Medieval and Renaissance Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

All courses taken must be graduate-level courses, or 5000+. Please consult your academic advisor to assist with course selection.

Course	Title	Credits
Medieval Studies		
Two courses with the MVST prefix ¹		
Medieval History		
One course with the HIST prefix and MVSG attribute ¹		
Concentrations		
Two courses in a first concentration area ²		
Two courses in a second concentration area ²		
Medieval Studies Elective		
Three additional courses ¹		
Capstone		
One of the following: ³		
MVST 0936	Master's Comprehensive Examination-Medieval Studies	
	Research Paper	
Total Credits		0

¹ A list of graduate-level classes with the MVST subject code or MVSG attribute code can be found on our department page (p. 597).

² Concentrations can be disciplinary, or coming from the same subject code, or they can be thematic, or two courses from different departments on the same subject. Please consult your advisor for previously used combinations, and to choose what is best for you.

³ Those electing to pass the examination must have given evidence in a graduate-level course of their ability to write a developed paper.

Philosophy

For more than 150 years, Fordham's philosophy department has trained students and teachers in the Jesuit tradition. As part of that tradition, our program is grounded in a strong understanding of the history of philosophy from the ancient world to the contemporary.

Fordham highly values philosophical pluralism. Our faculty represent diverse schools and perspectives, and students enjoy an uncommonly well-rounded philosophical education. All graduate students take courses spanning the history of philosophy, including contemporary philosophy.

Fordham's philosophy department is renowned for its strengths in Continental philosophy, Epistemology, Ethics, Medieval Philosophy, Metaphysics, and Philosophy of Religion.

The Jesuit tradition emphasizes *eloquentia perfecta*, effective and clear writing and speaking. Fordham's philosophy graduate students are therefore strongly encouraged to publish and present their original research. Our coursework emphasizes papers over examinations, and we conduct yearly seminars on professional writing.

As a Fordham graduate student, you are at the heart of one of the most vibrant philosophical communities in the world. Through the New York City Graduate School Consortium, our students can take classes for Fordham credit at NYU, Rutgers, Columbia, Princeton, and the CUNY Graduate Center, and attend the numerous symposia, conferences, and lectures that take place in the New York area.

At Fordham, you will gain a wealth of experience in teaching philosophy. Our doctoral students regularly begin teaching introductory philosophy courses in their second or third year, and we provide training through pedagogy seminars and faculty mentorship.

For more information about graduate-level Philosophy, please visit our page on the Fordham website.

Admissions

Candidates are expected to have at least 24 undergraduate credits in philosophy, preferably a major. Non-philosophy majors should have solid training in some other demanding discipline, such as mathematics, science, classical Latin or Greek; an undergraduate GPA of not less than 3.3 for seven semesters is required, with an average of 3.5 in philosophy. Completed applications will include each of the following items:

- Official degree transcripts confirming prior degree conferral should be ordered at least one month prior to the application deadline. Please ensure that they are sent directly to the Office of Admissions via secure electronic delivery. If electronic delivery is not available, please request that your transcripts be submitted directly via post, in a sealed envelope, to: Graduate School of Arts and Sciences, Office of Admissions, Fordham University, 441 E. Fordham Rd., Bronx, NY 10458. Please note: you may upload unofficial copies of your transcripts to your application while the Office of Admissions awaits receipt of your official transcripts.
- Resume/CV
- Statement of intent (500 - 750 words, submitted electronically, via the online application)

- Writing sample (5 - 20 pages, submitted electronically, via the online application)
- Three letters of recommendation (submitted directly by referees via the online application)
- GRE scores are optional. Official GRE scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code #2259.
- English Proficiency - International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from the Test of English as a Foreign Language (TOEFL). GSAS will also consider a student's International English Language Testing System (IELTS) – Cambridge English Proficiency Level language testing results. Competitive applicants will have earned TOEFL scores above 100 and/or an IELTS score of 7.5 or higher.

The department may prescribe additional coursework for students whose backgrounds are deficient, in which case the time limit for completion of coursework will be extended.

For more information about admissions to the Graduate School of Arts and Sciences, please visit their page on the Fordham website.

Programs

- Philosophy (Ph.D.) (p. 614)
- Philosophy (M.A.) (p. 612)

Courses

PHIL 5001. Introduction to Plato. (3 Credits)

Study of Plato's developing thought, starting with the materials he inherited from poetic and philosophical forerunners, and analyzing how his original ethical-political interests compelled him to confront epistemological, metaphysical, and theological concerns. Course will focus mainly, but not exclusively, on early and middle dialogues.

Attributes: CEED, CEMP, CLAS, MVSG, PGAN, PSAP.

PHIL 5002. Nineteenth Century Philosophy. (3 Credits)

Post-Kantian developments in philosophy from Hegel to Nietzsche.

Attributes: PGCM, PGCP.

PHIL 5003. Natural Law Ethics. (3 Credits)

A study of the natural law tradition in ethics: its origins in classical philosophy, its integration with Christian thought in the Middle Ages, and its application to selected contemporary problems. A study of the principles of natural law ethics and its applications to selected current moral problems. The course includes a treatment of the historical origins of the theory of natural law, with special emphasis on the relevant texts of Thomas Aquinas from the *Summa Theologiae*. Among the topics treated will be the relation of morality to positive law and to divine law, the nature and limits of authority, the common good, the nature of the human person, virtue and vice, and such principles as subsidiarity, double effect, and finality.

Attributes: CEED, CEMP, HECH, PGOC, PGVT, PSEN.

PHIL 5005. Classical Modern Philosophy. (3 Credits)

A study of the history of philosophy from Descartes to Kant.

Attributes: PGCM, PSEP.

PHIL 5009. Introduction to Aristotle. (3 Credits)

An introduction to the thought of Aristotle through the study of the *De Anima* and the *Metaphysics*.

Attributes: CEED, CEMP, MVSG, PGAN, PSAP.

PHIL 5010. Introduction to St. Thomas Aquinas. (3 Credits)

This course will be a general introduction to Aquinas's philosophical thinking. We shall pay special attention to his philosophy of God. We shall also turn to what he says about questions such as the scope of human knowledge, the nature of the human being, and the nature and significance of human action. As well as being expository, the course will consider the cogency of Aquinas's position on various topics. It will also try to relate what Aquinas says to what other philosophers, especially modern philosophers, have had to say. The course will not presuppose any previous detailed knowledge of Aquinas on the part of students.

Attributes: CEED, CEMP, MVSG, PGMD.

PHIL 5012. Introduction to St. Augustine. (3 Credits)

This seminar provides a systematic survey of the main themes of St. Augustine's philosophy and theology. Topics will include faith and reason, divine ideas, time, eternity, and creations, the theology of the Holy Trinity, the nature of the soul, the freedom of the will and divine predestination, good and evil, original sin and divine grace, and the human history as the history of salvation. The unifying theme of the discussion will be a synthetic account of St. Augustine's Neoplatonic Christian anthropology, occasionally contrasted with St. Thomas Aquinas' Aristotelian Christian anthropology. The discussion will be organized around student presentations and two term papers on topics other than one's presentation topics.

Attributes: CEED, CEMP, MVSG, PGMD.

PHIL 5030. Topics in the Philosophy of Education: Education and Democracy. (3 Credits)

In this seminar we will investigate the relationship between education and democracy. In what ways does democracy depend on education? Do some educational practices promote democratic values better than others? Should education be in the service of politics at all? How do questions of race, gender, and colonial oppression inflect our understanding of the parameters of these discussions? We will examine answers to questions such as these by reading the work of authors coming from a number of different philosophical traditions—Hannah Arendt, John Dewey, Paulo Freire, bell hooks, Martha Nussbaum, and Jacques Rancière.

Attribute: PSNM.

PHIL 5040. Topics in Latin American Philosophy: Philosophies of Liberation. (3 Credits)

This course serves as an introduction to Latin American philosophy through the theme of liberation. We will focus primarily on texts written in the 20th century from across the Americas, exploring what liberation might mean in the context of a history of conquest and colonization.

Attribute: PSJH.

PHIL 5051. Existentialism and Critical Phenomenology. (3 Credits)

This course studies the 20th-century French existential phenomenologists as germinal for the contemporary critical turn in phenomenology. Readings will be both classical and contemporary, and authors may include Husserl, Sartre, Merleau-Ponty, Beauvoir, Fanon, Ahmed, Guenther, Al-Saji, Ortega, and Salamon.

Attributes: PGCC, PGME.

PHIL 5075. Continental Philosophy and Faith. (3 Credits)

A survey of significant movements in 20th century European philosophy in regard to their consideration of and impact on questions of faith or religion, especially in regard to postmodern culture, the "death" of the subject, and the grounding of rationality.

Attributes: PGCC, PGME.

PHIL 5100. Logic I. (3 Credits)

An introduction to symbolic logic.

PHIL 5114. Normative Ethical Theory. (3 Credits)

This is a masters-level introduction to major theoretical approaches in normative ethics, including virtue ethics (mainly in the Aristotelian tradition), utilitarianism, deontological or rights-based theories, and contractualism. It does not cover natural law theories or alterity ethics. The main readings will focus on contemporary examples of these normative theories with some attention to applications, historical sources may be included as needed, but our discussion will focus on the strengths and weaknesses of the theories rather than on historical developments. The course assumes no particular background, though it is helpful if students have read some Aristotle, Kant, and Mill before.

Attributes: CEED, CEMP, HECH, PGCA, PGVT, PSEN.

PHIL 5209. Ancient Philosophy. (3 Credits)

This course studies major figures at the foundation of Western philosophy, reflecting on the questions the philosophers posed and the teachings they developed in response. Pre-Socratics, Plato, Socrates and Aristotle, as well as Stoics and Epicureans are among those to be examined. There will be opportunities to connect the ideas of Greek and Roman antiquity with early Eastern philosophies as well as later Western philosophies.

Attributes: PGAN, PSAP.

PHIL 5250. Philosophies of Race. (3 Credits)

This course presents a survey of philosophical perspectives on the question of race. There are four main units: Race and Historicity, the Lived Experience of Race, Race and Power, and Race and Intersectionality. The first unit, Race and Historicity, focuses on the question of race as a question of social ontology, analyzes the emergence of race in the colonial context, and focuses on the idea of race as a specifically colonial invention. The second part, the lived experience of race, focuses on phenomenological perspectives on race and interrogates how racialization works on the level of the self and self-identity. The third unit, Race and Power, focuses on race in relation to contemporary political institutions, such as the prison industrial complex, and presents a brief introduction to Afro-Pessimist Thought and Critical Prison Studies. We will end the course by focusing on intersectional theories of race and interrogate how race interlocks with other categories of oppression, such as gender and sexuality.

Attributes: PGCC, PGME, PGVT, PSRR.

PHIL 5305. Confronting Moral Controversy. (3 Credits)

Moral and political controversy is everywhere, but it can seem like it never gets anywhere. Our society is deeply divided over certain controversial topics—for example, abortion, affirmative action, animal rights, free speech, pornography, and climate change. This course will ask students to confront these moral controversies, and it will focus primarily on developing three crucial skills. First, students will learn to read and interpret influential articles by moral philosophers on these issues. Second, students will develop the ability to argue productively about these controversial issues with other students who might not share their opinions. Third, each student will develop and defend a moral principle (or set of principles) that can justify their own particular moral views. Students should leave the course better equipped to deal with moral and political controversy in their lives and careers.

Attributes: CEED, CEMP, CETH, PGCA, PGVT.

PHIL 6025. Philosophy's Origins. (3 Credits)

Starting with the beginnings of Philosophy in Greek antiquity (i.e., the testimonies and fragments of works transmitted from the early pre-Socratics of the 6th century B.C.E), the seminar takes up three intersecting topics. The first considers commentary from the classical Greek era to the 20th century on how and why this new inquiry, "philosophy", originated. The second, related topic is the role, indeed the centrality, of the topic of "origins" for the early Greek thinkers themselves. The third seminar topic is the concept of "origins".

Attributes: PGAN, PSAP.

PHIL 6101. Presocratic Philosophy. (3 Credits)

In this course, students explore the first philosophers or theorists of nature before Plato and Aristotle. Drawing on readings of Presocratic/Preplatonic thought from Friedrich Nietzsche, Ernst Cassirer, Martin Heidegger, Karl Popper, Paul Feyerabend, and Hans-Georg Gadamer, the course reviews the relevance of early Greek thinking for philosophy today.

Attribute: PGAN.

PHIL 6102. Human Rights. (3 Credits)

This course will survey the major philosophical theories of human rights today, which focus on (a) the central meaning(s) of the concept (and its roles); (b) grounds or justifications; and (c) the contents or schedule of human rights—both at more abstract and more specified levels. (I) There are more "orthodox" conceptions starting from moral theory, including (i) neo-Kantian accounts focused on dignity or personhood (Griffin, Gilibert); (ii) interest-based theories focused on basic needs or central goods (Tasioulas, Raz, David Miller); and mixed accounts (Nussbaum's capabilities theory, Carol Gould's self-shaping account, Sangiovanni's vulnerability-based conception). (II) Then there are "political" theories that attempt to avoid cultural differences critiques by focusing on legal and social roles of human rights, especially international law (Rawls, Beitz, Reidy). (III) We will conclude with a look at hybrid theories—both mainstream analytic and critical theoretic—that attempt to bridge this divide (Allan Buchanan, Habermas's discourse-ethical account, Seyla Benhabib, and David Ingram). Throughout, we will also consider some case studies that can be used in teaching human rights topics.

Attributes: PGCA, PGVT, PSJH.

PHIL 6103. Dialectical Thinking and Ideology Critique. (3 Credits)

The aim of this course is to instigate a philosophically rigorous and historically informed exploration of the extent to which dialectical thinking can be useful (perhaps even necessary) in the articulation of a credible critique of ideology. The meanings of key terms around which our investigations will revolve (e.g., "dialectics," "ideology," and "critique") are themselves highly contested, and so this course will seek to develop, rather than merely presuppose, a working vocabulary for the task ahead of us. Important intellectual currents to be considered include: Hegelianism, Marxism, psychoanalysis, structuralism, post-structuralism, legal theory of various kinds, and critical theory (e.g., the Frankfurt School).

Attributes: PGCC, PGCP, PGVT.

PHIL 6104. German Idealism and Freedom. (3 Credits)

German Idealism was animated by the topic of freedom. This course will examine and critically evaluate three major German Idealist theories of freedom—namely, those of Immanuel Kant, F.W.J. Schelling, and G.W.F. Hegel. The course will also include important background from the early modern figures Leibniz and Spinoza. Topics discussed may include free will, moral responsibility, the origins of evil, autonomy, the highest good, divine freedom, theodicy, and social/political freedom.

Attribute: PGCM.

PHIL 6105. Laws of Nature. (3 Credits)

Philosophers and scientists alike have said that science aims to discover the laws of nature. This course is a survey on the history and contemporary state of the debate on laws of nature. What is it that constitutes a law of nature? For instance, what distinguishes a regularity that is lawlike from merely accidental regularities? What is the role of laws of nature in scientific explanation? What, if anything, distinguishes the laws of the fundamental physical sciences from those found in biology, chemistry, and so on? The course will include both historical context from 17th- and 18th-century philosophy, as well as the contemporary state of the debate and recent developments.

Attributes: PGCA, PGME, PSCP.

PHIL 6106. Autonomy and Paternalism. (3 Credits)

Paternalism, broadly defined as interference with another person against their will yet for their benefit, has routinely been objected to on the basis of the individual's right to autonomy. However, in recent years there has been growing support among philosophers of law and ethicists for paternalistic interventions, either due to evidence that even autonomous individuals will not always act to their benefit, or because the categorical value of individual autonomy has come into question. In this course, we will tackle the complex issues surrounding the opposition of paternalism and autonomy. This includes theoretical issues that trace back to Immanuel Kant and John Stuart Mill, as well as practical questions, such as how to ensure that individuals are making autonomous decisions about their medical care and whether physicians can ever make decisions for patients without consulting them.

Attributes: PGOC, PGVT.

PHIL 6107. Philosophy and Translation. (3 Credits)

In this seminar we will study historical and contemporary philosophies of translation primarily in the European tradition, with the aim of investigating the relationship between translation and philosophical thought and practice. Authors studied may include Schleiermacher, Benjamin, Heidegger, Gadamer, Derrida, Cassin, and Diagne.

Attributes: PGCC, PGME.

PHIL 6108. Communitarianism. (3 Credits)

Communitarian political thought charges modern liberal societies with a basic failing. According to communitarians, by creating maximal opportunities for choice, liberal societies have undermined a basic precondition for human flourishing: community. In this course we will read broadly from the communitarian tradition, engaging with such thinkers as Alasdair MacIntyre, Edmund Burke, Daniel Bell, Robert Nisbet, Michael Sandel, Michael Walzer, and Robert Putnam. We will also study the communitarian tradition in African philosophy, engaging with the works of such thinkers as Munamato Chemhuru and Segun Gbadegesin. We will try to assess the viability of the communitarian critique in the modern world, with particular attention to two related objections: (1) it may be that modern mass society is basically incompatible with communitarianism, and (2) the sorts of goods that communitarians prize cannot be intentionally planned, but only emerge organically under the right conditions.

Attributes: PGCA, PGVT.

PHIL 6109. The Epistemology and Ethics of Artificial Intelligence. (3 Credits)

This course examines a range of epistemological and ethical issues concerning artificial intelligence. Questions to be addressed include: Is there anything human beings can do that an AI system cannot do, such as have beliefs, achieve understanding, enjoy consciousness, or have emotions? What moral principles should guide our use of AI? Does AI pose an existential threat to humanity?

Attributes: PGCA, PGME.

PHIL 6110. Philosophy of the Islamic World. (3 Credits)

This course introduces students to philosophy of the Islamic world, covering philosophical developments in both the eastern and western Islamic world. It begins shortly after the Graeco-Arabic translation movement of the eighth to the 10th centuries with the work of al-Kindī and ends with the establishment of post-Avicennan philosophy in the 12th and 13th centuries.

Attribute: PGMD.

PHIL 6111. Affective Injustice. (3 Credits)

Affective injustice is an exciting emerging area of scholarship in social and political philosophy. Key questions include: how should we define affective injustice (what is the scope of this concept)? What is unjust about affective injustice (what normative moral or political frameworks should be invoked to ground claims about what counts as an affective injustice)? Why do we need a concept of affective injustice distinct from epistemic injustice (what's uniquely affective about the relevant injustices)? What would affective justice be? Much of the extant literature focuses on anger, but what other episodic emotions and affective phenomena should concern scholars interested in theorizing affective injustice?

Attributes: PGOC, PGVT.

PHIL 6120. Democratic Political Economy. (3 Credits)

This course investigates the contributions philosophy has to make to the interdisciplinary project of developing a general, context-sensitive, and justice-oriented framework for democratic political economy. The thinkers discussed come from a variety of traditions, including analytic philosophy, pragmatism, feminism, critical theory, African-American philosophy, and indigenous philosophy.

Attributes: PGOC, PGVT.

PHIL 6190. Feminist Political Philosophy. (3 Credits)

We will balance a study of feminist critiques with a study of feminist contributions to reimagining political theories, institutions, and practices. We will focus our study around a current scholarly debate in the field, while inquiring into the philosophical context of this debate in canonical texts and figures.

Attributes: PGOC, PGVT.

PHIL 6215. French Philosophy of Education. (3 Credits)

In this course, students examine philosophies of education in recent French thought, paying particular attention to the teaching of philosophy itself. Authors studied include Bourdieu, Derrida, Le Doeuff, and Ranciere.

Attributes: PGCC, PGME.

PHIL 6242. Language and Identity. (3 Credits)

In this course we will examine the relationship between language and identity, primarily as it is theorized by three thinkers writing in French: Jacques Derrida, Edouard Glissant, and Barbara Cassin.

PHIL 6251. American Pragmatism. (3 Credits)

A survey of the central themes and figures of American Pragmatism from Peirce to the present.

Attributes: PGME, PGOC, PSCP.

PHIL 6252. American Philosophy. (3 Credits)

From transcendentalism to naturalism- Emerson, Royce, Peirce, James and Dewey.

Attributes: PGME, PGOC.

PHIL 6270. Pragmatist Ethics. (3 Credits)

This course will consider the elements of ethics present in the tradition of American pragmatism from roughly 1860 to 1960. We will engage with texts from some or all of the following thinkers: Charles Peirce, William James, Jane Addams, W.E.B. Du Bois, John Dewey, Ella Lyman Cabot, George Santayana, Josiah Royce, George Herbert Mead, Alain Locke, and Clarence Irving Lewis.

Attributes: PGOC, PGVT.

PHIL 6410. Understanding and Wisdom. (3 Credits)

The course will mainly deal with contemporary work from epistemology and philosophy of science on these topics, but we will also look at some ancient traditions that are relevant, as well as spend a few classes looking at continental and hermeneutical approaches.

Attributes: PGCA, PGME.

PHIL 6420. Expertise. (3 Credits)

Specialization and division of labor have scored tremendous gains in human knowledge. We live in a world of expertise and experts. But the mere existence of expertise does not settle all of the practical and intellectual questions we face about properly taking advantage of expertise—and not being taken advantage of by experts who mislead and misinform. Over the past couple of decades, philosophical questions about expertise, trust in experts, and the abuse of expertise have gained attention, and that growing literature will be our focus in this seminar. Here are some of the questions we will consider: What is the nature of expertise and the function of experts? Does the nature of expertise vary by field or domain? How can non-experts effectively identify expertise? What is required for non-experts to trust experts reasonably or rationally? How can experts effectively signal their credentials and reliability to non-experts? When should conflicts of interest undermine the value of expertise or our trust in experts? What are the various misuses of expertise, and how can these be mitigated? Can there be expertise about philosophical topics? In the main, our readings will be from social epistemology and the philosophy of science, but some readings will be drawn from the social sciences, psychology, and the history of science.

Attributes: PGCA, PGME.

PHIL 6436. Philosophy of Time and Persistence. (3 Credits)

This course is an exploration of the contemporary analytic debates regarding the nature of time and ontological persistence, with special focus on the relationship between the human person and time.

Attributes: PGCA, PGME.

PHIL 6440. The Epistemology of John Henry Newman. (3 Credits)

This course will mainly focus on John Henry Newman's "Essay in Aid of a Grammar of Assent," a classic exploration of the relationship between evidence, faith, and assent. In the early part of the course, we will focus on the philosophical context of the grammar through a reading of texts such as John Locke's essay "Concerning Human Understanding" and Thomas Reid's "Inquiry into the Human Mind." Throughout the course we will also bring Newman into conversation with contemporary debates and questions in epistemology: for example, how does assent differ from other doxastic attitudes such as belief or faith, and is belief an all-or-nothing affair, or does it come in degrees?.

Attributes: PGCA, PGCP.

PHIL 6457. Mind-Body Problem. (3 Credits)

"The mind-body problem" refers loosely to the philosophical difficulties involved in integrating the image of ourselves as free, rational beings having beliefs, desires, hopes, fears, joys, loves, etc. with the image of ourselves as complex biochemical systems. We consider some of these difficulties with an eye to understanding how they have shaped approaches to human nature both in philosophy and in scientific disciplines such as psychology, and then consider whether any of these difficulties can be overcome using the resources available to the currently dominant philosophical theories. Finally, we examine the claim that there are viable historical alternatives to these theories capable of circumventing the mind-body problem altogether.

Attributes: PGCA, PGME.

PHIL 6460. Intentionality. (3 Credits)

This course explores the key concept of intentionality both in its medieval and in its modern varieties, as it functions in various medieval and modern theories of cognition and mental representation.

Attribute: PGMD.

PHIL 6471. Responsibility and Blame. (3 Credits)

In this course: we will examine the nature of moral responsibility, the nature of blame, and the connection between them. We will ask questions such as the following. Does moral responsibility require free will? Can we understand blame exclusively in terms of attitudes such as resentment and indignation, or must blame have an outward manifestation? Does understanding the nature of blame shed light on the nature of moral responsibility?.

Attributes: PGCA, PGVT.

PHIL 6472. Responsibility, Blame, and Forgiveness. (3 Credits)

In this course, we will examine the natures of moral responsibility, blame, and forgiveness, as well as the connections between them.

Attributes: PGCA, PGVT.

PHIL 6505. Medieval Philosophical Theories of the Fall. (3 Credits)

This course will be devoted to the study of some medieval interpretations of the Christian doctrines of the fall of the devil and of original sin.

The focus will be philosophical. We will study the positions of Anselm of Canterbury, Thomas Aquinas and John Duns Scotus. Some of the questions taken into account will be: "Is it possible to choose evil for evil's sake?" and "What is the motive of a morally wrong action?"

Attribute: PGMD.

PHIL 6580. Virtue Epistemology. (3 Credits)

Virtue epistemologists are especially interested in what it is that makes people intellectually excellent- what it is, for example, that makes a person a responsible inquirer, of what it is that makes his or her beliefs amount to knowledge. In this class we will consider the main positions and some of the most recent developments in the area of virtue epistemology.

Attributes: PGCA, PGME.

PHIL 6630. Discourse Ethics. (3 Credits)

This seminar will trace the development of Jurgen Habermas's "discourse ethics." We will also analyze alternative versions of discourse ethics in the work of Karl-Otto Apel, Albrecht Welmer, Seyla Benhabib, and Rainer Forst, and consider challenges from communitarians like Charles Taylor and contractualists such as Thomas Scanlon and Stephen Darwall.

Attributes: PGCC, PGVT, PSEN.

PHIL 6805. Topics in Phil of Rel.. (3 Credits)

This course will introduce and discuss a range of topics in the philosophy of religion. Topics to be considered will include: the propriety and possibility of natural theology; arguments for God's existence; the problem of evil; the attributes of God; life after death.

Attributes: PGCA, PGME.

PHIL 6850. Hermeneutics. (3 Credits)

This course provides a general introduction to contemporary hermeneutics, with a special focus on the problem of the relation between subject and text.

Attributes: PGCC, PGME, PSCP, PSNM.

PHIL 7009. Plotinus. (3 Credits)

This course will examine in detail Plotinus' original positions in metaphysics, epistemology, psychology, and ethics as presented in the Enneads along with his polemics against the Stoics, Epicureans, Peripatetics, and quasi-philosophical schools such as the Gnostics.

Attribute: PGAN.

PHIL 7012. Plato's Dialogues. (3 Credits)

By most counts, Plato wrote 28 dialogues that are recognized as genuine. These dialogues vary greatly in length, content, and approximate time of composition. Most people, including philosophers, have an acquaintance with only a few of these dialogues, for instance, the Phaedo, Meno, Apology, and Republic, all of which probably belong to one period of Plato's writing. An accurate understanding of Plato's philosophy must be based on the study of his entire philosophical corpus. This might be said of any philosopher, but Plato is unique because he never reveals what his own philosophical commitments are. We need all the help we can get to understand him. It would be impossible to study all 28 dialogues in one semester. The Laws, for instance, are 339 tedious Stephanus pages long. It is assumed that some dialogues are familiar to students. The course will therefore cover as many unfamiliar but nevertheless important dialogues as possible from all periods of Plato's writing. The general content and purpose of each dialogue will be debated, and then central, especially significant passages will be discussed in some detail with the help of secondary literature. Student involvement with what will be covered and how to interpret it is expected.

Attribute: PGAN.

PHIL 7018. Ancient Psychology. (3 Credits)

This course examines ancient accounts of human cognitive and moral psychology. The primary focus will be on Plato and especially Aristotle, since their accounts are the most complete, but Epicurean and Stoic psychology will also receive attention.

Attribute: PGAN.

PHIL 7031. Alienation and Reification. (3 Credits)

This seminar traces the development of two central concepts in critical social theory with the aim of evaluating their current relevance for social criticism. We begin with Marx and Lukacs and then consider their influence on Frankfurt School theorists such as Horkheimer, Adorno, and Habermas. We conclude with recent attempts by Honneth and Jaeggi to rejuvenated the two concepts within social philosophy.

Attributes: PGCC, PGCP, PGVT.

PHIL 7035. Recent Critical Theory. (3 Credits)

Much of the critical theory of the Frankfurt School takes the form of immanent critique, a form of criticism that relies on critical standards that are in some form already present within the social order that is the object of critique. This seminar will examine various approaches to immanent critique developed by Frankfurt School critical theorists in the last 10 years. Texts will include Axel Honneth's "Freedom's Right: The Social Foundations of Democratic Life" (Columbia 2014) and Rahel Jaeggi's "Critique of Forms of Life" (Harvard 2018).

Attributes: PGCC, PGVT.

PHIL 7039. Aquinas's Philosophy of God. (3 Credits)

This course is devoted to explaining and commenting on Aquinas's philosophy of God and presented in texts such as his Summa Contra Gentiles, his Summa Theologiae, and his De Potentia.

Attribute: PGMD.

PHIL 7042. Buridan on the Soul. (3 Credits)

This course is going to be based on the new edition of the Latin text and annotated translation of Buridan's "Questions on Aristotle's De Anima" along with a companion volume of critical essays, analyzing his sometimes astonishingly modern ideas concerning the nature, powers and workings of human and animal souls, consciousness, and understanding, shedding a stark light on the historical origins and conceptual roots of some of the most persistent problems in post-Cartesian philosophy of mind.

Attribute: PGMD.

PHIL 7058. Bonaventure's Metaphysics. (3 Credits)

This course is a survey of the metaphysics of Bonaventure, one of the important representatives of Scholastic thought. Students will investigate major elements of his ontology and natural theology. Particular attention will be given to his treatment of the transcendentals, analogy, and his apophaticism.

Attribute: PGMD.

PHIL 7060. Varieties of Essentialism. (3 Credits)

This course provides students with a historical survey of the varieties of essentialism, from Plato's "exemplarist" essentialism to Kripke's "semantical" essentialism to the more recent emergence of "neo-Aristotelian" essentialism. Within these historical boundaries, however, the main focus of the course is on the subtle varieties of essentialism in the works of medieval theologians and philosophers from Augustine through Anselm and Abelard to Aquinas and Scotus, and the paradigmatic change brought about by the emergence of nominalism in the works of Ockham and Buridan, as well as its impact on modern philosophy. The course carefully analyzes how the changing semantic theories of these thinkers influenced their metaphysical intuitions, and vice versa, how their changing metaphysical intuitions shaped their semantic views.

Attributes: PGCA, PGMD, PGME.

PHIL 7069. Medieval Logic and Metaphysics. (3 Credits)

This seminar is going to approach medieval logic and metaphysics not as a piece of history, but as genuine philosophy, to be taken seriously by a contemporary philosopher. The course is going to present an extended argument to show that if medieval metaphysical notions are reconstructed against their proper theoretical background (supplied by the sophisticated logical theories of the medievals, as opposed to modern analytic theories or vague historical intuitions), then they can provide us with a comprehensive, unified conceptual framework for discussing our genuine concerns which is unmatched in our fragmented "post-modern" culture. Although this course is primarily offered for philosophers, philosophically-minded medievalists and theologians may profit from it as well, especially if they are interested in tackling the logical subtleties of medieval metaphysical and theological discussions. No previous training in modern (or traditional) logic will be assumed. Main topics of discussion include: meaning (signification) and reference (supposition) in medieval logic; universals and common natures; mental language; nominalism, realism and ontological commitment; the concept of being and theories of the copula; the existence and essence of God; the immateriality of the intellectual soul and the hylomorphic mereology of human nature; essentialism, nominalism and skepticism in late-medieval philosophy.

Attribute: PGMD.

PHIL 7071. Aquinas: Questions on God. (3 Credits)

An exposition and critical discussion of 'Summa Theologies', Ia, 1-26.

Attribute: PGMD.

PHIL 7076. Metaphysical Themes in Duns Scotus. (3 Credits)

This course focuses on central metaphysical issues in the thought of Duns Scotus, such as being, substance, essence and individuation.

Attribute: PGMD.

PHIL 7080. Medieval Views on Cognition and Certainty. (3 Credits)

In this course, we will study some medieval thinker's views on cognition and certainty. The main focus will be on the debate of cognition and the role of divine illumination in the years following Thomas Aquinas's death in authors such as Henry of Ghent, John Duns Scotus, and Peter Auriol. Some consideration will be given to the influence that the later medieval debate had on early modern philosophy.

Attributes: MVSG, PGMD.

PHIL 7106. Kant I. (3 Credits)

The aim of this course is to achieve an appreciation of, and some facility with the problems and mode of philosophizing that dictate the arguments in Kant's Kritik der reinen Vernunft. Accordingly, the course is organized along thematic lines that, while corresponding to specific passages and sections of the Kritik, provide a route through the text as a whole. After an initial introduction to the structure and context of the work as a whole, the course will focus primarily on the positive doctrines of Kant's critical or transcendental philosophy as presented in the Transcendental Aesthetic and the Transcendental Analytic of the Transcendental Logic.

Attributes: PGCM, PSEP.

PHIL 7110. Descartes and Spinoza. (3 Credits)

Primarily a study of Descartes' Meditations, preceded by a reading of his Regulae and Discourse on Method, and a study of Spinoza's Ethics, preceded by a reading of his Emendation on the Understanding and selections from other works.

Attributes: PGCM, PSEP.

PHIL 7120. Philosophical Writings of Rousseau. (3 Credits)

In this course, students will explore the philosophical writings of Jean-Jacques Rousseau, taking a broad understanding of what counts as a "philosophical" text. In the first two-thirds of the class, we will focus on Rousseau's moral, social, and political philosophy, his aesthetics, and his philosophy of human nature and education. Texts to be read include *Discourse on the Sciences and Arts*; *Discourse on the Origins of Inequality*; *Essay on the Origin of Languages*; *Letter to d'Alembert on the Theater*; *Julie: or the New Heloise*; *Emile: or On Education*; and *The Social Contract*. The final third of the class will bring Rousseau into conversation with some of his contemporary critics, including Catherine Macaulay, Mary Wollstonecraft, Olympe de Gouges, and Sophie de Grouchy.

Attribute: PGCM.

PHIL 7122. The Limits of Thought in Kant and Post-Kantian Philosophy. (3 Credits)

In the *Critique of Pure Reason*, Kant argues that the categories provide a priori knowledge of appearances but cannot yield knowledge of things in themselves. Kant's claim raises a general question about the limits of conceptual thought. This course will examine the development of this question in Kant and post-Kantian thought.

PHIL 7140. Kant and German Idealism. (3 Credits)

This course will examine Kant's detailed treatment of issues in the *Critique of the Power of Judgement* and will examine how thinkers like Hegel, Schelling, and Schiller helped to develop the German Idealist tradition in the wake of Kant's third and final critique.

Attributes: PGCM, PSCP.

PHIL 7145. Phenomenology and Religious Experience. (3 Credits)

This course will explore different approaches to phenomenological considerations of religious experience, as they have been advanced from the early 20th century (Otto, Scheler, Conrad-Martius, Stein, Walter, etc.) to recent explorations (Steinbock, Marion, Lacoste, Chrétien, Kearney, etc.) We will focus explicitly on this diversity of considering religious experience phenomenologically, asking how various strains of the phenomenological tradition define and practice "phenomenology of religion" differently.

Attributes: PGCC, PGME.

PHIL 7149. Hegel's Phenomenology. (3 Credits)

A reading of Hegel's *Phenomenology of Spirit*, in the context of his other writings and in conversation with various other philosophers.

Attributes: PGCM, PSCP.

PHIL 7153. Husserl's Later Thought. (3 Credits)

An investigation of Husserl's later philosophy by way of a careful reading of *Cartesian Meditations* and *the Crisis*.

Attributes: PGCC, PGCP.

PHIL 7156. Husserl and Heidegger. (3 Credits)

This course will examine the relation between Husserl and Heidegger at two points of direct contact: (1) Heidegger's discussion of Husserl's phenomenology in his 1925 Marburg lectures, and (2) the failed attempt at collaboration in co-authoring an article on phenomenology for *Encyclopedia Britannica*. We shall examine the first by reading the relevant sections of Husserl's *Logical Investigations* and the first volume of *Ideas for a Pure Phenomenology and Phenomenological Philosophy*, volume 1, before turning to the first part of Heidegger's *History of the Concept of Time*. We shall examine the latter by reading the various drafts of the article and the relevant correspondence as presented in *Psychological and Transcendental Phenomenology and the Confrontation with Heidegger (1927–1931)*. Where appropriate, we shall also look at relevant selections from Husserl's "Ideas," volume 2, his *Cartesian Meditations and Crisis* as well as Heidegger's *Being and Time*.

Attributes: PGCC, PGCP.

PHIL 7157. Phenomenology. (3 Credits)

This course will examine some of the major themes in the phenomenological literature: methodology; intentionality; and self-awareness; embodiment; subjectivity; agency and action; the Other; and social cognition. Readings will include both historical and contemporary figures.

Attributes: PGCC, PGME.

PHIL 7159. Kierkegaard. (3 Credits)

Sources, development, influence of Kierkegaard's thought.

Attributes: PGCC, PGCP, PSCP.

PHIL 7161. Nietzsche. (3 Credits)

Detailed investigation of principal Nietzschean themes.

Attributes: PGCC, PGCM, PGCP, PSCP.

PHIL 7164. First Philosophy: Nietzsche, Heidegger, and the Presocratics. (3 Credits)

This seminar focuses on Friedrich Nietzsche's lectures on *The Pre-Platonic Philosophers* and his essay on the tragic age in addition to Martin Heidegger's lecture courses and essays on Pre-Socratic thinking. Research emphasis highlights contemporary readings of the Presocratics.

Attributes: PGCC, PGCM, PGCP.

PHIL 7166. Recognition and Intersubjectivity. (3 Credits)

This course will examine the notion of recognition, as well as the related notion of intersubjectivity, in philosophical discourses extending from the late eighteenth century to the present time.

Attributes: PGCM, PGVT.

PHIL 7203. Merleau-Ponty. (3 Credits)

This course is a study of the development of the major themes of Merleau-Ponty's thought. Topics may include Merleau-Ponty's adaptation of phenomenology through his study of perception and embodiment, his philosophy of language and his engagement with structuralism, the relationship of phenomenology and ontology in his thought, his account of intersubjectivity, his account of time and institution, his engagement with psychoanalysis, his philosophy of the natural world and animality, his engagement with other thinkers such as Bergson or Sartre, his account of childhood and development, his political philosophy, and his influence on contemporary traditions such as critical phenomenology or theories of embodied cognition.

Attributes: PGCC, PGCP.

PHIL 7204. Wittgenstein and Later Wittgenstein. (3 Credits)

A focus on Wittgenstein's classic texts (Tractatus, Philosophical Investigation, On Certainty) along with later receptions of Wittgenstein's work.

Attributes: PGCA, PGCP.

PHIL 7210. Whitehead. (3 Credits)

An analysis of the development of the philosophy of organism in Whitehead's earlier works and its full expression in Process and Reality.

Attributes: PGCP, PGOC.

PHIL 7215. Wittgenstein's 'Philosophical Investigations'. (3 Credits)

Following an introduction to the life and writings of Ludwig Wittgenstein (1889–1951), this course will consist of a detailed reading and discussion of his Philosophical Investigations. We will work through this text in class while trying to understand what it is saying. We will also aim to reflect on its philosophical value.

Attributes: PGCA, PGCP.

PHIL 7229. Derrida. (3 Credits)

A study of major texts of Jacques Derrida dealing with such themes as writing, difference, and deconstruction, as well as his relation to traditional and contemporary figures.

Attributes: PGCC, PGCP.

PHIL 7235. Husserl's 'Ideas II'. (3 Credits)

This course is a close reading of Book II of Husserl's Ideas Pertaining to a Pure Phenomenology and to a Phenomenological Philosophy, subtitled "Studies in the Phenomenology of Constitution".

Attributes: PGCC, PGCP.

PHIL 7236. The Emotions and Moral Perception. (3 Credits)

This course will examine phenomenological (and some comparable non-phenomenological) accounts of (1) the nature of the emotions and (2) their role in evaluation, in general, and moral evaluation, in particular.

Attributes: PGCC, PGME, PGVT.

PHIL 7240. Contemporary Metaethics. (3 Credits)

Metaethics steps back from substantive moral debates to ask questions about morality itself. We will consider a range of positions in order to see the benefits and limitations of different ways of answering these questions, and each student will work at developing her or his own answers throughout the term.

Attributes: PGCA, PGVT.

PHIL 7245. Moral Psychology of Anger. (3 Credits)

What is the moral status of anger at injustice? Some philosophers say anger is always a vice; others say it can be a virtue. Who is right? And if anger can be good, what is it good for. What is its function in our moral psychology? This is an ancient philosophical debate, going back to Aristotle and Seneca. But contemporary feminist philosophers are reviving and expanding it into important new questions: Can anger at injustice be virtuous even when it is dangerous to our well-being? Are there moral responsibilities concerning how we evaluate and respond to the anger of others? Should we evaluate the anger of aggrieved entitlement differently from the anger of insubordination? Our primary texts will be current feminist philosophy on anger. We will draw background materials from ancient philosophy, classic feminist defenses of anger and critiques of anger evaluation, and interdisciplinary and public intellectual work on the role of anger in contemporary sociopolitical life.

Attributes: PGCC, PGVT.

PHIL 7310. Self-Cultivation Philosophies. (3 Credits)

Self-cultivation philosophies propound a program of development for radically improving the lives of human beings on the basis of an understanding of human nature. We will study the nature and variety of these practice-oriented philosophies through an examination of prominent examples from ancient India, China and Greece as well as more recent approaches in Western philosophy.

Attribute: PGAN.

PHIL 7340. Humility and Arrogance. (3 Credits)

This course examines epistemological questions concerning humility and arrogance, taken in a broad sense to include open-mindedness, overconfidence, intellectual hubris, and dogmatism. What is humility and does it enhance our inquiry? Is arrogance ever beneficial in our pursuit of truth? Readings for the course focus on good inquiry, expertise, disagreement, and the nature of epistemic virtues and vices.

Attributes: PGCA, PGME.

PHIL 7350. Evidential Undermining. (3 Credits)

Sometimes we gain confidence that a belief is false. Sometimes we gain evidence that our grounds for a belief are not good grounds. The latter is a case of "evidential undermining". We will explore several important recent arguments that purport to show that particular moral, philosophical, and religious beliefs face evidential undermining.

Attributes: PGCA, PGME.

PHIL 7360. Scientific Realism. (3 Credits)

This course focuses on the debate concerning scientific realism, which, broadly, is the view that our best scientific theories succeed in providing true descriptions of the world. We will focus on the development of the debate into its current form, then move to understanding key recent contributions. Particular attention will be paid on how to motivate and refine alternatives to realism. If time permits, we'll also see how themes in the debate over scientific realism reappear in debates over philosophical methodology. Readings will be contemporary philosophy of science, including occasional case studies in the history of science.

Attributes: PGCA, PGME.

PHIL 7370. Moral Emotions. (3 Credits)

This course explores historical engagements with the question of what role the emotions should play in our moral lives, focusing on, but not limited to, work from the Early Modern period. Topics to be covered may include: sympathy/empathy, pity and compassion, resentment and gratitude, shame and guilt, and pride and humility.

Attribute: PGCM.

PHIL 7380. Modern Philosophies of Property. (3 Credits)

This course will critically examine competing modern philosophies of property. Our investigations into the meaning, justification, and limits of property ownership will open onto a series of related questions about human nature, human agency or freedom, human sociality or intersubjectivity, human law, human rights, and the relation of the human being to nonhuman nature. The textual sources for our discussions will be taken from the writings of thinkers whose work represents key trends and innovations in early through late modern philosophy, e.g., Grotius, Hobbes, Pufendorf, Locke, Hume, Smith, Rousseau, Kant, Fichte, Hegel, and Marx.

Attribute: PGCM.

PHIL 7459. Heidegger's Being and Time, Black Notebooks. (3 Credits)

We will read Heidegger's 1927 *Sein und Zeit*, which may be found in English in a range of translations, along with several other works in order to situate a reading of the recently published *Black Notebooks*, and even more recently translated for publication in English. The topic is not merely the controversial and scandalous question of what is called Heidegger's anti-Semitism but also the status of his published and unpublished writings in addition to the question of the question of being.

Attributes: PGCC, PGCP.

PHIL 7465. The Emotions. (3 Credits)

This course will examine and evaluate competing theories of the emotions, their relation to evaluation or values, their relation to action, and their relation to moral judgment and decision-making.

Attributes: PGCA, PGME, PGVT.

PHIL 7580. Biopolitics and Necropolitics. (3 Credits)

Foucault, in *The History of Sexuality, Volume 1*, states that the 18th century witnessed the emergence of a new kind of power concerned with the control of life. This description of contemporary politics has given rise to rich debates on the question of the meaning of life and death in relation to political power. What kind of life is at stake in this description, and where is death in this account? What is the impact of race and gender in the analyses of power that Foucault provides? We will start with Foucault's lecture courses from the Collège de France from 1976 to 1978, where he develops his accounts on biopower and security. We will then bring these in dialogue with other accounts that focus primarily on the role of death, or what has come to be called "necropolitics," as a kind of power that is concerned with regulation of death in politics. Readings include work from Giorgio Agamben, Achille Mbembe, Jasbir Puar, Judith Butler, and Saidiya Hartman.

Attributes: PGCC, PGVT.

PHIL 7605. Philosophical Aesthetics. (3 Credits)

This course provides a general introduction to the study of philosophical aesthetics, with readings of works by figures from the history of Western philosophy up to today. Issues to be addressed might include the question of "art" itself, the meaning of the so-called "end of art," the role of the museum and gallery in the so-called "art world," the question of "high" and "low" art, feminist aesthetics, and environmental aesthetics.

Attributes: PGCC, PGVT.

PHIL 7650. Aristotelian Ethics. (3 Credits)

This course, "Aristotelian Ethics" is centrally concerned with Aristotle's book, "The Nicomachean Ethics." We will work through the book in detail, mostly in the order that the text is presented. Along the way, we shall examine some relevant secondary literature in the field.

Attributes: CEED, CEMP, PGAN.

PHIL 7664. Philosophy of Literature. (3 Credits)

Philosophy of Literature is devoted to studying the tensions and connections between philosophical analysis and the evocations and descriptions of literary experience. We will consider the philosophy of hermeneutics insofar as this grounds literary interpretation; the philosophical problems concerning the status of the author and the reader in respect to the generation of meaning; the ethics of literary representation; and the ontology of literary language. Our readings will be drawn from such sources as Gadamer, Sartre, Bachelard, Heidegger, Iser, Natanson, Nehamas, Hamburger, and Blanchot.

Attributes: PGCC, PGVT.

PHIL 7675. Moral Genealogies. (3 Credits)

In this class, we will attempt to get clear on the nature and significance of genealogies of morality. Rather than read secondary literature on this subject, we will simply dive into several key works in the genre. We will start with Nietzsche's *On the Genealogy of Morals*, proceeding to Alasdair MacIntyre's *After Virtue*, Rousseau's *On the Origins of Inequality*, Charles Mills' *The Racial Contract* and Colin Koopman's very recent *How We Became Our Data*. The aim is both to critically analyze these texts and to think, in a more abstract way, about what they can accomplish.

Attributes: PGOC, PGVT.

PHIL 7680. Classics of Analytic Ethics. (3 Credits)

In this course, we will conduct a close reading of two classic full-length books in 20th-century ethics. While they will be in the analytic tradition, the selected books will explore issues that are of broad interest, such as personhood and character, the content and authority of morality, and the nature of practical reasoning itself. This semester, we will read Christine Korsgaard's "The Sources of Normativity" and Bernard Williams' "Ethics and the Limits of Philosophy." The first work is a widely cited and highly original defense of Kantian morality, and the second work is a hugely influential attack on the idea of moral theory and on the social institution of morality itself.

Attributes: PGCA, PGVT.

PHIL 7730. Recent Work in Epistemology. (3 Credits)

This seminar will examine recent articles and books in contemporary epistemology. The seminar's themes will likely include: the nature of reasons and evidence, the challenge of skepticism, and the purpose of epistemological theorizing. The seminar's texts will feature perspectives from traditional, social, feminist, and virtue epistemology.

Attributes: PGCA, PGME.

PHIL 7752. Divine Providence. (3 Credits)

This course will offer an exploration of the analytic tradition's treatment of divine providence, focusing on traditional problems and contemporary solutions. The course would cover puzzles regarding free will and divine foreknowledge, along with Thomist, Molinist, Ockhamist, and Open Theist solutions to such problems. In so doing, the course will delve into contemporary debates on free will, grounding, modality, and propositions, as those debates determine what is an acceptable solution to questions about divine providence.

Attributes: PGCA, PGME.

PHIL 7758. Human Dignity. (3 Credits)

This seminar will focus on recent philosophical work on the concept of dignity. Issues discussed will include the connection between the idea of human dignity and equal status, the role of dignity in constitutional law, how various modes of social suffering and moral injury are tied to the concept of dignity, and the relation between the concepts of human dignity and human rights.

Attribute: PSJH.

PHIL 7760. Dimensions of Political Justice. (3 Credits)

An intensive introduction to key themes in contemporary analytic political philosophy, including contractarian and consequentialist theories of justice; human capabilities and other possible grounds for universal basic rights; collective action problems, market failures and public goods; other problems for libertarian conceptions of legitimate government (including equal opportunity, reward according to merit, and initial acquisition); and (time permitting) issues in global justice including globalizing democracy.

Attributes: CEED, CEMP, PGCA, PGVT, PSJH.

PHIL 7770. Philosophical Bioethics. (3 Credits)

Bioethics is an interdisciplinary, practical subject with a rich philosophical history. This course focuses on the philosophical arguments that have been made about moral and social problems in medicine, including issues in research ethics (e.g., clinical equipoise as a criterion for ethical human subjects research), clinical ethics (e.g., substituted judgment as a model of autonomous decision-making), and methods of bioethical reasoning (e.g., principlism vs. casuistry). Readings will include both classic and contemporary sources.

Attributes: PGO, PGVT.

PHIL 7857. Topics in Contemporary Metaphysics. (3 Credits)

The full course title is "Topics in Contemporary Metaphysics." In this course one central topic of current work in analytic metaphysics will be investigated thoroughly. The topics change every time the class is offered.

Attributes: PGCA, PGME.

PHIL 8001. Sem: Phil Education. (3 Credits)

Detailed investigation of methods in the teaching of philosophy and preparation for teaching Fordham core courses.

PHIL 8050. Proseminar: Philosophy Research/Writing. (0 to 3 Credits)

A detailed study of methods for successful philosophical research and writing.

PHIL 8070. Professional Writing Seminar. (0 Credits)

This seminar is designed to assist advanced graduate students in Philosophy and prepare for successful academic careers doing research and publishing in Philosophy. Participants will meet regularly to discuss student work and strategies for effective professional writing and success in publishing. This will assist them in preparing articles for publication in professional philosophy journals as well as developing writing samples for job applications. The seminar will be open to PhD candidates who have successfully defended a dissertation proposal. Students may repeat the course.

PHIL 8999. Independent Study. (0.5 to 4 Credits)**PHIL 9999. Dissertation Direction. (1 Credit)**

Philosophy (M.A.)

Requirements

All master's students in philosophy take 30 credit hours, including one course in each of the major historical areas of philosophy. To remain in the program, master's students must maintain a minimum of a 3.0 GPA (based on a 4.0 scale).

Students must obtain the approval of the Director of Graduate Studies when selecting courses.

Course	Title	Credits
Area Courses		
One course in each area:		12
	Ancient Philosophy	
	Medieval Philosophy	
	Modern Philosophy	
	Contemporary Philosophy	
Elective Courses		
Four elective courses ¹		12
Capstone		
One of the capstone options below:		6

Special Project

PHIL 0932	Master's Special Project ²
One additional elective course ¹	
<i>Thesis</i>	
PHIL 0938	Masters Thesis ²
Total Credits	30

¹ Elective courses can be any graduate-level course in the Philosophy department, or any PHIL 5000+. A list of these courses can be found on our department page (p. 603).

² Information on the Master's Thesis and Master's Special Project for Philosophy can be found on our page on the Fordham website.

CIP Code

38.0101 - Philosophy.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Course Areas

Ancient Philosophy courses

Courses in this group have the PGAN attribute.

Course	Title	Credits
PHIL 5001	Introduction to Plato	3
PHIL 5009	Introduction to Aristotle	3
PHIL 5209	Ancient Philosophy	3
PHIL 6025	Philosophy's Origins	3
PHIL 6101	Presocratic Philosophy	3
PHIL 7009	Plotinus	3
PHIL 7012	Plato's Dialogues	3
PHIL 7018	Ancient Psychology	3
PHIL 7310	Self-Cultivation Philosophies	3
PHIL 7650	Aristotelian Ethics	3

Medieval Philosophy courses

Courses in this group have the PGMD attribute.

Course	Title	Credits
PHIL 5010	Introduction to St. Thomas Aquinas	3
PHIL 5012	Introduction to St. Augustine	3
PHIL 6110	Philosophy of the Islamic World	3
PHIL 6460	Intentionality	3
PHIL 6505	Medieval Philosophical Theories of the Fall	3
PHIL 7039	Aquinas's Philosophy of God	3
PHIL 7042	Buridan on the Soul	3
PHIL 7058	Bonaventure's Metaphysics	3
PHIL 7060	Varieties of Essentialism	3
PHIL 7069	Medieval Logic and Metaphysics	3
PHIL 7071	Aquinas: Questions on God	3

PHIL 7076	Metaphysical Themes in Duns Scotus	3
PHIL 7080	Medieval Views on Cognition and Certainty	3

Modern Philosophy courses

Courses in this group have the PGCM attribute.

Course	Title	Credits
PHIL 5002	Nineteenth Century Philosophy	3
PHIL 5005	Classical Modern Philosophy	3
PHIL 6104	German Idealism and Freedom	3
PHIL 7106	Kant I	3
PHIL 7110	Descartes and Spinoza	3
PHIL 7120	Philosophical Writings of Rousseau	3
PHIL 7140	Kant and German Idealism	3
PHIL 7149	Hegel's Phenomenology	3
PHIL 7161	Nietzsche	3
PHIL 7164	First Philosophy: Nietzsche, Heidegger, and the Presocratics	3
PHIL 7166	Recognition and Intersubjectivity	3
PHIL 7370	Moral Emotions	3
PHIL 7380	Modern Philosophies of Property	3

Contemporary Philosophy courses

Courses in this group have one of the following three attributes: PGCA, PGCC, or PGOC.

Contemporary Analytical Philosophy (PGCA)

Course	Title	Credits
PHIL 5114	Normative Ethical Theory	3
PHIL 5305	Confronting Moral Controversy	3
PHIL 6102	Human Rights	3
PHIL 6105	Laws of Nature	3
PHIL 6108	Communitarianism	3
PHIL 6109	The Epistemology and Ethics of Artificial Intelligence	3
PHIL 6410	Understanding and Wisdom	3
PHIL 6420	Expertise	3
PHIL 6436	Philosophy of Time and Persistence	3
PHIL 6440	The Epistemology of John Henry Newman	3
PHIL 6457	Mind-Body Problem	3
PHIL 6471	Responsibility and Blame	3
PHIL 6472	Responsibility, Blame, and Forgiveness	3
PHIL 6580	Virtue Epistemology	3
PHIL 6805	Topics in Phil of Rel.	3
PHIL 7060	Varieties of Essentialism	3
PHIL 7204	Wittgenstein and Later Wittgenstein	3
PHIL 7215	Wittgenstein's 'Philosophical Investigations'	3
PHIL 7240	Contemporary Metaethics	3
PHIL 7340	Humility and Arrogance	3
PHIL 7350	Evidential Undermining	3
PHIL 7360	Scientific Realism	3
PHIL 7465	The Emotions	3
PHIL 7680	Classics of Analytic Ethics	3

PHIL 7730	Recent Work in Epistemology	3
PHIL 7752	Divine Providence	3
PHIL 7760	Dimensions of Political Justice	3
PHIL 7857	Topics in Contmp Metaphy	3

Contemporary Continental Philosophy (PGCC)

Course	Title	Credits
PHIL 5051	Existentialism and Critical Phenomenology	3
PHIL 5075	Continental Philosophy and Faith	3
PHIL 5250	Philosophies of Race	3
PHIL 6103	Dialectical Thinking and Ideology Critique	3
PHIL 6107	Philosophy and Translation	3
PHIL 6215	French Philosophy of Education	3
PHIL 6630	Discourse Ethics	3
PHIL 6850	Hermeneutics	3
PHIL 7031	Alienation and Reification	3
PHIL 7035	Recent Critical Theory	3
PHIL 7145	Phenomenology and Religious Experience	3
PHIL 7153	Husserl's Later Thought	3
PHIL 7156	Husserl and Heidegger	3
PHIL 7157	Phenomenology	3
PHIL 7159	Kierkegaard	3
PHIL 7161	Nietzsche	3
PHIL 7164	First Philosophy: Nietzsche, Heidegger, and the Presocratics	3
PHIL 7203	Merleau-Ponty	3
PHIL 7229	Derrida	3
PHIL 7235	Husserl's 'Ideas II'	3
PHIL 7236	The Emotions and Moral Perception	3
PHIL 7245	Moral Psychology of Anger	3
PHIL 7459	Heidegger's Being and Time, Black Notebooks	3
PHIL 7580	Biopolitics and Necropolitics	3
PHIL 7605	Philosophical Aesthetics	3
PHIL 7664	Philosophy of Literature	3

Contemporary Philosophy - Other (PGOC)

Course	Title	Credits
PHIL 5003	Natural Law Ethics	3
PHIL 6106	Autonomy and Paternalism	3
PHIL 6111	Affective Injustice	3
PHIL 6120	Democratic Political Economy	3
PHIL 6190	Feminist Political Philosophy	3
PHIL 6251	American Pragmatism	3
PHIL 6252	American Philosophy	3
PHIL 6270	Pragmatist Ethics	3
PHIL 7210	Whitehead	3
PHIL 7675	Moral Genealogies	3
PHIL 7770	Philosophical Bioethics	3

Philosophy (Ph.D.)

Ph.D. students entering with a master's in philosophy take 30 hours (10 classes) of coursework. Students entering the Ph.D. program without a master's in philosophy take 48 hours (16 classes) of coursework.

All students, regardless of whether they enter with a prior M.A., must satisfy both historical and topical coursework requirements. Historical courses foreground historical methods of philosophical study, such as focusing on a period or figure. Topical courses foreground topical modes of philosophical study, such as focusing on a question or philosophical problem.

Students entering with an M.A. will have their graduate transcripts evaluated by the Director of Graduate Studies in order to determine which of these course requirements have already been satisfied at the graduate level.

Ph.D. students earning an M.A. *in cursu* must satisfy the distribution requirement by the time they complete the qualifying paper requirement.

Ph.D. students entering the program without an M.A. may take a maximum of three 5000-level courses. Students entering the program with an M.A. may take one 5000-level course. PHIL 5100, the course in Logic that may be taken to satisfy the department's logic requirement, does not count in determining whether the maximum number of 5000-level courses has been reached.

To remain in the program, students must maintain a GPA of at least 3.5 (based on a 4.0 scale).

Students must obtain the approval of the Director of Graduate Studies when selecting courses.

Advisory Committee

At the beginning of their course of studies, each graduate student is assigned an Advisory Committee nominated by the Director of Graduate Studies.

Three faculty members constitute the Advisory Committee. One serves as chair of the committee. The composition of the Advisory Committee reflects the pluralism of the department. It meets with the student two times in the first year (once in the fall and once in the spring) and then once in the spring semester as long as the student is taking courses. After coursework, it is replaced by the student's dissertation committee, with the expectation that a dissertating student and their committee will have routine meetings. One member of the original Advisory Committee is designated as an advisor on non-dissertation matters.

The main role of the Advisory Committee is to advise students about their requirements, to check on their progress, to offer perspective on the student's professional development, to promote the students' professional interests, to keep them apprised of developments in the department and University relevant to their program of study, and to make sure that they are making the most of their coursework years and of the pluralism of the department.

CIP Code

38.0101 - Philosophy.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Course	Title	Credits
Required Courses		
<i>One required course in each of the below historical periods:</i> ¹		12
	Ancient Philosophy	
	Medieval Philosophy	
	Modern Philosophy	
	Contemporary Philosophy ²	
<i>One required course in each of the below topical areas:</i> ¹		6
	Metaphysics and Epistemology	
	Value Theory ³	
Elective Courses		
For students with a master's degree, four electives. For students with a bachelor's degree, ten electives. ⁴		12 to 30
Logic Requirement (or Department exam) ⁵		
PHIL 5100	Logic I	
	or PHIL 0940Logic Examination	
Proficiency in 1 language other than English		
Ph.D. students in Philosophy must demonstrate a strong level of reading competence, as determined by their Advisory Committees, in one language other than English. Students register for a 0-credit, pass/fail course when they are prepared to demonstrate proficiency in the relevant language. ⁶		0
Proseminar, Comprehensive Exam, Qualifying Papers, and Dissertation: ⁵		
PHIL 8050	Proseminar: Philosophy Research/Writing	
PHIL 0925	PhD Qualifying Papers—Philosophy (only for students entering without an M.A.)	
PHIL 0930	PhD Comprehensive Examination-Philosophy ⁷	
PHIL 0950	Proposal Development	
PHIL 0960	Proposal Acceptance	
PHIL 9999	Dissertation Direction (Completion and public defense of the dissertation)	
Total Credits		30-48

¹ If one or more of these requirements are fulfilled with an M.A., students may substitute completion of the course with additional elective(s). Consult the Course Areas (p. 615) section for lists of courses fulfilling each requirement.

² The contemporary philosophy requirement is construed as post-Hegelian philosophy, where methods of study are historical (for instance, figure-based). Consult the Course Areas (p. 615) section for lists of courses fulfilling each requirement.

³ The value theory requirement includes courses in ethics, aesthetics, and social and political philosophy.

⁴ Elective courses can be any graduate-level course in the Philosophy department, subject to departmental policy (Ph.D. students entering the program without an M.A. may take a maximum of three 5000-level

courses. Students entering the program with an M.A. may take one 5000-level course.)

⁵ More information about these requirements are outlined on our page on the Fordham website. PHIL 5100 Logic I, if taken, counts as an elective for all Ph.D. students, and is not counted towards the limit of 5000-level courses that may be taken. If PHIL 5100 is taken, a grade of "B" or higher must be earned for the course to fulfill the logic requirement.

⁶ These 0-credit, pass/fail courses are numbered PHIL 098X, for example PHIL 0980 French Language Proficiency, PHIL 0981 German Language Proficiency, PHIL 0982 Spanish Language Proficiency, PHIL 0983 Latin Language Proficiency, and PHIL 0984 Ancient Greek Language Proficiency.

⁷ The comprehensive exam is an oral examination based on both a reading list and related paper.

PHIL 6104	German Idealism and Freedom	3
PHIL 7106	Kant I	3
PHIL 7110	Descartes and Spinoza	3
PHIL 7120	Philosophical Writings of Rousseau	3
PHIL 7140	Kant and German Idealism	3
PHIL 7149	Hegel's Phenomenology	3
PHIL 7161	Nietzsche	3
PHIL 7164	First Philosophy: Nietzsche, Heidegger, and the Presocratics	3
PHIL 7166	Recognition and Intersubjectivity	3
PHIL 7370	Moral Emotions	3
PHIL 7380	Modern Philosophies of Property	3

Course Areas

Ancient Philosophy courses

Courses in this group have the PGAN attribute.

Course	Title	Credits
PHIL 5001	Introduction to Plato	3
PHIL 5009	Introduction to Aristotle	3
PHIL 5209	Ancient Philosophy	3
PHIL 6025	Philosophy's Origins	3
PHIL 6101	Presocratic Philosophy	3
PHIL 7009	Plotinus	3
PHIL 7012	Plato's Dialogues	3
PHIL 7018	Ancient Psychology	3
PHIL 7310	Self-Cultivation Philosophies	3
PHIL 7650	Aristotelian Ethics	3

Medieval Philosophy courses

Courses in this group have the PGMD attribute.

Course	Title	Credits
PHIL 5010	Introduction to St. Thomas Aquinas	3
PHIL 5012	Introduction to St. Augustine	3
PHIL 6110	Philosophy of the Islamic World	3
PHIL 6460	Intentionality	3
PHIL 6505	Medieval Philosophical Theories of the Fall	3
PHIL 7039	Aquinas's Philosophy of God	3
PHIL 7042	Buridan on the Soul	3
PHIL 7058	Bonaventure's Metaphysics	3
PHIL 7060	Varieties of Essentialism	3
PHIL 7069	Medieval Logic and Metaphysics	3
PHIL 7071	Aquinas: Questions on God	3
PHIL 7076	Metaphysical Themes in Duns Scotus	3
PHIL 7080	Medieval Views on Cognition and Certainty	3

Modern Philosophy courses

Courses in this group have the PGCM attribute.

Course	Title	Credits
PHIL 5002	Nineteenth Century Philosophy	3
PHIL 5005	Classical Modern Philosophy	3

Contemporary Philosophy courses

Courses in this group have the PGCP attribute.

Course	Title	Credits
PHIL 5002	Nineteenth Century Philosophy	3
PHIL 6103	Dialectical Thinking and Ideology Critique	3
PHIL 6440	The Epistemology of John Henry Newman	3
PHIL 7031	Alienation and Reification	3
PHIL 7153	Husserl's Later Thought	3
PHIL 7156	Husserl and Heidegger	3
PHIL 7159	Kierkegaard	3
PHIL 7161	Nietzsche	3
PHIL 7164	First Philosophy: Nietzsche, Heidegger, and the Presocratics	3
PHIL 7203	Merleau-Ponty	3
PHIL 7204	Wittgenstein and Later Wittgenstein	3
PHIL 7210	Whitehead	3
PHIL 7215	Wittgenstein's 'Philosophical Investigations'	3
PHIL 7229	Derrida	3
PHIL 7235	Husserl's 'Ideas II'	3
PHIL 7459	Heidegger's Being and Time, Black Notebooks	3

Metaphysics and Epistemology courses

Courses in this group have the PGME attribute.

Course	Title	Credits
PHIL 5051	Existentialism and Critical Phenomenology	3
PHIL 5075	Continental Philosophy and Faith	3
PHIL 5250	Philosophies of Race	3
PHIL 6105	Laws of Nature	3
PHIL 6107	Philosophy and Translation	3
PHIL 6109	The Epistemology and Ethics of Artificial Intelligence	3
PHIL 6215	French Philosophy of Education	3
PHIL 6251	American Pragmatism	3
PHIL 6252	American Philosophy	3
PHIL 6410	Understanding and Wisdom	3
PHIL 6420	Expertise	3
PHIL 6436	Philosophy of Time and Persistence	3

PHIL 6457	Mind-Body Problem	3
PHIL 6580	Virtue Epistemology	3
PHIL 6805	Topics in Phil of Rel.	3
PHIL 6850	Hermeneutics	3
PHIL 7060	Varieties of Essentialism	3
PHIL 7145	Phenomenology and Religious Experience	3
PHIL 7157	Phenomenology	3
PHIL 7236	The Emotions and Moral Perception	3
PHIL 7340	Humility and Arrogance	3
PHIL 7350	Evidential Undermining	3
PHIL 7360	Scientific Realism	3
PHIL 7465	The Emotions	3
PHIL 7730	Recent Work in Epistemology	3
PHIL 7752	Divine Providence	3
PHIL 7857	Topics in Contmp Metaphy	3

Value Theory courses

Courses in this group have the PGVT attribute.

Course	Title	Credits
PHIL 5003	Natural Law Ethics	3
PHIL 5114	Normative Ethical Theory	3
PHIL 5250	Philosophies of Race	3
PHIL 5305	Confronting Moral Controversy	3
PHIL 6102	Human Rights	3
PHIL 6103	Dialectical Thinking and Ideology Critique	3
PHIL 6106	Autonomy and Paternalism	3
PHIL 6108	Communitarianism	3
PHIL 6111	Affective Injustice	3
PHIL 6120	Democratic Political Economy	3
PHIL 6190	Feminist Political Philosophy	3
PHIL 6270	Pragmatist Ethics	3
PHIL 6471	Responsibility and Blame	3
PHIL 6472	Responsibility, Blame, and Forgiveness	3
PHIL 6630	Discourse Ethics	3
PHIL 7031	Alienation and Reification	3
PHIL 7035	Recent Critical Theory	3
PHIL 7166	Recognition and Intersubjectivity	3
PHIL 7236	The Emotions and Moral Perception	3
PHIL 7240	Contemporary Metaethics	3
PHIL 7245	Moral Psychology of Anger	3
PHIL 7465	The Emotions	3
PHIL 7580	Biopolitics and Necropolitics	3
PHIL 7605	Philosophical Aesthetics	3
PHIL 7664	Philosophy of Literature	3
PHIL 7675	Moral Genealogies	3
PHIL 7680	Classics of Analytic Ethics	3
PHIL 7760	Dimensions of Political Justice	3
PHIL 7770	Philosophical Bioethics	3

Philosophy and Society Overview

Jesuits beginning First Studies undertake a three-year interdisciplinary course of graduate study that will prepare them to evaluate and engage the complex contexts of ministry as members of the global Society of Jesus. They will acquire the competencies necessary to communicate the Gospel to the contemporary world while appropriating the meaning and implications of the Jesuit charism for their life and mission. Distinctive features of the program include:

- a commitment to interdisciplinarity that integrates the study of philosophy and theology with the arts, humanities, social and natural sciences;
- a praxis-based pedagogy in which intellectual inquiry and moral reflection are rooted in direct contact with the poor and marginalized so as to foster a well-educated solidarity;
- an intercultural exchange experience with ITESO, the Jesuit university in Guadalajara, Mexico, that will form Jesuits for global mission;
- a commitment to deepening individual and communal spirituality, not only exercising the habits of genuine spiritual conversation but also cultivating the skills necessary for communal discernment.

The program incorporates a robust advising model in which students collaborate with advisers to discern an appropriate pathway through the First Studies experience taking into account their emerging intellectual and apostolic interests as well as the pressing needs of the world and the church to which the Society of Jesus is committed to respond.

Programs

- Philosophy and Society (M.A.) (p. 616)

Philosophy and Society (M.A.) Overview

The Master of Arts in Philosophy and Society (MAPS) trains students in Jesuit formation to analyze the human condition amidst and through the complex social, political, economic, and cultural contexts that characterize the contemporary global landscape. Its innovative and interdisciplinary curriculum leverages the best of the Catholic intellectual tradition and Fordham's disciplinary strengths in philosophy, theology, the social and natural sciences, the arts, and the humanities to advance knowledge and learning that promote faith and social justice. Through the program's integration of the Catholic tradition, contextually oriented ministry in solidarity with local communities, and interdisciplinary intellectual formation, this program challenges students to respond effectively to a world that needs well-formed minds and open hearts.

CIP Code

38.0101 - Philosophy.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions Guidelines and Information

GSAS will waive all application fees from members of the Society of Jesus to the M.A. in Philosophy and Society (MAPS) program.

Completed online application for the MAPS program will include each of the following items:

Resume/CV

Submitted directly via the online application.

Official transcripts

Please be sure to order official final transcripts from all previously attended institutions confirming degree conferral (if applicable) at least one month before the posted application deadline. Transcripts should be sent directly from your prior institution(s) via secure electronic delivery to the Office of Admissions at fuga@fordham.edu.

If electronic delivery is not available, please request that your transcripts be submitted by postal service in a sealed envelope from the institution to:

Graduate School of Arts and Sciences
Office of Admissions
Keating Hall Room 216
Fordham University
441 E. Fordham Rd.
Bronx, NY 10458

Please note: We strongly recommend that you upload unofficial copies of your academic transcripts to your application while the Office of Admissions awaits receipt of your official transcripts.

Please ensure that all official transcripts from previously attended post-secondary institutions are submitted in English, or are accompanied by a certified English translation. For academic transcripts from institutions outside the United States, applicants are strongly encouraged to obtain a course-by-course credential evaluation. Transcripts and credentials conversion information is available on the GSAS International Students page.

Official Graduate Record Examination (GRE) Scores

GRE scores for the M.A. program are optional for the 2024 – 2025 admissions cycle. Applicants who wish to submit GRE scores may do so, but scores are not required (scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code #2259).

Statement of intent

Up to 500 words, submit via the online application.

Supplemental Essay (Optional)

You may choose to answer this optional essay question. Your answer will help the admission committee get a better understanding of your unique perspective and potential contributions to our community. Please discuss how your life experiences, perspective, or worldview have motivated or inspired you, posed challenges, helped you build skills, or taught you valuable lessons. We are eager to learn how these experiences have helped shape who you are and prepared you for graduate study, in keeping with our mission of "graduate education for the global good."

Writing Sample

5 - 20 pages in length, submit via the online application.

Three letters of recommendation

Submitted directly via the online application. Enter the following information for each of your recommendation providers: name, address, email address, phone number, and institution. Make sure you enter your recommenders' email addresses correctly so that they each receive an automated email instructing them on how to submit their recommendations online. Mark the waiver statement for each recommender you enter.

English Proficiency Requirements

International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from one of the following accepted English language competency exams:

- Test of English as a Foreign Language (TOEFL) - GSAS accepts the following TOEFL tests:
 - TOEFL iBT (including the Home Edition and Paper Edition)
 - TOEFL Essentials
- International English Language Testing System (IELTS)—Cambridge English Proficiency Level
- Duolingo English Test
- PTE Academic
- Cambridge English Qualifications - We accept the B2 First, C1 Advanced, or C2 Proficiency exams

Official TOEFL, IELTS, DET, PTE Academic, or Cambridge English Qualifications scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences (our ETS TOEFL score code #2259).

Preferred minimum score requirements:

Exam	Score
TOEFL iBT	100
IELTS	7.0 band score
DET	120
PTE Academic	68
Cambridge English Qualifications	185 Overall Score on the B2, C1 Advanced, or C2 Proficiency exam

Exemptions to the English Language Requirement

Exemptions from this requirement can be requested by the applicant in her/his application, or can be made in writing by the applicant to fuga@fordham.edu. Exemptions are generally permitted for international applicants who:

1. are native English speakers from countries where English is an official language; and/or
2. have completed, within the past five years, at least two years of study at an undergraduate or graduate institution in the United States or in a country where English is the official language of instruction.

GSAS retains the right to request language evaluation from any applicant. The Fordham English Language Test (FELT), administered by Fordham's Institute of American Language and Culture (IALC), may be required for those students whose English proficiency scores do not meet GSAS

program requirements. Additional coursework may also be recommended by the IALC.

Students are permitted to register for two GSAS courses during the academic term in which they are completing any IALC-recommended coursework, which generally occurs during their first semester of study.

Please note: Tuition costs associated with the learning of English as a second language are the responsibility of the student and will not be covered by a GSAS tuition scholarship. GSAS merit-based tuition scholarships are not applicable to the costs of additional coursework recommended by the IALC.

Requirements

The M.A. in Philosophy and Society is a three-year, 69-credit program. See lists following the below grid for courses fulfilling the specified requirements.

Course	Title	Credits
Philosophical Core		
MAPS 5500	Introduction to Philosophical Inquiry	3
PHIL 5010	Introduction to St. Thomas Aquinas	3
PHIL 5012	Introduction to St. Augustine	3
Three credits in Ancient Philosophy		3
Three credits in Early Modern Philosophy		3
Three credits in Contemporary Philosophy		3
Three credits in Ethics, Normative Ethics, and Natural Law		3
Contextual Analysis and Preparation for Ministry		
HIST 5924	Latin American History and Culture	3
MAPS 5100	Introduction to Contextual Learning and the Bronx	3
MAPS 5201	Ignatian Reflection on Contextual Ministry I	1
MAPS 5202	Ignatian Reflection on Contextual Ministry II	1
MAPS 5203	Ignatian Reflection on Contextual Ministry III	1
PCGR 6440	Pastoral Counseling Skills	3
PMGR 6650	Ethics in Pastoral Ministry	3
Jesuit Studies		
MAPS 5301	History and Culture of the Jesuits I	1
MAPS 5302	History and Culture of the Jesuits II	1
MAPS 5303	History and Culture of the Jesuits III	1
Three credits in Navigating the Contexts of Mission		3
Theological Core		
THEO 5690	Graduate Seminar: Church in Controversy	3
Three credits in Theologies of Gender and Sexuality		3
Cultural Context Modules		
MAPS 5401	Contours of the Ancient and Late Antique World ¹	1
MAPS 5402	Contours of the Late Medieval and Early Modern World ²	1
MAPS 5403	Contours of Modernity and Postmodernity ³	1
Interdisciplinary Core		
<i>Choose three credits from each of the following areas:</i>		
Justice and Human Rights		3
Race and Racism		3

Updated: 09-06-2024

Environmental Studies and Sciences ⁴	3
Electives⁵	6
<i>Choose at least six credits across Philosophical, Theological, and Interdisciplinary electives, following the discipline-specific credit requirements.</i>	
Philosophical Electives	
Theological Electives	
Interdisciplinary Electives	
Capstone	
MAPS 6000	Concluding Integration Capstone Seminar
	3
Language Requirement⁶	
Reading knowledge of a language other than English	
Spanish language proficiency	
Total Credits	69

¹ This coursework should be completed when the student is studying Ancient Philosophy.

² This coursework should be completed when the student is studying Early Modern Philosophy.

³ This coursework should be completed when the student is studying Contemporary Philosophy.

⁴ Students without the requisite scientific background may be required to complete an additional basic science course.

⁵ Please see below requirements for discipline-specific credits that should guide students' choice of electives.

⁶ See below information regarding language requirement completion.

Discipline-Specific Credit Requirements

By the conclusion of the program, students must complete the three below credit requirements.

Philosophy Requirement

- A **minimum** of 30 **credits** in Philosophy (graduate courses with the subject code PHIL (p. 1517)); MAPS 5500 Introduction to Philosophical Inquiry and MAPS 6000 Concluding Integration Capstone Seminar also counts towards this requirement

Theology Requirement

- A **minimum** of 24 **credits** across the following:
 - Theology (graduate courses with the subject code THEO (p. 1670))
 - Graduate School of Religion and Religious Education courses with the subject codes SPGR (p. 1650), RLGR (p. 1609), PCGR (p. 1514), REGR (p. 1610), and PMGR (p. 1515)
 - Contextual Analysis and Preparation for Ministry courses (MAPS 5201 Ignatian Reflection on Contextual Ministry I, MAPS 5202 Ignatian Reflection on Contextual Ministry II, and MAPS 5203 Ignatian Reflection on Contextual Ministry III do **not** count towards this requirement)

Interdisciplinary Requirement

- A **minimum** of 9 **interdisciplinary credits** across the following:
 - Cultural Context Modules (MAPS 5401 Contours of the Ancient and Late Antique World, MAPS 5402 Contours of the Late Medieval and Early Modern World, and MAPS 5403 Contours of Modernity and Postmodernity)
 - Any course on the list of Interdisciplinary courses (PSIC attribute)

- Courses outside of Philosophy and Theology that fulfill Interdisciplinary Core requirements (Justice and Human Rights, Race and Racism, and Environmental Studies Sciences); these courses, except for those in ENGL, HIST, and MVST (see below) all have the PSIC (Interdisciplinary Course) attribute
- Any graduate-level course with the subject codes ENGL, HIST (p. 561) (except for HIST 5924 Latin American History and Culture), or MVST (p. 597)

Language Requirement Completion

Students may fulfill the program's language requirement through one of the following:

- (1) Successfully completing the program's Spanish language training, which is recorded by a passing grade in MAPS 0900 Spanish Language Proficiency, for which students register the summer prior to their study abroad experience.
- (2) Demonstrating appropriate spoken, reading, and writing competence in a language relevant to the student's ministry (via successful completion of MAPS 0941 Language Proficiency), at the discretion of the Program Director.

Philosophical Core

Ancient Philosophy Courses

Courses in this group have the PSAP attribute.

Course	Title	Credits
PHIL 5001	Introduction to Plato	3
PHIL 5009	Introduction to Aristotle	3
PHIL 5209	Ancient Philosophy	3
PHIL 6025	Philosophy's Origins	3

Early Modern Philosophy Courses

Courses in this group have the PSEP attribute.

Course	Title	Credits
PHIL 5005	Classical Modern Philosophy	3
PHIL 7106	Kant I	3
PHIL 7110	Descartes and Spinoza	3

Contemporary Philosophy Courses

Courses in this group have the PSCP attribute.

Course	Title	Credits
PHIL 6105	Laws of Nature	3
PHIL 6251	American Pragmatism	3
PHIL 6850	Hermeneutics	3
PHIL 7140	Kant and German Idealism	3
PHIL 7149	Hegel's Phenomenology	3
PHIL 7159	Kierkegaard	3
PHIL 7161	Nietzsche	3

Ethics, Normative Ethics, and Natural Law Courses

Courses in this group have the PSEN attribute.

Course	Title	Credits
PHIL 5003	Natural Law Ethics	3
PHIL 5114	Normative Ethical Theory	3
PHIL 6630	Discourse Ethics	3

Contextual Analysis and Preparation for Ministry

Navigating the Contexts of Mission Courses

Courses in this group have the PSNM attribute.

Course	Title	Credits
ENGL 5600	Special Topics in Rhetorical Theory & Criticism: Rhetoric, Race, and Identity	3
HIST 5460	Jesuits and Globalization	4
HUST 5013	Fundamentals of Humanitarian Action	0-3
HUST 5015	Information Management	0-3
PCGR 6410	Psychology and Religion/Spirituality	3
PHIL 5030	Topics in the Philosophy of Education: Education and Democracy	3
PHIL 6850	Hermeneutics	3
PMGR 6510	Theology of Ministry	3
PMGR 8530	Evangelization: Faith & Culture	3
REGR 6150	Foundations for Intercultural Ministry and Religious Education	3
SPGR 6830	Discernment in the Christian Tradition	3
SPGR 7870	Spiritual Direction: Theology and Practice	3
THEO 5500	Religion and American Public Life	3
THEO 6026	Second Temple Judaism	3
THEO 6467	Mysticism and Modernity	3
THEO 6653	Church as Sacrament: A Study in Christian Sacraments and Ecclesiology	3
URST 5000	Issues in Urban Studies	3

Theological Core

Theologies of Gender and Sexuality Courses

Courses in this group have the PSTG attribute.

Course	Title	Credits
SPGR 7741	Spiritual Direction Practicum II	3
THEO 5640	Introduction to Theological Ethics	3
THEO 6400	Theological Anthropology and Human Diversity	3
THEO 6612	New Methods in Constructive Theology	3
THEO 6676	Sexual Ethics	3

Interdisciplinary Core

Justice and Human Rights Courses

Courses in this group have the PSJH attribute.

Course	Title	Credits
CEED 5050	Ethics and Society: Cross Disciplinary Perspectives	3
ENGL 5600	Special Topics in Rhetorical Theory & Criticism: Rhetoric, Race, and Identity	3
HIST 5400	Gender and History	4
HIST 5411	Gender and Sexuality in Early America	4
HIST 5420	Sin, Crime and Sex in History	4
HIST 5506	European Nationalisms and Early Modern (Jewish) History	4
HIST 5517	Fascism	4
HIST 5731	History of Wealth & Poverty: U.S. and Comparative	4
HIST 5921	Social Movements in Global Perspective	4
HIST 5923	Atlantic World: Empires, Diasporas, and Migrations	4
HIST 6256	Torture and Western Culture	4
HIST 6726	The United States and Human Rights: An International History	4
HIST 6731	U.S. Immigration and Ethnicity	4
HUST 5012	Contemporary Issues in Humanitarian Action	0-3
HUST 5013	Fundamentals of Humanitarian Action	0-3
HUST 5015	Information Management	0-3
HUST 5035	Forced Migration: The Humanitarian Challenge of the Decade	0-3
HUST 5075	Leadership and Management in Humanitarian Assistance	0-3
HUST 5082	Integrity, Accountability and Transparency in Humanitarian Operations	0-3
HUST 5205	Children in Armed Conflict	3
HUST 5300	International Responses to Migration	3
HUST 5350	Climate Change in the West African Sahel: Impact on Water and Migration	0-3
HUST 5410	Gender Integration in Humanitarian Action	3
PHIL 5040	Topics in Latin American Philosophy: Philosophies of Liberation	3
PHIL 6102	Human Rights	3
PHIL 7758	Human Dignity	3
PHIL 7760	Dimensions of Political Justice	3
PMMA 5208	Digital Media and Migrant Justice	3
POSC 5560	Conflict Resolution	3
REGR 6120	Education for Peace and Justice	3
THEO 6485	Doing Theology with Gustavo Gutiérrez: 50 years (1971–2021)	3
THEO 6505	Histories of Colonialism, Empire, Theology	3
THEO 6642	Political Theology	3
THEO 6740	Catholic Social Thought and Praxis	3

Race and Racism Courses

Courses in this group have the PSRR attribute.

Course	Title	Credits
ENGL 5025	Black Protest from Slavery to #BlackLivesMatter	3
ENGL 5600	Special Topics in Rhetorical Theory & Criticism: Rhetoric, Race, and Identity	3
HIST 5105	The Black Radical Tradition in Comparative Perspective: U.S. and the Caribbean	4
HIST 5410	Race and Gender in Modern America	4
HIST 5516	Nationalisms and Racisms in Modern Europe	4
PHIL 5250	Philosophies of Race	3
THEO 6634	Black Theologies and the Decolonial Option	3
THEO 6659	Latinx Theology	3
THEO 6721	African American Theological Ethics	3

Environmental Studies and Sciences Courses

Courses in this group have the PSEV attribute.

Course	Title	Credits
ECON 6460	Agriculture and Development	3
HIST 5204	Medieval Environmental History	4
HIST 5563	Readings in Environmental History	4
HUST 5350	Climate Change in the West African Sahel: Impact on Water and Migration	0-3
THEO 6674	Ecological Theology	3
THEO 6731	Christian Ecological Ethics	3
THEO 6735	Ecological Ethics	3
THEO 7736	Bioethics	3
URST 5035	City and Climate Change	4
URST 5066	Urban Health and Environment	3
URST 5070	Environmental History of the American City	3

Electives

MAPS 8999 Independent Study may count as a Philosophical, Theological, or Interdisciplinary elective, with permission of the Program Director (depending on the content of the independent study).

Philosophical Electives

- Any graduate course with the subject code PHIL (p. 1517), not otherwise counted towards the program's requirements, may count as a Philosophical Elective.

Theological Electives

- Any graduate course with the subject code THEO (p. 1670), not otherwise counted towards the program's requirements, may count as a Theological Elective.
- Moreover, Graduate School of Religion and Religious Education courses with the subject codes SPGR (p. 1650), RLGR (p. 1609), PCGR (p. 1514), REGR (p. 1610), and PMGR (p. 1515) may count as a Theological Elective.

Interdisciplinary Electives

- Any graduate-level course with the subject codes ENGL, HIST (p. 561), or MVST (p. 597), not otherwise counted towards the program's requirements, may count as an Interdisciplinary Elective.
- Moreover, the courses listed below may count as an Interdisciplinary Elective.

Courses in this group have the PSIC attribute.

Course	Title	Credits
CEED 5050	Ethics and Society: Cross Disciplinary Perspectives	3
CEED 5100	Healthcare Ethics	3
CEED 5600	Special Topics in Ethics and Society	3
CEED 5800	Moral Foundations of Capitalism	3
CEED 6290	Health Disparities and Social Justice in Research and Practice	3
ECON 5105	Topics in Economic History	3
ECON 5260	Epidemics and Development Policy	3
ECON 5280	Urban Economics	3
ECON 5415	Gender & Economic Development	3
ECON 5600	Health and Development	3
ECON 5750	Game Theory	3
ECON 6440	Development Economics	3
ECON 6460	Agriculture and Development	3
ECON 6480	Environmental and Resource Economics	3
ECON 6490	Foreign Aid and Development	3
HIST 5456	20th Century Catholic Cultural Revival	4
HIST 5457	20th-Century Jesuit Moderns: An Intellectual History	4
HUST 5012	Contemporary Issues in Humanitarian Action	0-3
HUST 5013	Fundamentals of Humanitarian Action	0-3
HUST 5015	Information Management	0-3
HUST 5035	Forced Migration: The Humanitarian Challenge of the Decade	0-3
HUST 5075	Leadership and Management in Humanitarian Assistance	0-3
HUST 5082	Integrity, Accountability and Transparency in Humanitarian Operations	0-3
HUST 5205	Children in Armed Conflict	3
HUST 5300	International Responses to Migration	3
HUST 5410	Gender Integration in Humanitarian Action	3
IPED 6000	Latin America: Current Trends	3
PMMA 5101	Freedom of Expression	3
PMMA 5102	Press, Politics, and Public Policy	3
PMMA 5103	Environment and the Media	3
PMMA 5104	Theories of Media, Culture, and Society	3
PMMA 5105	Digital Technology and Ethics	3
PMMA 5106	Race, Gender, and Digital Media	3
PMMA 5140	Themes in Urban Public Policy and Power	3
PMMA 5201	Social Media and Civic Engagement	3
PMMA 5202	Digital Media and Social Responsibility	3
PMMA 5204	Civic Media	3
PMMA 5205	Social Entrepreneurship	3

PMMA 5207	Mapping Injustice	3
PMMA 6207	Global Media and Communication	3
PMMA 6209	Storytelling for Public Good	3
POSC 5140	Themes in Urban Public Policy and Power	3
POSC 5301	Modern Political Thought	3-4
POSC 5500	Comparative Pol Analysis	3
POSC 5560	Conflict Resolution	3
POSC 5600	Analysis of Int'l Pol	3
POSC 6530	Political Economy of Development	3
POSC 6552	Political Economy of the Middle East	3
POSC 6640	Pol of Global Econ Rel	3
PSYC 5200	Fixing Psychology's Replication Crisis	3
PSYC 6030	Trauma and Family Violence	3
PSYC 6066	History and Systems	3
PSYC 6290	Health Disparities and Social Justice in Research and Practice	3
PSYC 6310	Culture, Ethnicity, and Race	3
PSYC 6390	Global Mental Health	3
URST 5000	Issues in Urban Studies	3
URST 5020	Urban Political Processes	3
URST 5035	City and Climate Change	4
URST 5045	Informal Cities	3
URST 5066	Urban Health and Environment	3
URST 5070	Environmental History of the American City	3
URST 5090	Lincoln Center Arts	3
URST 5095	Space, Place, Immigrant Cities	3
URST 5140	Themes in Urban Public Policy and Power	3
URST 5252	Urban Theory and the Modern City	3

Political Science

The M.A. in Elections and Campaign Management and Advanced Certificate in Public Opinion and Survey Research programs will not be accepting applications at this time.

For information about the Political Science department, please visit our page on the Fordham website.

Admissions

The M.A. in Elections and Campaign Management and Advanced Certificate in Public Opinion and Survey Research programs will not be accepting applications at this time.

Requirements

- Resume/CV
- Statement of Intent (up to 500 words). Please include your name on all pages of your document.
- Writing Sample (5-20 pages in length)
- Two letters of recommendation
- Official degree transcripts confirming prior degree conferral are required for all applicants, regardless of matriculation status. These should be ordered at least one month prior to the application deadline for your program of interest. Please note: you may upload unofficial

copies of your transcripts to your application while the Office of Admissions awaits receipt of your official transcripts.

Please note: GRE scores are only required if you are seeking GSAS financial aid.

English Proficiency

International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from the Test of English as a Foreign Language (TOEFL). GSAS will also consider a student's International English Language Testing System (IELTS)—Cambridge English Proficiency Level language testing results.

Official TOEFL or IELTS scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code # 2259. Please consult the English Proficiency web page for additional information.

For more information about admissions to the Graduate School of Arts and Sciences, please visit their page on the Fordham website.

Programs

The M.A. in Elections and Campaign Management and Advanced Certificate in Public Opinion and Survey Research programs will not be accepting applications at this time.

- Elections and Campaign Management (M.A.) (p. 623)
- Public Opinion and Survey Research (Adv Cert) (p. 624)

Courses

POSC 5100. American Political Behavior. (3 Credits)

The nature and sources of mass political behavior, with a focus on questions of mass-elite linkages derived from democratic theory; political attitudes, their origin and measurement; mass participation—electoral and non-electoral—and its systemic consequences.

Attributes: AMST, ASHS, DATA, PMMA.

POSC 5130. Political Institutions and Processes. (3 Credits)

Legislative, executive, and judicial powers. The formation and implementation of public policy. Institutional norms and behavior in American national government.

Attribute: DATA.

POSC 5140. Themes in Urban Public Policy and Power. (3 Credits)

This course surveys a series of issues and ideas in urban public policy in order to understand why urban actors compete, what power means to them, and what sorts of dynamic policy issues they confront.

Attributes: HECS, PMMA, PSIC, URSG.

POSC 5238. Strategies of Political Communication. (3 to 4 Credits)

How to build campaign messages based on an understanding of vote determinants, research tools, and candidate psychology.

Attribute: PMMA.

POSC 5240. Fundamentals of Political Campaign Management. (3 Credits)

Will introduce the basic elements of political campaign management, focusing on the role and the responsibilities of the modern campaign manager at all levels of campaigns; local, congressional, statewide, and national.

POSC 5243. Campaign Finance and Ethics. (3 or 4 Credits)

Designed to introduce students to the current campaign finance laws that regulate elections for federal and non-federal political candidates.

Attributes: CEED, CENS.

POSC 5244. Elections and Campaign Management Internship. (3 Credits)

A professional-level internship in a political consulting firm or campaign organization, which will give students direct, practical experience and where they can apply what they have learned in classes to a real world setting.

POSC 5245. Political Communications: Earned Media In the Age of Digital and Social Media Boom. (3 Credits)

This course will explore how campaigns develop strategies to attract media attention, publicity, and news coverage. Topics include speechwriting, press releases, press conferences, and social media communications.

Attribute: PMMA.

POSC 5246. Technology and Campaigns. (3 Credits)

This course will explore the use of modern technology in campaigns. Students will learn how to capitalize on developments in technology and new media for electioneering purposes to target, mobilize and persuade voters. Students will also learn how to use campaign management software, database management and GIS mapping technologies, to execute effective campaigns.

Attribute: PMMA.

POSC 5247. Data Analytics for Political Campaigns. (1 Credit)

This course will explore how campaigns can use data analytics to target and deliver voter appeals and mobilization efforts. Topics include: micro-targeting, data analysis, polling research and quantitative analysis.

Attribute: PMMA.

POSC 5250. Introduction to Quantitative Analysis. (3 Credits)

An introduction to the major theoretical frameworks of quantitative research. This course will give students first-hand experience at the fundamentals of research design and quantitative methodologies used in American political science.

POSC 5251. Political Survey Research. (3 Credits)

This class is designed to take students through the entire process of conducting both telephone and Internet public opinion surveys, with a specific look at political polling method. It applies academic and practical research to teach question writing and selection, survey construction, managing and fielding questionnaires, and analyzing and writing about data. Its goal is to provide students with a working knowledge of how to conduct and analyze their own surveys as well as how to evaluate others' surveys.

Attributes: DATA, PMMA.

POSC 5255. Public Opinion Certificate Practicum. (3 Credits)

This course will take students through the process of designing, implementing, and analyzing an actual public opinion survey. Students will be responsible for managing every aspect of the Fordham American Faith (FAF) survey, gaining vital experience in hands-on survey work.

Attribute: PMMA.

Prerequisites: POSC 5251 and POSC 5250.

Corequisite: POSC 5257.

POSC 5257. Survey Research Data Analysis. (3 Credits)

This course will focus on topics in and application of survey data analysis, particularly on interpretation and presentation of survey results. Students will learn to construct and use survey weights, to employ scaling of survey items, to use static to makes conclusions regarding pre-state hypotheses. There will be an emphasis on visual presentation of descriptive statistics and the results of statistical models. Furthermore, the course will cover linear and logistic regression analysis.

Prerequisite: POSC 5250.

POSC 5299. Special Topics: Campaigns. (3 Credits)

This is the capstone course for the M.A. in Elections and Campaign Management. Students, in groups, design campaign plans from start to finish. It is restricted to students in the M.A. program.

POSC 5301. Modern Political Thought. (3 to 4 Credits)

This course considers the relationship between religion and politics by reading Euro-American political thinkers such as Spinoza, Leibniz, Kant, Hume, and Locke. We also consider how post-Enlightenment philosophers—such as Michel Foucault, Jürgen Habermas, Tariq Ramadan, and Abdullahi Ahmed An-Na'im—address the Islamic revival.

Attributes: CEED, CENS, PSIC.

POSC 5500. Comparative Pol Analysis. (3 Credits)

Problems of stability and change in the First, Second, and Third Worlds are examined with relation to socioeconomic factors that affect, and are affected by, institutions, processes, and policies.

Attributes: CENS, GSSC, INST, IPED, PSIC, URSG.

POSC 5550. International Migration Policy. (3 Credits)

This class examines the global flow of people and the responses of local communities, states, and international institutions to this movement. First, we examine the development of contemporary patterns of migration: Why do people move across international borders, and where do they go? Second, we examine how states attempt to control migration, either by facilitating or limiting it, and the consequences of these efforts. Third, we examine the interaction between immigrants and host populations around the world: How are immigrants received and integrated once they arrive? Fourth, what implications do migration have for economic development and security? Lastly, we consider the role of international institutions and the potential for greater global governance on migration.

Attribute: IPED.

POSC 5560. Conflict Resolution. (3 Credits)

This course will focus on the nature of international and regional conflict during the post-Cold War period in terms of both current theory and the reality of recent conflict situations. Topics will include: analysis of the causes of contemporary conflicts; assessment of current international, regional and national approaches to conflict resolution; psychological implications of civil and ethnic conflicts; challenges of multiparty international mediation; and consideration of the role played by international, regional and community level institutions in addressing conflict situations. Particular emphasis will be placed on what theories and ideas actually work when put in to practice.

Attributes: CEED, CENS, GSSE, INST, IPED, IRST, PSIC, PSJH.

POSC 5600. Analysis of Int'l Pol. (3 Credits)

Designed to stimulate and clarify our theorizing about foreign policy and global politics; also it presents a critical overview of many of the key perspectives and problems that characterize such analysis.

Attributes: GSSC, INST, IPED, PSIC.

POSC 6520. International Business and Governments. (3 Credits)

Overview of the major principles, theories and issues regarding the role of contemporary international business within an interdependent world political economy. Course topics include corporate strategy, identity, governmental policies, diplomacy, foreign policy, ethics, meida, entrepreneurship, and trade. Specific case-study materials will be used to supplement academic literature.

POSC 6530. Political Economy of Development. (3 Credits)

This course provides an introduction to the politics and comparative study of international development, both human and economic. A central question will help organize the course: why have some countries developed successfully, while others have not? Whereas much of Western Europe, North America and East Asia have experienced economic development, much of Africa has not. Latin America, Eastern Europe and Eurasia are hybrids, with both pockets of success and failure. While defining what success or failure may mean in light of globalization, our collective focus will be on how best to understand such differences.s.

Attributes: GSSE, HULI, IPED, PSIC, URSG.

POSC 6552. Political Economy of the Middle East. (3 Credits)

Comparative analysis of Middle Eastern actors, institutions, and processes since World War II, paying special attention to the role of international forces in shaping national development and to the role of the Middle East as a major international actor and arena.

Attributes: IPED, MEST, PSIC.

POSC 6640. Pol of Global Econ Rel. (3 Credits)

Implications of growing intertwinement of foreign and domestic policies, economic and political aspects of international relations. Special attention to the growth of dependency and interdependence, importance of transnational actors (such as multinational corporations), and distribution of benefits and influence between poor and rich areas in the international order.

Attributes: ABGS, CEED, CENS, GSSE, IPED, PSIC.

POSC 6991. Political Risk Analysis. (3 Credits)

This course is primarily a research/writing course that culminates in an original paper where you will be required to analyze the political risks associated with a country of your choosing. While there will be only a minimal number of lectures, the instructor will serve as your individual mentor as you develop and present your paper. As part of the process of writing this paper, you will study methods used to assess and manage the political risks associatedwith foreign investment and international business; learn how to assess the domestic political climate of a country by examining factors such as the levelof political violence, the stability of the government, and the existence of political democracy, and make an overall assessment of a country's economic climate by evaluating key macroeconomic indicators. You will also learn the importance of studying foreign relations of a country in order to evaluate the likelihood of any conflict it might have with its neighbors.

POSC 8998. Gbvt and Pgl of North Africa. (3 Credits)

This course is an independent study for IUDC Consortium students from member schools. The course addresses the political systems of the North African Region.

POSC 8999. Independent Study. (1 to 4 Credits)

Elections and Campaign Management (M.A.)

The M.A. in Elections and Campaign Management program has been placed on hiatus and will not be accepting applications at this time.

Students enrolled in the Master's Program in Elections and Campaign Management at Fordham University follow a curriculum that balances core technical courses in quantitative analysis and survey research with political science courses that cover central subjects in electoral behavior, political institutions, communication, and ethics. The program requires completion of 30 credits, including 7 courses in the major, 2 electives, and completion of an internship. Students are required to complete a professional-level internship in a political consulting firm or a campaign organization.

CIP Code

45.1002 - American Government and Politics (United States).

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Course	Title	Credits
POSC 5100	American Political Behavior	3
POSC 5130	Political Institutions and Processes	3
POSC 5250	Introduction to Quantitative Analysis	3
POSC 5238	Strategies of Political Communication	3
POSC 5240	Fundamentals of Political Campaign Management	3
POSC 5243	Campaign Finance and Ethics	3
POSC 5251	Political Survey Research	3
POSC 5244	Elections and Campaign Management Internship	3
Two elective courses, for example: ¹		6
POSC 5245	Political Communications: Earned Media In the Age of Digital and Social Media Boom	
POSC 5247	Data Analytics for Political Campaigns	
POSC 5299	Special Topics: Campaigns	
Total Credits		30

¹ Students may also enroll in related elective courses offered in the Political Science, Communications, History, Business, Economics, Sociology, and Psychology departments with the approval of the program director.

Public Opinion and Survey Research (Adv Cert)

The Advanced Certificate in Public Opinion and Survey Research program has been placed on hiatus and will not be accepting applications at this time.

The Political Science department's advanced certificate in public opinion and survey research (ACPOSR) will offer students intense one-year training in how to conduct public opinion polls. In doing so, the program will prepare them for careers in public opinion research. The field of opinion research is a vibrant one with a positive outlook, making it appealing for individuals seeking career training. Vault.com,

a professions analytics firm, rates employment prospects in the field of public opinion as good, and one whose prospects for growth are faster than average.

The ACPOSR will take students through the fundamentals of opinion research—from quantitative methods through a practicum in which students will participate in an actual survey—preparing them for a wide variety of careers in public opinion. The survey practicum will set Fordham's program apart from other certificate programs in survey research by allowing students to run the Fordham American Faith survey, an annual survey of the American public on religion, culture, and politics. The program will also be uniquely positioned to train students given the presence of the Political Science department's elections and campaign management (ECM) program, which already offers some of the core courses needed, and which could provide a potential source of students for ACPOSR. Students completing both the ECM degree and the ACPOSR will receive a thorough training in election campaign management and polling.

Requirements

Course	Title	Credits
POSC 5250	Introduction to Quantitative Analysis	3
POSC 5251	Political Survey Research	3
POSC 5100	American Political Behavior	3
POSC 5257	Survey Research Data Analysis	3
POSC 5255	Public Opinion Certificate Practicum	3
Total Credits		15

Psychology

Our graduate degrees are a highly selective, research-intensive program, offering an M.S. in applied psychological methods or clinical research methods and three doctoral areas of specialization: clinical, applied developmental, and psychometrics and quantitative psychology. Each of these programs is registered with the State of New York and is highly integrated, with our esteemed faculty serving in all programs.

For more information about graduate-level psychology, please visit our page on the Fordham website.

Admissions

We have a highly competitive and selective admissions process to all our programs. Requirements for admission are a B.A. or B.S. from accredited university (or international equivalent). We highly value research experience, and we expect an undergraduate GPA of 3.5 (B+) or better for Ph.D. applicants and a 3.3 for master's applicants. Most successful candidates to the Ph.D. programs have substantial research experience in an area directly relevant to the program they seek admission to.

Our Ph.D. programs only admit students on a full-time basis, with the M.A. degree typically awarded as the first step in doctoral training. Prospective students are expected to demonstrate substantial grounding in general psychology, as well as in their specialization. Master's degree students can enroll full-time or part-time.

For information on admissions requirements, please refer to the relevant program website:

- Applied Developmental Psychology (Ph.D.)
- Clinical Psychology (Ph.D.)
- Psychometrics and Quantitative Psychology (Ph.D.)
- Applied Psychological Methods (M.S.)
- Clinical Research Methods (M.S.)

Programs

- Ph.D. in Clinical Psychology
- Ph.D. in Applied Developmental Psychology (p. 632)
- Ph.D. in Psychometrics and Quantitative Psychology (p. 637)
- M.S. in Clinical Research Methods (p. 636)
- M.S. in Applied Psychological Methods (p. 633)
 - Program Evaluation Concentration
 - Tests and Measures Concentration

Courses

PSYC 5100. Psychometric Theory. (3 Credits)

This course mainly covers what is commonly referred to as the classical test theory (CTT). It intends to provide you with the conceptual and technical skills necessary to develop and evaluate psychological tests and measures, and to provide foundations for further study of measurement theory, including but not limited to factor analysis and item response theory. A list of topics covered in this course include introduction to CTT, reliability, and validity of a test, and item analysis. The lab will assist software implementations (including Excel, SPSS, AMOS, and possibly R) and provide students hands-on experiences on how to plan psychometric analysis for a newly developed scale.

Attribute: PSYM.

PSYC 5123. The Literature and Psychology of Disgust. (3 Credits)

Disgust is considered a primary emotion—that is, all cultures have similar expressions and experiences that characterize the presence of disgust. Interestingly, despite the universal experience of disgust, we don't understand it very well. Literature and other media are full of disgust; you might even say that storytelling depends on it. The idea of emotion opens the door to psychology and the interdisciplinary partnership at the heart of this course. In this team-taught course, we will use the imaginative and philosophical literature of disgust to understand the emotion, and vice versa: We will use disgust, which we will explore with the tools afforded us by psychology, to understand literature and the human imagination that produces it. In implicating the work of one discipline with another, we will put them into dialogue as we seek to understand a complex and powerful human response.

PSYC 5200. Fixing Psychology's Replication Crisis. (3 Credits)

This course is an introduction to the open science approach to psychology. We will trace the origins of a “replication crisis” that shook the field over the past 10 years. This involves understanding some faulty research practices and misguided incentives within the discipline that arguably undermined the scientific process. We engage those issues primarily by reviewing “autopsies” of some psychological findings that have been challenged recently. Then we explore some reform practices that are intended to foster a more transparent, reproducible, and accurate research enterprise. Our ultimate goal is to help you to figure out whether open science practices might enhance the ways you “do” and consume research, the way that you teach undergraduates and interact with peers when conducting or analyzing research, and how you might advocate for reform in your own academic networks.

Attributes: CLMB, PMPE, PMTM, PSIC.

PSYC 5335. Social Development. (3 Credits)

This course explores social development from infancy through young adulthood. Focusing on biological bases, social groups, peers, family, community, and culture, the course will explore multiple facets of social development. The course materials include primary readings, and the course format will be discussion based. At the end of the course, students are expected to have a solid foundation in the primary domains of social development as well as an understanding of the importance of social development across the lifespan.

Attribute: CLMB.

PSYC 5710. Issues in Social Psychology. (3 Credits)

The person in society: interdisciplinary approaches; personality and culture: subculture, class, and community. Development and the self-cognitive and motivational elements in the acquisition of language, attitudes, and values. Group membership, role behavior, and group dynamics.

Attributes: CLMB, PMPE.

PSYC 6005. Ethics in Psychology. (3 Credits)

This course provides general and specific guidance for ethical conduct in the science and practice of psychology. Using case examples and readings the course covers the clinical practice of psychology, research, teaching, supervision of trainees, development of assessment instruments, conducting assessments, school psychology, educational counseling, organizational consulting, forensic activities, social intervention, administration, and other activities. Also explored is the history and current role of the federal government, state licensure boards, and the American Psychological Association and other organizations in establishing guidelines and professional codes of ethics for research, teaching, and practice in psychology. The course helps students apply these codes and regulations to traditional areas of psychology and to emerging areas such as telecommunications and managed care.

Attributes: CEED, CENS, HECS.

PSYC 6010. Research Ethics and Social Justice. (3 Credits)

This course will examine approaches to responsible research practices in socio-behavioral research, with particular attention to research involving human participants. The course will provide foundations in research ethics and methods in research ethics decision-making that exemplify scientifically valid and ethically sound research method planning, implementation, and dissemination.

Attributes: PMMA, URSG.

PSYC 6020. Health Psychology. (3 Credits)

An introduction to the study of psychological factors in health and illness, which examines the major models, research methods, interventions, and issues in health psychology/behavioral medicine. Topics include stress-illness, compliance, psychoimmunology, social support, and coping in disorders such as cardiovascular disease, pain, cancer, gastrointestinal disorders, diabetes, and obesity.

Attributes: CEED, CENS, CLRM, CPCE, HECS.

PSYC 6030. Trauma and Family Violence. (3 Credits)

This course will focus on understanding the cause and effects of trauma and family violence, such as child abuse and neglect, rape, and domestic violence. Diagnostic assessment, prevention and treatment issues will be emphasized.

Attributes: CLRM, CPCE, HUHR, PSIC.

PSYC 6050. Behavioral Medicine. (3 Credits)

Teaches students the clinical and research skills required in a medical setting. The overarching goal is for students to gain competency working with patients presenting with a range of medical conditions (as primary or secondary diagnosis).

Attributes: CLRM, CPCE, CPIE.

PSYC 6060. CRM Thesis Research. (3 Credits)

This course includes three parts: (1) A practical research experience in which the student is placed in a research setting and substantively participates in 10 to 20 hours of ongoing clinical research for at least one entire semester; (2) a biweekly two-hour meeting with the student's research supervisor, and possibly other students; and (3) five to 10 hours of supplemental readings per week to facilitate the student's independent research.

PSYC 6066. History and Systems. (3 Credits)

This course surveys the history of the major systems of psychology from pre-Socratic philosophers to contemporary cognitive science and neuroscience. Key men and women who contributed to the development of theories about and methods used to study personality, emotion, intelligence, cognition, and psychobiology are discussed within their historical, religious, cultural, and political contexts.

Attributes: CEED, CENS, CLMB, PSIC.

PSYC 6070. CRM Thesis. (3 Credits)

This course is the second in a two-course sequence designed to expose the student to the process of conducting applied clinical research to facilitate his or her own independent research project. This course is typically taken during the semester in which the student intends to complete their master's thesis. The research project that forms the basis of the student's M.A. thesis is developed in consultation with the faculty mentor and research supervisor. (Note that under some circumstances, both of these roles may be fulfilled by the same individual.) Decisions regarding the specific research project, including the length and depth of the introduction, the nature and sophistication of statistical analyses, and the format for compiling the results into a final document, will ultimately rest with the faculty mentor and reader.

PSYC 6106. Cognitive Assessment with Lab. (3 Credits)

Intensive supervised practice in administration, interpretation, and reporting of individual intelligence tests for children and adults. Students will learn and practice the administration and scoring of major developmental assessment instruments.

Attribute: PSYM.

PSYC 6119. Personality Assessment with Lab. (3 Credits)

Administration and introductory interpretation in personality assessment and research, concentrating on the Rorschach and TAT. Students will learn and practice the administration and scoring of major personality assessment instruments.

Attribute: PSYM.

PSYC 6137. Personality Assessment II. (3 Credits)

This course involves the use of projective instruments to assess personality functioning including an overview of the research base, administration, scoring, and interpretation of selected projective instruments. The primary assessment covered in this course is the Rorschach (e.g., administration, scoring, and interpretation).

Attributes: CPAE, CPCE.

PSYC 6170. Multicultural Seminar. (3 Credits)

Focus on multicultural perspective for understanding and working with diverse populations. Will examine issues of gender, race/ethnicity, sexual orientation, religion, etc. in the provision of psychological services.

Attribute: CLMB.

PSYC 6184. Behavioral Assessment with Lab. (3 Credits)

This course will establish an understanding of behavioral assessment and its implications for intervention, evaluation and research. Theoretical foundations, methods, and application of behavioral assessment to case formulation and treatment will be emphasized.

Attributes: CLRM, CPAE, CPCE.

PSYC 6190. Forensic Assessment. (3 Credits)

Psychologists who work in legal settings are often confronted with questions and diagnostic dilemmas that rarely arise in traditional clinical settings. As a result, a number of specialized assessment techniques have been developed over the past few decades, many of which are designed to address specific psycho-legal issues. In this course, students will develop a theoretical understanding and practical experience selecting and administering specialized forensic assessment instruments. The course will be roughly equally divided between understanding the theoretical underpinnings and psycho-legal utility of forensic assessment instruments as well as practical issues in their administration, scoring, and interpretation. The types of forensic assessment instruments covered include tests of malingering and deception, risk assessment tools and techniques, sex offender and psychopathy assessment, and personality assessment in the context of forensic evaluations. In addition, more specialized instruments, such as those designed to assess competence to stand trial, will be reviewed.

Attributes: CPAE, CPCE.

PSYC 6205. Clinical Geropsychology. (3 Credits)

This course considers the implications of the melding of gerontology and clinical psychology for the delivery of psychological services to the elderly. Topics considered include: (a) personality, cognition, and physical changes in aging; (b) psychopathology (e.g., depression, anxiety, psychosis, Alzheimer's disease) in the elderly; (c) assessment issues and methods with older adults; and (d) psychotherapy and consultation approaches with the elderly and their support systems.

Attributes: CLRM, CPCE, CPIE.

PSYC 6210. Psychotherapy Theories. (3 Credits)

Comprehensive overview of most of the major contemporary approaches to psychotherapy, with special emphasis on underlying assumptions, techniques employed, and goals.

PSYC 6225. Personality Theories and Research. (3 Credits)

This course covers major theories and empirical literatures in contemporary personality psychology. These include evolutionary, biological, social-cognitive, and psychometric perspectives on the dimensions and functions of personality. Meanwhile, we address diverse methodological approaches—such as observational, experimental, and behavior-genetic designs—in research on personality and its correlates. Throughout, we aim to connect students' own research activity to recent substantive and methodological developments in personality science.

Attributes: CLMB, PMPE.

PSYC 6245. Cognitive Behavioral Therapy. (3 Credits)

The course covers major theories of cognitive and behavioral therapy, as well as empirical evidence to support methods. Assessment, conceptualization, and treatment planning employing cognitive behavioral therapy is emphasized. Applications with special populations are covered, and we also cover how cognitive behavioral therapy is part of a systematic evidence-based approach to evaluation and treatment.

Attributes: CLRM, CPCE, CPIE.

PSYC 6250. Dialectical Behavior Therapy. (3 Credits)

This seminar reviews the major principles, strategies, and methods of Dialectical Behavior Therapy (DBT). The course includes an overview of the theories underlying DBT treatment, discussion of the existing research supporting DBT as an evidence-based treatment for severe emotion dysregulation and chronic suicidality, and practice of basic skills and techniques used within this therapeutic modality. Class sessions include didactics, discussion, video demonstrations, and behavioral rehearsal of DBT skills.

Attribute: CPIE.

PSYC 6251. Foundations of Neuropsychology. (3 Credits)

This course will provide a broad understanding of human brain-behavior relationships, neuropsychological theory, and the application of this knowledge to the clinical evaluation and treatment of individuals with brain disease or damage. The course will begin with an overview of clinical neuropsychology and its history, functional neuroanatomy, evidence based neuropsychological practice, and the foundations for research and theory of clinical neuropsychology (including the connection between neuropsychological evaluation and the practical implications of neuropsychological conditions), diagnosis of neurocognitive disorders, and neuropsychological intervention techniques. Finally, this course reviews non-neurologic considerations in CNS functioning and neuropsychological evaluation, including multicultural, ethical and forensic issues in clinical neuropsychology.

Attributes: CLRM, CPAE, CPCE.

PSYC 6253. Neuropsychological Assessment With Lab. (3 Credits)

This course will review the practice of neuropsychological assessment and basic concepts related to classes of cognitive functions. We will discuss psychometric principles germane to neuropsychological assessment as well as the use of neuropsychological assessment for clinical practice. Laboratory activities will support the acquisition of knowledge related to the practice of neuropsychological practice, including test selection, administration, scoring, data interpretation, and report writing.

Attributes: CPAE, CPCE.

PSYC 6257. Child Neuropsychology. (3 Credits)

The relationship between development of brain structure and cognitive functions are discussed. Tests used to assess a variety of functions including memory, attention, achievement, visual spatial skills, executive function, and motor function are presented. Learning disabilities, attention deficits, pediatric neurological disorders, and other relevant topics are covered.

Attributes: CPAE, CPCE.

PSYC 6259. Topics in Developmental Cognitive Neuroscience. (3 Credits)

This seminar covers topics in developmental cognitive neuroscience across the lifespan. Topics include neural correlates of cognitive development (memory, face perception, executive functioning), structural and functional brain changes associated with aging, and normal and pathological (e.g. Alzheimer's disease) cognitive changes associated with aging.

PSYC 6275. Family Psychology. (3 Credits)

Provide basic knowledge of family systems theory as a pre-requisite for understanding family psychology and family therapeutic intervention. Provides a survey of research models and findings relevant to family processes and therapeutic practice.

Attribute: CLRM.

PSYC 6280. Brief Psychotherapy. (3 Credits)

This course will provide an overview of the major approaches to brief psychotherapy. Various theoretical perspectives are included: psychodynamic, cognitive, behavioral, and interpersonal.

PSYC 6285. Evidence-Based Psychodynamic Therapy. (3 Credits)

This course develops students' understanding of psychodynamic psychotherapy. The course covers what psychodynamic therapies are, including the foundation, application, and variety of models within this broad umbrella. The course will provide an in-depth exploration of the empirical research for this treatment approach. Students will evaluate the inherent differences in researching psychodynamic therapies given the oftentimes not-observable variables of study. There will be an emphasis on healthy debate and discussion in evaluation of the psychotherapy research to be discussed. This course will also focus on the existing outcome research for psychodynamic psychotherapy as compared to other non-psychodynamic models. Students will critically analyze evidence-based therapy models for different symptomatology, including anxiety, depression, and personality disorders.

Attributes: CLRM, CPIE.

PSYC 6290. Health Disparities and Social Justice in Research and Practice. (3 Credits)

This course focuses on the psychosocial correlates and consequences of health disparities involving individuals and groups that have been historically marginalized by society and in some cases by the health sciences and professions. Readings and class discussions will examine the relationship of contextual factors such as poverty, racial/ethnic discrimination, environmental hazards, incarceration, institutionalization, and public policy to social and health inequities faced by children and adults with HIV/AIDS, mental illness, intellectual disabilities, and substance abuse disorders. The role of psychology in the emerging health and human rights paradigm in the United States and globally will also be explored.

Attributes: CEED, CENS, CLRM, CPCE, HECS, PMPE, PSIC.

PSYC 6298. Psychoanalytic Theory. (3 Credits)

Theory, research methods, and therapy of the psychoanalytic movement will be explored, including the work of Freud and ego psychological, neofreudian, Jungian, interpersonal, object relational, self, archetypal, and existential orientations. Attention will focus on clinically relevant topics such as human development, personality, dreams, and psychopathology, using case material for illustrations.

Attributes: CLRM, CPCE, CPIE.

PSYC 6300. Developmental Psychology: Foundations. (3 Credits)

This course will cover the historical and theoretical foundations of developmental psychology and the emergence of the discipline of Applied Developmental Psychology. Major historical and contemporary theories of development and key topics and research will be considered across domains, with emphasis on core readings, developmentalists, and turning points in the field.

Attributes: CLMB, PMPE.

PSYC 6310. Culture, Ethnicity, and Race. (3 Credits)

"Culture, Ethnicity, Race and Development" reviews how these concepts have been defined in psychological research. We then examine how these social influences affect youth development by focusing on topics in four areas: theories of ethnicity and race in human development, family, social dynamics and cultures.

Attributes: CEED, CENS, HUCB, PSIC.

PSYC 6330. Cognitive Development. (3 Credits)

Theories and research in structuralism, neo-structuralism, information processing, connectionism and contextualism are investigated.

Attributes: CLMB, PMPE.

PSYC 6350. Applied Developmental Psychology. (3 Credits)

This course will provide an introduction to the roles and activities of professionals in applied developmental psychology. Topics will include definitions of the field, ethical issues, public policy, research design, and program evaluation.

Attributes: CEED, CENS, HECS.

PSYC 6370. Cognition and Affect. (3 Credits)

A development and comparative examination of significant cognitive theories and research Structuralist, contextualist, information processing, and connectionist perspectives as well as research from infant to elderly cognition are covered.

Attribute: CLMB.

PSYC 6380. Anxiety Disorder Seminar. (3 Credits)

The course addresses the etiology of various anxiety disorders- research related to anxiety disorders and treatment options. This course is an in-depth coverage of the major anxiety disorders, beginning with etiological and maintaining factors, as well as information processing and behavioral features, and ending with psychosocial treatment and case management. Special attention is given to specific cases an illustrative of each condition, and complicating factors involved in case management.

Attributes: CLRM, CPCE, CPIE.

PSYC 6385. Depression and Suicide. (3 Credits)

This course seeks to provide you with an overview of the etiology, diagnosis, and treatment of depression and suicidality. We will examine various models of vulnerability to depression, including psychodynamic, behavioral, cognitive, and interpersonal models. Research findings in these areas will also be examined. Furthermore, this course will provide you with an overview of the epidemiology, assessment, and treatment of suicidal thinking and behavior.

Attributes: CLRM, CPCE, CPIE.

PSYC 6390. Global Mental Health. (3 Credits)

This course provides a survey of models, mechanisms, and critiques surrounding Global Mental Health. Materials are drawn from the burgeoning global mental health literature (e.g., Vikram Patel, Jorgen Unutzer, Helena Verdell) transcultural psychiatry (Authur Kleinman, Laurene Kirmayer), post-conflict psychosocial mental health field (Ager, de Jong), and mental health capacity building. A section on methods in the middle of the course provides opportunities for students to review research design. Requirements will include weekly reflection papers, a term paper, and an exam. Outside speakers may be invited for selected lectures.

Attributes: CLRM, CPCE, CPIE, HUCB, PSIC.

PSYC 6530. Developmental Psychopathology. (3 Credits)

This course will consider developmental disabilities and psychopathologies and the contexts, both natural and designed, that exacerbate or ameliorate these conditions. The ideas of disability, pathology, and dysfunction, and the contrasting ideas of ability, health, and functionality will be considered in relation to each other.

Attribute: CLRM.

PSYC 6654. Introduction to Neuroscience. (3 Credits)

An exploration of the neuro-anatomical, physiological, and chemical substrates of human behaviors, including movement, sensation, perception, cognition, emotion, and personality. Both typical and atypical behaviors will be considered, as will developmental issues.

Attribute: CLMB.

PSYC 6670. Psychopharmacology I. (3 Credits)

This course covers the major psychiatric medication used in direct service delivery setting for mental health care. Special attention will be give to the role of psychotropic medication in the conduct of psychological services, including case management and treatment facilitating/ interfering matters.

Attributes: CLRM, CPCE.

PSYC 6780. Psychological Disorders in Children and Adolescents. (3 Credits)

This course will provide an overview of psychological disorders affecting children and adolescents. Disorders will be examined from multiple perspectives, including theories of attachment and temperament, neurobiology, genetics, and environmental (family/social) influences. Factors contributing to risk for, and resilience to, psychopathology will be discussed. Classes will involve detailed discussions of specific disorders, including etiology, phenomenology, and course. Relevant assessment tools used clinically and in research settings will also be described.

Attribute: CPCE.

PSYC 6802. Introduction to Psychology Statistics w/ Lab. (3 Credits)

This course will replace PSYC 6800 and PSYC 6801. Most psychological research depends on statistical methods. This course aims to provide an introduction of a variety of statistical methods for psychological research.

PSYC 6830. Psychology Research Methodology. (3 Credits)

The course will cover a variety of topics involving research methodology and design. Pitfalls and potential solutions to many experimental and quasi-experimental methodologies will be addressed. Students will complete their own research project during this course, including design, finding subjects, experimentation, analysis, and write-up.

PSYC 6850. Evaluation of Psychological and Social Programs. (3 Credits)

Review of the literature relating to the scientific evaluation of psychological programs in the areas of mental health, addiction, compensatory education, and societal innovation. Extensive discussion of the use of quasi-experimental designs, and numerous methodological issues and pragmatic problems associated with evaluation studies.

Attributes: CLRM, DATA, SOIN.

PSYC 7010. Psychology and Criminal Law. (3 Credits)

This course is designed to provide an overview of the interaction between psychology and the criminal law. We will focus primarily on the three major aspects in which psychologists are involved in the criminal justice system: competence to stand trial evaluations, mental state at the time of the offense (mens rea and the insanity defense), and the assessment of risk/prediction of future dangerousness. Because the interaction of psychology and law is by definition interdisciplinary, this course is co-taught by a forensic psychologist (Professor Rosenfeld) and attorney (Professor Cohen), and is open to both psychology graduate students law students. The content of the course is evenly divided between understanding the legal issues involved and the application of psychological principals to these legal issues. In addition, specific topics such as forensic psychological assessment and expert testimony will be discussed.

Attributes: CEED, CENS, CLRM, CPCE.

PSYC 7020. Psychology and Civil Law. (3 Credits)

This course covers a number of the areas in which psychologists consult on forensic matters outside of the criminal arena. The semester will be divided relatively evenly between the reviewing case law and legal standards and issues related to clinical practice. Specific legal issues discussed include the concept of torts and malpractice, causation, best interest standards, and standards of proof. The first application of these issues pertains to civil law, including the role of psychologists in personal injury and sexual harassment cases, and disability law. The second area of focus concerns the role of psychologists in the family court, including a child custody and visitation evaluations, termination of parental rights, and divorce mediation. Finally, we discuss issues that arise in the elderly and medically ill such as informed consent, decision-making competence, physician-assisted suicide, and testamentary capacity. Overarching issues such as psychological testing, report preparation, and expert testimony are discussed in the context of these topics.

Attributes: CEED, CENS, CLRM, CPCE, HECS.

PSYC 7030. Psychology and Juvenile Justice. (3 Credits)

This course provides an overview of the interaction between psychology and the juvenile justice system focusing on four areas: 1) developmental theories and trajectories of antisocial behavior, 2) assessment and identification of risk and protective factors among justice system-involved youth, 3) clinical evaluations related to legal questions, and 4) empirically supported treatment/program.

Attributes: CLRM, CPCE.

PSYC 7111. Psychopathology. (3 Credits)

An overview of the primary types, causes, and symptoms of a working knowledge of the basic tools used in clinical diagnosis, including diagnostic evaluation skills in the assessment of specific psychological disorders, as well as case formulation skills from different theoretical perspectives.

PSYC 7121. Clinical Diagnosis. (3 Credits)

This course is designed to promote the development of a working knowledge of the basic tools used in clinical diagnosis, including diagnostic evaluation skills in the assessment of specific psychological disorders, as well as case formulation skills from different theoretical perspectives.

PSYC 7122. Developmental and Prevention Science. (3 Credits)

This course introduces students to theories and research concerned with the integration of the developmental and prevention sciences to understand and address social-emotional and cognitive problems with a focus on middle childhood. Focusing first on theoretical perspectives from developmental science and key principles in prevention science, including risk and resilience in development, the course will then examine issues related to developmental transitions and contexts of development as well as challenges in targeting preventive interventions on multiple domains and mechanisms of development, and the science and practice of developmental preventive interventions in organizational, community, political-economic, and policy contexts. The course materials include primary readings, and the course is discussion based. Students will gain an understanding of core principles and research demonstrating the many ways developmental and prevention sciences are mutually informative.

Attributes: CLRM, PMPE.

PSYC 7250. Treatment of Substance Abuse. (3 Credits)

This course will cover theories and supporting research data concerning the development and maintenance of substance abuse disorders. It will concentrate heavily on specific techniques and regimens developed especially for the treatment of substance abuse disorders. Emphasis will be placed on psychosocial forms of treatment.

Attributes: CLRM, CPCE, CPIE.

PSYC 7500. Computerized Multistage Testing. (3 Credits)

This course provides a general overview of adaptive and multistage test (MST)'s important concepts. The MST design is described, why it is needed, and how it differs from other test designs, such as linear test and CAT designs, and how it represents a middle ground between the linear and intern-level adaptive tests. It will illustrate and discuss the processes of test design, assembly, routing, scoring, applications, and operational implementation considerations, as well as the most recent development on software for simulations to aid the operational implementation.

PSYC 7804. Regression with Lab. (3 Credits)

This course covers all types of regression analyses and related ideas. Hands on experience and development of expertise in conducting regression analyses.

Attributes: CLMB, DATA.

PSYC 7806. Multidimensional Scaling. (3 Credits)

A consideration of the theory and applications of the scaling of data, univariate and multivariate, metric and non-metric in psychology and related sciences. Emphasis is on the various theoretical models for scaling data multi-dimensionally and their computer program analogues.

PSYC 7811. Missing Data Analysis. (3 Credits)

Missing data is common in behavioral research. This course covers the concepts of missing data (e.g., mechanisms of missing data, categorizations of missing data), research designs in minimizing missing data, planned missing data designs, and statistical methods in handling missing data with different types of data (cross-sectional, longitudinal, categorical, multilevel). Software implementation of these techniques will be introduced and covered.

Prerequisite: PSYC 7804.

PSYC 7812. Factor Analysis. (3 Credits)

Theories of trait organization and techniques of factor analysis. Critical evaluation of major research on the identification of aptitude and personality traits.

Attributes: CLRM, PMTM, PSYM.

PSYC 7815. Cluster Analysis. (3 Credits)

Cluster Analysis is a generic term for a range of methods that use criteria, and algorithms for discovering and defining groups of similar objects, subjects, concepts, stimuli, or other entities. Current methods and their comparative evaluation are presented in the context of behavioral science applications. The interrelationship of cluster analysis with factor analysis, multidimensional scaling and discriminant analysis is discussed. Students are expected to use the computer to analyze behavioral science data in the course.

Attribute: PSYM.

PSYC 7816. Introduction to Multivariate Analysis. (3 Credits)

This course covers elements of matrix theory, multivariate regression, exploratory factor analysis, principal component analysis, discriminant analysis, the generalized T-distribution, multivariate analysis of variance, and canonical regression. It also includes a treatment of pattern, profile analysis, and a brief introduction of correspondence analysis.

Attribute: CLMB.

PSYC 7821. Advanced Multivariate Analysis for Psychology. (3 Credits)

This course will cover the major multivariate statistical techniques used in social and behavioral sciences. The topics covered are similar to those in introduction to Multivariate Analysis; the multivariate normal distribution, the multivariate general linear model (MANOVA, Multivariate Multiple Regression, MANCOVA), discrimination and classification, canonical correlation analysis, and methods of analyzing covariance and correlation structures such as principal components and factor analysis. The coverage on this class goes beyond application of these techniques by focusing on their statistical and theoretical foundations, and by emphasizing matrix algebra computations.

PSYC 7827. Models of Decision and Choice. (3 Credits)

This course will cover normative and descriptive models of individual choice and decision-making beginning with Expected Value and concluding with Cumulative Prospect Theory. The course will emphasize the interface and exchange between theory and experimentation. In particular we will focus on the ways in which theory has changed and adapted in response to empirical behavioral results.

PSYC 7830. Structural Equation Modeling. (3 Credits)

The course and lab familiarizes students with methodology topics include: determination of model parameters, fitting models to data, etc., LISREL, EQS, AMOS, Mplus and SEPATH.

Attributes: DATA, PMTM.

PSYC 7832. Meta-Analysis. (3 Credits)

This course will introduce participants to the methodology of systematic reviews of scientific literatures and meta-analysis—a set of techniques designed to synthesize research findings across studies as the basic units of data analysis. The course will cover all major synthesis (meta-analysis) with special attention to the unique features of such analyses. Participants will read and critique published meta-analyses and will gain experience with some meta-analysis software.

Attributes: CLRM, PSYM.

PSYC 7835. Categorical Data Analysis. (3 Credits)

The goal of this course is to introduce statistical models for categorical data, which are common in behavioral sciences. These include binary data (sick vs. not), ordinal data (coarse Likert scales), nominal data (answers yes, answers no, answers “don’t know”), and count data (how many events in a given amount of time). The course will introduce relevant statistical theory for categorical distributions; cover models such as logistic, Poisson, ordinal or nominal regression, etc., and show how they fit in the framework of the generalized linear model (GLM); and discuss the interpretation of these models.

Attributes: ASDM, PSYM.

PSYC 7850. Hierarchical Linear Models. (3 Credits)

This course introduces linear models (regression, ANOVA and ANCOVA) for populations having a hierarchical structure. An example of such a structure would be students grouped in universities. Here there is assumed to be a population of universities and, for each university, a population of students. Suppose there is some outcome variable of interest (perhaps GPA in this example). Predictors for this variable might be available at the student level (admission test scores) as well as the university level (selectivity). Hierarchical linear models provide an appropriate framework for exploring data obtained from such a structure (involving a sample of universities and a sample of students from each of the sampled universities). Bayesian, non-Bayesian, and Empirical Bayesian approaches will be discussed and compared.

Attributes: CLRM, PMTM.

PSYC 7880. Statistical Mediation Analysis. (3 Credits)

This course will provide a comprehensive introduction to statistical mediation analysis including estimation of effects, consideration of assumptions, and limitations of method. Course topics will cover computer intensive applications of mediation, including multivariate models with multivariate models with multiple indicators and mediators, as well as longitudinal and hierarchical models. The goal of this course is to prepare students for applying mediation to their own program of research.

PSYC 7890. Qualitative Methods. (3 Credits)

This course examines strategies available for the analysis of data not appropriately addressed by typical statistical methodologies. This course provides knowledge of qualitative research methods and skills necessary to carry out this kind of research in psychology. Principles, procedures, ethics, and illustrative studies in phenomenology, grounded theory, narrative psychology, hermeneutics, heuristic research, psychoanalysis, action research, programs of evaluation, and feminism will be explored. Hands-on activities include the formulation of research problems, design, data collection, analysis, validation, and report writing.

Attributes: CLMB, PMMA.

PSYC 7920. Item Response Theory. (3 Credits)

This course focuses on item response theory psychometric models, including two- and three-parameter models. Theory and application are discussed and studied, using the various models.

Attributes: CLRM, DATA.

PSYC 7940. Bayesian Statistics. (3 Credits)

This course provides students with an understanding of the philosophy, concepts, and mathematical theories for Bayesian statistics. It also covers the Bayesian applications of common statistical techniques in psychological and behavioral research, such as regression. The course will also teach students using popular statistical software packages for Bayesian analysis.

Attribute: PMTM.

PSYC 7950. Correspondence Analysis. (3 Credits)

Correspondence Analysis (CA) is often regarded as principal component analysis of categorical data. The categorical data refer to contingency tables or any Likert-type data. Different from ordinary factor or component analysis that estimates factors or dimensions from column-wise variables, CA is eligible to estimate dimensions from row variables (actually row categories), in addition to estimating the column dimensions. CA also estimates the relationship (i.e., phi correlation) between the rows and columns, using the chi-squared statistics, and presents the relationship in a graphical display. CA may be considered as simultaneous principal component analysis for both rows and columns.

Attribute: PMTM.

PSYC 7960. Equating Test Scores. (3 Credits)

Test equating methods are used to produce scores that are comparable across different test forms. The course will provide a detailed overview of the observed-score equating (OSE) methods and framework, and of the IRT OSE method; the assumption that underlie different methodologies and the relevant data collection designs will also be discussed. In this course, theoretical issues will be considered along with numerical examples and software demonstrations using real data.

Attribute: PSYM.

PSYC 7965. Experimental Design. (3 Credits)

This class exposes students to the basic principles of experimental design and the appropriate tools for analysis of results from experimental studies. We will cover single- and multi-factor designs, blocking and repeated measures designs, analysis of covariance and the special statistical issues associated with multiple comparisons and non-orthogonal designs.

Attributes: ASDM, PMTM.

PSYC 7990. The Teaching of Psychology. (3 Credits)

Theory and practice of college teaching will be reviewed. Topics will include lecturing, demonstrations, assessment methods, out of class writing assignments, syllabus preparation, local requirements and values.

PSYC 8001. Internship in Applied Psychological Methods. (3 Credits)

Students will identify a research project or program evaluation project in collaboration with their site supervisor and their internship mentor, and complete that project, drawing upon skills learned during the course of the Master's program. Students will have one semester to complete this project.

PSYC 8013. Psychometric Topics Seminar I. (0 Credits)

This seminar is intended for students in the psychometrics and quantitative psychology Ph.D. program. Students are required to take five semesters of PSYC 8013 and 1 semester of PSYC 8014. The seminar includes invited talks, research presentations, journal article/book chapter open discussions, and professional development topics related to psychometrics and quantitative psychology.

PSYC 8014. Psychometric Topics Seminar II. (3 Credits)

This seminar is intended for students in the psychometrics and quantitative psychology Ph.D. program. Students are required to take five semesters of PSYC 8013 and 1 semester of PSYC 8014. The seminar includes invited talks, research presentations, journal article/book chapter open discussions, and professional development topics related to psychometrics and quantitative psychology.

PSYC 8015. Identification of Child Abuse. (0 Credits)

The seminar will deal with the identification and reporting of child abuse. The sequelae of child abuse and maltreatment (medical, psychological, and legal) will be discussed. New York State laws and regulations dealing with reporting responsibilities will receive special emphasis.

PSYC 8023. Clinical Topics Seminar. (0 Credits)

All students attend this Clinical Topics Seminar (CTS) for 6 semesters (the first three years). CTS is intended to serve multiple goals, including facilitating the professional development of graduate students through, among other things, formal didactic presentations, opportunities to give formal research presentations (of the MA thesis, in the fall semester of the third year) and case conferences (in the spring semester of the third year), and guest lectures by faculty and invited speakers. Other topics rotate across different semesters and years (e.g., specific topic presentations that are covered sequentially and in more depth on a rotating three-year cycle).

PSYC 8025. Research Colloquium. (0 Credits)

Students will learn about research being conducted by faculty members, other graduate students, and invited speakers from other institutions.

PSYC 8040. Independent Research. (3 Credits)

This course offers opportunities for students to work with individual faculty on individual projects of their own design.

PSYC 8043. ADP Research Apprenticeship I. (3 Credits)

A research apprenticeship for all students in the Applied Developmental Program, taken within the first two years of study. Students, working under the direct supervision of a Developmental faculty member, gain firsthand experience in design, implementation, and analysis of a research project pertaining to the development of infants, children, adolescents, mid-life, or older adults.

PSYC 8044. ADP Research Apprenticeship II. (3 Credits)

A continuation of PSGA 8043.

PSYC 8045. ADP Research Apprenticeship III. (3 Credits)

A continuation of research apprenticeship I and II for all students in the Applied Developmental Program taken within the first two years of study. Students working under the direct supervision of a developmental faculty member, gain firsthand experience in design, implementation and analysis of research, project pertaining to the development of infants, children, adolescents, mid-life, or older adults.

PSYC 8050. Pre-Doctoral Thesis. (3 Credits)

Under the direction of a faculty mentor, student conducts a short-term research project, analyzes results, and prepares a report in a journal article format.

PSYC 8060. Research Seminar I. (1 to 3 Credits)

Prior to beginning work on dissertation, each doctoral student prepares a written proposal of the research project and discusses it orally at a meeting of the seminar. Required of all doctoral students.

PSYC 8070. Research Seminar II. (3 Credits)

Each doctoral student is required to make a written and oral progress report on the dissertation research after completion of data gathering analysis.

PSYC 8080. Clinical Psychology Internship. (1 Credit)

To be taken only after completion of all other degree requirements.

PSYC 8081. Applied Dev. Internship. (1 Credit)

PSYC 8082. Psychometric Internship. (1 Credit)
This is a course for Psychometrics and Quantitative Psychology Ph.D. students who need a course for outside of intern positions.

PSYC 8085. Applied Dev. Internship. (0.5 Credits)

This course is for students who are engaged in productive research internships or fellowships.

PSYC 8202. Clinical Externship I. (3 Credits)

This course provides a didactic and group supervision structure that addresses students developing the range of clinical skills that sequentially prepare them for an internship and, eventually, independent practice as a psychologist. The focus of Externship I/II is on basic interviewing and therapy skills, intervention planning, and effective use of supervision to guide clinical service delivery. The clinical externship is completed by students in their second year of doctoral training. Didactics and group supervision focus on both assessment and treatment skills that are incorporated into students' clinical training at external externship sites.

Attribute: CELG.

PSYC 8203. Clinical Externship II. (3 Credits)

Continuation of PSYC 8202.

Attribute: CELG.

PSYC 8212. Clinical Externship III. (3 Credits)

This course provides a didactic and group supervision structure that addresses students developing the range of clinical skills that sequentially prepare them for an internship and, eventually, independent practice as a psychologist. The focus of Externship III/IV is on continued growth in interviewing and therapy skills, intervention planning, case conceptualization, report writing, and effective use of supervision to guide clinical service delivery. Didactics and group supervision focus on both assessment and treatment skills that are incorporated into both students' clinical training at external externship sites as well as within the program training clinic.

Attribute: CELG.

PSYC 8213. Clinical Externship IV. (3 Credits)

Continuation of PSYC 8212.

Attribute: CELG.

PSYC 8221. Clinical Externship V. (1 Credit)

This course provides a didactic and group supervision structure that addresses students developing the range of clinical skills that sequentially prepare them for an internship and, eventually, independent practice as a psychologist. The focus of Externship V/VI is on continued growth in interviewing and therapy skills, intervention planning, case conceptualization, report writing, and effective use of supervision to guide clinical service delivery. Didactics and group supervision also address exposure and experience to models of supervision and case consultation. Students receive hands-on experience conducting supervision through a peer supervision process and gain practical experience in case consultation via their external externship training.

PSYC 8223. Clinical Externship VI. (1 Credit)

Continuation of PSYC 8221.

PSYC 8271. Child Psychotherapy. (3 Credits)

This course will provide foundational knowledge relevant to conducting individually oriented child and adolescent therapy. The course will address issues such as the unique challenges that are involved in working with children and adolescents, evidence-based approaches to child and adolescent treatment, and major psychological disorders that children and adolescents experience, and how to intervene.

Attributes: CLRM, CPCE, CPIE.

PSYC 8350. Applied Dev Psy Prac I. (3 Credits)

Supervised work in the application of developmental psychology to field settings. Students complete a project, such as a needs assessment or program design and evaluation practicum site.

Prerequisites: PSGA 6350 (may be taken concurrently) and PSGA 6000 (may be taken concurrently).

PSYC 8351. Applied Dev Psy Prac II. (3 Credits)

Continuation of PSGA 8350.

PSYC 8999. Independent Study. (0.5 to 3 Credits)

Under the direction of a faculty mentor, student conducts a research project not directly related to either the second-year project (PSGA 8050) or the doctoral dissertation.

PSYC 9999. Dissertation Direction. (1 Credit)

Applied Developmental Psychology (Ph.D.)

The curriculum of the ADP program focuses on human development (bio-psycho-social) in contexts and over time; prevention/intervention and health promotion; theories and methods of developmental assessment; and program evaluation. Coursework emphasizes the importance of applying research, as two courses require field placements (program evaluation and the practicum). These ADP program field experiences serve to foster relationships with the communities of the Bronx, the NYC metropolitan area, and beyond. Because human development occurs in contexts, all courses and field experiences include a deep understanding and discussions of inter-individual differences in intra-individual change, multiculturalism, vulnerable populations, as well as ethical and moral issues in all three areas of research, applications, and policy.

CIP Code

42.2703 - Developmental and Child Psychology.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Course	Title	Credits
<i>Historical and Ethical Bases</i>		6
PSYC 6300	Developmental Psychology: Foundations	
PSYC 6005	Ethics in Psychology	
<i>Biological Bases: One of the following courses</i>		3
PSYC 6251	Foundations of Neuropsychology	
PSYC 6654	Introduction to Neuroscience	
PSYC 6257	Child Neuropsychology	
<i>Social Bases:</i>		3
PSYC 5335	Social Development	
<i>Cognitive-Affective Bases</i>		3
PSYC 6330	Cognitive Development	
<i>Methodological Bases:</i>		3
PSYC 6830	Psychology Research Methodology	
<i>Statistics:</i>		9
PSYC 6802	Introduction to Psychology Statistics w/ Lab	
PSYC 7804	Regression with Lab	
PSYC 7816	Introduction to Multivariate Analysis	
<i>Seminars and Colloquium:</i>		0
PSYC 8025	Research Colloquium (taken six times)	

PSYC 8015	Identification of Child Abuse	
<i>Teaching:</i>		3
PSYC 7990	The Teaching of Psychology	
<i>Research:</i>		24
PSYC 8043	ADP Research Apprenticeship I	
PSYC 8044	ADP Research Apprenticeship II	
PSYC 8045	ADP Research Apprenticeship III	
PSYC 8050	Pre-Doctoral Thesis	
	or PSYC 8040 Independent Research	
PSYC 8350	Applied Dev Psy Prac I	
PSYC 8351	Applied Dev Psy Prac II	
PSYC 0930	Psychology Doctoral Comprehensive Examination	
PSYC 0960	Proposal Acceptance	
PSYC 0970	Dissertation Mentoring-Psychology	
<i>ADP Basics:</i>		3
PSYC 6850	Evaluation of Psychological and Social Programs	
Concentrations: (Chose one of three)		
<i>Two Required and one elective course from one of the following concentrations:</i>		9
<i>Development within Family, School, and Neighborhood Contexts</i>		
<i>Development in the Context of Race, Ethnicity, and Culture</i>		
<i>Health, Illness, and Well-being across the Lifespan</i>		
Total Credits		66

Concentrations

The ADP program requires students to focus their coursework and research and field experiences in one of the following three areas: Development within Family, School, and Neighborhood Contexts; Development in the Context of Race, Ethnicity, and Culture; and Health, Illness, and Well-being Across the Lifespan. Faculty can associate with more than one concentration and are able to mentor students across concentrations.

Development within Family, School, and Neighborhood Contexts Concentration

Three courses are required.

Course	Title	Credits
<i>Required:</i>		
PSYC 6310	Culture, Ethnicity, and Race	
PSYC 7122	Developmental and Prevention Science	
<i>One of the following:</i>		
PSYC 6530	Developmental Psychopathology	
PSYC 6020	Health Psychology	

Development in the Context of Race, Ethnicity, and Culture Concentration

Three courses are required.

Course	Title	Credits
<i>Required:</i>		
PSYC 6290	Health Disparities and Social Justice in Research and Practice	
PSYC 6310	Culture, Ethnicity, and Race	
<i>One of the following:</i>		
PSYC 5710	Issues in Social Psychology	
PSYC 6020	Health Psychology	

Health, Illness, and Well-being Across the Lifespan Concentration

Three courses are required.

Course	Title	Credits
<i>Required:</i>		
PSYC 6020	Health Psychology	
PSYC 6259	Topics in Developmental Cognitive Neuroscience	
<i>One of the following:</i>		
PSYC 6290	Health Disparities and Social Justice in Research and Practice	
PSYC 6530	Developmental Psychopathology	

Applied Psychological Methods (M.S.)

Overview

The applied psychological methods master's degree program currently requires 30 semester hours for the M.S. degree. After no more than one semester, students specialize in one of two concentrations. The program focuses on the evaluation of programs and program delivery, social policy, organizational change, and specific content areas such as education, development, or cognition. It also focuses on applying advanced statistical approaches to real-world problems, using techniques such as item response theory, structural equation modeling, and hierarchical linear modeling.

Students will complete a total of three core courses (9 credits), and six specialization courses (18 credits), and a one-semester internship (3 credits). Full-time students are expected to take three or four 3-credit courses a semester, part-time students one or two. Internships may be arranged following one semester of completed work. Any substitutions must be reviewed and approved by the director of the M.S. program. Additional coursework completed over the summer or transferred from a prior institution may reduce the number of courses required per semester.

Requirements

Course	Title	Credits
PSYC 6802	Introduction to Psychology Statistics w/ Lab	3
PSYC 6010	Research Ethics and Social Justice	3
PSYC 6830	Psychology Research Methodology	3
PSYC 8001	Internship in Applied Psychological Methods ¹	3

Three required and three elective courses from one of the following concentrations:	18
Program Evaluation	
Tests and Measurement	
Total Credits	30

¹ For more information on the Internship requirement, visit our page on the Fordham website.

Concentrations

Program Evaluation concentration

Course	Title	Credits
POSC 5251	Political Survey Research	3
PSYC 6850	Evaluation of Psychological and Social Programs	3
PSYC 7890	Qualitative Methods	3
Three electives with the PMPE attribute		9
Total Credits		18

Courses in this group have the PMPE attribute.

Course	Title	Credits
PSYC 5200	Fixing Psychology's Replication Crisis	3
PSYC 5710	Issues in Social Psychology	3
PSYC 6225	Personality Theories and Research	3
PSYC 6290	Health Disparities and Social Justice in Research and Practice	3
PSYC 6300	Developmental Psychology: Foundations	3
PSYC 6330	Cognitive Development	3
PSYC 7122	Developmental and Prevention Science	3

Tests and Measurement concentration

Course	Title	Credits
PSGE 7711	Psychometric Theory	3
PSYC 7804	Regression with Lab	3
or PSYC 7816	Introduction to Multivariate Analysis	
PSYC 7920	Item Response Theory	3
or PSYC 7960	Equating Test Scores	
Three electives with the PMTM attribute		9
Total Credits		18

Courses in this group have the PMTM attribute.

Course	Title	Credits
CISC 5500	Data Analytics Tools and Scripting	3
CISC 5700	Cognitive Computing	3
CISC 5790	Data Mining	3
CISC 5900	Information Fusion	3
PSGE 7418	Non-Biased Assessment and Decision-Making	3
PSYC 5200	Fixing Psychology's Replication Crisis	3
PSYC 7812	Factor Analysis	3
PSYC 7830	Structural Equation Modeling	3

PSYC 7850	Hierarchical Linear Models	3
PSYC 7940	Bayesian Statistics	3
PSYC 7950	Correspondence Analysis	3
PSYC 7965	Experimental Design	3

Clinical Psychology (Ph.D.)

Overview

The doctoral training program in clinical psychology is a single program that prepares students for and makes them eligible to take the New York State Licensing Examination in Psychology. Students can specialize in one of four areas through elective courses, selecting an appropriate externship, and conducting either their M.A. or doctoral research in that area.

Students are expected to be in residence for their first four years, typically taking three to four courses in addition to Clinical Topics Seminar and Research Colloquium per semester. Most students also take some courses over the summer, with up to two summer courses covered by their tuition scholarship. In total, students are required to complete 60 course credits. Externship, Research Practicum, Dissertation, and an APA-accredited internship bring the total to the 85 credits required for graduation. Courses taken over the summer or transferred from a prior institution may reduce the number of courses per semester or provide greater flexibility in selecting and scheduling electives.

Additional information about the clinical psychology doctoral program, including admissions procedures, can be found on the psychology department website.

CIP Code

42.2799 - Research and Experimental Psychology, Other.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Course	Title	Credits
<i>Biological Bases of Behavior:</i>		3
PSYC 6654	Introduction to Neuroscience	
<i>Social Bases:</i>		3
PSYC 5710	Issues in Social Psychology	
<i>History and Systems:</i>		3
PSYC 6066	History and Systems	
<i>Cognitive-Affective Bases:</i>		3
PSYC 6370	Cognition and Affect	
<i>Individual Bases:</i>		3
PSYC 6225	Personality Theories and Research	
<i>Developmental Bases (one of the following courses)</i>		3
PSYC 6300	Developmental Psychology: Foundations	
or PSYC 633	Cognitive Development	
<i>Statistics Courses:</i>		9

PSYC 6802	Introduction to Psychology Statistics w/ Lab	
PSYC 6830	Psychology Research Methodology	
PSYC 7804	Regression with Lab	
<i>Psychological Assessment:</i>		9
PSYC 6106	Cognitive Assessment with Lab	
PSYC 6119	Personality Assessment with Lab	
Elective Assessment Course (see below listing)		
<i>Diagnostic and Intervention Training:</i>		12
PSYC 6210	Psychotherapy Theories	
PSYC 7111	Psychopathology	
PSYC 7121	Clinical Diagnosis	
Elective Intervention Course (see below listing)		
<i>Diversity Training:</i>		3
PSYC 6170	Multicultural Seminar	
<i>Professional Ethics and Standards:</i>		3
PSYC 6005	Ethics in Psychology	
PSYC 8015	Identification of Child Abuse	
<i>General Clinical Elective (see below listing)</i>		3
<i>Teaching Skill Development:</i>		3
PSYC 7990	The Teaching of Psychology	
<i>Externship Training:</i>		14
PSYC 8202	Clinical Externship I	
PSYC 8203	Clinical Externship II	
PSYC 8212	Clinical Externship III	
PSYC 8213	Clinical Externship IV	
PSYC 8221	Clinical Externship V	
PSYC 8223	Clinical Externship VI	
<i>Research Training</i>		9
PSYC 8050	Pre-Doctoral Thesis or PSYC 804 Independent Research	
PSYC 0960	Proposal Acceptance	
PSYC 0970	Dissertation Mentoring-Psychology	
<i>Clinical Topics Seminar</i>		
PSYC 8023	Clinical Topics Seminar (6 Semesters)	
<i>Research Colloquium</i>		
PSYC 8025	Research Colloquium (6 Semesters)	
<i>Ph.D. Comprehensive Exam</i>		0
PSYC 0930	Psychology Doctoral Comprehensive Examination	
<i>Internship Training: Taken Twice</i>		2
PSYC 8080	Clinical Psychology Internship	
Total Credits		85

¹ For more information on the Comprehensive Examination, view the page on the Fordham website.

² For more information on Clinical Externships, view the page on the Fordham website.

Assessment Electives

Courses in this group have the CPAE attribute.

Course	Title	Credits
PSYC 6137	Personality Assessment II	3
PSYC 6184	Behavioral Assessment with Lab	3
PSYC 6190	Forensic Assessment	3
PSYC 6251	Foundations of Neuropsychology	3
PSYC 6253	Neuropsychological Assessment With Lab	3
PSYC 6257	Child Neuropsychology	3

Intervention Electives

Courses in this group have the CPIE attribute.

Clinical Electives

Courses in this group have the CPCE attribute.

Course	Title	Credits
PSGE 6630	Group Counseling	3
PSYC 6020	Health Psychology	3
PSYC 6030	Trauma and Family Violence	3
PSYC 6050	Behavioral Medicine	3
PSYC 6137	Personality Assessment II	3
PSYC 6184	Behavioral Assessment with Lab	3
PSYC 6190	Forensic Assessment	3
PSYC 6205	Clinical Geropsychology	3
PSYC 6245	Cognitive Behavioral Therapy	3
PSYC 6251	Foundations of Neuropsychology	3
PSYC 6253	Neuropsychological Assessment With Lab	3
PSYC 6257	Child Neuropsychology	3
PSYC 6290	Health Disparities and Social Justice in Research and Practice	3
PSYC 6298	Psychoanalytic Theory	3
PSYC 6380	Anxiety Disorder Seminar	3
PSYC 6385	Depression and Suicide	3
PSYC 6390	Global Mental Health	3
PSYC 6670	Psychopharmacology I	3
PSYC 6780	Psychological Disorders in Children and Adolescents	3
PSYC 7010	Psychology and Criminal Law	3
PSYC 7020	Psychology and Civil Law	3
PSYC 7030	Psychology and Juvenile Justice	3
PSYC 7250	Treatment of Substance Abuse	3
PSYC 8271	Child Psychotherapy	3

Concentrations

Child and Adolescent area of study

Requirements of the area of study include completion of the clinical psychology core curriculum, along with a minimum of three courses within the child and family psychology area of study, one externship in a child or family therapy setting, and predoctoral or doctoral research in a topic related to child and family psychology.

Course	Title	Credits
PSYC 6780	Psychological Disorders in Children and Adolescents	3
PSYC 8271	Child Psychotherapy	3

One elective course from below:	3	PSYC 6257	Child Neuropsychology	3
PSYC 6030	Trauma and Family Violence	PSYC 6290	Health Disparities and Social Justice in Research and Practice	3
PSYC 6184	Behavioral Assessment with Lab			
PSYC 7030	Psychology and Juvenile Justice			
PSYC 6257	Child Neuropsychology			

For more information on the Child and Adolescent clinical major area of study, visit our page on the Fordham website.

Neuropsychology area of study

Requirements of the area of study include completion of the clinical psychology core curriculum, along with completion of a minimum of three courses within the neuropsychology area of study, one externship in *Clinical Neuropsychology*, and predoctoral or doctoral research in a topic related to neuropsychology.

Course	Title	Credits
PSYC 6251	Foundations of Neuropsychology	3
PSYC 6253	Neuropsychological Assessment With Lab	3
One elective course from below:		3
PSYC 6257	Child Neuropsychology	
PSYC 6290	Health Disparities and Social Justice in Research and Practice	
PSYC 6670	Psychopharmacology I	

For more information on the Neuropsychology clinical major area of study, visit our page on the Fordham website.

Forensic area of study

Requirements of the area of study include completion of the clinical psychology core curriculum, along with a minimum of three courses within the forensic psychology area of study, one externship in a forensic setting, and predoctoral or doctoral research in a topic related to forensic psychology.

Course	Title	Credits
Three of the following:		
PSYC 6030	Trauma and Family Violence	3
PSYC 6190	Forensic Assessment	3
PSYC 7010	Psychology and Criminal Law	3
PSYC 7020	Psychology and Civil Law	3
PSYC 7030	Psychology and Juvenile Justice	3

For more information on the Forensic clinical major area of study, visit our page on the Fordham website.

Health area of study

Requirements of the area of study include completion of the clinical psychology core curriculum along with completion of a minimum of three courses within the Health Psychology area of study, one externship in health psychology and predoctoral or doctoral research in a topic related to health psychology.

Course	Title	Credits
Three of the following:		
PSYC 6020	Health Psychology	3
PSYC 6050	Behavioral Medicine	3
PSYC 6251	Foundations of Neuropsychology	3

Updated: 09-06-2024

For more information on the Health clinical major area of study, visit our page on the Fordham website.

Clinical Research Methodology (M.S.)

Students will complete a total of 36 credits, including four required “core” courses, primarily focusing on essential elements of clinical psychology research. In addition, students will take two scientific “breadth” courses, reflecting the scientific underpinnings of psychology, and four elective courses. The final 6 credits are comprised of the Master’s thesis research, including a “research practicum” experience in which the student works in the lab of a faculty member or collaborator. Students are expected to complete the program in two years, typically taking three classes each semester in the first year, and two classes per semester in their second year, along with two courses that fulfill the research practicum and completion of the M.S. thesis.

Although the “research” credits are typically taken in the second year, students are expected to begin working on research throughout their time in the program, whether in a faculty member’s research lab or in an external research setting. In addition, students should plan on beginning to develop the Master’s thesis in the first year. Note that this intended curriculum is not mandatory; some students may elect to complete the program more rapidly (e.g., by taking summer courses and/or completing the thesis in the Fall of their 2nd year) and others may proceed through the program more slowly.

CIP Code

42.2799 - Research and Experimental Psychology, Other.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Course	Title	Credits
PSYC 7111	Psychopathology	3
PSYC 6830	Psychology Research Methodology	3
PSYC 6802	Introduction to Psychology Statistics w/ Lab	3
PSYC 6010	Research Ethics and Social Justice	3
Two breadth courses		6
Four elective courses		12
PSYC 6060	CRM Thesis Research	3
PSYC 6070	CRM Thesis	3
Total Credits		36

Breadth Courses

Courses in this group have the CLMB attribute.

Course	Title	Credits
PSYC 5200	Fixing Psychology's Replication Crisis	3
PSYC 5335	Social Development	3
PSYC 5710	Issues in Social Psychology	3
PSYC 6066	History and Systems	3
PSYC 6170	Multicultural Seminar	3
PSYC 6225	Personality Theories and Research	3
PSYC 6300	Developmental Psychology: Foundations	3
PSYC 6330	Cognitive Development	3
PSYC 6370	Cognition and Affect	3
PSYC 6654	Introduction to Neuroscience	3
PSYC 7804	Regression with Lab	3
PSYC 7816	Introduction to Multivariate Analysis	3
PSYC 7890	Qualitative Methods	3

Electives

Any breadth course may also count toward the elective requirement once the breadth requirement is fulfilled.

Courses in this group have the CLRM attribute.

Course	Title	Credits
PSYC 6020	Health Psychology	3
PSYC 6030	Trauma and Family Violence	3
PSYC 6050	Behavioral Medicine	3
PSYC 6184	Behavioral Assessment with Lab	3
PSYC 6205	Clinical Geropsychology	3
PSYC 6245	Cognitive Behavioral Therapy	3
PSYC 6251	Foundations of Neuropsychology	3
PSYC 6275	Family Psychology	3
PSYC 6285	Evidence-Based Psychodynamic Therapy	3
PSYC 6290	Health Disparities and Social Justice in Research and Practice	3
PSYC 6298	Psychoanalytic Theory	3
PSYC 6380	Anxiety Disorder Seminar	3
PSYC 6385	Depression and Suicide	3
PSYC 6390	Global Mental Health	3
PSYC 6530	Developmental Psychopathology	3
PSYC 6670	Psychopharmacology I	3
PSYC 6850	Evaluation of Psychological and Social Programs	3
PSYC 7010	Psychology and Criminal Law	3
PSYC 7020	Psychology and Civil Law	3
PSYC 7030	Psychology and Juvenile Justice	3
PSYC 7122	Developmental and Prevention Science	3
PSYC 7250	Treatment of Substance Abuse	3
PSYC 7812	Factor Analysis	3
PSYC 7832	Meta-Analysis	3
PSYC 7850	Hierarchical Linear Models	3
PSYC 7920	Item Response Theory	3
PSYC 8271	Child Psychotherapy	3

Research Practicum

As one of the primary aims of the CRM program is to provide students with rich research experience, each student is required to complete a semester-long practicum in their second year in order to collect data for their M.S. thesis. Therefore, although each student enrolled in the CRM program will be paired with a full-time Fordham faculty member, most students will also receive substantial mentorship from colleagues and affiliates at outside agencies, many of whom maintain collaborative relationships with Fordham faculty.

Practicum sites will be selected based on the student's interests and goals. For example, a student interested in forensic psychology may complete his or her research practicum at the Kirby Forensic Psychiatric Center, under the primary supervision of that institution's chief psychologist (who is also an adjunct faculty member). A student interested in health psychology, on the other hand, could complete his or her research practicum at Mount Sinai Medical Center or Memorial Sloan Kettering Cancer Center.

Plan of Study

Sample Plan of Study

Year 1	
Fall	Credits
Research Methodology	3
Introduction to Statistics	3
Breadth or Elective	3
Breadth or Elective	3
Credits	12
Spring	
Research Ethics	3
Psychopathology	3
Breadth or Elective	3
Breadth or Elective	3
Credits	12
Year 2	
Fall	Credits
Research Practicum	3
Breadth or Elective	3
Credits	6
Spring	
Master's Thesis	3
Breadth or Elective	3
Credits	6
Total Credits	36

Psychometrics and Quantitative Psychology (Ph.D.)

Overview

Fordham's doctoral program in psychometrics and quantitative psychology (PQP) offers the opportunity to acquire a variety of advanced and sophisticated measurement, evaluation, and statistical skills, preparing our graduates for careers in industry, research, or teaching. The program requires 81 credits beyond a bachelor's degree (51 credits

for students who hold an M.S. or M.A. degree in a relevant field), a comprehensive exam, and a Ph.D. dissertation.

CIP Code

42.2708 - Psychometrics and Quantitative Psychology.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Course	Title	Credits
A. Departmental Course Requirements		
I. Ethical Bases		3
PSYC 6010	Research Ethics and Social Justice	
<i>For II to V, Choose three out of four categories</i>		
II. Historical Bases		9
PSYC 6066	History and Systems	
	or PSYC 520 Fixing Psychology's Replication Crisis	
III. Biological Bases		
PSYC 6654	Introduction to Neuroscience	
IV. Social and Individual Bases		
PSYC 5710	Issues in Social Psychology	
	or PSYC 622 Personality Theories and Research	
V. Cognitive-Affective Bases		
PSYC 6330	Cognitive Development	
	or PSYC 637 Cognition and Affect	
VI. Methodological Bases		15
PSYC 6802	Introduction to Psychology Statistics w/ Lab	
PSYC 6830	Psychology Research Methodology	
PSYC 7804	Regression with Lab	
PSYC 7816	Introduction to Multivariate Analysis	
PSYC 7965	Experimental Design	
B. Psychometrics & Quantitative Psychology Program Requirements		
I. Statistics & Research Core Courses		21
<i>Seven of the following:</i>		
PSYC 7806	Multidimensional Scaling	
PSYC 7821	Advanced Multivariate Analysis for Psychology	
PSYC 7827	Models of Decision and Choice	
PSYC 7830	Structural Equation Modeling	
PSYC 7850	Hierarchical Linear Models	
PSYC 7920	Item Response Theory	
PSYC 7940	Bayesian Statistics	
PSYC 7950	Correspondence Analysis	
<i>If the student takes all eight courses, the extra course will be counted towards Supplemental Courses</i>		
II. Supplemental Courses		21
<i>Seven of the following:</i>		

PSYC 5100	Psychometric Theory	
PSYC 6106	Cognitive Assessment with Lab	
PSYC 6119	Personality Assessment with Lab	
PSYC 7811	Missing Data Analysis	
PSYC 7812	Factor Analysis	
PSYC 7815	Cluster Analysis	
PSYC 7832	Meta-Analysis	
PSYC 7835	Categorical Data Analysis	
PSYC 7960	Equating Test Scores	
C. Departmental-Wide Requirements		
I. Seminars		3
<i>For 1st - 5th semesters:</i>		
PSYC 8013	Psychometric Topics Seminar I	
<i>6th semester:</i>		
PSYC 8014	Psychometric Topics Seminar II	
II. Colloquium		
<i>For 6 Semesters:</i>		
PSYC 8025	Research Colloquium	
III. Research Practicum MA Thesis		3
PSYC 8050	Pre-Doctoral Thesis	
	or PSYC 804 Independent Research	
IV. PhD Comprehensive Exam		
PSYC 0930	Psychology Doctoral Comprehensive Examination ¹	
V. Proposal Acceptance		3
PSYC 0960	Proposal Acceptance	
VI. Dissertation Mentoring		3
PSYC 0970	Dissertation Mentoring-Psychology	
Total Credits		81

¹ More information about the Comprehensive Examination can be found on the information page on the Fordham website.

Theology

Fordham's theology department is a national leader in theological education, rooted in the Jesuit vision of social justice and committed to forming teacher-scholars for the 21st century. As a graduate student in theology at Fordham, you'll work alongside distinguished faculty who are dedicated to student mentoring, original research, and professional development. Our programs provide experiential opportunities and partnerships with institutions in the greater New York City metropolitan area.

In addition to having the largest number of undergraduate majors/minors of any Jesuit college or university, the Department of Theology offers three graduate degrees:

- M.A. in Catholic Theology (p. 647)
- M.T.S. in Theological Studies (p. 648)
- Doctor of Philosophy (Ph.D.) (p. 652)

Whether pursuing undergraduate or graduate education, Fordham students work alongside distinguished scholar-teachers committed to student mentoring and development..

The Degrees

The M.A. provides a general, two-year, graduate-level introduction to theological study with an emphasis on Biblical, Historical, and Systematic approaches. Degree requirements include a six-course core sequence, four electives, and a final project. Typically pursued as a terminal degree, Fordham's M.A. in Catholic Theology may be completed on a part-time basis.

The M.T.S. (p. 648) offers students the opportunity to engage in critical and constructive theological research as part of the department's vibrant community of inquiry. Aimed primarily at students aspiring to deep theological competence and to doctoral education at the highest level, the program provides students both comprehensive grounding in the theological disciplines and rigorous preparation for advanced studies in a concentration of the student's choice.

Upon entry, students in Fordham's M.T.S. program select one of two concentrations:

- Studies in Ancient and Medieval Christianity
- Studies in Modern and Contemporary Christianity

The Ph.D. is designed for the preparation of scholars: not simply competent teachers of theology, but ones who can also communicate with and contribute to the academic community more broadly. Upon entry, students in Fordham's Ph.D. program select one of five "Fields of Study":

- Bible
- Judaism and Christianity in Antiquity
- History of Christianity
- Systematic Theology
- Theological and Social Ethics

All doctoral students receive five years of full funding (tuition remission and living stipends) to support their work, and all students are eligible to compete for internal and external fellowships for additional support. Fordham doctoral students are active scholars, presenting at major conferences and publishing their work on a regular basis. During their third year of study (and with the supervision of a faculty mentor), they begin teaching their own undergraduate courses.

Preparing for Ministry?

As part of the Graduate School of Arts & Sciences, Fordham's graduate programs in the Department of Theology prepare students for academia and related careers, with an emphasis on original academic research and critical engagement with the scholarly tradition. A separate school within the university, Fordham's Graduate School of Religion and Religious Education (GRE), also pursues academic theological inquiry, but with an emphasis on practical preparation for careers in ministry, counseling, and other related fields.

For more information about graduate-level theology, please visit our page on the Fordham website.

Admissions

Candidates for the Department's master's degrees are expected to have a GPA of 3.0 or higher, while candidates for the Ph.D. are expected to have a GPA of 3.5.

Completed applications will include each of the following items:

- Official Degree Transcripts: confirming prior degree conferral should be ordered at least one month prior to the application deadline. You may upload unofficial copies of your transcripts to your application while the Office of Admissions awaits receipt of your official transcripts. Please ensure that all official transcripts from previously attended post-secondary institutions are submitted in English, or are accompanied by a certified English translation.
- Official GRE Scores: sent directly by the testing service (Code #2259)
- Resume/CV
- Statement of Intent: up to 1000 words
- Writing Sample: 5 - 20 pages
- Three Letters of Recommendation
- English Proficiency: International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from the Test of English as a Foreign Language (TOEFL). GSAS will also consider a student's International English Language Testing System (IELTS) – Cambridge English Proficiency Level language testing results. Exemptions from this requirement can be requested by the applicant in her/his application.

For more information about admissions to the Graduate School of Arts and Sciences, please visit their page on the Fordham website.

Programs

- M.A. in Catholic Theology (p. 647)
- M.T.S. in Theological Studies (p. 648)
 - Studies in Ancient and Medieval Christianity Concentration
 - Studies in Modern and Contemporary Christianity Concentration
- Ph.D. in Theology (p. 652)
 - Bible Field of Study
 - Judaism and Christianity in Antiquity Field of Study
 - History of Christianity Field of Study
 - Systematic Theology Field of Study
 - Theological and Social Ethics Field of Study

Courses

THEO 5000. Biblical Hebrew Intro. (4 Credits)

This course is an intensive introduction to the grammar, syntax and vocabulary of Biblical Hebrew. By the end of the course students will be able to read passages from the Hebrew Bible with the help of a dictionary, and will have learned sufficient vocabulary to ensure a rewarding reading experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEO 5015. Teaching Theology. (0 Credits)

Classical and contemporary discussions on the practice of teaching theology, particularly as understood in the Roman Catholic tradition, introducing the field of professional theology and its relationship to other disciplines, and engaging in careful, critical reflection on the vocation of the teaching theologian.

THEO 5017. Theology Dissertation Seminar. (0 Credits)

A colloquium for workshoping dissertation chapters in progress.

THEO 5025. Exodus in Hebrew. (3 Credits)

This course combines exegesis of Exodus in Hebrew with intermediate-level study of biblical Hebrew. We will read chapters 1-24 and 32-34 of Exodus in Hebrew. Our study of the Hebrew language will progress from a review of grammatical forms to a more advanced understanding of the syntax of biblical Hebrew.

Attributes: MTAM, MTRB.

THEO 5070. Elementary Coptic I. (3 Credits)

The course introduces students to Coptic, the latest stage of the Egyptian language, by acquainting them with the script, providing them with grammatical foundations, and exposing them from early on to the reading of texts.

Attribute: MTAM.

THEO 5071. Elementary Coptic II. (3 Credits)

Completion of Coptic grammar and reading of Biblical texts in Sahidic Coptic. Continuation of Elementary Coptic I. Other students welcome subject to instructor approval.

Attribute: MTAM.

THEO 5072. Christian Texts in Coptic. (3 Credits)

Intermediate and advanced readings in Coptic, which may include biblical, monastic, and Gnostic texts.

Attribute: MTAM.

THEO 5075. Syriac Language and Literature I. (3 Credits)

This course is the first of a two-semester introduction to Syriac, a dialect belonging to the Aramaic language branch. The first semester will introduce the Estrangela and the Serto scripts, cover grammatical foundations, and expose students from early on to the reading of texts. The second semester will be mostly spent reading Syriac literature, but some time will be devoted to select special topics in Syriac grammar.

Attributes: MTAM, MVSG, OCST, REST.

THEO 5076. Syriac Language and Literature II. (3 Credits)

This course is the second of a two-semester introduction to Syriac, a dialect belonging to the Aramaic language branch. The first semester introduced both the Estrangela and the Serto scripts, covered grammatical foundations, and exposed students from early on to the reading of texts. The second semester will be mostly spent reading Syriac literature, but some time will be devoted to select special topics in Syriac grammar.

Attributes: MTAM, MVSG.

THEO 5080. Introduction to Biblical Greek. (3 Credits)

This course an intensive introduction to the grammar and syntax of New Testament Greek. Sufficient attention will be devoted to vocabulary to enable rewarding experience in reading an exegesis.

Attribute: MTAM.

THEO 5090. Biblical Aramaic. (3 to 4 Credits)

An introduction to the language through comparison with Hebrew morphology and readings from the Aramaic sections of the Old Testament.

Attribute: MTAM.

THEO 5230. Advanced Greek. (3 Credits)

This course includes both a rapid review of Greek grammar and syntax, and also intermediate/advanced readings from Hellenistic and/or early Christian texts.

Attributes: MTAM, MVSG.

THEO 5300. History of Christianity I. (3 Credits)

This course covers the development of central concepts of Christianity from the Apostolic Fathers to the Reformation.

Attributes: MTAH, MTAM.

THEO 5301. History of Christianity II. (3 Credits)

This course covers Catholic and Protestant theologies after the first century of the Reformation, from the 17th to the 20th centuries, including both European and U.S. theological developments.

Attributes: MTMC, MTMH.

THEO 5400. Topics in Islam: Texts and Traditions. (3 Credits)

This course explores major topics in Islam, including notions of revelation, God, law, theological speculation, gender issues, philosophy, mysticism and science. Comparisons with Jewish and Christian materials will be brought to bear on the topics for discussion when relevant.

Attributes: HHPA, HUST, MTAM, MTMC, MTMH, MTRB.

THEO 5401. Introduction to Islam. (3 Credits)

This course provides a basic introduction to Islam through close readings of the Qu'ran as well as theological, philosophical, legal, exegetical and literary writings. Special focus will be given to comparative themes, such as God, revelation, prophecy, reason, ritual, and ethics. Attention will be paid to sources and pedagogical concerns involved in the creation of undergraduate courses on Islamic topics and themes.

Attributes: MTAH, MTAM, MTMC, MTRB, MVSG.

THEO 5405. Teaching Buddhism. (3 Credits)

This course will provide short units on Buddhist thought, Buddhist practice, and Buddhism in America, and it will emphasize strategies for incorporating elements of these units into undergraduate religion courses.

Attributes: MTAM, MTMC, MTMH, MTRB.

THEO 5500. Religion and American Public Life. (3 Credits)

This course introduces students to the intricate and delicate topic of how religious voices and institutions interact with the public life of the United States. Topics include church-state relations in the courts, voting according to religious conscience, the influence of civil religion, secularization, public theology, culture wars, faith-based lobbying, and religion in the media and popular culture.

Attributes: CEED, CEMT, MTMC, MTMH, PSNM.

THEO 5550. New Methods: American Religion History. (3 Credits)

The past thirty years have produced significant changes in the ways historians, theologians, and ethnographers describe, explain, and theorize Americans' religious worlds. Problems include how to account for the experiences of women and racial and ethnic minorities, the relationship of doctrine to practice, the legacy of the enlightenment, the religious meanings of objects and places, the importance of borders and identity, and the significance of class in theological expression. This course investigates new answers to these and other questions, assessing them in light of their contributions and limitations in the effort to make sense of North America's past and present. The work of the semester involves close reading of contemporary historical and ethnographic texts, covering periods from the colonial era to the present. The emphasis rests both on American religious history and on new ways of making sense of religious lives, which may be applicable beyond the North American context.

Attributes: MTMC, MTMH.

THEO 5620. Introduction to Systematic Theology. (3 Credits)

An introduction to major schools and methods in contemporary systematic theology.

THEO 5630. Systematic Liberation Theology. (3 Credits)

The course will examine theologies of liberation originating among marginalized peoples of the Americas. In addition to studying their origins and major figures, the course will focus on how liberation theologies rethink a range of themes in systematic theology including: Christology, anthropology, soteriology, and ecclesiology.

Attributes: CEED, CEMT, MTMC.

THEO 5640. Introduction to Theological Ethics. (3 Credits)

This introductory course will examine the sources and methods of Christian ethics, as well as contemporary questions in the discipline including gender and identity, racism, and bio-and environmental ethics.

Attributes: CEED, CEMT, PSTG.

THEO 5690. Graduate Seminar: Church in Controversy. (3 Credits)

This master's level course traces the Catholic Church's negotiations with the revolutionary challenges inaugurated by modernity. Topics will vary according to the instructor but may include the colonial missions, the Enlightenment, the Holocaust, the Second Vatican Council, the rise of feminism, changing notions of normative sexuality, and more recent developments, such as the unprecedented numbers of religiously "unaffiliated" or "nones," the majority of which have come from the Catholic Church. How did the Catholic Church (its theologians, the millions of everyday faithful, and the Vatican) respond to—sometimes deepening, sometimes informing, and often critiquing—these challenges? Controversies forced the Church not only to make pronouncements on the crises of the moment, but to refine and sometimes revise some of its basic foundational beliefs about human nature, revelation, reason, truth, and God.

Attributes: MTMC, MTMH.

THEO 5820. Hebrew Bible/Old Testament Interpretation. (3 to 4 Credits)

Introduction to the multi-faceted project of interpreting the religious literature of ancient Israel and the sacred Scriptures of the church, in order to develop competence in a variety of exegetical approaches to the Old Testament. These include patterns of patristic and medieval interpretation, the classic modern methods of scholarly analysis, and selected contemporary approaches.

Attribute: MTAM.

THEO 5890. New Testament Interpretation. (3 to 4 Credits)

History, literature, and religion of the New Testament, studied in the context of the time and circumstances that produced them.

Attribute: MTAM.

THEO 5901. Context, Theory, and Theology. (3 Credits)

"Context, Theory, and Theology" creates a space for exploring the diverse ways that theology engages contemporary currents of thought. These currents include different approaches to the study of history, influential theories (both traditional and critical), assorted ways of carrying out the interpretive task, and contributions of various philosophical and theological schools of thought. The course encourages students to become aware of the multiple presuppositions and discourses at work in theological inquiry and to promote interdisciplinary collaboration. This course is not designed to settle debates about categories and methods, but to introduce and clarify some of the more important dimensions of these debates to equip students for advanced theological study. Taught by a team of faculty members drawn from different fields of theological study offered at Fordham, the course invites students to explore the creative and dynamic intersection of context, theory, and theology. This course is designed to introduce M.T.S. students to current theoretical approaches used across theological disciplines and areas of study. Each topic area will be introduced through assigned readings by primary theorists and classic or contemporary texts representing the various areas of study. This course will provide a pedagogical milieu for promoting interdisciplinary discussion, debate, and collaboration by faculty and students about current approaches to context and theory in theology.

THEO 6000. History, Theory, and the Study of Religion. (3 Credits)

This course provides a thorough introduction to recent developments in historiography and critical theory as they bear upon the discipline of religious studies and the critical study of theology.

Attributes: MTMC, MTMH.

THEO 6014. Ancient Theological Controversies. (3 Credits)

This course will aim at providing students with a historical understanding of the ancient development of Trinitarian and Christological doctrine while also reflecting on the ancient and modern historiographic constructions of the controversies that surrounded those topics through theoretical and methodological readings in intellectual history, the sociology of scientific knowledge, and discourse analysis. After a survey of some early understandings of Christ's identity and of crucial early disputes, the seminar will focus on the Trinitarian, Christological, and anthropomorphic controversies. Emphasis will be placed on the philosophical underpinnings of the various theological postures, on the late ancient emergence of the theological discourse as a field of knowledge sustained by a new set of intellectual practices, and on the link between theological debates and imperial power. Whenever possible, particular attention will be devoted to Syriac and Coptic sources for the controversies under examination.

Attribute: MTAH.

THEO 6026. Second Temple Judaism. (3 Credits)

This course provides a survey of the literature and history of both Palestinian and Diaspora Judaism, including late biblical texts, apocrypha, pseudepigrapha, the Qumran Scrolls, Philo, and Josephus.

Attributes: MTAH, MTAM, MTRB, PSNM.

THEO 6031. The Psalms. (3 Credits)

This course is an introduction to the Psalms that examines their historical origins in ancient Israel, their distinctive poetics, and their continued theological interpretation and use in Jewish and Christian traditions.

Attributes: MTAM, MTRB.

THEO 6036. Otherness in the Hebrew Bible. (3 Credits)

How is otherness defined in the Hebrew Bible? When, how, and why did people in ancient Israel and its neighboring areas distinguish themselves from internal and external others? What are the roles of foreigners that play in the religious, social, and political life of ancient Israel and Judah as depicted in the Hebrew Bible? And what does the idea of otherness mean for today's interpreters of the Bible? This course will attempt to answer these questions by examining select portions of the Hebrew Bible/Old Testament that speak to the ideas of foreigners, other gods, non-human others, and otherworldly things/beings. We will also grapple with ontological varieties associated with the meanings, usages, and politics of the ideas of otherness in ancient and modern contexts.

Attribute: MTAM.

THEO 6039. Biblical Ethics. (3 Credits)

This course will explore a number of ways that the Bible has been used to inform ethical behavior. Special attention will be paid to the ethical implications of different interpretive approaches to the biblical text, as well as to the fact that the Christian Bible has two testaments, each of which contains a variety of approaches to ethics.

Attributes: CEED, CEMT, MTAM.

THEO 6040. The Neighbor: Biblical Witness and Contemporary Ethics. (3 Credits)

With the rise of nationalism and xenophobia, "the neighbor" has reemerged as a category of thought among philosophers and theologians who are seeking a path beyond the polarization of "friend" vs. "enemy." The course will explore the biblical roots of the disclosure about "the neighbor" in the writings of Levinas, Derrida, Badiou, Santner, Reinhard, Zizek and others. Special attention will be devoted to biblical texts from Leviticus, Ruth, Jonah, the Gospels, and Paul.

Attribute: MTAM.

THEO 6042. The History of Jerusalem: Jewish, Christian, and Muslim Perspectives. (3 Credits)

In this course, students will learn about the ancient and medieval history of Jerusalem, from its Jebusite inhabitants before the time of King David through Suleiman's construction of the modern city walls in the 1540s and the later Ottoman years. Students will gain experience analyzing a variety of sources—biblical and qur'anic texts, exegetical materials, travel narratives, legal documents, maps, poetry, literature, art, archaeology, and architecture—and use a range of different (inter)disciplinary and theoretical lenses through which to study them.

Attributes: CEED, MTAH, MTAM, MTRB.

THEO 6048. Varieties of Biblical Reception. (3 Credits)

A select survey of privileged appropriations of the Bible and Christian ideologies.

THEO 6130. Matthew Mark and Method. (3 Credits)

This graduate seminar offers both detailed analysis of Gospels of Matthew and Mark and a survey of contemporary critical methods as applied to these Gospels. Sessions will examine the two texts through the lenses of Christology; Discipleship and Ethics; Feminist Criticism; Form Criticism; "Historical Jesus"; Literary Criticism; Political Theology; Postcolonial Criticism; Redaction Criticism; and Text Criticism.

Attribute: MTAM.

THEO 6192. The Greco-Roman Context of Early Christianity. (3 Credits)

This course creates a context for understanding the encounter of early Christianity with Greco-Roman culture by exploring Hellenistic and Roman history, politics, religion, social relations, economics, education, rhetoric, philosophy, literature, and the theatre.

Attributes: MTAH, MTAM.

THEO 6193. Law and Theology in Antiquity. (3 Credits)

Human speech about the divine has often been intertwined with discourses about the normative organization of human life. This class will discuss how the link between normativity and belief in a divinity manifested itself in ancient Judaism and Christianity (with forays into Roman religion and Zoroastrianism). While the seminar has a strong historical and diachronic component, the relationship between theology and law will be tackled through readings drawing on diverse perspectives in Biblical studies, religious studies, religious and legal anthropology, historical theology, legal theory, continental philosophy, psychoanalysis, and discourse analysis.

Attributes: MTAH, MTAM, MTRB.

THEO 6194. History, Theory, and Christianity. (3 Credits)

This course will provide a thorough introduction to recent developments in historiography and critical theory in light of the so-called "linguistic turn." It will also explore the methodological relevance of these theoretical shifts from the study of pre-modern Christianity/historical theology.

Attributes: MTAH, MTAM.

THEO 6195. Inventing Christianity: Apostolic Fathers, Apologists, and Martyrs. (3 Credits)

A seminar on the literature produced by Christ believers during the second and third centuries CE—the so-called "Apostolic Fathers," defenses of Christian faith and life, and accounts of the deaths of martyrs. The course seeks to comprehend the diverse ways in which Christian identity was shaped and to reconstruct the social experience of the early Christians.

Attributes: MTAH, MTAM.

THEO 6196. Early Christian Ritual. (3 Credits)

This graduate seminar surveys the evidence for ritual practices in the first few centuries of Christianity. Through engagement with theoretical literature on ritual and identity formation, we will explore what can be known about early Christian practices and interrogate our means of knowing it. Much of the course will focus on the rituals of initiation and their diverse interpretations in ancient sources, but other topics will be covered as time allows. Prior study of early Christian history and/or New Testament is recommended.

Attribute: MTAH.

THEO 6198. Self in Early Christianity. (3 Credits)

An examination of different notions of "the self" in early Christianity with particular attention to ancient ideas about status, gender, ethnicity, and cultural identity, as well as their implications for Christians in the pre-Constantinian era.

Attributes: MTAH, MTAM.

THEO 6211. Paul, Prisoner and Martyr: Political Theology in Early Christianity. (3 Credits)

A close reading of the authentic letters of Paul from prison (Philippians and Philamon), supplemented by an investigation of the image of Paul as the "prisoner of Christ" in Colossians, 2 Timothy, 3 Corinthians, the Acts of the Apostles, and the Acts of Paul.

Attributes: MTAH, MTAM, MVSG.

THEO 6214. Old Testament Theology. (3 Credits)

An examination of recent attempts to use the Old Testament as a resource for systematic theological thought. Among the topics to be considered are the nature of divine revelation in creation and history and the implications of the human response to that revelation.

Attribute: MTMC.

THEO 6300. Apostolic Fathers. (3 Credits)

A seminar in the body of first and second century Christian literature known as the "Apostolic Fathers," so as to gain an understanding of this literature as an expression of the life and thought of its authors and the churches in which it arose and was preserved. A secondary concern of the course involves the use of the Apostolic Fathers as historical sources for the reconstruction of the social experience of the early Christians.

Attributes: MTAH, MTAM.

THEO 6305. Introduction to Rabbinic Literature. (3 Credits)

In this course, students will explore the vast corpus of rabbinic literature and the historical, intellectual, religious, social, legal and political circumstances in which rabbinic Judaism developed in Palestine and Babylonia between the first and seventh centuries C.E. Students will gain experience reading different genres of rabbinic texts; become familiar with cutting-edge scholarship in the field; experiment with various methodologies in the study of late antiquity; and learn about a formative period in Jewish history.

Attributes: MTAH, MTAM, MTRB.

THEO 6360. Alexandrian Theology. (3 Credits)

Reading and interpretation of selected writings of Clement of Alexandria, Origen, Athanasius, Didymus the Blind, and Cyril of Alexandria, against the background of the pagan and Jewish traditions of Alexandria.

Attributes: MTAH, MTAM, MVSG.

THEO 6365. Cappadocian Fathers. (3 Credits)

A wide-ranging but analytic reading of the most important writings of Basil of Caesarea, Gregory Nazianzus and Gregory of Nyssa, with particular attention to the doctrine of the Trinity, to Christian anthropology, and to spirituality.

Attributes: MTAH, MTAM, MVSG.

THEO 6367. Byzantine Christianity: History and Theology. (3 Credits)

The graduate-level survey course introduces students to the theological ideas and historical transitions that captivated the minds of Eastern Christians from the 8th to the 15th centuries. Through a careful reading of primary sources (in English translation) and the scholarly debates about those sources, we will explore the Iconoclastic controversies, the expansion of Christianity to the Slavs, the experience of Christians living under Islamic authority, and a host of issues related to rupture between Eastern and Western Christianity. In most circumstances, successful completion of this course authorizes doctoral students in Theology to teach the undergraduate cognate course.

Attributes: MTAH, MTAM, MVSG.

THEO 6400. Theological Anthropology and Human Diversity. (3 Credits)

As the subdiscipline of "theological anthropology" speaks about the nature of our being human, how does it take into account the great variety in evidence among human beings? Particularities of race, religion, culture, disability, sexual orientation and gender will be placed in conversation with classic text.

Attributes: CEED, CEMT, PSTG.

THEO 6425. St. Augustine in Context. (3 Credits)

This course investigates the life and writings of Augustine of Hippo in the context of late antiquity including philosophical and religious influences upon him as well as the controversies and archeological remains of his ministry.

Attributes: MTAH, MTAM, MVSG.

THEO 6426. St. Augustine of Hippo. (3 Credits)

An introduction to the life and thought of St. Augustine that will include an examination of his principal theological controversies (e.g. against Manichaeism).

Attributes: MTAH, MTAM, MVSG.

THEO 6444. Medieval Modernists: Modern Appropriations of Medieval and Ancient Christianity. (3 Credits)

In twentieth century Europe, an astonishing range of intellectuals were animated and energized by the study of pre modern and early modern Christianity. For theologians, historians, philosophers, and literary figures, Christian medieval and patristic sources were galvanizing forces of transformation, and harbingers of ethical, theological, and political renewal. This course investigates the various appropriations of medieval and ancient Christianity from the Catholic *nouvelle theologie* movement (Henri de Lubac, M.D. Chenu, and Jean Danielou in particular), literature (Charles Peguy), philosophy (Hannah Arendt and Luce Irigaray), and historiography (Michel de Certeau), along with secondary works by Amy Hollywood, Joan Wallach Scott, and others.

Attributes: MTMC, MTMH.

THEO 6445. Affect, Emotion, and Religious Experience. (3 Credits)

This course examines recent work in affect theory and the history of emotions (and their philosophical antecedents) as potential resources for historical and theological accounts of religious experience.

Attributes: MTAM, MVSG.

THEO 6461. Mystical Theology. (3 Credits)

Examines the influences of Neoplatonic philosophy and the writings of Pseudo-Dionysius on medieval Latin Christianity, with attention to both "negative" theological language and reflection on the paths to and modes of union with God. Modern deconstructive, psychoanalytic, and feminist approaches to mysticism will also be considered.

Attributes: MTAM, MVSG.

THEO 6463. From Lollards to Luther. (3 Credits)

This course offers an introduction to the key themes, events, and thinkers of Christianity during the transition from what historians refer to as the late medieval to what they call the early modern period. Topics will include theological method; humanism; heresy and reform; gender; scripture; and the relationship between the church and civil society.

Attributes: MTAH, MTAM, MVSG.

THEO 6465. Asceticism and Monasticism. (3 Credits)

Early Christianity was an ascetic religion, but the practice of asceticism varied greatly. This course explores the ideas, practitioners, and controversies surrounding early Christian asceticism from the New Testament, through the introduction of organized monasticism in the fourth century, up to the advent of Islam. The course will also introduce students to the scholarly debates concerning various dimensions of early Christian asceticism and monasticism, including the impact of Jewish and Greco-Roman ascetic practices and how ascetic practices relate to questions of gender and sexuality in Early Christianity.

Attributes: MTAH, MTAM, MVSG.

THEO 6466. Hagiography. (3 Credits)

Although the hagiography genre employs elements of biography, its purpose was to inspire the pursuit of holiness rather than convey the "facts" of a sainted person's life. This course examines the production, stylization, and reception of hagiographic texts in multiple linguistic and cultural settings (Coptic, Greek, Latin, Syriac) in the premodern period.

Attributes: MTAH, MTAM, MVSG.

THEO 6467. Mysticism and Modernity. (3 Credits)

This graduate seminar will explore the global turn to the mystical or the spiritual by analyzing writings from 20th-century Protestant, Catholic, Jewish, and Islamic traditions.

Attributes: MTMH, PSNM.

THEO 6480. Christianizing the Barbarians. (3 Credits)

This course examines the "Christianizing" of pagan peoples (Roman, Germanic, Slavic) during the late ancient and medieval periods. We begin with two basic questions: What evidence is there for the "Christianization" of Europe? And how do we explain it?

Attributes: HGOH, MTAH, MTAM, MVSG.

THEO 6485. Doing Theology with Gustavo Gutiérrez: 50 years (1971–2021). (3 Credits)

The years 2021 and 2023 mark, respectively, 50 years since the Spanish and English publication of Gutiérrez' "A Theology of Liberation." While the book is central for understanding Gutiérrez' theological contributions, a fuller appreciation of his theology, its evolution, and the refinement of key ideas requires an examination of his theological thought across 50 years. This class will examine the roots and context (pastoral; ecclesial) that gave rise to Gutiérrez' initial essays in the 1960s, the reception and impact (not only theological but also social and political) of "A Theology of Liberation" in the 1970s, the growing emphasis on spirituality and biblical theology in the 1980s (e.g. "On Job"; "God of Life"; "We Drink from our Own Wells"), the focus on the colonial context of Latin America and on Bartolome de Las Casas in the 1990s, and his ongoing reflections on the poor and insignificant in light of the challenges of the 21st century (e.g. "On the Side of the Poor").

Attributes: MTMC, MTMH, PSJH.

THEO 6490. Christianity and Violence. (3 Credits)

This course explores the often ambivalent relationship between Christianity and violence in the pre-modern world. Readings include a broad range of primary sources including martyr acts, liturgical hymns, canon law, and Crusader chronicles as well as influential scholarly assessments of the history of Christianity and violence.

Attributes: MTAH, MTAM.

THEO 6505. Histories of Colonialism, Empire, Theology. (3 Credits)

This interdisciplinary course traces the interconnected histories of colonialism, European empire, and Christian theology in the 15th-20th centuries, with focus on the 18th-20th centuries. Special attention will be given to questions of historiography and theoretical method: the pairing of material history and philosophical/theological inquiry, the creation of "religion" as a discursive category, the role of Christian theology in funding, resisting, or augmenting imperial projects, and the diversity of Christian forms of like birthed in the circum-Atlantic world.

Attributes: MTMC, MTMH, PSJH.

THEO 6509. Theology and Religious Pluralism: Christian Tradition in a Religiously Plural World. (3 Credits)

This is a course on theological method in light of our contemporary context of religious diversity. The central question of the course is how Christian systematics is impacted by an awareness of religious difference. The investigation will explore Theologies of Religious Pluralism, Comparative Theology and Interreligious Dialogue, among other topics.

Attribute: MTMC.

THEO 6510. Socially Engaged Theology. (3 Credits)

This course will examine the tradition of theology engaged with social concerns and emerging from within broader social movements. Students will be invited to participate in current social projects with local organizations as part of our exploration.

Attributes: CEED, CEMT, MTMC.

THEO 6530. Modern Catholicism & Difference: Negotiating With Cultural & Religious Others (From 1534-Present). (3 Credits)

This course explores the ways in which Catholics – laity, monks and nuns, theologians, Church officials – have adapted to change, appropriated and resisted the presence of new neighbors, and built their own complex identities in negotiation with others. What difference does a deep, historical knowledge of modern Catholicism bring to the questions of difference in history we all ask today in the creation of social, political, and religious communities? Starting with the founding of the Jesuit order in 1534, themes will include efforts of the Dominicans in the Middle East, Jesuit missions, Catholic acquiescence and resistance to antisemitism during WWII, racism and racial justice, and more.

Attributes: CEED, CEMT, MTMC, MTMH.

THEO 6535. The Theologies of Karl Rahner and Sergius Bulgakov. (4 Credits)

This course will critically compare the theologies of Karl Rahner and Sergius Bulgakov.

THEO 6543. Aesthetics, Religion, and Modernity. (3 Credits)

This course will explore the rise of "aesthetics" as a category to supplant, explain, enrich, and/or revive religious discourse within the philosophical and economic projects of Western modernity. Focus will be given to the historical conditions that made aesthetics a compelling rival or reviver of traditional religious belief and practice in the 18th-20th centuries.

Attributes: MTMC, MTMH.

THEO 6544. Belief and Unbelief, Tolerance, and Intolerance. (3 Credits)

This graduate seminar explores two related phenomena: the historical development of varieties of religious belief and unbelief; and the practice of religious tolerance and intolerance in modern Europe and North America. Since course readings focus on major historical transitions in theological, social, cultural, political, and intellectual life, students will encounter a range of methodological approaches and source materials and will develop a broad interpretive framework for understanding Western religious history since the sixteenth century.

Attribute: MTMC.

THEO 6551. U.S. Religious History. (3 Credits)

This course consists of two parts: a survey of classic works in American religious history, followed by student immersion in archival work at manuscript collections in the New York City area. Students will conduct original historical research on sites of religious significance located in Metropolitan New York.

Attributes: MTMC, MTMH.

THEO 6553. Readings in American Religion. (3 Credits)

This course offers an historical study of theology in America that is attentive to contemporary discussions of theory, method, and historiography. Readings include primary and secondary sources in American theology and religious history from the coming of the Europeans to the 1980s. Topics may include: Colonialism and Borderlands Theologies, Puritanism, the American Enlightenment, Slave Religion, Evangelicalism, Transcendentalism, the Black Church, Immigrant Catholicism, New Thought, Mormonism, Social Gospel, Fundamentalism, U.S. Catholic Counterculture, Neo-Orthodoxy, U.S. Buddhism, Civil Rights, Liberation Theology, the Nation of Islam, and Eco-Theology.

Attributes: MTMC, MTMH.

THEO 6600. Modern Orthodox Theology. (4 Credits)

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

Attribute: MTMC.

THEO 6606. Theological Anthropology. (3 Credits)

This course will examine Christian understandings of the nature of the human person. In conversation with diverse anthropological, philosophical, cultural, and religious frameworks, a range of theological anthropologies in the modern and contemporary periods will be considered.

Attribute: MTMC.

THEO 6607. Christian Theologies of Salvation. (3 Credits)

The course will examine the Christian doctrine of salvation including themes such as atonement, grace, redemptive suffering, and the hope for liberation. The course will focus on how contemporary theologians critically and creatively dialog with traditional soteriologies to articulate salvation in light of the challenges of our times.

Attribute: MTMC.

THEO 6612. New Methods in Constructive Theology. (3 Credits)

This course explores current approaches that distinguish the field of constructive theology. Possible topics include: ethnographic research, theopoetics, interreligious theology, techniques for new media and public theology, activism and advocacy, critical theories, and interdisciplinary approaches.

Attributes: MTMC, PSTG.

THEO 6615. Rahner, Lonergan, and Transcendental Method. (3 Credits)

Lonergan and Rahner represent two distinctive approaches to what is frequently called "transcendental method" (although Lonergan had reservations about the term as applied to him). This course will examine Lonergan's often neglected but crucial philosophical work insight, along with Rahner's more specifically theological writings. The two will be compared with each other as well as with contemporary and post-modern critics.

Attribute: MTMC.

THEO 6616. Contemporary Theology of the Trinity. (3 Credits)

An introductory survey of the historical development of the doctrine and an exploration of contemporary interpretations of the Trinitarian mystery in Lonergan, Rahner, and Muhlen.

Attribute: MTMC.

THEO 6620. God in Contemporary Theology. (3 Credits)

This course will offer a contemporary rethinking of the doctrine of God in the context of modern atheism, secularism, and the encounter of world religions, seen in the light of the history of theology. Topics covered will include the doctrine of the Trinity, human knowledge of God, and God and the world.

Attribute: MTMC.

THEO 6621. Encountering the Divine in Interreligious Perspective. (3 Credits)

This course is an investigation of diverse conceptions of the human encounter with the divine. Approaching the task through systematic Christian theology, this will include explorations of the doctrine of God and Christology. Thinking interreligiously, the investigation will explore diverse perspectives that emerge from varied wisdom traditions and religious practices.

Attribute: MTMC.

THEO 6630. Church in Contemporary Theology. (3 Credits)

Some contemporary ecclesiologies from the point of view of the Church's relationship with the world.

Attribute: MTMC.

THEO 6631. Missiology: Mission of Church in Age of Turmoil and Strife. (3 Credits)

The theology of the Church's Mission and its practice will be explored from global perspectives.

Attribute: MTMC.

THEO 6634. Black Theologies and the Decolonial Option. (3 Credits)

This course examines how black American constructive theologians engage with people's struggles for decolonization and racial freedom. Special attention will be given to recent insights in decolonial theories and the analysis of epistemology, race, gender, being, and economics.

Attributes: MTMC, PSRR.

THEO 6642. Political Theology. (3 Credits)

This course will discuss and critically analyze contemporary theologies of the political, with attention being given to the recent debate over political liberalism. Texts from a variety of theologians and theological perspectives will be examined, as well as recent attempts at political theology by non-theologians.

Attributes: MTMC, PSJH.

THEO 6651. The Liturgy: How Christians Worship. (3 Credits)

This course will focus on the Roman Catholic liturgy – leitourgia – the people's work for God. We will draw a list of topics concerning three areas: the theory of liturgical reform, the history of the "Mass," and related concerns for the liturgy, e.g., the role of justice, inculturation, feminist worship, music, and architecture.

Attribute: MTMC.

THEO 6652. The Liturgy: A Work of Praise and Justice. (3 Credits)

This course focuses on the Christian liturgy as the work of the people in praise of God. The fruit of this work is for the faithful to stand in right relationship with God and with one another, creating a just community.

Attribute: MTMC.

THEO 6653. Church as Sacrament: A Study in Christian Sacraments and Ecclesiology. (3 Credits)

This course is a study of the life of the contemporary church through the sacraments, the liturgy, and ecclesiology—its structural organization and ritual celebration. In light of the recent Amazon Synod (cf. Pope Francis, Querida Amazonia, Feb. 2020), special emphasis will be given to: 1) ecumenical issues, i.e., developing points of contact between churches while not diminishing doctrine; 2) inculturation, facing the current challenge of how we might "sing our song in a foreign land"; 3) promoting the liturgy that does justice so that the Eucharist becomes a true sign of Christian unity.

Attributes: MTMC, PSNM.

THEO 6657. Eucharist and the World Today. (3 Credits)

This course will put Eucharistic theology and practice in dialogue with concerns regarding hunger, violence, and exploitation in our contemporary world.

Attribute: MTMC.

THEO 6659. Latinx Theology. (3 Credits)

This class will analyze the diverse ways in which Latina and Latino communities in the United States have sought to speak of God and God's relationship to their marginal existence. The course will examine the origins of Latinx theology, the particular questions that have guided theologians working with Latinx communities, and the critiques and growing edges of the field.

Attributes: MTMC, PSRR.

THEO 6661. Ritual Contexts of the New Testament. (3 Credits)

This graduate seminar explores the diverse rituals of the ancient Mediterranean world, which help to illuminate the emerging ritual practices of early Christianity. Topics may include rites of initiation into communities, meals, marriage, prayer, song, exorcism, bathing, “magic,” sacrificial worship, bodily markings, processions, epigraphic conventions, and more. As appropriate, theoretical approaches and scholarly works from the fields of ritual studies and liturgical studies will be integrated.

Attributes: MTAH, MTAM.

THEO 6671. Contemporary Christology. (3 Credits)

Current trends in Christological theology, including those of the post-Vatican II era (e.g., Rahner, Schillebeeckx, et. al.)

Attribute: MTMC.

THEO 6674. Ecological Theology. (3 Credits)

In the light of contemporary scientific understandings of the cosmos and attendant ecological concerns, this course will study reinterpretations of Christian doctrine and ethics of the last 40 years that have been in dialogue with these developments.

Attributes: MTMC, PSEV.

THEO 6676. Sexual Ethics. (3 Credits)

An in-depth examination and critical appraisal of current discussions in Christian theological reflection relating to human sexuality. Specific attention will be given to emerging paradigms for the ethical evaluation of sexual behaviors, identities, and relationships being advanced in light of developments in social mores and ecclesial consciousness.

Attributes: CEED, CEMT, MTMC, PSTG.

THEO 6710. Issues in Fundamental Moral Theology. (3 Credits)

Fundamental moral theology has undergone dramatic shifts in understanding since the moral manuals. It is now characterized by a pluralism in method and perspective that would have been inconceivable. This advanced seminar will examine several issues in the field of fundamental moral theology that have received recent critical attention. Among these will be topics such as conscience and its formation, culturally entrenched social evil, change in magisterial teaching, the concept of natural law, the influence of cultural pluralism on moral formation and reasoning, and the role of the “sensus fidelium” in moral doctrine.

Attributes: CEED, CETH, MTMC.

THEO 6721. African American Theological Ethics. (3 Credits)

This course, which surveys African American theological and social ethics, is open to both M.A. and Ph.D. students.

Attributes: CEED, CEMT, MTMC, PSRR.

THEO 6731. Christian Ecological Ethics. (3 Credits)

This course examines distinctly Christian approaches to ecological ethics, including comparative historical perspectives, methods, and key topics.

Attributes: CEED, CEMT, MTMC, PSEV.

THEO 6732. Ethics and Economics. (3 Credits)

An examination of contemporary economic social issues with the aid of Catholic social teaching, and with a critical use of economic science. The social issues examined include—but are not limited to—poverty, pollution control, protectionism, unemployment, and inflation.

Attributes: CEED, CEMT, HULI, MTMC.

THEO 6733. Theology and Science. (3 Credits)

This graduate-level course attends to the history, methodologies, content of conflict, and major questions that have occurred at the intersections of scientific and theological inquiry.

Attributes: CEED, CEMT, HECH, MTMC.

THEO 6735. Ecological Ethics. (3 Credits)

This course considers the rise of ecological consciousness, environmental history, and ethical reflection in light of western philosophical and theological traditions. It aims to provide students with substantial, foundational knowledge in twentieth and twenty-first century environmental thought as well as emerging approaches to global environmental problems.

Attributes: CEED, CEMT, HECH, HULI, MTMC, PSEV.

THEO 6736. Feminist Theological Ethics. (3 Credits)

This course introduces students to womanist, *mujerista*, and feminist religious ethics in Protestant and Catholic traditions since 1970. The syllabus will contain texts on many topics, including sexuality, reproduction, ecology, violence, methodology, and others. Students are invited to bring their own topical and methodological questions to their research and to make suggestions about auxiliary readings.

Attributes: CEED, MTMC.

THEO 6737. God and the Mystery of Suffering. (3 Credits)

David Hume has articulated what many consider to be the problem of evil for Western theistic traditions. Indeed, for nearly 300 years, philosophers of religion and philosophical theologians have attempted to resolve the problem of the alleged inconsistency of God’s infinite goodness, power, knowledge, and the reality of human suffering—especially the suffering of innocents. The presumption of the present seminar is simple. Hume’s pithy rendering does not articulate the problem—or at least not the whole problem. In light of this presumption, this seminar shall critically examine the ways Christians have responded to suffering. The goal of this seminar will be to survey the history of responses to the problem of evil in Christian traditions and to evaluate those responses.

Attribute: MTMC.

THEO 6738. The Mystical-Prophetic Turn in Modern Catholic Theology. (3 Credits)

The course analyzes the thought of Johann Metz, Gustavo Gutierrez, and David Tracy as responses to the challenges of late modernity. By identifying the authors’ contexts and influences, investigating their central ideas, and engaging their critics, the course explores the philosophical and theological implications of the mystical and prophetic traditions of Christianity retrieved by political, liberation, and public theologies for contemporary thought. Other thinkers to be considered include: Rahner, Lindbeck, Ratzinger, Balthasar, Gadamer, Adorno, Ellacuria, Johnson, Goizueta, Dionysius, John of the Cross, and various biblical authors.

Attributes: MTMC, MTMH.

THEO 6740. Catholic Social Thought and Praxis. (3 Credits)

This course will examine Catholic social thought as found in the social encyclicals, emphasizing their theological contexts, social scientific constructs, historical background, and philosophical presuppositions.

Attributes: CEED, CEMT, MTMC, MTMH, PSJH, SOIN.

THEO 6745. Sociology of Religion. (3 Credits)

In this advanced seminar, students will analyze original texts of the classic theorists of religion—including Emile Durkheim, Max Weber, Clifford Geertz, Peter Berger, Mircea Eliade, Mary Douglas, and Robert Bellah. Topics will include secularization theory, theodicy, ritual, symbolism, religious evolution, and the religious roots of social change. Our investigation of religion in the contemporary world will lead us to investigate religious congregations and phenomena, including civil religion, generational change, popular religiosity, and spirituality.

Attributes: CEED, CEMT, CETH, MTMC.

THEO 6757. The Interplay of Ethnography and Scripture in Religion/Theology. (3 Credits)

When theologians conduct ethnography, do they become anthropologists? This course takes it as a starting point that the answer is “not exactly,” and explores the differing theoretical and practical insights that emerge when theology and religious studies scholars try to understand what it really means to animate sacred, over-determined texts in contemporary contexts.

Attributes: MTMH, MTRB.

THEO 6760. Islam, Christianity, Liberalism. (3 Credits)

“The Clash of Civilizations,” a theory that has gained some currency in the last two decades, broadly holds that the fault line of conflict in the world today is between “Islam” and some conception of “Christendom.” Several recent debates, however, around, for example, women’s proper role in society, LGBTQ+ issues, and the rights and responsibilities of free speech, suggest that insofar as the world is ideologically bifurcated, it is between “the traditional values of Islam/Christianity/Judaism” and “liberalism,” broadly defined. This class probes questions like: Is it fair to identify liberalism with Christianity, or Christian-majority countries and societies, as many Islamic traditionalists do? Is it fair to assume that traditional Islam does not hold any of the values we would associate with liberalism? What is liberalism, exactly? Is it an unambiguous social good? What are the complaints of its opponents? And what does all of this mean for religious traditions in the 21st century? These questions will be of interest to students of both the ancient and modern world.

Attributes: MTMC, MTMH, MTRB.

THEO 7222. New Perspectives on Paul. (3 Credits)

This course will examine contemporary interpretations of Paul from the post-World War II period to the present. Topics will include the so-called “New Perspective” and recent engagements with Paul in continental philosophy.

Attribute: MTMC.

THEO 7731. Religion and Revolution. (3 Credits)

Using El Salvador (1975-1995) as a case study, the course will examine theological and socio-political questions that emerge when believers engage in revolutions. Primary focus on theological figures and themes such as Oscar Romero, Jean Donovan, Ignacio Ellacuria, comunidades de base, the preferential option for the poor, and Christology, will be supplemented with interdisciplinary reflection on critical theory (Marx et al.), postidealist epistemology (Zubiri), and postcolonial identity (Bhabha).

Attribute: MTMC.

THEO 7736. Bioethics. (3 Credits)

This course attempts to put the Roman Catholic and broadly Christian bioethical traditions in conversation with their secular interlocutors – toward the end of examining whether or not these traditions have a place in public bioethical discourse and what that contribution might look like. Among the issues to be examined are distribution of healthcare resources, reproductive and other biotechnologies, the moral status of ‘the other’ in bioethics, and withdrawal/ refusal of medical treatment.

Attributes: CEED, CEMT, HECH, MTMC, PSEV.

THEO 7738. Animal Theology and Ethics. (3 Credits)

A study of the theological, philosophical, and moral status of non-human animals—particularly in the context of a Western throwaway culture.

THEO 8998. IUDC Consortium Tutorial: Advanced Syriac Readings. (3 Credits)

This course is an independent study/tutorial for IUDC Consortium students from member schools, and offers an exploration of linguistic and theological aspects of Syriac writings from Late Antiquity.

THEO 8999. Independent Study. (0 to 4 Credits)

Independent Study.

THEO 9000. Professional Development Seminar. (0 Credits)

The seminar introduces advanced doctoral students to the job search process, provides help in compiling a strong application dossier, prepares students for interviews and job talks, advises students about negotiating offers, and assists students in strategizing their career paths within and beyond the academy. In addition to a number of seminar meetings, students will receive individualized attention, help editing their application materials, and practice with interviews and job talks.

THEO 9999. Dissertation Direction. (1 Credit)

Catholic Theology (M.A.)

The M.A. in Catholic Theology consists of 10 courses for students concentrating in the historical or systematic areas and 12 courses for students concentrating in Bible. All students take a core of six classes comprised of two courses each from the biblical, historical, and systematic wings of the department. After completing these core classes, students choose to focus in intensive work in one of three fields of study: Bible (six additional courses), Historical Theology (four additional courses), or Systematic Theology (four additional courses). To complete these additional courses, students may enroll in any graduate courses offered by the department (including doctoral seminars) with the permission of the instructors. Students may also take courses outside the theology department (e.g. in history, philosophy, medieval studies, etc.) with permission from their adviser.

CIP Code

38.0203 - Christian Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Course	Title	Credits
Core Courses ¹		
THEO 5820	Hebrew Bible/Old Testament Interpretation	3
THEO 5890	New Testament Interpretation	3
THEO 5300	History of Christianity I	3
THEO 5301	History of Christianity II	3
THEO 5620	Introduction to Systematic Theology	3
THEO 5640	Introduction to Theological Ethics	3
Electives		12 to 18
Six additional courses required for the Bible concentration		
Four additional courses required for the Historical Theology concentration		
Four additional courses for the Systematic Theology concentration		
Language Requirement ¹		
One of the following:		
ZZGA 0941	GSAS Language Exam 1	
FREN 5090	French for Reading	

SPAN 5090	Spanish for Reading	
GERM 5001	Graduate Reading in German I	
Final Research Project ¹		
THEO 0938	Master's Capstone-Theology	0
Total Credits		30-36

¹ More information about this requirements is below.

Language Requirements

Proficiency in either French or German is also required for the master's degree (Spanish may be substituted for one of these languages depending on the student's academic interests). The ability to read theology in a foreign language is important for two reasons: It makes the student a member of a community of theologians that is broader than English-speaking North Americans, and it enriches the theological imagination by offering access to different ways of speaking and hence of thinking.

Students may demonstrate reading proficiency in these languages in one of two ways:

- Passing a translation exam (with a dictionary) offered by the department
- Passing a French for Reading (FREN 5090), Graduate Reading in German I (GERM 5001), or Spanish for Reading (SPAN 5090) course offered at Fordham or at an approved institution

Core Course Examinations

Every M.A. student is required to take a subject examination immediately at the end of each core course to fulfill the requirements of the master's degree. These exams are the same as the course's final exam. These exams will be comprehensive in scope in the sense that they will cover the material studied over the duration of the semester. The faculty member who teaches the core course will prepare an exam that offers the student a choice of essay questions. Students will have two-and-a-half hours to complete the exam.

Final Research Project

Each M.A. student will select a paper written for one of their courses and will revise the paper to develop interdisciplinary dimensions of this work in light of conversations conducted with faculty members in two fields of study other than the one in which the paper was originally prepared. So, for example, if a student selects a paper written for a Bible class, she will then develop the paper further with input from two faculty members in different fields (e.g. Historical and Systematics).

The revised paper will be submitted by the Friday of the 12th week of the student's final semester to the three faculty members involved in the project. In consultation with these three faculty members, the student will schedule a one-hour time period during the last week of the semester for an oral exam on the paper. The oral exam will explore the interdisciplinary and integrative character of the work conducted.

Theological Studies (M.T.S.)

Overview

The Master of Theological Studies (M.T.S.) degree offers students the opportunity to engage in critical and constructive theological research as

part of the department's vibrant community of inquiry. Aimed primarily at students aspiring to deep theological competence and to doctoral education at the highest level, the program provides students both comprehensive grounding in the theological disciplines and rigorous preparation for advanced studies in a concentration of the student's choice.

All M.T.S. students are required to complete 16 courses (48 credit hours). Reflecting our location in a Jesuit, Catholic university, the curriculum includes a foundation in Christian theological studies, including systematics, ethics, history, and bible. To ensure a breadth of knowledge, the program requires that students complete a core of six courses, including the program's interdisciplinary signature course, Context, Theory, and Theology (THEO 5901). In and beyond the core, students have the opportunity to work with faculty in all of the department's areas of research: biblical studies, history of Christianity, Judaism in antiquity, medieval and modern Islam, systematic theology, and theological ethics. At least two of the student's sixteen courses must primarily engage Judaism, Islam, or another non-Christian tradition.

Students immerse themselves in one of two areas of concentration: Studies in Ancient and Medieval Theology/Religion, or Studies in Modern and Contemporary Theology/Religion. Working with a faculty mentor, students select courses that best suit their interests and prepare them for further studies or other careers. They experience the camaraderie of studying with their M.T.S. cohort peers, of taking seminars with the program's doctoral students, and interacting with the faculty of the internationally recognized department.

CIP Code

39.0601 - Theology/Theological Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Acceptance into the M.T.S. program will come through a successful application that includes a statement of intent, writing sample, recommendations, and (optionally) GRE scores. The ideal student need not be a theology or religious studies undergraduate major, but may be those with a strong background in the humanities (from disciplines that include theology, religious studies, history, classics, philosophy, languages, or English), or even a background in the sciences (natural or social) who demonstrate the ability to conduct theological research at a high level.

Requirements

Course	Title	Credits
Core Courses		
<i>Bible</i>		
THEO 5820	Hebrew Bible/Old Testament Interpretation	3
	or THEO 5890 New Testament Interpretation	
<i>Systematic Theology</i>		
THEO 5620	Introduction to Systematic Theology	3
<i>Theological Ethics</i>		

THEO 5640	Introduction to Theological Ethics	3
<i>Religious History</i> ¹		
	Ancient/Medieval Religious History: Choose one course from courses in the early/ancient histories of Christianity, Judaism, Islam, or other traditions, as offered.	3
	Modern/Contemporary Religious History: Choose one course from courses in the modern/late histories of Christianity, Judaism, Islam, or other traditions, as offered.	3
<i>Interdisciplinary Course</i>		
THEO 5901	Context, Theory, and Theology	3
Concentration (choose one)		18
<i>Studies in Ancient and Medieval Theology/Religion</i>		
	Six Ancient/Medieval or relevant language courses ²	
	Proficiency in French or German ³	
	Intermediate competency in Ancient Greek, Ancient Hebrew, Latin, or Arabic ³	
<i>Studies in Modern and Contemporary Theology/Religion</i>		
	Six Modern/Contemporary courses ¹	
	Proficiency in French, German, or Spanish ³	
Electives		
	Four elective courses ⁴	12
Final Project		
THEO 0938	Master's Capstone-Theology	0
Total Credits		48

¹ Consult the Course Listings section (p. 649) for Theology courses fulfilling this requirement.

² Consult the Course Listings section (p. 649) for Theology courses fulfilling this requirement. With departmental permission, graduate courses in Medieval Studies and Classics that are relevant to the study of ancient or medieval Christianity may also fulfill this requirement.

³ Proficiency is demonstrated through completion of a departmental exam. Depending on their preparation, students may need to take courses outside of the degree program (i.e. summer institutes) in order to reach this level of competency. Ancient language courses count toward the ancient/medieval concentration, or as electives, subject to Theology Department permission.

⁴ Electives may be taken from departmental offerings (graduate-level courses with the subject code THEO (p. 639)). Courses from other departments, programs, or schools may also count as electives, subject to Theology Department permission. Students in the Ancient and Medieval concentration may count ancient language courses as electives, subject to Theology Department permission.

Religious Breadth Requirement

At least two of the student's sixteen courses must primarily engage Judaism, Islam, or another non-Christian tradition. Consult the Course Listings section (p. 649) for details.

Final Project

The Theology Department requires that M.T.S. students complete a final project as a "closure exercise" in their final year in the degree program. Students will benefit from this opportunity to reflect in a deliberate

way upon the arc of their learning through the M.T.S. program, and the Department's efforts at ongoing assessment of the success of this degree program will similarly benefit from this synthetic exercise. Students may choose between these two options which they must indicate by completing a Department-generated survey form to be filled out by the end of the first week of their penultimate semester of their degree work.

Consult the Final Project Options (p. 651) section for more details.

Course Listings

Ancient/Medieval Religious History courses

Courses in this group have the MTAH attribute.

Course	Title	Credits
THEO 5300	History of Christianity I	3
THEO 5401	Introduction to Islam	3
THEO 6014	Ancient Theological Controversies	3
THEO 6026	Second Temple Judaism	3
THEO 6042	The History of Jerusalem: Jewish, Christian, and Muslim Perspectives	3
THEO 6192	The Greco-Roman Context of Early Christianity	3
THEO 6193	Law and Theology in Antiquity	3
THEO 6194	History, Theory, and Christianity	3
THEO 6195	Inventing Christianity: Apostolic Fathers, Apologists, and Martyrs	3
THEO 6196	Early Christian Ritual	3
THEO 6198	Self in Early Christianity	3
THEO 6211	Paul, Prisoner and Martyr: Political Theology in Early Christianity	3
THEO 6300	Apostolic Fathers	3
THEO 6305	Introduction to Rabbinic Literature	3
THEO 6360	Alexandrian Theology	3
THEO 6365	Cappadocian Fathers	3
THEO 6367	Byzantine Christianity: History and Theology	3
THEO 6425	St. Augustine in Context	3
THEO 6426	St. Augustine of Hippo	3
THEO 6463	From Lollards to Luther	3
THEO 6465	Asceticism and Monasticism	3
THEO 6466	Hagiography	3
THEO 6480	Christianizing the Barbarians	3
THEO 6490	Christianity and Violence	3
THEO 6661	Ritual Contexts of the New Testament	3

Modern/Contemporary Religious History courses

Courses in this group have the MTMH attribute.

Course	Title	Credits
THEO 5301	History of Christianity II	3
THEO 5400	Topics in Islam: Texts and Traditions	3

THEO 5405	Teaching Buddhism	3	LATN 5003	Intermediate Latin	3
THEO 5500	Religion and American Public Life	3	LATN 5004	Latin Languages and Literature	3
THEO 5550	New Methods: American Religion History	3	LATN 5006	Intensive Latin	4
THEO 5690	Graduate Seminar: Church in Controversy	3	LATN 5093	Ecclesiastical Latin	3
THEO 6000	History, Theory, and the Study of Religion	3	LATN 5542	Medieval Latin Literature	4
THEO 6444	Medieval Modernists: Modern Appropriations of Medieval and Ancient Christianity	3	LATN 6450	Augustine's Confessions	3
THEO 6467	Mysticism and Modernity	3	THEO 5025	Exodus in Hebrew	3
THEO 6485	Doing Theology with Gustavo Gutiérrez: 50 years (1971–2021)	3	THEO 5070	Elementary Coptic I	3
THEO 6505	Histories of Colonialism, Empire, Theology	3	THEO 5071	Elementary Coptic II	3
THEO 6530	Modern Catholicism & Difference: Negotiating With Cultural & Religious Others (From 1534-Present)	3	THEO 5072	Christian Texts in Coptic	3
THEO 6543	Aesthetics, Religion, and Modernity	3	THEO 5075	Syriac Language and Literature I	3
THEO 6551	U.S. Religious History	3	THEO 5076	Syriac Language and Literature II	3
THEO 6553	Readings in American Religion	3	THEO 5080	Introduction to Biblical Greek	3
THEO 6738	The Mystical-Prophetic Turn in Modern Catholic Theology	3	THEO 5090	Biblical Aramaic	3-4
THEO 6740	Catholic Social Thought and Praxis	3	THEO 5230	Advanced Greek	3
THEO 6757	The Interplay of Ethnography and Scripture in Religion/Theology	3	THEO 5300	History of Christianity I	3
THEO 6760	Islam, Christianity, Liberalism	3	THEO 5400	Topics in Islam: Texts and Traditions	3
			THEO 5401	Introduction to Islam	3
			THEO 5405	Teaching Buddhism	3
			THEO 5820	Hebrew Bible/Old Testament Interpretation	3-4
			THEO 5890	New Testament Interpretation	3-4
			THEO 6026	Second Temple Judaism	3
			THEO 6031	The Psalms	3
			THEO 6036	Otherness in the Hebrew Bible	3
			THEO 6039	Biblical Ethics	3
			THEO 6040	The Neighbor: Biblical Witness and Contemporary Ethics	3
			THEO 6042	The History of Jerusalem: Jewish, Christian, and Muslim Perspectives	3
			THEO 6130	Matthew Mark and Method	3
			THEO 6192	The Greco-Roman Context of Early Christianity	3
			THEO 6193	Law and Theology in Antiquity	3
			THEO 6194	History, Theory, and Christianity	3
			THEO 6195	Inventing Christianity: Apostolic Fathers, Apologists, and Martyrs	3
			THEO 6198	Self in Early Christianity	3
			THEO 6211	Paul, Prisoner and Martyr: Political Theology in Early Christianity	3
			THEO 6300	Apostolic Fathers	3
			THEO 6305	Introduction to Rabbinic Literature	3
			THEO 6360	Alexandrian Theology	3
			THEO 6365	Cappadocian Fathers	3
			THEO 6367	Byzantine Christianity: History and Theology	3
			THEO 6425	St. Augustine in Context	3
			THEO 6426	St. Augustine of Hippo	3
			THEO 6445	Affect, Emotion, and Religious Experience	3
			THEO 6461	Mystical Theology	3
			THEO 6463	From Lollards to Luther	3
			THEO 6465	Asceticism and Monasticism	3
			THEO 6466	Hagiography	3
			THEO 6480	Christianizing the Barbarians	3

Religious Breadth Requirement courses

Courses in this group have the MTRB attribute.

Course	Title	Credits
THEO 5025	Exodus in Hebrew	3
THEO 5400	Topics in Islam: Texts and Traditions	3
THEO 5401	Introduction to Islam	3
THEO 5405	Teaching Buddhism	3
THEO 6026	Second Temple Judaism	3
THEO 6031	The Psalms	3
THEO 6042	The History of Jerusalem: Jewish, Christian, and Muslim Perspectives	3
THEO 6193	Law and Theology in Antiquity	3
THEO 6305	Introduction to Rabbinic Literature	3
THEO 6757	The Interplay of Ethnography and Scripture in Religion/Theology	3
THEO 6760	Islam, Christianity, Liberalism	3

Ancient/Medieval Concentration courses

Courses in this group have the MTAM attribute.

Course	Title	Credits
GREK 5001	Introduction to Greek I	3
GREK 5002	Elementary Greek II	3
GREK 5003	Intermediate Greek	3
GREK 5004	Greek Language and Literature	3
GREK 5006	Intensive Ancient Greek	4
LATN 5001	Introduction to Latin I	3
LATN 5002	Introduction to Latin II	3

THEO 6490	Christianity and Violence	3
THEO 6661	Ritual Contexts of the New Testament	3

Modern/Contemporary Concentration courses

Courses in this group have the MTMC attribute.

Course	Title	Credits
THEO 5301	History of Christianity II	3
THEO 5400	Topics in Islam: Texts and Traditions	3
THEO 5401	Introduction to Islam	3
THEO 5405	Teaching Buddhism	3
THEO 5500	Religion and American Public Life	3
THEO 5550	New Methods: American Religion History	3
THEO 5630	Systematic Liberation Theology	3
THEO 5690	Graduate Seminar: Church in Controversy	3
THEO 6000	History, Theory, and the Study of Religion	3
THEO 6214	Old Testament Theology	3
THEO 6444	Medieval Modernists: Modern Appropriations of Medieval and Ancient Christianity	3
THEO 6485	Doing Theology with Gustavo Gutiérrez: 50 years (1971–2021)	3
THEO 6505	Histories of Colonialism, Empire, Theology	3
THEO 6509	Theology and Religious Pluralism: Christian Tradition in a Religiously Plural World	3
THEO 6510	Socially Engaged Theology	3
THEO 6530	Modern Catholicism & Difference: Negotiating With Cultural & Religious Others (From 1534-Present)	3
THEO 6543	Aesthetics, Religion, and Modernity	3
THEO 6544	Belief and Unbelief, Tolerance, and Intolerance	3
THEO 6551	U.S. Religious History	3
THEO 6553	Readings in American Religion	3
THEO 6600	Modern Orthodox Theology	4
THEO 6606	Theological Anthropology	3
THEO 6607	Christian Theologies of Salvation	3
THEO 6612	New Methods in Constructive Theology	3
THEO 6615	Rahner, Lonergan, and Transcendental Method	3
THEO 6616	Contemporary Theology of the Trinity	3
THEO 6620	God in Contemporary Theology	3
THEO 6621	Encountering the Divine in Interreligious Perspective	3
THEO 6630	Church in Contemporary Theology	3
THEO 6631	Missiology: Mission of Church in Age of Turmoil and Strife	3
THEO 6634	Black Theologies and the Decolonial Option	3
THEO 6642	Political Theology	3
THEO 6651	The Liturgy: How Christians Worship	3
THEO 6652	The Liturgy: A Work of Praise and Justice	3
THEO 6653	Church as Sacrament: A Study in Christian Sacraments and Ecclesiology	3

THEO 6657	Eucharist and the World Today	3
THEO 6659	Latinx Theology	3
THEO 6671	Contemporary Christology	3
THEO 6674	Ecological Theology	3
THEO 6676	Sexual Ethics	3
THEO 6710	Issues in Fundamental Moral Theology	3
THEO 6721	African American Theological Ethics	3
THEO 6731	Christian Ecological Ethics	3
THEO 6732	Ethics and Economics	3
THEO 6733	Theology and Science	3
THEO 6735	Ecological Ethics	3
THEO 6736	Feminist Theological Ethics	3
THEO 6737	God and the Mystery of Suffering	3
THEO 6738	The Mystical-Prophetic Turn in Modern Catholic Theology	3
THEO 6740	Catholic Social Thought and Praxis	3
THEO 6745	Sociology of Religion	3
THEO 6760	Islam, Christianity, Liberalism	3
THEO 7222	New Perspectives on Paul	3
THEO 7731	Religion and Revolution	3
THEO 7736	Bioethics	3

Final Project Options

Option A—The supervised revision of a research paper, combined with an "exit interview"

This option has two components, the first to be completed in the penultimate semester of a student's M.T.S. work and the second one to be completed in the final semester.

1) By the end of the fifth week of the student's penultimate semester in the M.T.S. program (typically the second Friday of October in year 2 of the student's matriculation in the program), the student will select a research paper previously written for one of their courses and begin the process of revising, expanding and further developing this paper so that the new version brings out more thoroughly valuable interdisciplinary perspectives upon the topic. For example, the content of a paper that the student wrote for an ethics course would be expanded somewhat to include further scriptural or historical insights. Additional scholarly sources might be identified and applied to improve what the paper achieves, though without adding overly much to the length of the paper (a 20-page paper might be extended in this way to a length of 25 pages, but no more than 30 pages).

The student must obtain permission for the participation in this exercise of the professor for whom the original paper was written (or, for good reasons such as faculty absence from campus due to a sabbatical, a substitute faculty member in the same theological sub-discipline) as well as one other professor in the Theology Department whose work is relevant to the revision process. The student will share the original version of the paper with both professors by the middle of that semester (typically fall of the second year in the M.T.S. program) and consult with both professors on subsequent drafts, culminating in a final version to be shared with both professors by the first day of the final month of that semester (typically December 1). The student then arranges a mutually convenient time for the three to meet for 45 minutes to engage

in a colloquy on the content and merits of this revised paper. The oral exercise will explore the interdisciplinary and integrative character of the writing project, in light of the methodologies and standards of both sub-disciplines.

At the end of this meeting, each of the faculty members will submit to the Department a brief (five- to ten-sentence) report on the success of the student performance, including both written and oral components, into a combined score. Each faculty member will independently record a grade of Pass or Fail on this project. If either faculty member records a failing grade, the exercise will be repeated in the following semester, proceeding either with the same paper (presumably with substantial revisions and improvements) or with a different paper entirely and with at least one different professor. Students interested in applying to doctoral programs in theology will come away from this exercise (especially if completed in a timely way, typically by exam week in December) with a promising candidate for a writing sample that may comprise part of an excellent application to a doctoral program.

The Department Chair will oversee this process for M.T.S. students and will maintain records of faculty involvement in these exercises, so that no faculty member is unduly burdened by overly frequent service in the mentoring and reading of these final projects for M.T.S. projects. The normal maximum for a given faculty member is three such involvements each academic year.

2) M.T.S. students who select Option A and who have successfully completed item 1 described above will complete their degree closure requirement by participating in a 30-minute "exit interview" with two faculty members of their choosing (ideally, the academic advisor and a second professor who has supervised some previous work of the student) in that student's final semester of degree work. The student takes the initiative of inviting these two professors to meet at a mutually convenient time, which must fall before the beginning of the final exam week of the student's final semester in the M.T.S. program.

The faculty members will question the student regarding the overall experience of the degree program, including: 1) describing major areas of learning; 2) identifying any unanticipated outcomes and benefits of the program; and 3) proposing potential areas for improvement in the curriculum or administration of the M.T.S. degree. The student will receive a pass or fail grade from each professor, who will then submit the results to the Theology Department along with a narrative of five to ten sentences summarizing the student's oral reflections on the program.

If either professor submits a failing grade on this oral exercise (presumably because the student applied too little effort in fashioning well-considered responses to the questions asked), a new colloquy must be scheduled (unfortunately, this will probably delay the student's graduation date) with two new professors who will follow the same procedures described above. Students who fail to complete successfully either of these two components of Option A will not be awarded the M.T.S. degree.

Option B—Student reflection paper and "exit interview" based upon it

Both components of this option for a closure exercise occur in the final two months of the M.T.S. student's degree program. Notice that there is no research component within Option B.

1) During the penultimate month of the student's final semester in the M.T.S. program (typically in early April, since most students will graduate

in May of their second year), the student will invite two professors in the Theology Department to participate in the closure exercise, which may be completed in either of the final two months of that semester (typically April or early May, but certainly before the beginning of final exams week of that semester). Ideally (but not necessarily) one professor will be the student's academic advisor, and the other professor will have supervised some previous work of the student.

The student will then write a reflection essay of 6 to 8 standard double-spaced pages (1500 to 2000 words) addressing the following lines of inquiry: 1) Describe your major learning goals in this degree program, how well they were met and which components of your study contributed most substantially to this success; 2) Describe any shortcomings of the program as offered and propose how they might be addressed; and 3) Describe how well prepared you feel to advance toward your career goals and especially whether you encountered any unanticipated benefits or areas of enrichment in your academic program at Fordham. The student's reflection essay must be written in smooth standard prose and be presented to the two faculty members at least five days before the agreed-upon colloquy meeting.

2) The student and the two professors will participate in a 45-minute colloquy in which the student responds to lines of inquiry offered by the two professors. The content of the reflection essay is the starting point of the conversation, but the discussion may include further considerations beyond what the student has written. At the conclusion of the colloquy, each of the two faculty members will submit to the department (on an independent basis) a report of a grade (simply pass or fail), and an additional paragraph (on the scale of ten sentences) summarizing the most important insights about the program shared by the student in the reflection essay and during the colloquy meeting.

If a student does not receive a passing grade from even one of the two faculty members, a new panel of two different professors will be appointed (by the Department Chair, in conversation with the student) to supervise the writing of an improved reflection essay and to conduct a new colloquy session. If a student requires a second attempt at this closure exercise, it will most likely delay the expected graduation of that student, so careful preparation of the written essay and the oral component of this closure exercise should be a top priority.

Theology (Ph.D.) Overview

The Ph.D. is designed for the preparation of scholars: not simply competent teachers of theology, but ones who can also communicate with and contribute to the academic community more broadly. Upon entry, students in Fordham's Ph.D. program select one of five fields of study:

- Bible
- Judaism and Christianity in Antiquity
- History of Christianity
- Systematic Theology
- Theological and Social Ethics

All doctoral students receive five years of full funding (tuition remission and living stipends) to support their work, and all students are eligible to compete for internal and external fellowships for additional support. Fordham doctoral students are active scholars, presenting at major conferences and publishing their work on a regular basis. During their

third year of study (and with the supervision of a faculty mentor), they begin teaching their own undergraduate courses.

CIP Code

39.0601 - Theology/Theological Studies.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Candidates for the Ph.D. in theology are expected to have a GPA of 3.5 or higher. Completed applications will include each of the following items:

Official transcripts

Official degree transcripts confirming prior degree conferral should be ordered at least one month prior to the application deadline. Please ensure that they are sent directly to the Office of Admissions (fuga@fordham.edu) via secure electronic delivery. If electronic delivery is not available, please request that your transcripts be submitted directly via post, in a sealed envelope, to: Graduate School of Arts and Sciences, Office of Admissions, Fordham University, 441 E. Fordham Rd., Bronx, NY 10458. Please note: You may upload unofficial copies of your transcripts to your application while the Office of Admissions awaits receipt of your official transcripts.

Official GRE scores (should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – code #2259).

Resume/CV (submitted electronically via the online application)

Statement of intent (up to 500 words, submitted electronically, via the online application)

Writing sample (5 - 20 pages submitted electronically, via the online application)

Three letters of recommendation (submitted directly by referees via the online application)

International Students

Please ensure that all official transcripts from previously attended post-secondary institutions are submitted in English, or are accompanied by a certified English translation. Transcripts and credentials conversion information is available on the GSAS International Students page.

English Proficiency

International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from the Test of English as a Foreign Language (TOEFL). GSAS will also consider a student's International English Language Testing System (IELTS)—Cambridge English Proficiency Level language testing results. Please utilize the instructions on the GSAS English Proficiency web page to transmit your TOEFL or IELTS scores. Please note: Exemptions from this requirement can be requested by the applicant in her/his application, or can be made in writing by the applicant to fuga@fordham.edu. Kindly consult the GSAS English Proficiency web page for exemption guidelines.

Please contact fuga@fordham.edu with any admissions-related questions.

Requirements Advisor

Upon entering the Ph.D. program, a student will be assigned an advisor working in the student's intended Field of Study. This advisor will assist in the selection of courses, monitor the progress of language acquisition, and fill all additional roles necessary for good progress. By the conclusion of the first year of coursework, students may choose another member of the department to fulfill this role. Students certainly may, but are not required to, ask their advisor to serve as the mentor for the dissertation.

Curriculum

With the consultation of an advisor, students will take responsibility for planning a curriculum of study that is both broad and specialized. Coursework at the doctoral level, even outside of seminars, demands a more active role on the part of the student: rather than simply absorbing information, the student is expected to contribute to the encounter with texts and ideas, to design projects, and to pursue independent study. A list of offerings for the current semester can be found on our page on the Fordham website. Students must complete at least 36 credits of coursework to earn the Ph.D., with a minimum accumulative GPA of 3.5.

The only general requirement is that students must complete a zero credit course, THEO 5015 Teaching Theology, before they are permitted to teach courses for the department. The department will offer this course at least once every four semesters.

Language Proficiency

In the course of doctoral studies, all students will be called upon to demonstrate reading proficiency in two modern languages and will be expected to use these linguistic skills in reading for classes and papers. Unless otherwise specified, the two required modern languages are French and German (Students in Systematic Theology may substitute Spanish for French or German). This can be completed by taking a reading exam (ZZGA 0941) or by completing reading courses (FREN 5090 or GERM 5001). For some students, a similar knowledge of ancient languages will need to be demonstrated. Check your proposed Field of Study for more information about language requirements.

Graduate Teaching Assistantships

As part of the Graduate Teaching Assistantship (GTA) program, every second-year Ph.D. student will have an opportunity to work with at least one faculty member in a Fordham undergraduate classroom prior to teaching on his or her own in the third year.

Comprehensive Exams

The student is required to choose two general areas of research within his or her primary field of study and one area in a related field of study, which will constitute the minor exam. The fourth exam will be more narrowly focused and should reflect the student's intended subfield of dissertation research. Ordinarily, a student will take the exams (THEO 0930) during the sixth semester.

Dissertation

A doctoral dissertation is the literary exposition of a thesis. The thesis is the theological proposition for which one marshals evidence and

arguments. Although scholarship may be focused in different ways in the various field specializations, every dissertation will include some degree of research, at least into the state of a question; and every thesis will include some degree of argument and judgment, at least regarding the theological relevance of one's data. The dissertation must be methodologically self-conscious. It must justify its method and structure and continually demonstrate their presence. Students must develop a proposal (THEO 0950), have the proposal accepted (THEO 0960), and have continued direction (THEO 0970) from your faculty advisor(s).

Concentrations Bible

The program in Bible equips students with a sound linguistic and exegetical training for research and teaching. Reading courses in Hebrew, Aramaic, and Greek are fundamental to the program, and study of other ancient languages relevant to the student's area of research are available through the Inter-University Doctoral Consortium and the New York Theological Group.

In addition to French and German, students in Bible must demonstrate proficiency in Hebrew and Greek through departmental exams and proficiency in Aramaic through a course or tutorial.

A student whose field of study is Bible will take his or her two major exams in Hebrew Bible/Old Testament and New Testament. The dissertation area exam will focus on the testament in which the student is concentrating.

Judaism and Christianity in Antiquity

Judaism and Christianity in Antiquity is a field of study for doctoral training that enables students to understand the encounters of Jews and Christians with other cultures of the Greco-Roman world.

Fordham's program promotes immersion in the rich diversity of ancient communities and traditions, from the Levant and Asia Minor to North Africa and Rome. It provides advanced instruction in the methods, issues, and resources of Second Temple Judaism, New Testament, Rabbinics, and early Christian studies. Our faculty members embrace interdisciplinary research into literary sources, material artifacts, and ritual practices in order to explore theological themes and diverse constructions of identity.

As part of the courses required of all Ph.D. students in theology, students are required to take one course in Second Temple Judaism (THEO 6026) and one course in Greco-Roman World (THEO 6192 The Greco-Roman Context of Early Christianity).

Students select two general exams from the following list of five options. Some restrictions apply. See appendix 4 in the Graduate Student Handbook (p. 661). The five options are, The Standard New Testament exam offered in Bible, The Standard Patristics/Early Christianity exam (which covers ca. 250-600 CE) offered in History of Christianity/Historical Theology, An Ante-Nicene Christianity Exam, A Second Temple Judaism Exam, and A Greco-Roman World Exam.

In dissertation research, students are encouraged to push the current boundaries of topics and methods in their chosen fields. Our faculty members embrace research into practices and artifacts, as well as the customary literary sources, in order to explore theological themes and diverse constructions of social identity.

History of Christianity

Faculty members and students in history of Christianity/historical theology examine the ways in which Christians, through the centuries, have engaged their tradition, its beliefs and practices, and the world in which they live. Theology and doctrine, devotional life and practices, liturgy, institutions, cultural productions, and lived religion are all foci for study. Faculty and students focus on specific theologians in particular contexts (e.g., Augustine, Gregory of Nyssa, Henri de Lubac), on historical periods and/or regions (e.g., the early Byzantine era, the medieval west, the United States, 20th century Europe), or on themes throughout Christian history (e.g., asceticism, the papacy, heresy, Jewish-Christian relations, mysticism, gender, embodiment, sacred space).

In addition to French and German, students in historical theology/history of Christianity who intend to write a dissertation in a pre-modern period for which Latin and/or Greek is necessary must demonstrate proficiency in the relevant language(s) by the successful completion of the relevant exam(s).

At the current time, the faculty in historical theology/history of Christianity define the possible areas of research in which a student may select a major or minor exam as follows: Early, Medieval, and Modern. Each area of research has its own bibliography selected by the faculty. A student whose field of study is historical theology/history of Christianity will select two of these areas of research for his or her major exams.

Systematic Theology

Systematic theology engages Roman Catholic theology in historical and contemporary eras, while also facilitating the study of Orthodoxy, Protestantism, and other religious traditions and worldviews. In addition to classical topics (such as theologies of God and Christ), the Systematic theology program enables students to focus on ethics, ecclesiology, ecological theology, feminist theology, liberation theology, liturgical theology, Orthodox theology, philosophical theology, and Catholic social thought.

In an effort to bring more precision and, indeed, comprehensiveness to the comprehensive exams in systematic theology, each student in the field of study will adhere to the following principles concerning the two major exams. The first topic that all students in systematic theology will propose is an overview of 20th and 21st century theology. A bibliography of "Paradigmatic Works" is available as the basis for this question.

The second topic that each student will propose is one of the areas of the "grid" in systematic theology. At the current time, these areas are identified as follows: fundamental theology, theology of God, Christology, theological anthropology, ecclesiology, sacramental theology, and moral theology.

Theological and Social Ethics

This newly launched field of study in the Department of Theology enables students to develop rigorous and robust scholarly expertise in theological and social ethics, informed by attention to theory, context, and practice. This field of study integrates and amplifies existing departmental and university strengths in the contemporary and historical study of ethics. Faculty members bring particular acumen in Catholic traditions, feminist and liberationist ethics, bioethics, economic, and environmental ethics.

As part of the courses required of all Ph.D. students in theology, students must enroll in the annual *designated doctoral seminar* (identified from among annual departmental course listings) and in a one-time *praxis-based tutorial* (to amplify the student's experience in considering issues

of theological, social, and ethical significance by attending to context and praxis).

All students in TSE are required to pass language exams in French and German. Students may elect to substitute Spanish, depending upon the student's scholarly research agenda.

The structure of the doctoral exams follows established procedures for the department. The first major exam must be "Major Texts in Theological and Social Ethics." The second major exam addresses key themes, texts, methods, and/or figures in a particular area but must be sufficiently distinct from the dissertation topic. Students may choose among the options that include: philosophical sources and theological ethics; foundational theological ethics; Catholic social thought; topical exams (bioethics, economic ethics, gender and sexuality, liberationist and feminist, race and white privilege, environmental ethics); and theological ethics in comparative and historical contexts. The minor exam is chosen from existing exams offered by the other fields of study and must be sufficiently distinct from the dissertation topic.

Urban Studies

Cities around the globe are facing complex issues in need of creative solutions. At Fordham, our solutions-oriented interdisciplinary program will prepare you to tackle the challenges confronting urban society in a range of areas:

- Urban politics and policy
- Immigration
- Diversity and racial justice
- Public policy
- Economic development
- Inequality and social justice
- Public health
- Environment and sustainability
- Urban arts and creative industries
- Historic preservation and gentrification
- Technology and the development of "smart" cities
- The history of cities

With New York City as our main laboratory, you'll design a unique course of study tailored to your own interests. You'll engage in fieldwork with real-world implications and emerge with a nuanced understanding of the powerful forces that are shaping our cities, as well as the problem-solving skills required to improve the quality of life for their citizens.

For more information about Urban Studies, please visit our page on the Fordham website.

Programs

- M.A. in Urban Studies (p. 657)

Courses

URST 5000. Issues in Urban Studies. (3 Credits)

Required foundation course for M.A. in Urban Studies. Introduces students to current debates in urban studies and to modern urban theory. Themes covered include: immigration, race and ethnicity, urban culture and history, urban sociology, urban planning, city and globalization.

Attributes: DATA, HULI, PMMA, PSIC, PSNM.

URST 5020. Urban Political Processes. (3 Credits)

Examines urban political systems concentrating on the primary institutions and processes that comprise the urban milieu. Focuses on the major theories and approaches that attempt to explain urban politics and urban political systems.

Attributes: INST, ISIN, PMMA, PSIC.

URST 5025. Urban Social Movements. (3 Credits)

This course will introduce students to the interdisciplinary study of urban-based activism. We will examine why cities have been central to the development of protest and resistance, how social movements form, and how they change urban spaces. Using a variety of case studies from ongoing movements over housing rights, labor, immigration, sustainability, and public spaces, it will give students the methodological and conceptual tools to design and carry out studies of urban social movements.

URST 5030. American Suburb: Rise and Fall. (3 Credits)

Examination of 19th Century origins of suburb as counterpoint to the city and the role of nature in shaping the design of this new form of country living. The twentieth century transformation of the suburb into the American dream will be evaluated in light of the resultant sprawl and the policy critiques of this pattern of growth. The class project will involve the design of a sustainable suburb for the 21st century.

Attribute: HIST.

URST 5035. City and Climate Change. (4 Credits)

This course is an examination of the impact of climate change and sea level rise on cities. It covers international examples as well as American cities, with particular focus on the New York metropolitan area. There are weekly readings and discussion. Experts from various interdisciplinary fields form part of the material developed in this course. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PSEV, PSIC.

Prerequisite: URST 5000.

URST 5040. Urbanism. (3 Credits)

Overview of urban philosophy and urban planning theory in the modern period with emphasis on contemporary scholarship as well as planning methods and techniques. Course scope is international.

Attributes: INST, ISIN.

URST 5045. Informal Cities. (3 Credits)

This course will examine informal organization as it takes place under the impact of political crisis, natural and manmade disasters, and the ongoing crisis of poverty. A variety of sources will be used including written records, films, and imagery.

Attribute: PSIC.

URST 5055. Urban Infrastructures. (3 Credits)

This course will introduce students to the multidisciplinary study of the systems that sustain and connect cities (including transportation, electricity and water, media, digital technologies, and waste management), with a focus on the social and political sides of urban infrastructures. We will examine cases from across the world, with an emphasis on the global South and New York City.

URST 5066. Urban Health and Environment. (3 Credits)

This course will examine the intersection of urban life, the urban environment, individual and community health, and public policy. In doing so, it will examine the evolution of urban public health problems, the urban environment, and the role and responsibility of the political system to respond to individual and community health issues in urban settings. A variety of approaches to the study of urban public policy as well as selected issues from the study of urban public and environmental health will be highlighted.

Attributes: CEED, CETH, ENST, ESEL, PSEV, PSIC.

URST 5070. Environmental History of the American City. (3 Credits)

A survey of New York City's history that emphasizes its changing economy, ecology, geography, and society over 400 years. Subjects include the political economy of poverty, the global outreach of New York, its capacity to change the environment of other places, and urban redevelopment. Students will conduct preliminary research and prepare a prospectus for a research project.

Attributes: ENST, ESEL, ESHC, PSEV, PSIC.

URST 5080. On the Waterfront: Maritime New York History and Policy. (3 Credits)

This course will explore the rich exchange of goods and people which made New York a "river city," the problematic legacy of that long maritime history, and the complex array of public policy questions that are redefining our relationship to the edge.

URST 5081. Brooklyn Waterfront: The Social Production of Space. (3 Credits)

This course examines the social, economic, ideological, and technological forces that produced the new Brooklyn waterfront. Brooklyn Bridge Park is the case study and focuses on its historic transformation from a ferry landing and the largest private freight terminal in the world into a public waterfront park at the beginning of the 21st century. The course explores the role of public policy, community debates, as well as the historical memory, visual images, and local uses that shaped the new vision of this space. Field work and research at the Brooklyn Historical Society required.

URST 5090. Lincoln Center Arts. (3 Credits)

Considers the performing and visual arts and how they are mediated by the stature of the Lincoln Center complex. Topics include John D. Rockefeller 3rd's dream, the politics and design of the complex, Robert Moses and Lincoln Square, history of the arts in NYC, politics and economics of the arts.

Attribute: PSIC.

URST 5091. Art Communities and Urban Aesthetics. (4 Credits)

This course explores the relationship between art communities and urban spaces through questions such as: Which aspects of urban life affect art and artists? When national politics and economics bear on cities, how does that in turn bear on the art scene? Using "the right to the city" as a framework, we will draw links between neoliberal policies, urban space, and visual culture, with special attention to politically engaged art. Discussions will consider such questions as: Can a local art scene affect the city? Why and how do individual artists organize within a city to develop art or address social problems? We will read about the ways art movements, affected by social and political movements, interact with urban phenomena in several specific cities across the globe, from East Asia, Africa, the Middle East, to the Americas, and from a modest scale, like the capital of Jordan, to "megacities" like Singapore. Readings and documentary films introduce students to modes of cultural engagement and resistance in relation to the urban public sphere, such as establishing alternative art spaces, women's cultural organizations, and art used for protest, as in the Arab Spring and Black Lives Matter. In addition to class meetings, students will conduct field visits to art spaces in the New York City, such as art collectives, archives, and galleries. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: URSG.

URST 5095. Space, Place, Immigrant Cities. (3 Credits)

This course will introduce students to the main issues and current debates on immigrants in large urban areas in the U.S. Due to their density, cities represent microcosms of interaction and identity formation among and between different groups. This often manifests itself spatially, as certain neighborhoods become cores of residence and territorial concentration for immigrants. In the process of settling, immigrants also start identifying strongly with their space of settlement. This course will focus on the contemporary manifestations of immigrant settlement in cities, while also paying attention to new settlement patterns in reconfigured metropolitan spaces.

Attribute: PSIC.

URST 5140. Themes in Urban Public Policy and Power. (3 Credits)

This course surveys a series of issues and ideas in urban public policy in order to understand why urban actors compete, what power means to them, and what sorts of dynamic policy issues they confront.

Attributes: PMMA, PSIC.

URST 5252. Urban Theory and the Modern City. (3 Credits)

Provides an overview of key theory themes of the 20th/21st American city and explores the modern city at the crossroads of socio political study and interdisciplinary urban research. Themes include city and society, class and urban space, urban poverty, race and culture, diversity in the global city, crisis and conflict, gender and sexuality, sovereignty, just cities, sanctuary cities, and more.

Attribute: PSIC.

URST 5900. Global Cities. (3 Credits)**URST 6080. Urban Studies Fieldwork. (1 to 6 Credits)**

Required internship or field research in New York City or another large scale US or foreign city, depending on student interest. Students must have completed 12 credits and received approval from program director to enroll in this course. The field study may be related to the required research project. Maintenance- open enrollment.

URST 6200. Research Skills in Urban Studies. (3 Credits)

Introduces students to urban research methods, setting up research design including deriving hypotheses and conclusions and the application of qualitative and quantitative approaches.

Attribute: DATA.

URST 6999. Urban Studies Research. (1 to 4 Credits)

Required research leading to completed master's thesis or project. It requires completion of 12 units and URST 6080, as well as program approval.

URST 7999. Urban Lab. (4 Credits)

Graduate course with field study component on specific urban topics. Co-taught by faculty across the university and open to all graduate students. Focuses on applied urban research and community engagement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

URST 8100. Urban Studies Internship. (0.5 to 6 Credits)

This is an internship course for graduate students working on internships, and for international students working on their Curricular Practical Training (CPT). .5-6 credits.

URST 8999. Independent Study. (1 to 4 Credits)

Urban Studies (M.A.)

Overview

The Urban Studies program at Fordham University is a unique, 16-month interdisciplinary M.A. program, which introduces students to post-graduate academic learning about urban history, policy, social issues, minority representation, immigration, economics, transit, and design, while also encouraging them to seek out the urban experience. Located right in the heart of New York City, and serving two campuses (the Bronx and Manhattan), the Urban Studies program represents an exceptional fusion of town & gown. We encourage our students to engage in academic thinking and learning, while also confronting the socioeconomic and political realities of the city and its communities.

During the first year of their studies, our M.A. students complete the core courses, which are intended to lay an interdisciplinary foundation for their own research projects. During the summer, and the last semester of their studies, our students can pursue their own special "menu" of courses while completing their field research and writing their thesis. We accommodate full- and part-time students, and offer a limited amount of merit-based funding for new applicants.

Urban Studies M.A. graduates work in community organizing, education, and local and state politics; they start their own businesses, or pursue urban planning, doctoral, or law degrees. To accommodate part-time students, field research, and internships, all of our core classes are offered after 5 p.m. For their electives, students can create their own schedules, during the day or the evenings, and choose between the Manhattan and the Bronx campuses. They can also take advantage of a broad range of courses from economics, history, political science, sociology, and many more.

CIP Code

45.1201 - Urban Studies/Affairs.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Admission Requirements

Candidates for the M.A. in Urban Studies are expected to have a minimum GPA of 3.0 from an accredited college or university. Completed applications will include each of the following items:

Resume/CV

Submitted directly via the online application.

Statement of Intent

Up to 500 words, submitted electronically via the online application.

Supplemental Essay (Optional)

You may choose to answer this optional essay question. Your answer will help the admission committee get a better understanding of your unique perspective and potential contributions to our community.

Please discuss how your life experiences, perspective, or worldview have motivated or inspired you, posed challenges, helped you build skills, or taught you valuable lessons. We are eager to learn how these experiences have helped shape who you are and prepared you for graduate study, in keeping with our mission of "graduate education for the global good."

Three Letters of Recommendation (from professors or employers)

Submitted directly via the online application. Enter the following information for each of your recommendation providers: name, address, email address, phone number, and institution. Make sure you enter your recommenders' email addresses correctly so that they each receive an automated email instructing them on how to submit their recommendations online. Mark the waiver statement for each recommender you enter.

Writing Sample

5 - 7 pages maximum, submitted electronically via the online application.

Official Degree Transcripts

Please be sure to order official final transcripts from all previously attended institutions confirming degree conferral (if applicable) at least one month before the posted application deadline. Transcripts should be sent directly from your prior institution(s) via secure electronic delivery to the Office of Admissions at fuga@fordham.edu.

If electronic delivery is not available, please request that your transcripts be submitted by postal service in a sealed envelope from the institution to:

Graduate School of Arts and Sciences
Office of Admissions
Keating Hall Room 216
Fordham University
441 E. Fordham Rd.
Bronx, NY 10458

Please note: We strongly recommend that you upload unofficial copies of your academic transcripts to your application while the Office of Admissions awaits receipt of your official transcripts.

Please ensure that all official transcripts from previously attended post-secondary institutions are submitted in English, or are accompanied by a certified English translation. For academic transcripts from institutions outside the United States, applicants are strongly encouraged to obtain a course-by-course credential evaluation. Transcripts and credentials conversion information is available on the GSAS International Students page.

- English proficiency: International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from the Test of English as a Foreign Language (TOEFL). GSAS will also consider a student's International English Language Testing System (IELTS)—Cambridge English Proficiency Level language testing results.

Official Graduate Record Examination (GRE) Scores

GRE scores are optional for both the Ph.D. and M.A. programs for the 2024 - 2025 admissions cycle. Applicants who wish to submit GRE scores may do so, but scores are not required (scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences – Code #2259).

English Proficiency Requirements

International applicants whose native language is not English are required to complete and submit to GSAS prior to matriculation their official scores from one of the following accepted English language competency exams:

- Test of English as a Foreign Language (TOEFL) - GSAS accepts the following TOEFL tests:
 - TOEFL iBT (including the Home Edition and Paper Edition)
 - TOEFL Essentials
- International English Language Testing System (IELTS)—Cambridge English Proficiency Level
- Duolingo English Test
- PTE Academic
- Cambridge English Qualifications - We accept the B2 First, C1 Advanced, or C2 Proficiency exams

Official TOEFL, IELTS, DET, PTE Academic, or Cambridge English Qualifications scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences (our ETS TOEFL score code #2259).

Preferred minimum score requirements:

Exam	Score
TOEFL iBT	100
IELTS	7.0 band score
DET	120
PTE Academic	68
Cambridge English Qualifications	185 Overall Score on the B2, C1 Advanced, or C2 Proficiency exam

Exemptions to the English Language Requirement

Exemptions from this requirement can be requested by the applicant in her/his application, or can be made in writing by the applicant to fuga@fordham.edu. Exemptions are generally permitted for international applicants who:

1. are native English speakers from countries where English is an official language; and/or
2. have completed, within the past five years, at least two years of study at an undergraduate or graduate institution in the United States or in a country where English is the official language of instruction.

GSAS retains the right to request language evaluation from any applicant. The Fordham English Language Test (FELT), administered by Fordham's Institute of American Language and Culture (IALC), may be required for those students whose English proficiency scores do not meet GSAS program requirements. Additional coursework may also be recommended by the IALC.

Students are permitted to register for two GSAS courses during the academic term in which they are completing any IALC-recommended coursework, which generally occurs during their first semester of study.

Please note: Tuition costs associated with the learning of English as a second language are the responsibility of the student and will not be covered by a GSAS tuition scholarship. GSAS merit-based tuition scholarships are not applicable to the costs of additional coursework recommended by the IALC.

For more information about admissions to the Graduate School of Arts and Sciences, please visit their page on the Fordham website.

Requirements

Depending on the number of courses taken each semester, the degree is a three- or four-semester program for full-time students (for example, three semesters plus field work in the summer).

The degree requires completion of 36 credits and a formal master's thesis. Three core courses establish a common base of knowledge and research skills, in addition to field work and a research project. Students then complete seven elective courses across a variety of disciplines depending on their individual interests.

Course	Title	Credits
Core Courses		
URST 5000	Issues in Urban Studies	3
URST 5020	Urban Political Processes	3
URST 6200	Research Skills in Urban Studies	3
Required Fieldwork/Thesis Writing Courses		
URST 6080	Urban Studies Fieldwork ¹	3
URST 6999	Urban Studies Research ¹	3
Seven elective courses ²		21
M.A. Thesis Completion ²		
Total Credits		36

¹ Please note:

- At least three credits each of URST 6080 Urban Studies Fieldwork and URST 6999 Urban Studies Research are required. In some exceptional circumstances, additional credits of URST 6080 and/

or URST 6999 may be taken towards the elective requirement **with special permission of the Urban Studies director**.

- Students do not need to take all three credits of URST 6080 and URST 6999 as three-credit courses, but may complete the three credits of each course in smaller increments, if desired.
- Urban Studies graduate students must enroll in URST 6080 Urban Studies Fieldwork and URST 6999 Urban Studies Research under the supervision of a thesis adviser.
- The thesis adviser may be any full-time faculty member affiliated with the Urban Studies program. Students must obtain the permission of their chosen thesis adviser, as well as the program director, before enrolling in these classes.
- Students complete the field work research for their master's thesis in New York City or in another large-scale city in the United States or abroad. It may be completed during the academic year or the summer.
- Before registering for field work, a student must complete the core courses listed above and be in good academic standing. The thesis adviser or the Urban Studies director must approve and monitor all field work research. The field study must be directly related to the student's master's thesis.

² Electives can be choose from any graduate-level Urban Studies course (p. 655) or any course with the URSG attribute, listed below.

Urban Studies Electives offered by other departments

Courses in this group have the URSG attribute.

Course	Title	Credits
BISC 5511	Conservation Law and Policy	3
CEED 6010	Research Ethics and Soc Justic	3
ECON 5015	Economic Development Policy	3
HIST 5750	Ethnicity, Race, and Politics in NYC	4
HIST 6531	Bombay–Shanghai–London	4
HUST 5350	Climate Change in the West African Sahel: Impact on Water and Migration	0-3
PMMA 5106	Race, Gender, and Digital Media	3
POSC 5140	Themes in Urban Public Policy and Power	3
POSC 5500	Comparative Pol Analysis	3
POSC 6530	Political Economy of Development	3
PSYC 6010	Research Ethics and Social Justice	3
SOCI 6100	Classical Social Theory	3
URST 5091	Art Communities and Urban Aesthetics	4
VART 5555	Urban Film Video Production	3

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1. Preamble and Academic Authority

1.1- Preamble

The Graduate School of Arts and Sciences (GSAS), founded in 1916, is located at the historic Rose Hill campus of Fordham University in the Bronx. Most GSAS courses are offered at Rose Hill, but a number of graduate programs offer GSAS courses at other campuses (Lincoln Center or Westchester) or centers (for example, the Louis Calder Center in Armonk, N.Y.).

The GSAS Academic Policies and Procedures Guidebook, hereafter known as the Guidebook, sets forth the academic policies and procedures of the Graduate School of Arts and Sciences. Students should review their department or program's website to become familiar with the degree requirements. Please visit the GSAS Programs of Study page for a list of the departments and programs. GSAS academic policies and procedures represent only the minimum requirements; departments and programs may impose additional requirements and set higher standards. Students must comply with GSAS requirements as well as meet their department's or program's specific or additional requirements.

Unless specifically stated in the Guidebook, it is recommended that all questions concerning academic policies and procedures be addressed first to the department chairperson, director of graduate studies, or program director. Generally, this departmental or program administrator will make all necessary referrals to the dean's office.

The policies and procedures contained herein are subject to change at any time. Moreover, this guidebook is not intended nor should it be construed to be a binding enforceable contract between the University and students enrolled in the Graduate School of Arts and Sciences. This guidebook is intended to inform students of their academic commitments and responsibilities, and it is expected to be distributed widely and revised periodically.

1.2- Authority

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or granting of any certificate are strictly subject to the powers and authority of the University, which are vested in the president and his designees.

The operative norms and procedures all students are expected to follow are those described in the University Code of Conduct and published in the Student Handbook issued by the Office of the Senior Vice President for Student Affairs.

The authority of the dean of GSAS is exercised in four primary ways:

1. admission of qualified candidates;
2. granting merit-based funding and tuition scholarships;
3. withholding students' records and/or dismissing students from GSAS; and
4. granting approval for the conferral of degrees.

For most matters and unless otherwise stated, the dean has delegated authority to implement the policies and procedures stated in the Guidebook to the associate dean and other members of GSAS staff.

2. Communications to and from GSAS

2.1- Fordham Email

GSAS considers electronic mail ("email") sent to and from a student's Fordham University email account as an official means of communicating important and time-sensitive GSAS-related information, such as notifications about funding and tuition scholarship applications. Students are responsible for checking and reading all of their Fordham emails, and GSAS will consider students to be in receipt of and informed of all email correspondence sent to their Fordham email accounts. Students who choose to forward their University emails to a non-University email system shall be solely responsible for any consequences arising from such forwarding arrangements, including any failure by the non-University system to deliver or retain University emails.

2.2- How GSAS Keeps You Connected

Web pages

GSAS Official Web Page
 GSAS Facebook Fan Page
 Graduate Student Council (GSC) Facebook Fan Page
 GSAS Twitter
 GSAS LinkedIn

Weekly Newsletter

Through our professional development initiative, GSAS Futures, GSAS sends weekly e-newsletters to update students on professional development opportunities, upcoming deadlines for internal and external grants, and other important announcements. Students who would like to be added to the monthly newsletter should send an email to gsasfutures@fordham.edu.

2.3- How to Reach GSAS (And Who Does What)

Please refer to the GSAS Who Does What page, which provides all contact information and areas of responsibility for individual GSAS staff.

3. Student Records

3.1- Change of Name and/or Address

Correspondence from the University (including but not limited to communication from the Office of Human Resources, Office of Enrollment Services, and other non-GSAS University offices) is sent to the individual student's mailing address on file in the Fordham University Enrollment Group. It is the student's responsibility to notify the University of any change of address. Likewise, it is the student's responsibility to notify the University of any change in the student's name.

To notify the University of a change of name or address, the student must update her/his/their information via the my.Fordham.edu University portal. There, the student will also be prompted to complete a Personal Data Change form, which must then be submitted to the Office of Human Resources before the change can take effect.

3.1a- Chosen Name

It is important for us as GSAS to set expectations to utilize students' chosen names in an effort to honor and recognize a student's identity. In an effort to support this, if a student desires to use a chosen name

the student must complete the chosen name field on all University documents where available.

Please note: In some circumstances, GSAS (i.e., Fordham University) will be required to use a student's legal name.

3.2- Transcript of Record

An official transcript is one bearing the seal of the University and the signature of the University Registrar.

Official academic transcripts may be issued to educational institutions, employers, scholarship/grant/fellowship organizations, application services, government agencies, etc., or to students (for personal use). Students may view their unofficial transcript online by using their credentials on fordham.edu. Official transcripts cannot be faxed to recipients.

Students and alumni who request an official transcript for personal use may not forward it to another party; doing so renders the transcript unofficial. Transcripts should always be issued to the intended final recipient.

The University offers online ordering for secure electronic transcripts as well as for mailed (paper) transcripts. Full details are available from the Office of Academic Records.

Students may request an unofficial transcript listing courses and credits marked "Unofficial." The University accepts no responsibility for the accuracy of an unofficial transcript after it has been issued.

Transcripts may be requested from the University via the National Student Clearinghouse. They should be requested well in advance of the date desired. No transcripts will be issued for students who have account holds that prevent transcript release. In compliance with New York State law, the University does not withhold transcripts for unpaid financial obligations. Fees apply for specialized transcript mailing services (i.e. certified mail, international mail, express mail). These fees and services are subject to change at any time.

The Office of Academic Records may use its discretion to limit the number of transcripts requested at any one time.

Students who attended (completed any of their coursework) at the University prior to 1990, or at Marymount College prior to Fall 2002, must use this Transcript Request Form and submit it to the Office of Academic Records. Such transcripts cannot be delivered electronically, and can only be delivered via mail (regular or express).

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

4. Admissions

4.1- Applications

Applications to GSAS are processed centrally through the GSAS Office of Admissions. Applicants are granted or denied admission only to specific degree or advanced certificate programs. Fordham GSAS admits students to research degrees, including the Master of Arts (M.A.), the Master of Science (M.S.), the Master of Philosophy (M.Phil), the Master of Theological Studies (M.T.S.), and the Doctor of Philosophy (Ph.D.).

Programs and degrees offered by GSAS are listed on the GSAS Programs of Study page.

Applicants for graduate study must have received a baccalaureate degree or its equivalent from a college or university of recognized standing. Any exception to this policy must be approved in writing by the dean. Admission recommendations to the graduate school are made by program faculty. Admission recommendations are based on the applicant's potential and preparation for graduate work in the chosen field as well as the availability of faculty and facilities for the applicant's proposed research interests. After receiving the faculty's recommendations, the final decision regarding admission is made by the dean (see §1.2- Authority (p. 663)).

Fordham typically does not award degrees in the same field and at the same level in which a student has already earned a degree. For instance, if a student holds an M.A. in history from another university, they will not be admitted into the master's program in history within GSAS. The exception to this is the Department of Biology, which may choose to admit a student with a previous graduate degree in biology.

Applications to GSAS can only be submitted online.

4.2- Matriculation

Matriculated students are those individuals who have been accepted into a graduate degree program or advanced certificate program, are registered for classes or the equivalent, and are actively working toward a degree or certificate offered by GSAS.

Students may not be matriculated in more than one degree program simultaneously, whether internal or external to GSAS, except in those instances where a joint- or dual-degree program has been established. GSAS cannot defer merit-based financial aid awards offered with admission to another academic term. Financial aid is offered for the entry term to which an applicant applies and is admitted. Applicants admitted to GSAS with a merit-based financial aid award who defer enrollment to a later entry term can be reconsidered for financial aid for the future entry term, subject to availability. Under certain circumstances, a student may be enrolled in an advanced certificate program while being simultaneously matriculated in a degree program (see §4.7- Advanced Certificates (p. 666)). Any other exceptions to this policy must be approved in writing by the dean.

For certain graduate programs, prospective students must possess a prior degree in order to matriculate in that program. Students who are in the process of completing such a degree (whether at Fordham or at another institution) at the time of their acceptance must subsequently submit an official transcript indicating that the degree has been awarded. If an official transcript is not received by mid-term of the student's first semester, a hold will be placed on the student's registration and records. Any exceptions to this policy must be approved in writing by the dean.

4.3- Deferral or Change of Program and/or Degree

Admitted students may seek permission to defer matriculation by no more than two semesters. Newly admitted Ph.D. program candidates are generally not permitted to defer their start date. Any exceptions require the approval of the program director and the dean of GSAS. GSAS cannot defer merit-based financial aid awards offered with admission to another academic term. Financial aid offers are made for the entry term an applicant applies and is admitted. Applicants admitted to GSAS with a merit-based financial aid award who defer enrollment to a later entry term

can be reconsidered for financial aid for the future entry term, subject to availability. If an accepted student wishes to reapply the following academic year, they must do so by submitting a new online application; they are not guaranteed admission upon re-application. Any exceptions must be approved in writing by the dean. Application materials (e.g., letters of recommendation, Graduate Record Examination (GRE) scores) typically remain on file for up to 18 months after their initial submission.

Any change of program and/or degree requires a new application, the recommendation of the department or program, and the approval of the dean.

4.4- Conditional Admission, Provisional Admission, and Modified Degree Requirements

Students admitted on a conditional basis must maintain a specified grade point average (GPA) or otherwise meet specified coursework requirements to resolve any academic deficiencies in their preparation. Such students are considered matriculated upon their registration/enrollment (see §4.2- Matriculation (p. 664)).

Upon satisfactory completion of the conditions outlined in the student's letter of acceptance, or when specified in a letter to the student from the department or program, the student is released from conditional admission status and will remain a matriculated student in good standing for so long as the normal requirements of GSAS and of the department or program are met (see §7. Degree Requirements (p. 673)). The department chairperson or program director will initially determine when the required conditions have been met, subject to the approval of the graduate school.

Students who do not complete the stated conditions satisfactorily will be dropped from the rolls of the University. Waivers to any specified conditions must be approved in writing by the dean.

Students may also be offered provisional admission, under which they are required to complete certain conditions, including but not limited to the submission of letters of recommendation or test scores, before admission will be granted. Students will not be considered matriculated until these conditions are met.

The graduate school reserves the right to modify degree requirements to include additional coursework for students whose academic preparation is deemed by the faculty in some way to be deficient. In particular, students for whom English is a second language (ESL students), may be required to complete additional English-language coursework (see §4.5- International Students (p. 665)).

4.5- International Students

In addition to the rules and regulations of the University, international students are expected to follow the rules and regulations established by the Department of Homeland Security and the U.S. Citizenship and Immigration Services (USCIS).

For further information and guidance, international students should contact the Office of International Services (OIS), which is a resource center for students and scholars from outside the United States. Information regarding immigration regulations and the benefits foreign students are eligible for under immigration law may be obtained from this office. All international students who have F or J immigration status are required to register with the OIS.

4.5.1- English Proficiency

International applicants whose native language is not English are required to submit to GSAS prior to matriculation their official scores from at least one of the following English proficiency exams:

- Test of English as a Foreign Language (TOEFL) - GSAS accepts the following TOEFL tests: TOEFL iBT (including the Home Edition and Paper Edition) and TOEFL Essentials.
- International English Language Testing System (IELTS) - Cambridge English Proficiency Level
- Duolingo English Test (DET)
- PTE Academic
- Cambridge English Qualifications - We accept the B2 First, C1 Advanced, or C2 Proficiency exams

Official TOEFL, IELTS, DET, PTE Academic, and Cambridge English Qualifications scores should be sent directly by the testing service to the Office of Graduate Admissions, Fordham University, Graduate School of Arts and Sciences (Our ETS Code for the TOEFL is #2259).

Minimum score requirements for most programs*

Exam	Score
TOEFL iBT	100
IELTS	7.0 band score
DET	120
PTE Academic	68
Cambridge English Qualifications	185 Overall Score on the B2, C1 Advanced, or C2 Proficiency exam

*The Ph.D. in Computer Science, M.S. in Computer Science, M.S. in Data Science, and M.S. in Cybersecurity programs will consider applicants with the following scores:

Exam	Score
TOEFL iBT	85
IELTS	6.5 band score
DET	100
PTE Academic	59
Cambridge English Qualifications	176 Overall Score on the B2, C1 Advanced, or C2 Proficiency exam

Exemptions from this requirement can be requested by the applicant in their application or in writing to the dean. Exemptions are generally permitted for international applicants who:

1. are native English speakers from countries where English is an official language; and/or
2. have completed, within the past five years, at least two years of study at an undergraduate or graduate institution in the United States or in a country where English is the official language of instruction. GSAS retains the right to request language evaluation from any applicant. The Fordham English Language Test (FELT), administered by Fordham's Institute of American Language and Culture (IALC), may be required for those students whose English proficiency scores do not meet GSAS program requirements. Additional coursework may also be recommended by the Institute of American Language

and Culture (IALC). (See §4.4- Conditional Admission, Provisional Admission, and Modified Degree Requirements (p. 665).)

Students are permitted to register for two GSAS courses during the academic term in which they are completing any IALC-recommended coursework, which generally occurs during their first semester of study.

Please note: Tuition costs associated with the learning of English as a second language are the responsibility of the student and will not be covered by a GSAS tuition scholarship. GSAS merit-based tuition scholarships are not applicable to the costs of additional coursework recommended by the IALC.

4.6- Non-Matriculated (Non-Degree) Students

Permission to register as a non-matriculated or non-degree student is awarded by GSAS and granted on a course-by-course basis.

Individuals who wish to register as non-matriculated/non-degree students must complete the online application and secure the necessary approvals. Continuing non-degree/non-matriculated students must complete the GSAS non-degree/non-matriculated application each semester and submit the completed form to the department chairperson or graduate program director for initial approval. The department will submit the form to the Office of Academic Operations and Support for review, final approval, and registration. Falsifying any information on this application, failing to file the application each semester, or failing to secure the necessary approvals will invalidate registration. The student remains liable for tuition and fees notwithstanding the validity of the registration.

Students who qualify for non-matriculated or non-degree registration will have earned an undergraduate degree with at least a B average in their major field of study and may fall into one of the following categories:

- students not seeking a degree who wish to take courses for personal enrichment
- students who wish to take courses pending application to a degree program
- students who wish to take courses in order to transfer these credits to another graduate program in which they are matriculated

Students who are denied admission to the Graduate School of Arts and Sciences as matriculated students may not enroll in courses on a non-matriculated basis without the written approval of the dean. GSAS and Fordham University have no obligation to admit any individual who has registered as a non-matriculated student or to grant a degree to such a student, no matter how many credits have been completed.

Non-matriculated students may take up to 12 credits in GSAS, with the approval of the department chairperson and the dean. Approval for non-matriculated status for more than 12 GSAS credits is not normally granted. If extraordinary circumstances justify non-matriculated status for more than 12 credits, the student must obtain the explicit written recommendation of the department chairperson and the written approval of the dean. No more than 12 credits taken as a non-matriculated student may ultimately count toward any GSAS program of study; any exception to this policy requires the written approval of the dean.

Non-matriculated students who register for the first time are considered new non-matriculated students upon registration. Those who have registered for up to two years are considered continuing non-matriculated

students. Students who have not registered for two academic years are again considered new non-matriculated students upon subsequent registration and must submit a new application for non-degree study.

4.7- Advanced Certificates

Non-matriculated students who wish to enter an advanced certificate program must apply online.

Matriculated students who wish to enter an advanced certificate program must apply online. The department evaluates the application for approval and then submits it to the GSAS Office of Admissions to be processed.

For more information on advanced certificate programs and how to apply, see the GSAS Programs of Study page.

4.8- Accelerated Master's Programs

Qualified Fordham juniors may apply for the accelerated master's in select GSAS programs. The accelerated master's program allows exceptional students to follow a plan to complete both their bachelor's and master's in a total of five years (4+1). Fordham undergraduate students apply during their junior (or equivalent) year, and if admitted to the accelerated program, they are eligible to take up to three GSAS graduate-level courses in their senior year which will count toward both the bachelor's and the master's degree. Upon graduation with their bachelor's degree, students can then complete the M.A. or M.S. degree in one year. No more than three approved GSAS graduate courses, in total, are permitted while students are undergraduates.

Please refer to the specific program or the accelerated master's programs web page for eligibility requirements (such as minimum GPA) and program participation. Programs that offer the accelerated master's are listed on the accelerated master's programs web page.

5. Enrollment and Registration

5.1- Continuous Enrollment Policy

The Graduate School of Arts and Sciences adheres to a continuous enrollment policy, which means that students must register every fall and spring semester until graduation in order to remain matriculated in their respective M.A., M.S., Ph.D., and certificate programs. Master's, doctoral, and certificate students intending to graduate in August must register for the summer prior to graduation if not otherwise registered for coursework in order to maintain continuous enrollment. The appropriate registration for the latter is called Requirement Prep in Summer (see §5.3- Registration Procedures and Special Categories (p. 668)).

Students are considered registered when they are enrolled in coursework, registered for comprehensive exams or preparation, registered for thesis or dissertation-related activities (e.g., proposal development, proposal acceptance, or dissertation direction), or when registered for Maintenance of Matriculation. The only exception to the requirement of continuous enrollment is when a student has been granted an approved leave of absence (see §5.1.3- Leave of Absence (p. 667)).

5.1.1- Non-Registration

Matriculated students who are not on an approved leave of absence and/or who do not register for two consecutive semesters are automatically withdrawn from GSAS without notice.

Students who have been dismissed due to non-registration and who wish to continue their education at GSAS must apply for readmission

by submitting an online application, must secure the approval of their department chairperson or program director, and must receive the approval of the dean. Readmission is not guaranteed.

5.1.2- Maintenance of Matriculation

Students may register for Maintenance of Matriculation to retain continuous enrollment at GSAS while away from the University and/or not using University resources, including both faculty and facilities (e.g., library, laboratories, computing technology, online research platforms), and is typically used when a student chooses to spend time away from the University (e.g., in order to take advantage of an employment opportunity).

Time spent registered under Maintenance of Matriculation is counted toward a student's time limit for the completion of her/his degree, and is charged to the student as a 0.5 credit fee. Students who are registered for Maintenance of Matriculation may not be certified as full time (see §5.2- Full-Time Status Certification (p. 667)).

Maintenance of Matriculation may not be used while a student is in the process of preparing a requirement: for example, when studying in preparation for the comprehensive exams or when completing a dissertation during the summer prior to graduation. In these cases, Requirement Prep or Requirement Prep in Summer should be used.

5.1.3- Leave of Absence

Students who encounter circumstances that prevent their continuous enrollment may request a leave of absence through their department chairperson or program director. To request a leave of absence, a student must submit the leave of absence form to the appropriate departmental/program contact two weeks prior to the start of the term, indicating the reason for the request. Late requests for a leave of absence cannot be accepted. A leave of absence is typically granted only for extraordinary personal reasons outside the student's control that prevent involvement in graduate studies (e.g., serious medical problems). For occasions such as outside employment opportunities, students should instead register for Maintenance of Matriculation.

A leave of absence will not normally be granted for more than one year, but under extraordinary circumstances may be extended for up to one additional year. A leave greater than two academic years will be considered only when the time period requested is inherent to the activity (e.g., a three-year term of active military duty) and must be stated at the time of the request.

Time spent on a leave of absence counts toward time limits for the completion of a degree, and will therefore not be granted to students whose time limits expire during the period of their leave. If a student requests a leave of absence as a result of being called to active military duty, time spent on leave does not count toward time limits.

Students on academic probation may be granted a leave of absence only on the condition that they correct their academic difficulties during the semester of their return to the University. Departments may recommend additional conditions for a leave of absence whenever a student is on academic probation.

When requesting a leave of absence, students should complete the appropriate Leave of Absence Form, located on the GSAS Student Forms page, and specify the reason and the time period involved.

Students requesting a medical leave of absence should complete the appropriate Leave of Absence Form, and include a doctor's note

indicating they are under a doctor's care. Departments will forward the request, and its recommendation, to the dean, who will grant, deny, or modify the recommendation. If the request is approved, the dean will inform the student, the department chairperson, the program director, the Office of Enrollment Services, and the University Reentry team (for medical leaves). The student will then be administratively registered for Leave of Absence. There is no charge for this registration.

Students on a medical leave of absence may be required to complete the University reentry process prior to their return and should familiarize themselves with the deadlines and procedures noted on the University Reentry webpage.

5.1.4- Withdrawal

Students in good standing may voluntarily withdraw from the University by completing the University Withdrawal form published on the GSAS Student Forms page. Students should send the completed form to their department or program; the department or program will then forward it to GSAS for approval.

Veteran students should be aware that if they are using any military education benefit, withdrawal from the University (which may involve withdrawal from classes) may create a debt with the VA, their Service Branch, or Fordham. Before withdrawing from the University, such students should consult with the VA Certifying Officials in the Office of Academic Records.

A student who has withdrawn voluntarily who wishes to be reinstated in the graduate school must apply for readmission. Readmission is not guaranteed.

5.1.5- Readmission

Students dismissed for failure to make satisfactory academic progress or to maintain satisfactory academic performance (see §7.4- GSAS Standards for Satisfactory Academic Performance and Satisfactory Academic Progress; Federal Satisfactory Academic Progress (SAP) (p. 674)), for failure of comprehensive exams (see §7.6- Comprehensive Exams (p. 675)), or for an academic integrity violation may not reapply.

Students who have withdrawn voluntarily may apply for readmission by submitting an online admission application. In addition, they should direct their inquiries to the department chair or program director; however, the decision to readmit is a prerogative of the dean.

Readmitted students must meet the current norms of the department, and they must include a plan of study (including a timetable) to meet the program's current requirements as a part of their application. Additional conditions for readmission may be imposed by the dean in consultation with the department chairperson or program director and/or may follow from policies found elsewhere in this guidebook.

If a student intends to use any courses, examinations, or requirements from her/his original matriculation as contribution toward these requirements, the time limits from their prior matriculation will apply (see §7.3- Time Limit on Completion of Degree (p. 674)). If they are unable to fulfill the requirements for graduation within these original time limits, a request for an extension must be included at the time of reapplication for admission.

5.2- Full-Time Status Certification

To be certified as full time, students must be registered for their program's full-time equivalent each semester (see Appendix D: Full Time

and Half Time Program Requirements (p. 691) for full time equivalency by program).

With the recommendation of the department or program, students taking less than the full-time equivalent of coursework may be certified as full time by virtue of registration for other statuses which qualify as meeting, partially or fully, the requirements for full-time certification. For example, a student who is in the process of studying for comprehensive exams or who is serving as a teaching fellow will typically qualify as full time. Students who wish to be certified as full time while not enrolled in the full-time equivalent of coursework must complete the Matriculated Student Status Certification form available at the GSAS Student Forms page. The granting of full-time status is not guaranteed.

Students engaged in dissertation research who wish to be considered full time must enroll in either Dissertation Mentoring or Dissertation Direction, be certified by their mentor as working full time on a dissertation, and not be employed outside the University more than 10 hours per week.

All students receiving funding or tuition scholarships from the University must be full-time students, and they may forfeit their future eligibility for funding if they fail to maintain full-time status while continuing to receive funding. Students who are registered for Maintenance of Matriculation or who are on academic probation for any reason may not be certified as full time. The only exception to this full-time requirement is the Ricci Tuition Scholarship, which is available to part-time students in the International Political Economy and Development (IPED) program, and the Mayor's Scholarship, which is available to City of New York employees.

Students should be aware that less than full-time status affects eligibility for GSAS funding, while less than half-time status affects eligibility for federal funding and for deferment of past federal student loans. Please refer to the University Financial Aid Office page for more information.

5.3- Registration Procedures and Special Categories

Registration materials are provided by the Office of Enrollment Services. Dates for registration are published on the GSAS Academic Calendar as well as on the my.fordham.edu University portal, under the student tab.

Course listings for each department can be found at the top of the home page of my.fordham.edu.

Students should consult with their department or program adviser in planning their course of study. An advising hold is placed on all students each semester until the department or program adviser approves course selections, at which time the department or program adviser removes the hold and students are able to complete registration via the my.fordham.edu University portal.

It is the student's responsibility to bring any questions they may have about the registration process to the department or program. Failure to register during the proper registration periods (usually late in the preceding semester) can result in miscalculation of funding or tuition scholarships, ineligibility for student housing and loans, and/or cancellation of courses due to low enrollment. Students are encouraged to complete their registration before final exams of the semester preceding the semester for which they are registering and according to the registration deadline noted on the GSAS Academic Calendar. Students who register late will be charged a late registration fee.

5.3.1- Registration Process for Master's Students

Certain master's programs require students to pass comprehensive examinations as part of their degree requirements. Students must register for Requirement Prep if they are studying for comprehensive examinations during semesters in which they are not enrolled in coursework or actually taking comprehensive examinations. Students are not required to register for Requirement Prep if they are studying for comprehensive examinations while registered under any other status, or if enrolled in coursework while studying.

Master's students working on a master's research paper, project, or thesis during a fall or spring semester must register for Requirement Prep or an equivalent status established for this purpose, according to their program guidelines. If such work is carried out during the summer, students register for Requirement Prep in Summer or the equivalent, according to program guidelines.

Biological Sciences students engaged in master's-level research register for BISC 6999 Research for M.S. in Biological Sciences. In the semester of their M.S. Thesis defense, students register for BISC 0900 M.S. Thesis Defense.

5.3.2- Registration Process for Comprehensive Examinations and Beyond for Doctoral Students (Except Biological Sciences)

Doctoral students who have finished coursework must register for a series of statuses during the process of taking comprehensive examinations, developing a dissertation proposal, and completing dissertation research. Credits associated with these registrations do not count toward the total number of credits required for graduation. The prefix for these registrations is in all cases that of the student's department or program:

- XXXX 0912 Requirement Prep (fee equivalent of 1 credit)
- XXXX 0914 Requirement Prep in Summer (fee equivalent of .5 credit)
- XXXX 0930 Doctoral Comprehensive (fee equivalent of 1 credit)
- XXXX 0950 Proposal Development (fee equivalent of 1 credit)
- XXXX 0960 Proposal Acceptance (fee equivalent of 3 credits)
- XXXX 0970 Dissertation Mentoring (fee equivalent of 3 credits)
- XXXX 9999 Dissertation Direction (fee equivalent of 1 credit)
- XXXX 0910 Maintenance of Matriculation (fee equivalent of .5 credit)

Step I: Requirement Prep and Doctoral Comprehensive

Doctoral students are required to take and pass a comprehensive examination within two semesters of completing coursework. If the student does not pass the comprehensive examination within four semesters after completing coursework, the student may be dismissed from the program. If the student fails doctoral comprehensive examinations twice, the second failure is considered final and the student is dismissed from the program.

Students who are studying for comprehensive examinations while still completing coursework do not need to register for any special status; however, if they are neither registered for coursework nor taking comprehensive examinations during the semester in question, they must register for Requirement Prep.

During the semester in which comprehensive examinations are actually taken, students will register for Requirement Prep. Once the grade has been approved by the dean, GSAS will change the Requirement Prep registration to Doctoral Comprehensive.

Students who fail the comprehensive exam must register for Doctoral Comprehensive again in the semester in which the examination is actually retaken. If the student wishes to study for a full semester in preparation for the exam, they should register for Requirement Prep. The fees for these repeat registrations are the same as they are for first-time candidates.

Step II: Proposal Development and Proposal Acceptance

After passing the comprehensive examination, students have up to two semesters to develop a dissertation proposal and have it approved by the department or program. Students may be dismissed for failure to make academic progress if their proposal is not approved within four semesters, and they will automatically be placed on academic probation if proposal approval is not secured at least five semesters before the close of degree time limits (see §7.4- GSAS Standards for Satisfactory Academic Performance and Satisfactory Academic Progress; Federal Satisfactory Academic Progress (SAP) (p. 674)).

For all departments other than Psychology, immediately after passing the comprehensive examination, students must register for Proposal Development. They are required to register for Proposal Development each semester until the proposal is approved by the department or program.

For the Psychology Department, students will demonstrate continuous enrollment either by registering for Proposal Development or another degree relevant course.

During the semester in which the student's proposal is accepted, and when a Dissertation Title Approval form is approved by the dean, the dean's office changes the student's registration from Proposal Development to Proposal Acceptance. Proposal Development is then dropped, and students are charged only for the 3 credits of Proposal Acceptance.

Step III: Dissertation Mentoring and Dissertation Direction

Following the acceptance of a dissertation proposal, students begin the process of dissertation research and composition under the guidance of a mentor.

For all departments other than Psychology, during the first semester after Proposal Acceptance students are automatically registered for Dissertation Mentoring. After one semester of Dissertation Mentoring, students must register for Dissertation Direction. They must continue to do so each fall and spring semester up to and including the fall or spring semester in which the oral defense of the dissertation is completed. Students defending their dissertation during the summer will be registered for Dissertation Defense by GSAS upon receipt of the defense notification.

For the Psychology Department, other than Clinical Psychology, students register for Dissertation Direction the semester after the proposal has been accepted and every semester until their progress report meeting. At that time, Dissertation Direction is changed to Dissertation Mentoring.

For students in the Clinical Psychology Doctoral Program (CPDP), continuous enrollment while on internship will be demonstrated by registering in Clinical Psychology Internship (PSYC 8080). During the semester of their progress report meeting, students will be registered for Dissertation Mentoring in addition to any other required enrollment.

Step IV: Dissertation Presentation and Graduation

If, after completing the oral defense, additional registrations are required in order to maintain continuous enrollment before the dissertation can be presented to the dean, students must register for Dissertation Direction during the fall or spring semester. Students defending their dissertation during the summer will be registered for Dissertation Defense by GSAS upon receipt of the defense notification. Students requiring additional registrations before presenting a dissertation should not register for Maintenance of Matriculation.

Maintenance of Matriculation

Students who are away from the University without an approved leave of absence must register for Maintenance of Matriculation. This registration may not be used when the student is using University resources (for example, consulting faculty or using Fordham's technological resources and/or the library). (See §5.1.2 Maintenance of Matriculation (p. 667)).

5.3.3- Registration Process for Comprehensive Examinations and Beyond for Doctoral Students in Biological Sciences

Students in Biological Sciences are required to consult with the program director, who is their academic advisor, prior to any registration. All Biological Sciences students will complete the two-year course sequence also required for the M.S. in Biological Sciences and take the M.S. Comprehensive exam BISC 0936 Master's Comprehensive Examination-Biology, usually during the fall of the second year. Students who have completed coursework and passed the M.S. comprehensive exam must register for BISC 7999 Research for Ph.D. in Biological Sciences, and must continue to register for BISC 7999 until 30 research credits are completed. Biological Sciences students will register for BISC 0950 Proposal Development in the first semester they register for BISC 7999.

Biological Sciences students will take their oral doctoral comprehensive examination as part of their dissertation proposal defense. It is expected to be accepted within four semesters of completing coursework but cannot be attempted before the completion of the course phase. The dean's office will register students for BISC 0930 PhD Comprehensive Examination-Biology and BISC 0960 Proposal Acceptance for the semester in which their doctoral comprehensive exam has been passed and the dissertation proposal is successfully completed. The dean's office will register students for BISC 0970 Dissertation Mentoring-Biological Sciences in the semester after the proposal is accepted. In subsequent semesters, students should register for BISC 9999 Dissertation Direction, only if the 30 credits in BISC 7999 have been completed, and until their dissertation oral defense has been passed.

5.3.4- Registration Changes

With departmental or program approval, and in accordance with dates specified in the GSAS Academic Calendar, students may add or drop courses without incurring the grade of W (Withdrawal). Students wishing to add or drop a class after the add/drop deadline must submit the course withdrawal/late registration form on my.fordham.edu to make any changes to their course registrations. Registration changes after the add/drop deadline may carry penalties as communicated in the University Institutional Refund Policy and in accordance with the GSAS Academic Calendar.

After the appropriate approvals are obtained, the course withdrawal/late registration form will be submitted directly to the Office of Academic Records and the schedule changes will be made. Note that dropping a

course may affect federal loan eligibility, and part of received loan monies may have to be returned if the cost of attendance is reduced.

Veteran students should be aware that if they are using any military education benefit, withdrawal from a class may create a debt with the VA, their Service Branch, or Fordham. Before withdrawing from a class, such students should consult with the VA Certifying Officials in the Office of Academic Records.

Students will not be permitted to delete courses after the add/drop deadline, and they will instead incur a grade of W (Withdrawal) or WF (Withdrawal Fail) if they opt to remove themselves from a course. Students will incur a grade of WF (Withdrawal Fail) if they withdraw from courses after the date specified in the GSAS Academic Calendar (approximately one week before the last final examination of the semester). Please note that this policy applies even in cases where withdrawal is made necessary for medical reasons, and that students withdrawing from courses remain responsible for tuition and fees according to the University Institutional Refund Policy.

5.3.5- Tutorials

Matriculated students in good academic standing who have completed at least 8 credits of coursework or the equivalent may register for a tutorial to supplement regularly scheduled courses. Tutorials are not normally approved for students on academic probation. Students must complete the Graduate Tutorial Request form (available on GSAS Student Forms page) and obtain approval of the instructor, department chairperson, and the dean. Tutorial request forms are submitted to enrollment services upon approval to complete the registration process.

Tutorials supervised by a faculty member outside of the student's home department or to a student in an interdisciplinary program require approval by the appropriate department chairpersons or program directors. Tutorials are not normally approved where substantial overlap occurs with a current GSAS course offering, and these tutorials may substitute for required courses only in exceptional circumstances. A request for substitution must be stated on the Tutorial Request Form, and a separate, written rationale for the substitution must accompany the form. Only in exceptional cases will students be allowed to register for more than one tutorial per semester.

5.3.6- Audits of Non-Language Courses

Students who audit courses are not required to take the final examination, prepare class assignments, or write term papers. No letter grade is given, but the transcript shows Audit for the course unless the instructor rules that the Audit is not warranted on the basis of attendance. In such a case, the course will not appear on the student's transcript.

Doctoral candidates who have completed the coursework required for their degree and who are registered for proposal development or dissertation direction may audit one course each semester without charge, with approval of the dean. Department advisers may require that such courses be taken for credit if deemed important to the student's academic development. Some courses (e.g., laboratory or seminar courses) are not open for auditing.

Students registered for a credit-bearing course may change their status to that of an auditor with the written approval of the department chairperson or program director and the dean, in accordance with GSAS Academic Calendar deadlines. Students who do not change their status to that of an auditor and are absent from the final examination without a satisfactory reason will receive an ABS for the course. Unless the ABS

grade is changed to a letter grade by the deadline specified in the GSAS Academic Calendar, it is automatically changed to F.

In no case will an audit course be changed into a credit course after the last day for adding courses, as defined in the GSAS Academic Calendar.

Students who audit courses must pay full tuition for them. Students may make a special request to the dean to use University tuition scholarships to cover tuition for audited courses, but such requests are very rarely granted.

The University extends the privilege of auditing courses to scholars with Ph.D. degrees from Fordham and other universities. Applications for audits by scholars should be made by submitting a Non-Matriculated Application through the GSAS Admissions Department, who will then obtain the dean's approval. There will be a charge for general and technology fees. Please see the GSAS Tuition and Fees page for the current fee schedule. If an individual wishes to receive credit for the course, they must pay related fees and tuition for course credit.

5.3.7- GSAS Zero-Credit Undergraduate Language Study

GSAS students in good standing may request permission to register in an undergraduate language course offered by the Department of Languages and Cultures or Classics Department in the fall or spring semesters (summer courses are not currently covered by this policy). GSAS registrants will be accommodated only after all undergraduates have been placed into courses, and they will be allowed to register only with permission of the instructor. GSAS students may be asked to take a placement test before being assigned to a section. No language course with more than 15 undergraduate students will accommodate GSAS registrants, and no more than 20 GSAS students will be accepted in any given semester. If there are more applicants than seats available, priority will be given to students who need language skills to complete degree requirements, such as dissertation research or language exams (the latter applies only to languages other than French and German, since these languages offer graduate reading courses specifically designed with this goal in mind). GSAS students will complete all course requirements, including written work, exams, and daily class preparation. Students' work will be graded SAT/UNSAT, and they will sign an agreement indicating that they will complete these tasks. GSAS students are charged only a \$100 language fee per semester for these 0-credit registrations; the fee is not covered by any GSAS tuition scholarships or award. Interested students should submit the 0-Credit Language Study Application (available at GSAS Student Forms page).

5.3.8- Undergraduates in Graduate Courses

Undergraduate seniors with an adequate grade point average are allowed to register in the Graduate School of Arts and Sciences for 5000-level courses. Undergraduates can take up to 3 graduate courses in total while undergraduates, with the permission of the director of graduate studies and their senior class dean.

Students should contact the chairperson or program director for information about how to register for 5000-level graduate courses. Undergraduate registration in 6000-level courses is not normally approved.

5.3.9- Graduates in Undergraduate Courses

Graduate students may not take undergraduate courses for graduate credit. Occasionally, undergraduate courses may be taken to meet language requirements (see §7.5 Language Requirements (p. 675)), but these credits do not count toward coursework requirements.

Graduate students may, in some circumstances, attend undergraduate courses as part of a tutorial, but they must register for a graduate-level tutorial (see §5.3.5 Tutorials (p. 670)) and complete graduate-level work, as determined by the course instructor.

5.3.10- Intercampus Registration

Students who wish to register for courses offered by other Fordham graduate schools (Graduate School of Education (GSE); Graduate School of Religion and Religious Education (GRE); Graduate School of Social Service (GSS); Gabelli, and the Fordham School of Law) can do so without special authorization from GSAS. Permission from the department or program, however, is still required, and students should consult with their departmental adviser before registering for classes at other Fordham graduate schools for clarification on the application of any credits awarded to their degree.

Students who wish to register for graduate-level courses offered by Fordham graduate schools must obtain written permission from their program director and forward the permission to the appropriate assistant dean at the intercampus school for registration approval and processing.

5.3.11- Consortium: Inter-University Doctoral Consortium (IUDC)

Students who wish to register for courses through the Inter-University Doctoral Consortium (IUDC) must be matriculated in a GSAS doctoral program and must have completed at least one year of full-time doctoral study before taking a consortium course.

Typically, graduate students may take only one consortium course each semester and departments have the right to limit the type of courses and total number of credits taken through the consortium. Other participating universities may place additional restrictions on consortium enrollment. Courses may not be taken through the consortium in the summer.

For consortium courses, grading follows the system of the host institution and grades earned for consortium courses are not calculated into a student's GSAS cumulative GPA (see §6. Grades (p. 671)). Upon completion of consortium courses, students must obtain an official record of their grades and submit them to the dean's office; failure to do so may result in not receiving credit for the course.

Deadlines for making Consortium course changes (e.g., add, drop, or changes of grade type) are governed by both the GSAS Academic Calendar as well as host institution deadlines.

To register for consortium courses, students must use the IUDC Registration Form (available at GSAS Student Forms) and obtain all necessary signatures. It is then the student's responsibility to return a copy of the signed form to the dean's office. Upon approval, students will be registered for Consortium Registration. Audits are normally not approved for IUDC courses.

Students pay Fordham tuition for consortium courses; these charges are included in the regular bursar bill.

5.4- Refunds

The refund of tuition and fee payments, or the cancellation of charges incurred for tuition, fees, or housing are based on schedules issued by enrollment services and published on the Fordham Admissions and Financial Aid website. The fee schedule is based on University policy and is not within the purview of any department or program, or of the dean's office.

Amounts refunded or canceled are based on the date of withdrawal from courses or other registrations. If students have evidence that withdrawal from a course occurred on a date different from that indicated in official University records, the student may contest the official charges by writing to the dean's office.

6. Grades

6.1- Permanent and Temporary Grades

For most graduate coursework and graduate tutorials, GSAS assigns letter grades corresponding to a 4-point scale as follows:

Letter Grade	Numerical Equivalent	Grade Description
A	4.0	Outstanding
A-	3.75	Excellent
B+	3.5	Very good
B	3.0	Good
B-	2.75	Pass
C	2.0	Minimal pass
F	0.0	Fail

There are no grades of C+, C-, or D in GSAS. For most research and reading courses, a grade of P (Pass) replaces a letter grade.

Undergraduates taking graduate courses for undergraduate credit will be graded according to the undergraduate grading system.

For certain graduate preparation and development courses (e.g., Requirement Prep; Requirement Prep in Summer; Proposal Development; Proposal Acceptance; Dissertation Mentoring; and Dissertation Direction) GSAS uses the following grades in place of a letter grade. These grades do not affect a student's GPA:

AP	Adequate progress
LP	Lack of adequate progress

For graduate comprehensive exams, the GSAS uses the following grades. These grades do not affect a student's GPA:

PCE	Pass comprehensive exam
HPCE	High-pass comprehensive exam
PREP	Failure of comprehensive exam with option to retake
FCE	Failure of comprehensive exam

For courses taken on a Pass/Fail basis, the following grades are used. These grades do not affect a student's GPA:

P	Pass
F^	Fail
HP	High Pass

For English Department Capstone, ENGL 5998, the GSAS uses the following grades. The grades do not affect a student's GPA:

PCP	Pass capstone
HPCP	High-pass capstone
FCP	Failure of capstone

GSAS also assigns the following permanent and temporary grades as appropriate:

Permanent

AUD	Audit
W	Withdrawal

Temporary

PI	Passing incomplete
FI	Failing incomplete
IMS	(Incomplete Due to Military Service) When a member of the Armed Forces (including reserve components) receives orders to perform a period of service (i.e. active duty, inactive duty training, or state service), the temporary grade of IMS is assigned by the Office of Academic Records. Students who receive a grade of IMS will have the opportunity to complete the given term after the period of service. Service members must provide a copy of their military orders to the Office of Military and Veterans' Services (veterans@fordham.edu) prior to receiving an IMS grade.
ABS	Missing required or final coursework, or absent from final examination
NGR	No grade reported

Temporary grades automatically changed to permanent grades following the deadlines described in §6.2- Incomplete Coursework (p. 672) and §6.3- Absence from Final Examination (p. 672).

For students enrolled in consortium courses (see §5.3- Registration Procedures and Special Categories (p. 668)), or enrolled in maintenance of matriculation (see §5.1- Continuous Enrollment Policy (p. 666)), GSAS uses a designation of a dash (—). Consortium courses are graded following the system of the host institution, and are not calculated into a student's GSAS cumulative GPA. Consortium grades will be made available on the student's official transcript.

6.2- Incomplete Coursework

It is expected that the requirements and assignments for a graduate-level course will be completed by the date listed for the final examination in that course. Since graduate work is research oriented and the quality of graduate projects is often improved by several revisions, it is understandable that students sometimes wish to extend the time allowed for the completion of coursework. Nonetheless, the status of "incomplete" is assigned solely in the event of circumstances outside of the student's control, and will not be approved for students simply wishing to revise graduate work.

Applications for incompletes should be made on the official form, available at GSAS Student Forms, and shall be made no later than the date of the last class/final examination in that course. Requests for incompletes may be made by filling out the Request for Grade of Incomplete (available at GSAS Student Forms) and requires approval by the instructor, department chair or program director, and the dean.

Students who are on academic probation or those who have had several previous incompletes should submit documentation demonstrating that the circumstances surrounding the request for an incomplete are outside of the student's control, along with their application.

At the time of submission of grades, the instructor will assign a grade of PI or FI to the student (see §6.1- Permanent and Temporary Grades (p. 671)). The grade "PI" indicates that the student has not completed all required coursework, but that work turned in to date is of a passing nature. The grade FI indicates that the student has not completed all

required coursework and that either insufficient work has been turned in on which to make a judgment, or that the work turned in is not of passing quality.

Upon completion of all required course requirements, the instructor submits a Change of Grade via my.fordham.edu to the dean's office. When approved, the "PI"/"FI" will be removed and replaced by a permanent grade. If all course requirements are not completed by the date specified in the GSAS Academic Calendar for removal of incompletes, a PI will automatically become a permanent INC, while an FI will become a permanent F. Students (and professors) should be aware that universities and fellowship sponsors examine transcripts and that receipt of incompletes diminishes a student's prospects for jobs or fellowships.

Permission to extend a PI beyond the incomplete deadline stated in the GSAS Academic Calendar requires the written approval of the instructor, the department chairperson or program director, and the dean, and reasons offered in support of the application must be substantial. If, following approval of a deadline extension, the requirements are still not met by the new deadline, the grade of PI is automatically changed to an F (called an administrative F). Only in extraordinary circumstances will an administrative F be changed, pursuant to the approval of the dean and the provost.

Permission to extend an FI beyond the incomplete deadline stated in the GSAS Academic Calendar is not normally granted.

If a student does not formally apply for an incomplete, yet fails to satisfy the necessary requirements of the course by the date of the final exam, the instructor will turn in a grade of ABS, which will become an F if not cleared by the ABS deadline in the GSAS Academic Calendar.

6.3- Absence from Final Examination

Students who are absent from a final examination must have a valid reason for their absence, or their grade for the examination will be an F. If a student possesses a valid reason for her/his absence, the instructor will record a final grade of ABS. The student must then request a make-up examination on the appropriate form, available from the department/program office, and have it signed by the instructor. The form must then be submitted to enrollment services.

Upon completion of the make-up examination, a grade of ABS will be removed and replaced by a permanent grade. If the make-up examination is not completed by the specified deadline in the GSAS Academic Calendar (generally four weeks after the officially scheduled final examination) the ABS is automatically changed to F. Only in extraordinary circumstances will this administrative F be changed, pursuant to the approval of the dean and the provost.

6.4- No Grade Reported

The notation NGR is used by the Office of Enrollment Services to indicate that the instructor reported no grade for a student. Instructors may fail to submit a grade if the student is missing assignments.

An NGR automatically becomes an administrative F at the same time as uncleared ABS grades. Thus, if a student receives NGR, they should contact the instructor immediately.

6.5- Change of Grade

Except as outlined in Incomplete Coursework and Absence from Final Examination, grades will be changed only under extraordinary circumstances. This policy also applies to administrative grades.

To change a grade, the instructor must submit the appropriate form to the dean, specifying the reason for the change. If approved by the dean, the grade change request will typically be forwarded to the Provost for final approval. If either office deems the reason for change insufficient, the grade will not be changed.

Grade changes are primarily approved for reason of a clerical error; grade changes for extra work or revised work are not permitted.

6.6- Appeal of Academic Grades

A student who believes that an incorrect assessment has been made in connection with specific course (e.g., final course grade) or in connection with a specific course or program assessment (e.g., quiz, examination, research paper, lab report, language examination, or comprehensive exam) may appeal the grade in question by undertaking the following procedure.

NOTE: For situations concerning academic integrity violations and grievance procedures, please refer to §9.1- Academic Integrity Standards (p. 682).

6.6.1- Initial Review

1. Academic grade appeals must be made in writing by the student to the instructor of record or faculty member who assigned it, within ten (10) business days of receipt of the contested grade. In the case of a grade assigned by a committee, the student will direct her/his request to the committee chair or, in cases where there is no serving chair, to the Department Chair or Program Director.
2. The recipient of the grade appeal (e.g., instructor of record or faculty member, committee chair, Department Chair, Program Director) shall review the appeal and render a decision based on the merits and her/his academic judgment within ten (10) business days of receipt. The determination shall be communicated in writing to the student in a timely fashion.
3. Should the student remain unsatisfied with the results of the initial review, they may request a secondary review by undertaking the following process:

6.6.2- Secondary Review

1. The student shall file a request for secondary review in writing to the Department Chair or Program Director, within ten (10) business days of receiving the determination of the initial review. In cases where the initial review was carried out by the Department Chair or Program Director, they will identify and assign the responsibility for the review to a qualified faculty member of the department or program.
2. The recipient of the secondary review request shall institute the review within ten (10) business days of receipt and render a decision based on the merits and her/his academic judgment. The secondary reviewer may ask for additional information from the parties to the appeal, and shall have discretion in the methods used to conduct the review. The determination shall be communicated in writing to the student and instructor/faculty member of record in a timely fashion, and any necessary changes to the grade shall be made and recorded.

3. Should the student remain unsatisfied with the results of the secondary review, they may request a final review by undertaking the following process:

6.6.3- Final Review

1. The student shall file a request for final review in writing to the GSAS Dean, within ten (10) business days of receiving the determination of the secondary review.
2. The GSAS Dean shall undertake a final review and render a determination decision based on the merits and her/his academic judgment within thirty (30) days of receipt of the final review request. The GSAS Dean may ask for additional information from the parties to the appeal, and shall have discretion in the methods used to conduct the review. The GSAS Dean's determination, which is not subject to further appeal, shall be communicated in writing to the student and instructor/faculty member of record in a timely fashion, and any necessary changes to the grade shall be made and recorded.

NOTE: It may be necessary to make adjustments to the timing of the procedures described if an academic grade appeal is lodged outside of or in close proximity to the commencement or conclusion of the normal academic semester (e.g., summer, holiday, or vacation periods). In such instances, all relevant parties shall be notified and every effort will be made to ensure that the process proceeds in a timely and efficient manner.

7. Degree Requirements

Candidates for graduate degrees must comply with the requirements of both the Graduate School of Arts and Sciences and the department or program in which they are matriculated in order to be considered in good standing. GSAS policies represent only the minimum requirements, and departments and programs may impose additional requirements and higher standards. Students should review their department or program's website for information regarding requirements. Please visit the GSAS Programs of Study page for a list of the departments and programs.

Students must meet GSAS requirements, unless granted an exemption by the dean after consultation with the department chairperson or program director.

7.1- General Requirements

Students matriculated in master's degree programs are often permitted to choose between two ways of meeting degree requirements. With departmental approval, candidates may elect to:

1. Complete satisfactorily 24 credits of coursework and an approved thesis (with six credits of thesis research); or
2. Complete satisfactorily 30 credits of coursework without a thesis.

Master's students must maintain a B average (or 3.0 cumulative GPA) in master's-level coursework (see §7.4.1- Satisfactory Academic Performance (p. 674)). Please refer to GSAS Programs of Study for information on specific program requirements.

Students matriculated in doctoral programs are typically required to complete a minimum of 60 credits of graduate-level coursework as well as a dissertation. Doctoral students must maintain a B+ average (or 3.5 cumulative GPA) in doctoral coursework.

Students admitted to a Ph.D. program with a master's degree are required to complete a minimum of 30 additional credits within their

matriculated program and will not be admitted with a GPA below a "B +*" (or 3.5 cumulative GPA) in their master's coursework.

Students in advanced certificate programs must maintain a "B" average (or 3.0 cumulative GPA) in coursework taken for the advanced certificate degree.

With authorization of the dean, up to 12 credits of graduate work completed at Fordham may be applied to fulfill the requirements of degrees granted in other departments or programs.

Students who wish to substitute courses from other institutions for specific departmental or programmatic requirements must submit a Waiver of Requirements Form, available at GSAS Student Forms.

No more than 12 credits toward a degree may be taken during summer sessions, unless the student is registered for a special summer program.

7.2- Transfer of Credits

Students may submit graduate work completed at other institutions during the five years prior to matriculation for partial fulfillment of course requirements, subject to the approval of the department chairperson or program director, and the dean. Credits successfully used for other degrees will not be accepted for transfer to Fordham.

To request a transfer credit, students must consult with the Director of Graduate Studies or Program Director of their department or program and complete the Transfer of Advanced Credit Form, available at GSAS Student Forms.

This form must be submitted to the chairperson or program director for initial approval, accompanied by an official transcript of the intended transfer credits. Transfer credits applied to the master's degree or advanced certificate program must reflect a grade of B (3.0) or higher, and transfer credits applied to the doctoral degree or advanced certificate program must reflect a grade of B+ (3.3) or higher. No transfer of credit will be approved if the student is on academic probation or has a cumulative GPA which falls below 3.0 for the Masters or 3.5 for the Ph.D. Once approved at the department/program level, the form must be submitted to the Office of Academic Operations and Support (adgsas@fordham.edu) for final review and approval by the dean.

No more than six transfer credits (up to a two course equivalent) will be accepted toward the completion of any GSAS academic degree or advanced certificate program, except as specified through formal agreement between GSAS and a partner institution, or between GSAS academic degree programs and/or advanced certificate programs.

Transfer credits will not be approved until students have successfully completed at least 12 credits of coursework in their matriculated degree program (6 credits in the case of an advanced certificate program), and must reflect the GPA requirements (see §7.1- General Requirements (p. 673)) at the time of transfer.

Grades from transfer credits are not included in the calculation of a student's Fordham GPA. Advanced credit will not exempt students from any part of their comprehensive examinations.

7.3- Time Limit on Completion of Degree

Students must complete the requirements for their degree, including thesis or dissertation work, in a timely and expeditious manner: that is, within five years of first matriculation for master's students, and within eight years of first matriculation for doctoral students (see §7.7- Master's

Degree (p. 676) and §7.8- Doctoral Degree (p. 677)). Direct doctoral students (students who receive a master's degree *in cursu* from Fordham) have a time limit of 10 years to complete their degree. The 10-year time limit also applies to students entering a Ph.D. program immediately after receiving a master's degree from Fordham. Time limits on the completion of degree are rigorously enforced.

In addition to having an important academic purpose, the number of years to degree is monitored by the New York State Department of Education (NYSED) and other institutions concerned with graduate programs, and is often one indicator of the quality of a graduate program.

Students failing to maintain continuous enrollment (e.g., having voluntarily withdrawn from their degree program) who seek to reenroll such that they would exceed or have already exceeded the original time limits of their degree, must apply for readmission (see §5.1.5- Readmission (p. 667)). As part of their application, students must present a timetable for successfully completing all *renewed* degree requirements, retaking expired courses, re-demonstrating language/research competency (see §7.5- Language Requirements (p. 675)), retaking comprehensive examinations (see §7.6- Comprehensive Examinations (p. 675)), and resubmitting the dissertation proposal. If permission to resume studies is granted, failure to adhere to this timetable could result in dismissal.

7.4- GSAS Standards for Satisfactory Academic Performance and Satisfactory Academic Progress; Federal Satisfactory Academic Progress (SAP)

The Graduate School of Arts and Sciences measures a student's good standing in terms of two benchmarks: academic performance and academic progress.

Academic performance refers to a student's maintenance of a given cumulative grade point average (see §7.4.1- Satisfactory Academic Performance (p. 674) below) and is primarily applicable to the coursework portion of a student's degree program.

Academic progress refers to a student's continued matriculation and timely completion of degree requirements (see §7.4.2- Satisfactory Academic Progress (p. 675) below), and most often measures a student's progress following his or her satisfactory completion of program coursework.

In order to be eligible for funding, a student must meet both GSAS academic performance and academic progress standards as well as U.S. Department of Education Satisfactory Academic Progress (SAP) criteria, which identify strict guidelines to assess student eligibility for assistance. Conversely, a student who fails to meet GSAS satisfactory academic performance and/or progress goals will in most cases fail to qualify for federal loans.

Students who do not meet the standards for satisfactory academic performance and/or satisfactory academic progress are automatically placed on academic probation without notice. If the deficiency is not corrected, the dean, in consultation with the department chairperson or program director, may dismiss the student from the University.

7.4.1- Satisfactory Academic Performance

Minimum satisfactory academic performance is defined as having a cumulative grade point average of at least 3.0 (B average) in a master's

program and of at least 3.5 (B+ average) in a doctoral program, as well as enrollment in the full time equivalent of coursework (see §5.2- Full-Time Status of Certification (p. 667) and Appendix D: Full Time and Half Time Program Requirements (p. 691)). Students failing to complete the full time equivalent of coursework may also fail to meet the conditions for satisfactory academic progress (see §7.4.2- Satisfactory Academic Progress (p. 675)) below.

Any student receiving GSAS funding or tuition scholarships must also maintain a cumulative 3.5 (B+ average) as a minimal requirement for continuation of aid.

Students who fall below the required grade point average may not take comprehensive examinations without the dean's permission (see §7.6- Comprehensive Examinations (p. 675)).

Note also that administrative F grades (see §6.2- Incomplete Coursework (p. 672)) are computed as F grades (0.0) for the purpose of determining the cumulative grade point average.

7.4.2- Satisfactory Academic Progress

Minimum satisfactory academic progress is defined as completing at least one requirement pertaining to either comprehensive examinations or a dissertation/thesis per year, following the semester in which coursework is completed (see §5.3- Registration Procedures and Special Categories (p. 668), §7.7- Master's Degree (p. 676), and §7.8 Doctoral Degree (p. 677)).

For master's students, requirements include the comprehensive examination and the thesis or capstone in certain departments (see §7.7- Master's Degree (p. 676)).

For doctoral students, requirements include the comprehensive examination, the dissertation proposal, dissertation chapters, and the dissertation defense (see §7.8- Doctoral Degree (p. 677)).

Departments or programs may impose interim requirements for satisfactory academic progress at any time. Markers of unsatisfactory progress may include an excessive number of withdrawals, incompletes, semesters on maintenance, leaves of absence, or other delays in meeting the requirements for the degree.

Students who do not make satisfactory academic progress toward a degree may be dropped from the rolls of the university, even if they continue to meet satisfactory academic performance requirements and/or have not exhausted their time limit toward the degree.

Students who do not complete at least one requirement each year are automatically placed on academic probation without notice. Such students must fulfill the requirement and file, within one semester of being put on academic probation, a mandatory timetable for completing all remaining requirements. The timetable must include at least one deadline per semester (e.g., "complete chapters 1 to 3 of the dissertation in the 2013 fall semester"). If the requirement remains unfulfilled by the end of the semester, or if subsequent timetable deadlines are not met, the dean, in consultation with the department chairperson or program director, may dismiss the student from the University.

Doctoral students who have not secured approval of their dissertation proposal at least five semesters before the expiration of their time limit are automatically placed on academic probation without notice.

Such students must secure approval of the dissertation proposal and a timetable for completion of the dissertation within one semester of being put on probation. If either the proposal or timetable are not approved by

the end of the semester, the dean, in consultation with the department chairperson or program director, may dismiss the student from the University.

An individual student's requirements for academic progress may be affected by the time remaining until the student reaches the time limit for degree completion (see §7.3- Time Limit on Completion of Degree (p. 674)).

7.5- Language Requirements

Students should consult their departments or programs regarding language and/or skills requirements and how these are to be met.

Master's students are often required to possess a reading knowledge of either French or German. Other languages may be substituted with the permission of the department chairperson or program director, and the dean, if appropriate to the student's field of scholarship.

Doctoral students are typically required to possess a reading knowledge of two modern languages (usually French and German, or other languages appropriate to the student's field of scholarship). At the discretion of the department or program and with the approval of the dean, a student may be allowed to substitute necessary research skills, such as computer programming or statistics, for a second language. In some cases, more than two languages may be required, if deemed necessary for the student's research.

Individual departments or programs determine what constitutes satisfaction of the language requirement, though in most instances this may be accomplished either by passing a graduate-level Language for Reading course with a final grade of B or higher, or by passing one of the language examinations offered by the Department of Modern Languages and Literatures or the Classics Department with a grade of B or higher (refer to individual departments for details). Such exams are usually administered the week before the beginning of the fall and spring semesters, and are roughly equivalent in difficulty to the final examinations of graduate-level Language for Reading courses.

Students who wish to take language exams should schedule an appointment by contacting the Department of Modern Languages and Literatures or the Classics Department at least two weeks before the beginning of either the fall or spring semester. Completed exams will be corrected within two weeks, and departments or programs will be notified of students' grades. In the case of a language less commonly taught at Fordham, there may not be a tenure-line faculty grader at the university. In that instance, a non-tenure line faculty member may be identified, in which case GSAS will pay a \$100 honorarium for the work of writing and grading the exam the first time it is administered, and \$50 thereafter. Similarly, if a faculty member from outside the university must be found for writing and grading a lesser-taught language exam, they will receive the same payment. It is expected that these instances are quite rare.

Language requirements must be fulfilled before GSAS will certify comprehensive examination results. Students are encouraged to fulfill language and other skill requirements as early as possible, for use in coursework and research.

Language requirements satisfied at other institutions are typically not accepted in fulfillment of GSAS language requirements.

7.6- Comprehensive Examinations

Many departments and programs require both master's and doctoral students to complete comprehensive examinations (written, oral, or

both). Students should consult their department chairperson or program director to verify the dates on which comprehensive examinations are administered

Applications for all comprehensive examinations must be approved in writing by the chairperson or program director two weeks prior to the examination date. In order to qualify for comprehensive examinations, students must be in good academic standing (see §7.4- GSAS Standards for Satisfactory Academic Performance and Satisfactory Academic Progress; Federal Satisfactory Academic Progress (SAP) (p. 674)) with a GPA at or above the minimum requirement for the degree (3.0 for master's students, 3.5 for doctoral students). Additionally, students must have completed their language requirements and must have completed or be in the process of completing required coursework for their degree program before comprehensive exams will be certified. If a student takes a comprehensive examination without meeting these prerequisites, the results will not be certified by the dean or posted to the student's official record.

If a student fails the master's or doctoral comprehensive examination, the failure is not posted to the student's final transcript, and the student may be permitted to take a second examination the following semester (or later) with the recommendation of the department chairperson or program director and the approval of the dean.

If a student fails to pass the comprehensive examination a second time, they are not permitted to retake the examination. The failure is posted to the student's final transcript, and they will be dismissed from the program.

Details for retaking comprehensive examinations, in whole or in part, should be discussed with the department chairperson or program director. Candidates taking comprehensive examinations for the second time pay the fee listed in the GSAS fee schedule.

7.7- Master's Degree

All requirements for the master's degree must be completed within five years of the first semester of matriculation in the GSAS. Time limit requirements apply to both full and part time students.

The GSAS requirements for master's students are as follows:

1. Completion of the appropriate number of graduate credits (see §7.1- General Requirements (p. 673))
2. A language requirement (see §7.5- Language Requirements (p. 675))
3. An exit requirement, which may comprise one or more of the following: comprehensive exams, special project, thesis, research, internship, and the like. If the exit requirement is a thesis, presentation of the thesis to a member of the dean's office is also required (see §7.7.2- Presentation of Master's Thesis to GSAS (p. 677))

Individual departments and programs may impose additional requirements.

At the end of their third year, the dean's office typically will inform students that they are approaching the five-year time limit and of the nature of the extension policy. At the beginning of their fifth year, the dean's office typically will inform students that they have only one year remaining.

Students who plan to seek an extension to the five-year time limit must apply before the conclusion of their fifth academic year. Such a request must be directed in writing through the department chairperson or program director, and must receive the written approval of the dean. Requests for extensions must include a timetable, approved by the chairperson or director for the completion of degree requirements. Failure to adhere to the timetable or to meet other conditions may result in dismissal.

Students requesting an extension to their five-year limit must:

1. Re-demonstrate language competency if more than three years have elapsed since the original completion of their language requirement.
2. Demonstrate the currency of their knowledge for any courses taken prior to the request for extension, and departments may require that they retake certain courses.
3. Retake and pass comprehensive examinations in the department or program's *current* format if more than three years have elapsed since any portion of the comprehensive examination was originally passed.
4. Meet any additional requirements imposed by the dean after consultation with the department chairperson or program director, and must maintain continuous enrollment (see §5.1- Continuous Enrollment Policy (p. 666)) until all requirements are completed.

7.7.1- Master's Thesis

If a student chooses or is required to complete a master's thesis, they must enroll for six credits of thesis research as prescribed by the program (see §5.3.1- Registration Process for Master's Students (p. 668)).

A master's thesis committee must consist, at minimum, of a thesis director (mentor) and one reader. Committee members are specified, along with the thesis topic, on the Thesis Title Approval Form (see GSAS Student Forms), which is submitted to GSAS by the department chairperson or program director. The department chairperson or program director is responsible for ensuring that the committee is professionally appropriate.

When a thesis title and committee have been approved, the student's program will be notified. For any changes made to the thesis title or thesis committee membership, a new form must be prepared and sent to dean's office for approval.

An oral defense of the master's thesis is not required by the Graduate School of Arts and Sciences, but may be a program requirement. If this is a program requirement, the following modality policy applies: Doctoral dissertation, master's thesis, and capstone defenses may be held in-person, virtually, or hybrid—through video/web conferencing. The modality of the defense will be decided in consultation among the student and the members of the committee. Students should indicate their modality preference at the time of scheduling the defense. If the student wishes to be in-person and hybrid mode is chosen, at least one committee member should be present with the student on-site. In the event that there is disagreement about modality among the committee members, the student and the DGS will determine the modality for the defense.

The master's thesis should be uploaded to ProQuest/UMI using the following link: <http://www.etsdadmin.com/fordham>.

The uploaded thesis should be in its final version, including any changes required by the committee and in the proper format as indicated in Appendix E: Master's Thesis Style Requirements (p. 692). All other

requirements for the master's degree must be completed before the thesis is uploaded to ProQuest/UMI.

For style requirements, formatting, and the materials required for the completion of the master's thesis, see Appendix E: Master's Thesis Style Requirements (p. 692).

Some departments require master's research papers, projects, or internships. The approval forms for these projects are submitted to GSAS as part of the last requirement for the degree. Students in these departments should consult their departments about requirements for these projects.

7.7.2- Presentation of Master's Thesis to GSAS

After the oral defense, students must submit the dissertation paperwork, complete the SED survey, and upload their dissertation to UMI Proquest by the deadline listed on the GSAS Academic Calendar, generally the Friday before the last day of classes for May graduation, or two weeks before the August and February graduations. Exceptions to this date will be granted under only unusual circumstances outside the student's control and must be requested by the student's mentor. Dissertations will not be accepted when the University is officially closed.

Final thesis paperwork containing signatures must be submitted to adgsas@fordham.edu by the deadline listed.

Once the thesis and paperwork have been reviewed, students will be informed that they have been cleared for graduation.

Theses uploaded to ProQuest/UMI should be in their final version, including any changes required by the committee, and should be in proper format as indicated in Appendix E: Master's Thesis Style Requirements (p. 692). The following contents should comprise the thesis paperwork submitted to adgsas@fordham.edu:

1. one Thesis Prepared under my Direction sheet, signed by the mentor and readers.
2. the Report on Written Thesis Form, signed by the mentor and readers;
3. (If oral defense is required by the department): the Report on Oral Defense Form, signed by the mentor, readers, and one examiner.

7.8- Doctoral Degree

All requirements for the doctoral degree must be completed within eight years of the first semester of matriculation in GSAS for those students who enter with a master's degree from another institution, or within ten years of the first semester of matriculation for those students who are direct doctoral students (students who receive a master's degree *in cursu* for Fordham) or who complete a master's degree from Fordham and then continue directly into a doctoral program. Time limit requirements apply to both full and part time students.

The GSAS requirements for doctoral students are typically as follows:

1. Completion of the appropriate number of graduate credits (see §7.1- General Requirements (p. 673)).
2. A language and/or research skills requirement (see §7.5- Language Requirements (p. 675)).
3. Comprehensive examination (see §7.6- Comprehensive Examinations (p. 675)).
4. Dissertation proposal acceptance.
5. Doctoral dissertation.
6. Oral dissertation defense.

7. Presentation of the dissertation to the dean (see §7.8.5- Presentation of the Dissertation to the Dean (p. 678)).

Individual departments and programs may impose additional requirements.

Students who plan to seek an extension to the doctoral time limit must apply before the conclusion of their final academic year. Such a request must be directed in writing through the department chairperson or program director; must be approved by the dissertation mentor, readers, and the department chairperson; and must receive the written approval of the dean. **An extension to the time limit for degree completion will be granted only if, in the dean's judgment, there is sufficient evidence that the degree will be completed expeditiously and that the dissertation will be of high merit.**

Extensions beyond the time limit will not be granted to students who have not secured approval of a dissertation topic prior to the expiration of the time limit or who have otherwise not made substantial academic progress toward completion of the degree, except with the permission of the dean.

Requests for an extension of the doctoral time limit must include:

- a sufficient portion of the dissertation to permit an objective evaluation of the quality of the student's work. In the humanities, a reasonable portion is one-half of the dissertation; in the sciences, research through the stage of data collection should be presented;
- a timetable for the completion of the remaining portions of the dissertation;
- a plan for renewed demonstration of language and/or research skills competency (if needed for dissertation research) if more than five years have elapsed since the original completion of these requirements;
- a plan to demonstrate currency of knowledge for any courses taken prior to the request for extension (departments may require that students seeking an extension retake certain courses); and
- a timetable for retaking and passing the doctoral comprehensive examinations in the department's or program's *current* format if more than five years have elapsed since any portion of the comprehensive examination was completed.

Students must meet any additional requirements imposed by the dean after consultation with the department chairperson or program director, and must maintain continuous enrollment (see §5.1- Continuous Enrollment Policy (p. 666)) until all requirements are complete. Failure to adhere to the timetable or to meet other conditions may result in unenrollment. Students may petition to have one or more of these requirements adapted to their particular situation, but approval of such a petition is not guaranteed.

7.8.1- Doctoral Dissertation

To many scholars, the dissertation is the distinguishing characteristic of the Ph.D. degree, and the quality of the dissertation is a primary hallmark of the quality of a doctoral program. The doctoral dissertation is expected to make a substantial original contribution to knowledge in its field. The dissertation must be a rigorous and sustained piece of research work whose objective is also to demonstrate that the candidate has gained a mastery that qualifies him/her/them to be admitted to the community of scholars in the discipline.

For style requirements, formatting, and the materials required for the completion of the dissertation, see Appendix F. Dissertation Style Requirements (p. 693).

GSAS dissertations are disseminated in several ways. Students submit an electronic copy to ProQuest/UMI for electronic publishing. The record is then available through the Walsh Library's online database collection. In some cases, a bound copy is delivered to the student's department for inclusion in the department library.

7.8.2- Dissertation Mentor, Committee and Topic

After completing doctoral comprehensive examinations, it is, at all times, the responsibility of the student to establish and maintain a satisfactory relationship with a faculty mentor approved by the chairperson and the dean while preparing a dissertation. Continuation in the doctoral program is contingent upon the approved mentor's availability and agreement to the dissertation topic.

The membership of a student's dissertation committee must consist of at least a mentor and two readers, each of whom is normally a full-time faculty member in the student's department or program at Fordham. If a student wishes to invite a retired Fordham faculty member to serve on their committee as reader or mentor, this requires approval by the DGS and the GSAS Dean, and the professor must hold Emeritus/a rank. Similarly, if a student wishes to include a faculty member from another institution as reader, this requires approval by the DGS and the GSAS Dean.

Experts from other types of research institutions (i.e. the Bronx Zoo, the NYBG, etc.) who have appropriate expertise and hold a Ph.D. or terminal degree in their field may also serve as readers, with approval by the DGS and the GSAS Dean. Normally only one external reader is permitted on a committee; however in the event that the DGS and Dean agree to a second external reader for reasons of expertise, then a second Fordham reader may also be added.

External faculty or experts may not serve as mentors or directors. Members of the committee are specified, along with the dissertation title, on the Dissertation Title Approval Form (available at GSAS Student Resources), which is submitted to the dean's office by the department chairperson or DGS. The department chairperson or program director is responsible for ensuring that the committee is professionally appropriate, including reviewing CVs of any external members as applicable.

7.8.3- Early Dissemination of Dissertation Materials

Students sometimes have the opportunity to present or publish their scholarly work or ideas from the dissertation before the dissertation is successfully defended and presented to the dean. Upon consultation with their mentors, students are encouraged to take advantage of these opportunities.

Acceptance of part of the dissertation for presentation or publication does not obligate the dissertation committee, the oral examiners, the dean or Fordham University to accept the dissertation as fulfilling the degree requirements.

7.8.4- Dissertation Defense

Doctoral students must defend orally their completed dissertation before an examination committee consisting of the dissertation committee (normally, the dissertation mentor and two readers), and at least one additional examiner, according to departmental procedures. The department or program chairperson is responsible for ensuring that

the examination committee is professionally appropriate, and the dean reserves the right to appoint a representative.

Public notification of the examination, including time, place, and examiners must be sent to the dean's office at least two weeks in advance.

Doctoral dissertation defenses may be held in-person, virtually, or hybrid—through video/web conferencing. The modality of the defense will be decided in consultation among the student and the members of the committee. Students should indicate their modality preference at the time of scheduling the defense. If the student wishes to be in-person and hybrid mode is chosen, at least one committee member should be present with the student on-site. In the event that there is disagreement about modality among the committee members, the student and the DGS will determine the modality for the defense.

Students should note that the presentation of the dissertation to the dean, not the oral examination, is the last requirement to be satisfied for receiving the degree. Thus, degree completion will not be certified until after the presentation of the dissertation.

7.8.5- Presentation of the Dissertation to the Dean

After the oral defense, students must submit the dissertation paperwork, complete the SED survey, and upload their dissertation to UMI Proquest by the deadline listed on the GSAS Academic Calendar, generally the Friday before the last day of classes for May graduation, or two weeks before the August and February graduations. Exceptions to this date will be granted under only unusual circumstances outside the student's control and must be requested by the student's mentor. Dissertations will not be accepted when the University is officially closed.

Dissertations and paperwork will be reviewed *in absentia*. However, students are invited to meet the dean during the designated time block, when the dean will be available to answer questions, discuss materials and extend congratulations. Students who are unable to meet with the dean in person during the designated time blocks may request a phone call during the time block.

Dissertations submitted to the dean ought to be in their final version, including any changes required by the committee during the oral defense. The following contents ought to comprise the final version of a doctoral dissertation:

- One Dissertation Prepared under the Direction sheet, signed by the mentor and readers.
- The Report on Written Dissertation Form, signed by the mentor and readers.
- The Report on Oral Defense Form, signed by the mentor, readers and up to two examiners.
- The Survey of Earned Doctorates online survey, is available on the National Science Foundation website. After submission, the student and GSAS will receive an email confirmation.
- Proof of online submission of dissertation at UMI ETD administrator, located here.

7.9- Advanced Certificates

All requirements for advanced certificates must be completed within three years of the first semester of matriculation in the GSAS. Time limit requirements apply to both full and part time students.

7.10- Master of Philosophy (M.Phil.)

The M.Phil. degree is considered a second or senior master's degree and is usually awarded to Ph.D. candidates who have completed the required coursework, language and research skills requirements, and comprehensive examinations, but who have not yet defended a doctoral dissertation.

Students are eligible to receive an M.Phil. under such circumstances in some, but not all, GSAS departments. Most students regard this degree as a step on the way to the Ph.D. Occasionally, it marks the point at which a student reconsiders matriculation in the program, in which case a student may choose earn the M.Phil. and withdraw from GSAS.

In some cases, students may be advised by the department chairperson or program director, in consultation with other faculty, not to continue beyond the M.Phil. if the student's performance has been marginal or if evidence suggests that they will have particular difficulty completing a successful dissertation. Some departments also allow a so-called *Low Pass* option on the comprehensive exam, which allows the student to receive the M.Phil. degree that does not qualify him or her to progress on to the dissertation stage.

7.11- Degree Conferral and Commencement

Students who have completed all degree requirements in accordance with the guidelines outlined herein and in accordance with their department/program requirements will receive degrees conferred by the University.

Degrees are conferred in February, May, and August on students who have completed their degree requirements in the fall, spring, or summer semesters, respectively.

To graduate, students must complete and submit an Online Application for Graduation via the my.Fordham.edu University portal by the date indicated on the GSAS Academic Calendar. Failure to submit the Online Application for Graduation by the deadline will result in the degree not being awarded in the desired semester, as will failure to complete requirements pending at the time of application for graduation.

Students who miss the deadline for application or fail to complete pending requirements must continue to register and be registered in the semester directly preceding conferral of the degree, according to the continuous enrollment policy (see §5.1- Continuous Enrollment Policy (p. 666)). Students who receive degrees in August must be registered for the summer session immediately preceding the conferral of their degrees. If a student is not registered for coursework in the summer session, the appropriate registration to use is Requirement Prep in Summer (see §5.1- Continuous Enrollment Policy (p. 666)).

Commencement ceremonies are held each May, and include the University commencement followed by diploma ceremonies for each school. During the GSAS diploma ceremony, diplomas are distributed to both master's and doctoral degree candidates, and doctoral degree recipients undergo a traditional hooding ceremony as well.

Students who receive their degrees at any time during the preceding academic year are invited to participate. Students who have submitted the Online Application for Graduation on time will receive information at their Fordham email account (see §2.1- Fordham Email (p. 663)) about commencement and about obtaining the proper commencement apparel. Master's candidates who are completing the final requirements

of their degree in August may request to walk in May prior to their August graduation date. The request must be made to both the department and GSAS by the deadline for May graduation, which can be found on the GSAS Academic Calendar.

8. Funding and Tuition Scholarships

8.1- Award Eligibility

The GSAS offers many forms of **merit-based funding**, including assistantships, fellowships, and tuition scholarships.

The dean of GSAS determines which students receive funding upon the recommendations of academic departments/programs as well as the Distinguished Fellowships Committee. In accordance with the guidelines of the Council of Graduate Schools, students are notified of financial awards by April 1, and must reply by April 15. If the dean does not receive a written acceptance of the aid offer by April 15, the offer may be rescinded. In consultation with academic departments, the dean also assigns students to assistantship assignments outside the academic departments and programs.

Students who wish to be considered for distinguished fellowship awards (see §8.6- Fellowships and Grants (p. 681)) must complete the *Distinguished Fellowship Application* and submit it to the department or program by the date specified on the web page (usually in early to mid-January). The department or program will select nominees to forward to the GSAS Distinguished Fellowships Committee by the date specified on the web page. Guidelines for each distinguished fellowship are available on the GSAS financial aid website under Distinguished Fellowships.

Students receiving GSAS funding or tuition scholarships must satisfy the following criteria **every academic year**:

1. Maintain a minimum GPA of 3.5.
2. Meet the requirements of both satisfactory academic performance and satisfactory academic progress (see §7.4- GSAS Standards for Satisfactory Academic Performance and Satisfactory Academic Progress; Federal Satisfactory Academic Progress (SAP) (p. 674)).
3. Be certified as full time by registering for the full time equivalence in credits (see Appendix D: Full Time and Half Time Program Requirements (p. 691)) or filling out a *Matriculated Students Status Certification* form, available on the GSAS Student Resources page, to indicate academic work sufficient for full time status. The only exception is for IPED students receiving a Ricci scholarship.
4. Hold no additional Fordham assignments during the academic year without the written permission of the dean. This rule applies to all the categories of funding addressed in this chapter.

Students receiving funding or tuition scholarships shall inform promptly GSAS of any other University funded awards or alternate appointments (e.g., resident assistantships). Students should also note that University policy limits the number of hours a student can be assigned in any University post to 19 hours per week total. Employment as a staff member of the University while being matriculated as a full time student requires the written permission of the dean, and is rarely granted.

8.1.1- New Students

All new applicants for admission to GSAS programs who wish to be considered for GSAS merit-based funding must have a completed admission application on file by the deadline published in the application materials.

Departments and programs recommend new applicants for funding or tuition scholarships on a ranked basis, the principal criterion for ranking being a candidate's preparation and potential for outstanding graduate-level work. At minimum, applicants recommended for funding are expected to have a B+ (3.5) average in previous coursework, and to achieve the 75th percentile (for the discipline) in each of the three sections of the GRE.

8.1.2- Continuing Students

All matriculated students who wish to be considered for GSAS merit-based funding, including those who have received past aid, must fill out an application form every year. The application for continuation of aid is available through the department or program and is due by the date on the GSAS Academic Calendar, unless the department specifies an earlier date.

Every effort is made to renew the awards of eligible recipients, but renewals are not guaranteed. **Students must reapply for funding every year.** The criteria used for awarding aid to matriculated students include:

- satisfactory academic performance and progress (see §7.4- GSAS Standards for Satisfactory Academic Performance and Satisfactory Academic Progress; Federal Satisfactory Academic Progress (SAP) (p. 674));
- evaluations from previous assistantship supervisors;
- recommendations from faculty, and award tenure.

Please see individual departments for typical award tenure information.

Doctoral students who are awarded a graduate assistantship as part of their tuition scholarship package typically progress to a teaching fellowship later in their program. The order in which such appointments are awarded may vary by department, and certain appointments may not be offered. Please see individual departments for more information.

8.2- Graduate Assistantships

Students receiving funding may be assigned to Graduate Assistantships under the direction of faculty in their department or elsewhere. Graduate assistants are expected to commit up to 18 hours per week to their graduate assistantship duties for the entire academic year, from approximately the third week of August through University commencement, including days when there are no classes but the University is open (e.g., the January and spring breaks). A half graduate assistant financial aid package requires a commitment of up to nine hours per week.

Summer graduate assistantships are typically for 24 hours per week for ten weeks during the summer.

Most assistants work at a location on campus between 9 a.m. and 5 p.m., but some assignments require evening or weekend hours on campus. At the start of an assistantship, the student should ascertain from the department the expectations for hours and days to satisfy the nature of the duties.

An assistantship may be revoked if the student is absent from the assistantship without making prior arrangements. An assistantship may also be revoked, and a student's funding may not be renewed, on the basis of poor evaluations from the department.

If a student wishes to resign an assistantship, all the following parties must be notified immediately *in writing*:

1. the faculty member or Fordham staff member managing the assignment;
2. the Graduate School of Arts and Sciences (adgsas@fordham.edu); and
3. the academic department or program.

8.3- Teaching Fellowships

Some students receiving funding are selected by their academic departments to be instructors for undergraduate courses in FCRH, FCLC, and PCS, under the supervision of a faculty member, and are designated as teaching fellows. Teaching fellows should commit no more than 18 hours per week during the academic year.

Teaching fellows are typically advanced doctoral students who have completed all coursework and passed the doctoral comprehensive examinations.

Teaching fellows must follow the Fordham college deans' instructional policies as outlined in the *Undergraduate Faculty Handbook*.

8.4- Teaching Associates

The rank of teaching associate is awarded to graduate students, other than teaching fellows (see §8.3- Teaching Fellowships (p. 680)), to serve as instructors for undergraduate courses in FCRH, FCLC, and PCS.

Eligible matriculated students in the Graduate School of Arts and Sciences may serve as teaching associates, but under no circumstances may matriculated GSAS students serve as adjunct instructors. Teaching associates are not considered employees of the University and their assignment is part of disciplinary and professional training.

Teaching associates will receive a per-course stipend, a tuition scholarship of up to three credits per semester, and a contribution towards health insurance. No teaching associate may teach more than two courses per semester.

In order to be considered for a teaching associate position, students must apply for financial aid.

Teaching associates must have completed the master's degree (with preference to students who have completed all requirements except the dissertation proposal and defense), be in good academic standing (in both academic performance and in academic progress (see §7.4- GSAS Standards for Satisfactory Academic Performance and Satisfactory Academic Progress; Federal Satisfactory Academic Progress (SAP) (p. 674)), and must complete the *Application for Financial Aid*. Nominees must have completed their department's teaching preparation program (where such exists). Preference for appointment as a teaching associate is generally given to students who have successfully served as teaching fellows, and who will have exceeded the normal award tenure for financial aid.

8.5- Tuition Scholarships

Tuition scholarships are a part of most financial aid awards and are awarded on a per-credit basis. In addition, full- or partial-tuition scholarships may be offered to qualified students in select programs or to match the aid from research grants of faculty members. These scholarships are considered to be GSAS financial aid, and students must meet the eligibility requirements previously described, including full time student status.

Tuition scholarships can only be applied toward coursework that meets degree requirements. They cannot be used to audit courses, take undergraduate courses that do not fulfill a language requirement, take a course that is a condition of admission or for personal enrichment. Charges associated with 0-credit courses (e.g., graduate-level Language for Reading courses) will be covered by the tuition scholarship, but will reduce the number of credits that may be taken in a given academic year.

Partial tuition scholarships are available for high school teachers in select programs and for teachers at Jesuit high schools. In addition, GSAS participates in the Mayor's Scholarship Program, which provides partial tuition scholarships for employees of the City of New York. Some discounts are also available to members of the clergy and to staff and faculty at partner institutions. Contact the dean's office for information about eligibility.

Students who receive any form of tuition scholarship must register by the deadlines posted in registration materials or they may forfeit their tuition scholarship. Additionally, students who register late are charged a late registration fee.

Any billing problems associated with tuition scholarships must be brought immediately to the attention of the dean's office (adgsas@fordham.edu).

8.6- Fellowships and Grants

In addition to the above-mentioned scholarships and appointments, the GSAS provides financial aid in the form of a variety of graduate fellowships and grants, including six types of University-sponsored distinguished fellowships: three offered to entering students and three for advanced students.

Some departments have additional fellowships that are restricted to students in their programs. For more information, see the GSAS financial aid website under Distinguished Fellowships.

8.6.1- Distinguished Fellowships for Entering Students

Distinguished fellowships available to first-time applicants to the GSAS include:

- *Loyola Fellowship*: The Loyola Fellowship was established through the generosity of the Jesuits of Fordham University to encourage graduate study in the humanities and is awarded to incoming students. The Loyola Fellowship allows students to devote full time to their studies during their first year only.
- *University Fellowship*: University Fellowships are awarded to a select group of incoming students (at either the master's or doctoral level) in recognition of their academic achievements. The University Fellowship typically allows students to devote full time to their studies and applies to their first year only.
- *Bennett Assistantship Award*: Established to recognize outstanding academic achievements, Bennett Assistantships are awarded to a select group of incoming students (at either the master's or doctoral level). The Bennett Assistantship provides a stipend supplement to graduate assistantship and teaching fellowship financial awards.

8.6.2- Distinguished Fellowships for Advanced Students

Three academic-year distinguished fellowships are available for outstanding doctoral students. These fellowships do not fall under the award tenure policy previously described and thus, in some programs, may increase a student's eligibility for funding by no more than one year.

In no case will a student's eligibility for aid be increased by more than one year, even if a student is awarded more than one distinguished fellowship during her/his/their time at Fordham.

- *Research Fellowship*: The GSAS Research Fellowship provides support for GSAS students to work as research fellows to conduct research on their own dissertations. The fellowship provides support for students who wish to work closely with faculty members to develop their own dissertation research projects or to learn methods or procedures that they will use in their own dissertation research.
- *Senior Teaching Fellowship*: Senior Teaching Fellowships typically provide support for students who have already completed a Teaching Fellowship in their department. Responsibilities of Senior Teaching Fellows include teaching two courses per year at Fordham College under faculty supervision. The fellowship is designed for the student who has already completed a teaching fellowship within his or her department and has demonstrated effective teaching skills.
- *Alumni Dissertation Fellowships*: Alumni Dissertation Fellowships allow students to devote full time work to their dissertations. The Alumni Dissertation Fellowship is the last of the internally administered prestigious awards for advanced doctoral students. Recipients are expected to complete, defend, and present their dissertations in time for a May graduation.

8.6.3- Graduate Student Support Grants (SSGs)

The Graduate Student Support Grants are merit-based awards jointly managed by GSAS and the Graduate Student Council (GSC). These awards provide support for student conference and/or research expenses; select dissertation expenses; and/or alternative learning experiences. Applications are reviewed during two funding cycles: fall and spring. For more information, please visit the SSG website.

8.6.4- Summer Fellowships

GSAS Summer Fellowships provide support for master's and doctoral students seeking to devote the summer to the preparation of proposals to apply for prestigious fellowships, articles for publication, and/or conference papers.

In disseminating these awards, the highest priority will be given to summer projects designed to prepare a student to apply for prestigious fellowships, and secondly to improve a student's professional credentials beyond the normal expectations of the program. Higher priority will be given to students who have not received a prior Summer Fellowship.

- *Summer Research Fellowship*: The Summer Research Fellowship provides support for master's and doctoral students who wish to devote the summer to improving their professional credentials beyond the normal expectations of their program, which could include but is not limited to preparing proposals to apply for prestigious fellowships, articles for publication, conference papers, training, and workshops.
- *Mary Magdalene Impact Fellowship*: The Mary Magdalene Impact Fellowship provides support for graduate students who wish to devote a summer to pursuing scholarship and research interests in the area of women in Christianity. Preference will be given to applicants whose scholarship and research interests include women in Christianity; focus on the impact of Christianity and its teachings and structures on women; and/or incorporate the study of Mary Magdalene.
- *Renaissance Society of America Fellowship*: The Renaissance Society of America Fellowship (RSA) offers a unique opportunity for a GSAS doctoral student to be appointed to an RSA Fellowship. This 12-

month fellowship can be renewed for a total term of two (2) years, and the fellow will serve as the book reviews manager for the RSA publication, *Renaissance Quarterly (RQ)*.

- *Santander International Internships Fellowship*: The Santander International Internships Fellowships provide support for master's and doctoral students who wish to devote the summer to working with an international nongovernmental organization (NGO).

8.7- External Prestigious Fellowships

The Graduate School of Arts and Sciences actively supports applications by qualified students for prestigious fellowships offered by external grant organizations for graduate research at various levels, particularly dissertation research. These organizations include, but are not limited to:

- The Fulbright Commission
- The Council for European Studies
- The Department of Education
- The National Science Foundation
- The American Association of University Women
- The Rotary Foundation

Qualified students interested in developing and improving applications for these and other prestigious awards should contact the Office for Prestigious Fellowships.

If awarded an external prestigious fellowship, students must notify their department and the dean's office (adgsas@fordham.edu). Recipients of external prestigious fellowships may be eligible for GSAS funding in recognition of their external prestigious award.

9. Discipline and Grievances Policies

GSAS students are subject to the provisions outlined in Article Six of the University Statutes: University Code of Conduct, including those related to academic integrity.

9.1- Academic Integrity Standards

Upholding standards of academic integrity is paramount to the pursuit of academic excellence and intellectual growth. It is integral to fulfilling the University's mission and ensuring the value and reputation of all Fordham graduate degree programs.

GSAS students are members of a community whose research, teaching, learning, and knowledge production are based on academic integrity and the pursuit of scholarly activity in an honest, truthful, and responsible manner, carried out in conformance with discipline-specific standards as well as relevant University policies.

Violations of academic integrity include, but are not limited to: plagiarism; cheating; falsification; and inappropriate collaboration. Such transgressions undermine seriously the basis of graduate research degrees, and sanctions levied at this level are severe.

GSAS faculty and students are responsible for familiarizing themselves with each of the following violations of academic integrity, which is not intended to be an exhaustive listing:

- **Plagiarism** can be defined as the theft or appropriation of ideas, words, findings, or passages from another that are not common knowledge, for use as one's own and without proper attribution. Plagiarism occurs whether such theft is accidental or deliberate. It can also vary from exact word-for-word duplication to the use of an

idea (if not the words), and may involve devices such as paraphrasing without attribution.

- **Cheating** occurs when an individual uses unauthorized or prohibited resources (e.g., cell phones, smart watches, or other similar devices; programmable calculators; copies of prior examinations or assessments) in fulfillment of her/his academic responsibilities or curricular requirements. It may involve misappropriating information from another's examination, test, laboratory report, or data. It may also include permitting the misappropriation of one's own information by another.
- **Falsification** occurs when an individual submits or presents statements that are false and/or mislead others. Instances of falsification include, but are not limited to presenting false identification or credentials to obtain admission into a degree program or course; submitting a falsified excuse for an absence or failure to meet a course or program requirement; or manipulating or falsifying data for an academic assignment or degree requirement.
- **Inappropriate Collaboration** occurs when a student engages in expressly prohibited collaboration with others on academic assessments and submits the resulting work as one's own for the purposes of earning academic credit. Faculty are responsible for determining what constitutes permissible collaboration, and students should seek guidance and clarification in advance from their professors regarding this issue.

9.1.1-Other Violations of Academic Integrity

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

1. submission of a paper or project to more than one course during the time in which a student is attending Fordham University, without explicit permission from all the instructors involved;
2. submission of work previously done in high school or at another institution, whether modified or not, without permission of the instructor.
3. sabotage of another student's work so that they cannot complete an academic activity successfully, including hindering another student's access to academic materials
4. facilitation of another's academic dishonesty, such as by helping another student obtain materials for plagiarism or cheating, giving materials to another student without the instructor's permission
5. violation of research or professional ethical codes, including but not limited to misuse of grant funds, mis-performing or poorly performing duties as a teaching assistant or graduate student, misreporting data used in research, etc.
6. illegal or inappropriate activity committed as a part of academic dishonesty, such as theft, fraud, forging, use of ill-gotten materials, selling or distributing stolen course materials, falsifying university grades or forms

9.1.2- Academic Integrity Violation Allegations

Allegations of an academic integrity violation involving a GSAS student shall be reported in writing by the complainant (e.g., faculty member, course instructor) to the student. The details of the allegations should be specific and clearly described.

Following this initial communication, the student and complainant shall arrange to meet in a timely manner to discuss the allegations. Within ten

(10) business days following this meeting, the complainant will make a determination as to whether an academic integrity violation occurred and will notify the student in writing of the bases for her/his determination. If the complainant's allegations are disconfirmed, no further action will be taken, and the matter will be deemed closed.

If the complainant's allegations are confirmed, they shall:

1. Assign to the student a failing grade for the course as well as the assessment, comprehensive examination, language examination, thesis, dissertation prospectus, dissertation, and/or other activities linked to the academic integrity violation. **NOTE:** Not every instance of academic integrity violation allegation occurs within the context of a grade. For example, it is possible for the context to include a non-gradable assignment (e.g., a draft assignment). In such cases, an appropriate sanction will be levied relative to the nature of the assignment.
2. Recommend that the student contact the GSAS Assistant Dean at adgsas@fordham.edu, who will serve as a facilitator and impartial advocate for the process to ensure continuity of policy application.
3. Report the incident in writing to the Department Chair or Program Director *and* the GSAS Dean for further adjudication.

Unless the student elects to appeal the complainant's determination in accordance with the procedures outlined in §9.1.3- Appealing an Academic Integrity Violation (p. 683) below, the GSAS Dean will initiate an investigation to determine the nature and seriousness of the incident, and apply appropriate additional sanctions, normally suspension or expulsion. The method for conducting the investigation will be at the GSAS Dean's discretion.

NOTE: GSAS graduate students serving as instructors of record (e.g., Teaching Associates, Teaching Fellows, Senior or Distinguished Teaching Fellows) for the undergraduate body should refer to the Student Handbook and its policies on academic integrity if a violation involving an undergraduate student is suspected. Please refer to the Undergraduate Academic Integrity Policy for academic integrity violation incidents involving undergraduates.

9.1.3- Appealing an Academic Integrity Violation Determination

If a student believes the determination reached by the complainant to be flawed or incorrect, they may request in writing, within ten (10) business days of the receipt of said determination, a review by the Department Chair or Program Director.

The Department Chair or Program Director shall review the student's appeal in a timely manner and make a determination as to whether there is sufficient evidence to validate the original allegations. In situations where the complainant is also serving in either of these administrative roles, they will nominate or otherwise provide a qualified faculty member to carry out the review. Additional information may also be requested from the complainant and/or the student if necessary. Within ten (10) business days following the completion of the review, the basis for determination shall be communicated to the student in writing to the complainant and the student.

In cases where the Department Chair, Program Director, or Faculty Reviewer's determination supports the student's appeal:

- all necessary adjustments will be made to the student's grade, no further action will be taken, and the appeal will be deemed closed.

In cases where Department Chair, Program Director, or Faculty Reviewer's determination upholds the original allegations:

- the failing grade for the course as well as the assessment, comprehensive examination, language examination, thesis, dissertation prospectus, dissertation, and/or other activities linked to the academic integrity violation will stand; and
- the Department Chair or Program Director shall report that the department or program level appeal upheld the allegations; and shall provide all necessary documentation to the GSAS Dean for further adjudication and to apply subsequent appropriate additional sanctions, normally suspension or expulsion.

If the student is not satisfied with the determination communicated by the Department Chair or Program Director, they may submit a written request within ten (10) days of the receipt of said determination, to the GSAS Dean for a final review of the allegations.

Upon receipt of written request, the GSAS Dean shall invite two current (or, if necessary, former) members of the Academic Affairs Subcommittee to undertake a timely, final investigation and review of the case. The Subcommittee Investigators will be provided with all relevant information and may request additional information from the complainant, Department Chair, Program Director, and/or the student if necessary. The Subcommittee Investigators will communicate in writing their determination in a timely fashion, to the complainant, Department Chair or Program Director, and the student, with a copy to the GSAS Dean.

If the determination reached by the Academic Affairs Subcommittee Investigators supports the student's appeal:

- all necessary adjustments will be made to the student's grade, no further action will be taken, and the appeal will be deemed closed.

If the determination reached by the Academic Affairs Subcommittee Investigators upholds the original allegations:

- the failing grade for the course as well as the assessment, comprehensive examination, language examination, thesis, dissertation prospectus, dissertation, and/or other activities linked to the academic integrity violation will stand;
- the Academic Affairs Subcommittee Investigators will address the nature and seriousness of the incident and issue a written recommendation to the GSAS Dean regarding subsequent appropriate academic sanction(s) to be taken, normally suspension or expulsion; and
- the GSAS Dean shall review the Subcommittee Investigators' recommendation; render her/his decision regarding appropriate academic sanction(s) to be taken; and will notify the student in writing in a timely fashion of her/his decision, which is not subject to further appeal.

NOTE: It may be necessary to make adjustments to the timing of the procedures described in §9.1.2- Academic Integrity Violation Allegations (p. 682) and §9.1.3- Appealing an Academic Integrity Violation (p. 683) if an alleged academic integrity violation occurs or is reported outside of or in close proximity to the commencement or conclusion of the normal academic semester (e.g., summer, holiday, or vacation periods). In such instances, all relevant parties shall be notified and every

effort will be made to ensure that the process proceeds in a timely and efficient manner.

9.1.4- Department of Psychology

The Department of Psychology abides by the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association. All faculty and students of the department are expected to be familiar with and comply fully with the principles and code. Students are obligated to seek guidance from the Department Chair or Program Director when necessary to assure their full compliance.

9.2- Non-Academic Discipline

GSAS students are expected to abide by the University Code of Conduct and to follow the applicable rules and regulations as detailed in the Student Handbook, issued by the Office of Student Affairs, excepting where undergraduate policies directly contradict Graduate School of Arts and Sciences policy. In that case, the graduate policy should be followed.

9.3- Sexual Misconduct Policy and Procedures

9.3.1- Sexual Misconduct Policy

The Graduate School of Arts and Sciences upholds University policy concerning all matters relating to sexual misconduct. All GSAS students shall familiarize themselves with the policy, which includes University procedures for reporting, investigating, and resolving instances of:

- Sex and gender discrimination
- Limitations on consensual relationships
- Sexual harassment
- Rape/sexual abuse
- Sexual exploitation and other sexual misconduct
- Forcible touching
- Stalking
- Dating and domestic violence
- Intimidation and retaliation for reporting

The Fordham Community to which the Sexual Misconduct Policy and Procedures applies includes all students, employees (including faculty), visitors or third parties, and applicants for admission or employment. A third party is someone who is on campus or participating in a Fordham sponsored program, activity, or event.

As noted in Section III of the Sexual Misconduct Policy and Procedures, the policy applies to conduct that takes place on campus, off campus, and at Fordham University-sponsored programs or events, including Fordham University-sponsored study abroad programs or Fordham University academic, learning, and service programs located at off-campus sites. It also covers conduct that takes place off-campus that occurs in the context of an education program or activity of the University as well as conduct that takes place off-campus that has a continuing effect on campus or in an off-campus education program or activity.

9.3.1.1- Limitations on Consensual Relationships

Section VI of the Sexual Misconduct Policy and Procedures states that anyone with supervisory, evaluative, or mentoring authority who controls or influences another person's employment, academic advancement, extracurricular or athletic team participation, scholarship or financial support, grades, recommendations, wage status, or promotion at the

University is prohibited from having a romantic or sexual relationship with that person, **regardless of consent**.

This prohibition applies to romantic or sexual relationships between GSAS students and their faculty mentors, instructors of record for courses or tutorials in which a GSAS student is enrolled, Directors of Graduate Studies, Department Chairs, Program Directors, and/or any faculty member whose role and/or authority reflects the above-listed criteria.

Faculty, employees, and staff are prohibited from having a romantic or sexual relationship with any undergraduate student, regardless of whether the faculty, employee, or staff member currently exercises or expects to have any pedagogical or supervisory responsibility over the student. **For the purposes of this policy, if a graduate student teaches courses to any undergraduate students for a semester, then starting that semester in which the graduate student begins to teach undergraduate students that graduate student is prohibited from having a romantic or sexual relationship with any undergraduate student.** This policy rule applies to that graduate student for as long as that student is enrolled at the University, even if that graduate student is no longer instructing undergraduates.

If anyone is promoted into a position or has a change of circumstances that results in a conflict with this policy limiting consensual relationships, this information must be reported by the faculty, employee, or staff member to a supervisor, a vice president, or the executive director of human resources, who will contact the Title IX coordinator for assistance in resolving the conflict.

9.3.2- Sexual Misconduct Procedures

The University responds to all sexual offenses, stalking, and domestic or dating violence incidents with a trained response team that includes, but is not necessary limited to: staff representing the Department of Public Safety; the Office of Institutional Equity and Compliance; the Office of Student Life (including the Office of Residential Life); the University Health Services; Counseling and Psychological Services; and off-campus resources as needed.

The University encourages all members of the community to report incidents of sexual misconduct. The purpose of reporting is so any victim of any sexual discrimination, sexual misconduct or sexual violence is properly supported by the University and the University can make efforts to stop the discrimination, prevent it from recurring, and remedy the effects.

In addition to the provisions below, please refer to Section VII of the Sexual Misconduct Policy and Procedures for additional details concerning Reporting, Privacy, and Confidentiality. Additional helpful information can be found in the Office of Student Affairs' Campus Assault and Relationship Education (CARE) FAQ.

9.3.2.1- Mandatory Reporting

Select members of the University community are considered mandatory reporters of alleged or actual sexual misconduct incidents. These individuals include anyone who has the authority to redress sexual misconduct, who has a duty to report incidents of sexual misconduct, or who a student could reasonably believe has this authority or duty.

GSAS students assigned to and serving in a role that carries with it supervisory and/or leadership authority to Fordham students in a University classroom, laboratory, or non-University setting, including but not limited to Graduate Teaching Assistants, Teaching Associates,

Teaching Fellows, Senior or Distinguished Teaching Fellows, and/or Lab Assistants, are considered to be mandatory reporters.

Mandatory reporters, as responsible employees, *must* report all relevant details about any learned incident of alleged or actual sexual misconduct. When a mandatory reporter is either told, observes, obtains knowledge, learns of, or reasonably suspects that another member of the Fordham community is a victim/survivor of sexual misconduct, they shall report as soon as is reasonably possible to the Title IX Coordinator, the Dean of Students (either at Rose Hill or Lincoln Center), or the Department of Public Safety to ensure the victim/survivor is provided with Notification of Rights at the time of first disclosure as instructed on the Reporting an Incident page.

Note: Professional counselors and pastoral counselors working as such within University support units including, but not limited to, Counseling and Psychological Services or Campus Ministry, and whose official responsibilities include providing mental health counseling to University students, including those who act in that role under the supervision of a professional counselor, and University Health Services medical providers, are exempt from Mandatory Reporting requirements. GSAS students who may be serving in any of these roles, or while performing internship/externship requirements, should be guided by the principles and codes of that office and their professional supervisor.

If you are unsure whether or not you are mandated to report an alleged or actual incident of sexual misconduct, please contact the Title IX Coordinator or Deputy Title IX Coordinators, during business hours; or the Department of Public Safety at any time, day or night (24/7, 365 days of the year), in person or by telephone (718-817-2222), and/or through the confidential online reporting system. Representatives will assist you in determining the proper course of action.

9.3.2.2- Complaints

Complaints related to alleged or actual sexual misconduct by a student against faculty, staff, or third parties should be brought to the Title IX Coordinator or to the Human Resources Department, during business hours, or to the Department of Public Safety at any time, day or night (24/7, 365 days a year), **in person or by telephone (718-817-2222), and/or through the confidential online reporting system.**

Complaints related to alleged or actual sexual misconduct made by students against other students (students include full-time, part-time, undergraduate, graduate or non-matriculated students) should be brought to the Dean of Students, during business hours, for the campus at which the student is enrolled; or brought to the Department of Public Safety at any time, day or night (24/7, 365 days a year), **in person or by telephone (718-817-2222), and/or through the confidential online reporting system.**

Please refer to Section VII and of the Sexual Misconduct Policy and Procedures for additional details concerning both reporting, privacy, confidentiality, and procedures involving complaints by students against faculty, staff, or third parties; and/or by students against other students.

9.3.2.3- Privacy and Confidentiality

The University maintains provisional arrangements for students who wish to speak with a confidential resource and/or not report an alleged or actual sexual misconduct violation to either the Title IX Coordinator, the Department of Public Safety, or the Deans of Students.

These confidential resources include professional counselors in Counseling and Psychological Services, pastoral counselors in the Office of Campus Ministry, and medical providers in University Health Services.

Only officials in these support units can accommodate requests for confidentiality.

It is important to note that confidential counselors in these offices will not be able to directly provide other accommodations and support that the Title IX Coordinator, Department of Public Safety, and/or the Deans of Students can arrange (i.e., changes in living, transportation, or working accommodations).

Off-campus confidential resources are also available to students seeking to report an alleged or actual sexual misconduct violation. Please refer to Section VII of the Sexual Misconduct Policy and Procedures for more details.

While representatives from University offices and support units are unable to guarantee confidentiality, they will maintain your privacy to the greatest extent possible. Any information provided to a non-confidential course will be relayed only as necessary for the Title IX Coordinator, Department of Public Safety, Deans of Students, or their designees, to investigate and/or seek a resolution.

The Family Educational Rights and Privacy Act (FERPA) allows a University to share information with an individual's parents if there is a health or safety emergency or if the individual is listed as a dependent on either parent's prior year federal tax income form. However, the University will generally not share information about a report of domestic violence, dating violence, stalking, or sexual assault with parents without the reporting individual's permission.

9.4- Discrimination-Based Grievance Policy and Procedures

9.4.1- Policy

Fordham University protects the right of each student to be free from discrimination on the basis of race, color, creed, age, gender, national origin, marital or parental status, sexual orientation, alienage or citizenship status, veteran status, or disability.

The Director of Institutional Equity and Compliance is the University's compliance officer for all forms of discrimination and is specifically designated as the University's 504 Compliance Officer and Title IX Coordinator.

The Title IX Coordinator is responsible for the University's Title IX compliance efforts and coordinating the University's response to all complaints involving possible sex discrimination, including educational programs, gender equity in athletics, employment, and admission. This also includes all forms of discrimination, limitations on consensual relationships, sex and gender discrimination, sexual harassment, sexual assault/rape, exploitation and other sexual misconduct, stalking, dating and domestic violence, and intimidation and retaliation for filing such complaints.

Please contact the Title IX Coordinator with any additional questions or concerns:

Kay Turner, Esq.
Vice President for Human Resources and Interim Title IX Coordinator
Faculty Memorial Hall 506 (Rose Hill Campus)
718-817-4930
titleix@fordham.edu

9.4.2- Procedures

The following grievance procedures, drawn from resources made available by the University's Institutional Equity and Compliance Office, are applicable to all GSAS students (matriculated and non-matriculated) who believe they have been discriminated against with respect to participation in, access to, or benefits of any academic program or activity within the Graduate School of Arts and Sciences.

For incidents involving alleged or actual sexual misconduct violations, please refer to §9.3- Sexual Misconduct Policy and Procedures (p. 684).

Please note: Individuals who are concerned for their physical safety or are uncertain who to contact in response to a discrimination-based conflict, complaint, or concern should contact the Department of Public Safety, any time day or night (24/7, 365 days of the year), in person or **by telephone (718-817-2222), and/or through the confidential online reporting system.**

Where the following provisions may be found ineffective or insufficient, students may file a formal complaint with the University through the Title IX Coordinator. However, if the incident requiring resolution involves physical violence, or a student wishes for other reasons not to proceed with Steps I and II below, they may immediately proceed to Step III.

Step I: Individual

- Inform directly the individual (e.g. faculty member, instructor, student, staff) you believe to be responsible of the inappropriate or discriminatory nature of her/his action or behavior, and request cessation of the behavior.

Step II: Department/Program or School

- If the action or behavior continues or otherwise escalates, you may convey your concern to a supervisor or other individual with supervisory authority within your department or program (e.g., Department Chair, Program Director, Director of Graduate Studies, Graduate Assistant Supervisor, faculty mentor). The supervisory authority within your department or program should make every attempt to mediate and resolve the incident effectively and expeditiously.
- If the grievance relates to an action taken by or behavior of a supervisory authority within your department or program (e.g., Department Chair, Program Director, Director of Graduate Studies, Graduate Assistant supervisor, faculty mentor), you may notify directly a GSAS representative (e.g., GSAS Dean, GSAS Assistant Dean). GSAS will work with the complainant and the supervisory authority to mediate and resolve the incident effectively and expeditiously.
- If a discrimination-based conflict, complaint, or concern is conveyed to a Department and/or Program administrator, they are strongly encouraged to inform the GSAS Assistant Dean of Student Professional Development, who is available to serve as student advocate; facilitate collaboration between the department or program, the Office of Institutional Equity and Compliance, and/or the Office of Student Life; and support appropriately all parties.

Step III: University

- If Steps I and/or II are found ineffective or insufficient to resolve a discrimination-based conflict, complaint, or concern, a student may file a formal Discrimination Complaint through the Office of

Institutional Equity and Compliance, either in person or using the Discrimination Complaint and Intake Form.

9.4.3- Confidentiality

Except when directed by federal or state law, court order, or government tribunal of competent jurisdiction, all those involved in these grievance procedures shall treat as confidential all information disclosed during the procedures, as well as the fact of occurrence of the procedure and result thereof, except as otherwise provided in this process.

9.5-Get Help Navigating Difficult Circumstances

Need Help With...	Contact...
<ul style="list-style-type: none"> • Mental Wellness • Crises • Counseling/Support 	Counseling and Psychological Services (CPS) https://www.fordham.edu/student-life/safety-health-and-wellness/counseling-and-psychological-services/
<ul style="list-style-type: none"> • Safety Concerns • Violence/Assault 	Campus Public Safety https://www.fordham.edu/student-life/safety-health-and-wellness/public-safety/
<ul style="list-style-type: none"> • Employment related concerns 	Human Resources https://www.fordham.edu/human-resources/
<ul style="list-style-type: none"> • Non-academic conduct violations 	Christopher Rodgers, Dean of Student, McGinley Center Room 242 deanrodgers@fordham.edu
<ul style="list-style-type: none"> • Accommodations • Discrimination 	Mary Byrnes Director of Disability Services O'Hare Hall Basement disabilityservices@fordham.edu
<ul style="list-style-type: none"> • Gender-Based Violence/ Harassment • Sexual-Based Violence/ Harassment • Discrimination 	Kay Turner, Esq. Vice President for Human Resources and Interim Title IX Coordinator Faculty Memorial Hall 506 titleix@fordham.edu
<ul style="list-style-type: none"> • Identity-based discrimination 	Rafael Zapata Chief Diversity Officer Cunniffe House Room 213 rzapata1@fordham.edu
<ul style="list-style-type: none"> • Sex/Gender Incidents 	Kay Turner, Esq. Vice President for Human Resources and Interim Title IX Coordinator Faculty Memorial Hall Room 212 titleix@fordham.edu https://www.fordham.edu/info/22826/title_ix_sexual_and_related_misconduct/7681/reporting_an_incident

- Discrimination
Kay Turner, Esq.
Vice President for Human
Resources and Interim Title IX
Coordinator
Faculty Memorial Hall
Room 212
titleix@fordham.edu
[https://www.fordham.edu/about/
leadership-and-administration/
administrative-offices/gender-
equity-and-title-ix-office/title-ix-
sexual-and-related-misconduct/
reporting-an-incident/](https://www.fordham.edu/about/leadership-and-administration/administrative-offices/gender-equity-and-title-ix-office/title-ix-sexual-and-related-misconduct/reporting-an-incident/)
 - Hate Crime
[https://www.fordham.edu/student-
life/deans-of-students-and-student-
life/biashate-crimes-faq-for-
students/](https://www.fordham.edu/student-life/deans-of-students-and-student-life/biashate-crimes-faq-for-students/)
 - Confidentiality
Kay Turner, Esq.
Vice President for Human
Resources and Interim Title IX
Coordinator
Faculty Memorial Hall
Room 212
titleix@fordham.edu
[https://www.fordham.edu/about/
leadership-and-administration/
administrative-offices/gender-
equity-and-title-ix-office/title-ix-
sexual-and-related-misconduct/
reporting-an-incident/](https://www.fordham.edu/about/leadership-and-administration/administrative-offices/gender-equity-and-title-ix-office/title-ix-sexual-and-related-misconduct/reporting-an-incident/)
-

Appendix A: Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords enrolled students certain rights with respect to their education records. A student is considered enrolled at Fordham University as of the first day of classes of the earliest term of the academic year in which the student is registered.

First time applicants to the University are not considered enrolled students until they are officially registered and attend the first day of classes. Requests for inspection of student records under FERPA cannot be considered until an individual is an enrolled student.

These rights include:

1. The right to inspect and review your education records within 45 days of the day Fordham University receives a written request for access. If you want to review your record, you should submit a request to the Office of Academic Records. Indicate the record(s) you wish to inspect. A University official will make arrangements for access and notify you of the time and place where the records may be inspected.
2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University Registrar clearly identifying the part of the record you want changed, and why you believe it is inaccurate or misleading. A University official will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.
3. The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with "legitimate educational interests." A school official has a legitimate educational interest if the official has a "need to know" of information from your education record in order to fulfill his or her official responsibilities.
 - a. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include: Staff employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, contractor, consultant, volunteer, or technology provider), or other outside parties under the direct control of the University with respect to the use and maintenance of education records; a person serving on the Board of Trustees; or a student employed by the University or serving on an official committee, such as on a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fordham University to comply with

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

Student Privacy Policy Office (SPPO)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)

FERPA also protects course recordings, as outlined in the Class Recording Notice and Related Policy.

A copy of the Act, more details about your rights, and any University policies related to the Act are available from the Office of Academic Records at this page.

Questions concerning FERPA should be referred to the Office of Academic Records or the Office of Legal Counsel.

Directory Information

Release of student record information is generally not done at Fordham University without the expressed, written consent of the student. There are, however, some exceptions.

For example, Fordham University, at its discretion, may release the following Directory Information without the student's consent: student's name, address, telephone number, electronic mail address, Fordham ID Number (FIDN), photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g. undergraduate or graduate; full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received (e.g., Dean's List recognition), and the most recent educational agency or institution attended, and other such similar information.

Please note that you have the right to withhold the release of directory information. To do so, you must complete the Educational Record Sharing (FERPA) Block form, also available on the Fordham.edu "Students" page under "Electronic Forms." Please note two important details regarding placing a "No Release" (FERPA Block) on your record:

- Fordham University receives many inquiries for directory information from a variety of sources outside the institution, including friends, parents, relatives, prospective employers, scholarship programs, the news media and honor societies. Having a "No Release" on your records will preclude release (block the sharing) of such information, even to those people.
- A "No Release" applies to all elements of directory information on your record. Fordham University does not apply a "No Release" differently to the various directory information data elements.

Appendix B: Notice Regarding the Clery Act

Fordham University is committed to the safety and security of members of the Fordham community. As part of this commitment and in fulfillment of our obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Fordham publishes an annual security and fire safety report. The report contains information about the incidence of fires and certain categories of crime on Fordham campuses as well as important information about Fordham University safety and security policies, tips for staying safe, and important telephone numbers. Hard copies of the report are available upon request by contacting the University's Associate Vice President for Public Safety at 718-817-2222 or by writing to:

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

The report can also be accessed through Public Safety.

Appendix C: GSAS Academic Calendar

The complete GSAS Academic Calendar can be found [here](#).

Appendix D: Full Time and Half Time Program Requirements

Program	Degree	FT Fall or Spring	HT Fall or Spring	FT Summer	HT Summer
Applied Developmental Psychology (DEPS)	Ph.D.	9	5	9	5
Applied Psychological Methods (APSM)	M.S.	9	5	9	5
Biological Sciences (BISC)	M.S.	9	5	9	5
Biological Sciences (BISC)	Ph.D.	9	5	9	5
Catholic Theology (CTHE)	M.A.	9	5	9	5
Classics (CLAS)	M.A.	9	5	9	5
Classics (CLAS)	Ph.D.	9	5	9	5
Clinical Psychology (CLPS)	Ph.D.	9	5	9	5
Clinical Research Methodology (CLRM)	M.S.	6	3	6	3
Computer Science (COSC)	M.S.	9	5	9	5
Computer Science (COSC)	Ph.D.	9	5	9	5
Cybersecurity (CYSC)	M.S.	9	5	9	5
Data Science (DASC)	M.S.	9	5	9	5
Data Science & Quantitative Economics (DSQE)	M.S.	9	5	9	5
Economics (ECGA)	M.A.	9	5	9	5
Economics (ECGA)	Ph.D.	9	5	9	5
Elections and Campaign Management (EACM)	M.A.	12	6	12	6
English (ENGL)	M.A.	9	5	9	5
English (ENGL)	Ph.D.	9	5	9	5
Ethics and Society (ETHS)	M.A.	9	5	9	5
Global History (GHIS)	M.A.	10	5	10	5
Health Administration (HADM)	M.S.	8	4	8	4
History (HIST)	M.A.	10	5	10	5
History (HIST)	Ph.D.	10	5	10	5
Humanitarian Studies (HUST)	M.S.	9	5	9	5
International Humanitarian Action (IHUA)	M.A.	12	6	12	6
International Political Economy and Development (IPED)	M.A.	12	6	12	6
Medieval Studies (MVST)	M.A.	9	5	9	5
Philosophy (PHIL)	M.A.	9	5	9	5
Philosophy (PHIL)	Ph.D.	9	5	9	5
Philosophy and Society (PHSO)	M.A.	9	5	9	5
Psychometrics and Quantitative Psychology (PSYM)	Ph.D.	9	5	9	5
Public Media (PMMA)	M.A.	12	6	12	6
Theology (THEO)	Ph.D.	9	5	9	5
Theological Studies (THST)	M.T.S.	9	5	9	5
Urban Studies (URST)	M.A.	9	5	9	5

Appendix E: Master's Thesis Style Requirements

To ensure consistency of GSAS theses, students must prepare their theses to conform to the guidelines outlined below.

E.1- Style Manual

As required by the department guidelines.

E.2- Format

Element	Requirements
PAPER	GSAS no longer requires the thesis to be submitted in hard copy. The thesis should be submitted through the UMI ETD Administrator website.
TITLE	See sample in APPENDIX G.1 (note the required double spacing).
ABSTRACT	See sample in APPENDIX G.2. Note: It is recommended that the abstract not exceed 350 words, and should be listed in the table of contents without a page number.
VITA	See sample in APPENDIX G.3. Note: The vita cannot exceed one page and should be listed in the table of contents without a page number.
MARGINS	All margins should be 1 inch, with no printing in the margins.
PAGINATION	Number the first page of any chapter in the center of the page, one double-space below the last line of the text, approximately 5/8 to ¾ inch above the bottom. All other numbers are placed one double-space above the first line of printing and just inside the right margin, that is, approximately 5/8 to ¾ inch from the top and 1 inch from the right edge.
FONT	The pitch of the font should be at least 10, with a pitch of 12 preferred. If proportional spacing is used, the average number of characters per inch (cpi) should not exceed 15. No pencil marks are allowed. If special symbols are required, the symbols within a word processing package should be used.
NOTES	Only footnotes may be used (and no endnotes).

- IV. Preface (if used)
- V. Introduction
- VI. Chapters
- VII. Conclusion
- VIII. Bibliography
- IX. Appendices
- X. Abstract (no pagination)
- XI. Vita (no pagination)

E.3- Arrangement of Thesis Materials

- I. Title Page
- II. Dedication or Acknowledgments (if used)
- III. Table of Contents

Appendix F: Dissertation Style Requirements

To ensure consistency of GSAS dissertations, students must prepare their dissertations to conform to the guidelines outlined below.

F.1- Style Manual

As required by the department guidelines.

F.2- Format

Element	Requirements
PAPER	GSAS no longer requires the dissertation to be submitted in hard copy. The dissertation should be submitted through the UMI ETD Administrator website.
TITLE	See sample in APPENDIX G.1 (note the required double spacing).
ABSTRACT	See sample in APPENDIX G.2. Note: It is recommended that the abstract not exceed 350 words. The abstract should be listed in the table of contents without a page number.
VITA	See sample in APPENDIX G.3. Note: The vita cannot exceed one page and should be listed in the table of contents without a page number.
MARGINS	All margins should be 1 inch, with no printing in the margins.
PAGINATION	Use lower case roman numerals in the center bottom of the pages after the title page and before chapter one. Number the first page of any chapter in the center of the page, one double-space below the last line of the text, approximately 5/8 to ¾ inch above the bottom. All other numbers are placed one double-space above the first line of printing and just inside the right margin, that is, approximately 5/8 to ¾ inch from the top and 1 inch from the right edge.
FONT	The pitch of the font should be at least 10, with a pitch of 12 preferred. If proportional spacing is used, the average number of characters per inch (cpi) should not exceed 15. No pencil marks are allowed. If special symbols are required, the symbols within a word processing package should be used.
NOTES	Only footnotes may be used (and no endnotes).

F.3- Arrangement of Dissertation Materials

- I. Title Page
- II. Dedication or Acknowledgments (if used)
- III. Table of Contents
- IV. Preface (if used)
- V. Introduction
- VI. Chapters
- VII. Conclusion
- VIII. Bibliography
- IX. Appendices
- X. Abstract (no pagination)
- XI. Vita (no pagination)

Appendix G: Dissertation Examples

G.1- Title Page

POLITICAL CORRECTNESS ON CAMPUS:
A STUDY OF ITS PSYCHOLOGICAL IMPACT
BY
Jane Elizabeth Smith
BA, Political Chances University, 1986
MA, Fordham University, 1991
DISSERTATION
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY
IN THE DEPARTMENT OF PUBLIC AFFAIRS AT
FORDHAM UNIVERSITY
NEW YORK
MAY, 1995

G.2- Abstract

Jane Elizabeth Smith

BA, Political Chances University

MA, Fordham University

Political Correctness on Campus: A Study of Its Psychological Impact

Dissertation directed by William James, Ph.D.

Lorem ipsum dolor sit amet, id prima maluisset liberavisse quo. Usu te magna perfecto. Principes consetetuer ea has, harum paulo cu vis, eu quo harum volumus deleniti. Pericula erroribus ad duo. Est no legere aperiri explicari. Scripta offendit theophrastus an eam. Cu impetus intellegam eum, sed ei nullam albucius, audiam feugiat ut eam. Eu vim cibo dictas. Duo te suas expetenda, cu porro adipiscing ius, appareat ponderum cu nam. Ne qui nemore evertitur, eum et ipsum soluta. Ut commodo facilisis constituto his. Hinc delenit senserit an mei, mel et elit legimus eleifend, ut esse deleniti sadipscing usu. Odio suscipiantur te mea, ne melius vulputate sea, iudico offendit inimicus has in. Nobis pertinax est te. Eu mel ludus vivendum.

(NOTE: double spaced, it is recommended not to exceed 350 words; do not include a page number)

G.3- Vita

VITA

Jane Elizabeth Smith, daughter of Jared and Sarah Smith, was born on August 12, 1966, in Omaha,

Nebraska. After graduating in 1982 from Central Catholic School in Omaha, she entered Political Chances University as the recipient of the Presidential Classroom Scholarship. In 1986, she received the Bachelor of Science degree in Psychology.

From September 1986 to June 1989 she worked for Transitional Services, an issue oriented think-tank. She then entered Fordham University in 1989, and earned her Master of Arts degree in Psychology in 1991. During her time at Fordham, she was awarded a University Fellowship and an Alumni Dissertation Award. While working toward her doctoral degree in Psychology, under the mentorship of Dr. William James, she worked for Lawson's Hospital. In January 1995, she began working as a consultant on political correctness for MADD Magazine.

(NOTE: do not include a page number)

Thesis and Dissertation Guidelines

If a student chooses or is required to complete a master's thesis, they must enroll for six credits of thesis research as prescribed by the program (see §5.3.1- Registration Process for Master's Students (p. 668) in the GSAS Academic Policies and Procedures Guidebook).

A master's thesis committee must consist, at minimum, of a thesis director (mentor) and one reader, each of whom must be a full-time faculty member in the student's department or program at Fordham. Committee members are specified, along with the thesis topic, on the Thesis Title Approval form, which is submitted to GSAS by the department chairperson or program director. The department chairperson or program director is responsible for ensuring that the committee is professionally appropriate.

When a thesis title and committee have been approved, the student's program will be notified. For any changes made to the thesis title or thesis committee membership, a new form must be prepared and sent to the dean's office for approval.

An oral defense of the master's thesis is not required by the Graduate School of Arts and Sciences, but it may be a program requirement. If it is a program requirement, the student must be physically present at the defense and may not participate virtually (such as Skype, teleconferencing, Zoom, etc.).

Students should note that the presentation of the thesis to the Graduate School of Arts and Sciences is the last requirement that is necessary for the degree. All other requirements for the master's degree must be completed before the thesis is submitted to the Graduate School of Arts and Sciences.

Some departments require master's research papers, projects, or internships. These papers are not always presented to the Graduate School of Arts and Sciences, though the approval forms for these projects are presented to the school as part of the last requirement for the degree. Students in these departments should consult their departments about requirements for these projects.

Presentation of Master's Thesis

Please note that we are making the following changes to the procedures by which the GSAS policy on the presentation of the master's thesis to GSAS is implemented (see §7.7.2- Presentation of Master's Thesis to GSAS (p. 677) in the GSAS Academic Policies and Procedures Guidebook).

If you choose, or are required, to submit a master's thesis, you are now required to upload the thesis to ProQuest/UMI. While the final thesis paperwork should still be submitted to GSAS, a physical copy of the thesis is no longer needed. Capstone papers, long papers, final project papers, research papers, etc., should not be uploaded to ProQuest/UMI. Only those final requirements officially described as a "master's thesis" should be uploaded.

Students are not required to present their master's theses in person to GSAS. Instead, the presentation of the master's thesis to GSAS will be conducted "in absentia" after uploading the thesis to ProQuest/UMI, students must submit the final thesis paperwork to GSAS for review. Once the thesis and the paperwork have been reviewed, students will be cleared for graduation.

In programs requiring capstone papers, final project papers, and the like, students should follow that program's process for submitting the project and then file the final paperwork with GSAS. Again, no appointment is required.

The master's thesis should be uploaded to ProQuest/UMI at <http://www.etdadmin.com/fordham>.

The uploaded thesis should be in its final version, including any changes required by the committee and in the proper format as indicated in Appendix E of the GSAS Academic Policies and Procedures Guidebook (p. 692).

Programs are required to submit the final thesis paperwork to adgsas@fordham.edu by the deadline in the academic calendar so that the student can be processed for graduation.

Please follow the deadlines posted in the academic calendar.

Dissertation Guidelines

All requirements for the doctoral degree must be completed within eight years of the first semester of matriculation in the graduate school for those students who enter with a master's degree from another institution, or within 10 years of the first semester of matriculation for those students who are direct doctoral students (students who receive a master's degree *in cursu* from Fordham) or who complete a master's degree from Fordham and then continue directly into a doctoral program. Time limit requirements apply to both full- and part-time students.

The requirements for doctoral students are typically as follows:

1. Completion of the appropriate number of graduate credits (see §7.1- General Requirements (p. 673) in the GSAS Academic Policies and Procedures Guidebook).
2. A language and/or research skills requirement (see §7.5- Language Requirements (p. 675) in the GSAS Academic Policies and Procedures Guidebook).
3. Comprehensive examination (see §7.6- Comprehensive Examinations (p. 675) in the GSAS Academic Policies and Procedures Guidebook).
4. Dissertation proposal acceptance.
5. Doctoral dissertation.
6. Oral dissertation defense.
7. Presentation of the dissertation to the dean

Individual departments and programs may impose additional requirements.

Students who wish for an extension to the doctoral time limit must apply before the conclusion of their final academic year. Such a request must be directed in writing through the department chairperson or program director, must be approved by the dissertation mentor, readers, and the department chairperson and must receive the written approval of the dean. An extension to the time limit for degree completion will be granted only if, in the dean's judgment, there is sufficient evidence that the degree will be completed expeditiously and that the dissertation will be of high merit.

Extensions beyond the time limit will not be granted to students who have not secured approval of a dissertation topic prior to the expiration of the time limit or who have otherwise not made substantial academic progress toward completion of the degree, except with the permission of the dean.

Requests for an extension of the doctoral time limit must include:

- A sufficient portion of the dissertation to permit an objective evaluation of the quality of the student's work. In the humanities, a reasonable portion is one-half of the dissertation; in the sciences, research through the stage of data collection should be presented.
- A timetable for the completion of the remaining portions of the dissertation.
- A plan for renewed demonstration of language and/or research skills competency (if needed for dissertation research) if more than five years have elapsed since the original completion of these requirements.
- A plan to demonstrate currency of knowledge for any courses taken prior to the request for extension, and departments may require that they retake certain courses.
- A timetable for retaking and passing the doctoral comprehensive examinations in the department's or program's current format if more than five years have elapsed since any portion of the comprehensive examination was completed.

Consortium Programs

Inter-University Doctoral Consortium

Graduate School of Arts and Sciences doctoral students have the opportunity to take graduate courses in New York area schools participating in the Inter-University Doctoral Consortium (IUDC). The IUDC has been in existence for over 25 years and offers students an enormous array of courses and opportunities for contact with faculty and students in their fields.

Requirements to take IUDC graduate courses:

- To be a doctoral student (terminal masters students and non-Arts and Sciences students are not eligible).
- To have completed at least one year of full time study toward the Ph.D.

Inter-University Doctoral Consortium members:

- Columbia University
- Fordham University
- Graduate Center, CUNY
- New York University
- New School for Social Research
- Princeton University
- Rutgers University
- Stony Brook University
- Teacher's College, Columbia University

To take consortium courses you need the approval of your Department/Program Chair and to complete the Inter-University Doctoral Consortium Registration Form.

For more information please visit the IUDC website.

New York Theological Group Cross Registration Consortium

Graduate School of Arts and Sciences master's and doctoral students have the opportunity to take graduate courses in New York area schools participating in the New York Theological Group Cross-Registration.

Requirements to take New York Theological Group Cross-Registration graduate courses:

- Be a Graduate School of Arts and Sciences master's or doctoral student
- Students will be permitted to take courses not available at the home institution in the academic year in which cross-registration is sought and not "core" or "required" courses for the degree at the home institution without the explicit permission of the program coordinator at the home institution
- Students will be allowed to take one course per semester or other academic terms (except for summer language courses if necessary).
- Only GSAS graduate students in good standing shall be eligible to register for classes

New York Theological Group Cross-Registration Agreement members:

- Fordham University, Graduate School of Arts and Science
- Fordham University, Graduate School of Religion and Religious Education
- Union Theological Seminary in the City of New York
- The General Theological Seminary of the Episcopal Church
- St. Vladimir's Orthodox Theological Seminary
- New York Theological Seminary
- Hebrew Union College – Jewish Institute of Religion
- The Jewish Theological Seminary

To take Theological consortium courses you need the approval of your Department/Program Chair and to complete the Theological Consortium Cross Registration Form.

Jesuit Pedagogy Seminar

The interdisciplinary colloquium, taught by Michael Baur (Philosophy), Moshe Gold (English) and Christine Firer-Hinze (Theology), offers advanced graduate student teachers an in depth look at Jesuit pedagogy and a chance to explore the characteristics of this nearly 500 year-old tradition.

The seminar meets six times over the course of the spring semester and provides a structure for reading, reflection, discussion and experimentation. As part of the seminar, graduate students are mentored by faculty members who are excellent undergraduate teachers themselves. The mentors are chosen from across the Arts and Sciences, and paired across disciplines. A biologist may be paired with a philosopher, while an economist may be paired with a theologian.

This cross-disciplinary pairing helps to enforce the understanding that Ignatian Pedagogical principles are not limited to just one field or one group such as the humanities. Mentors and graduate students visit each others' classrooms and exchange syllabi, lesson plans, and grading samples. They then meet to discuss their observation.

The conclusion of the seminar is marked with a public forum in which each participant presents a final project, examining a characteristic of

Jesuit Pedagogy and applying it within the framework of the course that he or she is currently teaching. The forum allows mentors and those outside of the seminar to witness the work that has been done by the participant within the smaller meetings, and in addition offers the presenter a chance to reflect upon the project and the context in the larger community.

In their evaluations of the seminar, participants report feeling a stronger connection to the Jesuit tradition, their fellow graduate students in other disciplines and the students they teach. Here are some comments from the students:

- "...my strongest course evaluations came from students whom I was teaching at the time that I took this seminar."
- "I received some of the best final papers I have ever received. This would not have been possible without the broader context and general attitude of thinking holistically about education."
- "...when I develop things for class now I have a [an] Ignatian cycle in mind: context, experience, reflection, action, evaluation. I also actively work at introducing ideas of justice in the class."

This spring's Jesuit Pedagogy will once again bring graduate student teachers together from the departments as diverse as:

- Biology
- Economics
- English
- History
- Philosophy
- Theology

For detailed information on the current seminar, please visit our page on the Fordham website.

GSAS Accelerated Master's Programs

Qualified Fordham juniors may apply for the accelerated master's in select GSAS programs. The accelerated master's program allows exceptional students to follow a plan to complete both their bachelor's and master's in a total of five years (4+1). Fordham undergraduate students apply during their junior (or equivalent) year, and if admitted to the accelerated program, they are eligible to take up to three GSAS graduate-level courses in their senior year which will count toward both the bachelor's and the master's degree. **No more than three (3) GSAS graduate courses, in total, may be taken during senior year.** Upon graduation with their bachelor's degree, students can then complete the M.A. or M.S. degree in one year.

Programs that offer the accelerated master's are listed on the accelerated master's programs web page. Please refer to this page or to a specific program for eligibility requirements (such as minimum GPA) and program participation.

Preparing Future Faculty

One of the benefits of undertaking a Ph.D. at Fordham is the extensive teaching training and experience in which you have the opportunity

to participate during the course of your program. GSAS is dedicated to aiding you in that journey and assisting your department in helping produce some of the best future faculty in the country. To showcase the outstanding training our students already receive and to deepen and develop those skills, GSAS has created the Preparing Future Faculty (PFF) program.

As a participant in the PFF Program, most of your training will be provided by department faculty and mentors, who will assist you in learning how to teach your specialty and how to balance the requirements of research with teaching. The program emphasizes mentorship, discipline-based pedagogy, digital pedagogy, and diversity training, adding value to the pedagogical training GSAS students already receive.

Program Overview

Designed to allow busy graduate students to participate throughout their academic careers and integrated with departmental training, the PFF Program balances time-tested and forward-looking pedagogical theories, techniques, and practices. Rooted in the Jesuit pedagogical tradition, PFF participants will reflect systematically on their training and the work they are undertaking in the classroom, focusing around six core competencies.

For more in-depth information, visit our page on the Fordham website.

Attribute Code Index

This page is a list of all GSAS course attributes and their use.

Attribute code	Description
CSSO	Computer Science (M.S.) Software courses
CSAI	Computer Science (M.S.) Artificial Intelligence courses
CSCY	Computer Science (M.S.) Cybersecurity courses
CSDA	Computer Science (M.S.) Data Analytics courses
CSNS	Computer Science (M.S.) Networks & Systems courses
CYAI	Cybersecurity M.S. - AI in Cybersecurity Thematic Cluster
CYMP	Cybersecurity M.S. - Cybersecurity Management, Policy, and Intelligence Thematic Cluster
CYOP	Cybersecurity M.S. - Cyber Operations Thematic Cluster
CYSM	Cybersecurity M.S. electives
CSFT	Computer Science (Ph.D.) Group I Foundations & Theory courses
CSFQ	Computer Science (Ph.D.) Group I Foundations & Theory Qualifier courses
CSSS	Computer Science (Ph.D.) Group II Systems & Software courses

CSSQ	Computer Science (Ph.D.) Group II Systems & Software Qualifier courses	ENRW	ENGL-GA: Rhetoric & Writing Adv Cert courses
CSID	Computer Science (Ph.D.) Group III Informatics & Data Analysis courses	CEED	Center for Ethics Education courses
CSIQ	Computer Science (Ph.D.) Group III Informatics & Data Analysis Qualifier courses	CEMP	CEED: Moral Philosophy requirement
CSAT	Computer Science (Ph.D.) Group IV Advanced Topics courses	CEMT	CEED: Moral Theology requirement
DATI	Data Science (M.S.) Introductory requirements	CENS	CEED: Social and Natural Science requirement
DATA	Data Science (M.S.) Elective courses	CETH	CEED: Ethics and Society electives
DCCF	Data Science for Cybersecurity (GA) Cybersecurity-Focused course	HECH	Health Care Ethics (Adv Cert.) Humanities courses
DCDF	Data Science for Cybersecurity (GA) Data Science-Focused course	HECS	Health Care Ethics (Adv. Cert.) Social Science courses
EDAM	Economics (M.A.)/Data Science (M.S.) Dual-Degree & Data Science and Quantitative Economics (M.S.): Applied Microeconomics elective	HGVH	HIST-GA: Medieval History
EDFI	Economics (M.A.)/Data Science (M.S.) Dual-Degree & Data Science and Quantitative Economics (M.S.): Finance elective	HGMH	HIST-GA: Modern History
EDST	Economics (M.A.)/Data Science (M.S.) Dual-Degree & Data Science and Quantitative Economics (M.S.): Specialized Topics elective	HGGH	HIST-GA: Global History
EDDS	Economics (M.A.)/Data Science (M.S.) Dual-Degree & Data Science and Quantitative Economics (M.S.): Data Science elective	HGPS	HIST-GA: Proseminar
ENME	ENGL-GA: Literature before 1485 requirement (previous curriculum)	HGSM	HIST-GA: Seminar
ENBE	ENGL-GA: British Literature 1485-1800 requirement (previous curriculum)	HGOH	HIST-GA: Historical Courses Outside of History
ENBL	ENGL-GA: British Literature after 1800 requirement (previous curriculum)	IHUA	International Humanitarian Action electives
ENAE	ENGL-GA: American Literature before 1910 requirement (previous curriculum)	HUCB	HUST-GA: Communities and Capacity Building concentration
ENAL	ENGL-GA: American Literature since 1910 requirement (previous curriculum)	HUHR	HUST-GA: Human Rights concentration
ENGT	ENGL-GA: Graduate Theory requirement (previous curriculum)	HULI	HUST-GA: Livelihoods and Institutions concentration
ENGD	ENGL-GA: Difference and Intersectionality requirement	IPED	International Political Economy and Development electives
ENG1	ENGL-GA: Literature before 1500 requirement	MVSG	Medieval Studies M.A. electives
ENG2	ENGL-GA: Literature 1500-1850 requirement	PGAN	PHIL-GA: Ancient Philosophy requirement
ENG3	ENGL-GA: Literature 1850-present requirement	PGMD	PHIL-GA: Medieval Philosophy requirement
		PGCM	PHIL-GA: Modern Philosophy requirement
		PGCA	PHIL-GA: Contemporary Analytical Philosophy requirement
		PGCC	PHIL-GA: Contemporary Continental Philosophy requirement
		PGOC	PHIL-GA: Contemporary Philosophy (Other) requirement
		PSAP	PHSO-GA: Ancient Philosophy
		PSEP	PHSO-GA: Early Modern Philosophy
		PSCP	PHSO-GA: Contemporary Philosophy
		PSEN	PHSO-GA: Ethics/Normative Ethics/Natural Law
		PSNM	PHSO-GA: Navigating Contexts of Mission
		PSTG	PHSO-GA: Theologies of Gender & Sexuality
		PSJH	PHSO-GA: Justice and Human Rights
		PSRR	PHSO-GA: Race and Racism

PSEV	PHSO-GA: Environmental Studies/ Sciences
PSIC	PHSO-GA: Interdisciplinary Course
APSM	Applied Psychological Methods M.S.
PMPE	APSM: Program Evaluation concentration
PMTM	APSM: Tests and Measurement concentration
CLPS	Clinical Psychology Ph.D.
CPAE	CLPS: Assessment requirement
CPCE	CLPS: Clinical requirement
CPIE	CLPS: Intervention requirement
CLRM	Clinical Research Methodology electives
CLMB	CLRM: Breadth requirement
PSYM	Psychometrics and Quantitative Psychology electives
PMMA	PMMA: Electives
PMTC	PMMA: Fundamentals requirement
PMMJ	PMMA: Multiplatform Journalism concentration
PMSC	PMMA: Strategic Communication concentration
MTAH	THEO: M.T.S. Ancient/Medieval Religious History requirement
MTAM	THEO: M.T.S. Ancient/Medieval concentration
MTMC	THEO: M.T.S. Modern/Contemporary concentration
MTMH	THEO: M.T.S. Modern/Contemporary Religious History requirement
MTRB	THEO: M.T.S. Religious Breadth requirement
URSG	Urban Studies M.A. electives

A-Z Academic Program Index

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- Applied Psychological Methods (M.S.) (p. 633)

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GRADUATE SCHOOL OF EDUCATION

The following Vision and Mission statements, unanimously affirmed by the Graduate School of Education School Council on April 24, 2023, confirm our beliefs about the Graduate School of Education's purposes and aspirations.

Our Vision

Fordham University Graduate School of Education will enhance its national and international recognition as a leader in the generation and dissemination of knowledge and skills for teachers, counselors, psychologists, school administrators, and other educational practitioners and scholars who serve diverse populations.

Our Mission

In keeping with the University's Jesuit tradition of rigorous academic endeavor, service to complex urban and metropolitan communities, and dedication to the intellectual, moral, and socio-emotional development of the individual, the Graduate School of Education's mission is to

- create and nurture an inclusive, dynamic, intellectual, and reflective community that generates knowledge and promotes inquiry and excellence;
- prepare teachers, counselors, psychologists, school administrators, researchers, and other professionals who are committed to social justice, personal responsibility, and equity for all learners;
- apply and expand the theory and knowledge of their disciplines through the use of reflective pedagogy to meet the changing educational needs of children and adults from richly diverse communities;
- serve national and international educational communities regardless of race, cultural background, religion, and ethnicity.

The challenges of the 21st century are complex, and solutions call for thoughtful, knowledgeable leaders and creative, cooperative responses. Working with schools, social agencies, and others, the Graduate School of Education is proactive—identifying emerging issues, providing on-target professional preparation and development programs, and helping practitioners understand and apply the most promising theoretical constructs.

Ideally located in the heart of the New York metropolitan area, the Graduate School of Education has forged strong partnerships with public and private schools, other schools within Fordham, other colleges and universities, business and government groups, and human service organizations.

The Graduate School of Education reflects the Jesuit tradition of academic excellence in a values-laden setting. High standards of scholarship are evident in all of the school's programs. A dynamic balance exists between theory and practice, and among research, teaching, and community service, maintained through careful faculty recruitment and development. Faculty and student relationships are mutually supportive and reflect the belief that education is paramount in shaping the kind of society we desire and making the world a better place for all people.

Diversity, Equity, and Inclusion Statement

Fordham University's Graduate School of Education is committed to preparing educators, school leaders, counselors, and psychologists to promote social change and equity while serving all individuals in inclusive learning and therapeutic environments.

Our graduates are professionals who implement an asset-based perspective that recognizes children's and clients' individual strengths and needs, the community cultural wealth they bring with them, and the systemic challenges and opportunities that affect their experiences in schools and the community. The GSE's campus community affirms and celebrates the identity of every individual. We are committed to a continuous process of acknowledging and dismantling racism and other forms of oppression and discrimination that cause systemic inequity. We likewise are committed to justice-focused, equity-driven, and culturally sustaining practices that lead to improved learning opportunities and better social and mental health outcomes for individuals in all communities.

Program Areas

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- Certificate and Extension Teaching Programs (Advanced Certificate) (p. 704)
- Initial Teaching Programs (M.S.T.) (p. 708)
- Curriculum and Instruction Research and Teaching Programs - Non-Certification (Master's, Advanced Certificate, and Doctoral) (p. 735)

Division of Psychological and Educational Services

- Counseling and Counseling Psychology Programs (p. 739)
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Division of Educational Leadership, Administration, and Policy

- Leadership Programs (p. 757)

Contemporary Learning and Interdisciplinary Research

- Interdisciplinary Research Programs (p. 764)

Advanced and Specialist Teaching Programs (M.S.E.)

The Fordham Graduate School of Education offers several programs for certified teachers who seek to develop professional competencies in specialized areas. These programs lead to a master's degree in education and certification in a specialization.

- Childhood Special Education (M.S.E.) (p. 702)
- Early Childhood Special Education (M.S.E.) (p. 703)

Childhood Special Education (M.S.E.)

30 credits

NYSED 25434/25444

The master's degree program in Childhood Special Education prepares teachers who already have childhood (grades 1–6) or elementary certification (pre-k–6), offering the knowledge and skills needed for

teaching special education in grades 1 through 6. The coursework and field experiences develop competencies in understanding, assessing, and instructing children with mild disabilities and lead to New York state certification as a teacher of Children with Disabilities in Childhood Education.

CIP Code

13.1017 - Education/Teaching of Individuals in Elementary Special Education Programs.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

In addition to the general admission and completion requirements for master's-level graduate study, candidates must provide evidence of their initial/provisional or permanent/professional certification as a childhood or elementary teacher.

Requirements

Program of Study

Course	Title	Credits
CTGE 5159	Assessment of All Children With Disabilities	3
CTGE 5161	Differentiating Instruction for All Students	3
CTGE 6192	Research in the Teaching Process	3
CTGE 6310	Educating Students with Disabilities in Elementary Schools	3
CTGE 6320	Col/Consult w/Fam & Prof	3
CTGE 6261	Media Literacy Technology	3
CTGE 6340	Interventions Read / Write	3
CTGE 6350	Positive Behavior Support	3
CTGE 6781	Instructing Bilingual Special Education Students	3
CTGE 5222	Student Teaching I: Special Education All Grades	3
CTGE 0718	Special Education Portfolio	0
Total Credits		30

Required Workshops

The following workshop is required for students in this program.

Course	Title	Credits
EDGE 0270	Autism Training Module	0

Early Childhood Special Education (M.S.E.)

30 credits

NYSED 25486/25489

The 30-credit master's degree program in early childhood special education prepares teachers who already have early childhood (birth–

grade 2) or elementary (pre-K–6) certification, offering the knowledge and skills needed for teaching special education in programs for children from birth through grade 2.

This program places special emphasis on children with disabilities in preschool and the primary grades. The coursework and field experiences develop competencies in understanding, assessing, and instructing children with disabilities and lead to New York state certification as a teacher of Children with Disabilities in Early Childhood Education.

CIP Code

13.1015 - Education/Teaching of Individuals in Early Childhood Special Education Programs.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

In addition to the general admission and completion requirements for master's-level graduate study, candidates must provide evidence of their initial/provisional or permanent/professional certification as an early childhood or elementary teacher.

Requirements

Program of Study

Course	Title	Credits
CTGE 6192	Research in the Teaching Process	3
CTGE 6261	Media Literacy Technology	3
CTGE 5157	Assessment Strategies for Young Children with Disabilities	3
CTGE 6002	Beginning Literacy Development in Inclusive Classrooms	3
or CTGE 6781	Instructing Bilingual Special Education Students	
CTGE 6320	Col/Consult w/Fam & Prof	3
or CTGE 5234	Family, Community, and All Young Children	
CTGE 6340	Interventions Read / Write	3
CTGE 5421	Planning Instruction for Young Children with Disabilities	3
CTGE 6305	Dev Delays / Early Interv	3
or PSGE 5301		
CTGE 6350	Positive Behavior Support	3
CTGE 5222	Student Teaching I: Special Education All Grades (Requires one semester of student teaching) ¹	3
CTGE 0707	Early Childhood Education Portfolio ²	0
Total Credits		30

¹ Fieldwork required.

² There is a fee associated with this course.

Required Workshops

The following workshop is required for students in this program:

Course	Title	Credits
EDGE 0270	Autism Training Module	0

Certificate and Extension Teaching Programs (Advanced Certificate)

The Fordham Graduate School of Education extension programs are available to certified teachers seeking extensions beyond the area in which they are initially certified. These are also available to current students matriculated in initial certification (M.S.T.) programs who want to add an extension certificate to their current program. All lead to Fordham University endorsement for New York State certification in these extension areas.

Please note: Admissions to the advanced certificate programs in middle childhood biology, middle childhood chemistry, middle childhood physics, and middle childhood mathematics have been suspended for the 2024-2025 application cycle.

- Bilingual Education (Adv Cert) (p. 704)
- Childhood Special Education (Adv Cert) (p. 704)
- Early Childhood Special Education (Adv Cert) (p. 705)
- Exceptional Adolescents with Subject Extension (Adv Cert) (p. 705)
- Middle Childhood Biology 7-9 (Adv Cert) (p. 706)
- Middle Childhood Chemistry 7-9 (Adv Cert) (p. 706)
- Middle Childhood English 7-9 (Adv Cert) (p. 706)
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- Middle Childhood Physics 7-9 (Adv Cert) (p. 707)
- Middle Childhood Social Studies 7-9 (Adv Cert) (p. 707)
- Teaching English to Speakers of Other Languages (Adv Cert) (p. 708)

Bilingual Education (Adv Cert)

15 credits

NYSED 32679/32795 ; ITI 40172

The Bilingual Education Advanced Certificate program is for teachers who already possess initial, provisional, permanent, or professional certification in early childhood (birth–grade 2), childhood (grades 1–6), or adolescence (grades 7–12). Individuals who do not possess an initial teaching certification but are matriculated in an initial teacher education program at Fordham University may also apply.

The program leads to an advanced certificate and to endorsement for an extension to the early childhood, childhood, or adolescence certification to teach bilingual education.

Admissions

In addition to the general admission requirements for the Graduate School of Education, applicants must meet the following requirements:

- Applicants must hold New York state initial, provisional, professional, or permanent certification as a classroom teacher (early childhood, childhood, or adolescence) or show proof of matriculation in

a teacher education program (early childhood, childhood, or adolescence)

- Applicants must be competent in a language other than English, as demonstrated by fulfilling one of the following three options:
 - a. taking and obtaining a passing score in the ACTFL Language Test (oral and written) in the target language;
 - b. sharing documentation in transcripts of having completed undergraduate studies in the target language; or
 - c. agreeing to successfully complete two courses in the target language.
- International applicants for whom English is an additional language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education.
 - IELTS¹: 7 for general test score; no subtest can be lower than 6
 - TOEFL¹: 577 for paper test, 90 for internet-based test (IBT)
- Applicants must have a minimum of 3.0 GPA in graduate work.
- Applicants must submit two professional/academic recommendations.

¹ Scores can be no more than two years old.

Requirements Program of Study

Course	Title	Credits
CTGE 5841	Principles of Bilingual Education ¹	3
CTGE 5842	Second Language Acquisition and Assessment ¹	3
CTGE 5851	Bilingual Instruction Across Subject Areas ¹	3
CTGE 5849	Designing Culturally and Technologically Relevant Instruction	3
CTGE 5852	Multilingual Oracy and Literacy ¹	3
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice	0
Total Credits		15

¹ Requires completion of 10 hours of fieldwork in a school that has a bilingual education program.

Students pursuing an initial teaching certification degree (MST) who add an Advanced Certificate in Bilingual Education as an extension may, with the approval of their advisor, apply CTGE 5420 Educating Culturally and Linguistically Diverse Learners: Pre K-12 towards both their MST degree and advanced certificate.

Childhood Special Education (Adv Cert)

15 credits

NYSED 36085/35086

The Childhood Special Education Advanced Certificate program is for teachers who already possess initial, provisional, permanent, or

professional certification in Childhood (grades 1-6) or Elementary Education (pre-k-6). The 15-credit program leads to New York State certificate for teaching Students with Disabilities (grades 1-6). The coursework and field experiences develop competencies in understanding, assessing, and instructing students in special education.

Admissions

In addition to the general admission and completion requirements for master's level graduate study, candidates must provide evidence of their initial/provisional or permanent/professional certification as a childhood or elementary teacher.

Requirements Program of Study

Course	Title	Credits
CTGE 5159	Assessment of All Children With Disabilities	3
CTGE 5161	Differentiating Instruction for All Students	3
CTGE 6340	Interventions Read / Write	3
CTGE 6350	Positive Behavior Support	3
CTGE 5222	Practicum for In-Service Teachers	3
EDGE 0270	Autism Training Module	0
Total Credits		15

Candidates who did not take a special education foundation course prior to admission can take a foundation course concurrently with required courses for the extension program.

Early Childhood Special Education (Adv Cert)

15 credits

NYSED 36087/35088

The Early Childhood Special Education Advanced Certificate program is for teachers who already possess initial, provisional, permanent, or professional certification in early childhood (birth-grade 2), childhood (grades 1-6), or elementary (pre-k-6) education. The program leads to New York state certification for teaching students with disabilities (birth-grade 2).

Admissions

In addition to the general admission and completion requirements for master's-level graduate study, candidates must provide evidence of their initial/provisional or permanent/professional certification as an early childhood or elementary teacher.

Requirements Program of Study

Course	Title	Credits
CTGE 5157	Assessment Strategies for Young Children with Disabilities	3
CTGE 5421	Planning Instruction for Young Children with Disabilities	3
CTGE 6340	Interventions Read / Write	3

CTGE 6350	Positive Behavior Support	3
CTGE 5222	Practicum for In-Service Teachers (Requires one semester of fieldwork)	3
EDGE 0270	Autism Training Module	0
Total Credits		15

Candidates who did not take a special education foundation course prior to admission can take a foundation course (or CTGE 6305 Dev Delays / Early Interv) concurrently with required courses for the advanced certificate program.

Exceptional Adolescents with Subject Extension (Adv Cert)

15 credits

NYSED 34670/34677

The Students with Disabilities 7-12 Generalist extension is for teachers who already possess initial, provisional, permanent, or professional certification as a Classroom Teacher, Grades 7-12, in at least one Subject Area (biology, chemistry, physics, earth science, social studies, mathematics, or English language arts). The leads to certification to become the teacher of record for a special class in the candidate's certification subject area or support, consultant, and collaborative roles.

The coursework develops competencies in understanding principles and policies of special education, and proficiency in assessing and providing evidence-based intervention and instruction for culturally diverse adolescents with a range of disabilities.

Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must hold current general education initial, provisional, permanent, or professional certificate in a subject area and a master's degree.

Requirements

Program of Study

Course	Title	Credits
CTGE 5155	Special Education Foundations: Past, Present, Future ¹	3
CTGE 5170	Assessment of All Learners with Disabilities ¹	3
CTGE 5165	Consultation and Co-Teaching in Collaborative Classrooms ¹	3
CTGE 5175	Teaching English Language Arts and Social Studies in Inclusive Adolescence Classrooms ¹	3
CTGE 5176	Teaching Math and Science in Inclusive Adolescence Classrooms ¹	3
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice	0
Total Credits		15

¹ Courses require eight to 10 fieldwork hours with students with disabilities.

Middle Childhood Biology 7-9 (Adv Cert)

12 credits

NYSED 25438/25448

Admissions to this program are currently on hold for the 2024-2025 application cycle. Program faculty are in the process of redesigning this program; the present Bulletin content refers to the version of the program that is on hold. This content will be updated when the program's redesign is complete.

The middle childhood extension program builds on previous coursework in childhood education and leads to certification in biology teaching for grades 7–9. The program is open to persons who are completing the M.S.T. in childhood education or who already possess initial/professional certification in childhood education or provisional/permanent certification in elementary education (Pre-K–6).

Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must

- Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham's childhood education degree programs; and
- Complete or have completed 30 credits or more in a biology major or concentration, including coursework in these areas: anatomy and physiology, ecology, evolution, genetics, cell biology, microbiology, behavior, diversity, growth, and human biology.

Requirements

Program of Study

Course	Title	Credits
PSGE 5302		3
CTGE 5279	Contemporary Science Education	3
CTGE 5270	Tchg Biology to Adol	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
Total Credits		12

Middle Childhood Chemistry 7-9 (Adv Cert)

12 credits

NYSED 25439/25449

Admissions to this program are currently on hold for the 2024-2025 application cycle. Program faculty are in the process of redesigning this program; the present Bulletin content refers to the version of the program that is on hold. This content will be updated when the program's redesign is complete.

The middle childhood extension program builds on previous coursework in childhood education and leads to certification in chemistry teaching for grades 7–9. The program is open to persons who are completing the M.S.T. in childhood education or who already possess initial/

professional certification in childhood education or provisional/permanent certification in elementary education (Pre-K–6).

Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must

- Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham's childhood education degree programs; and
- Complete or have completed 30 credits or more in a chemistry major or concentration, including coursework in these areas: inorganic chemistry, organic chemistry, analytic chemistry, physical chemistry, and biochemistry.

Requirements

Program of Study

Course	Title	Credits
PSGE 5302		3
CTGE 5279	Contemporary Science Education	3
CTGE 5280	Teaching Chemistry to Adolescents	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
Total Credits		12

Middle Childhood English 7-9 (Adv Cert)

9-12 credits

NYSED 25436/25446

Admissions to this program are currently on hold for the 2024-2025 application cycle. Program faculty are in the process of redesigning this program; the present Bulletin content refers to the version of the program that is on hold. This content will be updated when the program's redesign is complete.

The middle childhood extension program builds on previous coursework in childhood education and leads to certification in teaching English language arts for grades 7–9. The program is open to persons who are completing the M.S.T. in childhood education or who already possess initial/professional certification in childhood education or provisional/permanent certification in elementary education (Pre-K–6).

Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must

- Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham's childhood education degree programs; and
- Complete or have completed 30 credits or more in English language arts, including coursework in these areas: writers of color, women writers, study of multiple genres, written composition, literary criticism/analysis, and media studies.

Requirements

Program of Study

Course	Title	Credits
CTGE 5834	Clinical Seminar in Adolescence Language Arts Education	3
CTGE 5838	Integrated Instruction in Adolescent English Language Arts	3
Select at least one of the following:		3 to 6
PSGE 5302		
CTGE 5547	Literacy and Learning Across the Curriculum	
Total Credits		9-12

Middle Childhood Mathematics 7-9 (Adv Cert)

Overview

12 credits

NYSED 28443/28444

Admissions to this program are currently on hold for the 2024-2025 application cycle. Program faculty are in the process of redesigning this program; the present Bulletin content refers to the version of the program that is on hold. This content will be updated when the program's redesign is complete.

The middle childhood extension program builds on previous coursework in childhood education and leads to certification in mathematics teaching for grades 7–9. The program is open to persons who are completing the M.S.T. in childhood education or who already possess initial/professional certification in childhood education or provisional/permanent certification in elementary education (Pre-K–6).

Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must

- Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham's childhood education degree programs; and
- Complete or have completed 30 credits or more in a mathematics major or concentration.

Requirements

Program of Study

Course	Title	Credits
PSGE 5302		3
CTGE 5275	Integrating Math, Science, and Technology Education	3
CTGE 5286	Teaching and Assessing Mathematics in Adolescent Classrooms	3

CTGE 5547	Literacy and Learning Across the Curriculum	3
Total Credits		12

Middle Childhood Physics 7-9 (Adv Cert)

12 credits

NYSED 25440/25450

Admissions to this program are currently on hold for the 2024-2025 application cycle. Program faculty are in the process of redesigning this program; the present Bulletin content refers to the version of the program that is on hold. This content will be updated when the program's redesign is complete.

The middle childhood extension program builds on previous coursework in childhood education and leads to certification in teaching physics for grades 7–9. The program is open to persons who are completing the M.S.T. in childhood education or who already possess initial/professional certification in childhood education or provisional/permanent certification in elementary education (Pre-K–6).

Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must

- Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham's childhood education degree programs; and
- Complete or have completed 30 credits or more in a physics major or concentration, including coursework in these areas: mathematics, electricity, waves, optics, atomic and nuclear physics, radioactivity, and quantum mechanics.

Requirements

Program of Study

Course	Title	Credits
PSGE 5302		3
CTGE 5279	Contemporary Science Education	3
CTGE 5290	Teaching Physics to Adolescents	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
Total Credits		12

Middle Childhood Social Studies 7-9 (Adv Cert)

9-12 credits

NYSED 25437/25447

Admissions to this program are currently on hold for the 2024-2025 application cycle. Program faculty are in the process of redesigning this program; the present Bulletin content refers to the version of the program that is on hold. This content will be updated when the program's redesign is complete.

The middle childhood extension program builds on previous coursework in childhood education and leads to certification in social studies teaching for grades 7–9. The program is open to persons who are completing the M.S.T. in childhood education or who already possess initial/professional certification in childhood education or provisional/permanent certification in elementary education (Pre-K–6).

Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must

- Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham's childhood education degree programs; and
- Complete or have completed 21 credits or more in history and/or geography, and 30 credits total of coursework in the following areas: U.S. history, non-U.S. history, civics/government/political science, economics, geography, anthropology/culture, sociology, psychology, global connections, and the connections among science, technology, and society.

Requirements

Program of Study

Course	Title	Credits
CTGE 5791	Social Studies Curriculum	3
CTGE 5261	Teaching and Assessing Social Studies: Adolescents	3
Select at least one of the following:		3 to 6
CTGE 5547	Literacy and Learning Across the Curriculum	
PSGE 5302		
Total Credits		9-12

Teaching English to Speakers of Other Languages (Adv Cert)

15 credits

NYSED 32677/32793; ITI 40174

The TESOL Advanced Certificate program is for teachers holding an initial, provisional, permanent, or professional certificate in early childhood (birth–grade 2), childhood (grades 1–6), or adolescence (grades 7–12 in any one of the subject areas offered at Fordham) education who are interested in expanding their knowledge about working with Emergent Bilingual students (EBs). Individuals who do not possess an initial teaching certification but are matriculated in an initial teacher education program at Fordham University may also apply.

The program leads to an advanced certificate and to endorsement for an extension to teach English as a second language.

Admissions

In addition to the general admissions requirements for the Graduate School of Education, applicants must have the following:

- a copy of New York state initial, provisional, professional, or permanent certification as a classroom teacher (early childhood,

childhood, or adolescence) or proof of matriculation in a teacher education program (early childhood, childhood, or adolescence) at Fordham University

- 12 credits in a language other than English
- 3 credits in English literature
- 3 credits in English composition/writing
- International candidates for whom English is an additional language are required to take and achieve a passing score in one of two tests: the Test of English as a Foreign Language (TOEFL) or the International English Language Test (IELT). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:
 - IELTS¹: 7 for General Test Score; no subtest can be lower than 6
 - TOEFL¹: 577 for paper test, 90 for Internet based (IBT) test
- minimum 3.0 GPA in graduate work
- two professional/academic recommendations

¹ Scores can be no more than two years old.

Requirements

Program of Study

Course	Title	Credits
CTGE 5841	Principles of Bilingual Education ¹	3
CTGE 5842	Second Language Acquisition and Assessment ¹	3
CTGE 5845	Learning Content Through Language in Multilingual Classrooms ¹	3
CTGE 5846	Teaching English Oracy and Literacy to Speakers of Other Languages ¹	3
CTGE 6401	Teaching the Structure of the English Language ¹	3
CTGE 5848	TESOL Student Teaching I	0
Total Credits		15

¹ Requires a minimum of 10 hours of fieldwork in a school that has an ESL program.

Initial Teaching Programs (M.S.T.)

Office: Room 1102

Phone: 212-636-6450

The programs of the Division of Curriculum and Teaching (C&T) prepare and develop teachers, at the initial and advanced levels, who are committed to personal and school excellence. The programs are designed to develop teachers' knowledge, understanding, and skills to enable them to be successful, reflective practitioners.

The Fordham Graduate School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

In addition, our programs in early childhood are nationally recognized by the National Association for the Education of Young Children (NAEYC); our programs in special education are nationally recognized by the Council for Exceptional Children (CEC); our literacy programs are recognized by the International Reading Association (IRA); and our teaching English to speakers of other languages program is recognized

by the Teachers of English to Speakers of Other Languages International Association (TESOL). In addition, our adolescence education programs are nationally recognized by the National Council of Teachers of English (NCTE), the National Council of Social Studies (NCSS), and the National Science Teachers Association (NSTA).

Programs

- Adolescence Biology (M.S.T.) (p. 711)
- Adolescence Biology (M.S.T., Transitional B)
- Adolescence Chemistry (M.S.T.) (p. 713)
- Adolescence Chemistry (M.S.T., Transitional B) (p. 714)
- Adolescence Earth Science (M.S.T.) (p. 715)
- Adolescence Earth Science (M.S.T., Transitional B) (p. 717)
- Adolescence English Language Arts (M.S.T.) (p. 718)
- Adolescence Mathematics (M.S.T.) (p. 719)
- Adolescence Mathematics (M.S.T., Transitional B) (p. 719)
- Adolescence Physics (M.S.T.) (p. 720)
- Adolescence Physics (M.S.T., Transitional B) (p. 721)
- Adolescence Social Studies (M.S.T.) (p. 722)
- Adolescence Special Education (M.S.T.) (p. 723)
- Adolescence Special Education (M.S.T., Transitional B) (p. 724)
- Bilingual Childhood Education (M.S.T.) (p. 726)
- Childhood Education (M.S.T., on campus and online) (p. 726)
- Childhood Special Education (M.S.T., on campus and online) (p. 728)
- Early Childhood and Childhood Education (M.S.T., on campus and online) (p. 729)
- Early Childhood Education (M.S.T., on campus and online) (p. 730)
- Early Childhood Special Education (M.S.T., on campus and online) (p. 731)
- Five-Year Teacher Education Program (B.A./B.S. and M.S.T.) (p. 709)
- Teaching English to Speakers of Other Languages (M.S.T.) (p. 732)
- Teaching General and Exceptional Adolescents (M.S.T.) (p. 733)

Accelerated Master's in Teaching Program

Accelerated Master's Degree in Teaching Program (formerly 5-year track program)

The Fordham University Graduate School of Education (GSE) offers an Accelerated Master's Degree in Teaching program for students enrolled in one of the undergraduate colleges at Fordham University. This program provides an opportunity for students to complete a B.A./B.S. and any one of our M.S.T. degrees:

- 36-credit Master of Science in Teaching (M.S.T.) degree in Early Childhood Education (p. 730) or Childhood Education (p. 726), single certification;
- 30-credit Master of Science in Teaching (M.S.T.) degree in Adolescence Education (biology (p. 711), chemistry (p. 713), physics (p. 720), earth science (p. 715), mathematics (p. 719), English (p. 718), or social studies (p. 722)), single certification;
- 30-credit Master of Science in Teaching (M.S.T.) degree in Teaching English to Students of other Languages (p. 732);

- 42-credit Master of Science in Teaching (M.S.T.) in Teaching General and Exceptional Adolescents (p. 733), dual certification in Adolescents and Special Education programs;
- 30-credit Master of Science in Teaching (M.S.T.) in Adolescence Special Education (p. 723); or
- 45-credit Master of Science in Teaching (M.S.T.), dual certification in Early Childhood/Special Education (p. 731), Childhood/Special Education (p. 728), Early Childhood/Childhood (p. 729) programs.

Once obtaining certification in teaching, extensions (p. 704) may also be pursued in early childhood special education (p. 705), childhood special education (p. 704), bilingual childhood education (p. 704), middle school and adolescence special education (p. 705). Courses are also offered in TESOL, special education and bilingual education for additional credits.

The accelerated master's degree in teaching program consists of early admission to the GSE (application fee is waived), integration of 12 GSE credits in undergraduate senior year, the completion of a B.A./B.S. degree, acceleration as a full-time student to complete the required credits in coursework and two semesters of student teaching. Dual certifications require additional credits and will take longer to complete. After completion of all Graduate School of Education (GSE) program requirements in good standing, students obtain an M.S.T. degree and are eligible for GSE endorsement for New York State Initial Teacher Certification. Students who successfully complete all master's degree requirements will be endorsed for New York State Initial Teacher Certification. New York State Certification is reciprocal with many states.

Early advisement/seminar, fieldwork exploration and coordination between undergraduate and graduate programs are important features and benefits of this program, as well as the opportunity to save time and money.

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

To find out more about the accelerated master's degree in teaching, complete the declaration of interest form.

For further information about all of our Graduate School of Education academic programs, please visit the Graduate School of Education Bulletin (p. 708).

Accelerated Master's Degree Program Activities & Responsibilities

Once the declaration of interest form is submitted, undergraduates can enroll in the program and register for the 1 credit Field Experience Seminar (CTGE 4200). Participants in this program will meet 5 times a semester for seminar and complete 60 hours minimum of a field experience during sophomore, junior and senior years. Seniors will register for two, three credit graduate level courses each semester (12 credits total) which are paid for by undergraduate tuition.

Field experience requires 30 hours per semester through senior year. The field hours are arranged according to the student's schedule and helps students examine and explore their interest in the teaching profession, gain experience working with children on different grade levels, allows education faculty to learn about student's suitability for teaching, and

prepare the student for a formal student teaching requirement while enrolled in the Graduate School of Education.

In junior year, students complete an early admissions application to GSE. Completion of an undergraduate degree with a GPA of 3.0 or higher and acceptance into GSE marks a student's transition into a master's degree program at Fordham University.

Transition to the Graduate School of Education

In preparation for enrollment into graduate school, undergraduate seniors will be introduced to their program specific GSE academic advisor for an overview of the requirements specific to the teacher education program chosen. In GSE, academic advisors are the point person pertaining to all aspects of their program requirements, registration, student teaching and administrative issues. Students can plan to begin graduate school in the summer following their graduation from an undergraduate program (adolescence programs begin in the fall of that same year).

Student Teaching

In addition to completion of coursework and workshop requirements, students are required to complete a full-time student teaching placement at two different schools in the grade levels of the certification age range. GSE students are placed in schools that have partnered with the GSE and with cooperating teachers that have more than three years of experience teaching. Observation of student's experience is required by NYS, which is completed by a Fordham University field specialist who serves as a mentor and coach and evaluates the student in each of their student teaching placements. Student teaching placements provide more than 600 hours of comprehensive experience in public schools for preparation to become certified and hired as a lead teacher.

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

New York State Teacher Certification Exams and Workshops

Students are notified and advised about New York State teaching certification requirements: certification exams, specialized workshops, fingerprinting, and application process. Support is provided to students throughout this process. NYS workshop required for certification are offered within GSE. Students are required to establish a NYSED TEACH account. Information on certification exam requirements can be found on the New York State Teacher Certification Examinations (NYSTCE) website.

Final Portfolio Project

A final cumulative portfolio project is required as part of GSE program completion. Students prepare a capstone project that includes a theoretical and reflective essay highlighting teaching practice and knowledge gained from coursework and student teaching. Adolescence education programs require the completion of a student work sample.

Admissions

There are two application stages to the Accelerated Master's in Teaching Program.

First Stage

- Complete a declaration of interest form.
- Plan to seek undergraduate program advisement about core courses to complete the B.A./B.S. Students should plan to be able to integrate 12 GSE credits in senior year schedule. Fordham undergraduate

core courses must include content required by NYSED for teacher candidates; some core courses may fulfill more than one NYSED requirement.

- Inform undergraduate major advisor of decision to enroll in the accelerated master's in teaching program. Advisor will give permission to register for the one-credit Field Experience Seminar (CTGE 4200).
- Each semester of sophomore, junior, and senior years, enroll in the Seminar, and meet with GSE Five-Year Teacher Education Track coordinator (5yeartrack@fordham.edu).

Second Stage

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

Note: GRE/MAT exam scores are not required, as of January 2022.

Requirements

New York State Certification Requirements

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

- earned a passing score on the relevant New York state teacher examinations; and
- passed New York state mandated workshops: Dignity for All Students Act (DASA), Child Abuse Identification and Reporting (CAIR), and Schools Against Violence Education (SAVE), offered by our Hagin Center. These workshops are held twice each semester.
 - Drug and Alcohol Abuse, Autism and for childhood programs, health and physical education are offered in the GSE.

Undergraduate Core and Content Requirements

Teacher preparation for state certification includes requirements for general education and pedagogical core courses, as well as specific content courses related to the grade(s) and subjects the candidate will teach. The requirements differ across certification areas and are complex. They affect the choices that are made to meet the undergraduate core curriculum distribution, as well as selections and scheduling of courses within the major. For example, to meet state certification requirements in the general education core, teacher education candidates need the following liberal arts and science requirements: artistic expression, communication, or written analysis and expression; concepts in history and social sciences; a language other than English; scientific and

mathematical processes; and literature. These core/content requirements do not replace Fordham's requirements.

Students must also meet the admissions prerequisites for their chosen master's program. For example, students pursuing adolescence education must have the required 30 credits in specific content areas. More information about the requirements for each certification and major can be obtained from Dr. Aida Nevárez-La Torre, Chair of Curriculum and Teaching, at nevarezlator@fordham.edu. Information is also available on our admissions website. It is students' responsibility to meet with their undergraduate advisors and to ensure they are meeting Fordham undergraduate, GSE, and New York State admissions and completion requirements for their Graduate School of Education program of choice.

To meet all requirements for the baccalaureate degree and a master's degree, candidates work closely with their Fordham undergraduate advisors and the GSE accelerated master's in teaching program coordinator.

Plans of Study

Course	Title	Credits
Sophomore		
Fall		
CTGE 4202	Soph Field Exp Sem 1	1
Credits		1
Spring		
CTGE 4203	Soph Field Exp Sem II	1
Credits		1
Junior		
Fall		
CTGE 4204	Jr Field Exp Sem 1	1
Credits		1
Spring		
CTGE 4205	Jr Field Exp Sem II	1
Credits		1
Senior		
Fall		
CTGE 4206	Sr Field Exp Sem 1	1
CTGE 5155	Special Education Foundations: Past, Present, Future	3
EDGE 0270	Autism Training Module	0
CTGE 5247 or CTGE 5420	Teaching Linguistically and Culturally Diverse Children or Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
Credits		7
Spring		
CTGE 4207	Sr Field Exp Sem II	1
PSGE 5316		3
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
Credits		7

Summer

PSGE 5302	3
Credits	3
Total Credits	21

Adolescence Biology (M.S.T.)

30 credits

NYSED 25525/25534

Admissions to this program are currently on hold for the 2024-2025 application cycle. Program faculty are in the process of redesigning this program; the present Bulletin content refers to the version of the program that is on hold. This content will be updated when the program's redesign is complete.

This clinically-rich master's degree program in adolescence biology prepares candidates to teach biology as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification in Biology 7–12.

CIP Code

13.1322 - Biology Teacher Education.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

In addition to the general requirements for study in the Graduate School of Education and for initial teacher certification programs, candidates for the adolescence biology program must have an earned degree in biology (or a related field, for example, biological sciences), with a minimum of 30 credits in biology coursework. This content must include study in the following areas: anatomy, physiology, ecology, behavior, evolution, genetics, cell biology, microbiology, diversity, growth, and human biology.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. Attendance at an Adolescence M.S.T. information session is recommended.

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International

English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:
 IELTS¹: 7 for General Test Score, no subtest can be lower than 6
 TOEFL¹: 577 for paper test, 90 for Internet-based (IBT) test

¹ Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements

Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
CTGE 5276	Clinical Seminar in Adolescence Science Education	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
PSGE 5302		3
CTGE 5272	Teaching and Assessing Science in Adolescent Classrooms (7-12)	3
CTGE 5165	Consultation and Co-Teaching in Collaborative Classrooms	3
CTGE 5155	Special Education Foundations: Past, Present, Future	3
CTGE 6261	Media Literacy Technology	3
CTGE 5402	Teaching and Learning with Diverse Adolescents: Assessment and Planning	3
CTGE 0709	Adolescence Education Portfolio	0
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice (taken twice)	0
Total Credits		30

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)

- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

Adolescence Biology (M.S.T., Transitional B)

Overview

30 credits

NYSED 27367/27362

Admissions to this program are currently on hold for the 2024-2025 application cycle. Program faculty are in the process of redesigning this program; the present Bulletin content refers to the version of the program that is on hold. This content will be updated when the program's redesign is complete.

This clinically rich master's degree program prepares candidates to teach biology as a content-area subject in grades 7 through 12.

The Transitional B program is an alternative teacher certification program. The New York State Transitional B Certificate permits eligible candidates to be employed as a classroom teacher in a New York State public school while completing a master's degree. Upon successful completion of this Transitional B program, graduates of the program qualify and are endorsed for New York state certification in Biology 7–12.

CIP Code

13.1322 - Biology Teacher Education.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

In addition to the general requirements for study in the Graduate School of Education and for initial teacher certification programs, candidates for the adolescence biology program must have an earned degree in biology (or a related field, for example, biological sciences), with a minimum of 30 credits in biology coursework. This content must include study in the following areas: anatomy, physiology, ecology, behavior, evolution, genetics, cell biology, microbiology, diversity, growth, and human biology.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. Attendance at an Adolescence M.S.T. information session is recommended.

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional

- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:
IELTS¹: 7 for General Test Score, no subtest can be lower than 6
TOEFL¹: 577 for paper test, 90 for Internet-based (IBT) test

¹ Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements

Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
CTGE 5276	Clinical Seminar in Adolescence Science Education	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
PSGE 5302		3
CTGE 5272	Teaching and Assessing Science in Adolescent Classrooms (7-12)	3
CTGE 5165	Consultation and Co-Teaching in Collaborative Classrooms	3
CTGE 5155	Special Education Foundations: Past, Present, Future	3
CTGE 6261	Media Literacy Technology	3
CTGE 5402	Teaching and Learning with Diverse Adolescents: Assessment and Planning	3
CTGE 0709	Adolescence Education Portfolio	0
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice (taken twice)	0
Total Credits		30

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

Adolescence Chemistry (M.S.T.)

30 credits

NYSED 25526/25533

Admissions to this program are currently on hold for the 2024-2025 application cycle. Program faculty are in the process of redesigning this program; the present Bulletin content refers to the version of the program that is on hold. This content will be updated when the program's redesign is complete.

This clinically-rich master's degree program in adolescence chemistry prepares candidates to teach chemistry as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state teaching certification in Chemistry 7–12.

CIP Code

13.1323 - Chemistry Teacher Education.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

In addition to the general requirements for study in the Graduate School of Education and for initial teacher certification programs, candidates for the adolescence chemistry program must have an earned degree in chemistry (or a related field, for example, applied chemical science), with a minimum of 30 credits in chemistry coursework. This content must include study in the following areas: principles of chemistry, including concepts in inorganic, organic, analytical, physical, and biochemistry.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. Attendance at an Adolescence M.S.T. information session is recommended.

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional

- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:
IELTS¹: 7 for General Test Score, no subtest can be lower than 6
TOEFL¹: 577 for paper test, 90 for Internet-based (IBT) test

¹ Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
CTGE 5276	Clinical Seminar in Adolescence Science Education	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
PSGE 5302		3
CTGE 5272	Teaching and Assessing Science in Adolescent Classrooms (7-12)	3
CTGE 5165	Consultation and Co-Teaching in Collaborative Classrooms	3
CTGE 6261	Media Literacy Technology	3
CTGE 5155	Special Education Foundations: Past, Present, Future	3
CTGE 5402	Teaching and Learning with Diverse Adolescents: Assessment and Planning	3
CTGE 0709	Adolescence Education Portfolio	0
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice (taken twice)	0
Total Credits		30

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

Adolescence Chemistry (M.S.T., Transitional B)

Overview

30 credits

NYSED 27366/27361

Admissions to this program are currently on hold for the 2024-2025 application cycle. Program faculty are in the process of redesigning this program; the present Bulletin content refers to the version of the program that is on hold. This content will be updated when the program's redesign is complete.

This clinically rich master's degree program prepares candidates to teach chemistry as a content-area subject in grades 7 through 12.

The Transitional B program is an alternative teacher certification program. The New York State Transitional B Certificate permits eligible candidates to be employed as a classroom teacher in a New York State public school while completing a master's degree. Upon successful completion of this Transitional B program, graduates of the program qualify and are endorsed for New York state certification in Chemistry 7–12.

CIP Code

13.1323 - Chemistry Teacher Education.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

In addition to the general requirements for study in the Graduate School of Education and for initial teacher certification programs, candidates for the adolescence chemistry program must have an earned degree in chemistry (or a related field, for example, applied chemical science), with a minimum of 30 credits in chemistry coursework. This content must include study in the principles of chemistry, including concepts in inorganic, organic, analytical, physical, and biochemistry.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. Attendance at an Adolescence M.S.T. information session is recommended.

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of

Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:
IELTS¹: 7 for General Test Score, no subtest can be lower than 6
TOEFL¹: 577 for paper test, 90 for Internet-based (IBT) test

¹ Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
CTGE 5276	Clinical Seminar in Adolescence Science Education	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
PSGE 5302		3
CTGE 5272	Teaching and Assessing Science in Adolescent Classrooms (7-12)	3
CTGE 5165	Consultation and Co-Teaching in Collaborative Classrooms	3
CTGE 6261	Media Literacy Technology	3
CTGE 5155	Special Education Foundations: Past, Present, Future	3
CTGE 5402	Teaching and Learning with Diverse Adolescents: Assessment and Planning	3

CTGE 0709	Adolescence Education Portfolio	0
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice (taken twice)	0
Total Credits		30

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

Adolescence Earth Science (M.S.T.)

30 credits

NYSED 34419/34421

Admissions to this program are currently on hold for the 2024-2025 application cycle. Program faculty are in the process of redesigning this program; the present Bulletin content refers to the version of the program that is on hold. This content will be updated when the program's redesign is complete.

This clinically-rich master's degree program in adolescence earth science education prepares candidates to teach earth science as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification as teacher of Earth Science 7–12.

CIP Code

13.1337 - Earth Science Teacher Education.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

In addition to the general requirements for study at the Graduate School of Education and for initial teacher education programs, candidates for the adolescence earth science program must have an earned degree in geology (or a related field, for example, geological sciences), with a minimum of 30 credits in earth science coursework. This content must include study in the following areas: scientific methods, space systems, atmospheric systems, geological systems, and water systems.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. Attendance at an Adolescence M.S.T. information session is recommended.

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:
IELTS¹: 7 for General Test Score, no subtest can be lower than 6
TOEFL¹: 577 for paper test, 90 for Internet-based (IBT) test

¹ Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:
IELTS¹: 7 for General Test Score, no subtest can be lower than 6
TOEFL¹: 577 for paper test, 90 for Internet-based (IBT) test

¹ Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements

Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
CTGE 5276	Clinical Seminar in Adolescence Science Education	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
PSGE 5302		3
CTGE 5272	Teaching and Assessing Science in Adolescent Classrooms (7-12)	3
CTGE 5165	Consultation and Co-Teaching in Collaborative Classrooms	3
CTGE 6261	Media Literacy Technology	3
CTGE 5155	Special Education Foundations: Past, Present, Future	3
CTGE 5402	Teaching and Learning with Diverse Adolescents: Assessment and Planning	3
CTGE 0709	Adolescence Education Portfolio	0
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice (taken twice)	0
Total Credits		30

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

Adolescence Earth Science (M.S.T., Transitional B)

Overview

30 credits

NYSED 34420/34422

Admissions to this program are currently on hold for the 2024-2025 application cycle. Program faculty are in the process of redesigning this program; the present Bulletin content refers to the version of the program that is on hold. This content will be updated when the program's redesign is complete.

This clinically rich master's degree program prepares candidates to teach Earth science as a content-area subject in grades 7 through 12.

The Transitional B program is an alternative teacher certification program. The New York State Transitional B Certificate permits eligible candidates to be employed as a classroom teacher in a New York state public school while completing a master's degree. Upon successful completion of this Transitional B program, graduates of the program qualify and are endorsed for New York state certification in Earth Science 7–12.

CIP Code

13.1337 - Earth Science Teacher Education.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

In addition to the general requirements for study at the Graduate School of Education and for initial teacher education programs, candidates for the adolescence earth science program must have an earned degree in geology (or a related field, for example, geological sciences), with a minimum of 30 credits in Earth science coursework. This content must include study in the following areas: scientific methods, space systems, atmospheric systems, geological systems, and water systems.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. Attendance at an Adolescence M.S.T. information session is recommended.

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional

- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:
IELTS¹: 7 for General Test Score, no subtest can be lower than 6
TOEFL¹: 577 for paper test, 90 for Internet-based (IBT) test

¹ Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements

Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
CTGE 5276	Clinical Seminar in Adolescence Science Education	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
PSGE 5302		3
CTGE 5272	Teaching and Assessing Science in Adolescent Classrooms (7-12)	3
CTGE 5165	Consultation and Co-Teaching in Collaborative Classrooms	3
CTGE 6261	Media Literacy Technology	3
CTGE 5155	Special Education Foundations: Past, Present, Future	3
CTGE 5402	Teaching and Learning with Diverse Adolescents: Assessment and Planning	3
CTGE 0709	Adolescence Education Portfolio	0
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice (taken twice)	0
Total Credits		30

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

Adolescence English Language Arts (M.S.T.)

30 credits

NYSED 25527/25531

This clinically-rich master's degree program prepares candidates to teach English as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification in English 7–12.

CIP Code

13.1305 - English/Language Arts Teacher Education.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

In addition to the general requirements for study in the Graduate School of Education, for initial teacher education programs, and for the adolescence education programs, candidates for the adolescence English program must have a minimum of 30 credits in English language arts coursework. This content must include study in the following areas: multiple genres; Black, Indigenous, and People of Color (BIPOC) authors; women authors; writing/composition; literary criticism/analysis; and media studies.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. Attendance at an Adolescence M.S.T. information session is recommended.

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL

(Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:

IELTS¹: 7 for General Test Score, no subtest can be lower than 6
TOEFL¹: 577 for paper test, 90 for Internet-based (IBT) test

¹ Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements

Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
CTGE 5834	Clinical Seminar in Adolescence Language Arts Education	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
PSGE 5302		3
CTGE 5838	Integrated Instruction in Adolescent English Language Arts	3
CTGE 5165	Consultation and Co-Teaching in Collaborative Classrooms	3
CTGE 5155	Special Education Foundations: Past, Present, Future	3
CTGE 6261	Media Literacy Technology	3
CTGE 5402	Teaching and Learning with Diverse Adolescents: Assessment and Planning	3
CTGE 0709	Adolescence Education Portfolio	0
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice (taken twice)	0
Total Credits		30

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)

- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

Adolescence Mathematics (M.S.T.)

30 credits

NYSED 28439/30606

Admissions to this program are currently on hold for the 2024-2025 application cycle. Program faculty are in the process of redesigning this program; the present Bulletin content refers to the version of the program that is on hold. This content will be updated when the program's redesign is complete.

This clinically-rich master's degree program in adolescence mathematics prepares candidates to teach mathematics as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification in Mathematics 7–12.

CIP Code

13.1311 - Mathematics Teacher Education.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

In addition to the general requirements for graduate study and for initial teacher education programs, candidates for the adolescence mathematics program must have an undergraduate major in mathematics or its equivalent with a minimum of 30 credits in specific mathematics content areas.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally, but must make up the content deficit prior to completion of the program. Attendance at an Adolescence M.S.T. information session is recommended.

Requirements

Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
CTGE 5287	Clinical Seminar in Adolescence Mathematics	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
PSGE 5302		3
CTGE 5286	Teaching and Assessing Mathematics in Adolescent Classrooms	3
CTGE 5165	Consultation and Co-Teaching in Collaborative Classrooms	3
CTGE 6261	Media Literacy Technology	3

CTGE 5155	Special Education Foundations: Past, Present, Future	3
CTGE 5402	Teaching and Learning with Diverse Adolescents: Assessment and Planning	3
CTGE 0709	Adolescence Education Portfolio	0
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice (taken twice)	0

Total Credits 30

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

Adolescence Mathematics (M.S.T., Transitional B)

Overview

30 credits

NYSED 30607/30608

Admissions to this program are currently on hold for the 2024-2025 application cycle. Program faculty are in the process of redesigning this program; the present Bulletin content refers to the version of the program that is on hold. This content will be updated when the program's redesign is complete.

This clinically rich master's degree program prepares candidates to teach mathematics as a content-area subject in grades 7 through 12.

The Transitional B program is an alternative teacher certification program. The New York State Transitional B Certificate permits eligible candidates to be employed as a classroom teacher in a New York state public school while completing a master's degree. Upon successful completion of this Transitional B program, graduates of the program qualify and are endorsed for New York state certification in Mathematics 7–12.

CIP Code

13.1311 - Mathematics Teacher Education.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

In addition to the general requirements for graduate study and for initial teacher education programs, candidates for the adolescence mathematics program must have an undergraduate major in

mathematics or its equivalent with a minimum of 30 credits in specific mathematics content areas.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally, but must make up the content deficit prior to completion of the program. Attendance at an Adolescence M.S.T. information session is recommended.

Requirements

Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
CTGE 5287	Clinical Seminar in Adolescence Mathematics	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
PSGE 5302		3
CTGE 5286	Teaching and Assessing Mathematics in Adolescent Classrooms	3
CTGE 5165	Consultation and Co-Teaching in Collaborative Classrooms	3
CTGE 6261	Media Literacy Technology	3
CTGE 5155	Special Education Foundations: Past, Present, Future	3
CTGE 5402	Teaching and Learning with Diverse Adolescents: Assessment and Planning	3
CTGE 0709	Adolescence Education Portfolio	0
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice (taken twice)	0
Total Credits		30

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

Adolescence Physics (M.S.T.)

30 credits

NYSED 25528/25532

Admissions to this program are currently on hold for the 2024-2025 application cycle. Program faculty are in the process of redesigning this program; the present Bulletin content refers to the version of the program that is on hold. This content will be updated when the program's redesign is complete.

This clinically-rich master's degree program in adolescence physics prepares candidates to teach physics as a content-area subject in grades

7 through 12. Graduates of the program qualify and are endorsed for New York state certification in Physics 7–12.

CIP Code

13.1329 - Physics Teacher Education.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

In addition to the general requirements for study in the Graduate School of Education and for initial teacher education programs, candidates for the adolescence physics program must have an earned degree in physics or related area (for example, physical science) with a minimum of 30 credits in physics coursework and 16 credits distributed among biology, earth science, and chemistry. Included in the 30 credits must be coursework in the following areas: principles of physics, including concepts in mechanics, electricity, magnetism, thermodynamics, waves, optics, and atomic and nuclear physics; radioactivity; relativity; and quantum mechanics.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. Attendance at an Adolescence M.S.T. information session is recommended.

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:
IELTS¹: 7 for General Test Score, no subtest can be lower than 6
TOEFL¹: 577 for paper test, 90 for Internet-based (IBT) test

¹ Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:
IELTS¹: 7 for General Test Score, no subtest can be lower than 6
TOEFL¹: 577 for paper test, 90 for Internet-based (IBT) test

¹ Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
CTGE 5276	Clinical Seminar in Adolescence Science Education	3

CTGE 5547	Literacy and Learning Across the Curriculum	3
PSGE 5302		3
CTGE 5272	Teaching and Assessing Science in Adolescent Classrooms (7-12)	3
CTGE 5165	Consultation and Co-Teaching in Collaborative Classrooms	3
CTGE 6261	Media Literacy Technology	3
CTGE 5155	Special Education Foundations: Past, Present, Future	3
CTGE 5402	Teaching and Learning with Diverse Adolescents: Assessment and Planning	3
CTGE 0709	Adolescence Education Portfolio	0
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice (taken twice)	0
Total Credits		30

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

Adolescence Physics (M.S.T., Transitional B)

Overview

30 credits

NYSED 27365/27360

Admissions to this program are currently on hold for the 2024-2025 application cycle. Program faculty are in the process of redesigning this program; the present Bulletin content refers to the version of the program that is on hold. This content will be updated when the program's redesign is complete.

This clinically rich master's degree program prepares candidates to teach physics as a content-area subject in grades 7 through 12.

The Transitional B program is an alternative teacher certification program. The New York State Transitional B Certificate permits eligible candidates to be employed as a classroom teacher in a New York State public school while completing a master's degree. Upon successful completion of this Transitional B program, graduates of the program qualify and are endorsed for New York state certification in Physics 7–12.

CIP Code

13.1329 - Physics Teacher Education.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-

graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

In addition to the general requirements for study in the Graduate School of Education and for initial teacher education programs, candidates for the adolescence physics program must have an earned degree in physics or related area (for example, physical science) with a minimum of 30 credits in physics coursework and 16 credits distributed among biology, Earth science, and chemistry. Included in the 30 credits must be coursework in the following areas: principles of physics, including concepts in mechanics, electricity, magnetism, thermodynamics, waves, optics, and atomic and nuclear physics; radioactivity; relativity; and quantum mechanics.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. Attendance at an Adolescence M.S.T. information session is recommended.

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:
IELTS¹: 7 for General Test Score, no subtest can be lower than 6
TOEFL¹: 577 for paper test, 90 for Internet-based (IBT) test

¹ Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements

Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
CTGE 5276	Clinical Seminar in Adolescence Science Education	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
PSGE 5302		3
CTGE 5272	Teaching and Assessing Science in Adolescent Classrooms (7-12)	3
CTGE 5165	Consultation and Co-Teaching in Collaborative Classrooms	3
CTGE 6261	Media Literacy Technology	3
CTGE 5155	Special Education Foundations: Past, Present, Future	3
CTGE 5402	Teaching and Learning with Diverse Adolescents: Assessment and Planning	3
CTGE 0709	Adolescence Education Portfolio	0
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice (taken twice)	0
Total Credits		30

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

Adolescence Social Studies (M.S.T.)

30 credits

NYSED 25529/25530

This clinically rich master's degree program in adolescence social studies prepares candidates to teach social studies as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification as Teacher of Social Studies 7–12.

CIP Code

13.1318 - Social Studies Teacher Education.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

In addition to the general requirements for study at the Graduate School of Education, for initial teacher education programs, and for the adolescence education programs, candidates for the adolescence social studies program must have taken a minimum of 30 undergraduate or graduate credits in social studies coursework. These credits must include coursework related to: U.S. history, non-U.S. history, anthropology or cultural studies, political science, government or civics, economics, sociology, geography, psychology, global connections, and the impact of science and technology on society. Of these, at least 21 credits must be in the study of history and/or geography. A grade of C+ or above is required for a course to be counted toward these totals, and an average of B or above is required for all social studies coursework.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. Attendance at an Adolescence M.S.T. information session is recommended.

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:
IELTS¹: 7 for General Test Score, no subtest can be lower than 6
TOEFL¹: 577 for paper test, 90 for Internet-based (IBT) test

¹ Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
CTGE 5795	Clinical Seminar in Adolescence Social Studies	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
PSGE 5302		3
CTGE 5261	Teaching and Assessing Social Studies: Adolescents	3
CTGE 5165	Consultation and Co-Teaching in Collaborative Classrooms	3
CTGE 6261	Media Literacy Technology	3
CTGE 5155	Special Education Foundations: Past, Present, Future	3
CTGE 5402	Teaching and Learning with Diverse Adolescents: Assessment and Planning	3
CTGE 0709	Adolescence Education Portfolio	0
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice (taken twice)	0
Total Credits		30

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

Adolescence Special Education (M.S.T.)

This program has been replaced by the Teaching Students with Disabilities (M.S.T., All Grades) program and is in the process of phasing out. The program will be retired at the end of the 2025-2026 academic year.

30 credits

NYSED 34664/34671

This clinically-rich master's degree program in adolescence special education prepares teachers for support roles in special education such as consultant teacher, resource room service providers, and integrated co-teachers. The coursework and field experiences develop competencies in understanding principles and policies of special education, and proficiency in assessing and providing evidenced-based intervention and instruction for culturally diverse adolescents with a range of disabilities.

This program leads to New York state certification as a teacher of Students with Disabilities 7-12 Generalist.

CIP Code

13.1019 - Education/Teaching of Individuals in Secondary Special Education Programs.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:
IELTS¹: 7 for General Test Score, no subtest can be lower than 6
TOEFL¹: 577 for paper test, 90 for Internet-based (IBT) test

¹ Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3

CTGE 5155	Special Education Foundations: Past, Present, Future ¹	3
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
CTGE 5165	Consultation and Co-Teaching in Collaborative Classrooms	3
CTGE 5277	Clinical Seminar in Behavioral Environments for Adolescent Exceptional Learners ²	3
CTGE 5170	Assessment of All Learners with Disabilities	3
CTGE 5175	Teaching English Language Arts and Social Studies in Inclusive Adolescence Classrooms ³	3
CTGE 5176	Teaching Math and Science in Inclusive Adolescence Classrooms	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
PSGE 5302		3
CTGE 0708	Adolescence Special Education Portfolio	0
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice (taken twice)	0
Total Credits		30

¹ Requires fieldwork hours with students with disabilities.

² CTGE 6350 Positive Behavior Support and PSGE 6324 Environments for Managing Challenging Behaviors may also fulfill this requirement.

³ CTGE 5161 Differentiating Instruction for All Students may also fulfill this requirement.

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

In addition to the workshops listed above, the following workshop is also required of students in this M.S.T. program:

Course	Title	Credits
EDGE 0270	Autism Training Module	0

Adolescence Special Education (M.S.T., Transitional B)

Overview

This program has been replaced by the Teaching Students with Disabilities (M.S.T., All Grades) program and is in the process of phasing out. The program will be retired at the end of the 2025-2026 academic year.

30 credits

NYSED 34665/34672

This clinically-rich master's degree program in adolescence special education prepares teachers for support roles in special education such as consultant teacher, resource room service providers, and integrated co-teachers. The coursework and field experiences develop competencies in understanding principles and policies of special education, and proficiency in assessing and providing evidenced-based intervention and instruction for culturally diverse adolescents with a range of disabilities.

The Transitional B program is an alternative teacher certification program. The New York State Transitional B Certificate permits eligible candidates to be employed as a classroom teacher in a New York State public school while completing a master's degree. Upon successful completion of this Transitional B program, graduates of the program qualify and are endorsed for New York state certification in Students with Disabilities 7-12 Generalist.

CIP Code

13.1019 - Education/Teaching of Individuals in Secondary Special Education Programs.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:
IELTS¹: 7 for General Test Score, no subtest can be lower than 6
TOEFL¹: 577 for paper test, 90 for Internet-based (IBT) test

¹ Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
CTGE 5170	Assessment of All Learners with Disabilities	3
CTGE 5176	Teaching Math and Science in Inclusive Adolescence Classrooms	3
CTGE 5155	Special Education Foundations: Past, Present, Future ¹	3
CTGE 5277	Clinical Seminar in Behavioral Environments for Adolescent Exceptional Learners ²	3
CTGE 5165	Consultation and Co-Teaching in Collaborative Classrooms	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
PSGE 5302		3
CTGE 5175	Teaching English Language Arts and Social Studies in Inclusive Adolescence Classrooms ³	3
CTGE 0708	Adolescence Special Education Portfolio	0
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice (taken twice)	0
Total Credits		30

¹ Requires fieldwork hours with students with disabilities.

² CTGE 6350 Positive Behavior Support and PSGE 6324 Environments for Managing Challenging Behaviors may also fulfill this requirement.

³ CTGE 5161 Differentiating Instruction for All Students may also fulfill this requirement.

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

In addition to the workshops listed above, the following workshop is also required of students in this MST program:

Course	Title	Credits
EDGE 0270	Autism Training Module	0

Bilingual Childhood Education (M.S.T.)

42 credits

NYSED 25432/25442

The master's degree program in bilingual childhood education leads to endorsement for New York state teacher certification as a childhood education teacher and an extension to the certificate for bilingual education.

CIP Code

13.0201 - Bilingual and Multilingual Education.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Applicants to all childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 768) and the requirements for admission to initial teacher education programs.

In addition, applicants for any of the childhood programs must have the following:

- An undergraduate degree from an accredited university in one of the liberal arts or sciences. For example, English, American, or comparative literature; mathematics; an area of science; modern languages; media studies; women's studies; political science; computer science; information science; communications; history; sociology; anthropology; economics; the arts; or psychology.
- College-level study in the following general education core areas: artistic expression, concepts in history and social sciences, a language other than English, scientific processes, mathematical processes, written analysis and expression, and communication

In addition, candidates for the bilingual extension must provide evidence of their competence in a language other than English by fulfilling one of the following three options:

1. Taking and obtaining a passing score on the ACTFL Language Test (oral and written) in the target language;
2. Documentation in transcripts of having completed undergraduate studies in the target language; or
3. Agreeing to complete successfully two courses in the target language

Requirements

Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3

PSGE 5316		3
CTGE 5155	Special Education Foundations: Past, Present, Future	3
CTGE 5534	Beginning Reading and Writing in Inclusive Classrooms	3
CTGE 5548	Multiliteracies and Technology Across the Curriculum in Inclusive Classrooms	3
CTGE 5227	Teaching Mathematics to Children	3
CTGE 5242	Teaching Science and Technology to Children	3
CTGE 5212	Teaching the Arts in Childhood Education	1
CTGE 5065	Integrating Technology Into Elementary Education	1
CTGE 5066	Teaching Social Studies to Children	3
CTGE 5842	Second Language Acquisition and Assessment	3
CTGE 5841	Principles of Bilingual Education	3
CTGE 5851	Bilingual Instruction Across Subject Areas	3
CTGE 5852	Multilingual Oracy and Literacy	3
CTGE 5551	Reflective Practice and Field Experience I in an Inclusive Childhood Classroom	1
CTGE 5552	Reflective Practice and Field Experience II in an Inclusive Childhood Classroom	1
CTGE 5553	Reflective Practice and Student Teaching I in an Inclusive Childhood Classroom ¹	1
CTGE 5554	Reflective Practice and Student Teaching II in an Inclusive Childhood Classroom	1
CTGE 0704	Childhood Education Portfolio	0

Total Credits **42**

¹ One of the required student-teaching experiences must be completed in a bilingual education classroom (grades 1-6).

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

In addition to the workshops listed above, the following workshop is also required of students in this MST program:

Course	Title	Credits
EDGE 0250	Health and Physical Education Training	0

Childhood Education (M.S.T., on campus and online)

36 credits

NYSED 25431/25441

The master's degree program in childhood education combines coursework in child development, effective instructional practices for

inclusive elementary classrooms, professional studies, and related field experiences. Graduates of the program are endorsed for New York state teacher certification in childhood education.

CIP Code

13.1202 - Elementary Education and Teaching.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Applicants to all childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 768) and the requirements for admission to initial teacher education programs.

In addition, applicants for any of the childhood programs must have the following:

- An undergraduate degree from an accredited university in one of the liberal arts or sciences. For example, English, American, or comparative literature; mathematics; an area of science; modern languages; media studies; women's studies; political science; computer science; information science; communications; history; sociology; anthropology; economics; the arts; or psychology.
- College-level study in the following general education core areas: artistic expression, concepts in history and social sciences, a language other than English, scientific processes, mathematical processes, written analysis and expression, and communication

In addition, candidates for the bilingual extension must provide evidence of their competence in a language other than English by fulfilling one of the following three options:

1. Taking and obtaining a passing score on the ACTFL Language Test (oral and written) in the target language;
2. Documentation in transcripts of having completed undergraduate studies in the target language; or
3. Agreeing to complete successfully two courses in the target language

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:

IELTS¹: 7 for General Test Score, no subtest can be lower than 6
TOEFL¹: 577 for paper test, 90 for Internet-based (IBT) test

¹ Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
PSGE 5316		3
One of the following two options		3
<i>For online students:</i>		
CTGE 5247	Teaching Linguistically and Culturally Diverse Children	
<i>For on-campus students:</i>		
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	
CTGE 5534	Beginning Reading and Writing in Inclusive Classrooms	3
CTGE 5548	Multiliteracies and Technology Across the Curriculum in Inclusive Classrooms	3
CTGE 5227	Teaching Mathematics to Children	3
CTGE 5242	Teaching Science and Technology to Children	3
CTGE 5212	Teaching the Arts in Childhood Education	1
CTGE 5065	Integrating Technology Into Elementary Education	1
CTGE 5066	Teaching Social Studies to Children	3
One of the following two options		3
<i>For online students:</i>		
CTGE 5245	Children's Literature in a Multicultural Society	
<i>For on-campus students:</i>		
CTGE 5243	Teaching and Assessing Mathematics in Elementary Classrooms	
CTGE 5551	Reflective Practice and Field Experience I in an Inclusive Childhood Classroom	1
CTGE 5155	Special Education Foundations: Past, Present, Future	3

CTGE 5552	Reflective Practice and Field Experience II in an Inclusive Childhood Classroom	1
CTGE 5553	Reflective Practice and Student Teaching I in an Inclusive Childhood Classroom	1
CTGE 5554	Reflective Practice and Student Teaching II in an Inclusive Childhood Classroom	1
CTGE 0704	Childhood Education Portfolio	0
Total Credits		36

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

In addition to the workshops listed above, the following workshops are also required of students in this MST program:

Course	Title	Credits
EDGE 0250	Health and Physical Education Training	0
EDGE 0270	Autism Training Module	0

Childhood Special Education (M.S.T., on campus and online)

This program has been replaced by the Teaching Students with Disabilities (M.S.T., All Grades) program and is in the process of phasing out. The program will be retired at the end of the 2025-2026 academic year.

45 credits

NYSED 25433/25443

The master's degree program in childhood special education is an integrated dual-certificate program, and leads to endorsement for New York state teacher certification as a childhood teacher (grade 1-6) and as a teacher of children with disabilities in childhood education.

The program includes coursework in child development, instructional practices for children in regular and special-education settings, and professional studies. The field experiences are coordinated with courses to help candidates understand and apply theory in effective practice. Student-teaching experience is gained in both regular and special-education settings. This program is nationally recognized by the Council for Exceptional Children.

CIP Code

13.1017 - Education/Teaching of Individuals in Elementary Special Education Programs.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-

graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Applicants to all childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 768) and the requirements for admission to initial teacher education programs.

In addition, applicants for any of the childhood programs must have the following:

- An undergraduate degree from an accredited university in one of the liberal arts or sciences. For example, English, American, or comparative literature; mathematics; an area of science; modern languages; media studies; women's studies; political science; computer science; information science; communications; history; sociology; anthropology; economics; the arts; or psychology.
- College-level study in the following general education core areas: artistic expression, concepts in history and social sciences, a language other than English, scientific processes, mathematical processes, written analysis and expression, and communication

In addition, candidates for the bilingual extension must provide evidence of their competence in a language other than English by fulfilling one of the following three options:

1. Taking and obtaining a passing score on the ACTFL Language Test (oral and written) in the target language;
2. Documentation in transcripts of having completed undergraduate studies in the target language; or
3. Agreeing to complete successfully two courses in the target language

Requirements Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
PSGE 5316		3
One of the following two options		3
<i>For online students:</i>		
CTGE 5245	Children's Literature in a Multicultural Society	
<i>For on-campus students:</i>		
CTGE 5243	Teaching and Assessing Mathematics in Elementary Classrooms	
One of the following two options		3
<i>For online students:</i>		
CTGE 5247	Teaching Linguistically and Culturally Diverse Children	
<i>For on-campus students:</i>		
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	
CTGE 5534	Beginning Reading and Writing in Inclusive Classrooms	3
CTGE 5548	Multiliteracies and Technology Across the Curriculum in Inclusive Classrooms	3
CTGE 5227	Teaching Mathematics to Children	3

CTGE 5242	Teaching Science and Technology to Children	3
CTGE 5212	Teaching the Arts in Childhood Education	1
CTGE 5065	Integrating Technology Into Elementary Education	1
CTGE 5066	Teaching Social Studies to Children	3
CTGE 5155	Special Education Foundations: Past, Present, Future	3
CTGE 5159	Assessment of All Children With Disabilities	3
CTGE 5161	Differentiating Instruction for All Students	3
PSGE 6324	Environments for Managing Challenging Behaviors	3
CTGE 5551	Reflective Practice and Field Experience I in an Inclusive Childhood Classroom	1
CTGE 5552	Reflective Practice and Field Experience II in an Inclusive Childhood Classroom	1
CTGE 5553	Reflective Practice and Student Teaching I in an Inclusive Childhood Classroom	1
CTGE 5554	Reflective Practice and Student Teaching II in an Inclusive Childhood Classroom	1
CTGE 0718	Special Education Portfolio	0
Total Credits		45

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

In addition to the workshops listed above, the following workshops are also required of students in this M.S.T. program:

Course	Title	Credits
EDGE 0250	Health and Physical Education Training	0
EDGE 0270	Autism Training Module	0

Early Childhood and Childhood Education (M.S.T., on campus and online)

45 credits

NYSED 25435/25445

The master's degree program in early childhood and childhood education is an integrated dual-certificate program and leads to endorsement for New York state teacher certification as a childhood education teacher (grades 1-6) and an early childhood teacher (birth-grade 2). The program includes specialized knowledge and instructional practices effective in the early years of childhood, and those appropriate and effective for children in grades 1 through 6.

The program of study is carefully coordinated and sequenced, progressing from foundations and teaching methods through the development of a professional portfolio or a student work sample. Field

experiences linked to courses provide guided development throughout the program and culminate in full time student teaching. Clinical experience is provided in both early childhood and childhood settings.

CIP Code

13.1210 - Early Childhood Education and Teaching.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Applicants to all childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 768) and the requirements for admission to initial teacher education programs.

In addition, applicants for any of the childhood programs must have the following:

- An undergraduate degree from an accredited university in one of the liberal arts or sciences. For example, English, American, or comparative literature; mathematics; an area of science; modern languages; media studies; women's studies; political science; computer science; information science; communications; history; sociology; anthropology; economics; the arts; or psychology.
- College-level study in the following general education core areas: artistic expression, concepts in history and social sciences, a language other than English, scientific processes, mathematical processes, written analysis and expression, and communication

In addition, candidates for the bilingual extension must provide evidence of their competence in a language other than English by fulfilling one of the following three options:

1. Taking and obtaining a passing score on the ACTFL Language Test (oral and written) in the target language;
2. Documentation in transcripts of having completed undergraduate studies in the target language; or
3. Agreeing to complete successfully two courses in the target language

Requirements Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
PSGE 5316		3
One of the following two options		3
<i>For online students:</i>		
CTGE 5247	Teaching Linguistically and Culturally Diverse Children	
<i>For on-campus students:</i>		
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	
CTGE 5155	Special Education Foundations: Past, Present, Future	3

CTGE 5534	Beginning Reading and Writing in Inclusive Classrooms	3
CTGE 5548	Multiliteracies and Technology Across the Curriculum in Inclusive Classrooms	3
CTGE 5227	Teaching Mathematics to Children	3
CTGE 5242	Teaching Science and Technology to Children	3
CTGE 5212	Teaching the Arts in Childhood Education	1
CTGE 5065	Integrating Technology Into Elementary Education	1
CTGE 5066	Teaching Social Studies to Children	3
CTGE 5230	Framework for Education for All Young Children	3
CTGE 5232	Early Childhood Curriculum and Assessment	3
CTGE 5233	Early Learning Through Play	3
CTGE 5234	Family, Community, and All Young Children	3
CTGE 5551	Reflective Practice and Field Experience I in an Inclusive Childhood Classroom	1
CTGE 5552	Reflective Practice and Field Experience II in an Inclusive Childhood Classroom	1
CTGE 5553	Reflective Practice and Student Teaching I in an Inclusive Childhood Classroom	1
CTGE 5554	Reflective Practice and Student Teaching II in an Inclusive Childhood Classroom	1
CTGE 0704 or CTGE 0707	Childhood Education Portfolio Early Childhood Education Portfolio	0

Total Credits **45**

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

Early Childhood Education (M.S.T., on campus and online)

36 credits

NYSED 25484/25487

The master's degree program in early childhood education (birth–second grade) offers coursework in child development, curriculum and assessment, children's literature, teaching exceptional children, frameworks for educating young children including reading and writing, play, culturally and linguistically diverse learners, multi-language learners, observing and document children's learning, effective instructional practices for young children, current issues and trends, and field experiences for student teaching. Our program provides beginning as well as uncertified teachers with the knowledge and skills needed to be a highly effective early childhood teacher.

Graduates of the program are endorsed by Fordham University for New York State teacher certification in early childhood education. The

program is approved by the National Association for the Education of Young Children (NAEYC), the national professional organization in early childhood education.

CIP Code

13.1210 - Early Childhood Education and Teaching.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Applicants to all early childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 768) and the requirements for admission to initial teacher education programs. In addition, applicants for any of the early childhood programs must have

- an undergraduate degree in one of the liberal arts or sciences. For example, English, American, or comparative literature; mathematics; an area of science; modern languages; media studies; women's studies; political science; computer science; information science; communications; history; sociology; anthropology; economics; the arts; or psychology.
- college-level study in the following general education core areas: artistic expression, concepts in history and social sciences, a language other than English, scientific and mathematical processes, written analysis, and expression and communication.
- at least one college-level course in English or American literature as a foundation for the use of literature in teaching emergent literacy and reading in childhood education.¹

¹ These courses may be part of or in addition to a liberal arts major/concentration.

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:
IELTS¹: 7 for General Test Score, no subtest can be lower than 6
TOEFL¹: 577 for paper test, 90 for Internet-based (IBT) test

¹ Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
PSGE 5316		3
CTGE 5245	Children's Literature in a Multicultural Society	3
CTGE 5534	Beginning Reading and Writing in Inclusive Classrooms	3
One of the following two options		3
<i>For online students:</i>		
CTGE 5247	Teaching Linguistically and Culturally Diverse Children	
<i>For on-campus students:</i>		
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	
CTGE 5230	Framework for Education for All Young Children	3
CTGE 5232	Early Childhood Curriculum and Assessment	3
CTGE 5233	Early Learning Through Play	3
CTGE 5234	Family, Community, and All Young Children	3
CTGE 5155	Special Education Foundations: Past, Present, Future	3
CTGE 5850	Observing and Documenting Children's Learning: Reflective and Effective Early Childhood Practices	3
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice ^{1,2}	0
CTGE 5201	Student Teaching Seminar: Issues in Reflective Practice ¹	3
CTGE 0707	Early Childhood Education Portfolio ²	0
Total Credits		36

¹ Student teaching required

² There is a fee associated with this course.

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

In addition to the workshops listed above, the following workshop is also required of students in this M.S.T. program:

Course	Title	Credits
EDGE 0270	Autism Training Module	0

Early Childhood Special Education (M.S.T., on campus and online)

45 credits

NYSED 25485/25488

The master's degree program in early childhood/early childhood special education is an integrated, dual-certificate program that leads to endorsement for New York State teacher certification as an early childhood teacher and as a teacher of children with disabilities in early childhood education (birth–grade two). This program offers coursework in child development, curriculum and assessment, children's literature, teaching exceptional children, frameworks for educating young children including reading and writing, play, culturally and linguistically diverse learners, multi-language learners, observing and document children's learning, and effective instructional practices for young children, current issues and trends, and field experiences for student teaching. This program provides a beginning teacher with the knowledge and skills needed to be a highly effective early childhood teacher. Student teaching experience is required in regular and special education settings over two semesters. This program is approved by the Council for Exceptional Children (CEC) and NAEYC (National Association for Education of Young Children).

CIP Code

13.1015 - Education/Teaching of Individuals in Early Childhood Special Education Programs.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Applicants to all early childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 768) and the requirements for admission to initial teacher education programs. In addition, applicants for any of the early childhood programs must have

- an undergraduate degree in one of the liberal arts or sciences. For example, English, American, or comparative literature; mathematics; an area of science; modern languages; media studies; women's studies; political science; computer science; information science; communications; history; sociology; anthropology; economics; the arts; or psychology.
- college-level study in the following general education core areas: artistic expression, concepts in history and social sciences, a language other than English, scientific and mathematical processes, written analysis, and expression and communication.
- at least one college-level course in English or American literature as a foundation for the use of literature in teaching emergent literacy and reading in childhood education.¹

¹ These courses may be part of or in addition to a liberal arts major/concentration.

Requirements Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
PSGE 5316		3
CTGE 5245	Children's Literature in a Multicultural Society	3
CTGE 5534	Beginning Reading and Writing in Inclusive Classrooms	3
One of the following two options		3
<i>For online students:</i>		
CTGE 5247	Teaching Linguistically and Culturally Diverse Children	
<i>For on-campus students:</i>		
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	
CTGE 5230	Framework for Education for All Young Children	3
CTGE 5232	Early Childhood Curriculum and Assessment	3
CTGE 5233	Early Learning Through Play	3
CTGE 5234	Family, Community, and All Young Children	3
CTGE 5850	Observing and Documenting Children's Learning: Reflective and Effective Early Childhood Practices	3
CTGE 5411	Perspectives and Issues in Early Childhood Special Education	3
PSGE 5301 or CTGE 5155	Special Education Foundations: Past, Present, Future	3
CTGE 5157	Assessment Strategies for Young Children with Disabilities	3
CTGE 5421	Planning Instruction for Young Children with Disabilities	3
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice ^{1,2}	0
CTGE 5201	Student Teaching Seminar: Issues in Reflective Practice ¹	3

CTGE 0707	Early Childhood Education Portfolio ²	0
Total Credits		45

¹ Student teaching required

² There is a fee associated with this course.

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

In addition to the workshops listed above, the following workshop is also required of students in this M.S.T. program:

Course	Title	Credits
EDGE 0270	Autism Training Module	0

Teaching English to Speakers of Other Languages (M.S.T.)

30 credits

NYSED 25421/25419

This program exposes teacher candidates to contemporary understandings about language, communication, and language education, emphasizing the development of English as an additional language in K through 12th grades. Courses explore research-based instructional practices which promote cognitive and emotional growth, academic learning, cultural and linguistic development, and enhanced understanding of the purposes and functions of using English to interact with others in diverse settings.

This program is not available to individuals with an F-1 visa status. Individuals interested in a master's degree in teaching English to speakers of other languages (TESOL) without initial teaching certification should refer to the M.S. program in as a World Language in the section on non-certification programs.

CIP Code

13.1401 - Teaching English as a Second or Foreign Language/ESL Language Instructor.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

In addition to the general requirements for graduate study and for initial teacher education programs, candidates for the TESOL program must have the following:

- 12 college credits in a language other than English
- proof of college-level study in the following general education core areas: history and social sciences, English-language written analysis and expression, and at least one college-level course in English literature (these courses may be part of or taken in addition to a liberal arts major/concentration)

International candidates for whom English is an additional language are also required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Test). The following scores are the recommended minimum current¹ test scores for English language proficiency for admission to the Graduate School of Education:

- IELTS¹: 7 for general test score; no subtest can be lower than 6
- TOEFL¹: 577 for paper test; 90 for internet-based test (IBT)

¹ Scores can be no more than two years old.

Requirements

Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
CTGE 6781	Instructing Bilingual Special Education Students	3
CTGE 5842	Second Language Acquisition and Assessment ¹	3
CTGE 5845	Learning Content Through Language in Multilingual Classrooms ¹	3
CTGE 5846	Teaching English Oracy and Literacy to Speakers of Other Languages ¹	3
CTGE 6401	Teaching the Structure of the English Language ¹	3
PSGE 5316		3
or PSGE 5318	Human Development and Learning: Pre-K-Grade 12	
CTGE 5849	Designing Culturally and Technologically Relevant Instruction	3
CTGE 5841	Principles of Bilingual Education ¹	3
Clinical Experience and Student Teaching		
CTGE 5848	TESOL Student Teaching I ¹	0
CTGE 5858	TESOL Student Teaching II	3
Completion of Program Assessment		
CTGE 0712	Portfolio for TESOL ¹	0
Total Credits		30

¹ Courses require fieldwork.

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)

- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

In addition to the workshops listed above, the following workshop is also required of students in this MST program:

Course	Title	Credits
EDGE 0270	Autism Training Module	0

Teaching General and Exceptional Adolescents (M.S.T.)

Overview

42 credits

NYSED 34668/34675

This clinically-rich master's degree program in adolescence and special education is an integrated, dual-certification program leading to New York state certification for Students with Disabilities, Generalist 7-12, and one of the following:

- Students with Disabilities Biology 7-12
- Students with Disabilities Chemistry 7-12
- Students with Disabilities Earth Science 7-12
- Students with Disabilities Physics 7-12
- Students with Disabilities English Language Arts 7-12
- Students with Disabilities Mathematics 7-12
- Students with Disabilities Social Studies 7-12

The principles of equity, access, and rigor frame the coursework, and field experiences are designed to develop competencies in both general and special education in a specific subject area.

CIP Code

13.1019 - Education/Teaching of Individuals in Secondary Special Education Programs.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

In addition to the general application requirements, applicants for this dual-certification program must complete these content-core requirements:

Biology

Have an earned degree in biology (or a related field, for example, biological sciences) with a minimum of 30 credits in biology coursework. This content must include study in the following areas: anatomy, physiology, ecology, behavior, evolution, genetics, cell biology, microbiology, diversity, growth, and human biology.

Chemistry

Have an earned degree in chemistry (or a related field, for example, applied chemical science) with a minimum of 30 credits in chemistry coursework.

Earth Science

Have an earned degree in earth science (or a related field, for example, applied chemical science) with a minimum of 30 credits in earth science coursework.

Physics

Have an earned degree in physics or related area (for example, physical science) with a minimum of 30 credits in physics coursework and 16 credits distributed among biology, earth science, and chemistry. Included in the 30 credits must be coursework in the following areas: principles of physics, including concepts in mechanics, electricity, magnetism, thermodynamics, waves, optics, atomic and nuclear physics, radioactivity, relativity, and quantum mechanics.

English

Have an earned degree in English or its equivalent with a minimum of 30 credits in English language arts coursework. This content must include study in the following areas: American literature, British literature, multicultural literature, written composition, literary criticism, women writers, and media studies.

Mathematics

Have an undergraduate major in mathematics or its equivalent with a minimum of 30 credits in specific mathematics content areas.

Social Studies

Have an earned degree in history or its equivalent with a minimum of 30 credits in social studies coursework. This content must include coursework related to: anthropology or cultural studies, political science, government or civics, economics, sociology, geography, psychology, global connections, and the impact of science and technology on society. In all, at least 21 credits must be in the study of history and geography.

Requirements Program of Study

Course	Title	Credits
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
CTGE 5155	Special Education Foundations: Past, Present, Future ¹	3
PSGE 5302 or PSGE 5301		3
CTGE 5402	Teaching and Learning with Diverse Adolescents: Assessment and Planning	3
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
CTGE 5547	Literacy and Learning Across the Curriculum	3
CTGE 6261	Media Literacy Technology	3
CTGE 5176	Teaching Math and Science in Inclusive Adolescence Classrooms	3

One of the following (depending on student's chosen subject area concentration): 3

CTGE 5834	Clinical Seminar in Adolescence Language Arts Education ¹	
CTGE 5287	Clinical Seminar in Adolescence Mathematics	
CTGE 5795	Clinical Seminar in Adolescence Social Studies	
CTGE 5276	Clinical Seminar in Adolescence Science Education	

One of the following (depending on student's chosen subject area concentration): 3

CTGE 5838	Integrated Instruction in Adolescent English Language Arts ¹	
CTGE 5286	Teaching and Assessing Mathematics in Adolescent Classrooms	
CTGE 5261	Teaching and Assessing Social Studies: Adolescents	
CTGE 5272	Teaching and Assessing Science in Adolescent Classrooms (7-12)	

Special Education Courses

CTGE 5165	Consultation and Co-Teaching in Collaborative Classrooms ¹	3
CTGE 5277	Clinical Seminar in Behavioral Environments for Adolescent Exceptional Learners ¹	3
CTGE 5175	Teaching English Language Arts and Social Studies in Inclusive Adolescence Classrooms	3
CTGE 5170	Assessment of All Learners with Disabilities ¹	3
CTGE 5200	Field Experience Seminar: Issues in Reflective Practice (taken twice)	0

Portfolio

CTGE 0709	Adolescence Education Portfolio	0
Total Credits		42

¹ Courses require eight to ten fieldwork hours with students with disabilities.

Required Workshops

The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure.

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

In addition to the workshops listed above, the following workshop is also required of students in this M.S.T. program:

Course	Title	Credits
EDGE 0270	Autism Training Module	0

Curriculum and Instruction Research and Teaching Programs - Non-Certification (Masters, Adv Certificate, and Doctoral)

The Graduate School of Education offers several programs for candidates who are not seeking New York State certification.

- Curriculum and Teaching (M.S.E.) (p. 735)
- Innovation in Curriculum and Instruction (Ph.D.) (p. 736)

Curriculum and Teaching (M.S.E.)

30 credits

NYSED 80001/77596

The curriculum and teaching program provides a core of knowledge in professional studies and the opportunity to design, with an academic adviser, unique programs of study or specializations related to professional needs and interests. The program leads to a Master of Science degree in education but does not lead to New York State certification.

CIP Code

13.0301 - Curriculum and Instruction.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Students must meet the general requirements to study at the Graduate School of Education.

Requirements Program of Study

Course	Title	Credits
Professional Core		
<i>Curriculum Theory</i>		
CTGE 6195	Theory and Practice in Curriculum and Teaching	3
or CTGE 5547	Literacy and Learning Across the Curriculum	
<i>Cultural Diversity</i>		
Select one of the following: 3		
CTGE 6810	Sociopolitical Dimensions of Education	
EDGE 6101	Race and Multicultural Education in American Society	
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	
<i>Individual Diversity</i>		
Select one of the following: 3		

CTGE 5155	Special Education Foundations: Past, Present, Future	
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	
CTGE 5534	Beginning Reading and Writing in Inclusive Classrooms	
<i>Research</i>		
Select one of the following:		
PSGE 5203	Introduction to Research	3
or CTGE 6191	Critique of Research	
or CTGE 6192	Research in the Teaching Process	
Specialization Courses		
Select six courses in consultation with a faculty adviser, which are appropriate to the student's professional needs		18
Comprehensive Assessment		
CTGE 0701	Master's Comprehensive Exam/Assessment	0
Total Credits		30

Plans of Study

Full-Time Plan of Study (3 semesters)

Course	Title	Credits
Year 1		
Fall		
CTGE 6001	Innovative Educators	3
or CTGE 7201	or Contemporary Thinking about Instruction	
or CTGE 5547	or Literacy and Learning Across the Curriculum	
CTGE 6192	Research in the Teaching Process	3
Specialization Course #1 ¹		3
Specialization Course #2 ¹		3
Credits		12
Spring		
Specialization Course #3 ¹		3
Specialization Course #4 ¹		3
Specialization Course #5 ¹		3
Specialization Course #6 ¹		3
Credits		12
Year 2		
Summer		
CTGE 0701	Master's Comprehensive Exam/Assessment	0
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
Credits		6
Total Credits		30

¹ Specialization courses should be selected in consultation with the advisor.

Part-Time Plan of Study (5 semesters)

Course	Title	Credits
Year 1		
Fall		
CTGE 6001 or CTGE 7201	Innovative Educators or Contemporary Thinking about Instruction	3
CTGE 6192	Research in the Teaching Process	3
Credits		6
Spring		
UEGE 5102	Historical, Philosophical, and Multicultural Foundations of American Education	3
Specialization Course #1 ¹		3
Credits		6
Year 2		
Summer		
CTGE 5420	Educating Culturally and Linguistically Diverse Learners: Pre K-12	3
Specialization Course #2 ¹		3
Credits		6
Fall		
Specialization Course #3 ¹		3
Specialization Course #4 ¹		3
Credits		6
Spring		
CTGE 0701	Master's Comprehensive Exam/ Assessment	0
Specialization Course #5 ¹		3
Specialization Course #6 ¹		3
Credits		6
Total Credits		30

¹ Specialization courses should be selected in consultation with the advisor.

Innovation in Curriculum and Instruction (Ph.D.)

Overview

51* credits

NYS ED 06070

With a focus on harnessing complex educational problems, the Innovation in Curriculum and Instruction (ICI) Ph.D. program is designed for individuals who desire to investigate, teach, consult, and lead in the creative design of instructional and curricular solutions. This Ph.D. program aims to prepare candidates to explore, construct, and disseminate knowledge that contributes to the innovation of instruction and curriculum in interconnected professional fields, including in special education; multilingual education; transliteracy education; and science, technology, engineering, art/design, and mathematics (STEAM) education. The program of study promotes pedagogy as inquiry and research that informs the creative design of instruction and curriculum to challenge educational inequities in diverse learning environments.

Updated: 09-06-2024

It will be of interest to individuals who wish to be innovators in careers in education, such as academicians and researchers; teacher leaders and curricular developers in K–12 schools; and consultants and educational program developers in nontraditional educational settings, like businesses, foundations, nonprofit institutes, and community-based programs.

*51 credits = 45 credits of coursework plus a minimum of 6 dissertation credits

CIP Code

13.0301 - Curriculum and Instruction.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

The admission criteria for this program are the same as for all doctoral programs at Fordham's Graduate School of Education. Applicants must:

- have a master's degree or be part of the dual-program pathway;
- have completed academic studies at the undergraduate or graduate level in introduction to research (overview of the basic concepts, tools, and methods of research). Applicants may be admitted with the condition that they take the prerequisite research course the semester prior to beginning the Ph.D. program. Information regarding this requirement will be provided in the program's recruitment materials, on the school website, and on the admission application;
- have a minimum undergraduate GPA of 3.0 and minimum graduate GPA of 3.5. Applicants must provide official transcripts of all undergraduate and graduate coursework;
- have a minimum of two years of teaching or equivalent teaching experience with children, youth, or adults;
- provide proof of English language competence through TOEFL or IELTS scores (for international students only);
- submit a C.V. or resume;
- provide a personal statement (Part 1: Your background in teaching, learning, and research and how it relates to the ICI program; Part 2: Your professional goals and research interests);
- submit one academic writing sample;
- provide two letters of recommendation;
- pay the \$70 application fee; and
- complete an interview.

Graduate Record Exam (GRE) or Miller Analogies Test (MAT) test scores are optional. Scores may not be older than five years.

Requirements

The basic structure of the program entails the following work, totaling 51 credits:

Course	Title	Credits
Knowledge Core ¹		
CTGE 6001	Innovative Educators	3
CTGE 7201	Contemporary Thinking about Instruction	3

CTGE 6191	Critique of Research	3
Specializations ²		
<i>Three courses in any one specialization area</i>		9
Individual Differences and Instruction (Special Education)		
Learning through Multilingualism (Multilingual Education)		
Transliteracy and Learning (Transliteracy Education)		
Transformative Instruction through the Arts & Sciences (STEAM Education)		
<i>Two courses across the remaining specialization areas</i>		6
Research Methods		
PSGE 7681	Quantitative Research Methods in Psychology and Education I	3
PSGE 7682	Quantitative Research Methods in Psychology and Education II	3
PSGE 7683	Qualitative and Single Case Design Research Methods I	3
PSGE 7684	Qualitative and Single Case Design Research Methods II	3
Qualitative and Quantitative Approaches—Choose one of the following:		3
CTGE 7194	Advanced Qualitative Research	
PSGE 7711	Psychometric Theory	
Practice and Service		
CTGE 7210	Higher Education: Teaching, Grant Writing, and Conference Presentations	3
Qualifying Exam		
CTGE 0901	Doctoral Comprehensive Exam/Assessment	0
Research Apprenticeship		
CTGE 7352	Research Design, Implementation, and Dissemination	3
Dissertation Seminars ³		
CTGE 8110	Dissertation Seminar in Curriculum & Teaching	3
CTGE 8111	Dissertation Seminar in Curriculum & Teaching	3
Degree Milestones		
CTGE 0900	Permanent Matriculation	0
CTGE 0999	C&T Proposal Acceptance	0
EDGE 0990	Dissertation Oral Defense	0
EDGE 0999	Dissertation Format Review	0
Total Credits		51

¹ This component presents foundational knowledge of the theory and research that frames the program and equips candidates with critical skills in reflecting on and evaluating scholarly research literature as well as skills to achieve critical transformation to challenge oppressive educational conditions.

² Students must complete three courses in one area, plus two courses from any of the remaining areas. More information is on the Concentrations tab.

³ The final component of the program is completed after passage of the qualifying exam, and consists of ongoing training and mentoring to develop candidate's research skills by conducting investigations.

The program revision includes three additional credits of preparatory coursework to equip students in their dissertation preparation.

Students who lack a background in classroom research may be required to take CTGE 6192 Research in the Teaching Process as a prerequisite course, adding three additional credits to the degree. If this course is required, students will be informed at the time of admission.

Specializations

The four specialization areas, while different, may overlap in content. There are some specialization courses that may be eligible to count for more than one specialization area.

Individual Differences and Instruction (Special Education)

Education that facilitates learning for all learners.

Course	Title	Credits
CTGE 7340	Contemporary Academic Interventions for All Learners	3
CTGE 7350	Creating Learning Environments through Positive Behavior Supports	3
CTGE 7204	Informing and Transforming Instruction through Assessment	3
CTGE 6253	STEAM Education in Theory and Practice	3

Learning through Multilingualism (Multilingual Education)

Education that features multilingualism as a resource to learning in globalized and networked learning environments.

Course	Title	Credits
CTGE 7820	Global Perspectives in Multilingual Competency	3
CTGE 7492	Translingual Pedagogy	3
CTGE 7493	Learning and Knowing through Multilingualism	3
CTGE 7497	Translingual and Transliteracy Practice in Makerspace	3

Transliteracy and Learning (Transliteracy Education)

Education that promotes learning through oracy and literacy using a range of platforms, tools, and media.

Course	Title	Credits
CTGE 7596	Cognitive, Linguistic, and Sociocultural Dimensions of Literacy	3
CTGE 7574	Critical Transliteracy	3
CTGE 6201	Teaching through Digital Literacies	3
CTGE 7497	Translingual and Transliteracy Practice in Makerspace	3

Transformative Instruction through the Arts and Sciences (STEAM Education)

Education that integrates the essential skills of critical thinking and problem solving, creativity and innovation, communication, collaboration, and entrepreneurship in learning across different knowledge fields.

Course	Title	Credits
CTGE 7599	Creativity in Teaching Environments	3
CTGE 6253	STEAM Education in Theory and Practice	3
CTGE 6255	Teaching and Assessing Science, Technology, Engineering, Art & Mathematics (STEAM) in K12	3
CTGE 6257	Computational Thinking A: Principles of Computing	3
CTGE 6258	Computational Thinking B: Essentials of Informatics	3

Plans of Study Full-Time Students

Typically, full-time students will take 9 credits per semester in the academic year (fall and spring) in accordance with the University and University financial aid requirements for full-time doctoral student status. If you have questions regarding your financial aid, or are required to take additional credits because of a particular funding source, please contact the Office of Financial Aid directly.

The plan of study may be adjusted at any time and any adjustments will be communicated by the program director and division chair.

Course	Title	Credits
Year 1		
Fall		
CTGE 7201	Contemporary Thinking about Instruction	3
PSGE 7683	Qualitative and Single Case Design Research Methods I	3
CTGE 9000	Special Topics in Curriculum and Teaching (*one course in any one specialization area-see handbook for full list)	3
CTGE 6192	Research in the Teaching Process (*If pre-requisite is required)	*3
Credits		9
Spring		
CTGE 6191	Critique of Research	3
PSGE 7684	Qualitative and Single Case Design Research Methods II	3
CTGE 9000	Special Topics in Curriculum and Teaching (*one course in any one specialization area-see handbook for full list)	3
Credits		9
Year 2		
Fall		
PSGE 7681	Quantitative Research Methods in Psychology and Education I	3
CTGE 6001	Innovative Educators	3

CTGE 9000	Special Topics in Curriculum and Teaching (*one course in any one specialization area-see handbook for full list)	3
Credits		9
Spring		
PSGE 7682	Quantitative Research Methods in Psychology and Education II	3
CTGE 7210	Higher Education: Teaching, Grant Writing, and Conference Presentations	3
CTGE 9000	Special Topics in Curriculum and Teaching (*one course in any one specialization area-see handbook for full list)	3
Credits		9
Year 3		
Fall		
CTGE 7194 or PSGE 7711	Advanced Qualitative Research or Psychometric Theory	3
CTGE 9000	Special Topics in Curriculum and Teaching (*one course in any one specialization area-see handbook for full list)	3
Credits		6
Spring		
CTGE 7352	Research Design, Implementation, and Dissemination	3
CTGE 0901	Doctoral Comprehensive Exam/Assessment	0
Credits		3
Year 4		
Fall		
CTGE 8110	Dissertation Seminar in Curriculum & Teaching	3
Credits		3
Spring		
CTGE 8111	Dissertation Seminar in Curriculum & Teaching	3
Credits		3
Total Credits		51

Part-Time Students

Typically, part-time students will take 6 credits per semester in the academic year (fall and spring) and 6 credits in the summer term. If you have any questions regarding the status of financial aid on credit requirements, please contact the Office of Financial Aid directly.

The plan of study may be adjusted at any time and any adjustments will be communicated by the program director and division chair.

Course	Title	Credits
Year 1		
Fall		
PSGE 7683	Qualitative and Single Case Design Research Methods I	3
CTGE 7201	Contemporary Thinking about Instruction	3
CTGE 6192	Research in the Teaching Process (*If pre-requisite is required)	*3
Credits		6

Spring		
PSGE 7684	Qualitative and Single Case Design Research Methods II	3
CTGE 6191	Critique of Research	3
Credits		6

Summer		
CTGE 9000	Special Topics in Curriculum and Teaching (*one course in any one specialization area- see handbook for full list)	3
CTGE 9001	Spec Topics C & T (*one course in any one specialization area- see handbook for full list)	3
Credits		6

Year 2		
Fall		
PSGE 7681	Quantitative Research Methods in Psychology and Education I	3
CTGE 6001	Innovative Educators	3
CTGE 0900	Permanent Matriculation	0
Credits		6

Spring		
PSGE 7682	Quantitative Research Methods in Psychology and Education II	3
CTGE 7210	Higher Education: Teaching, Grant Writing, and Conference Presentations	3
Credits		6

Summer		
CTGE 9000	Special Topics in Curriculum and Teaching (*one course in any one specialization area- see handbook for full list)	3
CTGE 9001	Spec Topics C & T (*one course in any one specialization area- see handbook for full list)	3
Credits		6

Year 3		
Fall		
CTGE 7194	Advanced Qualitative Research	3
PSGE 7711	Psychometric Theory (*Choose between CTGE7194 and CTGE7111)	3
CTGE 9000	Special Topics in Curriculum and Teaching (*one course in any one specialization area- see handbook for full list)	3
Credits		6

Spring		
CTGE 7352	Research Design, Implementation, and Dissemination	3
CTGE 0901	Doctoral Comprehensive Exam/ Assessment	0
Credits		3

Year 4		
Fall		
CTGE 8110	Dissertation Seminar in Curriculum & Teaching	3
Credits		3

Spring		
CTGE 8111	Dissertation Seminar in Curriculum & Teaching	3
Credits		3
Total Credits		51

Please refer to the program requirements (p. 736) for degree milestones courses.

Counseling and Counseling Psychology Programs

Overview

Office: Room 1012

Phone: 212-636-6460, 212-636-6477

The Division of Psychological and Educational Services (PES) offers master's and doctoral programs in Counseling and Counseling Psychology.

Programs in counseling develop knowledge, skills, and expertise to prepare individuals for positions in K–12 schools and in mental health settings for counseling services. At the doctoral level, the Counseling Psychology program leads to careers in teaching and research, and clinical positions within college counseling centers, hospitals, mental health settings, and independent psychological practice.

Programs in school counseling develop knowledge and expertise for individuals for positions in K–12 schools as professional counselors.

General Requirements

PES applicants must meet the general and specific program requirements described in this bulletin. An interview may also be required to reveal more about the applicant's personal and professional goals and qualifications.

All students accepted into a PES program are assigned a faculty adviser. Students, however, are responsible for meeting all requirements and deadlines for the completion of their studies in a satisfactory manner.

All Ph.D. students in the division are evaluated for permanent matriculation status during the semester after they have completed their first 12 to 15 credits at Fordham.

Admission to any of the PES programs also obligates students to uphold the appropriate ethical standards of the professional organizations, such as the American Psychological Association, and professions for which students are preparing.

Credit for previous graduate work may be granted, depending upon its relevance to the student's program at Fordham. The following minimum number of credits must be completed in the Fordham Graduate School of Education: 54 credits for master's in school or mental health counseling programs; 60 beyond the master's for doctoral degree programs. With approval, students may take some of these credits in other schools of Fordham University. Exemptions from any courses will follow existing GSE procedures.

All PES students must pass a comprehensive assessment before graduation. All students should consult with their advisers regarding the timing and nature of comprehensive assessments.

Students and graduates of Fordham's counseling and counseling psychology programs are expected to be guided in their professional conduct by ethical principles, such as those described in the codes of their professional associations. They must exercise personal responsibility for continuing self-evaluation and personal and professional development.

The Fordham University counseling psychology program is accredited by the American Psychological Association and is based on the scientist-practitioner model. For more information, contact the

Office of Program Consultation and Accreditation of the American Psychological Association
750 1st Street NE, Washington, DC 20002
Telephone: 202-336-5979
Email: apaaccred@apa.org

The master's programs in school counseling and mental health counseling are accredited by the Master's in Psychology and Counseling Accreditation Council (MPCAC).

Programs

- Counseling Psychology (Ph.D.) (p. 740)
- Mental Health Counseling (M.S.E.) (p. 742)
- School Counseling (M.S.E.) (p. 743)

Counseling Psychology (Ph.D.)

Overview

NYSED 86174

The Ph.D. program in counseling psychology is guided by a reflective, scientist-practitioner model of training and dedicated to the preparation of culturally competent and ethical psychologists. Our doctoral program is designed to provide students with a strong foundation in the major areas of psychological theory and research, as well as a deep understanding of how these areas relate to and influence counseling practice. Furthermore, our program emphasizes multicultural counseling competencies, professional ethics, and social justice advocacy.

Program graduates will have satisfied the academic and internship requirements for licensing as a psychologist in New York state. Upon completion of all requirements for the Ph.D. degree, students are qualified for practice either independently or in colleges, agencies, clinics, hospitals, or other clinical settings, and are also prepared for research or academic careers.

The program is structured so that it is open both to those who have already completed a master's degree or professional diploma program in counseling and to those who have had no previous graduate coursework in the field. The number of credits needed to complete the program is based on a student's standing upon entry.

The Ph.D. degree program in counseling psychology is accredited by the American Psychological Association:

Office of Program Consultation and Accreditation
American Psychological Association

750 1st Street NE, Washington, DC 20002
Phone: 202-336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

CIP Code

42.2803 - Counseling Psychology.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

The program actively seeks students who have demonstrated an ability to excel academically, are dedicated to developing their research and clinical competence, and whose primary professional goal is to work in an applied clinical, research, or academic setting within the field of psychology. Students gain the expertise to enter professional practice as psychologists and independent researchers through coursework and extensive supervised experience.

Applicants seeking admission to the Ph.D. program in counseling psychology must meet the general requirements for admission to graduate study in the Graduate School of Education and these program-specific admission criteria:

- have an earned baccalaureate from an accredited college or university;
- have academic and professional goals consistent with the objectives and purposes of the program;
- show evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively). Such evidence may be contained in the student's application for admission or be sought in an interview with the program faculty;
- have earned a minimum undergraduate grade point average of 3.0 (B or better) or a minimum graduate grade point average of 3.5 (B+ or better);
- provide a minimum of two reference reports;
- demonstrate satisfactory command of oral and written English; and
- provide proof of immunization against measles, mumps, meningitis, and rubella.

Requirements

Program of Study

Course	Title	Credits
Psychology Core		
<i>Ethics in Professional Practice</i>		
PSGE 8672	Social and Ethical Responsibilities in Counseling Psychology ¹	3
<i>Cognitive/Affective Aspects of Behavior</i>		
PSGE 6312	Psychology of Cognition and Affect	3
<i>Social Aspects of Behavior</i>		
PSGE 6345	Social Psychology	3

<i>Biological Aspects of Behavior</i>		
PSGE 7435	Neurobiological Bases of Human Behavior	3
<i>Individual Differences/Human Development</i>		
PSGE 7301	Advanced Developmental Psychology	3
Historical, Philosophical, and Multicultural Core		
PSGE 6615	History and Systems of Psychology	3
Doctoral Research Core		
PSGE 7681	Quantitative Research Methods in Psychology and Education I	3
PSGE 7682	Quantitative Research Methods in Psychology and Education II	3
PSGE 7683	Qualitative and Single Case Design Research Methods I	3
PSGE 7684	Qualitative and Single Case Design Research Methods II	3
PSGE 7711	Psychometric Theory	3
PSGE 7900	Proseminar in Psychological and Educational Services (taken twice)	0
PSGE 8001 & PSGE 8002	Research Apprenticeship and Research Apprenticeship II ²	0
PSGE 7660	Research: Min Level Achieve	0
Doctoral Counseling Psychology Requirements		
<i>Career Development</i>		
PSGE 7640	Psychology of Career Development	3
<i>Assessment</i>		
PSGE 7612	Assessment in Personality	3
PSGE 7613	Intell Asst: Child/Adult	3
<i>Intervention Procedures</i>		
PSGE 7654	Doctoral Practicum in Counseling Psychology I	3
PSGE 7655	Doctoral Practicum in Counseling Psychology II	3
PSGE 7656	Doctoral Practicum in Counseling Psychology III	3
PSGE 7658	Doctoral Practicum in Counseling Psychology IV	3
<i>Consultation and Supervision</i>		
PSGE 7657	Supervision and Consultation with Practicum	3
<i>Comprehensive Assessment</i>		
PSGE 0905	Doctoral Comprehensive in Counseling Psychology Exam/Assessment (clinical practice)	0
PSGE 0910	Doctoral Comprehensive Exam/Assessment in Counseling Psychology (research)	0
Permanent Matriculation Status		
PSGE 0900	Permanent Matriculation	0
Dissertation		
PSGE 8999	Dissertation Seminar in Psychological and Educational Services ³	6
PSGE 0999	PES Proposal Acceptance	0
EDGE 0990	Dissertation Oral Defense	0
EDGE 0999	Dissertation Format Review	0
Full-Time Internship ⁴		

PSGE 7667	Internship in Counseling Psychology I	0
PSGE 7668	Internship in Counseling Psychology II	0
PSGE 7669	Internship in Counseling Psychology III	0
Total Credits		63

¹ This course must be taken in the student's first semester of study.

² After taking PSGE 8001 Research Apprenticeship, students take PSGE 8002 Research Apprenticeship II until they complete their apprenticeship by earning a grade of "S" (Satisfactory). A minimum of two consecutive semesters is required.

³ A minimum of 6 credits of PSGE 8999 must be completed as part of the degree. Students are required to register for PSGE 8999 each semester (fall and spring) while completing dissertation work, through the semester of their oral defense. Students are assessed three credits of tuition charges for each semester of enrollment in the Dissertation Seminar.

⁴ A one-year, full time APPIC internship must be completed. The internship occurs following completion of all coursework and comprehensive exams. Students must have an approved dissertation proposal prior to applying for their internship. Prior approval must be obtained from the program faculty before internship. Completing an APA-accredited internship is strongly encouraged.

Completion Requirements

Students are admitted into the doctoral program on a provisional basis, and their progress is monitored through the matriculation review process and periodic review by their mentor, adviser, program coordinator, chairperson, and division faculty in dissertation seminar. Students apply for permanent matriculation during the semester after they complete 12 to 15 credits.

Students are held to the Graduate School of Education's school-wide policies and procedures (p. 770).

Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association. Violation of ethical standards may result in termination from the program. The program reserves the right to review the progress of students and to terminate students from the program on the basis of inability to meet academic, personal, or professional standards.

To complete a Ph.D. in counseling psychology, students must meet the following requirements:

- complete the prescribed program of study. Additional courses (such as master's-level prerequisite courses—see information in the section below) may be required;
- maintain a minimum overall graduate grade point average of 3.5 (B+ or better);
- complete a one-year doctoral research apprenticeship project (minimum of two consecutive semesters, PSGE 8001 Research Apprenticeship and PSGE 8002 Research Apprenticeship II) under the supervision of a member of the faculty;
- complete an end-of-program comprehensive assessment;
- complete PSGE 8999 Dissertation Seminar in Psychological and Educational Services, including the preparation of an original dissertation under the direction of a mentor and committee of faculty;
- develop and defend in an oral examination an original dissertation in the area of counseling psychology;

- complete a predoctoral internship; and
- complete all the requirements for the degree within eight years of initial registration in the program.

Master's-Level Prerequisites

Students entering with a master's degree will undergo a transcript review to ascertain if there are any additional courses that may be required. Based on an analysis of their prior graduate coursework, prerequisite courses may be required. Students entering with a B.A./B.S. must complete their M.S.E. in mental health counseling (p. 742) en route to the Ph.D. in counseling psychology.

Students entering with a B.A./B.S. must complete prerequisite courses in:

Course	Title	Credits
PSGE 5621 & PSGE 5623	Foundation of Professional Counseling and Consultation and Clinical Instr Couns Process	6
PSGE 5631 & PSGE 5633	Couns Theory & Practice and Pre-Practicum in Applications of Counseling Theory to Practice	6
PSGE 6603 or PSGE 6656	Multicultural Issues in Professional Psychology Multicultural Counseling	3
PSGE 6630 & PSGE 6632	Group Counseling and Pre-Practicum in Groups	6
PSGE 6640 & PSGE 6642	Career Counseling and Practicum in Career Counseling	6
PSGE 6645	General Psychopathology	3
PSGE 6607	Assessment in Counseling	3
PSGE 6651 & PSGE 6653	Field Experience I in Mental Health Counseling and Field Experience II in Mental Health Counseling	6
PSGE 5625	Theories Fam Couns: Asst	3
PSGE 6605	Counseling Program Development and Evaluation	3

Mental Health Counseling (M.S.E.)

Overview

60 credits

NYSED 31303

The M.S.E. program in mental health counseling is designed to prepare mental health counselors who will work in mental health clinics, community mental health centers, hospitals, nonprofit counseling agencies, college and university counseling centers, and corporate mental health services (e.g., employee assistance programs, personnel departments, mental health support units) and are eligible to open independent private practices after licensure. This rigorous, applied training program includes 60 course credits (in semester hours) plus a minimum 600-hour mental health counseling internship. The program has a practitioner-scientist orientation and includes a strong multicultural and social justice counseling emphasis.

All courses in the program are delivered in an on-ground format. The program can be completed full time in two years (with summers) or part time in three years (with summers).

Graduates of the program are eligible to sit for the National Clinical Mental Health Counselor Licensure exam after the completion of 3,000 hours of supervised post-degree mental health counseling practice.

The M.S.E. in Mental Health Counseling is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of January 2015 through January 2026.

CIP Code

51.1508 - Mental Health Counseling/Counselor.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Applicants seeking admission to the M.S.E. program in mental health counseling must meet the general requirements for admission to graduate study in the Graduate School of Education and these program-specific admission criteria:

- possess a baccalaureate degree from an accredited college or university
- show evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively); evidence should be contained in the student's application for admission, or may be sought in an interview with a member of the program faculty, if deemed appropriate
- have earned a minimum graduate and undergraduate grade point average of approximately 3.0 (B or better)
- provide two reference reports
- demonstrate proof of immunization against measles, mumps, meningitis, and rubella

Requirements

Program of Study

The 60-credit program includes a 600-hour, on-site, supervised internship completed during the fall (PSGE 6651) and spring (PSGE 6653) semesters.

The curriculum includes the following courses:

Course	Title	Credits
PSGE 5621 & PSGE 5623	Foundation of Professional Counseling and Consultation and Clinical Instr Couns Process ¹	6
PSGE 6602	Human Development ²	3
PSGE 6607	Assessment in Counseling ³	3
PSGE 6630 & PSGE 6632	Group Counseling and Pre-Practicum in Groups ⁴	6

PSGE 5631 & PSGE 5633	Couns Theory & Practice and Pre-Practicum in Applications of Counseling Theory to Practice ⁵	6	Assessment in Personality in lieu of PSGE 6609. PSGE 7612 may apply towards both the Ph.D. and M.S.E. degrees.
PSGE 6640 & PSGE 6642	Career Counseling and Practicum in Career Counseling ⁶	6	¹⁰ Ph.D. in Counseling Psychology students pursuing the M.S.E. in Mental Health Counseling en route to the Ph.D. may take PSGE 7435 Neurobiological Bases of Human Behavior in lieu of PSGE 6659. PSGE 7435 may apply towards both the Ph.D. and M.S.E. degrees.
PSGE 6645	General Psychopathology	3	¹¹ Ph.D. in Counseling Psychology students pursuing the M.S.E. in Mental Health Counseling en route to the Ph.D. may take PSGE 7681 Quantitative Research Methods in Psychology and Education I in lieu of PSGE 5204. PSGE 7681 may apply towards both the Ph.D. and M.S.E. degrees.
PSGE 6650 & PSGE 6651	Ethics and Professional Issues in Counseling and Field Experience I in Mental Health Counseling (Requires 300 hours on internship) ⁷	6	¹² PSGE 5203 Introduction to Research may also fulfill this requirement.
PSGE 6656	Multicultural Counseling ⁸	3	
PSGE 6653	Field Experience II in Mental Health Counseling (Requires 300 hours on internship)	3	
PSGE 5625	Theories Fam Couns: Asst	3	
PSGE 6609	Advanced Assessment and Appraisal in Counseling ⁹	3	
PSGE 6659	Trauma Interp Neurobio ¹⁰	3	
PSGE 5204	Research Methods in Counseling ^{11,12}	3	
PSGE 6605	Counseling Program Development and Evaluation	3	
PSGE 0705	Master's Comprehensive Exam/ Assessment in Counseling	0	
Total Credits		60	

¹ PSGE 5621 Foundation of Professional Counseling and Consultation and PSGE 5623 Clinical Instr Couns Process are co-requisites.

² Ph.D. in Counseling Psychology students pursuing the M.S.E. in Mental Health Counseling en route to the Ph.D. may take PSGE 6312 Psychology of Cognition and Affect in lieu of PSGE 6602. PSGE 6312 may apply towards both the Ph.D. and M.S.E. degrees.

³ Ph.D. in Counseling Psychology students pursuing the M.S.E. in Mental Health Counseling en route to the Ph.D. may take PSGE 7613 Intell Asst: Child/Adult in lieu of PSGE 6607. PSGE 7613 may apply towards both the Ph.D. and M.S.E. degrees.

⁴ PSGE 6630 Group Counseling and PSGE 6632 Pre-Practicum in Groups are co-requisites.

⁵ PSGE 5631 Couns Theory & Practice and PSGE 5633 Pre-Practicum in Applications of Counseling Theory to Practice are co-requisites.

⁶ PSGE 6640 Career Counseling and PSGE 6642 Practicum in Career Counseling are co-requisites. Note that PSGE 6641 Pract Career Counseling is equivalent to PSGE 6642 Practicum in Career Counseling.

⁷ PSGE 6650 Ethics and Professional Issues in Counseling and PSGE 6651 Field Experience I in Mental Health Counseling are co-requisites.

Ph.D. in Counseling Psychology students pursuing the M.S.E. in Mental Health Counseling en route to the Ph.D. may take PSGE 8672 Social and Ethical Responsibilities in Counseling Psychology in lieu of PSGE 6650, but must still take PSGE 6651. PSGE 8672 may apply towards both the Ph.D. and M.S.E. degrees.

⁸ Ph.D. in Counseling Psychology students pursuing the M.S.E. in Mental Health Counseling en route to the Ph.D. may take PSGE 6603 Multicultural Issues in Professional Psychology in lieu of PSGE 6656. PSGE 6603 may apply towards both the Ph.D. and M.S.E. degrees.

⁹ Ph.D. in Counseling Psychology students pursuing the M.S.E. in Mental Health Counseling en route to the Ph.D. may take PSGE 7612

Completion Requirements

To complete the M.S.E. in mental health counseling, students must meet the following requirements:

- strictly adhere to the principles of academic integrity of Fordham University Graduate School of Education and to the ethical principles of the profession
- complete the prescribed program of study, including 60 credits beyond the baccalaureate degree, with a minimum of 54 graduate credits taken at Fordham with the approval of an adviser
- maintain a minimum overall graduate grade point average of 3.0 (B or better)
- complete an end-of-program comprehensive assessment
- complete a 600-hour mental health counseling internship

Students may be terminated from the program if they fail to complete any of these steps.

School Counseling (M.S.E.)

Overview

60 credits

NYSSED 41623

The M.S.E. program in school counseling is designed to prepare school counselors who will work in K-12 schools. This program meets the course requirements for provisional/initial and permanent/professional certification as a school counselor in New York state. Students who successfully complete all of the program requirements will be recommended for certification as a school counselor.

The required courses in this degree program are offered at the Lincoln Center campus. All courses in the program are delivered in an on-ground format. Courses are offered during the fall and spring semesters; some of the courses are offered during the two summer sessions.

The M.S.E. in school counseling is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of January 2015 through January 2026.

CIP Code

13.1101 - Counselor Education/School Counseling and Guidance Services.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Admission Requirements

Applicants seeking admission to the M.S.E. program in school counseling must meet the general requirements for admission to graduate study in the Graduate School of Education and these program-specific admission criteria:

- possess a baccalaureate degree from an accredited college or university
- show evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively); evidence may be contained in the student's application for admission, or may be sought in an interview with a member of the program faculty, if deemed appropriate
- have earned a minimum undergraduate grade point average of approximately 3.0 on a 4.0 scale
- provide two reference letters
- demonstrate satisfactory command of oral and written English
- provide proof of immunization against measles, mumps, meningitis, and rubella

Requirements

Program of Study

This 60-credit program includes 54 credits in five basic areas, a two-semester field experience, and a one-semester practicum. The following courses are offered as 6-credit modules (two courses taken together, a didactic course paired with a relevant practice course):

Course	Title	Credits
PSGE 5620 & PSGE 5622	Introduction to Professional School Counseling I and Pre-Practicum in Professional School Counseling I	6
PSGE 5630 & PSGE 5632	Theories of Counseling for School Counselors and Social Justice Practicum in Professional School Counseling	6
PSGE 6630 & PSGE 6632	Group Counseling and Pre-Practicum in Groups	6
PSGE 6640 & PSGE 6642	Career Counseling and Practicum in Career Counseling	6

In addition to the 60 course credits (in semester hours), students must complete a minimum of 300 hours in an approved K-8 school counseling field experience (internship) and 300 hours in an approved 9–12 school counseling field experience (internship), and a minimum of 100 hours in a practicum the year before the internship. Students are required to obtain their own placements for PSGE 6652 Field Experience in School Counseling I and PSGE 6654 Field Experience in School Counseling II, as well as for PSGE 5632 Social Justice Practicum in Professional School Counseling.

Course	Title	Credits
Area I: Foundations of Counseling		
PSGE 5620 & PSGE 5622	Introduction to Professional School Counseling I and Pre-Practicum in Professional School Counseling I	6
PSGE 5630 & PSGE 5632	Theories of Counseling for School Counselors and Social Justice Practicum in Professional School Counseling (Minimum of 100 hour placement in K-12 School, 40 of those hours must be direct service.)	6
Area II: Understanding the Individual		
PSGE 6602	Human Development	3
PSGE 6607	Assessment in Counseling	3
Area III: Working with Groups ¹		
PSGE 6630 & PSGE 6632	Group Counseling and Pre-Practicum in Groups	6
Area IV: Career Development and Counseling ²		
PSGE 6640 & PSGE 6642	Career Counseling and Practicum in Career Counseling	6
Area V: The Counselor: Role and Function ³		
PSGE 5627	Couns College & Post HS	3
PSGE 6650	Ethics and Professional Issues in Counseling	3
Area VI: Professional Issues ⁴		
PSGE 5204	Research Methods in Counseling ⁵	3
PSGE 6417	Developmental and Intellectual Disabilities	3
PSGE 6605	Counseling Program Development and Evaluation	3
PSGE 6645	General Psychopathology	3
PSGE 6656	Multicultural Counseling ⁶	3
PSGE 6659	Trauma Interp Neurobio	3
Comprehensive Assessment		
PSGE 0705	Master's Comprehensive Exam/Assessment in Counseling	0
Field Experiences		
PSGE 6652	Field Experience in School Counseling I (minimum of 300 hours)	3
PSGE 6654	Field Experience in School Counseling II (minimum of 300 hours)	3
Required Workshops		
EDGE 0210	Child Abuse Identification and Reporting Workshop	0
EDGE 0230	Schools Against Violence Education Workshop	0
EDGE 0260	Dignity for All Students Training	0
Total Credits		60

¹ Area III requires PSGE 5620 Introduction to Professional School Counseling I and PSGE 5622 Pre-Practicum in Professional School Counseling I as prerequisites.

² Area IV requires PSGE 5620 Introduction to Professional School Counseling I and PSGE 5622 Pre-Practicum in Professional School Counseling I as prerequisites.

³ Area V may be taken only after students have completed Areas I, II, III, and IV.

⁴ No prerequisites needed for courses in Area VI. Full-time students typically take these courses in their second year of study.

⁵ PSGE 5203 Introduction to Research may also fulfill this requirement.

⁶ PSGE 6603 Multicultural Issues in Professional Psychology, typically offered in the summer, may also fulfill this requirement.

Bilingual Extension Option (15 credits)

Students wishing to qualify for the bilingual extension to their certification must meet New York state requirements for field experience in a bilingual context, study of cultural perspectives, the theory/practice of bilingual/multicultural education, and methods of providing service in native language by demonstrating proficiency in a second language on state-administered exams. Students must complete a total of 15 credits in the areas outlined below:

Course	Title	Credits
PSGE 6656	Multicultural Counseling	3
CTGE 5841 or CTGE 6782	Principles of Bilingual Education Bil Spec Ed: Issues&Trend	3
EDGE 6101 or PSGE 6401	Race and Multicultural Education in American Society Seminar in the Psychology of Bilingual Students	3
PSGE 6652 & PSGE 6654	Field Experience in School Counseling I and Field Experience in School Counseling II (Bilingual)	6
Total Credits		15

To qualify for the bilingual extension, field experience must be in a K–12 school setting working with bilingual children under the supervision of a bilingual school counselor.

Completion Requirements

To complete the M.S.E. in school counseling, students must meet the following requirements:

- strictly adhere to the principles of academic integrity of Fordham University's Graduate School of Education and to the ethical principles of the profession
- complete the prescribed program of study, including 60 credits beyond the baccalaureate degree, with a minimum of 54 graduate credits taken at Fordham (all transfer credits need to be approved by the student's adviser and program)
- maintain a minimum overall graduate grade point average of 3.0 (B or better)
- complete an end-of-program comprehensive assessment
- complete any required related practica or school counseling internships

Students may be terminated from the program if they fail to complete any of these steps.

School Psychology Programs

Office: Room 1008

Phone: 212-636-6460 or 6461

The Division of Psychological and Educational Services (PES) offers master's and doctoral programs in school psychology.

Programs in school psychology develop knowledge and expertise for individuals for positions in Pre-K–12 schools, for psychological services to children in health-service settings, for academic and research careers, and for independent psychological practice.

General Requirements

PES applicants must meet the general and specific program requirements described in this bulletin. An interview may also be required to reveal more about the applicant's personal and professional goals and qualifications.

All students accepted into a PES program are assigned a faculty adviser. Students, however, are responsible for meeting all requirements and deadlines for the completion of their studies in a satisfactory manner.

All Ph.D. students in the division must file for evaluation for permanent matriculation status during the semester after they have completed their first 12 to 15 credits at Fordham.

Admission to any of the PES programs also obligates students to uphold the appropriate ethical standards of the professional organizations, such as the American Psychological Association, and professions for which students are preparing.

Credit for previous graduate work may be granted depending upon its relevance to the student's program at Fordham. The following minimum number of credits must be completed in the Fordham Graduate School of Education: 24 for all master's programs; 24 beyond the master's for all Advanced Certificate (formerly Professional Diploma) programs; 45 beyond the master's for doctoral degree programs. With approval, students may take some of these credits in other schools of Fordham University. Exemptions from any courses will follow existing GSE procedures.

Students who are certified school psychologists when they enter the Fordham school psychology doctoral program may be exempted from some of the practice-related coursework, but they are expected to enhance their skills by completing at least 60 graduate-level credits at Fordham.

All PES students must pass a comprehensive assessment before graduation. All students should consult with their advisers regarding the timing and nature of comprehensive assessments.

Students and graduates of Fordham's school psychology programs are expected to be guided in their professional conduct by ethical principles, such as those described in the code of the American Psychological Association. They must exercise personal responsibility for continuing self-evaluation, and personal and professional development.

The Fordham University school psychology programs are accredited by the American Psychological Association (for the doctoral program) and approved by the National Association of School Psychologists through the National Council for Accreditation of Teacher Education.

For more information about the accreditation status of the school psychology doctoral program by the American Psychological Association, contact:

Office of Program Consultation and Accreditation of the American Psychological Association

750 1st Street NE, Washington DC 20002
 Telephone: 202-336-5979
 Email: apaaccred@apa.org

The school psychology doctoral program is also registered with the New York State Education Department for purposes of school psychology certification and professional licensing in psychology.

Programs

- School Psychology (Ph.D.) (p. 746)

School Psychology Certificate Programs

- Bilingual School Psychology (Adv Cert) (p. 748)
- School Psychology (Adv Cert) (p. 750)
- School Psychology Bilingual Extension (Adv Cert) (p. 752)

Specializations available to School Psychology students

- Educational Evaluation and Intervention (M.S.E.) (p. 752)
- Preschool Child Psychology (M.S.E.) (p. 754)
- Psychology of Bilingual Students (M.S.E. (p. 755)) (p. 755)
- Therapeutic Interventions (M.S.E.) (p. 756)

School Psychology (Ph.D.)

NYSED 76113

The Doctor of Philosophy in school psychology program is open to individuals who already have state certification in school psychology and to those without previous training in school psychology. It is the philosophy of the program to work with both types of students, upgrading the skills of practicing school psychologists and developing those skills in beginner students. These two objectives are viewed within the context of the urban focus of the program. The program espouses the scientist-practitioner model, which is viewed as most appropriate for achieving our students' goals.

The program provides the training and experiences necessary for its graduates to succeed in many leadership positions, in both urban or non-urban settings. These positions include but are not limited to:

1. scientist-practitioner, providing direct services to children and indirect services through socializing agents such as school/clinic personnel and parents;
2. supervisor, responsible for the effectiveness of other school psychologists;
3. administrator, responsible for developing, implementing, and evaluating educational psychological programs;
4. researcher, advancing the state of scientific knowledge; and
5. educator, functioning in institutions of higher education.

The school psychology doctoral program is accredited by the American Psychological Association and approved by the National Association of School Psychologists. For more information, contact:

Office of Program Consultation and Accreditation of the American Psychological Association
 750 1st Street NE, Washington DC 20002
 Telephone: 202-336-5979
 Email: apaaccred@apa.org

Also, the school psychology doctoral program is registered with the New York State Education Department for purposes of school psychology certification and professional licensing in psychology. In addition, graduates of the Fordham doctoral and advanced certificate school psychology programs are eligible to become Nationally Certified School Psychologists (NCSP).

CIP Code

42.2805 - School Psychology.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Applicants seeking admission to the Ph.D. program in school psychology must meet the general requirements for admission to graduate study in the Graduate School of Education and these program-specific admission criteria:

- possess a bachelor's or a master's degree from an accredited college or university with a suitable foundation in the behavioral sciences, including successful completion of the following courses or their equivalent at either the undergraduate or graduate level: general psychology, child/developmental psychology, educational psychology or the psychology of learning, abnormal psychology, and psychology of personality. (Applicants who lack one or more of these prerequisites may still be admitted to the program; however, all but two of the prerequisites must be completed prior to taking any program coursework. These two prerequisites may be taken concurrently with program coursework. It is preferred that missing prerequisites be taken at Fordham.);
- have academic and professional goals consistent with the objectives and purposes of the program;
- show evidence of a high degree of emotional stability and personal and social maturity as indicated by a study of the student's record and an interview with school psychology faculty;
- have earned a minimum undergraduate grade point average of 3.0 (B or better) or a minimum graduate grade point average of 3.5 (B+ or better)
- provide two reference reports;
- demonstrate satisfactory command of oral and written English; and
- provide proof of immunization against measles, mumps, meningitis, and rubella.

Please note that as of May 2022, GRE scores are optional for our program.

Requirements Program of Study

Course	Title	Credits
Psychology Core (selected in consultation with advisor)		
<i>Cognitive/Affective Aspects of Behavior</i>		
PSGE 6312	Psychology of Cognition and Affect	3
<i>Social Aspects of Behavior</i>		

PSGE 6345	Social Psychology	3	or PSGE 7501	Clinical Practicum in Bilingual School Psychology	
<i>Biological Aspects of Behavior</i>			PSGE 7502	Consultation Practicum in School Psychology ⁹	3
PSGE 7435	Neurobiological Bases of Human Behavior	3	or PSGE 7503	Consultation Practicum in Bilingual School Psychology	
<i>Ethics Requirement</i>			PSGE 7520	Doctoral Externship in School Psychology ¹⁰	1.5
PSGE 7444	Psychology: History and Ethics	3	PSGE 7490	Doctoral Internship in School Psychology I ⁷	3
<i>Multicultural Issues in Psychology</i>			PSGE 7492	Doctoral Internship in School Psychology II ⁷	3
PSGE 6603	Multicultural Issues in Professional Psychology (or alternative in consultation with advisor)	3	<i>Supervision</i>		
<i>Individual Differences/Human Development</i>			PSGE 7452	Clinical Supervision of School Psychologists	3
PSGE 7301	Advanced Developmental Psychology	3	<i>Program Evaluation</i>		
Doctoral Research Core			PSGE 7456	Evaluation of Psychological Services Delivery Programs	3
PSGE 7681	Quantitative Research Methods in Psychology and Education I	3	<i>Comprehensive Assessment</i>		
PSGE 7682	Quantitative Research Methods in Psychology and Education II	3	PSGE 0930	Doctoral Comprehensive Exam/ Assessment in School Psychology Part I (Psychology Core)	0
PSGE 7683	Qualitative and Single Case Design Research Methods I	3	PSGE 0935	Doctoral Comprehensive Exam/ Assessment in School Psychology Part II (Research Core)	0
PSGE 7684	Qualitative and Single Case Design Research Methods II	3	PSGE 0810	Adv Cert/Professional Practice in School Psychology Comprehensive Assessment	0
PSGE 7711	Psychometric Theory	3	or PSGE 0815	Adv Cert/Professional Practice in Bilingual School Psychology Comprehensive Assessment	0
PSGE 7900	Proseminar in Psychological and Educational Services (taken twice)	0	Cognate Areas of Studies		
PSGE 8001 & PSGE 8002	Research Apprenticeship and Research Apprenticeship II ¹	0	9		
Advanced Studies			Permanent Matriculation Status		
<i>Exceptional Developmental Differences</i>			PSGE 0900	Permanent Matriculation	0
PSGE 6417	Developmental and Intellectual Disabilities	3	Dissertation		
PSGE 6418	Emotional Disorders of Childhood and Adolescence	3	PSGE 8999	Dissertation Seminar in Psychological and Educational Services ¹¹	6
Professional School Psychology Core			PSGE 0999	PES Proposal Acceptance	0
<i>Assessment</i>			EDGE 0990	Dissertation Oral Defense	0
PSGE 7609	Advanced Personality Assessment	3	EDGE 0999	Dissertation Format Review	0
or PSGE 7412	Personality Assessment		Total Credits		
PSGE 7619	Advanced Personality Assessment Lab	0	103.5		
PSGE 7418	Non-Biased Assessment and Decision-Making	3			
PSGE 7508 & PSGE 7518	Cognitive Assessment and Cognitive Assessment Lab	3			
<i>Intervention</i>					
PSGE 6311	Applications of Behavior Analysis in Educational Settings	3			
PSGE 7422	Instructional Consultation ²	3			
PSGE 7423	Therapeutic Interventions in the Schools	3			
PSGE 7445	Theories of School-Based Consultation ³	3			
PSGE 7620	Theories of Counseling	3			
<i>Professional Issues</i>					
PSGE 7442	Role and Function of the School Psychologist ⁴	3			
<i>Fieldwork and Internship⁵</i>					
PSGE 7429 & PSGE 7499	Integration of Assessment Techniques and Integration of Assessment Techniques Lab ⁶	3			
PSGE 7500	Clinical Practicum in School Psychology ⁸	3			

¹ After taking PSGE 8001 Research Apprenticeship, students take PSGE 8002 Research Apprenticeship II until they complete their apprenticeship by earning a grade of "S" (Satisfactory). A minimum of two consecutive semesters is required.

² Requires student to conduct project with teacher and child.

³ Requires student to consult with teacher for eight sessions.

⁴ Requires school visits to interview/shadow school psychologists.

⁵ Students must complete a total of 650 hours of pre-internship fieldwork.

⁶ Requires minimum of one day per week for 15 weeks in centers or approved assessment setting. Students who would like to accrue practicum hours (related to assessment) over the summer may register for the optional course PSGE 6429 Pre-Practicum in Integration Assessment Techniques.

⁷ Doctoral Internship includes a minimum of 1,500 hours of supervised fieldwork (full time for one year or part time over two years); must meet CDSPP Internship Guidelines. Doctoral internship courses are offered as both 1.5 and 3 credits, but 3 credits each of PSGE 7490 Doctoral

Internship in School Psychology I and PSGE 7492 Doctoral Internship in School Psychology II must be completed.

⁸ Requires a minimum of one day per week with on-site supervision for 15 weeks in an approved clinical setting.

⁹ Requires a minimum of 1 day per week with on-site supervision for 15 weeks in an approved school setting.

¹⁰ Requires a minimum of 150 hours of supervised fieldwork in an approved setting.

¹¹ A minimum of 6 credits of PSGE 8999 must be completed as part of the degree. Students are required to register for PSGE 8999 each semester (fall and spring) while completing dissertation work, through the semester of their oral defense. Students are assessed three credits of tuition charges for each semester of enrollment in the Dissertation Seminar.

Cognate Areas of Studies (9 credits)

Study in a cognate area (such as special education, therapeutic intervention, preschool child psychology, instructional interventions, or a bilingual specialty area), designed in consultation with the student's adviser, is required. The cognate is designed to provide advanced study in an area of student interest and need.

Students who enter the Fordham School Psychology Doctoral Program without prior completion of a relevant master's degree must earn a master's degree (M.S.E.) en route to the doctorate. Typically this becomes the student's cognate or specialty area; one or two additional courses may be required to earn the M.S.E. There are four available M.S.E. programs within the school psychology program:

- Psychology of Bilingual Students (p. 755)
- Therapeutic Interventions (p. 756)
- Preschool Child Psychology (p. 754)
- Educational Evaluation and Intervention (p. 752)

Additional Notes

Doctoral students who completed PSGE 0810 Adv Cert/Professional Practice in School Psychology Comprehensive Assessment as part of the Fordham advanced certificate program do not need to retake this comprehensive exam.

Students who entered the Fordham school psychology doctoral program as certified school psychologists may be exempted from some of the practice-related coursework. Entering students meet with their faculty advisers to review prior relevant coursework and experiences and to identify possible exemptions. The student is responsible for following GSE exemption procedures. If the exemptions are approved, the student is waived from the specific Fordham course requirement and guided to appropriate advanced-level courses to enhance professional skills and meet the requirement for completing at least 60 graduate-level credits at Fordham. Advanced-level students who are exempt from all of the courses in one of the three professional tracks (consultation, counseling, assessment) must take at least one advanced-level class in that area.

Completion Requirements

Students are admitted to the doctoral program on a provisional basis, and their progress is monitored through the matriculation review process and through periodic review by their mentor, adviser, program director, chairperson, and division faculty in dissertation seminar. Students apply for permanent matriculation once they complete 12 to 15 credits and PSGE 7900 Proseminar in Psychological and Educational Services.

Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association and the National Association of School Psychologists. Violation of ethical standards may result in termination from the program. The program is committed to fostering and maintaining a learning environment in which all members of the community feel valued and respected. The program reserves the right to review the progress of students and to terminate students from the program on the basis of inability to meet academic, personal, or professional standards.

To complete the Ph.D. in school psychology program, students must:

- complete a pre-doctoral internship consistent with internship guidelines of the Council of Directors of School Psychology Programs;
- complete the prescribed program of study, including a minimum of 99 credits beyond the baccalaureate. Additional courses may be required based on academic and experiential background. A minimum of 60 graduate credits in school psychology or a collateral field must be taken at Fordham University;
- maintain a minimum overall graduate grade point average of 3.5 (B+ or better);
- complete a two-semester doctoral proseminar (PSGE 7900 Proseminar in Psychological and Educational Services). Students register once for the proseminar in the fall of their first semester. The course starts in September and runs through the end of the spring semester of that academic year;
- complete a one-year doctoral residency seminar (minimum of two consecutive semesters), as well as a research apprenticeship (PSGE 8001 Research Apprenticeship and PSGE 8002 Research Apprenticeship II), under the supervision of a member of the faculty;
- complete comprehensive assessments covering the psychology core, research core, and professional practice;
- complete PSGE 8999 Dissertation Seminar in Psychological and Educational Services, including the preparation and oral defense of an original dissertation proposal under the direction of a mentor and committee of faculty;
- develop and defend in an oral examination an original dissertation in the area of school psychology; and
- complete all the requirements for the degree within eight years of initial registration in the program.

Students may be terminated from the program if they fail to complete any of these requirements.

Bilingual School Psychology (Adv Cert)

Overview

66 credits

NYSSED 83196

The Fordham Graduate School of Education offers two Advanced Certificate (formerly Professional Diploma) programs in school psychology. Both programs lead to certification as a school psychologist. One of these programs, the bilingual Advanced Certificate program, leads specifically to a school psychology certificate with a bilingual extension.

Both Advanced Certificate programs prepare students to serve as practicing school psychologists. Beginning with a foundation in

undergraduate psychology coursework, the student completes a minimum of 66 graduate credits of academic study, including one year of supervised internship. The student is then awarded the Advanced Certificate. Students who complete the program successfully are eligible to apply for National Certification as a School Psychologist and students who are U.S. citizens are recommended to New York state for NY certification as a school psychologist.

Graduates of the bilingual school psychology program who complete the master's in the psychology of the bilingual student are eligible for New York state certification as bilingual school psychologists (i.e. certification as a school psychologist with a bilingual extension).

Completion Requirements

To complete an Advanced Certificate in school psychology or bilingual school psychology, students must

- complete the prescribed program of study, including a minimum of 66 credits beyond the baccalaureate degree, with a minimum of 30 graduate credits taken at Fordham with the approval of an advisor (credit for previous graduate work is granted depending on its relation to the program);
- maintain a minimum overall graduate grade point average of 3.25 (between B and B+);
- successfully complete an end-of-program comprehensive assessment; and
- successfully complete any required related practica or field experiences.

Consistent with accreditation guidelines of the National Association of School Psychologists (NASP), students earning an Advanced Certificate in School Psychology at Fordham University must take the National Certification in school psychology Exam and request that their scores be submitted to the program director prior to graduation. Although a passing score on the test is not required for graduation, students are encouraged but not required to seek national certification. Because the Fordham school psychology program is fully approved by NASP, students who successfully complete the program and obtain passing scores on the national certification exam are eligible for National Certification as a School Psychologist.

Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association. Violation of ethical standards may result in termination from the program. The program is committed to fostering and maintaining a learning environment in which all members of the community feel valued and respected. The program reserves the right to review the progress of students and to terminate students from the program on the basis of inability to meet academic, personal, or professional standards. Students may be terminated from the program if they fail to complete any of these requirements.

Admissions

Admission Requirements

Applicants seeking admission to one of the Advanced Certificate programs in school psychology must meet the general requirements for admission to graduate study in the Graduate School of Education and the following program-specific criteria:

- Possess a baccalaureate or a master's degree from an accredited college or university with a suitable foundation in the behavioral

sciences, including successful completion of courses or their equivalent in the following areas, at either the undergraduate or graduate level: general psychology, child/developmental psychology, educational psychology, abnormal psychology, and psychology of personality. Applicants who lack one or more of these prerequisites may be admitted to the program; however, all but two prerequisites must be completed prior to taking any program coursework. These two prerequisites may be taken concurrently with program coursework. It is preferred that missing prerequisites be taken at Fordham.

- Choose to take and pass a minimum competency examination in psychological and educational measurement. (Students who do not meet the criterion level or choose not to take the exam will be required to enroll in PSGE 6702 Fundamentals of Educational and Psychological Measurement during their first semester at Fordham).
- Have academic and professional goals consistent with the objectives and purposes of the program.
- Show evidence of a high degree of emotional stability, as well as personal and social maturity as indicated by both the student's record and by an interview with school psychology faculty.
- Have earned a minimum undergraduate grade point average of 3.0 (B or better) or a minimum graduate grade point average of 3.5 (B+ or better).
- Provide two letters of reference.
- Demonstrate satisfactory command of oral and written English.
- Provide proof of immunization against measles, mumps, meningitis, and rubella.

Applicants for the bilingual program must also demonstrate competency in both English and a second language through: a license as a bilingual teacher; or a successful rating on a test of dual language proficiency (for example, New York state Education Department Language Proficiency Examination).

Requirements

Program of Study

Course	Title	Credits
Assessment		
PSGE 7412	Personality Assessment ¹	3
PSGE 7432	Personality Assessment Lab ¹	0
PSGE 7418	Non-Biased Assessment and Decision-Making	3
PSGE 7508	Cognitive Assessment	3
PSGE 7518	Cognitive Assessment Lab	0
Intervention		
PSGE 6311	Applications of Behavior Analysis in Educational Settings	3
PSGE 7423	Therapeutic Interventions in the Schools	3
PSGE 7445	Theories of School-Based Consultation	3
PSGE 7620	Theories of Counseling	3
Professional Role		
PSGE 7422	Instructional Consultation	3
PSGE 7442	Role and Function of the School Psychologist	3
PSGE 7372	Adv Cert Pro-Seminar in the Professional Practice of School Psychology ²	0

Research ³		
PSGE 5203	Introduction to Research	3
PSGE 6702	Fundamentals of Educational and Psychological Measurement	3
Bilingualism in Education		
<i>Take the following two courses, in consultation with an advisor, to meet NYSED certification requirements:</i>		6
PSGE 6401	Seminar in the Psychology of Bilingual Students	
PSGE 7424	Advanced Assessment Seminar: Bilingual Assessment	
<i>With advisor approval, the below courses may also fulfill this requirement:</i>		
CTGE 5841	Principles of Bilingual Education or CTGE 584 Second Language Acquisition	
CTGE 7843	Scnd Lang Proficncy/Lrng	
CTGE 7844	Lang/Ed Asmt Mlt Lang St	
PSGE 6446	Consultation With Families in a Diverse Society	
PSGE 6603	Multicultural Issues in Professional Psychology	
PSGE 7427	Advanced Intervention Seminar: Bilingual Intervention	
Fieldwork		
PSGE 7429	Integration of Assessment Techniques ⁴	3
PSGE 7499	Integration of Assessment Techniques Lab	0
PSGE 7482	Advanced Certificate Internship in Bilingual School Psychology I ⁵	3
PSGE 7483	Advanced Certificate Internship in Bilingual School Psychology II ⁵	3
PSGE 7501	Clinical Practicum in Bilingual School Psychology ⁶	3
PSGE 7503	Consultation Practicum in Bilingual School Psychology ⁷	3
Cognate		
PSGE 6312	Psychology of Cognition and Affect	3
PSGE 6417	Developmental and Intellectual Disabilities	3
PSGE 6418	Emotional Disorders of Childhood and Adolescence	3
Urban Education		
EDGE 6101	Race and Multicultural Education in American Society	3
Comprehensive Assessment		
PSGE 0815	Adv Cert/Professional Practice in Bilingual School Psychology Comprehensive Assessment	0
Total Credits		66

¹ Students pursuing a Ph.D. in school psychology (p. 746) along with this advanced certificate may fulfill this requirement with PSGE 7609 Advanced Personality Assessment and PSGE 7619 Advanced Personality Assessment Lab, in lieu of PSGE 7412 and PSGE 7432.

² Students pursuing a Ph.D. in school psychology (p. 746) along with this advanced certificate may fulfill this requirement with PSGE 7900 Proseminar in Psychological and Educational Services, in lieu of PSGE 7372.

³ Students pursuing a Ph.D. in school psychology (p. 746) along with this advanced certificate may fulfill this requirement with PSGE 7210 Experimental Design and PSGE 7211 Correlational Design and Analysis, or PSGE 7681 Quantitative Research Methods in Psychology and Education I and PSGE 7682 Quantitative Research Methods in Psychology and Education II, in lieu of PSGE 5203 and PSGE 6702.

⁴ Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved assessment setting.

⁵ Internship includes one full academic year or a minimum of 1500 hours of supervised fieldwork (full time for one year or part time over two years). Students pursuing a Ph.D. in school psychology (p. 746) along with this advanced certificate may fulfill this requirement with PSGE 7490 Doctoral Internship in School Psychology I and PSGE 7492 Doctoral Internship in School Psychology II, in lieu of PSGE 7482 and PSGE 7483.

⁶ Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved clinical setting.

⁷ Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved school setting.

School Psychology (Adv Cert)

Overview

66 credits

NYSED 14379

The Fordham Graduate School of Education offers two Advanced Certificate (formerly Professional Diploma) programs in school psychology. Both programs lead to certification as a school psychologist. One of these programs, the bilingual Advanced Certificate program, leads specifically to a school psychology certificate with a bilingual extension.

Both Advanced Certificate programs prepare students to serve as practicing school psychologists. Beginning with a foundation in undergraduate psychology coursework, the student completes a minimum of 66 graduate credits of academic study, including one year of supervised internship. The student is then awarded the Advanced Certificate. Students who complete the program successfully are eligible to apply for National Certification as a School Psychologist, and students who are U.S. citizens are recommended to New York state for New York certification as a school psychologist.

Graduates of the bilingual school psychology program who complete the master's in the psychology of the bilingual students are eligible for New York state certification as bilingual school psychologists (i.e. certification as a school psychologist with a bilingual extension).

Completion Requirements

To complete an Advanced Certificate in school psychology or bilingual school psychology, students must

- complete the prescribed program of study, including a minimum of 66 credits beyond the baccalaureate degree, with a minimum of 30 graduate credits taken at Fordham with the approval of an adviser (credit for previous graduate work is granted depending on its relation to the program);
- maintain a minimum overall graduate grade point average of 3.25 (between B and B+);
- successfully complete an end-of-program comprehensive assessment; and

- successfully complete any required related practica or field experiences.

Consistent with accreditation guidelines of the National Association of School Psychologists (NASP), students earning an Advanced Certificate in School Psychology at Fordham University must take the National Certification in school psychology Exam and request that their scores be submitted to the program director prior to graduation. Although a passing score on the test is not required for graduation, students are encouraged but not required to seek national certification. Because the Fordham school psychology program is fully approved by NASP, students who successfully complete the program and obtain passing scores on the national certification exam are eligible for National Certification as a School Psychologist.

Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association. Violation of ethical standards may result in termination from the program. The program is committed to fostering and maintaining a learning environment in which all members of the community feel valued and respected. The program reserves the right to review the progress of students and to terminate students from the program on the basis of inability to meet academic, personal, or professional standards. Students may be terminated from the program if they fail to complete any of these requirements.

Admissions

Admission Requirements

Applicants seeking admission to one of the Advanced Certificate (formerly Professional Diploma) programs in school psychology must meet the general requirements for admission to graduate study in the Graduate School of Education and the following program-specific criteria:

- Possess a baccalaureate or a master's degree from an accredited college or university with a suitable foundation in the behavioral sciences, including successful completion of courses or their equivalent in the following areas, at either the undergraduate or graduate level: general psychology, child/developmental psychology, educational psychology, abnormal psychology, and psychology of personality. Applicants who lack one or more of these prerequisites may be admitted to the program; however, all but two prerequisites must be completed prior to taking any program coursework. These two prerequisites may be taken concurrently with program coursework. It is preferred that missing prerequisites be taken at Fordham.
- Choose to take and pass a minimum competency examination in psychological and educational measurement. (Students who do not meet the criterion level or choose not to take the exam will be required to enroll in PSGE 6702 Fundamentals of Educational and Psychological Measurement during their first semester at Fordham).
- Have academic and professional goals consistent with the objectives and purposes of the program.
- Show evidence of a high degree of emotional stability, as well as personal and social maturity as indicated by both the student's record and by an interview with school psychology faculty.
- Have earned a minimum undergraduate grade point average of 3.0 (B or better) or a minimum graduate grade point average of 3.5 (B+ or better).
- Provide two letters of reference.
- Demonstrate satisfactory command of oral and written English.

- Provide proof of immunization against measles, mumps, meningitis, and rubella.

Applicants for the bilingual program must also demonstrate competency in both English and a second language through a license as a bilingual teacher or a successful rating on a test of dual language proficiency (for example, New York state Education Department Language Proficiency Examination).

Requirements

Program of Study

Course	Title	Credits
Assessment		
PSGE 7412	Personality Assessment ¹	3
PSGE 7432	Personality Assessment Lab ¹	0
PSGE 7418	Non-Biased Assessment and Decision-Making	3
PSGE 7508	Cognitive Assessment	3
PSGE 7518	Cognitive Assessment Lab	0
Intervention		
PSGE 6311	Applications of Behavior Analysis in Educational Settings	3
PSGE 7423	Therapeutic Interventions in the Schools	3
PSGE 7445	Theories of School-Based Consultation	3
PSGE 7620	Theories of Counseling	3
Professional Role		
PSGE 7422	Instructional Consultation	3
PSGE 7442	Role and Function of the School Psychologist	3
PSGE 7372	Adv Cert Pro-Seminar in the Professional Practice of School Psychology ²	0
Research ³		
PSGE 5203	Introduction to Research	3
PSGE 6702	Fundamentals of Educational and Psychological Measurement	3
Fieldwork		
PSGE 7429	Integration of Assessment Techniques ⁴	3
PSGE 7499	Integration of Assessment Techniques Lab	0
PSGE 7480	Advanced Certificate Internship in School Psychology I ⁵	3
PSGE 7481	Advanced Certificate Internship in School Psychology II ⁵	3
PSGE 7500	Clinical Practicum in School Psychology ⁶	3
PSGE 7502	Consultation Practicum in School Psychology ⁷	3
Cognate		
PSGE 6312	Psychology of Cognition and Affect	3
PSGE 6417	Developmental and Intellectual Disabilities	3
PSGE 6418	Emotional Disorders of Childhood and Adolescence	3
Urban Education		
EDGE 6101	Race and Multicultural Education in American Society ⁸	3
Electives		

Select 6 credits, in consultation with an advisor. 6

Comprehensive Assessment

PSGE 0810 Adv Cert/Professional Practice in School Psychology Comprehensive Assessment 0

Total Credits 66

¹ Students pursuing a Ph.D. in school psychology (p. 746) along with this advanced certificate may fulfill this requirement with PSGE 7609 Advanced Personality Assessment and PSGE 7619 Advanced Personality Assessment Lab, in lieu of PSGE 7412 and PSGE 7432.

² Students pursuing a Ph.D. in school psychology (p. 746) along with this advanced certificate may fulfill this requirement with PSGE 7900 Proseminar in Psychological and Educational Services, in lieu of PSGE 7372.

³ Students pursuing a Ph.D. in school psychology (p. 746) along with this advanced certificate may fulfill this requirement with PSGE 7210 Experimental Design and PSGE 7211 Correlational Design and Analysis, or PSGE 7681 Quantitative Research Methods in Psychology and Education I and PSGE 7682 Quantitative Research Methods in Psychology and Education II, in lieu of PSGE 5203 and PSGE 6702.

⁴ Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved assessment setting.

⁵ Internship includes one full academic year or a minimum of 1500 hours of supervised fieldwork (full time for one year or part time over two years). Students pursuing a Ph.D. in school psychology (p. 746) along with this advanced certificate may fulfill this requirement with PSGE 7490 Doctoral Internship in School Psychology I and PSGE 7492 Doctoral Internship in School Psychology II, in lieu of PSGE 7480 and PSGE 7481.

⁶ Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved clinical setting.

⁷ Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved school setting.

⁸ Students pursuing a Ph.D. in school psychology (p. 746) along with this advanced certificate may fulfill this requirement with PSGE 6603 Multicultural Issues in Professional Psychology, in lieu of EDGE 6101.

- proof of language competence (evidence of passing score on the NYS BEA)

- GPA of 3.2 or better in graduate studies leading to certification
- proof of completion of the Child Abuse Prevention/Reporting Workshop and the Violence Prevention Workshop (these workshops can be taken at Fordham concurrently with other coursework)
- competency in both English and a second language through:
 - a. a license as a bilingual teacher; or
 - b. a successful rating on a test of dual language proficiency (for example, New York state Education Department Language Proficiency Examination)

Requirements

Program of Study

Course	Title	Credits
CTGE 5841	Principles of Bilingual Education	3
or CTGE 5842	Second Language Acquisition and Assessment	
PSGE 6401	Seminar in the Psychology of Bilingual Students	3
EDGE 6101	Race and Multicultural Education in American Society	3
PSGE 7418	Non-Biased Assessment and Decision-Making	3
or PSGE 7424	Advanced Assessment Seminar: Bilingual Assessment	
One of the following fieldwork courses:		3
PSGE 7501	Clinical Practicum in Bilingual School Psychology ¹	
PSGE 7503	Consultation Practicum in Bilingual School Psychology ²	
PSGE 7427	Advanced Intervention Seminar: Bilingual Intervention (Intervention project required)	
Total Credits		15

¹ To enroll in this practicum, students must show evidence of graduate-level background in theories of counseling and therapeutic interventions. The course requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved clinical setting.

² To enroll in this practicum, students must show evidence of graduate-level background in theories of consultation and instructional consultation/interventions. The course requires a minimum of 1 day per week with on-site supervision for 15 weeks in an approved school setting.

School Psychology Bilingual Extension (Adv Cert)

Overview

15 credits

NYSED 40394/40395

This program is a bilingual extension for certified school psychologists.

Admissions

Applicants seeking admission to the Bilingual Extension program for Certified School Psychologists have to fulfill the following prerequisites for the program:

- one of the following:
 - proof of New York state certification as a school psychologist (provisional or permanent);
 - proof of National Certification—School Psychology (NCSP);
 - proof of certification as a school psychologist, having earned certification from a NASP-approved or APA-university-accredited program;

Educational Evaluation and Intervention (M.S.E.)

Overview

39 credits

NYSED 14862

This program focuses on the scientific study of the psychological growth and development of individuals of school age. It includes instruction in cognitive, emotional, and personality development; empirically based testing, assessment, consultation, and intervention; data-based decision-making; theories in cognition, instruction, and learning science and

related research methods; data-collection activities; data-reporting activities; data analysis and interpretation; data-based decision-making; and supervised fieldwork in school settings.

Students who are admitted to the Ph.D. program in school psychology (p. 746), the Advanced Certificate (formerly Professional Diploma) program in school psychology, or to the Advanced Certificate (formerly Professional Diploma) program in bilingual school psychology, and who do not have a relevant master's degree, must complete a master's degree (M.S.E.) while matriculated in their programs in order to be eligible for permanent professional New York state certification as a school psychologist or school psychologist with a bilingual extension.

These M.S.E. programs are designed to provide specialized studies in areas that complement the practice of school psychology. These are "captured" programs that overlap with the school psychology Advanced Certificate and doctoral programs.

Note: These master's degree programs or specialization areas do not in and of themselves lead to eligibility as a school psychologist or bilingual school psychologist. Students must complete the Advanced Certificate in School Psychology, Advanced Certificate in Bilingual School Psychology, or Ph.D. in School Psychology (p. 746) to meet New York state's requirements for eligibility as a certified school psychologist.

Completion Requirements

To complete the M.S.E., students must

- complete the prescribed program of study, including the four courses (12 credits) that do not overlap with the advanced certificate or bilingual advanced certificate programs prior to or concurrently with completing the advanced certificate or Ph.D.;
- maintain a minimum overall graduate grade point average of 3.25 (B or better); and
- complete an end-of-program comprehensive assessment.

CIP Code

42.2703 - Developmental and Child Psychology.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Admission to one of the the School Psychology program's M.S.E. programs is limited to students already admitted to the Ph.D. program in school psychology (p. 746), the advanced certificate (formerly professional diploma) program in school psychology, or the advanced certificate (formerly professional diploma) program in bilingual school psychology. Admission to and enrollment in one of these programs is sufficient for admission to a master's program.

Students in the Advanced Certificate program in bilingual school psychology who lack a master's degree must complete the master's in the psychology of bilingual students in order to be eligible for the New York state bilingual certification extension.

To apply, students need to complete an inter-program application form, which is available from the division or deans' offices.

Requirements Program of Study

Course	Title	Credits
Multicultural Education		
Select one of the following:		3
EDGE 6101	Race and Multicultural Education in American Society	
PSGE 6401	Seminar in the Psychology of Bilingual Students	
PSGE 6603	Multicultural Issues in Professional Psychology	
Foundational Knowledge for Specialization in Educational Evaluation and Intervention		
PSGE 6312	Psychology of Cognition and Affect	3
PSGE 6320	Psychology of Motivation	3
PSGE 6308	Cognition and Instruction I: Foundations and Basic Processes	3
Select one additional course among the following:		3
PSGE 7456	Evaluation of Psychological Services Delivery Programs	
ASGE 6720	Research for Educational Change	
CTGE 6270	Data, Inquiry & Tech	
CTGE 5245	Children's Literature in a Multicultural Society	
CTGE 5534	Beginning Reading and Writing in Inclusive Classrooms	
Assessment and Intervention		
PSGE 6311	Applications of Behavior Analysis in Educational Settings	3
PSGE 7445	Theories of School-Based Consultation	3
PSGE 7422	Instructional Consultation	3
PSGE 7418	Non-Biased Assessment and Decision-Making	3
PSGE 7426	Advanced Intervention Seminar: Educational Intervention	3
Fieldwork		
PSGE 7429	Integration of Assessment Techniques ¹	3
PSGE 7502	Consultation Practicum in School Psychology ¹	3
Research		
PSGE 5203	Introduction to Research	3
or PSGE 7681	Quantitative Research Methods in Psychology and Education I	
Comprehensive Assessment		
PSGE 0735	Master's Comprehensive Exam/ Assessment in Educational Evaluation and Intervention (portfolio assessment)	0
Total Credits		39

¹ Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved assessment setting.

Preschool Child Psychology (M.S.E.)

Overview

39 Credits

NYSED 93021

This program focuses on the scientific study of the psychological growth and development of pre-K to second-grade students. It includes instruction in empirically based preschool testing, assessment, consultation, and intervention methods; data-based decision-making; cognitive and perceptual development; social and emotional development; theories of cognitive growth; related research methods; and supervised fieldwork in school settings with early childhood populations.

Students who are admitted to the Ph.D. program in school psychology (p. 746), the Advanced Certificate (formerly Professional Diploma) program in school psychology, or to the Advanced Certificate (formerly Professional Diploma) program in bilingual school psychology, and who do not have a relevant master's degree, must complete a master's degree (M.S.E.) while matriculated in their programs in order to be eligible for permanent professional New York state certification as a school psychologist or school psychologist with a bilingual extension.

These M.S.E. programs are designed to provide specialized studies in areas that complement the practice of school psychology. These are "captured" programs that overlap with the school psychology Advanced Certificate and doctoral programs.

Note: These master's degree programs or specialization areas do not in and of themselves lead to eligibility as a school psychologist or bilingual school psychologist. Students must complete the Advanced Certificate in School Psychology, Advanced Certificate in Bilingual School Psychology, or Ph.D. in School Psychology (p. 746) to meet New York state's requirements for eligibility as a certified school psychologist.

Completion Requirements

To complete the M.S.E., students must

- complete the prescribed program of study, including the four courses (12 credits) that do not overlap with the advanced certificate or bilingual advanced certificate programs prior to or concurrently with completing the advanced certificate or Ph.D.;
- maintain a minimum overall graduate grade point average of 3.25 (B or better); and
- complete an end-of-program comprehensive assessment.

CIP Code

42.2703 - Developmental and Child Psychology.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Admission to one of the the School Psychology program's M.S.E. programs is limited to students already admitted to the Ph.D. program in school psychology (p. 746), the advanced certificate (formerly professional diploma) program in school psychology, or the advanced certificate (formerly professional diploma) program in bilingual school psychology. Admission to and enrollment in one of these programs is sufficient for admission to a master's program.

Students in the Advanced Certificate program in bilingual school psychology who lack a master's degree must complete the master's in the psychology of bilingual students in order to be eligible for the New York state bilingual certification extension.

To apply, students need to complete an inter-program application form, which is available from the division or deans' offices.

Requirements

Program of Study

Course	Title	Credits
EDGE 6101	Race and Multicultural Education in American Society	3
One of the following courses:		3
PSGE 5301		
PSGE 6301	Psychology of Child Development	
PSGE 7301	Advanced Developmental Psychology	
PSGE 6417	Developmental and Intellectual Disabilities	3
PSGE 6418	Emotional Disorders of Childhood and Adolescence	3
PSGE 7508 & PSGE 7518	Cognitive Assessment and Cognitive Assessment Lab	3
PSGE 7413	School Psychology: Advanced Assessment Seminar	3
One of the following two Research courses:		3
PSGE 5203	Introduction to Research	
PSGE 7681	Quantitative Research Methods in Psychology and Education I	
PSGE 6311	Applications of Behavior Analysis in Educational Settings	3
PSGE 7425	Advanced Intervention Seminar: Preschool Intervention	3
PSGE 7445	Theories of School-Based Consultation	3
PSGE 6446	Consultation With Families in a Diverse Society	3
PSGE 7500	Clinical Practicum in School Psychology	3
PSGE 7502	Consultation Practicum in School Psychology	3
PSGE 0725	Master's Comprehensive Exam/Assessment in Preschool Psychology	0

Total Credits **39**

Psychology of Bilingual Students (M.S.E.)

39 credits

NYSED 93020

This program focuses on the scientific study of the psychological growth and development of bilingual students from kindergarten through early adulthood. It includes instruction in principles of bilingual education; cognitive and perceptual development; social and emotional development; theories of cognitive growth and related research methods; empirically based bilingual testing, assessment, consultation, and intervention methods; data-based decision making, and supervised fieldwork in school settings with bilingual students.

Students who are admitted to the Ph.D. program in school psychology (p. 746), the Advanced Certificate (formerly Professional Diploma) program in school psychology, or to the Advanced Certificate (formerly Professional Diploma) program in bilingual school psychology, and who do not have a relevant master's degree, must complete a master's degree (M.S.E.) while matriculated in their programs in order to be eligible for permanent professional New York state certification as a school psychologist or school psychologist with a bilingual extension.

These M.S.E. programs are designed to provide specialized studies in areas that complement the practice of school psychology. These are "captured" programs that overlap with the school psychology Advanced Certificate and doctoral programs.

Note: These master's degree programs or specialization areas do not in and of themselves lead to eligibility as a school psychologist or bilingual school psychologist. Students must complete the Advanced Certificate in School Psychology, Advanced Certificate in Bilingual School Psychology, or Ph.D. in School Psychology (p. 746) to meet New York state's requirements for eligibility as a certified school psychologist.

Completion Requirements

To complete the M.S.E., students must

- complete the prescribed program of study, including the four courses (12 credits) that do not overlap with the advanced certificate or bilingual advanced certificate programs prior to or concurrently with completing the advanced certificate or Ph.D.;
- maintain a minimum overall graduate grade point average of 3.25 (B or better); and
- complete an end-of-program comprehensive assessment.

CIP Code

42.2703 - Developmental and Child Psychology.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Applicants do not need to be bilingual for admission to the M.S.E. in the psychology of bilingual students.

Admission to one of the the School Psychology program's M.S.E. programs is limited to students already admitted to the Ph.D. program in school psychology (p. 746), the advanced certificate (formerly professional diploma) program in school psychology, or the advanced certificate (formerly professional diploma) program in bilingual school psychology. Admission to and enrollment in one of these programs is sufficient for admission to a master's program.

Students in the Advanced Certificate program in bilingual school psychology who lack a master's degree must complete the master's in the psychology of bilingual students in order to be eligible for the New York state bilingual certification extension.

To apply, students need to complete an inter-program application form, which is available from the division or deans' offices.

Requirements Program of Study

Course	Title	Credits
Multicultural Education		
EDGE 6101	Race and Multicultural Education in American Society	3
Foundational Knowledge		
PSGE 7424	Advanced Assessment Seminar: Bilingual Assessment	3
Assessment		
PSGE 7418	Non-Biased Assessment and Decision-Making	3
Intervention		
PSGE 6311	Applications of Behavior Analysis in Educational Settings	3
PSGE 7423	Therapeutic Interventions in the Schools	3
PSGE 7445	Theories of School-Based Consultation	3
PSGE 7620	Theories of Counseling	3
PSGE 7427	Advanced Intervention Seminar: Bilingual Intervention ¹	3
Research		
PSGE 5203 or PSGE 7681	Introduction to Research Quantitative Research Methods in Psychology and Education I	3
Cognate		
PSGE 6418	Emotional Disorders of Childhood and Adolescence	3
Bilingualism in Education and Psychology		
<i>Required Courses</i>		
PSGE 6401	Seminar in the Psychology of Bilingual Students	3
PSGE 7501	Clinical Practicum in Bilingual School Psychology	3
<i>One of the following:</i>		3
CTGE 5841	Principles of Bilingual Education	

CTGE 7843	Scnd Lang Proficiency/Lrng	
CTGE 5852	Multilingual Oracy and Literacy	
PSGE 6446	Consultation With Families in a Diverse Society	
Comprehensive Assessment		
PSGE 0730	Master's Comprehensive Exam/ Assessment in Psychology of Bilingual Students	0
Total Credits		39

¹ Intervention project required.

Therapeutic Interventions (M.S.E.)

39 credits

NYSED 21374

This program focuses on the scientific study of the psychological growth and development of individuals from kindergarten through early adulthood. It includes instruction in cognitive, emotional, and personality development; empirically based testing and assessment; consultation and intervention/therapy methods for children and adolescents; data-based decision-making; research on child and adolescent therapeutic intervention; and supervised fieldwork in school settings.

Students who are admitted to the Ph.D. program in school psychology (p. 746), the Advanced Certificate (formerly Professional Diploma) program in school psychology, or to the Advanced Certificate (formerly Professional Diploma) program in bilingual school psychology, and who do not have a relevant master's degree, must complete a master's degree (M.S.E.) while matriculated in their programs in order to be eligible for permanent professional New York state certification as a school psychologist or school psychologist with a bilingual extension.

These M.S.E. programs are designed to provide specialized studies in areas that complement the practice of school psychology. These are "captured" programs that overlap with the school psychology Advanced Certificate and doctoral programs.

Note: These master's degree programs or specialization areas do not in and of themselves lead to eligibility as a school psychologist or bilingual school psychologist. Students must complete the Advanced Certificate in School Psychology, Advanced Certificate in Bilingual School Psychology, or Ph.D. in School Psychology (p. 746) to meet New York state's requirements for eligibility as a certified school psychologist.

Completion Requirements

To complete the M.S.E., students must

- complete the prescribed program of study, including the four courses (12 credits) that do not overlap with the advanced certificate or bilingual advanced certificate programs prior to or concurrently with completing the advanced certificate or Ph.D.;
- maintain a minimum overall graduate grade point average of 3.25 (B or better); and
- complete an end-of-program comprehensive assessment.

CIP Code

42.2703 - Developmental and Child Psychology.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Admission to one of the the School Psychology program's M.S.E. programs is limited to students already admitted to the Ph.D. program in school psychology (p. 746), the advanced certificate (formerly professional diploma) program in school psychology, or the advanced certificate (formerly professional diploma) program in bilingual school psychology. Admission to and enrollment in one of these programs is sufficient for admission to a master's program.

Students in the Advanced Certificate program in bilingual school psychology who lack a master's degree must complete the master's in the psychology of bilingual students in order to be eligible for the New York state bilingual certification extension.

To apply, students need to complete an inter-program application form, which is available from the division or deans' offices.

Requirements

Program of Study

Course	Title	Credits
Multicultural Education		
EDGE 6101	Race and Multicultural Education in American Society	3
or PSGE 6603	Multicultural Issues in Professional Psychology	
Foundations		
<i>One of the following options:</i>		3
PSGE 5625	Theories Fam Couns: Asst	
PSGE 6659	Trauma Interp Neurobio	
PSGE 7301	Advanced Developmental Psychology	
Research		
PSGE 5203	Introduction to Research	3
or PSGE 7681	Quantitative Research Methods in Psychology and Education I	
Intervention		
PSGE 6311	Applications of Behavior Analysis in Educational Settings	3
PSGE 6446	Consultation With Families in a Diverse Society	3
PSGE 7428	Advanced Intervention Seminar: Therapeutic Intervention ¹	3
PSGE 7620	Theories of Counseling	3
Fieldwork		
PSGE 7500	Clinical Practicum in School Psychology ²	3
PSGE 7502	Consultation Practicum in School Psychology ²	3
PSGE 7429	Integration of Assessment Techniques	3
PSGE 7499	Integration of Assessment Techniques Lab	0

Cognate		
PSGE 6418	Emotional Disorders of Childhood and Adolescence	3
PSGE 7423	Therapeutic Interventions in the Schools	3
PSGE 7630	Psychology of Small Groups	3
Comprehensive Assessment		
PSGE 0720	Master's Comprehensive Exam/ Assessment in Therapeutic Interventions	0
Total Credits		39

¹ Usually taken in the first semester of the internship or during externship. An intervention project is required.

² Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved clinical setting.

Leadership Programs

Office: Room 1119

Phone: 212-636-6430

The Division of Educational Leadership, Administration, and Policy (ELAP) offers graduate degree programs in educational leadership at the master's and doctoral levels for future and current educational leaders—supervisors, principals, superintendents, and others in public and nonpublic schools and faith-based settings, as well as nonprofit organizations and governmental agencies concerned with PK-12 education.

Educational leaders provide the vision and direction for schools, districts, and communities that they serve. Such vision and direction need strong commitment to social justice and ethical principles in order to ensure all students are well supported and served. Through vision and direction, educational leaders design, support, and transform their schools and districts to promote high-quality teaching, effective and purposeful use of resources, strategic structures and policies, and engagement in continuous improvement practices. At Fordham, we design leadership preparation and advanced leadership development with these expectations.

About our programs

We offer a series of leadership preparation programs to guide the development of highly effective, transformational educational leaders, from aspiring to expert, for a variety of public and nonpublic settings. We prepare educational leaders who are committed to social justice, personal responsibility, and equity for all learners, and are able to meet the changing educational needs of children and adults from richly diverse communities.

Programs

- Administration and Supervision (M.S.E.) for Catholic/Faith-Based Educational Leadership (p. 757)
- Administration and Supervision (Ph.D.) (p. 758)
- Educational Leadership, Administration, and Policy (Ed.D.) (p. 760)
- School Building Leader (M.S.E.) (p. 762)
- School District Leadership (Adv Cert) (p. 763)

Administration and Supervision (M.S.E.) for Catholic/Faith-Based Educational Leadership

30 credits

Non-certification track: NYSED 29020/29019 (M.S.Ed. in Administration & Supervision)

SBL Certification track: NYSED 14864/77597 (M.S.Ed. in School Building Leader)

The master's degree is crafted specifically through the lens of Catholic identity, mission, and culture and has both New York State School Building Leader (SBL) certification and non-certification tracks. The program is designed for current and aspiring administrators and supervisors in nonpublic schools and school districts.

School Building Leader Certification

The master's program is approved and recognized by the New York State Education Department as an approved School Building Leader preparation program. Graduates will be prepared to take the examination for New York State School Building Leader (SBL) certification. This certification is appropriate for such positions as principal, supervisor, department chairperson, assistant principal, coordinator, and unit head and required for school-building-level leadership positions in all New York state public schools and, increasingly, in faith-based and nonpublic schools. Candidates within and outside New York are responsible for meeting state certification requirements as well as understanding reciprocity policies.

CIP Code

13.0401 - Educational Leadership and Administration, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Applicants must meet the general requirements for Graduate School of Education as well as the following requirements for the master's in administration and supervision:

- possess a baccalaureate degree from an accredited college or university in an appropriate field;
- have a minimum grade point average of approximately 3.0 (B or better);
- have at least three years of teaching experience;
- provide two references;
- submit a statement of purpose;
- have a satisfactory command of oral and written English;
- submit test scores from the Miller Analogy Test, or the Graduate Record Exam; and
- provide proof of immunization against measles, mumps, meningitis, and rubella.

Matriculation Requirements

Students may take up to 12 credit hours as a non matriculated student. After completion of 12 credit hours of course-work, students desiring to complete the degree must apply for full admission.

Requirements

Program of Study

The course information below represents the coursework that must be completed for the non-certification track.

Course	Title	Credits
Required Courses		30
Coursework will include 10 of the following:		
ASGE 5112	Administration, Management, and Budgeting	
ASGE 5119	Fundamentals of Educational Supervision and Professional Learning	
ASGE 6130	Instructional Leadership	
ASGE 6145	Leading for Equity and Social Justice	
ASGE 6322	School Finance	
ASGE 6325	Education Law, Policy & Advocacy	
ASGE 6338	Ethics of School Administration	
ASGE 6361	Leading Learning in Teams and Organizations	
ASGE 6461	Critical Issues in Educational Leadership	
ASGE 6520	Internship I (optional) ¹	
ASGE 6521	Internship II (optional) ¹	
ASGE 6541	Perspectives on Leadership	
ASGE 6720	Research for Educational Change	
ASGE 7450	Seminar in the Spirituality of Leadership	
Comprehensive Assessment Exam		0
ASGE 0701	Master's Comprehensive Exam/Assessment	
Total Credits		30

¹ Students not seeking NY SBL certification may substitute two additional courses instead of ASGE 6520 Internship I and ASGE 6521 Internship II.

Completion Requirements

In addition to the general degree requirements of the Graduate School of Education, candidates must meet the requirements:

- complete the prescribed program of study
- maintain a minimum overall graduate grade point average of 3.0 (B or better)
- pass a master's comprehensive examination which is generally taken during the last semester of coursework

SBL certification track requirements appear below:

- if seeking the SBL certification, complete a year-long, six-credit internship, which is generally done in the candidate's own school

Plans of Study

Course	Title	Credits
Year 1		
Fall		
ASGE 5112	Administration, Management, and Budgeting	3
ASGE 6130	Instructional Leadership	3
Credits		6
Spring		
ASGE 6361	Leading Learning in Teams and Organizations	3
ASGE 6541	Perspectives on Leadership	3
Credits		6
Summer		
ASGE 6145	Leading for Equity and Social Justice	3
ASGE 6325	Education Law, Policy & Advocacy	3
Credits		6
Year 2		
Fall		
ASGE 6520	Internship I (optional) ¹	3
ASGE 6720	Research for Educational Change	3
Credits		6
Spring		
ASGE 6521	Internship II (optional)	3
ASGE 6338	Ethics of School Administration	3
ASGE 0701	Master's Comprehensive Exam/Assessment	0
Credits		6
Total Credits		30

¹ Students not seeking NY SBL certification may substitute two additional courses instead of ASGE 6520 and ASGE 6521. Consult the program requirements (p. 758) for the list of such courses.

Note: Students are not admitted to this program as cohorts. Plans of study are subject to change.

Administration and Supervision (Ph.D.)

Church and Faith-Based School Leadership

57 credits

NYSED 06066

The Division of Educational Leadership, Administration, and Policy offers a Doctor of Education (Ed.D.) degree designed for Pre-K–12 administrators. It offers a Doctor of Philosophy (Ph.D.) degree designed for church and religious school leaders.

The Ph.D. requires 12 credits beyond the requirements for the Ed.D. Applicants may apply for either the Ed.D. or the Ph.D., but they cannot apply to both programs.

The primary focus of the program is the preparation and development of researchers, professors, leaders, and key administrators in church-based and faith-based educational institutions, colleges, school systems, and schools. This doctoral program qualifies GSE students to complement their studies with courses in the Graduate School of Religion and Religious Education.

CIP Code

13.0401 - Educational Leadership and Administration, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Applicants seeking admission to the Ph.D. program in administration and supervision must meet the general requirements for admission to doctoral study in the Graduate School of Education and these program-specific requirements:

- have completed at least three years (preferred) of appropriate professional administrative experience
- possess a master's degree or its equivalent from an accredited college or university with a major or concentration in a related area
- have earned a minimum graduate grade point average of approximately 3.5 (B+ or better)
- show evidence of academic ability, effective communication skills, leadership potential, and seriousness of purpose
- demonstrate satisfactory command of oral and written English
- provide two references
- provide proof of immunization against measles, mumps, meningitis, and rubella

Graduate Record Exam (GRE) or Miller Analogies Test (MAT) test scores are optional. Scores may not be older than five years.

Requirements

Course	Title	Credits
Required Courses		
Select 10 of the following:		30
ASGE 6331	Shaping Educational Policy	
ASGE 6461	Critical Issues in Educational Leadership	
ASGE 7322	Economics and Finance of Education	
ASGE 7333	Data Inquiry and Analysis	
ASGE 7428	Seminar in Leadership	
ASGE 7429	Social Theories and Educational Institutions	
ASGE 7430	Leadership in Educational Policy and Reform	
ASGE 7431	Administration and Supervision Seminar	
ASGE 7432	Seminar in Organizational Theory	
ASGE 7435	Strategic Thinking, Planning, and Implementation	

ASGE 7439	Advanced Seminar for Nonpublic School Administration	
ASGE 7440	Seminar in Organizational Behavior	
ASGE 7442	Leading Organizational Change	
ASGE 7444	Leading a Learning Organization	
ASGE 7446	Seminar in Organizational Culture, Learning, and Change	
ASGE 7448	Seminar in Ethics and Social Justice	
ASGE 7450	Seminar in the Spirituality of Leadership	
UEGE 6241	Urban Education: Problems and Perspectives	
UEGE 6243	The Impact of Prejudice on Minority Groups in America	
UEGE 6330	Urban Sociology and Education	

Research Component

PSGE 7681	Quantitative Research Methods in Psychology and Education I	3
PSGE 7683	Qualitative and Single Case Design Research Methods I	3
<i>Select two of the following:</i>		6
PSGE 7682	Quantitative Research Methods in Psychology and Education II	
PSGE 7684	Qualitative and Single Case Design Research Methods II	
ASGE 6371	Hist & Descrip Research (subject to availability)	
ASGE 8505	Directed Research in Educational Leadership, Administration, and Policy (with adviser permission)	

Dissertation Seminar

ASGE 8751	Dissertation Seminar: Educational Leadership, Administration, and Policy, PhD (3 credits maximum toward degree)	3
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Collateral Component

Select four courses in religious education ¹	12
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Degree Milestones

ASGE 0900	Permanent Matriculation	0
ASGE 0901	Comprehensive Assessment	0
ASGE 0999	ELAP Proposal Acceptance	0
EDGE 0990	Dissertation Oral Defense	0
EDGE 0999	Dissertation Format Review	0

Total Credits 57

¹ The 12 credits of collateral study compose the program's social science component. Candidates in the Church and Faith-Based School Leadership Program may take courses for their collateral component in the Graduate School of Religion and Religious Education. Four courses (12 credits) in religious education are required; however, students with an advanced degree in this area may substitute a combination of other courses, with an adviser's approval.

Completion Requirements

Students are admitted to the Ph.D. program on a provisional basis, and their progress is monitored through the matriculation review process and periodic review by their adviser, program coordinator, chairperson, and division faculty in dissertation seminar. As part of the matriculation

review process in the Division of Educational Leadership, Administration, and Policy, during the semester in which students complete 12 to 15 credits, they must demonstrate satisfactory performance on the matriculation-qualifying paper and satisfactory progress in the first 12 to 15 credits of coursework, which lead to permanent matriculation status.

To complete the Ph.D. in administration and supervision, students must meet the general Ph.D. completion requirements and these program-specific requirements:

- complete the prescribed program of study, including 57 credits beyond the master's degree, under the direction and approval of an adviser
- maintain a minimum overall graduate grade point average of 3.5 (B+ or better)
- complete a qualifying exam and academic review for permanent matriculation
- complete an end-of-program comprehensive assessment (ASGE 0901 Comprehensive Assessment)
- complete ASGE 8751 Dissertation Seminar: Educational Leadership, Administration, and Policy, PhD, the three-credit dissertation seminar for Ph.D. candidates offered by the Division of Educational Leadership, Administration, and Policy, which facilitates student/faculty interaction in the development of a dissertation proposal for the Ph.D. (No more than 3 credits of dissertation seminar may be applied toward the program total credit requirement.)
- develop and successfully defend in an oral examination an original dissertation that emphasizes the refinement of theological, humanistic, and social science concepts, methodologies, and findings as they relate to faith-based educational institutions, religious organizations, or other faith-based organizations

Plans of Study

Course	Title	Credits
Year 1		
Fall		
ASGE 7428	Seminar in Leadership	3
PSGE 7683	Qualitative and Single Case Design Research Methods I	3
Credits		6
Spring		
ASGE 7442	Leading Organizational Change	3
UEGE 6243	The Impact of Prejudice on Minority Groups in America	3
PSGE 7684	Qualitative and Single Case Design Research Methods II	3
Credits		9
Summer		
ASGE 6461	Critical Issues in Educational Leadership	3
ASGE 0901	Comprehensive Assessment	0
ASGE 7322	Economics and Finance of Education	3
Credits		6
Year 2		
Fall		
ASGE 7432	Seminar in Organizational Theory	3

PSGE 7681	Quantitative Research Methods in Psychology and Education I	3
Credits		6
Spring		
ASGE 7435	Strategic Thinking, Planning, and Implementation	3
PSGE 7682	Quantitative Research Methods in Psychology and Education II	3
ASGE 7430	Leadership in Educational Policy and Reform	3
Credits		9
Summer		
ASGE 7448	Seminar in Ethics and Social Justice	3
ASGE 7450	Seminar in the Spirituality of Leadership	3
Credits		6
Year 3		
Fall		
ASGE 8751	Dissertation Seminar: Educational Leadership, Administration, and Policy, PhD	3
Collateral Component: Select four courses in religious education. These four courses can be taken at any time during the program completion. ¹		12
Credits		15
Total Credits		57

¹ The 12 credits of collateral study compose the program's social science component. Candidates in the Church and Faith-Based School Leadership Program may take courses for their collateral component in the Graduate School of Religion and Religious Education. Four courses (12 credits) in religious education are required; however, students with an advanced degree in this area may substitute a combination of other courses, with an adviser's approval.

Please refer to the program requirements (p. 759) for degree milestones courses.

Educational Leadership, Administration, and Policy (Ed.D.)

50 credits

NYSSED 06067/14372

The Division of Educational Leadership, Administration, and Policy offers a Doctor of Education (Ed.D.) degree designed for Pre-K–12 administrators. This degree is designed to prepare transformative leaders who are equity-minded problem solvers and designers of innovative solutions, using scholarly inquiry to improve schools, districts, and communities for all children. The program is based on the recognition that leadership must be an intellectual, creative, and moral practice.

The goals of the doctoral program in Educational Leadership, Administration, and Policy (Ed.D.) are to prepare educational leaders who are:

- *committed to social justice*, who model and are champions of the highest educational standards for all children, and of essential moral and ethical values;

- *scholar-practitioners* and effective users of research and improvement science to support their leadership efforts and the success of those that they serve;
- *problem solvers* capable of addressing significant educational challenges and pursuing opportunities to improve schools and student learning;
- *solution designers* who can respond effectively to changes in the people and communities their schools serve by developing innovative solutions;
- *change agents* who engage with and support the transformation of schools, districts, and communities on behalf of student learning; and
- *policy advocates* capable of understanding, responding to, and influencing policy to better serve all children.

The program emphasizes improvement science as a primary approach to inquiry, problem-solving, and innovation for school improvement.

CIP Code

13.0401 - Educational Leadership and Administration, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Applicants seeking admission to the Doctor of Education degree program must meet the general requirements for admission to graduate study in the Graduate School of Education, and specific requirements for the Division of Educational Leadership, Administration, and Policy.

- Have completed at least three years of appropriate leadership experience in a PK-12 educational setting
- Possess a master's degree from an accredited college or university, with fundamental and intermediate courses equivalent to those required by the division
- Have earned a minimum graduate grade point average of approximately 3.5 on a 4.0 scale (B+ or better) and a 3.0 or better on the undergraduate level
- Provide two reference reports, including one from a supervisor
- Show evidence of academic ability, effective communication skills, leadership potential, and seriousness of purpose
- Demonstrate commitment to social justice, inquiry, and solutions-oriented leadership

Graduate Record Exam (GRE) or Miller Analogies Test (MAT) test scores are optional. Scores may not be older than five years.

If the admissions committee determines that a deficiency exists in one or more areas of prior graduate study or in the applicant's background, the committee will specify prerequisites that must be fulfilled by the student for admission to the doctoral program. Prerequisites must be completed prior to permanent matriculation.

Requirements Program of Study

Course	Title	Credits
Foundation Courses		
ASGE 7449	Introduction to Inquiry and Improvement Science	3
ASGE 7448	Seminar in Ethics and Social Justice	3
ASGE 7721	Applied Quantitative Research Methods	3
ASGE 7731	Applied Qualitative Research Methods II	3
Core Courses		
ASGE 7445	Leading Instructional Improvement	3
ASGE 7444	Leading a Learning Organization	3
ASGE 7428	Seminar in Leadership	3
ASGE 7446	Seminar in Organizational Culture, Learning, and Change	3
ASGE 7430	Leadership in Educational Policy and Reform	3
ASGE 7322	Economics and Finance of Education	3
UEGE 6241	Urban Education: Problems and Perspectives	3
ASGE 7436	Transforming Schools, Districts, and Communities	3
ASGE 7460	Community of Inquiry 1: Framing Problems of Practice	1
ASGE 7461	Community of Inquiry 2: Innovative Solutions	1
Dissertation		
ASGE 7333	Data Inquiry and Analysis	3
ASGE 7470	Design-Based Methods and Improvement Science in Education	3
ASGE 7471	Implementation Research and Program Evaluation	3
ASGE 8750	Dissertation in Practice Seminar	3
Degree Milestones		
ASGE 0901	Comprehensive Assessment	0
ASGE 0900	Permanent Matriculation	0
ASGE 0999	ELAP Proposal Acceptance	0
EDGE 0999	Dissertation Format Review	0
EDGE 0990	Dissertation Oral Defense	0
Total Credits		50

Completion Requirements

To complete the program, students must meet the general degree completion requirements and meet these specific requirements:

- complete the prescribed program of study
- maintain a minimum overall graduate grade point average of 3.5 (B+ or better)
- complete the first Laboratory of Practice (ASGE 0901) as a qualifying assessment and academic review for permanent matriculation (ASGE 0900)
- complete all four Laboratories of Practice
- complete ASGE 8750 Dissertation in Practice Seminar, the three-credit dissertation seminar offered by the Division of Educational

Leadership, Administration, and Policy for Ed.D. candidates, which facilitates student/faculty interaction in the development of a dissertation proposal for the Ed.D. (No more than three credits of dissertation seminar may be applied toward the program total credit requirement.)

- develop and successfully defend on oral examination an original dissertation related to the application of research to the solution of field-specific problems in educational leadership
- complete all requirements for the doctorate within eight years of initial registration for the program

Plans of Study

Course	Title	Credits
Year 1		
Fall		
ASGE 7449	Introduction to Inquiry and Improvement Science	3
ASGE 7448	Seminar in Ethics and Social Justice	3
Credits		6
Spring		
ASGE 7444	Leading a Learning Organization	3
ASGE 7445	Leading Instructional Improvement	3
Credits		6
Summer		
ASGE 7731	Applied Qualitative Research Methods II	3
ASGE 7428	Seminar in Leadership	3
ASGE 7460	Community of Inquiry 1: Framing Problems of Practice	1
Credits		7
Year 2		
Fall		
ASGE 7721	Applied Quantitative Research Methods	3
ASGE 7430	Leadership in Educational Policy and Reform	3
Credits		6
Spring		
ASGE 7446	Seminar in Organizational Culture, Learning, and Change	3
UEGE 6241	Urban Education: Problems and Perspectives	3
Credits		6
Summer		
ASGE 7322	Economics and Finance of Education	3
ASGE 7461	Community of Inquiry 2: Innovative Solutions	1
ASGE 7470	Design-Based Methods and Improvement Science in Education	3
Credits		7
Year 3		
Fall		
ASGE 7333	Data Inquiry and Analysis	3
ASGE 7436	Transforming Schools, Districts, and Communities	3
Credits		6

Spring

ASGE 7471	Implementation Research and Program Evaluation	3
ASGE 8750	Dissertation in Practice Seminar	3
Credits		6
Total Credits		50

Please refer to the program requirements (p. 761) for degree milestones courses.

School Building Leader (M.S.E.)

30 credits

NYSED 29020/29019

This program is designed for current and aspiring school leaders and supervisors in public and nonpublic schools and school districts. There are several options within the master's degree program: a certification track for those seeking New York State School Building Leader certification, a faith-based track for those seeking to become leaders in religious schools, and a one-year, accelerated cohort track (known as AMPEL). It is possible to combine tracks (e.g. there is a faith-based certification track).

New York State School Building Leader (SBL) Certification

Our master's program in educational leadership is approved and recognized by the New York State Education Department as an approved School Building Leader preparation program. Graduates of this one-year program will be prepared to take the examination for the New York State School Building Leader (SBL) certification. This certification is appropriate for such positions as principal, supervisor, department chairperson, assistant principal, coordinator, and unit head, and it is required for school building-level leadership positions in all New York state public schools and, increasingly, in faith-based and nonpublic schools.

Prospective students must consult with their respective state education department to determine whether they meet qualifications for their state certification. Many states have reciprocity with New York state regarding leadership certification. Individuals seeking NYSED School Building Leader certification must meet all state requirements for the certification and should visit the NYSED website to review these. NYSED requires that candidates for School Building Leader certification take and pass the SBL certification exam (parts 1 and 2), take and pass the Educating All Students exam, and complete the mandated Dignity for All Students Act (DASA) workshop.

CIP Code

13.0401 - Educational Leadership and Administration, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Applicants must meet the general requirements for admission to graduate study in the Graduate School of Education, as well as the following program-specific admissions requirements:

- possess an initial or professional state certificate in teaching or other appropriate and acceptable educational specialty
- have earned a minimum earned undergraduate and graduate grade point averages of approximately 3.0 (B or better)
- two references (if currently working in a pre-K–12 setting, one reference should be from your current school principal)
- proof of immunization against measles, meningitis, mumps, and rubella
- a satisfactory command of oral and written English
- three years of paid, full-time approved, and successful teaching experience by completion of the degree if seeking state SBL or SDL certification

Requirements Program of Study

Course	Title	Credits
Coursework will include 10 of the following:		30
ASGE 5112	Administration, Management, and Budgeting	
ASGE 5119	Fundamentals of Educational Supervision and Professional Learning	
ASGE 6130	Instructional Leadership	
ASGE 6145	Leading for Equity and Social Justice	
ASGE 6150	Partnering with Families and Communities ¹	
ASGE 6322	School Finance	
ASGE 6325	Education Law, Policy & Advocacy	
ASGE 6361	Leading Learning in Teams and Organizations	
ASGE 6461	Critical Issues in Educational Leadership	
ASGE 6520	Internship I (required of candidates seeking SBL certification)	
ASGE 6521	Internship II (required of candidates seeking SBL certification)	
ASGE 6541	Perspectives on Leadership	
ASGE 6720	Research for Educational Change	
ASGE 0701	Master’s Comprehensive Exam/Assessment ²	
	or ASGE 0702 Performance Assessment Completion	
Total Credits		30

¹ For students in the School Building Leader (Public) program, ASGE 6150 Partnering with Families and Communities is required. For students in the School Building Leader (Catholic) program, this course is an option as part of the credits required for the degree.

² For students in the School Building Leader (Public) program, completion of a series of four standards-based performance assessments is recorded by a passing grade in ASGE 0702 Performance Assessment Completion. Students in the School

Building Leader (Catholic) program complete ASGE 0701 Master’s Comprehensive Exam/Assessment.

There is required fieldwork associated with all courses except for ASGE 0701 Master’s Comprehensive Exam/Assessment and ASGE 0702 Performance Assessment Completion.

Completion Requirements

In addition to the general degree-completion requirements of the Graduate School of Education, candidates for the M.S.E. in school building leader must meet these requirements:

- complete the prescribed program of study, which includes 30 credits
- maintain a minimum overall graduate grade point average of 3.0 (B or better)
- if seeking the SBL certification, complete a year-long, six-credit internship, which is generally done in the candidate’s own school
- pass a master’s comprehensive examination which is generally taken during the last semester of coursework

Plans of Study

Course	Title	Credits
Year 1		
Fall		
ASGE 6145	Leading for Equity and Social Justice	3
ASGE 6130	Instructional Leadership	3
ASGE 6150	Partnering with Families and Communities	3
ASGE 6520	Internship I	3
Credits		12
Spring		
ASGE 5119	Fundamentals of Educational Supervision and Professional Learning	3
ASGE 5112	Administration, Management, and Budgeting	3
ASGE 6361	Leading Learning in Teams and Organizations	3
ASGE 6521	Internship II	3
Credits		12
Summer		
ASGE 6325	Education Law, Policy & Advocacy	3
ASGE 6720	Research for Educational Change	3
Credits		6
Total Credits		30

School District Leadership (Adv Cert)

15 credits

NYSED 29021/29022

This advanced certificate program is for those seeking to qualify for the New York State Education Department’s School District Leader (SDL) certification. The program may also be taken as an extension program for current students and recent graduates from our educational leadership programs.

School District Leader (SDL) Certification

SDL certification is required by the New York State Education Department for anyone seeking district-level positions, such as superintendent, assistant deputy superintendent, district supervisor, etc., in a New York state public school district. Students within and outside New York state are responsible for knowing and understanding individual state SDL requirements as well as reciprocity policies.

Students must consult with their state education department as to whether or not these experiences, as well as their respective educational and professional backgrounds, are acceptable for their state certification. Candidates seeking SDL certification are responsible for determining New York State Education Department requirements. These include (1) completion of an NYSED-approved school district leader preparation program (e.g., Fordham SDL program), (2) institutional recommendation, (3) a total of 60 graduate credits that must include a master's degree, (4) a minimum of three years of paid, full-time administrator/pupil personnel professional/teacher experience, (5) passing the two-part New York State SDL certification exam, (6) passing the Educating All Students exam, (6) completion of the NYSED mandated Dignity for All Students Act (DASA) workshop, (7) fingerprint clearance, and (8) permanent resident or U.S. citizenship.

Admissions

Applicants must meet the general requirements for admission to graduate study in the Graduate School of Education, as well as the following program-specific admissions requirements:

- have successfully earned a master's degree
- possess an initial or professional state certificate in teaching/pupil personnel service/administration
- have earned a minimum undergraduate and graduate grade point average of approximately 3.0 (B or better)
- submit two references (if currently working in a pre-K-12 building, one reference should be from your current school principal)
- possess a satisfactory command of oral and written English
- have three years of paid, full-time work experience as a classroom teacher, pupil personnel professional (e.g., school counselor), or administrator. Experience that is not full time may be credited on a prorated basis.

Requirements

Candidates seeking SDL certification must take the following five courses:

Course	Title	Credits
ASGE 6224	The Superintendency	3
ASGE 6225	Boards of Education	3
ASGE 6227	Cases and Simulations in Administration and Supervision	3
ASGE 7444	Leading a Learning Organization	3
ASGE 7530	Clinical Practice in Administration and Supervision (Internship District Level)	3
Total Credits		15

Current students and recent graduates (within the past 5 years) of the Division of Educational Leadership, Administration, and Policy are eligible to take this program as an extension and need 9 out of the 15 credits

Updated: 09-06-2024

of coursework which entails (1) ASGE 6224 The Superintendency, (2) ASGE 6225 Boards of Education or ASGE 7444 Leading a Learning Organization, and (3) ASGE 7530 Clinical Practice in Administration and Supervision. Contact the program coordinator, Dr. Phillip Smith, at psmith99@fordham.edu, for additional information.

Completion Requirements

To earn the advanced certificate in school district leadership, candidates must meet these requirements:

- complete the prescribed program of study which includes a minimum of 240 hours of internship embedded in ASGE 7530 Clinical Practice in Administration and Supervision
- maintain a minimum overall graduate grade point average of 3.0 (B or better)

In addition, to qualify for endorsement by the University for the New York State School District Leader (SDL) certification, advanced certificate candidates must also pass the New York State SDL exam.

Plans of Study

Course	Title	Credits
Year 1		
Spring		
ASGE 6227	Cases and Simulations in Administration and Supervision	3
ASGE 7444	Leading a Learning Organization	3
Credits		6
Summer		
ASGE 6224	The Superintendency	3
ASGE 6225	Boards of Education	3
ASGE 7530	Clinical Practice in Administration and Supervision (may also be taken in fall term)	3
Credits		9
Total Credits		15

Interdisciplinary Research Programs

- Contemporary Learning and Interdisciplinary Research (Ph.D.) (p. 764)

Contemporary Learning and Interdisciplinary Research (Ph.D.)

45 credits

NYSED 35223

Through interdisciplinary teaching, learning, and research, the Ph.D. program in Contemporary Learning and Interdisciplinary Research (CLAIR) is committed to finding innovative solutions that address the multifaceted challenges of education in a technologically complex, globalized world. Guided by the belief that education should be transformative, this unique program fosters ethical, versatile, and collaborative scholars who embrace multiple paradigms of inquiry to understand and improve contemporary learning environments. The Ph.D. program in CLAIR follows Fordham University's Jesuit

tradition of rigorous academic endeavor, service to complex urban and metropolitan communities, and dedication to the intellectual, moral, and socioemotional development of the individual. CLAIR epitomizes the Graduate School of Education's mission to create and nurture an inclusive, dynamic, intellectual, and reflective community that generates knowledge and promotes inquiry and excellence.

CLAIR includes a research core that engages students in authentic research. Through the perspective of multiple paradigms and the use of multiple methodologies, research teams of University faculty and CLAIR students generate new knowledge, test hypotheses, and solve problems related to contemporary learning.

Graduates of the program are prepared for a variety of roles, including instructional leader, teacher educator, program evaluator, educational researcher, academician, diversity trainer/multicultural educator, and industry professional designing educational materials, curriculum, and assessments.

Matriculation Requirements

Doctoral students are not fully matriculated until they have successfully completed the initial phase of the program. During the semester in which provisional doctoral students expect to complete their 12th to 15th credits of doctoral work, they must obtain permanent matriculation status. In CLAIR, the review is conducted after students have completed at least one course in the research core and at least 15 credits. CLAIR faculty evaluate each student's portfolio to determine whether permanent matriculation will be granted. Candidates for matriculation must

- complete at least one course in the research core and 15 credits;
- hold a 3.5 or higher GPA in CLAIR coursework at the time of review;
- receive satisfactory evaluations from course instructors on a knowledge, skills, and dispositions assessment;
- demonstrate competence in APA style;
- submit an updated personal statement related to research in contemporary learning; and
- submit a course plan, a specialization focus, and a request for a research mentor.

13.9999 - Education, Other.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Applicants seeking admission to the Ph.D. program in CLAIR must meet the general requirements for admission to doctoral study in the Graduate School of Education and these specific requirements:

- **Master's Degree:** Applicants must have a master's degree from an accredited college or university with a major or concentration in an appropriate field. To qualify for doctoral program, applicants must have earned a minimum graduate cumulative GPA of approximately 3.5 (B+).
- **Graduate Record Examination (GRE):** Applicants are required to submit scores, not older than five years, from the Graduate Record Examination (GRE). Information about the Graduate Record

Examination is available at the Educational Testing Service Graduate Record Examination website at gre.org.

- **Personal and Professional Goals Appropriate to Program:** Applicants must submit a personal statement as part of their application to the program.
- **Academic/Professional References:** A minimum of two references are required with the application. The purpose of these references is to establish suitability for doctoral study in this program. Therefore, references should be from persons qualified to assess academic and professional potential. References who can speak to the applicant's research interests and abilities are also encouraged.
- **Interview:** An in-person, phone, or virtual interview will be required.
- **Academic Writing Samples:** Applicants are required to submit one academic writing sample with their application.

Students are admitted to the doctoral program on a provisional basis, and their progress is monitored through the matriculation review process and through periodic review by their mentor, adviser, the CLAIR director, and CLAIR faculty.

Note: The CLAIR program is temporarily no longer accepting new applications.

Requirements Program of Study

All students in CLAIR are required to complete 45 credits of coursework prior to achieving candidacy (i.e., beginning dissertation work), which includes a research core, a contemporary learning core, a specialization core, and electives. Specializations are defined with the CLAIR advisor in order to develop content knowledge in a particular field.

Electives must be taken within the CLAIR program or be approved by CLAIR advisers. Students are required to complete an independent research project (Capstone Project) that serves as a comprehensive assessment and the final gateway to doctoral candidacy. Once students achieve candidacy, they are also required to enroll in Dissertation Seminar, which is credit bearing (3 credits/semester enrolled), until they successfully defend the dissertation. The coursework requirements are as follows:

Course	Title	Credits
Research Core		
PSGE 7681	Quantitative Research Methods in Psychology and Education I	3
PSGE 7682	Quantitative Research Methods in Psychology and Education II	3
PSGE 7683	Qualitative and Single Case Design Research Methods I	3
PSGE 7684	Qualitative and Single Case Design Research Methods II	3
CTGE 6191	Critique of Research	3
CLGE 6107	CLAIR Proseminar	3
Contemporary Learning Core		
CTGE 6810	Sociopolitical Dimensions of Education	3
<i>Any three of the following courses:</i>		
PSGE 6308	Cognition and Instruction I: Foundations and Basic Processes	9

CLGE 6555	Becoming Leaders of Contemporary Learning	
PSGE 6325	Psychology of Media	
CLGE 6545	Structural, Philosophical and Psychological Examinations of Argument	
Applied Experience		
CLGE 7175	Internship in Contemporary Learning and Interdisciplinary Research ¹	3
Electives		
External course outside of GSE in other units of the University		3
Research or content courses selected in consultation with advisor ²		9
Capstone Project		
CLGE 8001 & CLGE 8002	Capstone Research Project and Capstone Research Project ³	0
Dissertation Seminar (Not counted towards overall credits for degree.)		
CLGE 8110	Dissertation Seminar: Contemporary Learning and Interdisciplinary Research	
	or CLGE 811 Dissertation Seminar: Contemporary Learning and Interdisciplinary Research	
Must be enrolled for duration of dissertation phase until successfully defended (3 credits every semester enrolled).		
Degree Milestones		
CLGE 0900	Permanent Matriculation	0
CLGE 0999	CLAIR Proposal Acceptance	0
EDGE 0990	Dissertation Oral Defense	0
EDGE 0999	Dissertation Format Review	0
Total Credits		45

¹ Students may fulfill this requirement with a combination of 1, 2, and 3-credit internship courses. Students must earn 3 credits of CLGE 7175 Internship in Contemporary Learning and Interdisciplinary Research to complete this requirement.

² Students may apply up to three additional credits of CLGE 7175 Internship in Contemporary Learning and Interdisciplinary Research to this requirement, for a total of no more than 6 credits of CLGE 7175.

³ Students take CLGE 8001 Capstone Research Project for their first semester of Capstone, and then take CLGE 8002 Capstone Research Project at least two subsequent times, until they complete it. To successfully complete this requirement, students must earn a grade of "S" (Satisfactory) in the final time they take CLGE 8002 Capstone Research Project.

Depending on their academic background, some students may be encouraged by Program Director to take CLGE 6106 Academic Writing, which will count towards the credits required for the degree.

Completion Requirements

To complete the Doctor of Philosophy degree in Contemporary Learning and Interdisciplinary Research (CLAIR), students must meet the GSE general degree completion requirements and these specific program requirements:

- complete the prescribed program of study, including a minimum of 45 credits (beyond the master's degree) taken at Fordham Graduate School of Education, under the direction and approval of an adviser

- maintain a minimum overall graduate GPA of 3.5 (B+ or better)
- complete and defend a one-year independent, capstone research project (3 consecutive semesters)
- develop and defend an original dissertation related to contemporary learning and interdisciplinary research with approval of the CLAIR faculty

Policies and Procedures

All students accepted into a program of study in the Graduate School of Education are assigned a faculty adviser. The adviser provides information and counsel on matters related to programs and Graduate School of Education policies and procedures. Students, however, are responsible for being cognizant of and meeting all requirements, including appropriate deadlines and administrative procedures, for the completion of their degrees.

All academic programs are designed in keeping the standards articulated in the Conceptual Framework of the Graduate School of Education and are aligned with professional and state standards.

- General Program Requirements (p. 766)
- Certification and Licensure (p. 768)
- Enrollment (p. 768)
- Academic Policies (p. 770)
- Tuition, Fees, and Financial Aid (p. 774)
- University Policies (p. 775)

Bulletin Information

While every effort has been made to provide accurate and current information, the Graduate School of Education reserves the right to withdraw or modify, without notice, any policies, procedures, fees, programs of study, academic calendar, courses, faculty, or other items listed in this bulletin, or to make any other changes it considers necessary or desirable. Statements made in this bulletin are for informational purposes only. Students are responsible for learning and following all program-related criteria, including deadlines and graduation requirements and procedures. For additional information, write or call the Office of the Dean or the chairperson of the division in which the program of interest is offered.

General Program Requirements

The program of study in effect at the time of admission constitutes the minimum course requirements. Additional courses or other work and activities may be required based on the student's prior academic or professional background, on achievement in the program, or on professional or academic goals. Changes in state certification regulations may also affect a student's program. All coursework is taken under the guidance and approval of an adviser within the student's division. Changes to programs of study may require the approval of the division chairperson and the associate dean for academic affairs.

In addition to program-specific requirements for courses and activities, degree- and/or program-specific criteria must be met before degrees are awarded.

Master's

Time Limit and Credit Requirements

A master's degree must be completed within a five-year period, beginning with either the student's initial registration in the program or the date on which a course accepted for transfer was completed. The number of credits required for a master's degree depends on the particular program and the student's academic background; however, the minimum number of credits is 30, with no fewer than 24 credits taken at Fordham University as part of the program.

Comprehensive Assessments

Comprehensive, end-of-program assessments, such as the development of a professional portfolio, the completion of comprehensive examinations, or the demonstration of professional competencies, are required in all graduate programs. Students should consult their advisers or division chairperson for specific information regarding format and content of comprehensive examinations/assessments. Students must register to take these assessments during the semester they complete their course requirements or after all coursework is completed. See course registration materials for appropriate call numbers for comprehensive assessments.

If students are not registering for other courses during the semester in which they plan to register for this assessment, they must register for Maintenance of Matriculation. Check the academic calendar for deadlines for registration and for the administration dates. Students who are not successful on these assessments may register to retake them the following semester. If the second assessment is also unsatisfactory, the student's matriculation will be terminated.

Advanced Certificate

Time Limit and Credit Requirements

An advanced certificate must be completed within a five-year period, beginning with either the student's initial registration in the program or the date on which a course accepted for transfer was completed. The number of credits required for an advanced certificate depends on the particular program and the student's academic background; however, the minimum number of credits is 30, with no fewer than 24 credits taken at Fordham University as part of the program.

Comprehensive Assessments

Comprehensive, end-of-program assessments (comps), such as the development of a professional portfolio, the completion of comprehensive essays, or the demonstration of program competencies, are required in all graduate programs. Students should consult their advisers or division chairperson for specific information regarding format and content of comprehensive examinations/assessments. Students must register in advance to take these assessments during the semester they complete their course requirements or after all coursework is completed. See course registration materials for appropriate call numbers for comprehensive assessments.

If students are not registering for other courses during the semester in which they plan to take comps, they must register for Maintenance of Matriculation. Check the academic calendar for deadlines for comps registration and for their administration dates. Students who are not successful on these assessments may register to retake them the following semester. If the second assessment is also unsatisfactory, the student's matriculation will be terminated.

Doctoral

Time Limit and Credit Requirements

Students in Ph.D. or Ed.D. programs must complete all the degree requirements for the specific program within an eight-year period, beginning with the earlier date of either the student's initial registration in the program or the date on which a course accepted for transfer of credit was completed. All doctoral students must complete a minimum of 45 credits beyond the master's degree at the Graduate School of Education.

Permanent Matriculation

Students are admitted to doctoral degree programs on a provisional matriculation basis. During the semester in which provisional doctoral students expect to complete their 12th to 15th credit of doctoral work, they must apply for permanent matriculation status by enrolling in either ASGE 0900, CLGE 0900, CTGE 0900, or PSGE 0900; effective Fall 2021, these administrative courses are graded on a Satisfactory/Unsatisfactory basis. Students will be evaluated by the faculty of the appropriate division and will be continued in the program only on the recommendation of the faculty of the division and with the approval of the associate dean for academic affairs. Consult your adviser or division chair for additional information on permanent matriculation.

Research Apprenticeship

After being approved for permanent matriculation, all doctoral students must enroll in Research Apprenticeship (also called Capstone for the CLAIR program). During this apprenticeship, students will conduct research under the direction of a full-time faculty member. Students may also participate in seminars at which prominent researchers from various disciplines will make scholarly presentations.

Comprehensive Qualifying Examinations

After completing all required courses other than the dissertation seminar, students in Ph.D. and Ed.D. degree programs must undergo a comprehensive qualifying examination or equivalent assessment to test the integration of their knowledge of the field of study. Students must register for the examinations by the date indicated in the academic calendar. After passing the comprehensive examinations or assessments, the students are admitted to candidacy for the doctorate. Students who are not successful on these examinations may register to retake them a second time. If the result of the second examination is also unsatisfactory, the student's matriculation will be terminated.

Dissertation Seminar

After completing all required courses and the comprehensive qualifying examinations, doctoral candidates must register for the dissertation seminar offered by their division. While in seminar, they are expected to develop a dissertation proposal that will meet with the approval of seminar faculty.

Students who have not developed an approved proposal after two semesters of seminar may be required to meet with a committee of faculty convened by the division chairperson to determine the future of their studies.

Dissertation Proposal

One outcome of the dissertation seminar is an approved dissertation proposal, which needs to be noted on each student's transcript as ASGE 0999, CLGE 0999, CTGE 0999, or PSGE 0999.

Dissertation Mentoring

Doctoral candidates must engage in original research under the direction of their mentors and dissertation committees. When the candidate's committee determines a dissertation is complete, it is submitted for oral defense (EDGE 0990) and then format review (EDGE 0999). Candidates must pass a final oral defense focusing on their dissertation and field of study. Award of the doctorate requires the satisfactory defense of the dissertation and the final approval of the dissertation document, including format review.

If the dissertation or parts thereof are subsequently published, the preliminary matter of the printed copy must contain a statement that the book or part thereof was part of a dissertation, presented for the degree of Doctor of Philosophy or Doctor of Education in the Graduate School of Education, Fordham University.

Certification and Licensure

Students who meet all program requirements, complete the course of study, and meet established field experience competencies are eligible to receive Fordham University's endorsement for New York state certification or licensure in their program area. Based on the program completed, a graduate must also have earned a passing score on any relevant New York state examinations and completed workshops in Child Abuse Identification and Reporting (CAIR), Dignity for All Students Act (DASA), School Violence Prevention and Intervention (SAVE), Drug and Alcohol Abuse, and Health and Physical Education.

Notes: Some programs have additional certification or licensure requirements. The Health and Physical Education Workshop is only required for students who are enrolled in the Childhood Education program (1-6).

Enrollment

General Requirements for Admissions Applications to GSE Programs

Criteria for admission vary according to degree program and specialty. Consult the program descriptions in this bulletin and our website for special requirements, including prerequisites. In addition to the program-specific criteria, all applicants seeking admission to graduate degree programs in the Graduate School of Education must meet the following requirements:

Liberal Arts and Sciences Background

Applicants must have a baccalaureate degree from an accredited college or university with a major or appropriate concentration in a liberal arts or sciences discipline or other appropriate and equivalent undergraduate preparation. They must also provide evidence of satisfactory undergraduate scholarship and potential for successful graduate study. To qualify for master's or Advanced Certificate programs, applicants should have earned a minimum undergraduate cumulative GPA of approximately 3.0, unless otherwise specified. To qualify for doctoral or advanced certificate programs, applicants should have earned a minimum cumulative grade point average (GPA) of approximately 3.5 (B+). Applicants to programs leading to fulfillment of state certification or licensing requirements must also meet the state's related core and content requirements in the liberal arts and science areas. Programs leading to professional certification, or certification annotations or

extensions, require possession of initial or provisional certification and may require teaching experience.

Transcripts

Applicants are required to submit official transcripts of all coursework taken (with the exception of study abroad coursework). Only transcripts submitted to the Graduate School of Education's Office of Admissions directly from the institutions that an applicant has attended/is attending are considered official. Official transcripts can be sent by mail or official electronic download. If a degree has been completed, the transcript must include the degree awarded and date conferred. Applicants who have been admitted to the Graduate School of Education but have not yet completed their undergraduate degrees will be required to submit an official copy of their final undergraduate degree which indicates the degree awarded and date of degree conferral.

Recommendations

Applicants are required to submit two letters of recommendation from respondents familiar with the applicant's academic or professional background for application to all graduate degree and certificate programs. Applicants may provide more than the required number of recommendations, however an application cannot be completed until all recommendations have been received or written authorization to remove the named recommender from an application is sent to the Graduate School of Education's Office of Admissions. Respondents with familial ties (e.g., parent, sibling, spouse, grandparent, etc.) to the applicant are not permitted.

Personal Statement

Applicants are required to submit a clear and concise personal statement with their admission application. Personal statement requirements vary by program and can be found on the Personal Statement section of the online application.

Resume/C.V.

Applicants are required to submit a resume or curriculum vitae (CV) with their online application

Application Fee

Applicants are required to submit an application fee (see Tuition and Fees section for more information on fee amount) in order for their application to be considered complete for review by the faculty admissions committee.

Standardized Test Requirements

Most applicants are not required to submit standardized test scores from the Graduate Record Examination (GRE) General Test or Miller Analogies Test (MAT) with their application. Test score submission requirements vary by program and are as follows:

- Teacher education programs: ALL master's and advanced certificate programs (MAT or GRE General Test not required); doctoral program (MAT or GRE General Test is optional)
- Educational leadership programs: ALL doctoral programs (MAT or GRE General Test is optional); master's and advanced certificate programs (MAT or GRE General Test is optional)
- Psychological and educational services programs: Ph.D. in counseling psychology (GRE General Test is optional); Ph.D. in school psychology (GRE General Test is optional)

The required exam(s) should be taken at least two months prior to the application deadline to ensure timely receipt of scores by GSE admissions. GRE School Code: 2252. MAT School Code: 1453. Information about the Graduate Record Examination is available at the Educational Testing Service, Graduate Record Examinations website. Information about the Miller Analogies Test is available from its website.

Additional Review of English Language Proficiency

Depending on the review of an application, official transcripts, personal statement, and test of English language proficiency, accepted students might be required to engage in further evaluation and study in English language prior to or in conjunction with admission and matriculation in the Graduate School of Education. For further information about the tests, go to ielts.org or ets.org/toefl. All students are expected to demonstrate a satisfactory level of written and spoken English proficiency in coursework and written reports throughout their graduate study. Inability to maintain an acceptable level of English is a basis for review of student status and may result in referral to Fordham's Institute of American Language and Culture (IALC), academic probation, suspension, or termination of matriculation.

Proof of Immunization

New York state law requires all students born on or after January 1, 1957, to have on file proof of immunity from measles, mumps, and rubella. These vaccinations must have been given on or after the first birthday. To comply with this law, accepted students must submit proof of immunization signed by a physician or other health official. Students who fail to provide proof of immunization are not permitted to register for classes. In addition, students must either have the meningococcal vaccine or sign a waiver declining the vaccine. If you have questions regarding immunization, call the Fordham University Health Center at 212-636-7160.

Admission Requirements for the Five-Year Integrated Teacher Education Program

Consult the admissions requirements for the five-year program (p. 710) listed separately in this bulletin.

Admission Procedures

Before applying for admission to any program of the Graduate School of Education, carefully review its description, specific admission criteria, and program of study, which are listed in this bulletin and on our website. Questions about the program, including issues of eligibility, certification, or requirements, may be addressed to the program coordinator or the chairperson of the division within which the program is offered.

Applications are evaluated by faculty committees and will not be reviewed unless they are complete. An application is complete when the application is submitted; the fee is paid; and all required official transcripts, recommendations, official test scores, and other materials have been received by the admissions office. Documents submitted as part of an application become part of the records of the Graduate School of Education and will not be returned or duplicated for any purpose.

Most Graduate School of Education programs admit students throughout the academic year; however, doctoral programs, mental health counseling, and the advanced certificate (formerly professional diploma) programs in school psychology have special deadlines.

Applicants will be notified of admissions decisions as soon as possible after completed applications are received and reviewed by faculty

admission committees. Following notification of admission, students must:

- Respond to their offer of admission. Accepted offers of admission require an admissions deposit. The admissions deposit can be paid online by credit/debit or electronic check and is non-refundable. Accepted students should refer to their admission letter for their required deposit amount. The admission deposit is credited toward the first tuition bill.
- Meet with their assigned faculty advisers to discuss their programs and course selection.
- Register by the start of the academic term to which they were admitted or request a deferment (for up to one academic year from the term of acceptance) in writing. Requests are reviewed and approved pending faculty decision.
- Application materials of non-enrolled accepted students will be destroyed after three years.
- Submit immunization form to the University Health Services Center before the start of the semester*.
- Submit the financial responsibility agreement*.

*Failure to complete these items by their respective deadlines will result in administrative withdrawal from classes.

Applicants from Countries Other than the United States

Requirements for applications from persons who are from countries other than the United States are shown below. Required application materials for non-U.S. applicants include:

- the completed online application;
- recommendation letters and application fee;
- personal statement and resume;
- appropriate test scores (including the TOEFL or IELTS, if necessary);
- proof of financial support; and
- transcript evaluations from any NACES Evaluation Agency that include a course-by-course evaluation and conversion to a U.S. scale, grade equivalencies to a U.S. scale, and a final grade point average converted to a U.S. scale for applicants who are admitted before their undergraduate studies have been completed..

A certified translation is required for any documents submitted in languages other than English. Admission procedures require an evaluation of prior educational experience to document equivalency to a U.S.-earned baccalaureate or master's degree. Information about this evaluation may be obtained by contacting any NACES Evaluation Agency. Persons who are not U.S. citizens are not eligible for Graduate School of Education scholarships but can apply for graduate assistant positions if enrolled full time (minimum 9-12 credits) and meet the GPA requirement for graduate assistantships.

All students must have oral and written English language skills sufficient for successful completion of their program. If it is determined that a student's English skills are insufficient, the student will be required to improve his or her English skills by taking classes in English as a second language.

Applicants who expect to use the F-1 or J-1 Student Visa must prove that they have financial support to cover tuition and living expenses for each year that they will study at the University. International students must be enrolled full time (12 credits) in order to comply with the student visa regulations.

The Affidavit of Support form is available online, and must be submitted to the Office of International Students (OIS). A Certificate of Eligibility (I-20) cannot be issued until this form is completed and returned with the required documentation. Contact OIS for additional information at 212-636-6270. For more information on the latest visa issues, visit the Department of State website.

Requirements for Enrollment for Non-Degree Graduate Study

Applicants for non-degree (or non-matriculated) courses must provide proof of the following:

- earned baccalaureate or graduate degree from an accredited college or university (A copy of your diploma or transcript is acceptable and can be uploaded to your online application);
- proof of identity, in the form of a government-issued photo ID (driver's license, passport, etc.); and
- course approval from an academic adviser for your courses

Applicants must meet with a Fordham Graduate School of Education adviser during our in-person registration hours.

Non-matriculated Student Status

Undergraduate seniors already enrolled at Fordham University whose programs do not require their full time attendance may register as non-matriculated students; written consents from the GSE associate dean for academic affairs and their school's dean is required. A maximum of six credits will be allowed.

If individuals have recently been accepted or are currently matriculated in another Fordham University academic program, they must take an official leave of absence from or withdraw from the program prior to seeking non-matriculated status in the Graduate School of Education.

Applicants who have been denied admission to the Graduate School of Education are not eligible to enroll as non-matriculated students.

Non-Degree Credit Limits and Course Limitations

- The Graduate School of Education provides opportunities for non-matriculated students to take courses for any of our three academic terms: fall, spring, or summer.
- Non-degree students may not exceed more than 12 credits of non-matriculated study in the Graduate School of Education, and depending on the program, may be limited to six credits. With the written approval of the Dean and relevant division chairperson, students who subsequently pursue additional non-matriculated coursework towards a separate program may be permitted additional credits. Enrollment as a non-matriculated student does not imply acceptance or eligibility to any degree program in the Graduate School of Education.
- Non-matriculated students are not eligible to take advanced level courses (level 7000 or higher), courses requiring pre- or corequisites, independent studies, tutorials, field placement, practica, or those reserved for a cohort group.
- All programs, with the exception of the doctoral programs in administration and supervision, permit non-matriculated study.
- International students who wish to take non-matriculated courses are permitted to do so, however must take a minimum of 12 credits.

Non-Degree Tuition and Fees

Non-degree (or non-matriculated) students pay the regular tuition rate plus additional fees. Please select the following link to view our current tuition rate and fees: [GSE Tuition and Fees](#).

Non-Degree Financial Aid and Scholarships

Non-matriculated students are not eligible for Graduate School of Education scholarships or graduate assistantships.

Non-matriculated students are not eligible for federal financial aid.

Academic Policies

Academic Discipline

Students are expected to maintain the highest standards with regard to honesty, effort, and performance. Discipline will be enforced if a student violates the University's Code of Conduct or the academic policies of the Graduate School of Education. Please refer to the dean for the policies and procedures regarding the academic code of conduct and disciplinary process.

Reserved Rights of the University

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

Maintenance of Matriculation

In order to maintain matriculated status, students must be continuously registered for all semesters (excluding summer) from the semester they begin their programs until they graduate. To maintain matriculation, students must be registered for one of the following: coursework, dissertation seminar, dissertation mentoring, doctoral residency, or EDGE 0666 (for master's level) or EDGE 9995 (for doctoral level). Students must register for EDGE 0666 for the semester in which they take comprehensive examinations, if they are not registering for other coursework during that semester.

Students unable to maintain matriculation may apply for a short-term leave of absence. Anyone who fails to register for two consecutive semesters without having obtained a leave of absence will automatically lose matriculated status and must make written application to the director of admissions for readmission. During the readmission review, the student's records will be evaluated in terms of admission and program requirements then in effect. As a result, additional coursework may be required. This readmission review will be conducted by the faculty and chairperson of the division in which the student was matriculated. The results of the review will be forwarded to the director of enrollment services.

Dissertation Format Review

After completing the dissertation seminar, and upon the successful oral defense of the dissertation, doctoral students must submit their dissertations for format review to assure that the dissertation document meets all the formatting and stylistic requirements of the Graduate

School of Education and is ready for publication. Upon submission, doctoral students will be registered for EDGE 0999.

Registration Processes

Advising and online registration for all students takes place once a semester during the online registration period. Consult academic calendars for exact dates of advising and registration periods each semester. The advising period enables students to meet with their advisers regarding course selection and academic progress. New and non-matriculated students should register during the walk-in registration period (see academic calendar) after meeting with or speaking to an adviser for course selection guidance and approval. Tuition bills are mailed approximately one month before the start of the semester, and payment is due before classes begin.

Walk-in and online registration are also available at the start of each semester for new and non-matriculated students. Continuing students who need to register past deadlines will be assessed a \$250 late fee. Students are responsible for registering themselves for courses in Banner, which can be accessed through My.Fordham. Students who register late will need to use the late registration link. Their request will need to be approved by their academic adviser and the associate dean for academic affairs. Registration instructions are sent to all continuing and newly admitted students. Validation by the bursar and registrar is required before the registration is finalized.

Adding or Dropping Courses

From the start of the registration window up until the add/drop deadline listed in the academic calendar, students may make changes to their course registrations via the same system. During add/drop, students may drop a course without penalty.

After the conclusion of the add/drop period, students must submit the course withdrawal/late registration form on My.Fordham to make any changes to their course registrations. Registration changes following the add/drop deadline carry penalties as communicated in the withdrawal policy (p. 774) and in accordance with the academic calendar. Students must send written instructor permission for late registration to their adviser, and the course must not be full, for their late registration form request to be approved.

Veteran students should be aware that if they are using any military education benefit, withdrawal from a class may create a debt with the VA, their Service Branch, or Fordham. Before withdrawing from a class, such students should consult with the VA Certifying Officials in the Office of Academic Records.

Tuition charges will be adjusted only up to the sixth week of class; after that, full tuition will be charged for dropped courses (see section on tuition and fees for prorated schedule of refunds).

Grade Point Average

Students in master's and most advanced programs must maintain a B (3.0) grade point average (GPA) or higher to continue in their programs and to graduate, unless otherwise specified. For students in Ed.D. and Ph.D. programs, a B+ (3.5) GPA or higher is required. Students' academic records are reviewed throughout their programs. If a student's GPA falls below the requirement, the school may require additional, alternative, or remedial coursework or other measures to assist the student to improve academic record. The student is placed on academic probation, which must be removed within one academic year. Failure to improve

or to maintain the required GPA may result in termination of a student's matriculation.

Attendance

Students are expected to attend all scheduled course meetings and complete all assigned work. If extraordinary circumstances prevent attendance or the timely completion of assignments, the student should consult the faculty member to make alternate arrangements for meeting the course requirements. These situations may require an extension of time to complete a course. Extensions ("incompletes") must be cleared by the announced date of the next semester. See academic calendar for last date to remove "incompletes" before they convert to administrative F grades.

Course Load

Graduate pre-service teacher education programs require a block of full time attendance, and involve credit loads as indicated in the program descriptions. For all other graduate programs, students are considered full time if they are enrolled in nine credits per semester or the equivalent. Students are encouraged to confirm the definition of the term, "full time" when seeking aid from Federal programs. Students employed full time may not register for more than six credits per semester unless granted permission from their academic adviser. Summer session students may take up to six credits per session for a maximum of 12 credits during June, July, and August, including for-credit institutes and tutorials.

Independent Studies/Tutorials

Students with good cause may request an independent study with a full time instructional staff member with expertise in the course content area. The approval of the faculty member, division chairperson, and the associate dean for academic affairs is required prior to beginning the independent study. Independent study applications must be submitted to the associate dean for academic affairs during the regular registration period. A maximum of six credits of independent study are permitted during a student's academic program.

Multiple Degrees

Students admitted into a degree program are admitted into a singular program unless the program has been designed and offered as a joint or dual degree program. Students are not allowed to seek admission into a second degree program if they have not graduated from the first degree program. Students may seek admission into a second degree program once they have satisfied the requirements of the first degree program.

Transfers of Credit

Students may request a transfer of credit for a course completed at another accredited institution provided the course is at the graduate level and its content is equivalent to course content required/permitted for the degree at Fordham. The course may not have been used to fulfill requirements for another degree and it must have been completed with a grade of B or better (the grade P is normally not transferable unless it is the only passing grade given by the institution). In addition, the course must have been taken within the five years prior to date of anticipated completion of the degree in progress at Fordham. Associated knowledge or performance assessments may be required, depending on the course.

To transfer credit, complete a transfer of credit form and submit it to your adviser and division chairperson with an official transcript of the credits and grade earned in the course along with a photocopy of the course description from the offering institution's school bulletin. The division

chair will forward the documents with a recommendation to the associate dean for academic affairs for approval. Up to six graduate credits may be transferred. It is the student's responsibility to arrange for his or her transcript to be sent to the division office to accompany the transfer of credit form.

Transfer credits do not contribute to a student's GPA. Please note that if transfer credit is granted for a course taken prior to admission to Fordham, the time limit for program completion is computed from the semester of the transferred course.

Exemption from Courses

Students may request an exemption from a required course if they have taken similar coursework previously or if they have equivalent or substantively related professional experience. To request an exemption, students must submit a completed application for exemption to their division chairperson.

An exemption waives a student from completing a course that is ordinarily required, and may reduce the number of credits a student needs to complete for their specific program. An exemption does not, however, reduce the minimum number of Fordham-earned credits required for a degree (30 for a master's and 45 for a doctorate; the doctoral programs in School Psychology (p. 746) and Counseling Psychology (p. 740) require 60 Fordham-earned credits).

The application must be accompanied by documentary evidence to justify the exemption; for example, an official transcript and photocopy of the course description from the institution's bulletin, a copy of a professional certification, or a signed statement from a supervisor indicating satisfactory completion of an equivalent experience. Associated knowledge and performance assessments may be required, depending on the course.

Time Limits

All requirements for the master's degree or the professional diploma must be completed within five years of the first course applied to the degree. All requirements for the doctorate (Ph.D. or Ed.D.) must be completed within eight years of the first course applied to the degree. If transfer credit is granted for a course taken prior to admission to Fordham, the time limit will be computed from the semester of the transferred course. Students who do not complete their programs within the time limits may have their matriculation automatically terminated. Extensions of time to complete a degree may be granted by the associate dean for academic affairs upon the recommendation of the division chairperson and adviser, and submission of a satisfactory degree completion action plan. However, students are typically allowed only a single, one-year extension.

Leave of Absence

Students unable to actively pursue their studies and maintain matriculation through registration for a period of time should request a leave of absence. Time granted for a leave of absence does not extend the time limit for completing a degree program. Leaves of absence are awarded on a semester-by-semester basis and multiple leaves of absence are not typically permitted. To request a leave of absence, a student must submit the leave of absence form to the appropriate academic advisor two weeks prior to the start of the term, indicating the reason for the request.

Incomplete Policy Criteria

The use of an "Incomplete" may not be initiated by faculty but rather must be requested by the student and approved by the faculty. The "Incomplete" (INC) is a temporary assessment that may be assigned only when the criteria below apply. Those criteria shall be as follows:

- The student has satisfactorily completed 75% of the course requirements as determined by the course instructor;
- The student has experienced unforeseen and extenuating circumstances that can be documented, which prevent fulfillment of the remaining course requirements no later than the end of the term;
- The student shall be making satisfactory progress toward achieving course outcomes at the time the request for the incomplete is made;
- Students shall be responsible for initiating the INC Grade Request/Contract and for providing documentation to support the request for an "INC" grade no later than the published "Last Day of Instruction" for that term.
- Requests for INC grades will not be processed after the last class session for the course.

An incomplete shall not be assigned when it is necessary for the student to attend a major portion of the class when it is next offered. An incomplete is also prohibited where the normal practice requires an extension of the course requirement beyond the close of the term, e.g., thesis or project-type courses. An incomplete grade is not appropriate for students who completed all coursework but are unsatisfied with the final grade for the course.

Completion of the course requirements, instructor evaluation, and change of grade request shall occur no later than the date specified on the GSE Academic Calendar of the approved "INC." It is advisable for instructors to set a due date for missing assignments that will allow them to grade assignments and submit the grade change request prior to the deadline date specified on the GSE Academic Calendar.

Procedures

- Students who are certain they meet the criteria for requesting an incomplete grade will initiate the workflow by going to the portal, my.fordham.edu, Students page, under Electronic Forms, selecting the "Incomplete (INC) Grade Contract" link, and completing part 1 of the INC Grade Contract form. Students must provide a compelling reason why they are requesting an INC grade. The student will submit the form, and the workflow will route the request to the course instructor.
- If the instructor determines that the student meets the criteria, the instructor will check the approve box and specify the course assignments that must be completed. The instructor will specify when all missing assignments must be submitted. Instructors should give themselves sufficient time to grade the missing assignments and submit grade change requests before the deadline specified on the GSE Academic Calendar.
- The instructor will be asked to confirm that the request for the incomplete grade was submitted before the last class session for the course. If the answer is no, the workflow ends, and if the answer is yes, the workflow proceeds.
- If the instructor determines that the request does not meet the criteria, the instructor will check the deny box and indicate the rationale for the denial. The workflow ends.

- The workflow will route all requests (approvals and denials) to the student, instructor, Associate Dean (only if the instructor approves), Assistant to the Associate Dean, and Academic Records (only if approved).
- If approved, Academic Records will assign the INC* grade, and the Dean's Office will retain the document for its records and upload it to OnBase.
- If denied, the Dean's Office will retain the document for its records (upload to OnBase).
- **All INC grades not cleared through the grade change request process by the deadline specified on the GSE Academic Calendar will result in an F on the student's transcript. No exceptions will be made.**
- The Dean's Office shall maintain official records of the written contract. If the instructor of record that issued the INC grade is no longer available, the Division Chair and/or Program Coordinator shall ensure that the instructor's obligations are fulfilled.

Incomplete Due to Military Service (IMS)

When a member of the Armed Forces (including reserve components) receives orders to perform a period of service (i.e. active duty, inactive duty training, or state service), the temporary grade of IMS is assigned by the Office of Academic Records. Students who receive a grade of IMS will have the opportunity to complete the given term after the period of service. Service members must provide a copy of their military orders to the Office of Military and Veterans' Services (veterans@fordham.edu) prior to receiving an IMS grade.

Grades

The following grades are used to indicate student performance and achievement: A, A-, B+, B, B-, C+, C, and F. If a student receives a grade of F for a course, it will remain on the student's record, even after the course is retaken and a passing grade is earned subsequently. The grade of a repeated course is also recorded on the academic record and does not remove or replace a grade previously earned. The designations S, Satisfactory; U, Unsatisfactory; P, Pass; and F, Fail are used to evaluate student work in dissertation seminar, internships, practica, and other specified courses. Professors may assign a grade of Incomplete (INC) for students whose work is incomplete but satisfactory on the last day of the courses. An In Progress (IP) is reserved for yearlong experiences and courses, and must not be used for one-semester experiences or courses.

Students whose coursework is incomplete but satisfactory on the last day of the course may receive a grade of INC. To remove an INC and receive credit for the course, the course requirements must be completed by the deadline posted in the academic calendar, and faculty members must submit a grade using the online change-of-grade form (Fordham.edu Faculty page > Faculty Services Dashboard > Faculty Grade Change). Failure to complete the course requirements by the date posted will result in a grade change from INC to F. Changes to grades require approval of the associate dean or dean, and if processed past the last date to change grades noted in the academic calendar, require Provost's Office approval. All INCs that convert to a grade of F contribute to the student's GPA.

Note: According to University policy and with the goal to preserve the integrity of academic student records, changes in course grades, other than Incompletes, will, in general, not be permitted. Submission of additional work at a later date, desire for an improved academic record, and failure to observe academic regulations such as those related to

withdrawals, absences, or incompletes shall not be deemed sufficient reason to alter a student's academic record.

Transcript of Record

An official transcript is one bearing the seal of the University and the signature of the University Registrar.

Official academic transcripts may be issued to educational institutions, employers, scholarship/grant/fellowship organizations, application services, government agencies, etc., or to students (for personal use). Students may view their unofficial transcript online by using their credentials on fordham.edu. Official transcripts cannot be faxed to recipients.

Students and alumni who request an official transcript for personal use may not forward it to another party; doing so renders the transcript unofficial. Transcripts should always be issued to the intended final recipient.

The University offers online ordering for secure electronic transcripts as well as for mailed (paper) transcripts. Full details are available from the Office of Academic Records.

Students may request an unofficial transcript listing courses and credits marked "Unofficial." The University accepts no responsibility for the accuracy of an unofficial transcript after it has been issued.

Transcripts may be requested from the University via the National Student Clearinghouse. They should be requested well in advance of the date desired. No transcripts will be issued for students who have account holds that prevent transcript release. In compliance with New York State law, the University does not withhold transcripts for unpaid financial obligations. Fees apply for specialized transcript mailing services (i.e. certified mail, international mail, express mail). These fees and services are subject to change at any time.

The Office of Academic Records may use its discretion to limit the number of transcripts requested at any one time.

Students who attended (completed any of their coursework) at the University prior to 1990, or at Marymount College prior to Fall 2002, must use this Transcript Request Form and submit it to the Office of Academic Records. Such transcripts cannot be delivered electronically, and can only be delivered via mail (regular or express).

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

Auditing Privileges

Individuals who have earned the baccalaureate, master's degree, or professional diploma may apply to audit a course on a space-available basis for the purpose of personal or professional development. The fee for auditing courses is equal to tuition for one graduate credit. An application for non-matriculated study and an add/drop form are used to request the audit privilege. Audits are approved by the associate dean for academic affairs.

No grades, credit, or transcripts are given for audited courses. Audited courses will not be considered in requests for exemptions, transfers, waivers, or advanced standing should the auditor subsequently be admitted to a degree program in the Graduate School of Education. An

audited course may not be changed to a credit course. Institutes that are taken for noncredit are considered as audited and may not be changed to a credit experience after the institute is over.

The University also extends the privilege of auditing courses on a space-available basis without payment of fees to scholars with doctoral degrees from Fordham or other universities. There are some courses, for example upper-level, practica, laboratory, or seminar courses, that are not open to auditors. Application by letter should be made to the associate dean for academic affairs, who will provide a letter to be presented to the instructor of the course to be audited if the application is approved.

Grievance Procedures

It is the policy of Fordham University to protect the rights of each student to be free from unlawful discrimination. Students who believe they have been discriminated against with respect to participation in, access to, or benefits of any program or activity within the Graduate School of Education are advised to file a grievance. For additional information, write or call the associate dean for academic affairs or the chairperson of the division in which the program is offered.

Tuition, Fees, and Financial Aid

Tuition and Fees

The University and its Board of Trustees reserve the right to adjust these charges without notice. Charges during the period covered by this bulletin will change. The charges are available from the Office of Student Accounts.

Liability Insurance

Students enrolled in programs requiring fieldwork, practica, student teaching, or an internship will be charged a one-time insurance fee at the beginning of their enrollment in the program that will cover them under Fordham University's liability insurance policy throughout the semesters in which they complete their fieldwork, practica, student teaching, or internship. Students are also strongly encouraged to obtain their own personal policy through professional organizations.

Policies

Tuition and fees are billed after registration and must be paid on or before the invoice due date. Checks should be made payable to Fordham University. There will be a penalty and handling charge if a check is returned from the bank for insufficient funds or any other reason. Should this occur, the University may require settlement of any subsequent obligations with cash, wire transfer, or certified check.

The University reserves the right to cancel or bar further registration until all financial obligations are satisfied. Delinquency of outstanding balances, including those from deferred or other payment plans, are subject to collection by the University or a designated agent. Students are liable for any costs incurred in the collection of delinquent accounts.

Cost of Attendance

Information about the estimated cost of attendance per year is available from the Office of Student Accounts.

Refund Policies and Procedures

The University's refund policies and procedures ensure equitable refunds to students who withdraw from all or a portion of their studies or when payment is in excess of the total charges. Application and tuition deposit

fees are not refundable. Registration, late payment, student activities, laboratory, maintenance of matriculation, and other special fees are not refundable after classes begin.

New students who want to withdraw the acceptance of our offer of admission are required to write a letter stating that they want to withdraw from the Graduate School of Education (GSE). Letters should include the withdrawal date, student ID number, and program name. Letters may be submitted by email from Fordham email accounts. Emails should be directed to the admissions office at gse_admiss@fordham.edu.

Continuing GSE students who want to withdraw must write a letter stating they want to withdraw from GSE. Letters should include the withdrawal date, student ID number, and program name. Letters may be submitted on paper or emailed from Fordham email accounts. Letters should be directed to the academic adviser. Academic advisers will sign off on the withdrawal request and (with division chair approval) forward it to academic records in the enrollment services office on the second floor of the Lowenstein Center. Students are also expected to complete a withdrawal form.

A request for a refund must be submitted to the Office of Student Financial Services. Students who anticipate a refund should enroll in direct deposit. No refunds will be processed until the University has received all funds from third-party payers (such as employers, governmental agencies, and payment plan service providers).

Students withdrawing should contact Enrollment Services at 718-817-4900 for counseling regarding the effect the withdrawal has on balances due to the University and financial aid. The refund calculation is based on the following:

- First-time and continuing students not receiving Title IV (federal) assistance are subject to the Institutional Refund Policy.
- Refunds must be calculated using federal and institutional policies for continuing students receiving Title IV assistance.
- First-time students attending Fordham University receiving Title IV assistance and withdrawing during the first nine weeks of the term are subject to a federal refund calculation as mandated by the Higher Education Amendments (HEA) of 1992.
- Students who received aid as cash must be placed into repayment status for those aid programs.

Note: For students who received Title IV assistance, refunds must be returned to the programs in the following order: unsubsidized Direct loan, subsidized Direct loan, Plus loan, Perkins loan, Pell, FSEOG, other Title IV aid, and other federal aid. Fordham grants, scholarships, and other aid may be prorated, canceled, or returned to the program. Any additional monies will be returned to the student. The following refund policies are based on 100% tuition payment. The refund period begins with the first day of the term.

Veteran students should be aware that if they are using any military education benefit, withdrawal from the University (which may involve withdrawal from classes) may create a debt with the VA, their Service Branch, or Fordham. Before withdrawing from the University, such students should consult with the VA Certifying Officials in the Office of Academic Records.

Note: The dates and refund portions are determined each year; the information below is approximate and subject to change. Check the GSE calendar online at fordham.edu/gse for current information.

See the University's refund calculator for more details.

Refund Policy Appeal Process

A student may appeal decisions by writing to the Associate Dean. The request should include all relevant information describing the special circumstances upon which the appeal is based.

GSE Financial Aid

School-based aid consists of funding provided by Fordham GSE. It is separate from federal or state financial aid and external funding.

The Graduate School of Education offers students merit and need-based financial awards (scholarships and graduate assistantships). Students applying for GSE school-based aid must meet the GPA criteria and demonstrate financial need, as evidenced by completion of the Free Application for Federal Student Aid (FAFSA). Award eligibility is based on students' final, cumulative, degree-granting GPA. Applicants for GSE scholarships and graduate assistantships must complete a FAFSA for the academic year in which they enroll.

GSE Scholarship Eligibility

To be eligible for GSE school-based scholarships, students must:

- Maintain enrollment in two courses (six credits) for summer, fall, and spring semesters
- Demonstrate financial need by completing a FAFSA (Fordham University's Federal School Code is #002722.)
- Meet minimum GPA requirements: a 3.5 undergraduate GPA and a 3.75 graduate GPA
- Be a U.S. citizen or an eligible noncitizen (as determined by FAFSA)

GSE Graduate Assistantship Eligibility

To be eligible for a graduate assistantship, students must:

- Demonstrate financial need by completing a FAFSA (Fordham University's Federal School Code is #002722.)
- Meet the minimum GPA requirements: 3.5 undergraduate GPA and 3.75 graduate GPA
- Be enrolled in a minimum of 9 credits for the fall or spring semesters and a minimum of 6 credits for the summer semester in any degree program within the Graduate School of Education for the entire academic year

International students may apply for a graduate assistantship if the GPA requirement and credit load are met.

Note: Students may apply for more than one form of GSE school-based aid (scholarship or graduate assistantship). Additional information is available on the GSE Financial Aid website.

Federal Financial Aid

Students matriculated in a degree program who are enrolled at least half time in each term of the loan period and have filed a valid FAFSA may apply for the Federal Direct Unsubsidized loan and Federal Direct Graduate PLUS loan. After students file the FAFSA, they must review their Student Aid Report for accuracy or missing data. The annual limit for the unsubsidized loan is \$20,500. Students who plan to borrow the unsubsidized loan must complete the electronic loan request form.

The Graduate PLUS loan can be requested online. The Office of Student Financial Services will review and certify loan eligibility based on federal guidelines. Interest begins to accrue on these loans at the time of

disbursement. Borrowers are not required to make payment while in school but are encouraged to make quarterly interest payments to limit the total amount of interest paid.

Federal regulations require that before funds may be disbursed, first-time Fordham borrowers must complete a Master Promissory Note (MPN) and Entrance Counseling Session with the U.S. Department of Education.

Federal Loan Satisfactory Academic Progress (SAP)

Criteria for federal loans include the following:

- Students must maintain a minimum grade point average of 3.0 for ADV, ADVN, M.S., M.S.E., and M.S.T. degree programs, and 3.5 for Ed.D. and Ph.D. degree programs.
- Students must attempt and complete no fewer than 6 credit hours per term. The Matriculated Student Status Certificate form (see below for more information) must be completed by a student who may be registered for fewer credits to qualify for half, three-quarters, or full-time certification for purposes of veterans' benefits and federal financial aid eligibility.
- Maintain active term matriculation status (from term admitted to term graduated).
- Students must complete the course of study within five years for ADV, ADVN, M.S., M.S.E., M.S.T. degree programs and within eight years for Ed.D. or Ph.D. degree programs.

Students who fail to attain satisfactory progress at the end of each academic year will lose federal financial aid eligibility. If the student resumes satisfactory academic progress, the student will regain federal financial aid eligibility as long as they maintain satisfactory academic progress.

Students enrolled in non-degree programs are not eligible for federal aid and should look into a private education loan for non-degree programs.

The Matriculated Student Status Certification form must be completed by a student who may be registered for fewer credits to qualify for half, three-quarters or full-time certification for purposes of veterans' benefits and federal financial aid eligibility.

Matriculated Student Status Certification Forms

- Form only (for students loan status) (PDF)
- SAP Appeal Form (online)

University Policies

- Academic Integrity (p. 776)
- Affirmative Action Policy (p. 776)
- Campus Safety (p. 776)
- Nondiscrimination and Director of Gender Equity/Title IX Coordinator (p. 776)
- Notice Regarding the Clery Act (p. 776)
- Recruitment of Jesuits to the Faculty (p. 776)
- Student Records and FERPA Policy (p. 777)
- Support Services for Students with Disabilities (p. 778)

Academic Integrity

Please refer to the University Academic Integrity Policy. If there are questions, please contact the GSE Associate Dean for Academic Affairs.

Affirmative Action Policy

The University continues its commitment to affirmative action in employment by providing the means to recruit, employ, and promote women and other underrepresented minorities in the interest of attaining a workplace that closely resembles the available qualified labor pool. The Office of Human Resources Management is available to all employees of Fordham University for consultation, training, and development of those methods and initiatives that advance a diversified workforce, and ensure nondiscrimination, access to equal employment opportunities, and fair treatment of individuals. It is the responsibility of the Vice President of Human Resources to monitor and report regularly on the University's efforts to achieve diversity and compliance with all laws pertaining to nondiscrimination in employment.

Campus Safety

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

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

For more information

Visit the Public Safety web page.

Nondiscrimination and Director of Gender Equity/Title IX Coordinator

Fordham University is committed to maintaining a community in which its members live, work, and learn in a safe and respectful environment that is free from all forms of sex- and gender-based discrimination. This commitment applies to all members of the Fordham community regardless of race, color, national origin, religion, creed, age, ability, sex, gender, gender identity, gender expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, criminal conviction, or any other protected class recognized under federal, state, or local law.

The University's Director of Gender Equity/Title IX Coordinator oversees the University's gender equity and Title IX compliance efforts and is responsible for coordinating the University's response to all reports of sexual and related misconduct, including sex- or gender-based discrimination involving educational programs, gender equity in athletic programs, employment, and admission. The Director of Gender Equity/Title IX Coordinator also collects data from all University reports of sex- and gender-based discrimination to identify and address any patterns or systemic issues that may arise, and collects data to analyze the outcome

of reports involving sex- and gender-based discrimination. Fordham will take prompt and effective steps to end sexual and related misconduct, eliminate the hostile environment, prevent its recurrence, and remedy its effects.

Inquiries concerning the application of Title IX and its implementing regulations and/or the application of the gender equity provisions contained in the Sexual and Related Misconduct Policy and Procedures for the Fordham University Community may be referred to the University's Vice President for Human Resources and Interim Title IX Coordinator, Kay Turner, Esq., by email at titleix@fordham.edu or by dialing 718-817-4930.

The Office of Human Resources Management oversees the University's enforcement of anti-discrimination and anti-harassment in employment (Title VII, New York State Human Rights Law, and New York City and Westchester Human Rights Laws) and non-gender based anti-discrimination and anti-discriminatory harassment of students (Title VI). Inquiries concerning these issues may be referred to the Office of Human Resources Management at hr@fordham.edu or by dialing 718-817-4930.

Notice Regarding the Clery Act

Fordham University is committed to the safety and security of members of the Fordham community. As part of this commitment and in fulfillment of our obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Fordham publishes an annual security and fire safety report. The report contains information about the incidence of fires and certain categories of crime on Fordham campuses as well as important information about Fordham University safety and security policies, tips for staying safe, and important telephone numbers. Hard copies of the report are available upon request by contacting the University's Associate Vice President for Public Safety at 718-817-2222 or by writing to:

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

The report can also be accessed through Public Safety.

Recruitment of Jesuits to the Faculty

As a Jesuit, Catholic institution, Fordham University aims to create a community that is ever more diverse, committed, and deeply engaged in New York City and beyond. Grounded in the Jesuit tradition, we seek new ways to live out our mission in contexts very different from that in which Fordham was founded. Moreover, the Society of Jesus, the religious community that has helped sustain Fordham since 1846, itself shares in this attempt to respond to our times with creativity, confidence, and integrity.

Fordham University has been indebted to the presence and work of so many Jesuits throughout its history, and yet it has thrived, especially in the past 50 years, on account of a great variety of colleagues of diverse intellectual, philosophical, cultural, and religious commitments. We hope that all members of the Fordham faculty will find in our Jesuit, Catholic tradition opportunities for joyful and meaningful work.

We do not expect to return to a time when a large part of Fordham's workforce consisted of members of the Society of Jesus. And yet we

recognize that excellent Jesuit colleagues, while few, continue to search not only for employment as teachers and scholars but also for a way specifically to contribute to the mission and identity of places like Fordham. Some have, in fact, been our own students, yet many more come from more national or international contexts than ever before. We continue to seek out those interested in being fine colleagues, teachers, scholars, administrators, pastors, and citizens of the University.

At any point, the number of Jesuits finishing terminal degrees or otherwise prepared to enter an academic position at Fordham is not large. Yet those who are so prepared stand to make an important contribution to our shared purpose and to give unique witness to the kind of educational values Fordham has long embraced.

For this reason, the recruitment and hiring of highly qualified Jesuits is considered an institutional priority. In an effort to clarify and make more transparent processes by which that can be done, a protocol has been established as identifying basic "rules of engagement" for those entities at the University that may wish to recruit a Jesuit for a position. This document applies only to Jesuits considered for full-time academic positions, either tenure-line or non-tenure-line.

The protocol document is available from the Office of the Provost and the Dean of Arts and Sciences.

Student Records and FERPA Policy

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords enrolled students certain rights with respect to their education records. A student is considered enrolled at Fordham University as of the first day of classes of the earliest term of the academic year in which the student is registered.

First time applicants to the University are not considered enrolled students until they are officially registered and attend the first day of classes. Requests for inspection of student records under FERPA cannot be considered until an individual is an enrolled student.

These rights include:

1. The right to inspect and review your education records within 45 days of the day Fordham University receives a written request for access. If you want to review your record, you should submit a request to the Office of Academic Records. Indicate the record(s) you wish to inspect. A University official will make arrangements for access and notify you of the time and place where the records may be inspected.
2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University Registrar clearly identifying the part of the record you want changed, and why you believe it is inaccurate or misleading. A University official will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.
3. The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with "legitimate educational interests." A school official has a legitimate educational interest if the official has a "need to know"

of information from your education record in order to fulfill his or her official responsibilities.

- a. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include: Staff employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, contractor, consultant, volunteer, or technology provider), or other outside parties under the direct control of the University with respect to the use and maintenance of education records; a person serving on the Board of Trustees; or a student employed by the University or serving on an official committee, such as on a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fordham University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office (SPPO)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)

FERPA also protects course recordings, as outlined in the Class Recording Notice and Related Policy.

A copy of the Act, more details about your rights, and any University policies related to the Act are available from the Office of Academic Records at this page.

Questions concerning FERPA should be referred to the Office of Academic Records or the Office of Legal Counsel.

Directory Information

Release of student record information is generally not done at Fordham University without the expressed, written consent of the student. There are, however, some exceptions.

For example, Fordham University, at its discretion, may release the following Directory Information without the student's consent: student's name, address, telephone number, electronic mail address, Fordham ID Number (FIDN), photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g. undergraduate or graduate; full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received (e.g., Dean's List recognition), and the most recent educational agency or institution attended, and other such similar information.

Please note that you have the right to withhold the release of directory information. To do so, you must complete the Educational Record Sharing (FERPA) Block form, also available on the Fordham.edu "Students" page under "Electronic Forms." Please note two important details regarding placing a "No Release" (FERPA Block) on your record:

- Fordham University receives many inquiries for directory information from a variety of sources outside the institution, including friends,

parents, relatives, prospective employers, scholarship programs, the news media and honor societies. Having a "No Release" on your records will preclude release (block the sharing) of such information, even to those people.

- A "No Release" applies to all elements of directory information on your record. Fordham University does not apply a "No Release" differently to the various directory information data elements.

Veteran Information

Veterans and veteran dependents enrolled at Fordham University utilizing education benefits programs—such as Post 9/11 GI Bill[®], Montgomery GI Bill[®]-Active Duty, Montgomery GI Bill[®]-Selected Reserve, and Survivor's and Dependents' Education Assistance (DEA-Chapter 35)—must present their Certificate of Eligibility (COE) and DD214 (if applicable) to the military/veteran school certifying officials at the time of registration or as soon as possible thereafter. Those utilizing the Veteran Readiness and Employment (VR&E) Chapter 31 benefit should ensure that their counselor has authorized them for the semester and should inform the Fordham school certifying officials. Please refer to the VA website, www.gibill.va.gov, for eligibility criteria as well as type of education or training benefits available under each program. **The VA can also be reached at 888 442-4551.** Veterans who do not have such a letter (COE) must follow the same procedure for payment of tuition as all other students. Specific tuition questions should be directed to the Financial Aid office of your home school.

All students using a VA education benefit will need to complete an **Enrollment Certification Request for Veteran Benefits** form. It is located on the student portal under Electronic Forms. It is to be submitted **after registration is complete for the term.** If you do not submit it, we will not know to certify you with the VA. For access to the form, please refer to:

https://myapps.web.fordham.edu/site/web/content/hyland/veterans_gibill.jsp

For information on Fordham University's participation in the Post 9/11 GI Bill[®] Yellow Ribbon Program, please refer to the Fordham website.

Support Services for Students with Disabilities

The Office of Disability Services (ODS) works closely with students, faculty, and administrators to ensure appropriate services for students with documented disabilities in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans and Disabilities Act of 1990. Students who register with ODS will complete the same coursework as their peers, and registration does not become a part of a student's transcript. The University will make every attempt to provide reasonable accommodations to students who have a documented disability.

Please visit our webpage for new students. There, you will find the application, documentation upload instructions, and how to schedule your intake. If you have further questions, you can contact ODS by calling either our Rose Hill office (718-817-0655) or Lincoln Center office (212-636-6282). Both offices are open Monday to Friday from 9 a.m. to 5 p.m. Please note that a student is not eligible to receive any academic accommodations until formally registered via a completed intake appointment. Accommodations are not made retroactively, so

it is best to contact ODS to begin this process the summer before entering Fordham. If a new, incoming student has one of the following types of disabilities: physical mobility, visual impairment, or a hearing impairment, it is essential to contact ODS by July 2 in order to ensure that accommodations can be put in place before classes begin in September. Please do not send documentation of a disability to the admissions office. Any information regarding a student's 504 Plan or IEP must be sent directly to ODS.

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

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

Lincoln Center Campus
Lowenstein Room 408
212-636-6282

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

Westchester or online graduate students should contact the Rose Hill office at 718-817-0655.

For more information

Visit the Disability Services web pages.

Course Listings

The prefixes used for Graduate School of Education courses are:

- ASGE - Administration and Supervision
- CLGE - Contemporary Learning and Interdisciplinary Research
- CTGE - Curriculum and Teaching
- EDGE - Interdisciplinary Research
- PSGE - Psychological and Educational Services
- UEGE - Urban Education

The numbering system is the key to the course levels, specifically:

- 5000 series - Graduate courses and institutes
- 6000 series - Graduates courses and advanced institutes
- 7000 series - Advanced graduate courses
- 8000 series - Seminars and guided tutorials
- 9000 series - Special courses and process registrations

ASGE 5112. Administration, Management, and Budgeting. (3 Credits)

This course focuses on how school leaders apply the knowledge, skills, and commitments necessary to improve management, communication, technology, human resources, school-level governance, and operation systems for school operations. The course also focuses on how to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations for effective school functions.

ASGE 5119. Fundamentals of Educational Supervision and Professional Learning. (3 Credits)

This course emphasizes effective means of observation, supervision, support, and professional learning to improve instruction and student achievement and create dynamic and democratic communities of learners. Through this course, students consider the human, technical, educational, and moral aspects of supervision and professional learning and review effective practices while practicing standards-based observation, feedback, and improvement planning.

ASGE 5902. Management of Continuing and Adult Education Programs. (3 Credits)

This course is designed to provide an understanding of current behavior concepts, theories, and processes of management and supervision as applied to adult-education organizations and agencies.

ASGE 6130. Instructional Leadership. (3 Credits)

Development of leadership in optimal staff performance and emphasis on factors that facilitate learning. Students will develop understand their role as instructional leaders using formal and informal observation protocols and practice assessing lessons using a variety of rubrics.

ASGE 6132. Organizational Behavior. (3 Credits)

Focuses on social/psychological forces influencing the behavior of the individual. Topics include communication, perception, motivation, attitudes, values, adult development, leadership, power, and influence.

ASGE 6145. Leading for Equity and Social Justice. (3 Credits)

This course provides understanding and knowledge to promote the success and well-being of each student by developing a supportive, equitable, culturally responsive, and inclusive school culture. The course addresses concepts, issues, and dilemmas related to a multicultural, diverse society from both a historical and contemporary perspective and students learn to apply culturally-responsive and equitable leadership standards as integral to school operations and effectiveness.

ASGE 6150. Partnering with Families and Communities. (3 Credits)

This course recognizes the centrality of working with families and communities to strengthen schools and ensures that social justice leadership and culturally responsive school leadership principles are present in our leadership preparation program. It also envisions families as partners in supporting and facilitating student learning and educational success.

ASGE 6224. The Superintendentcy. (3 Credits)

Consideration of the chief roles of the superintendent of schools, such as school board relationships; personnel; finance and budgeting; program planning; community relationships; local, state, and federal relationships; and evaluation.

ASGE 6225. Boards of Education. (3 Credits)

The study of the role, responsibilities, power, and legal aspects of dealing with boards of education. Course is designed for board members, and practicing and prospective school administrators.

ASGE 6227. Cases and Simulations in Administration and Supervision. (3 Credits)

This course uses a variety of cases and simulations to provide "situational data" for analysis of issues, problem solving, and leadership development.

ASGE 6322. School Finance. (3 Credits)

Theory and practice of property taxation, tax and educational equity issues, understanding state school aid, and alternatives to existing funding patterns. It also considers the management of financial resources at the district and site level.

ASGE 6325. Education Law, Policy & Advocacy. (3 Credits)

Education policy is examined in the context of historical, philosophical, economic, sociocultural, political, and legal perspectives. The legal status of the pupil, teacher, superintendent, and the role of school boards are examined.

ASGE 6331. Shaping Educational Policy. (3 Credits)

A study of educational management as affected by public policies. Focus on political environments, decision-making processes, and legislation influencing education, as well as strategies and techniques for managing their impact on educational institutions.

ASGE 6338. Ethics of School Administration. (3 Credits)

Using case studies and theoretical analyses, this course examines the ethical issues that school administrators commonly face.

ASGE 6361. Leading Learning in Teams and Organizations. (3 Credits)

This course examines theory, research, and practice on effective team and organizational learning to support planning and change. The course provides opportunities for students to integrate theory, research, and practice by engaging a team in innovative planning for using data and budget information and improving curriculum, instructional, or assessment practices.

ASGE 6362. Understanding and Managing Change. (3 to 4 Credits)

Students learn to scan the internal and external environments to identify challenges and constraints, to understand stakeholders' investments in maintaining or challenging the status quo, to understand and manage change in the context of various change models, and to align business strategies with organizational systems and structures.

ASGE 6371. Hist & Descrip Research. (3 Credits)

Techniques in the use of archival materials, primary sources, and secondary publications will be taught in the framework of educational policy research.

ASGE 6461. Critical Issues in Educational Leadership. (0 to 3 Credits)

This course synthesizes research on enduring and emerging issues in administration and supervision, including retrenchment, special education, finance, and desegregation.

ASGE 6520. Internship I. (3 Credits)

Systematic observation and planned participation in the administrative and supervisory activities of an urban or suburban school. Application must be submitted to the division chairperson by the end of the second month of the semester preceding internship.

ASGE 6521. Internship II. (3 Credits)

Systematic observation and planned participation in the administrative and supervisory activities of an urban or suburban school. Application must be submitted to the division chairperson by the end of the second month of the semester preceding internship.

ASGE 6532. Seminar for Nonpublic School Administrators. (1 to 3 Credits)

This is an individualized, project-centered course in which participants will bring together multiple understandings and competencies developed in earlier courses and focus them in a synthetic way on a major problem or issue.

ASGE 6541. Perspectives on Leadership. (3 Credits)

This course is designed to expose participants to various theories of leadership, to have them examine their own experience in working with a leader, to have them probe their own sources of motivation in seeking to exercise leadership, and to have them develop specific leadership skills and approaches in becoming accountable school leaders.

ASGE 6620. Advanced Statistics in Administration and Supervision. (3 Credits)

Covers statistical inference and prediction in research in educational leadership, administration, and policy, including parametric and nonparametric methods, and concepts of measurement and probability.

ASGE 6720. Research for Educational Change. (3 Credits)

This course is designed to develop school leaders as effective consumers of research and to use inquiry to drive improvement. Students explore how to integrate theory and research on inquiry and organizational change. As part of the course, students plan and carry out a short-cycle, equity-focused school improvement project.

ASGE 7320. Data Analysis & Accountability. (3 Credits)

School administrators are challenged to manage and analyze data to inform instruction and improve student performance. This course teaches the use of data for setting goals, monitoring progress and using data warehousing—thus holding educators accountable for results. Students will analyze and share data in "data cycle" format to inform educators and the public regarding what they receive from the district and/or read in the print and electronic media.

ASGE 7322. Economics and Finance of Education. (3 Credits)

In this course, students study the efficiency, equity, and adequacy of the funding of education—including sources, budgets, uses, and effects—at the federal, state, and local levels. Key concerns are the equity of spending, the efficiency of resource utilization, the productivity of schools in relating fiscal resources to learning opportunities and student achievement, and the privatization of education (e.g., charter schools, vouchers, and school choice).

ASGE 7333. Data Inquiry and Analysis. (3 Credits)

This course is designed to develop students' skills in investigating various sources of quantitative and qualitative data (including large-scale data sets) to explore the complexity of problems of practices, investigate variations in performance within and among groups, and apply data analysis for school accountability, improvement, and reform.

ASGE 7428. Seminar in Leadership. (3 Credits)

Students in this advanced seminar investigate topics and issues in leadership. This course involves the exploration of theoretical frameworks as a means of interpreting problems from the field and suggesting leadership responses to these problems.

ASGE 7429. Social Theories and Educational Institutions. (3 Credits)

This is an in-depth analysis of social theories and their implications for the restructuring of educational and other social institutions. The course focuses on structural-functional theory and other theories and their contemporary critics.

ASGE 7430. Leadership in Educational Policy and Reform. (3 Credits)

In this course, students will deepen their understanding of educational policy and their skills in analyzing and responding to policy challenges as educational leaders and scholars. To gain an understanding of how education policies evolve, students will examine and analyze the political, economic, social, and philosophical processes that contribute to its development, implementation, analysis, and evaluation.

ASGE 7431. Administration and Supervision Seminar. (3 Credits)

An advanced seminar in administration and supervision; exploration and study of comprehensive professional concerns.

ASGE 7432. Seminar in Organizational Theory. (3 Credits)

Focuses on application of organizational theory to school administration. Theories of Weber, Argyris, McGregor, Etzioni, and others will be examined.

ASGE 7435. Strategic Thinking, Planning, and Implementation. (3 Credits)

Every organization needs to grow, and today's organizations need to do so in a competitive and ever-changing environment. The heart of the change process is in the strategy the organization selects to move forward. In this course, students learn to understand their industry, the competition, and their organization's core competencies and values. They learn strategic models, including those of Michael Porter, Treacy and Wiersma, Hamel and Prahalad, Kim and Mauborgne, and Richard D'Aveni. Using Nadler and Tushman's model for Congruence, they learn to align their organizations with the chosen strategy.

ASGE 7436. Transforming Schools, Districts, and Communities. (3 Credits)

Through this course, students explore theory, research, and professional practice in engaging and transforming schools, districts, and communities, particularly to support school improvement and student learning. The course will also explore resource acquisition, management, and use in support of student learning and related political and systems issues.

ASGE 7439. Advanced Seminar for Nonpublic School Administration. (1 or 3 Credits)

This course provides advanced study of administration in nonpublic schools. Issues of finance, curriculum, personnel, physical plant, instruction, and community relations are covered.

ASGE 7440. Seminar in Organizational Behavior. (1 to 3 Credits)

This course focuses on individuals and groups in the organization and on both the micro and macro perspectives of their behavior. The perspective, historical background, methodology, and theoretical framework for the field of organizational behavior will be presented. The emphasis will be on developing leaders with a vision that reflects an understanding of the social and psychological forces influencing the behavior of the individual in organizations and the dynamics, processes, and structures of organizational behavior.

ASGE 7442. Leading Organizational Change. (3 Credits)

This course focuses on the nature of discontinuous change and on managing the paradoxes of change including chaos and order. Several current theories of change will be presented and applied to students' organizational settings. The emphasis will be on developing leadership skills for crafting a vision, mission, and strategic plan for change, as well as for aligning the organization behind the vision.

ASGE 7444. Leading a Learning Organization. (3 Credits)

This course examines the principles of leadership in a learning organization by exploring theory, research, and practice as related to schools and districts. The course provides opportunities for students to integrate theory and research with practice through simulated experiences, group discussions, reading, observations, interviews, action research, and case studies.

ASGE 7445. Leading Instructional Improvement. (3 Credits)

This course focuses on the practice of instructional improvement in schools and school systems, where "improvement" is defined as increasing the equity and quality of instructional practice and student learning over time. The course equips students with skills in observing, analyzing, and understanding teaching and learning that can be coupled with decisions about how to manage and support learning in the PK–12 sector.

ASGE 7446. Seminar in Organizational Culture, Learning, and Change. (3 Credits)

This course focuses on the nature of organizational culture: how it comes into being, how to shape a culture, and how to change a culture. Students explore the role of leadership and use of a systems perspective in creating, shaping, and changing organizational culture.

ASGE 7448. Seminar in Ethics and Social Justice. (3 Credits)

Through this course, students develop an ability to discuss and clarify ethical and social justice perspectives to gain an understanding of these same issues within organizations. The course helps students develop policies and strategies to address social justice and ethical issues within their schools, districts, and communities.

ASGE 7449. Introduction to Inquiry and Improvement Science. (3 Credits)

This course provides an overview to scholarly inquiry and practice, and develops foundational knowledge about research design and methods, reviewing research studies and reading peer reviewed research, research ethics and basic concepts in designed-based research and improvement science.

ASGE 7450. Seminar in the Spirituality of Leadership. (3 Credits)

This course focuses on the nature of spirituality and on leading the building of community within organizations. The course will explore spirituality as it basically relates to education. Throughout the course, spirituality will be differentiated from formal religion. The spiritual dimension of educational practice will be presented as it pertains to building community with educators, families, organizations, and cultures.

ASGE 7460. Community of Inquiry 1: Framing Problems of Practice. (1 Credit)

In this initial course, students begin to identify a problem of practice for their dissertation, learn attributes of universal problems, investigate how to differentiate the problem for various groups, and how to collaborate with others to define and investigate their problem.

ASGE 7461. Community of Inquiry 2: Innovative Solutions. (1 Credit)

Community of Inquiry 2 aims to extend the dissertation work students developed in Community of Inquiry 1. This is a workshop-styled seminar in which students explore solutions for their proposed problem of practice, seeking input and feedback. Specifically, students will learn how to (1) explicate their theory of action, (2) consult the professional knowledge base, (3) develop a theory of action that rests on critical and systematic analysis of the knowledge base, and (4) graphically present the theory of action using a driver diagram.

Prerequisites: ASGE 7449 and ASGE 7731 and ASGE 7721 and ASGE 7460.

ASGE 7470. Design-Based Methods and Improvement Science in Education. (3 Credits)

This course moves students from exploring problems of practice to identifying, designing, and planning for the implementation of promising solutions to address these problems. Specifically, students will investigate and apply design-based and improvement-science methods to address a significant educational problem. Students will develop a design-based research prototype, seek implementation support, develop readiness for change and buy-in, and start their innovation.

ASGE 7471. Implementation Research and Program Evaluation. (3 Credits)

This course provides preparation and guidance on implementation research and program evaluation. Students learn how to monitor implementation and conduct program evaluation, particularly for their dissertation of practice. The course addresses theoretical, organizational change and practical issues, and prepares students to conduct an implementation study and program evaluation and communicate the results.

ASGE 7530. Clinical Practice in Administration and Supervision. (3 Credits)

This course provides students with applied field experiences designed to work out solutions to particular problems of practice.

ASGE 7531. Advanced Qualitative Research. (3 Credits)

This course offers students the opportunity to engage in field research activities that focus on initial research design, data collection, and analysis.

ASGE 7721. Applied Quantitative Research Methods. (3 Credits)

This course provides an overview of quantitative methods and research design, and related statistical techniques. Students can explore how to use these skills to investigate problems of practice.

ASGE 7731. Applied Qualitative Research Methods II. (3 Credits)

This course provides an overview of qualitative research perspectives and methods and their use in investigating applied problems of practice, particularly in observing and interviewing students and staff in school and district settings.

ASGE 8001. Research Apprenticeship. (0 Credits)

Research Apprenticeship.

ASGE 8505. Directed Research in Educational Leadership, Administration, and Policy. (1 to 3 Credits)

Designed for students who are developing research problems or projects for their doctoral studies.

ASGE 8750. Dissertation in Practice Seminar. (3 Credits)

This seminar is for advanced Doctor of Education candidates in the Division of Educational Leadership, Administration, and Policy who have completed all of their coursework. The purpose of the seminar is to assist students in developing an approved dissertation proposal.

ASGE 8751. Dissertation Seminar: Educational Leadership, Administration, and Policy, PhD. (3 Credits)

Seminar for advanced Doctor of Philosophy candidates in the Division of Educational Leadership, Administration, and Policy who have completed all of their coursework. The purpose of the seminar is to assist students in developing an approved dissertation proposal.

ASGE 9990. Independent Study. (1 to 4 Credits)

Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires approval of the professor directing the study, the division chair, and the director of graduate studies.

CLGE 6100. Special Topics in Contemporary Learning and Interdisciplinary Research. (0 to 3 Credits)

Special topics for CLAIR program.

CLGE 6101. Special Topics in Contemporary Learning and Interdisciplinary Research. (0 to 3 Credits)

Used with unique course title each time offered.

CLGE 6102. Special Topics in Contemporary Learning and Interdisciplinary Research. (1 Credit)

This module will focus on analyzing data gathered in mixed method research.

CLGE 6103. Special Topics in Contemporary Learning and Interdisciplinary Research. (1 Credit)

This module will focus on writing up and presenting mixed methods studies.

CLGE 6104. Special Topics in Contemporary Learning and Interdisciplinary Research. (0 to 3 Credits)

This course shall be used with unique course titles and descriptions each time it is offered.

CLGE 6105. Interview Analysis. (1 Credit)

This module will focus on analyzing interview data.

CLGE 6106. Academic Writing. (1 Credit)

This module will focus on writing for academic purposes.

CLGE 6107. CLAIR Proseminar. (3 Credits)

This one-semester offering is designed to provide students, particularly those with less of an undergraduate and master's-level background in research, with an overview of key skill areas that they will need to master throughout their graduate career. These skill areas include developing research questions; research methodologies; data analysis; written and oral expression; and referencing style. The course will culminate in the development of a research project for the group to design as a cohort. The course will be graded as Pass/Fail, whereby a Pass will be awarded for active engagement in the class discussions and activities throughout the semester, and for successful completion of the final project.

CLGE 6140. Foundations of Interdisciplinary Research I. (3 Credits)

Representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to develop an understanding of diverse research traditions.

Attribute: TE.

CLGE 6142. Foundations of Interdisciplinary Research II. (3 Credits)

During this two-semester seminar, doctoral students will be immersed in representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to develop an understanding of diverse research traditions. Participants will explore research designs and processes in published studies for posing questions, and collecting, analyzing, and interpreting data from quantitative and qualitative perspectives. Drawing on the knowledge bases informing an interdisciplinary understanding of learning, we will design our individual and collaborative studies using hypothesis testing and hypothesis-generating stances, mindful of the ethical dimensions of these endeavors.

CLGE 6240. Global Perspectives on Language, Culture, and Equity. (1 to 3 Credits)

Provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language.

CLGE 6280. Multicultural Competencies and Tools of Awareness, Transformation, and Advocacy. (3 Credits)

Grounded in interdisciplinary theory, research, and practice implications for effective learning, this course is designed to develop: (a) foundational multicultural competencies, particularly in the self-awareness components of empathic resources and hidden biases, and (b) culturally relevant tools for promoting educational achievement for all students, including those vulnerable to discrimination. Students will be challenged to reflect on their own cultural biases, expand their conception of appropriate professional roles, and develop awareness, knowledge and skills necessary to facilitate effective learning opportunities with diverse students. This course incorporates didactic, experiential, cognitive, affective, individual, and small group models of learning.

CLGE 6380. Standardized and Alternate Assessments for Students at Risk or With Disabilities. (3 Credits)

Focus on practices and policies related to the use of standardized and alternative assessment approaches for understanding and supporting student learning, instructional planning, and policy making.

Attribute: TE.

CLGE 6400. Learning Through Language. (3 Credits)

An interdisciplinary course focusing on the relationship for teachers and supervisors between language as a tool for learning and language as evidence of learning. Particular emphasis will be placed on the relationship between these concerns and the need for improving the reading and writing proficiencies of students in all levels of education.

CLGE 6440. Understanding Contemporary Literacies. (3 Credits)

Introduces various frameworks of literacy in the contemporary world.

CLGE 6540. Development in Context. (1 to 3 Credits)

This course will review current thinking in developmental psychology as reflected in prevailing developmental theory and current areas of research.

CLGE 6545. Structural, Philosophical and Psychological Examinations of Argument. (0 to 3 Credits)

Explores the form and function of arguments in writing and discourse.

CLGE 6550. Motivation to Learn. (1 to 3 Credits)

This course will focus on taking an in-depth look at achievement motivation from a psychological perspective.

CLGE 6555. Becoming Leaders of Contemporary Learning. (0 to 3 Credits)

Examine contemporary learning through the forces that are generally attributed to reshaping education in the 21st century.

CLGE 7150. Program Assessment and Evaluation II. (1 to 3 Credits)

This course focuses on how to assess the effectiveness of educational service delivery systems, both in schools and other human service settings.

CLGE 7152. Prgm Assess & Eval II. (1 to 3 Credits)

Focuses on how to assess the effectiveness of educational service delivery systems, both in schools and other human service settings.

CLGE 7175. Internship in Contemporary Learning and Interdisciplinary Research. (0 to 3 Credits)

Students shall engage in professional experiences in the schools and/or education related agencies as interns.

CLGE 7190. Advanced Seminar in Interdisciplinary Research I. (0 to 3 Credits)

Team taught, two semester will scaffold the skills and learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, and empirical research studies.

CLGE 7192. Advanced Seminar in Interdisciplinary Research II. (0 to 3 Credits)

Team-taught, two semester seminar will scaffold the skills and learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, and empirical research studies.

CLGE 7194. Adv Sem Interdis Res III. (0 to 1 Credits)

Three semester seminar will scaffold the skills & learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, & empirical research studies.

CLGE 7220. Closing the Opportunity/Achievement Gap. (3 Credits)

Provides educators, leaders, and policy makers with the skills, knowledge, and dispositions to work with diverse youth populations.

CLGE 7240. Multilingual Literacy: Exploring Literacy in Multiple Languages and Cultures. (3 Credits)

Provides theoretical and research foundations to the intersection of language and culture across literacy practices in multiple educational, social, and geographical contexts.

CLGE 7340. Contemporary Interventions for Struggling Readers and Writers. (3 Credits)

It is estimated that more than 10 million children in the United States have some degree of oral-language-based reading disability. Roughly 80 percent of children referred for special services require support services in reading, writing, and oral language. Best contemporary practices rely on interdisciplinary teams to assess difficulties and plan interventions. This interdisciplinary course draws from the fields of literacy, learning disabilities, psychology, and neuroscience in examining theories and research in reading and writing processes and best practices for universal design.

CLGE 7490. Teaching Composition in the 21st Century: Theory and Practice. (1 to 3 Credits)

This course will explore cognitive and sociocultural perspectives of writing and ask students to consider and practice methods for teaching and researching issues of composition in the 21st century.

CLGE 7520. Cognition, Technology, and Innovation. (0 to 3 Credits)

Overall objective of course is to gain and apply knowledge of human information processing, motivation, and creativity to the design of effective instruction.

CLGE 7570. Positive Trajectories: Resilience and Adaptation. (1 to 3 Credits)

CLAIR. Provides an overview of the extant research on the individual, community, and cultural qualities that facilitate optimal development amount "at risk" learners.

CLGE 8001. Capstone Research Proj. (0 Credits)

To establish candidacy, CLAIR doctoral students are required to work on a capstone project and schedule a hearing with the capstone committee.

CLGE 8002. Capstone Research Project. (0 to 1 Credits)

To establish candidacy, CLAIR doctoral students are required to work on a capstone project and schedule a hearing with the capstone project committee. The function of the project is to demonstrate the breadth and depth of scholarship, and the unique talents and experiences of each student. As such, this project should be tailored to the student's interests and ideally tied to the dissertation. During this experience, the student will select and work closely with a mentor, who will help in the development of the capstone project. This mentor can be the student's academic advisor or another faculty member with whom the student has research interests in common. Successful defense of the capstone project will establish doctoral candidacy.

CLGE 8003. Capstone Research Project. (0 Credits)

Capstone research project.

CLGE 8110. Dissertation Seminar: Contemporary Learning and Interdisciplinary Research. (3 Credits)

Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

CLGE 8111. Dissertation Seminar: Contemporary Learning and Interdisciplinary Research. (3 Credits)

Seminar for advanced doctoral students. PRE-REQUISITE: CLGE 8001.

CLGE 9990. Independent Study. (0 to 3 Credits)

Independent Study.

CTGE 5065. Integrating Technology Into Elementary Education. (1 Credit)

This course assumes introductory knowledge, skills, and understanding of concepts related to technology including the ability to access, generate, process and transfer information using appropriate technologies as well as familiarity with various software programs. This course will assist students in planning, designing, implementing and assessing learning environments and experiences supported by technology. This course will emphasize computer capabilities for teaching, classroom management, the use of assistive technology and communicating electronically from a K-6 perspective.

CTGE 5066. Teaching Social Studies to Children. (3 Credits)

This course in social studies education provides a conceptual and operational framework for reflective, pre-service teachers, systematically reflecting on research, theory, and practice as these influence teacher decision-making for enhancing student learning in social studies.

CTGE 5155. Special Education Foundations: Past, Present, Future. (3 Credits)

This course will introduce concepts and skills needed for teachers to be able to include students with exceptional needs in regular classes. We will study the nature and needs of students with a full range of abilities and disabilities and the individualized educational program the school must provide for them. The focus of this course will be on adapting environments and instruction to accommodate the needs of diverse student populations. Students will work in small groups to apply critical issues and develop the attitudes and skills needed to work in teams.
Mutually Exclusive: CTGE 6305, PSGE 5301.

CTGE 5157. Assessment Strategies for Young Children with Disabilities. (3 Credits)

This course provides an overview of assessment approaches and practices in early intervention and early childhood special education. Students will obtain skills in administering formal and informal assessments, implementing culturally unbiased instruments and procedures, and interpreting and communicating assessment results for planning intervention and evaluating instruction and programs. The role of the family in the assessment process is emphasized.

CTGE 5159. Assessment of All Children With Disabilities. (3 Credits)

This course prepares students to use formal and informal educational diagnostic methods for assessment, analysis and evaluation of children with disabilities. Issues of non-biased assessment and instructional implications are included.

CTGE 5160. Instructional Modifications for Adolescents in Inclusive Classrooms. (3 Credits)

This course will prepare teachers of adolescents to include students with disabilities and special health care needs in their regular content-area classes. Primary focus is on adapting and individualizing instruction and designing assessments to accommodate these students. In addition, the course will address refining skills for improving reading comprehension of content-area text and for collaborating with others to identify strengths, and preparing students with disabilities and special needs to their highest levels of academic achievement and independence. Prerequisite: CTGE 5154 Including Exceptional Students.

CTGE 5161. Differentiating Instruction for All Students. (3 Credits)

This course focuses on the development of curricula that is provided in a variety of educational settings. This course assumes that a classroom includes students of different physical and cognitive abilities, students of different racial ethnic, religious, and socio-economic origin, and students who demonstrate individual learning styles. The emphasis of this course is on the teaching-learning process via a decision-making model for differentiating instruction. This process considers the materials, presentation style, organization of classroom instruction (small group, individual, ect.), and the use of technology in differentiating curricula. Recognizing instruction as a collaborative process, this course will examine ways to build collaborative skills needed to establish positive professional relationships with parents, psychologists, social workers, administrators, community agencies, and paraprofessionals.

CTGE 5165. Consultation and Co-Teaching in Collaborative Classrooms. (3 Credits)

Develop the knowledge, skills, and professional dispositions related to effective communication and shared problem-solving used daily in supporting students, families, and the community. Practice facilitation roles and responsibilities in key school structures, including IEP meetings, pre-referral intervention assistance teams, RTI teams, paraeducator partnerships, transition planning, and collaborative or co-teaching. Learn how to use positive behavior intervention and supports, functional behavioral analysis, and behavioral consultation. Plan how to develop a collaborative classroom culture where diversity strengthens a learning community.

CTGE 5166. Student Teaching II: Special Education All Grades. (1 Credit)

Develop the knowledge, skills, and professional dispositions related to effective communication and shared problem solving used daily in supporting students, families, and the community. Practice facilitation roles and responsibilities in key school structures such as IEP meetings, pre-referral intervention assistance teams, RTI Teams, working with Para educators, transition planning, and collaborative or co-teaching. Learn how to use positive behavior intervention and supports, functional behavioral analysis, and behavioral consultation. Plan how to develop a collaborative classroom culture where diversity strengthens a learning community.

Corequisites: CTGE 0718, CTGE 5205.

CTGE 5167. Behavior Interventions and Effective Classroom Management. (3 Credits)

This course will prepare teachers in special education to support students with disabilities in multicultural settings through the use of positive behavior intervention and supports, functional behavioral analysis, behavioral consultation, explicit instruction, current issues in behavior management. This course will also enable teachers to establish and create a safe, positive, supportive classroom environment in the classroom through behavior change and management.

CTGE 5170. Assessment of All Learners with Disabilities. (3 Credits)

This course prepares students to use formal and informal educational diagnostic methods for assessment, analysis, and evaluation of children with severe disabilities. Issues of non-biased assessment and instructional implications are included. Students will conduct an in-depth assessment project (RTI) in which they will use multiple assessment methods to evaluate an at-risk student or student identified with special needs in reading, writing, or mathematics, and then make recommendations for services and instruction.

CTGE 5175. Teaching English Language Arts and Social Studies in Inclusive Adolescence Classrooms. (3 Credits)

This course has been developed to meet the new state requirements for teachers of students with disabilities in grades 7–12. Through this course, candidates will develop the skills necessary to provide specifically designed instruction to students with mild, moderate, severe, and multiple disabilities, including those using assistive technology. They will know and be able to use research-based teaching methods of core content areas, including instructional technology, and acquire sufficient pedagogy skills to teach secondary English language arts and social studies in a supportive role. In addition, candidates will learn how to provide access to the general education curriculum through modifications, accommodations, remediation, and acceleration.

CTGE 5176. Teaching Math and Science in Inclusive Adolescence Classrooms. (3 Credits)

This course has been developed to meet the state requirements for teachers of students with disabilities in grades 7–12. Through this course, candidates will develop the skills necessary to provide specifically designed instruction to students with mild, moderate, severe, and multiple disabilities, including those using assistive technology. They will know and be able use research-based teaching methods of core content areas, such as instructional technology, and acquire sufficient pedagogy skills to teach secondary math and science in a supportive role. In addition, candidates will learn how to provide access to the general education curriculum through modifications, accommodations, remediation, and acceleration.

CTGE 5200. Field Experience Seminar: Issues in Reflective Practice. (0 to 1 Credits)

This seminar is taken concurrently with first field placement. Along with a focus on issues in teaching practices, topics such as behavior, social/emotional learning, and EDTPA are discussed. Field experiences progress from observation to guided practice with small and whole groups of students. Teacher candidates are assigned to field experiences across a variety of settings and grade levels appropriate to their area of study. The seminar is intended as a vehicle for critical and collaborative reflection, through which theory can be integrated with practical experiences. The seminar also provides a structure for organizing workshops in the prevention of child abuse, drug and alcohol abuse, and violence, and for developing the skills and knowledge necessary to provide a sense of community in a safe, respectful, and nurturing classroom environment.

CTGE 5201. Student Teaching Seminar: Issues in Reflective Practice. (3 Credits)

The seminar is taken concurrently with second student-teaching placements. Along with a focus on issues in teaching practices, topics such as behavior, social/emotional learning, and EDTPA are discussed. Student-teaching experiences progress from guided practice with small and whole groups of students to full-time student teaching with ongoing responsibilities for curriculum and instruction. Teacher candidates are assigned to student-teaching experiences across a variety of settings and grade levels appropriate to their area of study.

CTGE 5203. Field Experience Seminar in Service. (0 Credits)

This seminar/field placement focuses on integrating theory and practice in a setting and grade level appropriate to the candidate's area of study. Foci include observing and guided practice with small and whole groups of students, with the seminar designed as a vehicle for critical and collaborative reflection.

CTGE 5205. Student Teaching Seminar II: Issues in Reflective Practice. (0 to 1 Credits)

This seminar course is taken during the final semester of student teaching. It focuses on assuming a professional stance in regard to developing curriculum and implementing best pedagogical practices. The seminar course provides multiple opportunities for critical and collaborative reflection about teaching. Student teaching courses must be taken in consecutive semesters without any pause.

CTGE 5210. Field Experience. (0 Credits)

Zero credit and fee for TFA and specific grant programs.

CTGE 5211. Practicum for In-Service Teachers. (0 Credits)

Supervised student teaching in a setting selected under advisement. Analysis of innovative designs and application of theory to practice. Critical analysis of student competency through self-evaluation and supervisory feedback. Open only to students who already possess initial or professional certification.

CTGE 5212. Teaching the Arts in Childhood Education. (1 Credit)

Introduction to creative and expressive development in children, and to the theory and practice of appreciating and producing drama, movement, music, and the visual arts, as well as the integration of the arts into interdisciplinary curricula.

CTGE 5216. L/T in Pr/El Grds: Soc St. (4 Credits)

CTGE 5222. Student Teaching I: Special Education All Grades. (2 Credits)
Supervised student teaching in a setting selected under advisement. Analysis of innovative designs and application of theory to practice. Critical analysis of student competency through self-evaluation and supervisory feedback. Open only to students who already possess initial or professional certification.

Corequisite: CTGE 5200.

CTGE 5224. Rdg Writ Lang Arts. (3 Credits)**CTGE 5227. Teaching Mathematics to Children. (3 Credits)**

This course in mathematics education provides a conceptual and operational framework for reflective, pre-service teachers, systematically reflecting on research, theory, and practice as these influence teacher decision-making for enhancing student learning in mathematics.

CTGE 5230. Framework for Education for All Young Children. (3 Credits)

A critical analysis of the theoretical and empirical bases for working in early childhood settings developed for young children with and without disabilities. Overview of legislation, program models, and program review.

CTGE 5232. Early Childhood Curriculum and Assessment. (3 Credits)

Conceptual analysis and evaluation of existing early childhood curricula, including emerging trends and issues, educational assessment of the young child, strategies and issues, formulation and implementation of educational goals and objectives, and instructional and behavioral.

CTGE 5233. Early Learning Through Play. (3 Credits)

This course focuses on creating, implementing, and assessing appropriate play experiences in diverse early childhood classrooms. The development of play and its potential for learning across the curriculum will be addressed, with emphasis on the preschool, kindergarten, and early primary grades. Helping families understand the value of play in early learning also will be included.

CTGE 5234. Family, Community, and All Young Children. (3 Credits)

This course critically examines the ecology of early childhood; the young child as a reactive and proactive agent in dynamic interaction with forces in the physical and social environment (family, home, neighborhood, media, legislation, child advocacy, etc.); the reciprocal relationship between early childhood education, family, and community.

Mutually Exclusive: CTGE 6320.

CTGE 5242. Teaching Science and Technology to Children. (3 Credits)

This course will provide opportunities to critically analyze recent concepts, theories, and practices in developing a science curriculum. Current trends, technologies, and technological issues and their impact on society will be explored. Emphasis will be placed upon gaining knowledge bases for the life, physical, and earth sciences. Opportunities will be provided to develop an understanding of instructional technologies as tools for reflective practitioners, and to evaluate their use and effectiveness.

CTGE 5243. Teaching and Assessing Mathematics in Elementary Classrooms. (3 Credits)

This course supports elementary mathematics educators in teaching all children developmentally appropriate topics in algebra, probability, statistics, geometry, and measurement. Attention will be given to designing and implementing a mathematics teacher work sample using manipulatives, technology, problem-solving strategies, and ongoing assessment to improve student learning.

CTGE 5245. Children's Literature in a Multicultural Society. (3 Credits)

Issues of equity and justice are explored through literature. Adult and children's literature are used to examine the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups. Introduction to various genres and uses of literature in the early childhood and childhood language arts program.

CTGE 5247. Teaching Linguistically and Culturally Diverse Children. (3 Credits)

Theory and practical approaches and strategies to make content relevant and understandable to students in mainstream classrooms, PreK-6th grade, who may lack English language proficiency, experience, and background.

CTGE 5259. Contemporary Social Studies Education. (3 Credits)

This course familiarizes students with the trends and issues facing the specific disciplines in the social studies. The course will examine trends, issues, and implications for the future of American history, global studies, government and politics, economics, anthropology, sociology, and psychology. A strong content base and an appreciation of contemporary issues will enable students to understand the current status of social studies and the implications for the future.

CTGE 5261. Student Teaching II: Teaching and Assessing Social Studies. (1 Credit)

This course focuses on recent developments and persistent issues of classroom practice in the teaching of secondary social studies, and on developing skills in teaching methods such as reflective inquiry, problem solving, critical thinking, decision-making, and assessment. Disciplines include anthropology, economics, geography, history, jurisprudence, political science, psychology, and sociology. Student teaching courses must be taken in consecutive semesters without any pause.

Prerequisites: CTGE 5200 and CTGE 5402.

Corequisites: CTGE 0709, CTGE 5205.

CTGE 5270. Tchg Biology to Adol. (3 Credits)

This course familiarizes students with a variety of methods and materials for teaching biology in the secondary schools. The development and analysis of the goals and content of a secondary biology course is emphasized using short- and long-range planning, adherence to curricular standards, assessment of student achievement and teacher effectiveness, instructional applications of technology, and other instructional methods and strategies. Course activities provide a basis for the development of competent biology teachers, including familiarity with relevant journals, issues, sources of information and instructional assistance, and opportunities to practice reflection. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning biology content, learning to teach biology, lifelong learning, and integrated programs.

CTGE 5271. Teaching and Assessing Biology: Adolescents. (3 Credits)

This course familiarizes students with a variety of methods and materials for teaching biology in the secondary schools. The development and analysis of the goals and content of a secondary biology course emphasized using short- and long-range planning, adherence to curricular standards, assessment of student achievement and teacher effectiveness, instructional applications of technology, and other instructional methods and strategies. Course activities provide a basis for the development of competent biology teachers, including familiarity with relevant journals, issues, sources of information and instructional assistance, and opportunities to practice reflection in action.

CTGE 5272. Teaching and Assessing Science in Adolescent Classrooms (7-12). (3 Credits)

Teaching and assessing science in adolescent classrooms. This course familiarizes students with a variety of methods and materials for teaching science (biology, earth science, physics and chemistry) to adolescents.

CTGE 5275. Integrating Math, Science, and Technology Education. (3 Credits)

This is a culminating course in the secondary math and science education programs. It assumes a strong knowledge base in math and/or science content knowledge, pedagogical content knowledge and pedagogical knowledge. One goal of this course is to gain a deeper knowledge and understanding of models of intergrated teaching and learning such as project-based learning, problem-based learning, thematic and interdisciplinary teaching and learning. The second goal is to explore technology through intergrated learning activities and projects. In order to gain this knowledge and experience we will engage in dialouge, investigation, analysis and refelction of specific projects that integrate math, science and technology in secondary school. The course will culminate in teams of students developing an MST integrated project to be utilized in their own teaching practice.

CTGE 5276. Clinical Seminar in Adolescence Science Education. (3 Credits)

This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5277. Clinical Seminar in Behavioral Environments for Adolescent Exceptional Learners. (3 Credits)

This course is designed to develop skills and habits of mind that are requisite to reflective practitioners who teach adolescent exceptional learners in behavioral environments. The course content will prepare teachers in special education to support students with disabilities in diverse settings through the use of positive behavior intervention and supports, functional behavioral analysis, behavioral consultation, and current strategies in behavior management. The course focuses on the application of empirically validated social interaction/communication and on behavioral interventions that are consistent with evidence-based practices. In addition, teacher candidates will develop an understanding of the processes integral to researching student knowledge while promoting student learning. This course is aligned to student teaching.

CTGE 5279. Contemporary Science Education. (3 Credits)

This course is designed to provide students with a familiarity with the origins and growth of the ideas of science education. It will also examine past, current, and emerging issues affecting science education.

CTGE 5280. Teaching Chemistry to Adolescents. (3 Credits)

This course integrates the knowledge and processes of chemistry with chemistry teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to teach, support, and assess students of diverse interests, abilities, and culture. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning chemistry content, learning to teach chemistry, lifelong learning, and integrated programs.

CTGE 5281. Teaching and Assessing Chemistry: Adolescents. (3 Credits)

This course integrates the knowledge and processes of chemistry with chemistry teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to assess, teach, and support students of diverse interests, abilities, and cultures.

CTGE 5283. Teaching and Learning Math in the Middle Grades. (3 Credits)

In this course, students focus on understanding the learning challenges and requirements of middle school mathematics. It will focus on topics such as proportional reasoning, rational numbers and operations, and problem solving. Students will explore opportunities for discovery and investigation, strategic thinking, reasoning and justification, and efficient algorithms. They will also examine the use of a variety of tools intended to assist students in their learning.

CTGE 5284. Teaching and Learning Foundational Topics and Math. (3 Credits)

This course focuses on methods that foster student development in their understanding of algebraic and geometric mathematics as well as problem solving and modeling. A model of essential understandings for the developing mathematics teacher is provided in the diagram below. This course will expand a teacher candidate's knowledge in each area but it will focus on knowing and understanding algebraic and geometric thinking.

CTGE 5286. Teaching and Assessing Mathematics in Adolescent Classrooms. (3 Credits)

This course introduces a variety of instructional and assessment strategies for teaching mathematics to adolescents in grades seven through 12. Discussions center on methods of planning, teaching, and managing mathematics classes. This course is taught during the student-teaching experience.

CTGE 5287. Clinical Seminar in Adolescence Mathematics. (3 Credits)

This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5290. Teaching Physics to Adolescents. (3 Credits)

This course integrates the knowledge and processes of physics with physics teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to teach, support, and assess students of diverse interests, abilities, and cultures. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning physics content, learning to teach physics, lifelong learning, and integrated programs.

CTGE 5291. Teaching and Assessing Physics: Adolescents. (3 Credits)

This course integrates the knowledge and processes of physics with physics teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to assess, teach, and support students of diverse interests, abilities, and cultures.

CTGE 5301. Psychological Factors in Young Children with Disabilities. (3 Credits)

This course provides an overview of the characteristics of disabling conditions in young children. It introduces the psychological, environmental, and biological conditions, and the interactions among them that place children at risk for developmental delays and disabilities. It discusses the sociocultural and political contexts impacting child development, and the effectiveness of various intervention approaches and models so as to provide students with a knowledge base and skills for interventions.

Mutually Exclusive: CTGE 5155, CTGE 6305.

CTGE 5302. Psychology of Adolescent Development and Learning. (3 Credits)

Theory and study of development and learning process during the adolescent years. This course examines the cognitive, psychosocial, and character development of children from age 12 to 18 and young adults, their learning abilities and processes; and individual, sociocultural, and other environmental factors affecting their learning and development.

CTGE 5303. Lrng Environ: Ref Fld Exp. (3 Credits)

This course helps teacher candidates develop an awareness of the complexity of teaching through field experiences. Emphasis is placed on classroom application of and critical and collaborative reflection upon concepts, techniques, and theories learned in courses and other structured learning experiences. The course examines teacher candidates' perceptions about the classroom and their learning that are necessary for anticipated learning to occur, ways that teachers can learn about their diverse students, approaches to student motivation, the concept of effective classroom instruction for students within the full range of abilities, the planning and writing of unit plans, and classroom management systems. It also provides a structure for developing the skills and knowledge necessary to provide a sense of community in a safe, respectful, and nurturing classroom environment.

CTGE 5304. Learning Environments for Diverse Adolescents: Reflective Field Experience. (1 to 3 Credits)

This course focuses on assuming a professional stance in regard to developing curriculum and interacting with students and colleagues in schools. Teacher candidates develop an understanding of the processes integral to reflecting on and researching student knowledge while promoting student learning. Students in this course will learn how to use research to examine, reflect on, and modify instruction to increase their knowledge and skills in teaching all students. Diversity and social justice are recurring themes for discussion and reflection. In addition, this course focuses on the development of the professional portfolio to meet the requirements for a comprehensive examination for the pedagogical portion of the program.

CTGE 5305. Teaching Linguistically and Culturally Diverse Adolescent Students. (3 Credits)

This course highlights instructional approaches and strategies for teachers of adolescents to promote oral and written English language development in culturally and linguistically diverse students. Emphasis is on creating an integrated classroom where the experiences, capacities, interests, and linguistic and cultural needs of adolescent English language learners are addressed. The course will examine language acquisition and development, as well as the impact of heritage and culture on the progress of English language learners.

CTGE 5307. Research and Assessment While Teaching Adolescents. (3 Credits)

In this course, teacher candidates develop an understanding of the processes integral to researching student knowledge while promoting student learning. Teacher candidates will review, create, evaluate, and interpret a wide range of standardized and alternative approaches to assessment, acquiring an abundant repertoire of strategies for assessing student learning in the classroom context, and using that information to plan or modify instruction. Students will learn how to use research to examine and reflect on their teaching, and to update knowledge and skills in teaching.

CTGE 5308. Student-Teaching Adolescents: Research and Reflective Practice. (1 to 3 Credits)

This course focuses on assuming a professional stance in regard to developing curriculum and interacting with students and colleagues in schools. Teacher candidates develop an understanding of the processes integral to reflecting on and researching student knowledge while promoting student learning. Students in this course will learn how to use research to examine, reflect on, and modify instruction to increase their knowledge and skills in teaching all students. Diversity and social justice are recurring themes for discussion and reflection. In addition, this course focuses on the development of the portfolio to meet the requirements for a comprehensive examination for the pedagogical portion of the program.

CTGE 5316. Psychology of Child Development and Learning. (3 Credits)

This course will review current thinking in the study of child development as reflected in prevailing developmental theory and research. Course readings and assignments will address developmental issues throughout childhood within the physical, cognitive, and socioemotional domains. Special emphasis will be placed on the changes in learning that occur during infancy and childhood.

CTGE 5357. Innovative Curriculum and Teaching Practices and Models. (3 Credits)

Examines innovative curriculum models and teaching methods to improve the learning conditions for students; exemplary programs and practices are discussed, including interdisciplinary teaching, and teaming of students and faculty; implications are drawn for maximizing student learning.

CTGE 5402. Teaching and Learning with Diverse Adolescents: Assessment and Planning. (3 Credits)

This course focuses broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. This course provides initial preparation and practice in issues and strategies for teaching for social justice in classrooms with diverse students. The major areas of focus are classroom environments, adolescent development, assessment, and backward design. Candidates will reflect together on their clinical placements using standards of teaching and learning including the Danielson continuum and the Common Core State Standards. This course is connected to a three–five days/week internship that includes college-supervised student-teaching experience.

CTGE 5411. Perspectives and Issues in Early Childhood Special Education. (3 Credits)

This course provides an overview of the historical and legal perspectives of special education, early intervention, and early childhood special education services. It introduces various service delivery models employing an interdisciplinary approach. Controversial issues and trends in early intervention, early childhood, and early childhood special education are integrated to enable students to read and critically apply research and recommended practices.

CTGE 5420. Educating Culturally and Linguistically Diverse Learners: Pre K-12. (3 Credits)

In this course Teacher Candidates in Early Childhood, Childhood, and Adolescence Education explore the characteristics, strengths, and needs of students who are culturally diverse and are learning English as an additional language (EAL). It highlights research-based instructional approaches and strategies to promote culturally responsive learning, and oral and written development in EAL across all content areas. The emphasis is on creating an integrated learning environment that enhances culture, language, and content knowledge and builds the academic achievement for all learners.

CTGE 5421. Planning Instruction for Young Children with Disabilities. (3 Credits)

This course shall enable students to structure physical and social environments, and to develop and implement instructional and intervention plans and procedures that are developmentally appropriate and respectful of family, cultural, language, and social diversity.

CTGE 5530. Adol Literacy English Lang. (3 Credits)

This course will focus on "ways with words" and how to best promote language usage and literacy through our teaching. Topics explored will include linguistic dimensions/systems of language, relationships between spoken and written words, variations within and across languages, readings and writing processes, and of course, how to best incorporate this knowledge into practice as teachers of English language arts. Students will gain deeper understanding of the English language and systems of grammar.

CTGE 5532. Dev Lit Intermediate Grades. (3 Credits)

Students examine ways of organizing and implementing curriculum and instruction that foster literacy development in a range of students in grade 5-9. Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate students to read and write, and discover methods for integrating electronic and other non-print texts into the curriculum for developing literacy.

CTGE 5534. Beginning Reading and Writing in Inclusive Classrooms. (3 Credits)

This course focuses on the development of linguistic and cognitive processes in emergent literacy and beginning reading and writing, as well as application in models for the instruction and assessment of reading and writing in young children. The course includes contemporary as well as historic approaches to the relationship between meaning-based literacy activities and word-level reading and spelling. It also includes material on classroom-based interventions for young children at risk of reading failure because of learning differences.

CTGE 5540. Adolescent Literature in a Multicultural Society. (3 Credits)

An exploration of the role of diverse adolescent literature from multiple genres across the disciplines as a vehicle for introducing students to themselves, their world, and the worlds of other cultures. Works will include those written by women and authors from a variety of cultures. Students will plan curricula that incorporate a variety of instructional strategies, integrating adolescent literature across curriculum areas in order to foster lifelong habits of reading, critical thinking, and judgment in adolescent readers.

CTGE 5545. Rdg Diag: Sec Sch/Adults. (3 Credits)**CTGE 5547. Literacy and Learning Across the Curriculum. (3 Credits)**

In this course, students will learn about reading and writing as processes, language and literacy development, the use of literature and meaningful writing activities in content area curriculum, and the acquisition of comprehension, critical thinking and study skills needed for a variety of text types. Assessment of literacy proficiencies will be examined. The focus of this course is on middle and high school application.

CTGE 5548. Multiliteracies and Technology Across the Curriculum in Inclusive Classrooms. (3 Credits)

This course has a threefold focus: an in-depth study of strategies for comprehending and creating text; integration of previous coursework in a comprehensive literature-based interdisciplinary theme unit; and an expectation that teachers or teacher candidates will teach, evaluate, and reflect upon this curriculum in their role as teacher-researchers. Topics include background knowledge, questions, and queries; reader response theory; cognitive and metacognitive strategies, interconnections between text structure in reading and text structure in writing; study and research strategies; and multiple print sources, including technology. The course promotes the individualization of curriculum for all children.

CTGE 5549. Assessing and Developing Reading and Writing in Social Studies, Science, and Mathematics. (3 Credits)

In this course, students will learn about reading and writing as processes; language and literacy development; and use of literature and meaningful reading-writing strategies in content-area curriculum; and the acquisition of comprehension, critical thinking, and study skills needed for a variety of text types. Assessment of literacy proficiencies will be examined. The focus of this course is on middle and high school application.

CTGE 5551. Reflective Practice and Field Experience I in an Inclusive Childhood Classroom. (1 Credit)

This course provides an introduction to schools and schooling practices. The Reflective Seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems, and provide a welcoming, supportive environment for all children. The course meetings are designed to meet the varying needs of our students in either the traditional or alternative programs. The seminar also provides a structure for organizing workshops in child abuse prevention, drug and alcohol abuse prevention, and violence prevention. Field experiences progress from observation to guided practice with small and whole groups of students.

Corequisite: CTGE 5553.

CTGE 5552. Reflective Practice and Field Experience II in an Inclusive Childhood Classroom. (1 Credit)

This course provides an introduction to schools and schooling practices. The Reflective Seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems and provide a welcoming, supportive environment for all children. The course meetings are designed to meet the varying needs of our students in either the traditional or alternative programs.

CTGE 5553. Reflective Practice and Student Teaching I in an Inclusive Childhood Classroom. (1 Credit)

This course provides an introduction to schools and schooling practices. The reflective seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models of planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems, and provide a welcoming supportive environment for all children. The course meetings are designed to meet the varying needs of our students in either the traditional or alternative programs.

CTGE 5554. Reflective Practice and Student Teaching II in an Inclusive Childhood Classroom. (1 Credit)

This course provides an introduction to schools and schooling practices. The reflective seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experience. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems, and provide a welcoming, supportive environment for all children. The course meetings are designed to meet varying needs of our students in either the traditional or alternative programs.

CTGE 5631. Science Curriculum and Instruction. (1 to 3 Credits)

Principles of curriculum construction applied to development of science sequences for children of various ages and ability levels, to assist teachers to understand and present basic concepts of science, and to utilize the environment in science teaching.

CTGE 5634. Community Based Resources for Science. (3 Credits)

This course explores the resources of urban communities for teaching science at elementary and intermediate school levels. Field trips will include visits to urban centers for the study of astronomy, biology, and applied physics.

CTGE 5791. Social Studies Curriculum. (3 Credits)

This course is designed to provide students with the research data, trends, and processes connected with developing an effective social studies curriculum. This course will have both a theoretical and practical focus, which will prepare students for all the steps needed to develop a curriculum—from framing goals and objectives to implementing the curriculum in middle and high school settings.

CTGE 5795. Clinical Seminar in Adolescence Social Studies. (3 Credits)

This course is designed to develop skills and habits of mind that are requisites to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5834. Clinical Seminar in Adolescence Language Arts Education. (3 Credits)

This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5835. Lang Arts/Tchg of Rdg. (3 Credits)**CTGE 5838. Student Teaching II: Integrated Instruction in Adolescent English Language Arts. (1 Credit)**

This course will develop the knowledge, abilities, attitudes, and pedagogical approaches necessary for teaching English language arts to diverse secondary-level students. Emphasis is on selecting and designing instructional strategies, materials, and assessment tools for meeting the needs of all students in inclusive multicultural classes, and helping them meet the learning standards for English language arts. Student teaching courses must be taken in consecutive semesters without any pause.

Prerequisites: CTGE 5402 and CTGE 5849.

Corequisites: CTGE 0709, CTGE 5205.

CTGE 5840. Second Language Acquisition. (3 Credits)

L2 Acquisition & Assess. Overview of the nature of second language acquisition processes with emphasis on teaching and learning. Areas addressed include: second-language acquisition, sociolinguistic and psycholinguistic factors in learning a second language, second language proficiency, characteristics of L2 learners, ESL programs, instructional approaches and instructional resources for teachers. Second Language Acquisition (SEC LANG ACQ) title changed September 13, 2011, and again DECEMBER 3, 2012 to SECOND LANGUAGE ACQUISIT.

CTGE 5841. Principles of Bilingual Education. (3 Credits)

Topics include an examination of local, national, and international types of bilingual curricular models and practices; sociolinguistic and psycholinguistic aspects of bilingualism; and approaches to concept development in bilingual students. Graduate students will examine the history of bilingual education in the US, the evolution of different ideologies about language, and their impact on language policies in schools will be conducted.

CTGE 5842. Second Language Acquisition and Assessment. (3 Credits)

Overview of the nature of second language acquisition processes with emphasis on teaching, learning, and assessment. Areas addressed include second language acquisition, sociolinguistic and psycholinguistic factors in learning a second language, second language proficiency and development, and assessment of language competence and performance. In addition, the course will survey characteristics of emergent bilingual students, ESL programs, and instructional approaches and resources.

CTGE 5845. Learning Content Through Language in Multilingual Classrooms. (3 Credits)

This course provides an overview of English language instruction and development across the content areas when working with students who acquire English as an additional language. Particular attention will be given to investigating language demands of academic text; exploring instructional methods and instructional strategies to teach the language of academic text; and designing instruction guided by language standards as well as content standards of social studies, science, and mathematics in culturally and linguistically diverse classrooms.

CTGE 5846. Teaching English Oracy and Literacy to Speakers of Other Languages. (3 Credits)

This course provides an overview of the main theories and research related to the development of oracy and literacy when teaching students for whom English is an additional language. The learning processes of oracy and literacy as well as research-based instructional practices Pre-K to 12th grades will be examined. Attention will be given to the interconnection of these processes, similarities and differences between oral and written discourses, and the influence of the home language on developing oracy and literacy in English as an additional language. In addition, a survey of children and adolescent multicultural literature and its role in developing oracy and literacy will be conducted.

CTGE 5847. Practicum in Teaching English to Speakers of Other Languages. (3 Credits)

Supervised teaching practice of a minimum of 180 hours in English as a Second Language classrooms. Bi-weekly seminars.

CTGE 5848. TESOL Student Teaching I. (0 Credits)

This course will be an initial semester of supervised student teaching in English as a Second Language in an accredited elementary, junior high or high school, including large-class and small-group teaching as well as observations. The seminar will also focus on effective teaching practices.

CTGE 5849. Reflective Practice and Field Experience II in an Inclusive Childhood Classroom. (3 Credits)

This course provides an overview of designing instruction which integrates cultural, academic, and linguistic funds of knowledge that reside in families of culturally and linguistically diverse students and the neighborhoods and communities where schools are located. In addition, an examination of how instruction is enhanced through technological resources that connect learning in individual classrooms to the outside world will be conducted. Emphasis will be given to exploring socio-historical, -cultural, and -political influences on learning and teaching, as well as, enhancing education by bridging the gap between schools, families, neighborhoods, and communities.

CTGE 5850. Observing and Documenting Children's Learning: Reflective and Effective Early Childhood Practices. (3 Credits)

This course will introduce major child-development and learning theories, and different assessment tools for observing and documenting child development and learning. Implications for programming and instruction for young children will be discussed.

CTGE 5851. Bilingual Instruction Across Subject Areas. (3 Credits)

This course is designed to provide an understanding of different pedagogical methods to develop bilingualism across subject areas. Additional attention is given to content curriculum and standards, negotiating academic content in more than one language and instructional strategies to scaffold academic language and text bilingually. The exploration of making cross-disciplinary and cross-linguistic connections in teaching and learning is required.

CTGE 5852. Multilingual Oracy and Literacy. (3 Credits)

This course explores the developmental processes of oracy and literacy in more than one language. Particular attention will be given to differentiating between oral language and oracy, reading and literacy, and monolingual and bilingual oracy and literacy development. The course integrates the study of metalinguistic strategies to support oracy and literacy development across languages and academic text. Graduate students conduct a survey of authentic and translated bilingual literature as well as the use of technology in bilingual classrooms.

CTGE 5853. Practicum in Bilingual/Second-Language Classrooms. (3 Credits)

Application and evaluation of teaching approaches, methods, and techniques in bilingual/second-language classrooms. This course also includes supervised student teaching of a minimum of 180 hours and clinical analysis by students and support personnel.

CTGE 5855. English as a Second Language for Adults. (3 Credits)

This course focuses on the specific needs educators encounter as they prepare to teach adults who acquire English as an additional language. Principles of adult learning theory will be integrated with principles of ESL to provide students an opportunity to explore and reflect on theory meeting practice in this specific curriculum area.

CTGE 5858. TESOL Student Teaching II. (3 Credits)

Teacher candidates are required to complete a second semester of supervised student teaching in English as an additional or new language (EAL/ENL) in an accredited elementary, junior high, or high school under the guidance of a certified ESL teacher. This clinical experience will include making reflective observations, designing lessons and mini units, and teaching individual-, small-group, and whole-group lessons. Students are required to provide an in-depth analysis of the performance of EAL/ENL students. In addition, attendance and meaningful participation in a seminar of effective teaching practices is required.

CTGE 5910. Computers and Technology for Educators. (1 to 3 Credits)

This course is designed to help educators explore how to use present and emerging technologies in their classrooms and for their professional and personal development. There are four major emphases in the course: personal computer skills development, computers as aids in record management and research, advanced computer applications, and other technologies available for teaching and learning. No prerequisites or prior experience with computers is necessary.

CTGE 5920. Adult Development and Adult Learning Theory. (3 Credits)

Provides an understanding of theories and research in adult learning and development. Explores the dynamic relationship between the domains of adult learning and development, as well as implications for the practice of adult education.

CTGE 6000. Developing Emerging Literacy. (3 Credits)

This course addresses emerging literacy in children from birth to age eight, with emphasis on the preschool and kindergarten years. It focuses on theoretical underpinnings and development of language, concepts about print, book knowledge, and early drawing and writing. Effective instructional and assessment strategies appropriate for diverse early childhood classrooms are emphasized. Children's play as a vehicle for literacy development, as well as family literacy, is also included.

CTGE 6001. Innovative Educators. (3 Credits)

In this course, students explore theory and research regarding the parameters for innovating curriculum and instruction in learning environments. Doctoral candidates will explore a variety of conceptualizations of innovation, the role of interdisciplinary collaboration in innovating instruction and curriculum, and ways innovation can serve to address educational inequities. Different cases that illustrate innovative learning environments across different countries and fields will serve to guide in-depth discussions. By synthesizing contemporary research, doctoral candidates will explore emerging innovations in education and construct their own understanding of being innovative educators.

CTGE 6002. Beginning Literacy Development in Inclusive Classrooms. (3 Credits)

Theory- and research-based beginning reading and writing strategies for classroom teachers, K–3. The focus is on understanding the underlying processes that support strategies for young children in transition from spoken to written language, the development of phonemic awareness and invented spelling, the relationship between writing and reading, phonics, and the use of multiple cue systems in early decoding and strategies for the construction of meaning. The course will also include theory and research of special programs for young children with learning differences.

CTGE 6004. Instructional Practices for Writing Across the K-6 Curriculum. (3 Credits)

This course will provide teachers of literacy the opportunity to explore writing as a process and to develop instructional practices that may lead to growth in all students' writing abilities across the childhood curriculum. In addition, students will have the opportunity to evaluate existing writing programs and to propose revisions to the programs to make them more effective.

CTGE 6006. Instructional Practices for Writing Across the 5-12 Curriculum. (3 Credits)

This course will provide teachers of adolescents the opportunity to explore writing as a process and to develop instructional practices that may lead to growth in all students' writing abilities across the curriculum in grades 5 through 12. In addition, students will have the opportunity to evaluate existing writing programs and to propose revisions to the programs to make them more effective.

CTGE 6008. Critical Literacy, Inquiry, and Literature for Children. (3 Credits)

Explores how literacy can be used in the classroom as a vehicle for the critical examination of various issues and topics. Examines the use of the disciplines—literatures, sciences, and social sciences—to provide the contents for the inquiry and the communication systems—language, art, music, mathematics, and movement—to provide the processes through which the content is encountered.

CTGE 6010. Critical Literacy, Inquiry, and Literature for Adolescents. (3 Credits)

This course explores how inquiry and literature can be used in the classroom as a vehicle for the critical examination of various issues and topics with adolescents.

CTGE 6012. Assessment and Development of Literacy Processes: Birth-Grade 6: Practicum I. (3 Credits)

Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individual students' reading and writing achievements while implementing instructional activities to promote literacy development in authentic settings for children from birth to grade 6. They design or select appropriate procedures for documenting, promoting, and evaluating learners' strategies and proficiencies. Includes 25 hours of supervised practicum experience on site. CTGE 6012 is open only to matriculated students who have completed a minimum of nine credits in the program. Completion of CTGE 6012 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6014. Assessment and Development of Literacy Processes: Grades 5-12, Practicum I. (3 Credits)

Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individual students' reading and writing achievements while implementing instructional activities to promote literacy development in authentic settings for students in grades 5-12. They design or select appropriate procedures for documenting, promoting, and evaluating learners' strategies and proficiencies. Includes 25 hours of supervised practicum experience on-site. CTGE 6014 is open only to matriculated students who have completed a minimum of nine credits in the program. Completion of CTGE 6014 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6016. Research and Practice for Struggling Readers and Writers: Grades 1-6, Practicum II. (3 Credits)

Systematic documentation and analysis of literacy behaviors and literacy development of struggling readers and writers. Students adopt a reflective teacher-researcher stance as they implement and evaluate instructional activities intended to promote literacy growth. Includes 25 hours of supervised practicum experience on site. This course typically follows completion of CTGE 6012.

CTGE 6018. Research and Practice for Struggling Adolescent Readers and Writers: Grades 5-12, Practicum II. (3 Credits)

Systematic documentation and analysis of literacy behaviors and literacy development of struggling readers and writers. Students adopt a reflective teacher-researcher stance as they implement and evaluate instructional activities intended to promote literacy growth. Includes 25 hours of supervised practicum experience on site. This course typically follows the completion of CTGE 6014. Completion of CTGE 6018 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6191. Critique of Research. (3 Credits)

Examination of the principles for the design of educational research. Students will be trained to subject educational research to intensive analysis, defining all possible sources of variation.

CTGE 6192. Research in the Teaching Process. (3 Credits)

Candidates learn how to conduct research in classrooms through designing and implementing a research project. Topics include understanding the nature of classroom interactions and the learning process, the effects of specific techniques on learning, and the influence of the classroom environment on learning.

CTGE 6195. Theory and Practice in Curriculum and Teaching. (3 Credits)

A critical review of conflicting curriculum theories advanced and implemented in contemporary education. Steps in developing and implementing curriculum theory will be analyzed, and the role of theory in curriculum development will be emphasized from varying perspectives.

CTGE 6201. Teaching through Digital Literacies. (3 Credits)

This course explores various aspects of digital literacies, including the use of multimedia technologies in teaching and learning. Discussion of and practice with technologies is in service of defining digital skills that students must develop to succeed in school and beyond.

CTGE 6253. STEAM Education in Theory and Practice. (3 Credits)

This course is designed to provide students with a comprehensive introduction to STEAM (Science, Technology, Engineering, the Arts, and Math) education. Doctoral students will learn about the evolution of STEAM education as well as the theories and methodologies that led to its emergence. Discussions of readings will highlight how STEAM interconnects different fields of knowledge and is relevant to the instruction of all learners across a continuum of abilities and talents. Throughout the course, students will critically analyze the current research, trends, and practices of STEAM in contemporary K-12 classrooms.

CTGE 6255. Teaching and Assessing Science, Technology, Engineering, Art & Mathematics (STEAM) in K12. (3 Credits)

This course is designed to conduct a deep cognitive and experiential examination of the Science/Technology/Engineering/Arts/Mathematics Education (STEAM) pedagogy in K-12 education. Consequently, this course seeks to use a conceptual-change approach for developing habits of mind and epistemological orientations requisite to curriculum designers and leaders of STEAM education programs and initiatives.

CTGE 6257. Computational Thinking A: Principles of Computing. (3 Credits)

This course covers various computing aspects of computational thinking. It includes history and future as well as applications of computing. Topics in the following areas will be covered: basic concepts, abstraction, algorithmic problem-solving, recursion, modeling, and simulation, visualization, and limitation. Each topic will be supplemented with a real-world example, case study, and practical work related to education in K-16 classrooms.

CTGE 6258. Computational Thinking B: Essentials of Informatics. (3 Credits)

This course covers various data analytics and informatics aspects of computational thinking. It focuses on the nature of informatics, the need for it, and its applications, particularly in education. It will emphasize the computational approach as a necessary complement to the statistical approach. Topics in the following areas will be covered: data representation, data description with regression, correlation and causality, classification, associate rule, clustering, machine learning, data fusion, cognition, and visualization. Each topic is supplemented with a real-world example, case study, and practical work related to educational settings.

CTGE 6260. Media Tchn Math Science. (3 Credits)

Students will be introduced to multimedia technologies and their use in science and mathematics education. The goals for the course include an understanding of multimedia technologies as tools for teachers (not replacements, not baby sitters). The most effective tools build cognitive theory into their design. Tools that incorporate cognitive theory are said to represent cognitive technologies. A second goal is to empower the student to evaluate educational software along multiple dimensions. An additional goal involves familiarization with modern graphic-user interfaces with a direct-manipulation style of interaction.

CTGE 6261. Media Literacy Technology. (3 Credits)

The course will cover the uses of the computer and other technology in language arts and social studies at the elementary and secondary levels. Among the topics covered will be text processing, computerized tutorials, and computerized simulations. Students will review a range of technology-based instructional activities, as well as create technology-based materials.

CTGE 6262. Application of Computers to Special Education. (3 Credits)

Designed for teachers concerned with the educational needs of students with disabilities. Introduces computer software that is available for use by the teacher of students with the full range of disabilities and other health impairments. Experience using the Internet to access information, lesson plans, and resources helpful to the special education teacher.

CTGE 6265. Emerging Issues in Technology. (3 Credits)

This course is designed to help educators better understand how emerging issues in educational technologies influence their professional environment and pedagogical options. The course will focus on the educational transformations sometimes facilitated by electronic technology use and adoption. Going beyond learning particular techniques for integrating technology into the curriculum, this course takes a wider institutional view of the transformative potential of new technologies in education.

CTGE 6270. Data, Inquiry & Tech. (1 to 3 Credits)

This course for educators is designed to promote deep understanding or 1) the design of school based inquiry teams, and 2) the links between inquiry, student learning outcomes and technology.

CTGE 6290. Cross-Cultural and Educational Perspectives of Learning Communities. (3 Credits)

This course provides graduate students with an opportunity to observe, examine, document, and prepare a reflective document under cross-cultural and educational perspectives and characteristics of communities of learning (i.e. schools, educational systems, educational districts outside U.S.). Students will examine components of its culture, language, and identity and its impact on their educational system. Students will gain a deeper understanding of themselves and others as they explore how cultural values, norms, and practices influence how people think about educational systems in different parts of the world. Since the course is offered abroad, students will experience firsthand the complexities of immersion in another language and culture while developing their own intercultural competence. Topics include: (1) cultural norms and values; cultural lifestyles and their relationships to society value system educational goals and implementation; (2) intercultural competence; (3) cross-cultural communication in and beyond the classroom, including the role of race/ethnicity, social class, and gender; (4) cultural perspectives on school-community relations; and (5) cross-cultural perspectives on parenting and language socialization.

CTGE 6300. Curriculum Evaluation. (3 Credits)

Examination of evaluation strategies, techniques, and models applicable to the school curriculum. Study of the application of objectives to evaluation, development of evaluation designs, systematic approaches to assessment, problems of implementation, and accountability.

CTGE 6305. Dev Delays / Early Interv. (3 Credits)

Provides an overview of the characteristics of disabling conditions in young children. It introduces the psychological, environmental and biological conditions, and the interactions among them that place children at risk for developmental delays and disabilities.

Mutually Exclusive: CTGE 5155, PSGE 5301.

CTGE 6310. Educating Students with Disabilities in Elementary Schools. (3 Credits)

This course provides an introduction to understanding children with disabilities and special health care needs. It examines the physical, social, emotional, and learning characteristics of children identified as disabled and their impact on the family. It meets New York State Education Department regulatory requirements for teachers of students with disabilities to understand the needs of students with autism.

CTGE 6320. Col/Consult w/Fam & Prof. (3 Credits)

Primary focus of this course is to understand roles that families, professionals, and communities play in the lives and education of children from various backgrounds.

Mutually Exclusive: CTGE 5234.

CTGE 6326. Perspectives on Standardized Language and Literacy Assessment: Policy and Practice. (3 Credits)

Focuses on issues, principles, and current practices in literacy assessment, examination of available measures and evaluation procedures of norm-referenced, language and literacy assessment, relationship of standardized assessment to instruction, and examination of strengths and weaknesses of such instruments.

CTGE 6340. Interventions Read / Write. (3 Credits)

Draws on the fields of literacy, learning disabilities, psychology, and neuroscience to examine ways to assess the reading and writing skills of students who struggle and to determine evidence based interventions that support their learning. MG, Chair, C&T, October 16, 2014.

CTGE 6350. Positive Behavior Support. (3 Credits)

This course focuses on obtaining the knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior support on student behavior.

CTGE 6400. Language for School Learning: Implications for Reading and Writing Programs. (3 Credits)

An interdisciplinary course focusing on the relationship for teachers and supervisors between language as a tool for learning and language as evidence of learning. Particular emphasis will be placed on the relationship between these concerns and the need for improving the reading and writing abilities of students in all levels of education.

CTGE 6401. Teaching the Structure of the English Language. (3 Credits)

An introduction to theories of English language phonology, syntax, and semantics and their implications for developing English language understanding, speaking, reading, and writing skills by speakers of other languages. Particular emphasis will be placed on the development of related teaching and learning approaches.

CTGE 6410. Teaching and Assessing Reading and Literature Adolescents. (3 Credits)

In this course, students examine ways of assessing, organizing and implementing standards-based curriculum and instruction that foster reading development and literary understanding for adolescents within the full range of abilities. The course provides opportunities to explore formal and informal strategies for assessing and improving reading comprehension and fluency, to develop strategies for motivating adolescents to read a wide range of literatures, and to plan differentiated instruction for reading and the study of literature to promote learning for all students.

CTGE 6500. Interdisciplinary Perspectives on Literacy; Linguistic and Cognitive Development. (3 Credits)

The course focuses on literacy as the interrelationship between and among linguistic dimensions (systems of language, spoken-written language, development connections, language variation) and cognitive dimensions (development, teaching, learning, understanding, and interpretations). Addresses competing theories of literacy, language, and learning, and the potential implications for decision-making by literacy leaders.

CTGE 6501. Sociocultural and Developmental Dimensions of Literacy. (3 Credits)

Focuses on the sociocultural of literacy - group uses of literacy, literacy as a tool for knowledge and power - and the developmental dimensions - patterns of learning literacy, role of learner, adult and environment - and their interrelationships.

CTGE 6502. English as a World Language. (3 Credits)

This course explores English instruction and use around the world. Course readings will survey varieties of global Englishes. The purpose of speaking and writing English, by native and non-native speakers, and how these purposes influence teaching and learning are examined. Discussions are held on the international spectrum of English teaching approaches and local conditions that may influence their implementation. Graduate students analyze the impact of English instruction and its use around the world guided by socio-historical, socio-cultural, and socio-political lenses.

CTGE 6504. Teaching and Assessment of Composition for Adolescents. (3 Credits)

This course focuses on the teaching of writing in middle and high school English classes. Topics covered will include theories of writing and writing instruction, assessment of writing, and instructional practices in the teaching of composition.

CTGE 6532. Developing Literacy in Intermediate Grades. (3 Credits)

In this course, students examine ways of organizing and implementing curriculum and instruction that foster literacy development in a range of students in the intermediate grades (grades 5-9). Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate grade students to read and write, and discover methods for integrating electronic and other non-print texts into the curriculum as a means for developing literacy.

CTGE 6551. Reflective Seminar in Literacy Education. (3 Credits)

As a culminating experience in the Language and Literacy program, students engage in weekly seminar sessions reflecting on evolving personal, professional philosophies and proficiencies. Students will explore approaches to evaluating, organizing and enhancing literacy programs. Teacher research and practice as a literacy leader will result in the creation and presentation of a professional portfolio to a professional panel for evaluation and approval. The portfolio should contain evidence that the student has met each of the program objectives.

CTGE 6593. Administration and Supervision of Literacy and Language Programs. (3 Credits)

The course deals with organization, administration, and problems of organizing a reading program. Attention is also focused on in-service teacher education.

CTGE 6608. Literacy Institute. (0 to 3 Credits)

Important and emerging topics in literacy education; theories, current research and best practice applications for developing literacy proficiencies K-12.

CTGE 6662. Teaching Geometric Concepts. (3 Credits)**CTGE 6781. Instructing Bilingual Special Education Students. (3 Credits)**

The course presents a general overview of multiple perspectives in teaching the bilingual/limited English proficient students with special needs: instructional models, individualized instruction, the role of English in teaching, literacy development in both languages, and content-area teaching.

CTGE 6782. Bil Spec Ed: Issues&Trend. (3 Credits)**CTGE 6810. Sociopolitical Dimensions of Education. (3 Credits)**

This course introduces students to various pedagogical theories and leads to an understanding of how these theories relate to schooling in the 21st century. Several questions will guide the course: What are the relationships among power, knowledge, and social identities in the making of "teachers" and "students"? How is power—particularly in the form of class, race, gender, and other social stratifications—enacted, contested, and perpetuated in school contexts? Who is privileged? Who is disadvantaged?

CTGE 6991. Internship in Curriculum and Teaching. (3 Credits)

Offered as a Guided Tutorial Course. Professional experiences in the schools or educational agencies other than schools, as interns to curriculum coordinators, supervisors, or consultants. Registration with approval of chairperson, faculty supervisor, and agency director.

CTGE 6992. Internship in Curriculum and Teaching. (3 Credits)

A continuation of CTGE 6991: Offered as a Guided Tutorial Course. Professional experiences in the schools or educational agencies other than schools, as interns to curriculum coordinators, supervisors, or consultants. Registration with approval of chairperson, faculty supervisor, and agency director.

CTGE 7000. Special Topics Lang Lit Lrng. (3 Credits)**CTGE 7190. Statistics and Quantification Design. (3 Credits)**

Statistical methods applied to curriculum research studies. Strategies for evaluating educational intervention, balancing internal and external validity, obtaining appropriate population samples and implementing multivariate designs.

CTGE 7194. Advanced Qualitative Research. (3 Credits)

In this course, students will examine the nature and characteristics of various qualitative inquiry traditions utilized in educational research. Emphasis will be placed on developing competence in qualitative research design, data collection, analysis, and report writing.

CTGE 7201. Contemporary Thinking about Instruction. (3 Credits)

In this course, students will examine different theories of learning to question those theories' influence on instructional practice. Candidates will examine historical epistemological frameworks that influence instruction, including theories of motivation and engagement used in designing powerful learning experiences, as well as cognitivism, humanism, behaviorism, social cognitivism, and constructivism. In addition, candidates will examine contemporary theories that question social, cultural, and contextual conditions influencing instruction and impacting educational equity, such as sociocultural, critical pedagogy, race theory, and situational theories. Candidates will examine their theories of practice to consider how they approach problems in their professional practice.

CTGE 7204. Informing and Transforming Instruction through Assessment. (3 Credits)

This course will focus on practices and policies related to the use of a variety of assessment approaches for informing instruction to understand and support student learning. Traditional and innovative assessment systems used with students with and without disabilities for progress monitoring, accountability, data-based decision-making at individual, school, and state levels will be explored. The course will further explore the roles of teachers, administrators, and policymakers in developing equitable and meaningful assessment approaches to improve learning environments for all students.

CTGE 7210. Higher Education: Teaching, Grant Writing, and Conference Presentations. (3 Credits)

This course will introduce students to essential components of higher education. Doctoral candidates will acquire knowledge and skills to become effective instructors, grant writers, and conference presenters. The course is designed to help them learn about higher education instructional presentations, sources of funding, writing tips, and pilot grant project proposals, and prepare and present articles at conferences.

CTGE 7236. Problems and Issues in Early Childhood Education. (3 Credits)

Examination of the concerns that affect practice and the child's ability to learn. Selection of topics current to working with all young children in early childhood settings.

CTGE 7330. Res Sem: Secondary Educ. (3 Credits)**CTGE 7340. Contemporary Academic Interventions for All Learners. (3 Credits)**

It is estimated that more than 10 million children in the United States have some degree of reading disability. Roughly 80 percent of children referred for special services require support services in reading, writing, and oral language. Best contemporary practices rely on interdisciplinary teams to assess difficulties and plan interventions. This interdisciplinary course draws from the fields of literacy, learning disabilities, psychology, and neuroscience in examining theories and research in reading and writing processes and best practices for universal design. This course will explore recent advances in 1) the cognitive neuroscience of learning and individual differences, and (2) the universal design of educational technologies and multimedia of these fields, through appropriate readings and through media construction exercises designed to prepare and support participants to meet the challenge of individual differences through academic interventions.

CTGE 7350. Creating Learning Environments through Positive Behavior Supports. (3 Credits)

This course focuses on obtaining the knowledge and skills necessary to develop, implement, and evaluate the impact of Positive Behavior Support on student behavior. The course specifically covers general classroom management, Functional Behavior Assessment (FBA), and Positive Behavior Support (PBS) within the Response to Intervention (RtI). These are foundations of an appropriate behavioral intervention in supporting ALL students in classrooms and schools at large. The students will participate in lecture, discussions, article review, in-class activities, and conducting and presenting a case study.

CTGE 7352. Research Design, Implementation, and Dissemination. (3 Credits)

This course is designed to help students conduct a pilot study. The steps of research design are tailored to answer research questions candidates want to explore through a pilot study that they will conduct in the Research Apprenticeship. ICI faculty will mentor Ph.D. candidates in conducting the pilot study, writing a manuscript to disseminate the results and findings, and submitting the manuscript for publication in a scholarly journal. The course will be completed over a semester of the research apprenticeship.

CTGE 7460. Advanced Seminar in Special Education Curriculum. (3 Credits)

Focus on providing an appropriate curriculum for children, adolescents, and young adults with disabilities. Examination of curriculum evaluation strategies, techniques, and models applicable to both inclusive and special education classrooms. Students address issues of implementation and accountability. Students will apply this information in analyzing their own recent experiences in the classroom.

CTGE 7470. Seminar in Language Disorders in Special Education. (3 Credits)

Critical evaluation of major concerns in selected areas related to language development and remediation in the education of children, adolescents, and young adults with disabilities.

CTGE 7491. Reading and Writing as Psycholinguistic Processes. (3 Credits)

This course examines theories and research on reading and writing processes as these influence and result from cognitive activities. Implications for classroom use of reading and writing as activities for increasing learning.

CTGE 7492. Translingual Pedagogy. (3 Credits)

This course explores translingualism as a construct of multilingual competence. It refers to the multiple ways speakers of more than one language move across languages and communicate in hybrid languages within the context of migration, transnational economic and cultural relations, digital communication, and globalism. In this course, candidates will review research that explores sound pedagogical applications of this construct.

CTGE 7493. Learning and Knowing through Multilingualism. (3 Credits)

This course provides theoretical and research knowledge about the nature of learning and knowing in the 21st century. It explores how curricula are facilitated through language. Students will consider the dynamic relationship between knowledge construction and multilingualism. In addition, they will critically consider historical and contemporary approaches that promote learning academic content, from both linguistic separatist and integrative lenses.

CTGE 7494. Translingual and Transliteracy Practice in Maker Spaces. (3 Credits)

This graduate course seeks to develop new understandings about teaching language and literacy to diverse learners in a collaborative and interdisciplinary environment. Candidates will explore integrated instructional practices that support multilingual and transliteracy learning as well as deepen their understanding of professional mutual development. Key issues about the instruction of language and literacy will be identified and analyzed critically. Instructional projects that combine multilingualism and transliteracy to address these issues will be designed in small interdisciplinary groups and implemented in a makerspace classroom.

CTGE 7497. Translingual and Transliteracy Practice in Makerspace. (3 Credits)

This graduate course seeks to develop new understandings about teaching language and literacy to diverse learners in a collaborative and interdisciplinary environment. Candidates will explore integrated instructional practices that support multilingual and transliteracy learning as well as deepen their understanding of professional mutual development. Key issues about the instruction of language and literacy will be identified and analyzed critically. Instructional projects that combine multilingualism and transliteracy to address these issues will be designed in small interdisciplinary groups and implemented in a makerspace classroom.

CTGE 7568. Advanced Practicum in Special Education. (3 Credits)

Practicum experiences for advanced students, designed to prepare for supervisory roles and for curriculum development specialists; emphasis on the analysis of clinical teaching in a variety of classroom settings.

CTGE 7570. Advanced Study on Problems and Issues in Special Education. (3 Credits)

Focus on current problems and issues in special education related to the development and education of children, adolescents, and young adults with physical, cognitive, and/or emotional disabilities. Emphasis will be focused on communication and language disorders, and literacy development of children with disabilities. Exploration of trends in providing educational services to students with disabilities; application of this information in analyzing our recent experiences in schools.

CTGE 7571. Research Issues and Policy Trends in Special Education. (3 Credits)

Focus on the design and conduct of research in special education. Critique recent research tools and techniques in the field and relate these to current needs for more informative research results in special education. Read examples of research that employ different types of research methodologies. Students will be encouraged to apply these concepts in their own classrooms and schools as a basis for their own field-based research.

CTGE 7574. Critical Transliteracy. (3 Credits)

Central to this course is the exploration of the social, cultural, political, historical, and economic influences on diverse contexts where literacy is concerned. Literacy instruction is explored in K-12 schools and college, as well as in community organizations. Candidates will design explorations that critically examine how issues of power and diversity impact the democratization of the literacy classroom. Critical analysis of the multiple modes of literacy will be discussed as an instructional tool and as a vehicle to voice learners' knowledge in diverse learning environments.

CTGE 7596. Cognitive, Linguistic, and Sociocultural Dimensions of Literacy. (3 Credits)

History and impact of the cognitive revolution on language and literacy curricula, theories, and research. Overview of historical theories and research on text processing as problem solving (e.g., reader response theory, metacognitive theory, schema theory, information processing theory). Recent neurobiological studies are considered as methods of observing literacy problem solving. Implications for curriculum and teaching. Includes possible links to the development of student research agendas.

CTGE 7599. Creativity in Teaching Environments. (3 Credits)

This course reviews theory, research, and practice concerning instructional design and experience, with the goal of developing learners' creative problem-solving skills along with discipline content. Discussions will describe principles and practices applied to pre-K-16, and demonstrations of instructional resources will be provided. Candidates will explore ways to apply critical and creative thinking to facilitating learning for all in contested educational environments.

CTGE 7820. Global Perspectives in Multilingual Competency. (3 Credits)

This course provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language.

CTGE 7843. Scnd Lang Proficncy/Lrng. (3 Credits)

Survey of research on how students from diverse backgrounds acquire a second language; psycho-linguistic and sociolinguistic variables involved in curriculum; appraisal of techniques and instruments employed in such research; development of research models. Permission of chairperson or instructor required.

CTGE 7844. Lang/Ed Asmt Mlt Lang St. (3 Credits)

Focuses on theoretical problems in bilingual and second-language studies; examination of available measures and evaluation approaches, for example, language dominance and proficiency instruments; criterion-referenced tests; and construction and application of new techniques and measures for such programs.

CTGE 7845. Curriculum Models: Bilingual/ESL Programs. (3 Credits)

The course provides theoretical and practical knowledge related to planning, development, and implementation of curriculum models and methods in bilingual and English as a second language program. The course focuses on (1) curriculum models and design typologies, (2) analysis of policy issues, (3) language and cultural issues, and (4) second language methods.

CTGE 8001. Research Apprenticeship. (0 Credits)

In the Research Apprenticeship the student is required to work closely with a research apprenticeship faculty advisor to develop and carry out a research project. The student must register each of the 3 semesters and must attend the Research Colloquia each semester. Prerequisite: Permanent Matriculation staty plus 21 doctoral credits.

CTGE 8101. Advanced Research in Curriculum and Teaching. (3 Credits)

Designed for advanced doctoral students who are developing dissertation topic areas or who are conducting research projects. The course is usually taken on an independent study basis because of unique student needs.

CTGE 8110. Dissertation Seminar in Curriculum & Teaching. (3 Credits)

Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

CTGE 8111. Dissertation Seminar in Curriculum & Teaching. (3 Credits)

A continuation of CTGE 8110: Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

CTGE 8502. Directed Research in Curriculum and Teaching. (3 Credits)

Designed for students who have completed their coursework and are developing research problems or projects for completion of doctoral studies. It may not be used to replace any degree course requirements.

CTGE 9000. Special Topics in Curriculum and Teaching. (3 Credits)

Special topics in curriculum and teaching. (Permission of course instructor required.)

CTGE 9001. Spec Topics C & T. (0 Credits)

Spec Topics C & T.

CTGE 9002. Spec Topics C & T. (0 to 3 Credits)

Spec Topics C & T.

CTGE 9990. Independent Study. (0 to 3 Credits)

Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires the approval of professor directing study, the division chairperson and the director of graduate studies.

EDGE 6100. Issues and Trends in American Education. (3 Credits)

The course is designed to provide students with the opportunity to become familiar with the important movements, trends, and innovations that are shaping the education profession.

EDGE 6101. Race and Multicultural Education in American Society. (3 Credits)

Examines the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups; examines the institutionalized nature of prejudice and its impact on the cultural, economic, social status, and mobility patterns of selected ethnic groups.

EDGE 6106. Hre Practicum I. (3 Credits)

This course integrates the knowledge and skills acquired during the program. In this first practicum, students identify an organizational problem and begin the consultation process. They must identify a sponsor, contract for the assignment, collect data and provide feedback to the appropriate organizational members.

EDGE 6107. Hre Practicum II. (3 Credits)

This course continues the process begun in Practicum I. In partnership with the organization, students design and implement an intervention based on the data collected earlier in the consultation process. They must evaluate the performance outcomes associated with the intervention.

EDGE 6226. Design of Interactive Learning Systems. (3 Credits)

Cognitive theory and programming skills are taught that enable students to develop multimedia instructional software in a variety of paradigms (for example, simulation, coaching, hypertext, multimedia, tutorial, and drill and practice). To ensure instructional effectiveness, emphasis is placed on building instructional strategies (based on cognitive theory) into the design. To ensure usability, human-computer interaction issues are considered (again, based on cognitive theory). Prerequisite: PSGE 5220 or consent of instructor.

EDGE 6703. Meas Hum Res Ed. (3 Credits)

Focuses on understanding, using and developing assessment tools in the workplace. Students design an instrument, collect and analyze data, and write and present their findings. Measurement concepts of reliability and validity are discussed in relation to developing or purchasing assessment tools.

EDGE 8001. Doctoral Research Apprenticeship. (0 Credits)

A seminar (two consecutive semesters and a summer) in which the student is required to attend monthly seminars. The student is required to undertake research with a faculty member, culminating in a research project that demonstrates the student's ability to do doctoral work. Prerequisite: Permanent Matriculation Status.

EDGE 9990. Independent Study. (0 to 4 Credits)

Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration only by approval of professor directing study, chairman of the student's division, and director of graduate studies.

EDGE 9995. Doctoral Maintenance of Matriculation. (0 Credits)

Doctoral Maintenance of Matriculation (0 credit) (DOCTORAL MATINTENANCE)

PSGE 5203. Introduction to Research. (3 Credits)

Presentation of the basic concepts, tools, and methods of research in education and psychology.

PSGE 5204. Research Methods in Counseling. (3 Credits)

Basic concepts, tools, and methods of research in counseling.

PSGE 5210. Statistical Methods in Education and Psychology. (3 Credits)

Computation and interpretation of descriptive and inferential statistics. Measures of central tendency, variability, and relations. Probability theory and non-parametric tests of hypotheses.

PSGE 5314. Psychology of Classroom Organization and Management. (1 Credit)

The study of teacher-pupil interactions in classrooms. Characteristics of effective learning environments, time and behavior management, classroom climate, and leadership. Causes of student misbehavior and techniques for prevention and correction. Open only to matriculated students in one of Fordham's initial teacher education programs.

PSGE 5318. Human Development and Learning: Pre-K-Grade 12. (3 Credits)

This course will provide an overview of psychological principles relevant to the process of learning and teaching as applied to the kindergarten through secondary-school learner. Topics will include theories of human development and learning, models of learning and instruction, and academic assessment.

PSGE 5500. Psychological Factors in Children with Disabilities. (3 Credits)

An introduction to understanding children with disabilities and special health care needs. Study of the physical, social, emotional, and learning characteristics of children identified as disabled.

PSGE 5505. Psychology of Learning Disabilities. (3 Credits)

Identification of social, emotional, and learning characteristics of children diagnosed as brain injured, neurologically impaired, or learning disabled. Exploration of perceptual disabilities, language, and motivational and behavioral aspects of children who have learning problems.

PSGE 5620. Introduction to Professional School Counseling I. (3 Credits)

An introduction to the profession of counseling. The processes and techniques of counseling are studied. Emphasis on the development of active listening skills. Prevention and remediation are addressed.

Corequisite: PSGE 5622.

PSGE 5621. Foundation of Professional Counseling and Consultation. (3 Credits)

An introduction to the profession of counseling. The processes and techniques of counseling are studied. Emphasis on the development of active listening skills. Prevention and remediation are addressed. Must be taken with PSGE 5623.

Corequisite: PSGE 5623.

PSGE 5622. Pre-Practicum in Professional School Counseling I. (3 Credits)

Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5620.

Corequisite: PSGE 5620.

PSGE 5623. Clinical Instr Couns Process. (3 Credits)

Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5621.

Corequisite: PSGE 5621.

PSGE 5625. Theories Fam Couns: Asst. (0 to 3 Credits)

This course covers leading theories of family counseling and reviews a variety of family assessment procedures and techniques. The course has an applied focus and integrates multicultural and social justice perspectives in understanding and working with families both within and across cultures.

PSGE 5627. Couns College & Post HS. (3 Credits)

This course provides systematic training in counseling for post high school planning including the college admission and selection process. Students will be introduced to concepts and practical skills required for competency in working with diverse populations: the traditionally aged college student applicant, the disadvantaged, the minority student, the gifted, the learning disabled, the student athlete, and the adult.

PSGE 5630. Theories of Counseling for School Counselors. (3 Credits)

This course is designed to review and evaluate various theories of counseling. Students will be able to compare, contrast, and critique the theoretical approaches in terms of each of the theory's strengths, weaknesses and utility for multicultural populations and for furthering social justice advocacy. This course must be taken with PSGE 5632.

Corequisite: PSGE 5632.

PSGE 5631. Couns Theory & Practice. (3 Credits)

This course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualizations of the counseling process. This course must be taken concurrently with PSGE 5633.

PSGE 5632. Social Justice Practicum in Professional School Counseling. (3 Credits)

Students will be placed in a 100-hour social justice oriented pre-practicum in a high need school. They will be conducting both direct and indirect counseling under the supervision of a certified school counselor. During the first half of the class, students will serve as a peer supervision of the pre-practicum experience. In the second half of the class, students will practice advanced counseling skills using a different theoretical orientation each week. This course must be taken with PSGE 5630.

Corequisite: PSGE 5630.

PSGE 5633. Pre-Practicum in Applications of Counseling Theory to Practice. (3 Credits)

This course is the second semester of a two-semester pre-practicum experience. It must be taken concurrently with PSGE 5631 Counseling Theory and Practice. Students will apply various theories of counseling to specific cases through role plays and taped practice counseling sessions. Feedback will be provided by the instructor and peers.

PSGE 6226. Design of Interactive Learning Systems. (3 Credits)

See EDGE 6226.

PSGE 6301. Psychology of Child Development. (3 Credits)

Theory and research on child development including prenatal through preadolescent stages. For teachers and psychologists, this course provides foundation knowledge about the physical, intellectual, and emotional development of children. Applications to learning in and adjusting to school settings are stressed.

PSGE 6308. Cognition and Instruction I: Foundations and Basic Processes. (3 Credits)

Historical and contemporary perspectives on the nature of minds and their relation to current psychological theories and research on cognition. Analysis will center on processes underlying perception and understanding—instructional implications will be discussed.

Prerequisite: PSGE 6312 (may be taken concurrently).

PSGE 6309. Cognition and Instruction II: Problem Solving. (3 Credits)

Analysis of the cognitive theories and research on problem solving. Processes underlying imagery, reasoning, transfer of skills, and cultural influences on problem solving will be discussed. **Prerequisite:** PSGE 6308.

PSGE 6310. Institute on Applied Cognition. (3 Credits)

The relation between recent developments in the study of cognition to the solving of applied problems. The institute will be organized around a series of lectures led by noted researchers.

PSGE 6311. Applications of Behavior Analysis in Educational Settings. (3 Credits)

Theory and application of psychological principles to modification of social and academic behavior in classrooms and other educational settings.

PSGE 6312. Psychology of Cognition and Affect. (3 Credits)

To introduce students to the theoretical & empirical investigation of human learning. Emphasis is on understanding both the cognitive & affective basis of learning, and on new findings that improve understanding and to maximize the use of these complex human skills in relation to educational & psychological practice.

PSGE 6314. Psychology of Problem Solving and Creativity. (3 Credits)

Definitions of problem solving and creativity; theory, research, and measurement of the creative problem-solving process. Principles and procedures to increase creative thinking.

PSGE 6320. Psychology of Motivation. (3 Credits)

Theoretical and empirical investigation of human motivation and self-determination. Emphasis on understanding emotional and control processes responsible for motivating selected behavior.

Prerequisite: PSGE 6312.

PSGE 6324. Environments for Managing Challenging Behaviors. (3 Credits)

Focus on planning and managing instructional environments for at-risk students and students with disabilities. Students will learn to establish secure learning environments that are structured to facilitate the academic and behavioral success of learners. Contemporary approaches to modifying behavior will be studied.

PSGE 6325. Psychology of Media. (3 Credits)

This course is designed to examine key issues and theoretical perspectives within the interdisciplinary field of media psychology. Course readings will concern the psychological underpinnings of various forms of media, including television, telecommunications, and multimedia, and their impact on the viewer from a psychosocial and cognitive vantage point. Special emphasis will be placed on the child and the adolescent user.

PSGE 6337. Advanced Educational Psychology: Instructional Design. (3 Credits)

Theories and models of instructional design. Applications of theory and research in educational psychology to the analysis and development of instructional programs.

Prerequisite: PSGE 6312.

PSGE 6338. Design and Evaluation of Creativity Programs. (3 Credits)

Design, development, and evaluation of education and training programs to encourage creative thinking and problem solving. General problem-solving skills vs. discipline-based programs. Teacher and staff-development efforts. Selection and measurement of relevant creativity outcomes.

PSGE 6341. Psychology of Personality and Individual Differences. (3 Credits)

Theory and research in differential psychology applied to educational settings. Topics include age, sex, intellectual, socioeconomic, racial, and ethnic differences; cognitive styles; and special-talent abilities.

Prerequisite: PSGE 6312.

PSGE 6345. Social Psychology. (3 Credits)

Social psychological theories, concepts, and research are studied. Topics include interpersonal relations, social learning, social motivation, communication, attitudes, groups and organizations, and social change.

PSGE 6401. Seminar in the Psychology of Bilingual Students. (0 to 3 Credits)

This seminar provides a theoretical foundation for understanding critical issues that impact on the psychological functioning of bilingual children and adolescents in the schools. The main objectives are to develop a multicultural psychological perspective, including an understanding of the acculturation process, the nature of bilingualism, bilingual assessment, and bilingual pedagogical issues.

PSGE 6417. Developmental and Intellectual Disabilities. (3 Credits)

This course focuses on the assessment and diagnosis of several disorders of early childhood onset. These disorders include mental retardation, autism, other pervasive developmental disorders, Rett's Disorder, Asperger's Syndrome, and various learning disabilities. The etiologies of these disorders, as well as how they are manifested throughout the life span, will be highlighted by reviewing relevant research and through course discussions.

PSGE 6418. Emotional Disorders of Childhood and Adolescence. (3 Credits)

Survey of causes and consequences of emotional problems of children and implications for educational planning. The major psychiatric and psychological classification systems are studied, as are the effects of social and cultural factors on emotional development.

PSGE 6429. Pre-Practicum in Integration Assessment Techniques. (0 Credits)

This course is intended to be taken by doctoral candidates in school psychology who want to complete pre-practicum hours in integration of assessment techniques over the summer.

PSGE 6446. Consultation With Families in a Diverse Society. (3 Credits)

The purpose of this course is to provide students with the skills necessary to be effective consultants with families of young children.

PSGE 6602. Human Development. (3 Credits)

This course presents an overview of human development through the life span. Theories of psychosocial development are emphasized, as are the implications of life stage for counseling assessment and intervention. Multicultural and feminist perspectives on human development are included.

PSGE 6603. Multicultural Issues in Professional Psychology. (0 to 3 Credits)

The course is designed to provide psychologists, counselors, and school personnel with the requisite knowledge for working with clients and students of diverse racial, ethnic, and cultural backgrounds. Intervention techniques for working with a variety of racial/ethnic and special populations are included.

PSGE 6605. Counseling Program Development and Evaluation. (3 Credits)

The purpose of this course is to provide students with an introduction to principles and methods of counseling program development and evaluation. Psychoeducational, therapeutic, developmental, and culturally appropriate interventions will be considered on individual, group, and system levels. The course focuses on developing and evaluating the effectiveness of counseling interventions based on research evidence. Students will apply the knowledge they gain—through course instruction, assigned readings, and focused reviews of literature relevant to their particular counseling interests—to develop a proposal for a counseling intervention program and design a plan for its implementation and evaluation.

PSGE 6607. Assessment in Counseling. (3 Credits)

This course is an introduction to basic issues and procedures in counseling assessment and testing across the life span. It is part of the PSGE 6602 – PGSE 6607 counseling module, and the content is geared toward practicing professional counselors in a variety of settings. Multicultural and ethical issues are infused throughout the course content.

PSGE 6609. Advanced Assessment and Appraisal in Counseling. (3 Credits)

This course is required for students in the Mental Health Counseling program. This class focuses on clinical assessment in mental health counseling with an emphasis on objective inventories of personality and psychopathology. Students will be exposed to a number of assessments of personality and psychotherapy, with a particular emphasis on the range of inventories. Students will also learn diagnostic interviewing and semi-structured assessments of psychopathology. Multicultural and ethical issues are infused throughout the course content and process. Must have previously taken PSGE 6607.

PSGE 6615. History and Systems of Psychology. (3 Credits)

This doctoral-level course provides students with an overview of the development of psychological thought, from its culturally indigenous origins in roughly 3000 BC, to Western influences in the late 19th century, through to the present and anticipated future of the field. Major topics include: philosophical influences in psychology, structuralism, functionalism, behaviorism, Gestalt, psychoanalysis, multicultural psychology, and recent theoretical developments. While this course is organized in terms of the major schools of thought that have defined the field of psychology, there is extensive coverage of the history of "constructs" that have shaped the field of psychology, as well as exploration of pioneers in the field across race, gender, sexual orientation, and other individual differences. The course aims to promote a critical analysis of the history of psychology through deconstruction of the cultural and historical milieu that influenced the system of thought or construct under consideration. The place of counseling, vocation, multicultural, and social-justice-oriented psychology will be emphasized.

PSGE 6630. Group Counseling. (3 Credits)

Principles of group dynamics that have implications for group counseling are studied.

Attributes: CPCE, CPIE.

Corequisite: PSGE 6632.

PSGE 6632. Pre-Practicum in Groups. (3 Credits)

The course is an experientially focused group-counseling course in which students participate as both group members and leaders.

Corequisite: PSGE 6630.

PSGE 6640. Career Counseling. (3 Credits)

Theories, research, and processes of career development are examined. Must be taken with PSGE 6641.

PSGE 6641. Pract Career Counseling. (3 Credits)

Focus is on assessment techniques and methods of career development. A casestudy approach is used. Must be taken with PSGE 6640. Prerequisites: PSGE 5620 and PSGE 5622.

Corequisite: PSGE 6640.

PSGE 6642. Practicum in Career Counseling. (3 Credits)

Focus is on assessment techniques and methods of career development. A case-study approach is used. Must be taken with PSGE 6640.

Corequisite: PSGE 6640.

PSGE 6645. General Psychopathology. (3 Credits)

This course will provide a comprehensive overview of psychopathology. The survey will begin by contextualizing notions of psychopathology within the historical milieu of the cultures of psychology and psychiatry. Methodological and taxonomic issues will be explored with an emphasis on the paradigm presented by DSM-IV. The major adult psychiatric disorders (both Axis I and Axis II) will be studied in detail. Related diagnostic and assessment strategies will also be discussed. Through readings and in-class activities, students are expected to develop an understanding of etiological, diagnostic, and treatment issues related to the various disorders addressed.

PSGE 6650. Ethics and Professional Issues in Counseling. (3 Credits)

An integrating seminar in which the role and function of counselors in society are examined. Philosophical and psychological roots of counseling are studied, and the ethical guidelines of the major professional organizations are analyzed. Important issues facing the counselor are also studied. Must be taken with PSGE 6652.

PSGE 6651. Field Experience I in Mental Health Counseling. (3 Credits)

This is the first field experience course (fall only) for master's students in mental health counseling. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Experiences vary by site, are individually planned, and may include individual or group counseling, assessment, and attendance at case conferences or staff meetings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master's field experience and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies.

PSGE 6652. Field Experience in School Counseling I. (3 Credits)

Students must complete 130 hours of supervised, off-campus experience. Site should be chosen with a view toward the student's vocational goals. Students will function as counselors under supervision in schools, colleges, hospitals, or mental health agencies. The practicum experience of each student will vary according to his or her site. Ideally, each student will have an opportunity to engage in a wide range of counseling activities—such as individual counseling, group counseling, assessment, attendance at case conferences or other staff meetings—and gradually become acquainted with the total counseling program at the agency or school. Students must provide their own sites, subject to the approval of the field experience coordinator. Generally the course is to be taken during the fall semester of the final year of study. Must be taken with PSGE 6650. Must have previously taken PSGE 5620, 5622, 6640, 6630, 6632, 6602, and 6702.

Prerequisite: PSGE 6650 (may be taken concurrently).

PSGE 6653. Field Experience II in Mental Health Counseling. (3 Credits)

This is the second field experience course (spring only) for master's students in mental health counseling. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Experiences vary by site, are individually planned, and may include individual or group counseling, assessment, and attendance at case conferences or staff meetings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master's field experiences and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Must have previously taken PSGE 6651.

PSGE 6654. Field Experience in School Counseling II. (3 Credits)

This course is the second semester of a two-semester practicum experience for school counseling students. Students must complete 300 hours of a year-long field placement in a K-12 school under the supervision of a certified school counselor. In the course, students will present student cases to the class and seek and receive peer and instructor supervision. Student must present the instructor with a copy of the memorandum of agreement as well as the end of semester evaluation. Must have previously taken PSGE 5620, 5622, 6602, 6630, 6632, 6640, 6641, 6652, & 6702.

PSGE 6655. Field Experience III in Mental Health Counseling. (3 Credits)

This course is offered as an option of a third field experience course (summer I only) for those master's students in mental health counseling who completed the minimum number of supervised hours in the first two practica. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master's field experiences and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Prerequisite: PSGE 6653.

PSGE 6656. Multicultural Counseling. (0 to 3 Credits)

This course is designed to equip students with the awareness, knowledge, and skills for counseling culturally diverse clients. Students will be exposed to leading theories of multicultural counseling and racial/ethnic identity development and will be involved in case-study analysis, role plays, and other diverse experiences.

PSGE 6659. Trauma Interp Neurobio. (0 to 3 Credits)

Shall bridge the gap between advances in neuroscience & the practice of psychotherapy topics: the brain & affect regulations, neurobiology of attachment, brain intergration & the neurobiology of psychotherapy.

PSGE 6702. Fundamentals of Educational and Psychological Measurement. (3 Credits)

Survey of measurement methods in education and psychology. Basic psychometric properties of tests, principles of test development, types of tests, and evaluations of tests are studied.

PSGE 7210. Experimental Design. (3 Credits)

Experimental and quasi-experimental research. Internal and external validity of experiments. Analysis of variance and covariance. Factorial designs, interpretation of main and interaction effects. Post hoc comparisons. Power analysis. Prerequisites: PSGE 5203, PSGE 5210 and PSGE 6702.

Attribute: ASDM.

PSGE 7211. Correlational Design and Analysis. (1 to 3 Credits)

Regression analysis (RA) and the design and interpretation of research using the general linear model (GLM). Interpretation Multiple R, beta coefficients, standard error. Dummy coding and interaction effects. Also, path analytic methods. Prerequisite: PSGE 7210.

PSGE 7213. Application of Multivariate Techniques in Education and Psychology. (3 Credits)

Survey of multivariate statistics, including regression, discriminant function, canonical correlation, multivariate analysis of variance, and factor analysis. Emphasis is on the use of these techniques.

Attribute: ASDM.

Prerequisite: PSGE 7211.

PSGE 7301. Advanced Developmental Psychology. (3 Credits)

Analysis of recent theory and research in developmental psychology.

PSGE 7372. Adv Cert Pro-Seminar in the Professional Practice of School Psychology. (0 Credits)

This course is designed to develop students' basic skills related to the practice of school psychology. The topics to be covered include professional identity development, school culture, engagement in the supervision process, and professional writing and communications.

PSGE 7412. Personality Assessment. (3 Credits)

Introduction to the theory of personality assessment. Practice in administration, scoring, and interpretation of selected projective techniques used with children, with emphasis on the Rorschach, Thematic Apperception Tests, and Drawings. Registration limited to matriculated students in school psychology with the permission of the instructor.

PSGE 7413. School Psychology: Advanced Assessment Seminar. (3 Credits)

This advanced seminar on assessment is designed to provide students with theoretical knowledge and applied skills in specialized areas of assessment. The specific topics covered will be offered as separate sections on an alternating basis. The major topics may include advanced personality assessment, neuropsychological assessment, preschool assessment, and dynamic assessment. Prerequisites: PSGE 7508 and permission from the instructor.

PSGE 7418. Non-Biased Assessment and Decision-Making. (3 Credits)

In-depth examination of issues, research, and models in non-biased assessment. Topics will include adaptive behavior, problems in classification, test bias, fairness, and judicial and legislative influences. Must have previously taken PSGE 7508.

Attribute: PMTM.

PSGE 7422. Instructional Consultation. (3 Credits)

Assessment and remediation of children with school learning problems. Teacher consultation, observation, task analysis, and evaluation of learning problems. Must have previously taken PSGE 7442 and PSGE 7445.

PSGE 7423. Therapeutic Interventions in the Schools. (3 Credits)

This course is presented in two parts. The first part focuses on treatment efficacy, various therapeutic orientations, ethics, and law. In the second half, practical, empirically based intervention techniques appropriate for school psychological services for children and adolescents are discussed. Current best practices in the treatment of social, behavioral, and emotional problems are emphasized.

PSGE 7424. Advanced Assessment Seminar: Bilingual Assessment. (0 to 3 Credits)

This course is designed to train graduate students in how to conduct bilingual assessments. Conceptualization of assessment incorporating specific ways of taking both culture and language into account shall be reviewed. It will extend prior knowledge of how to minimize bias in assessment and test construction.

PSGE 7425. Advanced Intervention Seminar: Preschool Intervention. (3 Credits)

This course is designed to be a topical seminar that will cover a number of major issues and trends in preschool intervention.

PSGE 7426. Advanced Intervention Seminar: Educational Intervention. (3 Credits)

This course is designed to be a topical seminar that will cover a number of major issues and trends in educational interventions.

PSGE 7427. Advanced Intervention Seminar: Bilingual Intervention. (3 Credits)

The Advanced Seminar in Interventions is designed to integrate the knowledge and competencies gained from courses in learning, cognition, instructional consultation, and instructional design with specific academic instructional techniques designed to improve students' learning. The focus of this course will include a review of current cognitive theories (e.g., metacognition, study strategies, and motivation) and recent research in academic subjects (e.g., reading, writing, mathematical thinking, and inquiry based learning), and in areas related to bilingual and multicultural education. As part of this course, students will use data from formal and informal assessments to plan and implement a six-week academic intervention with one or more students. This course is to be taken concurrently with a field experience (typically practica or internship) facilitating the application and evaluation of an instructional intervention with multilingual and bicultural students (similar to an Rtl model).

PSGE 7428. Advanced Intervention Seminar: Therapeutic Intervention. (3 Credits)

This course is designed to be a topical seminar that will cover a number of major issues and trends in therapeutic interventions. Intensive supervision will be provided.

PSGE 7429. Integration of Assessment Techniques. (3 Credits)

Supervised pre-internship experience in the integrated use of psychoeducational tests; histories; observation; and clinical interviews in the study of children, adolescents, and adults with learning and behavioral problems. Special considerations of assessment of minority children are addressed. The experience is based in the Rosa A. Hagin School Consultation Center and Early Childhood Center, where students will conduct assessments with clients and attend weekly staff meetings. Registration limited to matriculated students in school psychology or with the permission of the instructor. Must have previously taken PSGE 7508, PSGE 7412, and PSGE 7418.

Corequisite: PSGE 7499.

PSGE 7432. Personality Assessment Lab. (0 Credits)

A required 7-hour lab that meets 1 hour every other week. The lab must be taken concurrently with PSGE 7412. Students receive supervised practice in test administration, learn various scoring and data analyzing programs and software, as well as gain experience in case conceptualization and report writing.

Corequisite: PSGE 7412.

PSGE 7435. Neurobiological Bases of Human Behavior. (3 Credits)

Focus is on neuropsychology as a science, and its purpose is to assist psychology students in developing an understanding of the theoretical bases and principles underlying brain-behavior relationships. This course will be designed so that students of school, counseling, and educational psychology will be prepared in and introduced to the theoretical foundations of neuropsychology.

PSGE 7442. Role and Function of the School Psychologist. (3 Credits)

An analysis of the role of the school psychologist. Emphasis is on models for delivering effective services. Consideration of ethical and legal issues.

PSGE 7444. Psychology: History and Ethics. (3 Credits)

The course provides a survey of the development of theoretical issues and methodology of psychology from the early Greek philosophers to current trends, including historical and current approaches from various cultures. Additionally, ethical principles and practice considerations for the science and practice of psychology will be explored through a variety of sources.

PSGE 7445. Theories of School-Based Consultation. (3 Credits)

Theory and practice in school-based consultation, including mental health, ecological/behavioral, and organizational consultation.

PSGE 7452. Clinical Supervision of School Psychologists. (3 Credits)

This course, conducted mainly as a practicum, analyzes the process of supervision and the basic steps in providing supervision of school psychologists. Emphasis is placed on actual supervisory experience, providing supervision to others, with students expected to spend two laboratory hours weekly in addition to regular class. Registration limited to PhD students in school psychology.

PSGE 7456. Evaluation of Psychological Services Delivery Programs. (3 Credits)

Theories, models, and practice of program evaluation in psychological and educational services. Must have previously taken PSGE 5210 and PSGE 6702.

PSGE 7480. Advanced Certificate Internship in School Psychology I. (1.5 to 3 Credits)

Experience in providing school psychological services under qualified supervision which, in conjunction with PSGE 7481, is the equivalent of a full academic year. During the internship, students attend seminars on campus. Completion of appropriate coursework and program permission required. For Advanced Certificate students only.

PSGE 7481. Advanced Certificate Internship in School Psychology II. (1.5 to 3 Credits)

A continuation of PSGE 7480.

PSGE 7482. Advanced Certificate Internship in Bilingual School Psychology I. (1.5 to 3 Credits)

Experience in providing school psychological services to a bilingual population under qualified supervision which, in combination with PSGE 7483, is the equivalent of a full academic year. Completion of appropriate coursework and program permission required. For bilingual Advanced Certificate students only.

PSGE 7483. Advanced Certificate Internship in Bilingual School Psychology II. (1.5 to 3 Credits)

A continuation of PSGE 7482.

PSGE 7490. Doctoral Internship in School Psychology I. (1.5 to 3 Credits)

Experience in providing school psychological services under qualified supervision that, in conjunction with PSGE 7492, combines to be counted as the equivalent of a full academic year. Completion of appropriate coursework and program permission required (open only to PhD-degree students).

PSGE 7492. Doctoral Internship in School Psychology II. (1.5 to 3 Credits)

A continuation of PSGE 7490.

PSGE 7499. Integration of Assessment Techniques Lab. (0 Credits)

A required 7-hour lab that meets 1 hour every other week. The lab must be taken concurrently with PSGE 7429. Students receive supervised practice in test administration, learn various scoring and data analyzing programs and software, as well as gain experience in case conceptualization and report writing.

Corequisite: PSGE 7429.

PSGE 7500. Clinical Practicum in School Psychology. (3 Credits)

Supervised pre-internship field experience in psychological services, eight hours weekly in an agency or school offering clinical services to children or adolescents. Registration limited to matriculated students in school psychology. Program approval required.

PSGE 7501. Clinical Practicum in Bilingual School Psychology. (3 Credits)

Supervised pre-internship field experience in psychological services, eight hours weekly in an agency or school offering clinical services to bilingual or limited English proficient children or adolescents. Registration limited to matriculated students in school psychology. Program approval required.

PSGE 7502. Consultation Practicum in School Psychology. (3 Credits)

Supervised pre-internship fieldwork in delivering consultation services in schools eight hours weekly. Integrating seminar meets on campus. Registration limited to matriculated students in school psychology; completion of appropriate coursework and program approval required.

PSGE 7503. Consultation Practicum in Bilingual School Psychology. (3 Credits)

Supervised pre-internship field experience in delivering consultation services in schools serving bilingual or limited English proficient students, eight hours weekly. Integrating seminar meets on campus. Registration limited to matriculated students in school psychology; completion of appropriate coursework and program approval required.

PSGE 7507. Research Seminar in the Practice of Professional School Psychology. (3 Credits)

This is an advanced seminar designed to enhance skills in research methods useful in gathering and sharing information on the clinical utility of evidence-based practices.

PSGE 7508. Cognitive Assessment. (3 Credits)

This course is designed to provide students with an in-depth knowledge of the process of cognitive assessment, including administration, scoring, and interpretation of several intelligence tests. Students are expected to assess several individuals and to write reports based on these assessments. The knowledge base that students are expected to obtain through this course consists of the history of intelligence testing, current theories of intelligence, alternative approaches to traditional assessment procedures, and issues in the measurement of intelligence.

PSGE 7510. School Psychology Externship I. (0 to 1 Credits)

The externship provides an opportunity for students in the school psychology program to enhance research or practice-related skills and competencies above and beyond those typically required in the program. Participants are supervised by a field supervisor at an external setting and by school psychology faculty member(s). The externship could be taken after the completion of appropriate coursework or practica. Permission needed from instructor to register.

PSGE 7511. School Psychology Externship II. (3 Credits)

This is for advanced-standing students who want to take additional credits for externship.

PSGE 7518. Cognitive Assessment Lab. (0 Credits)

A required 7-hour lab that meets 1 hour every other week. The lab must be taken concurrently with PSGE 7508. Students receive supervised practice in test administration, learn various scoring and data analyzing programs and software, as well as gain experience in case conceptualization and report writing.

Corequisite: PSGE 7508.

PSGE 7520. Doctoral Externship in School Psychology. (1 Credit)

The externship consists of a specific professional experience during which students enhance the attitudes, knowledge, and skills learned during the program and practiced as part of their practica experience. The focus of the externship is on improving one's skills in a specific area of school psychology practice in preparation for internship or future employment. Goals for the externship should be in keeping with the school psychology program goals.

PSGE 7530. Counseling Psychology Externship I. (0 Credits)

This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence. Must have taken PSGE 7658.

PSGE 7531. Counseling Psychology Externship II. (0 Credits)

This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence. Must have previously taken Counseling Psychology Externship I.

PSGE 7532. Counseling Psychology Externship—Summer. (0 Credits)

This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence.

PSGE 7609. Advanced Personality Assessment. (3 Credits)

Introduction to the theory of projective personality by assessment. Practice in administration, scoring and interpretation of selected projective techniques of children and adults, with emphasis on the Rorschach, Thematic Apperception Tests and Drawings. Registration limited to doctoral students.

PSGE 7612. Assessment in Personality. (3 Credits)

Covers the ethics, administration, scoring and interpretation of both projective and objective personality tests. Students shall receive supervision in these aspects of testing.

PSGE 7613. Intell Asst: Child/Adult. (3 Credits)

Study of the major theories of cognitive and neuropsychological abilities. Intelligence is analyzed as a major individual difference characteristic in clinical and educational settings. Skills developed in the administrative scoring, and analysis of major intelligence measures.

PSGE 7615. Adult Psychopathology. (3 Credits)

The course provides an overview of the etiology, course assessment, and treatment of adult disorders. Psychological, biological, and sociocultural perspectives of psychopathology are examined and differential diagnostic issues are explored. This course is intended for advanced (post-master's) graduate students. For doctoral students.

PSGE 7619. Advanced Personality Assessment Lab. (0 Credits)

This required seven-hour lab meets for one hour every other week. Students receive supervised practice in test administration, learn various scoring and data analyzing programs and software, and gain experience in case conceptualization and report writing.

Corequisite: PSGE 7609.

PSGE 7620. Theories of Counseling. (3 Credits)

Consideration of the major theories of counseling, including psychodynamic, cognitive, behavioral, and phenomenological models. Common factors and distinct features are analyzed, as is the research supporting the models. Recent integrative efforts are studied.

PSGE 7630. Psychology of Small Groups. (3 Credits)

The principles of group dynamics are analyzed with an emphasis on contemporary theories of group behavior.

PSGE 7640. Psychology of Career Development. (3 Credits)

A critical analysis of theories and research concerning career development. Application of psychological theories to the career development of diverse persons are studied.

PSGE 7649. Clinical Supervision and Consultation in Counseling Psychology. (3 Credits)

Students will study the developmental processes involved in the training of therapists. The nature of the supervisory relationship will be explored in depth and students will identify skills necessary for sound supervisory practice. Clinical consultation in mental health settings will also be addressed.

Prerequisite: PSGE 7655.

PSGE 7654. Doctoral Practicum in Counseling Psychology I. (3 Credits)

This is the fourth course in the series of 4 practicum courses for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling and psychotherapy in a professional setting for a minimum of sixteen hours each week. Approval of the site and supervisor by the practicum coordinator is required as is the student's eligibility to start the practicum. Theoretical emphasis of this semester is on integrative approaches to psychotherapy. Taping of counseling sessions is required. Master's level practicum.

PSGE 7655. Doctoral Practicum in Counseling Psychology II. (3 Credits)

The course is the second half of the field experience in counseling psychology required of students who are matriculated in the counseling psychology program. The course requirements are as described for PSGE 7654.

PSGE 7656. Doctoral Practicum in Counseling Psychology III. (3 Credits)

This is the third semester of practicum for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling psychology in a professional setting 16 hours each week, including one hour of face-to-face, individual supervision by a doctoral-level psychologist. Approval of the site and supervisor by the practicum coordinator is required. Taping of counseling sessions is required.

Prerequisite: PSGE 7655.

PSGE 7657. Supervision and Consultation with Practicum. (3 Credits)

Theories and methods of clinical supervision will be studied. This course requires weekly supervision of master's-level trainees following the class period.

PSGE 7658. Doctoral Practicum in Counseling Psychology IV. (3 Credits)

This is the fourth course in the series of 4 practicum courses for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling and psychotherapy in a professional setting for a minimum of sixteen hours each week. Approval of the site and supervisor by the practicum coordinator is required as is the student's eligibility to start the practicum. Theoretical emphasis of this semester is on integrative approaches to psychotherapy. Taping of counseling sessions is required.

PSGE 7660. Research: Min Level Achieve. (0 Credits)

Research: Min Level Achieve.

PSGE 7667. Internship in Counseling Psychology I. (0 Credits)

A full-year, full-time experience in providing psychological services under qualified supervision in an approved agency (PSGE7668, PSGE7669). A formal application process is required, which must be completed and approved by the program in the year prior to the beginning of the internship. All coursework except the dissertation seminar must be completed before enrolling in this course.

PSGE 7668. Internship in Counseling Psychology II. (0 Credits)

The second term (Fall, Spring, Summer) of the internship requirement that is described in PSGE 7667.

Prerequisite: PSGE 7667.

PSGE 7669. Internship in Counseling Psychology III. (0 Credits)

The third term (Fall, Spring, Summer) of the internship requirement that is described in PSGE 7667.

Prerequisites: PSGE 7667 and PSGE 7668.

PSGE 7680. Qualitative Research Methods in Counseling Psychology. (3 Credits)

Qualitative research methods useful in the field of counseling psychology are examined. An overview of philosophy of science is included.

PSGE 7681. Quantitative Research Methods in Psychology and Education I. (3 Credits)

This first course in a two-semester sequence on applied statistical methods focuses on quantitative data analysis techniques used in the social sciences, with special emphasis on designs and methods in psychological research. Students will also cover analysis of variance (ANOVA) and multiple regression—the predominant tools for analyzing experimental and non-experimental quantitative data. Completion of an extensive statistics project is an essential component of this course.

PSGE 7682. Quantitative Research Methods in Psychology and Education II. (3 Credits)

This second course in a two-semester sequence on applied statistical methods focuses on quantitative data analysis techniques that are frequently used in the social sciences, with special emphasis on designs and methods in psychological research. Topics covered in this course include advanced regression analyses, multivariate approaches (MANOVA, path analyses), and factor analysis. Completion of an extensive statistics project is an essential component of this course.

PSGE 7683. Qualitative and Single Case Design Research Methods I. (3 Credits)

A two-semester course sequence covering both qualitative and single case design (SCD) methods. The course sequence is designed to help students develop foundational competencies in designing research studies using qualitative and SCD research methods, as well as understand and apply techniques of data collection and analysis for each method. The focus of PSGE 7683 is on building the foundational competencies and understanding the appropriate techniques and analyses.

PSGE 7684. Qualitative and Single Case Design Research Methods II. (3 Credits)

A two-semester course sequence covering both qualitative and single case design (SCD) methods. The course sequence is designed to help students develop foundational competencies in designing research studies using qualitative and SCD research methods, as well as understand and apply techniques of data collection and analysis for each method. The focus of PSGE 7684 is on the application of the techniques and analyses studied in PSGE 7683.

PSGE 7711. Psychometric Theory. (3 Credits)

Classical and modern test theories, latent trait analysis, scaling methods, and introductory factor analysis are studied.

PSGE 7712. Recent Trends in Measurement and Evaluation. (3 Credits)

Seminar on issues and developments in testing and evaluation. Original research and writing are required.

Prerequisite: PSGE 7711.

PSGE 7900. Proseminar in Psychological and Educational Services. (0 Credits)

The proseminar serves as an orientation to the research process, allows students to learn about faculty research interests and encourages discussions of research topics. It constitutes an initial developmental step in the research process and is linked to the Experimental Design and Statistics Methods courses.

PSGE 8001. Research Apprenticeship. (0 Credits)

In the Research Apprenticeship in Psychological and Educational Services, the student is required to work closely with a research apprenticeship faculty sponsor to develop and carry out a research project over the course of up to three consecutive semesters. The student must register for PGSE 8001 for the first semester and PSGE 8002 for subsequent semesters.

PSGE 8002. Research Apprenticeship II. (0 Credits)

In the research apprenticeship in psychological and educational services, the student is required to work closely with a research apprenticeship faculty adviser to develop and carry out a research project over the course of two to three consecutive semesters. The student will register for this course during subsequent semesters of research apprenticeship.

Attribute: YEAR.

Prerequisite: PSGE 8001.

PSGE 8100. College Teaching Internship in Psychology and Services. (0 Credits)

Supervised field experience as a college-level instructor. On-campus seminars. Prerequisite: Permission of the program faculty.

PSGE 8672. Social and Ethical Responsibilities in Counseling Psychology. (3 Credits)

The social, professional, legal, historical, and ethical issues and standards relevant to the field of counseling psychology will be explored. This course is taken during the first semester of doctoral study in counseling psychology.

PSGE 8999. Dissertation Seminar in Psychological and Educational Services. (3 Credits)

Consultation with faculty on the development and conduct of dissertation research. Permission of program faculty needed for registration.

PSGE 9990. Independent Study. (1 to 3 Credits)

Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires the approval of the professor directing study, the division chairperson and the director of graduate studies.

UEGE 5102. Historical, Philosophical, and Multicultural Foundations of American Education. (3 Credits)

This introductory course examines the historical and philosophical roots of public education and discusses how this system is related to the social, multicultural, political, and economic life of the nation. As a course in educational foundations, this course examines the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups, and the ways in which those differences influenced schooling cultures and processes.

Attributes: LALS, LASS.

UEGE 6241. Urban Education: Problems and Perspectives. (3 Credits)

In this course, students analyze issues, trends, and innovations most likely to shape urban education delivery systems in the future. As part of this course, students will develop their capacity to advocate for or act on behalf of children, families, and caregivers, particularly those who are most marginalized in public schools and other educational institutions and their communities.

UEGE 6243. The Impact of Prejudice on Minority Groups in America. (3 Credits)

Examines the institutionalized nature of prejudice and the cultural, economic, and social status of selected minority groups.

UEGE 6330. Urban Sociology and Education. (3 Credits)

An analysis of group values, mobility patterns, and intergroup relations as they affect metropolitan school systems. Emphasis on the education of ethnic minority groups.

UEGE 9990. Independent Study. (1 to 3 Credits)

Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires the approval of the professor directing the study, the division chairperson, and the associate dean of academic affairs.

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A brief introduction to each academic program area is followed by specific descriptions of program activities, and admission and graduation requirements. The programs with specializations and electives acknowledge the expertise and interests of faculty and students.

GRADUATE SCHOOL OF RELIGION AND RELIGIOUS EDUCATION

The Graduate School of Religion and Religious Education (GRE) is a global community of teacher-scholar-practitioners that passionately educates for solidarity, service, and justice. Drawing on its Jesuit and Catholic traditions, GRE prepares students of diverse religions and spiritualities to put their faith into action. On-campus and online programs include master's degrees in mental health counseling and spiritual integration (p. 811), Christian spirituality (p. 808), pastoral studies (p. 828), religious education (p. 829), and pastoral care (p. 819); a Ph.D. in religion and practice (p. 836); and a Doctor of Ministry (p. 831) degree. Advanced certificate programs include Jesuit Studies, Christian spirituality (p. 847), spiritual direction (p. 848), and supervision (p. 851).

About the GRE Bulletin

The information in the GRE bulletin serves as a roadmap for the academic, pastoral, spiritual, and professional education of our students. It provides an overview of the school's historical roots and educational philosophy, and a guide to academic policies and procedures, as well as a prospectus of the degree and certificate programs. It contains instructions, resources, forms, surveys, sample assignments, and schedules that will allow you to navigate through your experience at Fordham University more effectively.

For all general information regarding the full range of University-wide student services, University regulations and code of conduct, student disciplinary procedures, and policies on sexual harassment, refer to the Fordham University Student Handbook.

Since the information in the bulletin undergoes periodic revisions, make sure to check this page to access the most up-to-date information. Your faculty adviser or the assistant dean will be happy to assist you, if you have any questions or concerns.

Fordham's Religious Tradition

Fordham University was established under Catholic auspices and has benefited from the service of members of the Society of Jesus, a religious order of men who include among their apostolates that of higher education.

Fordham's Catholic and Jesuit origins and traditions have proven valuable as a source of distinctiveness and strength. Consequently, these traditions, religious ideas, perspectives, and values hold a central place in the curriculum. Theology is an important subject requiring serious intellectual study. All students, regardless of their personal beliefs, are encouraged to join seminars and discussions of religious issues and to participate in religious services and activities.

A loving and respectful openness to people of all faiths is an integral part of Fordham's stance, as it should be in any university. The very nature of religious belief requires free, un-coerced consent, just as the nature of a university requires a respect for evidence, investigation, reason, and enlightened assent.

The Jesuit Approach to Education Core Values and Characteristics

Since founding their first school in 1548, the Jesuits have believed that a high-quality education is a path to a meaningful life of leadership and service. They have understood that combining the liberal arts, the natural and social sciences, the performing arts, and other branches of knowledge is a powerful means to develop leaders who influence and transform society.

The Jesuits adapted the best educational models available while developing their own, a methodology that has succeeded in a variety of cultures because it adapts to the context of the learner.

Education in the Jesuit tradition is a call to human excellence. It develops the whole person, from intellect and imagination to emotions and conscience, and approaches academic subjects holistically, exploring the connections among facts, questions, insights, conclusions, problems, and solutions. Students learn each subject's implications for what it means to be a human being and what we may contribute to the future well-being of the world.

Jesuit education also examines the history of injustices, often subtly embedded within systems and cultures, while also generating hope so that students feel called to address significant world problems with courage, commitment, and good faith.

Academic Programs

GRE offers Doctoral, Master's, and Certificate programs both on campus and online. Students pursuing an on-campus degree or certificate may take online courses with their academic advisor's approval. Conversely, students pursuing an online degree or certificate may take on-campus courses with their academic advisor's approval.

Master's Programs

- Christian Spirituality (M.A.) (p. 808)
- Mental Health Counseling & Spiritual Integration (M.A.) (p. 811)
- Pastoral Care (M.A.) (p. 819)
- Pastoral Mental Health Counseling (M.A.) (p. 820)
- Pastoral Studies (M.A.) (p. 828)
- Religious Education (M.A.) (p. 829)

Doctoral Programs

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- Religion and Practice (Ph.D.) (p. 836)
- Religious Education (Ph.D.) (p. 842)

Advanced Certificate Programs

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- Jesuit Studies (Adv Cert) (p. 848)
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Masters Programs

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Christian Spirituality (M.A.)

This program is offered online or on campus.

The Master of Arts degree (M.A.) in Christian spirituality provides preparation for work in general Christian ministry, campus and retreat ministry settings, mission offices, in spiritual direction, or in preparation for an academic career in teaching. The program can also assist those wishing to complement their spiritual journey with an academic foundation in scripture, theology, and spirituality. Graduates of the program will have a competent understanding of methods of studying Christian spirituality along with its biblical, scriptural, and theological foundations.

Each student must pick one of three concentrations: spiritual direction, generalist, or research. Students in any concentration may complete their degree entirely online, on campus, or as a hybrid program. Intensive summer courses are also available. Scholarships and grants are available for qualified applicants.

Programs in Christian spirituality are also available at the certificate and Doctor of Ministry levels.

Student Learning Outcomes

1. Students will demonstrate facilities with methods of research in specific theological disciplines for post-graduate and doctoral studies.
2. Students will communicate the Christian story competently to make it accessible through a variety of means (e.g. teaching, writing, dialogue, personal consultation).
3. Students will articulate the relationship between the Christian tradition and their professional practice and spiritual development.
4. Students will articulate a well rounded knowledge and critical appropriation of Jesuit Spirituality and the Catholic intellectual tradition.
5. Students will use tools of literary, cultural, historical, and social analysis in the interpretation of various cultures and their relationship to the Christian tradition.

Are you interested in attending the Graduate School of Religion and Religious Education? Request more information or schedule an information session today.

CIP Code

39.0705 - Lay Ministry.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The Master of Arts degree (M.A.) in Christian spirituality requires 36 credits for completion, including the selection of a concentration.

Course Requirements (All Concentrations)

Course	Title	Credits
SPGR 6834	Methods in Christian Spirituality	3
SPGR 6702 & SPGR 6703	History of Christian Spirituality I and History of Christian Spirituality II	6
SPGR 6830	Discernment in the Christian Tradition	3
RLGR 6010	Old Testament	3
RLGR 6011	New Testament	3
<i>One course in Theological Anthropology or Christology:</i>		3
RLGR 6030	Christology	
	or RLGR 6031 Theology of the Human Person	
<i>One course in Sacramental Spirituality or Ecclesiology:</i>		3
SPGR 6720	Sacramental Spirituality	
	or RLGR 6032 Church and Society	
<i>Completion of a Concentration</i>		12
Total Credits		36

Thesis Capstone or Comprehensive Examination Requirement (All Concentrations)

Students in the Master of Arts degree (M.A.) in Christian spirituality program may choose to pursue either a thesis capstone or comprehensive examination option to complete their degree.

About the Thesis Capstone

Students contemplating post-M.A. studies in Christian spirituality or theology are encouraged to consider the M.A.-C.S. Thesis Capstone option. This capstone component involves completing a major research paper in the academic discipline of Christian spirituality under the guidance of a Christian spirituality faculty mentor. The research paper is typically 60 pages (including bibliography) and must conform to the most recent *Turabian* stylebook.

M.A.-C.S. students must apply for acceptance into the thesis capstone option. The student application includes a completed M.A. (C.S.) Thesis Capstone Submission Form, a completed Research Readiness Review [RRR] form along with the original 20-page research paper under review, and proof of competency in a research language other than English, typically one of the following: French, German, Spanish, Latin, or Greek. Students may petition for faculty permission to substitute an alternate research language. Translation knowledge of a research language may be indicated by exam (see the assistant academic dean for possible dates and locations) or coursework (two semesters of university-level courses within the past six years with a grade of B+ or higher). Proof of competency in a research language requires a letter from the assistant

academic dean indicating that you have shown competence in an approved foreign language by examination or review.

Students graduating in May must submit their M.A.-C.S. thesis option application on or before November 1. Students are advised to first consult with a Christian spirituality faculty member well in advance of the application deadline.

The M.A.-C.S. Student Review for Research Readiness [RRR] form and the M.A.-C.S. Thesis Capstone Submission Form are available in the “Academic Forms” section of the GRE-Students Organization in Blackboard.

Comprehensive Examination Capstone

The M.A.-C.S. comprehensive examination typically takes place over two days in April or May of each year. There are written and oral components to the examination. The materials below provide an overview of the kind of materials usually covered on this exam; they are not a definitive list of what your examination will encompass.

The capstone requirement for M.A.-C.S. students pursuing a terminal degree in Christian spirituality is a comprehensive exam, which is based on M.A.-C.S. course requirements and students’ course selections. The comp exam is divided into three parts: (I) the history of Christian spirituality (broad themes); (II) either spiritual direction or spiritual discernment; and (III) oral exam on parts I and II (including questions from Friday morning that were not answered and are related to student’s course selections). In preparation for the exam, students receive a M.A.-C.S. general bibliography including suggested readings in the following areas of competency:

A. Historical Approaches to the Study of Christian Spirituality, which are divided into four general periods (ancient, medieval, modern, and contemporary). This bibliography includes primary and secondary resources.

B. Spiritual Direction

C. Ignatian Spirituality and Discernment

D. Topics in Christian Spirituality

Bibliography A: As explained in the bibliography, M.A.-C.S. comps exam students select any three primary authors/texts from each historical period (ancient, medieval, modern, and contemporary)—for a total of 12 authors/texts—that each student is prepared to be examined upon. Please note that all secondary texts listed in this bibliography offer background and contextual reading for the authors/texts each student selects. Students are not asked to indicate what secondary texts they have read. The secondary texts offer an overview of materials students have read in various M.A.-C.S. courses.

Bibliographies B and C: M.A.-C.S. students admitted into the practicum in spiritual direction are held responsible for material listed in Bibliography B. These students will be given a spiritual direction case study in Comps II of the M.A.-C.S. exam (Friday afternoon). All other students are held responsible for material listed in Bibliography C: Ignatian Spirituality and Discernment. These students will be given a spiritual discernment case study in Comps II of the M.A.-C.S. comps exam (Friday afternoon).

Bibliography D: All citations herein are from M.A.-C.S. required and elective courses. When answering Comps Exams I & III questions, students are encouraged to draw from any of the materials listed in Bibliography D. Again, this bibliography is offered as a review of course

materials. Students do not indicate which texts they are responsible for knowing.

M.A.-C.S. General Comprehensive Exam Organization

The M.A.-C.S. Comprehensive Exam typically will be held in April or May at locations to be announced on the Fordham University’s Rose Hill campus. Distance students unable to travel to campus for the comp exam must make alternate arrangements with the assistant dean’s office for completing all three components of the M.A.-C.S. comp exam. The comp exam is usually organized as follows:

- Friday
 - Exam Part I: 9 a.m. – 12 p.m. – Written
 - [Lunch Break 12 – 1 p.m.]
 - Exam Part II: 1 – 4 p.m. – Written
- Saturday
 - Exam Part III – Oral (a sign-up sheet will be provided)

M.A.-C.S. Comprehensive Exam Overview

- Exam Part I (Friday, 9 a.m. – 12 p.m.) is a written exam covering the 12 authors/texts each student selects from “Bibliography A” (primary texts). From a pool of six previously distributed general themes, the faculty presents each student with three general themes. The student writes an essay response to one of these general themes.
- Exam Part II (Friday, 1 – 4 p.m.) is a written exam based on a verbatim or case study. Students accepted into the M.A.-C.S. spiritual direction concentration and who have participated in the practicum courses in spiritual direction, respond to a spiritual direction verbatim. All other students respond to a spiritual discernment case study.
- Exam Part III (Saturday, 10 a.m. – 2 p.m.), is an oral exam focused upon the 12 authors/texts each student previously selected, student’s written responses to Exam Parts I & II, and unanswered questions from Exam Part I that relate to student’s coursework. A sign-up sheet will be provided so that students can choose a 30-minute slot during this time.

Preparing for the Capstone Exam I

In preparing for this part of the Capstone Exams, students should prepare essay responses for the six general themes previously distributed. The content of each essay should (a) address the general theme selected and (b) focus upon at least four or more of the 12 authors/texts selected by each student. On the day of the exam, the faculty presents each student with three essay options. The student then writes an essay response to one.

Preparing for the Capstone Exam II

Review the sample case study or verbatim appearing in the “MA_Christian_Spirituality: COMP EXAM MA CHRISTIAN SPIRITUALITY” Organization in Blackboard. On the day of the exam, students respond to a similar case study or verbatim.

Preparing for the Capstone Exam III

This part of the exam is entirely oral. Students are asked questions about their responses to Exams I & II. At the time of this oral exam, faculty may also question students about any of the other Exam Part I questions that the student chose not to answer but are related to that student’s coursework—for example, either Christology or Theology of the Human Person and either Church or Sacraments.

Further Information

A student may take the M.A.-C.S. Comprehensive Exam no more than three times. The M.A.-C.S. Comprehensive Exam will only be offered in the spring. Students who wish to retake the Comprehensive Exam will be required to pay a Maintenance of Matriculation fee during the intervening fall semester to remain in good standing.

M.A.-C.S. Comprehensive Exam Deadlines

- Students must register for the Comprehensive Exam SPGR 8500 Comprehensive Exam MA Christian Spirituality) during the registration period prior to the beginning of the spring semester and no later than the Add/Drop deadline for spring courses.
- January 20: All M.A.-C.S. students intending to take the Capstone Exams must submit to the M.A.-C.S. faculty (fmcaloon@fordham.edu, coltanderson@fordham.edu, and smcalister@fordham.edu) a completed M.A.-C.S. Exam Entry Form in which they indicate the following: (1) their intention to take the M.A.-C.S. Capstone Exam in that spring semester; (2) their qualification either for the spiritual direction verbatim or spiritual direction case study; and (3) their list of the 12 authors/texts from Bibliography A for which they will be held responsible in Exams I & III. The M.A.-C.S. Exam Entry Form is available in the Academic Forms section of the GRE-Students Organization in Blackboard.

Students who register and submit the required paperwork for the Comprehensive Exam capstone will receive further information and guidance.

Concentrations

Spiritual Direction Concentration

Coursework in the spiritual direction concentration prepares you for work in retreat, campus ministry, and spiritual direction settings. It allows students to use electives to prepare for ministry as a spiritual director. Students also have access to Fordham's excellent retreat and campus ministry programming. In addition, it may be completed on campus, online, or as a hybrid program.

In the second year of the program, students must be available one Saturday per month for a practicum class that meets September through May to complete the program. In addition to the general requirements for the Master of Arts degree (M.A.) in Christian spirituality, students must also complete:

Course	Title	Credits
SPGR 7870	Spiritual Direction: Theology and Practice	3
PCGR 6440	Pastoral Counseling Skills	3
SPGR 7740 & SPGR 7741	Spiritual Direction Practicum I and Spiritual Direction Practicum II ¹	6
Total Credits		12

¹ Registration requires approval from the spiritual direction committee and your SPGR 7740 instructor, and successful completion of SPGR 7740 Spiritual Direction Practicum I.

In addition, concentrators must complete a comprehensive examination or M.A. thesis (please see the Requirements section (p. 808) to understand the language/submission/length requirements for the thesis option).

The decision to continue with the practicum is based on the student's performance in the initial courses and on interviews with the practicum directors during the application process for the practicum sequence. Students not admitted to the practicum may decide to resign from the program or ask to be considered for another certificate program. The practicum is a yearlong experience; students gather one Saturday per month from September to May and also complete field placements and phone/hybrid meetings between campus visits.

At the end of the supervised practicum, the supervisor works with the student to assess any particular needs for developing the necessary knowledge base in theology, psychology, or scripture based on the intern director's experience working with directees.

Participation in monthly spiritual direction with a credentialed spiritual director for at least one year is normally a prerequisite for admission to the spiritual direction concentration and for admission into the practicum. Students are expected to continue in spiritual direction throughout their course of studies. Resources regarding spiritual direction can be found at Fordham's campus ministry website. You might also wish to consult the resources offered by Spiritual Directors International, e.g. "Questions to Ask a Prospective Spiritual Director."

Students are required to complete the following prerequisite courses before starting the yearlong practicum sequence that begins every fall semester only:

- SPGR 7870 Spiritual Direction: Theology and Practice
- SPGR 6830 Discernment in the Christian Tradition
- PCGR 6440 Pastoral Counseling Skills

Students should enroll as soon as registration opens since these courses are in demand across multiple degree programs.

As noted, admission to the practicum sequence will be based on a student's satisfactory completion of the prerequisite courses and successful interviews with the practicum directors.

The practicum sequence includes the following courses:

- SPGR 7740 Spiritual Direction Practicum I
- SPGR 7741 Spiritual Direction Practicum II

(Admission to Practicum II is conditional upon the judgment of the Practicum I instructor.)

Students should apply for admission to Spiritual Direction Practicum I in the spring semester prior to their intended start date. Students who are not admitted to the practicum sequence may either withdraw from the program or seek admission to another certificate program. Admission to Practicum II is conditional, based upon the decision of the Practicum I instructor. Contact the assistant dean for any questions and further assistance regarding the application process.

For a detailed description of Practicum requirements, see the information provided in the Bulletin under the Advanced Certificate in Spiritual Direction (p. 849).

Generalist Concentration

This concentration allows for a broad program of study in Christian spirituality for those who do not wish to focus on research or spiritual

direction. This concentration may be completed entirely online, entirely on campus, or through a mix of both.

In addition to the general requirements for the Master of Arts degree (M.A.) in Christian spirituality, students must also complete:

Course	Title	Credits
Two Spirituality electives	¹	6
Two general electives	²	6
Total Credits		12

¹ Spirituality electives are any course with the subject code SPGR (p. 1650).

² A general elective is any non-restricted course at GRE (p. 862). In addition, with the permission of the designated faculty and/or department, students may enroll in courses offered at other Fordham University graduate schools, and the member schools of the New York Theological Consortium.

In addition, concentrators must complete a comprehensive examination or M.A. thesis.

Research Concentration

The research concentration prepares students for doctoral programs and careers in higher education teaching Christian spirituality. Students have access to renowned faculty and all the resources of Fordham's other schools, centers, and institutes. In addition, this concentration may be completed entirely online, entirely on campus, or through a mix of both.

In addition to the general requirements for the Master of Arts degree (M.A.) in Christian spirituality, students must also complete all the requirements for the generalist concentration, with the following additions:

Completion of an M.A. Thesis

Requires students to complete a master's thesis. The research paper is typically 60 pages.

Demonstrated Ability in a Second Language

Requires students to demonstrate competency in a second language in preparation for the research of the thesis. The master's thesis must employ a language that is relevant to the subject being researched and a language that is a second language for the student. Language competency is demonstrated by the successful completion of a language examination.

Mental Health Counseling & Spiritual Integration (M.A.)

Overview

This program is offered on campus.

The Master of Arts degree (M.A.) in mental health counseling & spiritual integration is a 60-credit program that provides the professional education requirements needed for licensure as a mental health

counselor in New York state. In addition to academic coursework emphasizing counseling theory, psychosocial assessment, diagnosis, ethics, and clinical intervention, students also take courses that prepare them to work with the spiritual concerns of their clients. A professionally supervised internship is an integral part of the professional education requirement.

The Master of Arts degree (M.A.) in mental health counseling & spiritual integration program is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of May 2017 through May 2027.

For more information regarding the MPCAC, visit mpcacaccreditation.org.

Program Mission Statement

The overarching mission of the program is to prepare students to become social-justice-minded, licensed, professional counselors with a specialization in integrating spiritual and religious content into the professional counseling relationship when ethically appropriate.

Learning Objectives

The faculty of the mental health counseling & spiritual integration program have identified learning objectives to ensure that the goals associated with the program's mission are achieved.

Upon graduation, the 60-credit Master of Arts degree (M.A.) in mental health counseling & spiritual integration, students will be able to

- demonstrate an understanding of and ability to practice a pastoral approach to the care of persons grounded in the Ignatian principle of *cura personalis*;
- articulate an ethic of care grounded in an understanding of professional ethical principles, including issues of self-care, appropriate boundaries, cultural difference, and social justice;
- demonstrate the ability to integrate counseling theory and research, varied theological perspectives, and the practice of self-awareness in order to effectively and ethically provide mental health services to clients from diverse spiritual and cultural backgrounds; and
- demonstrate the ability to build a therapeutic relationship in a clinical context, assess clinical and spiritual themes in a clinical case, and write a corresponding treatment plan to include long-term and short-term clinical goals.

The mental health counseling & spiritual integration program assesses various data on a continuous basis to understand how well the program is meeting the learning objectives each year. This includes internship evaluation data, integrative case paper scores, graduation rates, National Counselor Examination (NCE) and National Mental Health Counselor Exam (NMHCE) scores, employment rates post-graduation, and employer satisfaction with alumni working as professional counselors. Outcome data from the evaluation process can be found on the program website and is updated each year.

Are you interested in attending the Graduate School of Religion and Religious Education? Request more information or schedule an information session today.

CIP Code

51.1506 - Clinical Pastoral Counseling/Patient Counseling.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions Minimum Qualifications

Aptitude

Applicants who maintain a 3.0 or higher GPA during their undergraduate education or a 3.5 or higher GPA during their graduate school education

Career Goals

Applicants who have knowledge, understanding, and interest in the field of mental health counseling

Interpersonal Skills

Applicants who demonstrate strong interpersonal skills including self-awareness, the ability to self-reflect, and a sense of openness and curiosity

Requirements

Course Requirements

There are 60 credits required for graduation. Courses marked with an asterisk (*) must be completed prior to the internship year. Students who have a master's degree in theology may request to substitute another course for the theology requirement (see Appendix I in the Resources section (p. 827) for this waiver form).

Courses are offered in the following semester rotation each year:

Course	Title	Credits
PCGR 6310	Human Growth and Development (Fall) *	3
PCGR 6380	Theology of Pastoral Counseling and Spiritual Care (Fall)	3
PCGR 6382	Social and Cultural Foundations of Pastoral Counseling (Spring) *	3
PCGR 6384	Professional Ethics in Pastoral Counseling (Fall)	3
PCGR 6386	Pastoral Counseling Theory (Fall) *	3
PCGR 6440	Pastoral Counseling Skills (Spring (alternate years) & Summer (every year)) *	3
PCGR 6510	Advanced Life Span Issues and Career Counseling (Spring)	3
PCGR 7330	Assessment and Appraisal of Individuals, Couples, and Families (Fall)	3
PCGR 7410	Research Methods in Pastoral Counseling (Spring)	3
PCGR 6390	Psychopathology and Diagnosis (Spring) *	3
PCGR 6610	Trauma & Trauma-Informed Care	3
PCGR 7422	Group Process: Theory and Techniques (Fall)	3

PCGR 7471	Clinical Instruction and Integration Process I (Fall: Taken in conjunction with Field Placement I)	3
PCGR 7472	Clinical Instruction and Integration Process II (Spring: Taken in conjunction with Field Placement II)	3
MHCS Field Placement ¹		9
<i>One Scripture Course</i>		3
RLGR 6010	Old Testament	
RLGR 6011	New Testament	
<i>One Theology Course</i>		3
RLGR 6030	Christology	
PMGR 6510	Theology of Ministry	
RLGR 6031	Theology of the Human Person	
<i>One Spirituality Course</i>		3
SPGR 6830	Discernment in the Christian Tradition	
SPGR 6752	Christian Contemplation and Action	
SPGR 7752	Christian Contemplation and Action	
SPGR 6792	Contemporary Christian Spirituality	
Total Credits		60

¹ 9 credits of field placement, to be completed over either 2 semesters (300 hours each) or 3 semesters (200 hours each).

Case Integration Paper

In addition to the coursework, students must complete a final Case Integration Paper as a capstone experience. The purpose of the paper is to demonstrate the student's integrative practical and theoretical learning over the course of the program. The paper will be approximately 25-30 pages and will focus on the student's work with a single case during the internship. Students are to remove any identifying information from the case paper so that anonymity of the client can be assured. While the paper uses a real case, the intention of the paper is to demonstrate the student's academic and clinical skills.

The final approved paper is due to the student's academic adviser based on the following graduation dates.

- Graduation Date: January | Final Paper Due Date: November 1
- Graduation Date: May | Final Paper Due Date: March 15
- Graduation Date: September | Final Paper Due Date: July 15

The paper is to be organized in the following format:

1. Identifying Information: First initial only, age, sex, culture/ethnicity, religion, when treatment began, how often seen
2. Clinical Impressions: Description of the client including a Mental Status Exam
3. Relevant Data from the Initial Interview (including the presenting problem/client's main reasons for seeking counseling)
4. Developmental, Social, Family, Mental Health, and Medical History
5. Diagnosis and Psychodynamic Formulation
6. Transference/Countertransference Dynamics

7. Ethical, Cultural, or Social Justice Issues
8. Theory: Way of Understanding the Case
9. The Pastoral Perspective: theological issues, spiritual or religious themes, and theological reflection that includes an understanding of the Ignatian principle of *cura personalis*
10. Treatment Plan: goals of therapy, types of clinical interventions, and necessary referrals for treatment, including group counseling, medication, and psychological testing or assessment
11. Critique of Counseling Services
12. Two to four page verbatim

The Case Integration Paper will be graded by the academic adviser with a standardized rubric (see Appendix II in the Resources section (p. 827)). The cutoff for a passing score is a minimum of one point in each of the 11 areas and a minimum of 24 points total. Students who do not receive a passing score will be provided feedback and asked to rewrite the paper. If, after the second rewrite, a student does not receive a passing score, an Individual Remediation Plan will be put into place for the student.

Academic Advisement

Once admitted to the program, each student will be assigned an advisor, who will be one of the full-time faculty members. In order to be certain students will meet their academic and professional goals, advisement is essential. Evaluation of student performance is a necessary component of advisement. This includes evaluation of academic, clinical, and professional skills.

While the advisor will be tasked with communicating evaluation feedback to the student, all of the faculty and clinical supervisors will be weighing in on the student's progress toward the degree.

At minimum, students must meet with their advisor once per semester prior to registering for classes. It is through the academic advisement process that a student and faculty member will together

- formulate a map to complete course work in a designated time frame;
- review a student's Degree Works audit;
- ascertain if a student is meeting the mandatory academic 3.0 GPA requirement;
- receive formal feedback on student progress;
- explore clinical interests;
- discuss the final case integration paper;
- form a professional mentoring relationship in the field of mental health counseling.

During advisement, students complete the academic advisement sheet (see Appendix III in the Resources section (p. 827)) that remains in the student's file. The student and the adviser update this sheet each semester, as well as review the student's Degree Works audit.

To be a licensed professional counselor (LPC) or a licensed mental health counselor (LMHC) requires that one have both academic and professional skills. It is the goal of the program faculty to help students work toward

meeting a master's level of competency of both academic and clinical/professional skills.

Satisfactory Academic Progress

Satisfactory academic progress requires that students

- complete 12 credits per year;
- complete one requirement per term when not enrolled in coursework (e.g. draft of final paper; final submission of paper);
- maintain a 3.0 GPA;
- receive a grade of no less than a B in any class.

If a student does not maintain satisfactory academic progress, a letter will be mailed to the student from the program faculty. This letter will remain in the student's file. A student may be placed on academic probation or dismissed from the program in accordance with the GRE policy. If placed on academic probation, an Individual Remediation Plan (IRP) will be put into place (see IRP policy in the Program Policies section (p. 825)).

Satisfactory Clinical/Professional Progress

Satisfactory clinical/professional progress requires students to

- demonstrate professional responsibility;
- demonstrate personal maturity and emotional integration and integrity;
- demonstrate ethical knowledge and behavior as indicated in the American Counseling Association Code of Ethics;
- develop master's-level clinical assessment skills;
- demonstrate theoretical knowledge
- demonstrate openness to supervision.

Professional progress is evaluated in a number of ways including input from faculty instructors, academic advisers, and clinical site supervisors. Prior to beginning an internship, basic clinical and professional skills must be demonstrated through the Yearly Student Evaluation Form in May (see Appendix IV in the Resources section (p. 827)), the Basic Clinical Skills course, and the Fitness Review Form. The Basic Skills course is a hands-on skills class designed as a beginning foundation for counseling. Students will learn the fundamentals of the counseling relationship and will practice counseling skills in triad groups with other students. At the end of the course, the instructor will complete the Fitness Review Form (See Appendix V in the Resources section (p. 827)). Students will review the evaluation form with the instructor at the end of the class. The form will remain in the student's file and will serve as one of the means for evaluating readiness for clinical internship placement.

During the internship experience, evaluation is assessed through the Professional Counselor Performance Evaluation (PCPE). This form is a validated and widely used measure used in assessing student skills and readiness.

If there is concern for a student's ability to be successful during clinical internship, a remediation plan will be put into place (see IRP policy in the Program Policies section (p. 825)).

The Internship Experience

The internship is an exciting opportunity for students to gain necessary practice in professional counseling prior to graduating from a graduate training program, and it is a fundamental requirement of such training. Students will complete an internship at a designated mental health services agency, and receive supervision from the site supervisor determined by the agency, the Fordham faculty clinical instructor, and the Fordham clinical director during this process. The Fordham clinical director will maintain regular contact with the agency site supervisor throughout a student's placement. The Fordham clinical director may make site visits to students' agency placement sites near the beginning of placement, and at other times as appropriate.

Please take note that the internship

- may only start in the fall semester. No exceptions will be granted to this policy;
- is two semesters long and must be completed in two consecutive terms;
- must total 600 hours, of which 240 hours must be direct client contact hours;
- cannot be your place of employment.

Expectations of Students

The STUDENT will be expected to

1. be involved clinically about 15 to 20 hours each week (seeing approximately six to eight clients);
2. audio or video tape counseling sessions if applicable to site;
3. be punctual, responsible, and professional at all times;
4. know and follow at all times the American Counseling Association Code of Ethics;
5. meet with agency supervisor for an hour each week for at least 15 weeks each semester. Each of these supervision sessions is to be scheduled in advance on an agreed-upon time and date;
6. write case notes in a timely manner;
7. commit to the agency for the fall and spring semesters (September 1 to May 15);
8. evaluate the agency and supervision at the end of the spring semester;
9. inform the Fordham clinical director whenever there is a change of site supervisors at the agency;
10. see clients only on the premises of the agency (as designated by the agency) and only during regularly established client hours;
11. handle the resolution of any difficulties or conflicts which arise at the agency in a professional manner.

The Fordham clinical director is available to assist in helping students meet their expectations. In the case of conflicts or difficulties, the Fordham clinical director should be notified as soon as possible.

Expectations of Agency Supervisors

The AGENCY SUPERVISOR will be expected to provide a complete orientation of the staff, facility, rules, regulations, and procedures of the agency as well as

1. see that the student builds a client load of up to six to eight clients. It is hoped that some clients will provide a long-term counseling experience. If either of these situations does not appear likely, please notify the student and the Fordham clinical director as soon as possible;
2. allow, arrange, and review regular audio or video taping of the student's counseling training/service delivery (if applicable to site);
3. provide an hour of individual clinical supervision weekly at a set time and on a set day. Fifteen hours of individual supervision are expected each semester at the agency setting;
4. complete three evaluations of the student counselor over the year. The evaluation is to provide feedback both in regards to strengths and growing edges. Please note any major difficulties the student may be having (with clients, agency personnel, other interns, etc.) and bring to the student's immediate attention and, if necessary, to the attention of the Fordham clinical director;
5. discuss the evaluation with the student during supervision prior to sending the evaluation to the clinical director;
6. return the evaluation by October 15, December 1, and May 1;
7. attend the fall supervisor/faculty luncheon; this will provide an opportunity to meet with the student's small-group supervisor;
8. negotiate school vacation periods with the student so that a responsible counselor-client relationship is maintained. (Two weeks at Christmas and an additional week at Spring Break OR Holy Week).

Steps to Completing the Internship

In order to complete the internship, the following steps must be followed:

Step 1: Satisfactory academic progress

Satisfactory academic progress (SAP) is a prerequisite to the internship and must be maintained throughout the internship. Students must be in good academic standing in the graduate school as indicated by meeting the 3.0 GPA requirement, have no less than a B in any program requirement, and if an IRP is in place, satisfactorily meet the requirements of the plan.

Step 2: Satisfactory clinical and professional progress

Satisfactory clinical and professional progress (SCPP) is a prerequisite to the internship and must be maintained throughout the internship. Prior to internship, students must demonstrate clinical readiness with the Basic Skill Form. During the internship, students must demonstrate progress through the Professional Counseling Progress Evaluation (PCPE) form.

Step 3: Application for Internship (see Appendix VII in the Resources section (p. 827))

Students must inform the clinical director of their intent to complete an internship. This is done via an application. The application for the internship is due to the Clinical Director by November 1 the year before the internship begins.

Step 4: Meeting with the Clinical Director

Once the application has been reviewed, the clinical director will schedule a meeting with the student. This meeting will take place in November.

In the December faculty meeting, the program faculty will discuss each application for internship. If a student is not approved by the faculty for a clinical internship, a student remediation plan will be put into place (see IRP policy in the Program Policies section (p. 825)).

Step 5: Internship Search

After the clinical director has approved a student for an internship, the student may begin to look for a placement site. Students are responsible for arranging their own internship placement, in consultation with the clinical director. The clinical director maintains a list of possible internship sites, including student evaluations of internship sites. Students are free to research additional sites on their own. All placement sites and site supervisors must meet the requirements outlined above under the requirements and expectations of student and supervisor. When looking for an internship, a student may find it useful to use the description of the 60-credit mental health counseling & spiritual integration program for potential supervisors (see Appendix VI in the Resources section (p. 827)).

Timeline for Securing an Internship

Beginning the year PRIOR to Internship:

September-November

Meet with your academic adviser to review coursework and to sign application for internship. Include your resume.

Mid October

Attend the yearly Mental Health Counseling & Spiritual Integration Student Orientation Meeting

November 1

Application and resume due to clinical director

November-December

Arrange a meeting with clinical director for Pre-Internship Interview

January

Arrange interviews with internship sites

February- April

Interview with at least two sites. Students notify of sites not accepted.

May 15

Completed and sign the Agency Opening Form, Educational Agreement Form, and Supervisor Dossier due to clinical director

July 1

Student arranges with site supervisor initial start date, days, and hours to be on-site. The first date of internship cannot be prior to the start of the fall semester.

Required Forms for Internship

Once an internship has been secured, it is up to the student to be certain the following forms are completed, and on file, with the clinical director before May 15 the year prior to internship:

- **Agency Opening Form** (Appendix VIII in the Resources section (p. 827))
This form provides information about the agency including name, location, telephone number, contact person, client focus of the agency, supervisor of the intern, days/times student will be on site, and if the site allows taping of clinical work for educational purposes.
- **Educational Agreement** (Appendix IX in the Resources section (p. 827))

This form outlines the duties and responsibilities of the Fordham intern and the agency where the internship takes place.

- **Supervisor Dossier** (Appendix X in the Resources section (p. 827))
This form provides evidence of the supervisor's credentials and evidence of ability to serve in the capacity of a clinical supervisor of interns.
- **Contract** (if required by internship site)

After the internship is under way, the following forms must be completed:

- **The Monthly Hours Worksheet** (Appendix XII in the Resources section (p. 827))
Must be filled out, signed by the supervisor, and submitted to the clinical director at the end of each month. It is recommended that students maintain a copy of all hours as well.
- **Self-Evaluations October 15, Dec 1, and May 1.** (Appendix XIII in the Resources section (p. 827))
Once the internship is completed, students must complete an evaluation of the site. This form is due by MAY 1.

Malpractice Insurance

Students who are enrolled in the internship classes (Clinical I and II; Field placement) are covered by Fordham's malpractice insurance. However, students may wish to maintain their own policy. Student policies are available through the American Counseling Association for students and graduates.

Clinical and Professional Evaluation

Systematic assessment of the internship experience is essential to be certain students are meeting their educational goals. Formal evaluations (see Appendix XIII in the Resources section) (p. 827) are completed and turned in to the clinical director in the following timeline.

FALL SEMESTER: October 15 and December 1

SPRING SEMESTER: May 1

All students, clinical supervisors, and clinical instructors will complete the form at the three noted times above. All completed forms will remain in the student's file. A meeting with the clinical instructor and the student will take place at the end of the semester to review the forms and discuss clinical and professional strengths and areas of growth. Should there be concerns about a student's ability to successfully complete the internship, a remediation plan will be set in place (see IRP policy in the Program Policies section (p. 825)).

Program Policies

The policies in this section are intended to supplement the general GRE policies and procedures that can be found in the Student Resources section of GRE Bulletin.

Individual Remediation Plan Policy

The goal of the program faculty is to help students become successful professional counselors.

Section F.9.a of the American Counseling Association Code of Ethics states, "Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with

ongoing feedback regarding their performance throughout the training program.”

Faculty members have an ethical duty to identify students who may need more support and guidance in order to meet this goal. Once identified, faculty have the ethical duty to remediate, and when remediation is not possible, dismiss students from a counseling program.

Students may need extra support for a number of reasons, including challenges related to

1. maintaining the minimum 3.0 GPA requirements for the program;
2. developing academic research and writing skills;
3. meeting professional standards of behavior in the clinical setting including ethical behavior related to professional boundaries, professional identity, documentation for clinical work, openness to supervision;
4. developing the clinical skills necessary to meet the competency of graduate licensed professional counselor including empathy, reflective listening, integrating theory into practice;
5. managing personal stress, psychological dysfunction, or excessive emotional reactions that interfere with academic and professional functioning.

Remediation is an opportunity for the graduate school to assist a student who is struggling to learn, grow, and improve. An Individual Remediation Plan (IRP) is a formal plan that outlines and documents the individual needs of the student and the plan to successfully meet such demonstrated need. An IRP is initiated by a University faculty member when evidence has been documented of inadequate academic, research, professional, ethical, or clinical skills demonstrated by the student. Feedback is documented formally by

- Academic Advising Form including GPA (each semester);
- Semester Student Evaluation Review & Letter (each year);
- Fitness Review Level 1 Form (after Basic Skills Class pre-internship);
- Clinical Readiness Form (pre-internship meeting with clinical director);
- student self-evaluation of clinical work (four times during the internship year);
- site supervisor evaluation of clinical work (four times during the internship year);
- clinical instructor evaluation of clinical work (four times during the internship year).

Information to complete the above forms is provided in a number of ways, including but not limited to

- feedback from academic instructors;
- major academic papers, case presentations, verbatim;
- One on one and group supervision experiences by the site supervisor and by university supervisors;

- review of clinical documents by the site;
- site visits by the clinical director;
- the final integrative case paper rubric.

When there is documentation of a student not achieving the necessary academic, research, professional, ethical, or clinical skills, the program faculty will decide at their monthly faculty meetings whether an IRP is needed. If it is indicated by the program faculty, a meeting will be arranged with the University clinical director and the student. The meeting may also include the site supervisor, other core program faculty, or other administrators as necessary. Collaboration with the student will provide the opportunity for a student to discuss the need of the IRP, respond to the need for an IRP, and invest in the process of remediation. The IRP will serve as a contract between the student and the program. It will outline specific areas of improvement, craft student goals, indicate warranted intervention to meet the student goals, and indicate the period to meet the goals. The IRP will be signed by the student, the faculty adviser, the clinical supervisor, and other academic administrators as indicated. A timeline for remediation will be specified in the individual meeting with the student, and a summary of the meeting and recommendations will be provided to the student (and placed in the student file).

Interventions that may be indicated to meet student goals include but are not limited to

1. personal therapy;
2. increased meetings with site supervisor;
3. increased monitoring of clinical work by site supervisor including tape review or verbatim reviews;
4. faculty directives related to internship site, client population, and client load;
5. additional meetings with program faculty;
6. repeated or additional course work;
7. academic writing seminar.

If the IRP process does not rectify the specified issues, or when the student is unable or unwilling to follow the IRP, the student may be assisted in implementing a program or career shift or dismissed from the program in accordance with GRE policies. There may be cases where the critical nature of the issue will warrant immediate dismissal from the program.

If a student wishes to appeal the decision of the program faculty for dismissal from the program, they may follow the appeal procedures outlined by the University grievance policy.

Grievance Policy

Fordham University does not discriminate on the basis of race, color, creed, religion, age, sex, gender, national origin, marital or parental status, sexual orientation, citizenship status, veteran status, disability, gender identity or expression, genetic predisposition, carrier status, or any other basis prohibited by law. The Graduate School of Religion and Religious Education employs the following Grievance Procedure covering all matriculated and non-matriculated students. Students who believe they have been discriminated against with respect to participation in access

to, or benefits of, any program or activity within the school are requested to use the following Grievance Procedure.

Informal Procedure

Since a formal grievance procedure is a last resort, it is assumed that every effort to resolve the grievance through informal approaches has been conducted by the concerned parties. Nevertheless, the use of informal procedures is not a prerequisite for the submission of the grievance through the formal procedure.

Formal Procedure

Step I: School-Wide

- A. An alleged grievance must be brought in writing to the attention of the dean within 25 school calendar days from the time of the incident.
- B. The dean will convene the standing committee, which will conduct the review and which must receive a full written statement of the grievance and pertinent substantiating information from both the aggrieved and the person charged at least five days prior to the review date. All review procedures will be restricted to the parties involved. It is expected that this process will take place within 15 school calendar days after the student submits a written statement to the dean.
- C. This standing committee is to be composed of two faculty members selected by the faculty for staggered terms of two years and one student selected by the student association for a one-year term. Should one of the standing committee members be the person charged, the dean shall appoint an alternate.
- D. The parties will be given an opportunity to attend the meetings and to present information to the committee.
- E. The standing committee will render a written statement of the findings together with recommendations for appropriate remedies to the dean within five school calendar days after the review.
- F. The dean will meet with the concerned parties within 10 school calendar days to present recommendations for resolution of the grievance to the concerned parties.
- G. Should the dean be the person charged, an alleged grievance must be brought in writing to the assistant chairperson within 25 calendar days. The associate dean will convene the standing committee, receive its report, and communicate recommendations for resolution of the grievance to the concerned parties within the same time limits as specified above.

Step II: University-Wide

- A. If either the aggrieved or the individual school against whom charges have been brought feel that the matter has not been resolved, either party may appeal in writing to the appropriate area vice president within 10 school calendar days after the meeting between the dean and the concerned parties in Step I. The appeal should include 1) a concise summary of the charge(s) and 2) an explanation of why the school-wide process was considered unsatisfactory.
- B. The vice president will review the grievance process to determine whether proper procedures were followed, or if new evidence not available in Step I is being presented. If the vice president is not satisfied with the handling of the grievance investigation, the vice president will return the grievance to the dean for further investigation. The concerned parties will be notified of the vice

president's actions and decisions within 20 school calendar days of the receipt of the appeal.

- C. The vice president for academic affairs is the last court of appeal, and the vice president's decision will be final.

Student File Policy

A copy of the University's policy and guidelines regarding student records under the Family Educational Rights and Privacy Act of 1974 (FERPA) are available from enrollment services.

The program maintains specific documents related to student progress in student files. Active student files are located in the clinical director's office. The office remains locked when the clinical director is not present. The non-active student files are scanned by the dean's office and kept electronically. Only the assistant dean and the administrative assistant have access to the computer files. All computers are password protected and require dual authentication to access the computer. Once scanned, the paper files are kept in a locked closet for a period of 10 years. Only the dean's office has access to the closet.

The following forms are maintained in student files kept in the assistant dean's office:

1. **Application for Admission**
2. **Signed Handbook Welcome Letter**
This form indicates that the student has read and agrees to the policy and procedures outlined in the Mental Health Counseling & Spiritual Integration Handbook.
3. **Academic Advising Progress Form**
This form is completed and updated by the student with the academic adviser during academic advising each semester.
4. **Yearly Student Evaluation Form**
This form is completed by the faculty every May during the student evaluation process and reviewed with the student.
5. **Fitness Review Basic Skills Form**
This form is completed by the instructor of the basic skills course and reviewed with the student prior to the end of the course.
6. **Internship Placement Forms**
This series of forms is found in the appendices in the Resources section (p. 818) and are required to be filled out by the internship site and returned to the faculty clinical director prior to starting an internship. It is the student's responsibility to be certain the forms are turned in prior to internship. The forms include detailed information on the internship site, the site supervisor, the days and times a student will be at the site, and documentation of the site supervisor's ability to supervise interns.
 - a. Agency Opening Form
 - b. Educational Agreement
 - c. Supervisor Dossier
 - d. Contract (if required by site)
7. **Monthly Hours Log**
This form is in the appendices in the Resources section (p. 818) and must be filled out each month during internship by the student,

signed by the student and the site supervisor, and handed into the Fordham faculty clinical director.

8. **Clinical Integration I PCSE Forms**

These forms are located in the appendices in the Resources section (p. 818). They will be completed by the student, site supervisor, and the Fordham faculty member, and will serve as a guide to a student's areas of strength and areas of growth as a professional counselor.

- a. Student mid semester clinical evaluation form
- b. Student final clinical evaluation form
- c. Site supervisor midterm form
- d. Site supervisor final form
- e. Clinical instructor midterm form
- f. Clinical instructor final form

9. **Clinical Integration II PCSE Forms**

- a. Student final clinical evaluation form
- b. Site supervisor final form
- c. Clinical Instructor final form

10. **Integrative Case Paper & Graded Rubric**

11. **Student Review Evaluation Letters (if applicable)**

This letter is sent to students and remains in their file if a student demonstrates unsatisfactory academic or professional/clinical skills.

12. **Individual Remediation Plan & Subsequent Letters (if applicable)**

13. **Waiver/Course Substitution Form (if applicable)**

This form is completed when a student wishes to waive or substitute a course taken at the GRE or another graduate school. It must be completed by the student and approved and signed by the academic adviser and the program director.

Resources

Licensing

A major goal of the program is to prepare students to successfully gain licensure and to have an effective career as a professional counselor. Licensure is a process that is governed by individual states. Therefore, each state's requirements are slightly different. Students are advised to become familiar with the specific requirements for licensure in their state.

Fordham mental health counseling & spiritual integration is a licensure qualifying program for New York, which means that all course requirements for licensure in New York will be met by the program requirements. The full application and post-education requirements for state licensure can be accessed at op.nysed.gov.

The following information describes the education requirements for New York state and the Fordham course equivalent.

- Human Growth and Development PCGR 6310 Human Growth and Development

- Social & Cultural Foundations: PCGR 6382 Social and Cultural Foundations of Pastoral Counseling
- Counseling Theory & Practice: PCGR 6386 Pastoral Counseling Theory
- Psychopathology: PCGR 6390 Psychopathology and Diagnosis
- Group Dynamics: PCGR 7422 Group Process: Theory and Techniques
- Lifestyle & Career Development: PCGR 6510 Advanced Life Span Issues and Career Counseling
- Assessment & Appraisal of Individuals, Couples, & Families: PCGR 7330 Assessment and Appraisal of Individuals, Couples, and Families
- Research and Program Evaluation: PCGR 7410 Research Methods in Pastoral Counseling
- Professional Orientation & Ethics: PCGR 6384 Professional Ethics in Pastoral Counseling
- Clinical Instruction: PCGR 6440 Pastoral Counseling Skills
- 1 year supervised internship with 600 hours: PCGR 7471 Clinical Instruction and Integration Process I/PCGR 7472 Clinical Instruction and Integration Process II

The NBCC is a professional organization that organizes the licensing tests. There are two national tests: the NMHCE and the NCE. In New York state, the NMHCE is the required test and cannot be registered for or taken until your application for licensure has been accepted by the state. There are various study programs offered to help students prepare for taking and passing the tests. Alumni have indicated that taking such programs have been helpful in successfully passing the NMHCE. Please see the NBCC website for more information (NBCC.org).

Professional Organizations

Career development need not wait until after graduation. Students are strongly encouraged to join professional organizations that they feel are in-line with their professional goals. Professional organizations can provide community, support, and training to new and seasoned counselors alike. Some organizations that students may be interested in include:

- American Counseling Association (ACA)
- New York Mental Health Counselors Association (NYMHCA)
- American Association of Pastoral Counselors (AAPC)
- Association for Spiritual and Religious Values in Counseling (ASERVIC)

Please reach out to your academic adviser if you would like to know more about any of the above organizations.

Appendices

- Appendix I
- Appendix II
- Appendix III
- Appendix IV
- Appendix V
- Appendix VI
- Appendix VII
- Appendix VIII
- Appendix IX

- Appendix X
- Appendix XI
- Appendix XII
- Appendix XIII
- Appendix XIV

Pastoral Care (M.A.)

This program is offered online.

The Master of Arts degree (M.A.) in pastoral care is designed to prepare students engaged in ministerial work to be competent and effective pastoral caregivers in their present and future ministries. The program nurtures in-depth study, meaningful reflection, and the interdependence of theory and practice.

At the core of the Master of Arts degree (M.A.) in pastoral care are philosophical, theological, historical, psychological, sociological, and cultural foundations. Various modalities of theological reflection are utilized: pastoral and practical theology, psychology, developmental theory, spirituality, and cultural and multicultural perspectives.

The students enrolled in this program are clergy and laypeople involved in ministry of many kinds: parish ministry, chaplaincy in hospitals or other settings, youth ministry, work with the elderly or with at-risk populations. Those interested in chaplaincy may use this degree to seek certification from the National Association of Catholic Chaplains (NACC) or the Association of Professional Chaplains (APC).

The optional concentration in Trauma-Informed Care addresses society's growing need for helping professionals who understand the dynamics and effects of trauma on individuals and communities. Topics covered include the neuropsychology of trauma; the effects of early childhood trauma and attachment; historical, intergenerational, and cultural trauma, and the interaction of trauma, faith, and spirituality. Special attention is paid to issues of context, including race, class, gender, and sexuality, and students will be encouraged to bring in issues from their particular settings. The trauma courses in the concentration are offered exclusively through a synchronous, live-online format.

Are you interested in attending the Graduate School of Religion and Religious Education? Request more information or schedule an information session today.

CIP Code

39.0705 - Lay Ministry.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The Master of Arts degree (M.A.) in Pastoral Care requires 36 credits for completion.

Course Requirements

Course	Title	Credits
PCGR 6386	Pastoral Counseling Theory	3
PCGR 6310	Human Growth and Development	3
PCGR 6384	Professional Ethics in Pastoral Counseling	3
PCGR 6380	Theology of Pastoral Counseling and Spiritual Care	3
PCGR 6440	Pastoral Counseling Skills	3
PCGR 6382	Social and Cultural Foundations of Pastoral Counseling	3
<i>Two courses from the following:</i>		6
PCGR 6410	Psychology and Religion/Spirituality	
PCGR 6420	Marriage/Family Therapy	
PCGR 7420	Death, Dying, and Bereavement	
<i>One Religious Education course:</i>		3
REGR 6120	Education for Peace and Justice	
RLGR 6031	Theology of the Human Person	
REGR 6202	Young Adult & Adult Ministry	
REGR 6140	Curriculum and Religious Education	
<i>One Scripture course:</i>		3
RLGR 6010	Old Testament	
RLGR 6011	New Testament	
<i>One Theology course:</i>		3
RLGR 6030	Christology	
PMGR 6510	Theology of Ministry	
RLGR 6031	Theology of the Human Person	
<i>One Spirituality course:</i>		3
SPGR 6830	Discernment in the Christian Tradition	
SPGR 6742	The Ignatian Way	
Total Credits		36

The M.A. in Pastoral Care is also available with a concentration in Trauma-Informed Care (see requirements below).

Students who complete the Advanced Certificate in Trauma-Informed Care and are later admitted to the M.A. in Pastoral Care may pursue the M.A. in Pastoral Care with a concentration in Trauma-Informed Care. The advanced certificate courses are accepted towards the M.A. as outlined below.

The courses in Trauma in the Trauma-Informed Care concentration are offered exclusively in a synchronous, live-online format.

M.A. in Pastoral Care with Concentration in Trauma-Informed Care

Course	Title	Credits
Pastoral Care Core		
PCGR 6386	Pastoral Counseling Theory	3
PCGR 6310	Human Growth and Development	3
PCGR 6384	Professional Ethics in Pastoral Counseling	3
PCGR 6380	Theology of Pastoral Counseling and Spiritual Care	3
PCGR 6440	Pastoral Counseling Skills	3

PCGR 6382	Social and Cultural Foundations of Pastoral Counseling	3
Trauma Courses ¹		
PCGR 6610	Trauma & Trauma-Informed Care	3
PCGR 6620	Trauma and Society	3
PCGR 6630	Trauma, Religion & Spirituality	3
Electives		
<i>One pastoral counseling elective:</i>		3
PCGR 6410	Psychology and Religion/Spirituality	
PCGR 6420	Marriage/Family Therapy	
PCGR 7420	Death, Dying, and Bereavement	
<i>Choose two courses from the below categories:</i> ²		6
<i>Religious Education courses</i>		
REGR 6120	Education for Peace and Justice	
REGR 6202	Young Adult & Adult Ministry	
<i>Scripture courses</i>		
RLGR 6010	Old Testament	
RLGR 6011	New Testament	
<i>Spirituality courses</i>		
SPGR 6742	The Ignatian Way	
SPGR 6752	Christian Contemplation and Action	
SPGR 6792	Contemporary Christian Spirituality	
Total Credits		36

¹ These courses are part of the Advanced Certificate in Trauma-Informed Care.

² Each of the two courses must be from a different area of study (Religious Education, Scripture, or Spirituality).

Final Paper

All Master of Arts degree (M.A.) in pastoral care students are required to complete a final paper as part of the degree requirement. The final paper allows students the opportunity to integrate, reflect, expand, and apply their coursework. It should be noted that there is no registration fee for this component of the program. Additionally, no credits are awarded for the paper. However, students are required to register for maintenance and matriculation if not currently registered for classes.

All students in the 36-credit program have two options for the final paper. Students are to choose the option in consultation with a final project mentor of their choosing. A mentor can be chosen at any point during the program.

Option 1: Complete a 30- to 40-page pastoral care project with a for-ministry focus.

Students choosing this option are asked to draw upon their current or future pastoral care ministry and, informed by psychological and spiritual scholarship, write a final project that addresses an identifiable issue/concern. The paper is to include three parts:

1. A written discussion of the purpose of the project, including a description of the pastoral care need that will be addressed by your project and your goals for the project
2. A detailed description of the pastoral care project

3. A reflection on the psychological and spiritual dynamics of your project

Option 2: Complete a 30- to 40-page major paper.

Students choosing this option will have the opportunity to explore a pastoral care issue and the implications of this issue in depth. The major paper may take the following form:

1. Identify a significant pastoral care issue
2. Provide an account of why this is an important issue today
3. Discuss the issue drawing from psychological and spiritual resources
4. Explore some of the pastoral, clinical, and ethical dimensions or implications of the issue

Mentorship

Ordinarily, mentors of the final project are any of the full-time faculty in the Graduate School of Religion and Religious Education in pastoral care and counseling that the student chooses. With permission, students may work with contingent faculty. It is the role of the mentor, who need not be one's faculty advisor, to help the student develop a proposal for the paper, to approve that proposal, to offer suggestions, to give feedback on the writing as needed, and to approve the final copy. It is not the role of the mentor to correct for grammar, spelling, and the manual of style.

Manual of Style

The final paper needs to be written according to the *Publication Manual of the American Psychological Association* (APA style).

Pastoral Mental Health Counseling (M.A.)

This program is offered on campus.

Effective fall 2022, this program has been renamed to M.A. in mental health counseling and spiritual integration (p. 811). Students admitted to the program from fall 2022 onwards will pursue the renamed program.

The Master of Arts degree (M.A.) in pastoral mental health counseling is a 60-credit program that provides the professional education requirements needed for licensure as a mental health counselor in New York state. In addition to academic coursework emphasizing counseling theory, psychosocial assessment, diagnosis, ethics, and clinical intervention, students also take courses that prepare them to work with the spiritual concerns of their clients. A professionally supervised internship is an integral part of the professional education requirement.

The Master of Arts degree (M.A.) in pastoral mental health counseling program is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of May 2017 through May 2027.

For more information regarding the MPCAC, visit mpcacaccreditation.org.

Program Mission Statement

The overarching mission of the program is to prepare students to become social-justice-minded, licensed, professional counselors with

a specialization in integrating spiritual and religious content into the professional counseling relationship when ethically appropriate.

Learning Objectives

The faculty of the pastoral mental health counseling program have identified learning objectives to ensure that the goals associated with the program's mission are achieved.

Upon graduation, the 60-credit Master of Arts degree (M.A.) in pastoral mental health counseling students will be able to

- demonstrate an understanding of and ability to practice a pastoral approach to the care of persons grounded in the Ignatian principle of *cura personalis*;
- articulate an ethic of care grounded in an understanding of professional ethical principles, including issues of self-care, appropriate boundaries, cultural difference, and social justice;
- demonstrate the ability to integrate counseling theory and research, varied theological perspectives, and the practice of self-awareness in order to effectively and ethically provide mental health services to clients from diverse spiritual and cultural backgrounds; and
- demonstrate the ability to build a therapeutic relationship in a clinical context, assess clinical and spiritual themes in a clinical case, and write a corresponding treatment plan to include long-term and short-term clinical goals.

The pastoral mental health counseling program assesses various data on a continuous basis to understand how well the program is meeting the learning objectives each year. This includes internship evaluation data, integrative case paper scores, graduation rates, National Counselor Examination (NCE) and National Mental Health Counselor Exam (NMHCE) scores, employment rates post-graduation, and employer satisfaction with alumni working as professional counselors. Outcome data from the evaluation process can be found on the program website and is updated each year.

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Admissions

Minimum Qualifications

Aptitude

Applicants who maintain a 3.0 or higher GPA during their undergraduate education or a 3.5 or higher GPA during their graduate school education

Career Goals

Applicants who have knowledge, understanding, and interest of the field of Pastoral Counseling

Interpersonal Skills

Applicants who demonstrate strong interpersonal skills including self-awareness, the ability to self-reflect, and a sense of openness and curiosity

Requirements

Course Requirements

There are 60 credits required for graduation. Courses marked with an asterisk (*) must be completed prior to the internship year. Students who have a master's degree in theology may request to substitute another course for the theology requirement (see Appendix I in the Resources section (p. 827) for this waiver form).

Courses are offered in the following semester rotation each year:

Course	Title	Credits
PCGR 6310	Human Growth and Development (Fall) *	3
PCGR 6380	Theology of Pastoral Counseling and Spiritual Care (Fall)	3
PCGR 6382	Social and Cultural Foundations of Pastoral Counseling (Spring) *	3
PCGR 6384	Professional Ethics in Pastoral Counseling (Fall)	3
PCGR 6386	Pastoral Counseling Theory (Fall) *	3
PCGR 6440	Pastoral Counseling Skills (Spring (alternate years) & Summer (every year)) *	3
PCGR 6510	Advanced Life Span Issues and Career Counseling (Spring)	3
PCGR 7330	Assessment and Appraisal of Individuals, Couples, and Families (Fall)	3
PCGR 7410	Research Methods in Pastoral Counseling (Spring)	3
PCGR 6390	Psychopathology and Diagnosis (Spring) *	3
PCGR 7422	Group Process: Theory and Techniques (Fall)	3
REGR 6120	Education for Peace and Justice (Spring)	3
PCGR 7471	Clinical Instruction and Integration Process I (Fall: Taken in conjunction with Field Placement I)	3
PCGR 7472	Clinical Instruction and Integration Process II (Spring: Taken in conjunction with Field Placement II)	3
PMHC Field Placement ¹		9
<i>One Scripture Course</i>		3
RLGR 6010	Old Testament	
RLGR 6011	New Testament	
<i>One Theology Course</i>		3
RLGR 6030	Christology	
PMGR 6510	Theology of Ministry	
RLGR 6031	Theology of the Human Person	
<i>One Spirituality Course</i>		3
SPGR 6830	Discernment in the Christian Tradition	
SPGR 6752	Christian Contemplation and Action	
SPGR 7752	Christian Contemplation and Action	
SPGR 6792	Contemporary Christian Spirituality	
Total Credits		60

¹ 9 credits of field placement, to be completed over either 2 semesters (300 hours each) or 3 semesters (200 hours each).

Case Integration Paper

In addition to the coursework, students must complete a final Case Integration Paper as a capstone experience. The purpose of the paper is to demonstrate the student's integrative practical and theoretical learning over the course of the program. The paper will be approximately 25-30 pages and will focus on the student's work with a single case during the internship. Students are to remove any identifying information from the case paper so that anonymity of the client can be assured. While the paper uses a real case, the intention of the paper is to demonstrate the student's academic and clinical skills.

The final approved paper is due to the student's academic adviser based on the following graduation dates.

- Graduation Date: January | Final Paper Due Date: November 1
- Graduation Date: May | Final Paper Due Date: March 15
- Graduation Date: September | Final Paper Due Date: July 15

The paper is to be organized in the following format:

1. Identifying Information: First initial only, age, sex, culture/ethnicity, religion, when treatment began, how often seen
2. Clinical Impressions: Description of the client including a Mental Status Exam
3. Relevant Data from the Initial Interview (including the presenting problem/client's main reasons for seeking counseling)
4. Developmental, Social, Family, Mental Health, and Medical History
5. Diagnosis and Psychodynamic Formulation
6. Transference/Countertransference Dynamics
7. Ethical, Cultural, or Social Justice Issues
8. Theory: Way of Understanding the Case
9. The Pastoral Perspective: theological issues, spiritual or religious themes, and theological reflection that includes an understanding of the Ignatian principle of *cura personalis*
10. Treatment Plan: goals of therapy, types of clinical interventions, and necessary referrals for treatment, including group counseling, medication, and psychological testing or assessment
11. Critique of Counseling Services
12. Two to four page verbatim

The Case Integration Paper will be graded by the academic adviser with a standardized rubric (see Appendix II in the Resources section (p. 827)). The cutoff for a passing score is a minimum of one point in each of the 11 areas and a minimum of 24 points total. Students who do not receive a passing score will be provided feedback and asked to rewrite the paper. If, after the second rewrite, a student does not receive a passing score, an Individual Remediation Plan will be put into place for the student.

Academic Advisement

Once admitted to the program, each student will be assigned an adviser, who will be one of the full-time faculty members. In order to be certain students will meet their academic and professional goals, advisement is essential. Evaluation of student performance is a necessary component

of advisement. This includes evaluation of academic, clinical, and professional skills.

While the adviser will be tasked with communicating evaluation feedback to the student, all of the faculty and clinical supervisors will be weighing in on the student's progress toward the degree.

At minimum, students must meet with their adviser once per semester prior to registering for classes. It is through the academic advisement process that a student and faculty member will together

- formulate a map to complete course work in a designated time frame;
- review a student's Degree Works account;
- ascertain if a student is meeting the mandatory academic 3.0 GPA requirement;
- receive formal feedback on student progress;
- explore clinical interests;
- discuss the final case integration paper;
- form a professional mentoring relationship in the field of pastoral counseling.

During advisement, students complete the academic advisement sheet (see Appendix III in the Resources section (p. 827)) that remains in the student's file. The student and the adviser update this sheet each semester, as well as review the student's Degree Works account.

To be a licensed professional counselor (LPC) or a licensed mental health counselor (LMHC) requires that one have both academic and professional skills. It is the goal of the program faculty to help students work toward meeting a master's level of competency of both academic and clinical/professional skills.

Satisfactory Academic Progress

Satisfactory academic progress requires that students

- complete 12 credits per year;
- complete one requirement per term when not enrolled in coursework (e.g. draft of final paper; final submission of paper);
- maintain a 3.0 GPA;
- receive a grade of no less than a B in any class.

If a student does not maintain satisfactory academic progress, a letter will be mailed to the student from the program faculty. This letter will remain in the student's file. A student may be placed on academic probation or dismissed from the program in accordance with the GRE policy. If placed on academic probation, an Individual Remediation Plan (IRP) will be put into place (see IRP policy in the Program Policies section (p. 825)).

Satisfactory Clinical/Professional Progress

Satisfactory clinical/professional progress requires students to

- demonstrate professional responsibility;
- demonstrate personal maturity and emotional integration and integrity;
- demonstrate ethical knowledge and behavior as indicated in the American Counseling Association Code of Ethics;
- develop master's-level clinical assessment skills;
- demonstrate theoretical knowledge
- demonstrate openness to supervision.

Professional progress is evaluated through a number of ways including input from faculty instructors, academic advisers, and clinical site supervisors. Prior to beginning an internship, basic clinical and professional skills must be demonstrated through the Yearly Student Evaluation Form in May (see Appendix IV in the Resources section (p. 827)), Basic Clinical Skills course, and the Fitness Review Form. The Basic Skills course is a hands-on skills class designed as a beginning foundation to counseling. Students will learn the fundamentals of the counseling relationship and will practice counseling skills in triad groups with other students. At the end of the course, the instructor will complete the Fitness Review Form (See Appendix V in the Resources section (p. 827)). Students will review the evaluation form with the instructor at the end of the class. The form will remain in the student's file and will serve as one of the means for evaluating readiness for clinical internship placement.

During the internship experience, evaluation is assessed through the Professional Counselor Performance Evaluation (PCPE). This form is a validated and widely used measure used in assessing student skills and readiness.

If there is concern for a student's ability to be successful during clinical internship, a remediation plan will be put into place (see IRP policy in the Program Policies section (p. 825)).

The Internship Experience

The internship is an exciting opportunity for students to gain necessary practice in professional counseling prior to graduating from a graduate training program, and it is a fundamental requirement of such training. Students will complete an internship at a designated mental health services agency, and receive supervision from the site supervisor determined by the agency, the Fordham faculty clinical instructor, and the Fordham clinical director during this process. The Fordham clinical director will maintain regular contact with the agency site supervisor throughout a student's placement. The Fordham clinical director may make site visits to students' agency placement sites near the beginning of placement, and at other times as appropriate.

Please take note that the internship

- may only start in the fall semester. No exceptions will be granted to this policy;
- is two semesters long and must be completed in two consecutive terms;
- must total 600 hours, of which 240 hours must be direct client contact hours;

- cannot be your place of employment.

Expectations of Students

The STUDENT will be expected to

1. be involved clinically about 15 to 20 hours each week (seeing approximately six to eight clients);
2. audio or video tape counseling sessions if applicable to site;
3. be punctual, responsible, and professional at all times;
4. know and follow at all times the American Counseling Association Code of Ethics;
5. meet with agency supervisor for an hour each week for at least 15 weeks each semester. Each of these supervision sessions is to be scheduled in advance on an agreed-upon time and date;
6. write case notes in a timely manner;
7. commit to the agency for the fall and spring semesters (September 1 to May 15);
8. evaluate the agency and supervision at the end of the spring semester;
9. inform the Fordham clinical director whenever there is a change of site supervisors at the agency;
10. see clients only on the premises of the agency (as designated by the agency) and only during regularly established client hours;
11. handle the resolution of any difficulties or conflicts which arise at the agency in a professional manner.

The Fordham clinical director is available to assist in helping students meet their expectations. In the case of conflicts or difficulties, the Fordham clinical director should be notified as soon as possible.

Expectations of Agency Supervisors

The AGENCY SUPERVISOR will be expected to provide a complete orientation of the staff, facility, rules, regulations, and procedures of the agency as well as

1. see that the student builds a client load of up to six to eight clients. It is hoped that some clients will provide a long-term counseling experience. If either of these situations does not appear likely, please notify the student and the Fordham clinical director as soon as possible;
2. allow, arrange, and review regular audio or video taping of the student's counseling training/service delivery (if applicable to site);
3. provide an hour of individual clinical supervision weekly at a set time and on a set day. Fifteen hours of individual supervision are expected each semester at the agency setting;
4. complete three evaluations of the student counselor over the year. The evaluation is to provide feedback both in regards to strengths and growing edges. Please note any major difficulties the student may be having (with clients, agency personnel, other interns, etc.) and bring to the student's immediate attention and, if necessary, to the attention of the Fordham clinical director;

5. discuss the evaluation with the student during supervision prior to sending the evaluation to the clinical director;
6. return the evaluation by October 15, December 1, and May 1;
7. attend the fall supervisor/faculty luncheon; this will provide an opportunity to meet with the student's small-group supervisor;
8. negotiate school vacation periods with the student so that a responsible counselor-client relationship is maintained. (Two weeks at Christmas and an additional week at Spring Break OR Holy Week).

Steps to Completing the Internship

In order to complete the internship, the following steps must be followed:

Step 1: Satisfactory academic progress

Satisfactory academic progress (SAP) is a prerequisite to the internship and must be maintained throughout the internship. Students must be in good academic standing in the graduate school as indicated by meeting the 3.0 GPA requirement, have no less than a B in any program requirement, and if an IRP is in place, satisfactorily meet the requirements of the plan.

Step 2: Satisfactory clinical and professional progress

Satisfactory clinical and professional progress (SCPP) is a prerequisite to the internship and must be maintained throughout the internship. Prior to internship, students must demonstrate clinical readiness with the Basic Skill Form. During the internship, students must demonstrate progress through the Professional Counseling Progress Evaluation (PCPE) form.

Step 3: Application for Internship (see Appendix VII in the Resources section (p. 827))

Students must inform the clinical director of their intent to complete an internship. This is done via an application. The application for the internship is due to the Clinical Director by November 1 the year before the internship begins.

Step 4: Meeting with the Clinical Director

Once the application has been reviewed, the clinical director will schedule a meeting with the student. This meeting will take place in November. In the December faculty meeting, the program faculty will discuss each application for internship. If a student is not approved by the faculty for a clinical internship, a student remediation plan will be put into place (see IRP policy in the Program Policies section (p. 825)).

Step 5: Internship Search

After the clinical director has approved a student for an internship, the student may begin to look for a placement site. Students are responsible for arranging their own internship placement, in consultation with the clinical director. The clinical director maintains a list of possible internship sites, including student evaluations of internship sites. Students are free to research additional sites on their own. All placement sites and site supervisors must meet the requirements outlined above under the requirements and expectations of student and supervisor. When looking for an internship, a student may find it useful to use the description of the 60-credit pastoral mental health counseling program for potential supervisors (see Appendix VI in the Resources section (p. 827)).

Timeline for Securing an Internship

Beginning the year PRIOR to Internship:

September-November

Meet with your academic adviser to review coursework and to sign application for internship. Include your resume.

Mid October

Attend the yearly Pastoral Mental Health Counseling Student Orientation Meeting

November 1

Application and resume due to clinical director

November-December

Arrange a meeting with clinical director for Pre-Internship Interview

January

Arrange interviews with internship sites

February- April

Interview with at least two sites. Students notify of sites not accepted.

May 15

Completed and sign the Agency Opening Form, Educational Agreement Form, and Supervisor Dossier due to clinical director

July 1

Student arranges with site supervisor initial start date, days, and hours to be on-site. The first date of internship cannot be prior to the start of the fall semester.

Required Forms for Internship

Once an internship has been secured, it is up to the student to be certain the following forms are completed, and on file, with the clinical director before May 15 the year prior to internship:

- **Agency Opening Form** (Appendix VIII in the Resources section (p. 827))
This form provides information about the agency including name, location, telephone number, contact person, client focus of the agency, supervisor of the intern, days/times student will be on site, and if the site allows taping of clinical work for educational purposes.
- **Educational Agreement** (Appendix IX in the Resources section (p. 827))
This form outlines the duties and responsibilities of the Fordham intern and the agency where the internship takes place.
- **Supervisor Dossier** (Appendix X in the Resources section (p. 827))
This form provides evidence of the supervisor's credentials and evidence of ability to serve in the capacity of a clinical supervisor of interns.
- **Contract** (if required by internship site)

After the internship is under way, the following forms must be completed:

- **The Monthly Hours Worksheet** (Appendix XII in the Resources section (p. 827))
Must be filled out, signed by the supervisor, and submitted to the clinical director at the end of each month. It is recommended that students maintain a copy of all hours as well.
- **Self-Evaluations October 15, Dec 1, and May 1.** (Appendix XIII in the Resources section (p. 827))
Once the internship is completed, students must complete an evaluation of the site. This form is due by MAY 1.

Malpractice Insurance

Students who are enrolled in the internship classes (Clinical I and II; Field placement) are covered by Fordham's malpractice insurance. However, students may wish to maintain their own policy. Student policies are available through the American Counseling Association for students and graduates.

Clinical and Professional Evaluation

Systematic assessment of the internship experience is essential to be certain students are meeting their educational goals. Formal evaluations (see Appendix XIII in the Resources section) (p. 827) are completed and turned in to the clinical director in the following timeline.

FALL SEMESTER: October 15 and December 1

SPRING SEMESTER: May 1

All students, clinical supervisors, and clinical instructors will complete the form at the three noted times above. All completed forms will remain in the student's file. A meeting with the clinical instructor and the student will take place at the end of the semester to review the forms and discuss clinical and professional strengths and areas of growth. Should there be concerns about a student's ability to successfully complete the internship, a remediation plan will be set in place (see IRP policy in the Program Policies section (p. 825)).

Program Policies

The policies in this section are intended to supplement the general GRE policies and procedures that can be found in the Student Resources section of GRE Bulletin.

Individual Remediation Plan Policy

The goal of the program faculty is to help students become successful professional counselors.

Section F.9.a of the American Counseling Association Code of Ethics states, "Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program."

Faculty members have an ethical duty to identify students who may need more support and guidance in order to meet this goal. Once identified, faculty have the ethical duty to remediate, and when remediation is not possible, dismiss students from a counseling program.

Students may need extra support for a number of reasons, including challenges related to

1. maintaining the minimum 3.0 GPA requirements for the program;
2. developing academic research and writing skills;
3. meeting professional standards of behavior in the clinical setting including ethical behavior related to professional boundaries, professional identity, documentation for clinical work, openness to supervision;

4. developing the clinical skills necessary to meet the competency of graduate licensed professional counselor including empathy, reflective listening, integrating theory into practice;
5. managing personal stress, psychological dysfunction, or excessive emotional reactions that interfere with academic and professional functioning.

Remediation is an opportunity for the graduate school to assist a student who is struggling to learn, grow, and improve. An Individual Remediation Plan (IRP) is a formal plan that outlines and documents the individual needs of the student and the plan to successfully meet such demonstrated need. An IRP is initiated by a University faculty member when evidence has been documented of inadequate academic, research, professional, ethical, or clinical skills demonstrated by the student. Feedback is documented formally by

- Academic Advising Form including GPA (each semester);
- Semester Student Evaluation Review & Letter (each year);
- Fitness Review Level 1 Form (after Basic Skills Class pre-internship);
- Clinical Readiness Form (pre-internship meeting with clinical director);
- student self-evaluation of clinical work (four times during the internship year);
- site supervisor evaluation of clinical work (four times during the internship year);
- clinical instructor evaluation of clinical work (four times during the internship year).

Information to complete the above forms is provided in a number of ways, including but not limited to

- feedback from academic instructors;
- major academic papers, case presentations, verbatim;
- One on one and group supervision experiences by the site supervisor and by university supervisors;
- review of clinical documents by the site;
- site visits by the clinical director;
- the final integrative case paper rubric.

When there is documentation of a student not achieving the necessary academic, research, professional, ethical, or clinical skills, the program faculty will decide at their monthly faculty meetings whether an IRP is needed. If it is indicated by the program faculty, a meeting will be arranged with the University clinical director and the student. The meeting may also include the site supervisor, other core program faculty, or other administrators as necessary. Collaboration with the student will provide the opportunity for a student to discuss the need of the IRP, respond to the need for and IRP, and invest the process of remediation. The IRP will serve as a contract between the student and the program. It will outline specific areas of improvement, craft student goals, indicate warranted intervention to meet the student goals, and indicate the period to meet the goals. The IRP will be signed by the student, the faculty adviser, the clinical supervisor, and other academic

administrators as indicated. A timeline for remediation will be specified in the individual meeting with the student, and a summary of the meeting and recommendations will be provided to the student (and placed in the student file).

Interventions that may be indicated to meet student goals include but are not limited to

1. personal therapy;
2. increased meetings with site supervisor;
3. increased monitoring of clinical work by site supervisor including tape review or verbatim reviews;
4. faculty directives related to internship site, client population, and client load;
5. additional meetings with program faculty;
6. repeated or additional course work;
7. academic writing seminar.

If the IRP process does not rectify the specified issues, or when the student is unable or unwilling to follow the IRP, the student may be assisted in implementing a program or career shift or dismissed from the program in accordance with GRE policies. There may be cases where the critical nature of the issue will warrant immediate dismissal from the program.

If a student wishes to appeal the decision of the program faculty for dismissal from the program, they may follow the appeal procedures outlined by the University grievance policy.

Grievance Policy

Fordham University does not discriminate on the basis of race, color, creed, religion, age, sex, gender, national origin, marital or parental status, sexual orientation, citizenship status, veteran status, disability, gender identity or expression, genetic predisposition, carrier status, or any other basis prohibited by law. The Graduate School of Religion and Religious Education employs the following Grievance Procedure covering all matriculated and non-matriculated students. Students who believe they have been discriminated against with respect to participation in access to, or benefits of, any program or activity within the school are requested to use the following Grievance Procedure.

Informal Procedure

Since a formal grievance procedure is a last resort, it is assumed that every effort to resolve the grievance through informal approaches has been conducted by the concerned parties. Nevertheless, the use of informal procedures is not a prerequisite for the submission of the grievance through the formal procedure.

Formal Procedure

Step I: School-Wide

- A. An alleged grievance must be brought in writing to the attention of the dean within 25 school calendar days from the time of the incident.
- B. The dean will convene the standing committee, which will conduct the review and which must receive a full written statement of the grievance and pertinent substantiating information from both the aggrieved and the person charged at least five days prior to the

review date. All review procedures will be restricted to the parties involved. It is expected that this process will take place within 15 school calendar days after the student submits a written statement to the dean.

- C. This standing committee is to be composed of two faculty members selected by the faculty for staggered terms of two years and one student selected by the student association for a one-year term. Should one of the standing committee members be the person charged, the dean shall appoint an alternate.
- D. The parties will be given an opportunity to attend the meetings and to present information to the committee.
- E. The standing committee will render a written statement of the findings together with recommendations for appropriate remedies to the dean within five school calendar days after the review.
- F. The dean will meet with the concerned parties within 10 school calendar days to present recommendations for resolution of the grievance to the concerned parties.
- G. Should the dean be the person charged, an alleged grievance must be brought in writing to the assistant chairperson within 25 calendar days. The associate dean will convene the standing committee, receive its report, and communicate recommendations for resolution of the grievance to the concerned parties within the same time limits as specified above.

Step II: University-Wide

- A. If either the aggrieved or the individual school against whom charges have been brought feel that the matter has not been resolved, either party may appeal in writing to the appropriate area vice president within 10 school calendar days after the meeting between the dean and the concerned parties in Step I. The appeal should include 1) a concise summary of the charge(s) and 2) an explanation of why the school-wide process was considered unsatisfactory.
- B. The vice president will review the grievance process to determine whether proper procedures were followed, or if new evidence not available in Step I is being presented. If the vice president is not satisfied with the handling of the grievance investigation, the vice president will return the grievance to the dean for further investigation. The concerned parties will be notified of the vice president's actions and decisions within 20 school calendar days of the receipt of the appeal.
- C. The vice president for academic affairs is the last court of appeal, and the vice president's decision will be final.

Student File Policy

A copy of the University's policy and guidelines regarding student records under the Family Educational Rights and Privacy Act of 1974 (FERPA) are available from enrollment services.

The program maintains specific documents related to student progress in student files. Active student files are located in the clinical director's office. The office remains locked when the clinical director is not present. The non-active student files are scanned by the dean's office and kept electronically. Only the assistant dean and the administrative assistant have access to the computer files. All computers are password protected and require dual authentication to access the computer. Once scanned,

the paper files are kept in a locked closet for a period of 10 years. Only the dean's office has access to the closet.

The following forms are maintained in student files kept in the assistant dean's office:

1. **Application for Admission**
2. **Signed Handbook Welcome Letter**
This form indicates that the student has read and agrees to the policy and procedures outlined in the Pastoral Mental Health Counseling Handbook.
3. **Academic Advising Progress Form**
This form is completed and updated by the student with the academic adviser during academic advising each semester.
4. **Yearly Student Evaluation Form**
This form is completed by the faculty every May during the student evaluation process and reviewed with the student.
5. **Fitness Review Basic Skills Form**
This form is completed by the instructor of the basic skills course and reviewed with the student prior to the end of the course.
6. **Internship Placement Forms**
This series of forms is found in the appendices in the Resources section (p. 827) and are required to be filled out by the internship site and returned to the faculty clinical director prior to starting an internship. It is the student's responsibility to be certain the forms are turned in prior to internship. The forms include detailed information on the internship site, the site supervisor, the days and times a student will be at the site, and documentation of the site supervisor's ability to supervise interns.
 - a. Agency Opening Form
 - b. Educational Agreement
 - c. Supervisor Dossier
 - d. Contract (if required by site)
7. **Monthly Hours Log**
This form is in the appendices in the Resources section (p. 827) and must be filled out each month during internship by the student, signed by the student and the site supervisor, and handed into the Fordham faculty clinical director.
8. **Clinical Integration I PCSE Forms**
These forms are located in the appendices in the Resources section (p. 827). They will be completed by the student, site supervisor, and the Fordham faculty member, and will serve as a guide to a student's areas of strength and areas of growth as a professional counselor.
 - a. Student mid semester clinical evaluation form
 - b. Student final clinical evaluation form
 - c. Site supervisor midterm form
 - d. Site supervisor final form
 - e. Clinical instructor midterm form
 - f. Clinical instructor final form

9. Clinical Integration II PCSE Forms

- a. Student final clinical evaluation form
- b. Site supervisor final form
- c. Clinical Instructor final form

10. Integrative Case Paper & Graded Rubric

11. Student Review Evaluation Letters (if applicable)

This letter is sent to students and remains in their file if a student demonstrates unsatisfactory academic or professional/clinical skills.

12. Individual Remediation Plan & Subsequent Letters (if applicable)

13. Waiver/Course Substitution Form (if applicable)

This form is completed when a student wishes to waive or substitute a course taken at the GRE or another graduate school. It must be completed by the student and approved and signed by the academic adviser and the program director.

Resources Licensing

A major goal of the program is to prepare students to successfully gain licensure and to have an effective career as a professional counselor. Licensure is a process that is governed by individual states. Therefore, each state's requirements are slightly different. Students are advised to become familiar with the specific requirements for licensure in their state.

Fordham pastoral counseling is a licensure qualifying program for New York, which means that all course requirements for licensure in New York will be met by the program requirements. The full application and post-education requirements for state licensure can be accessed at op.nysed.gov.

The following information describes the education requirements for New York state and the Fordham course equivalent.

- Human Growth and Development: PCGR 6310 Human Growth and Development
- Social & Cultural Foundations: PCGR 6382 Social and Cultural Foundations of Pastoral Counseling
- Counseling Theory & Practice: PCGR 6386 Pastoral Counseling Theory
- Psychopathology: PCGR 6390 Psychopathology and Diagnosis
- Group Dynamics: PCGR 7422 Group Process: Theory and Techniques
- Lifestyle & Career Development: PCGR 6510 Advanced Life Span Issues and Career Counseling
- Assessment & Appraisal of Individuals, Couples, & Families: PCGR 7330 Assessment and Appraisal of Individuals, Couples, and Families
- Research and Program Evaluation: PCGR 7410 Research Methods in Pastoral Counseling
- Professional Orientation & Ethics: PCGR 6384 Professional Ethics in Pastoral Counseling
- Clinical Instruction: PCGR 6440 Pastoral Counseling Skills

- 1 year supervised internship with 600 hours: PCGR 7471 Clinical Instruction and Integration Process I/PCGR 7472 Clinical Instruction and Integration Process II

The NBCC is a professional organization that organizes the licensing tests. There are two national tests: the NMHCE and the NCE. In New York state, the NMHCE is the required test and cannot be registered for or taken until your application for licensure has been accepted by the state. There are various study programs offered to help students prepare for taking and passing the tests. Alumni have indicated that taking such programs have been helpful in successfully passing the NMHCE. Please see the NBCC website for more information (NBCC.org).

Professional Organizations

Career development need not wait until after graduation. Students are strongly encouraged to join professional organizations that they feel are in-line with their professional goals. Professional organizations can provide community, support, and training to new and seasoned counselors alike. Some organizations that students may be interested in include:

- American Counseling Association (ACA)
- New York Mental Health Counselors Association (NYMHCA)
- American Association of Pastoral Counselors (AAPC)
- Association for Spiritual and Religious Values in Counseling (ASERVIC)

Please reach out to your academic adviser if you would like to know more about any of the above organizations.

Appendices

Appendix I

Appendix II

Appendix III

Appendix IV

Appendix V

Appendix VI

Appendix VII

Appendix VIII

Appendix IX

Appendix X

Appendix XI

Appendix XII

Appendix XIII

Appendix XIV

Pastoral Studies (M.A.)

This program is offered online.

The Master of Arts degree (M.A.) in pastoral studies prepares students to serve in parishes, denominational offices, schools, hospitals, and other such organizations where leadership depends on skilled cultivation of religiously informed practice. This degree is also designed to meet the requirements for pastoral ministers set out by the United States Conference of Catholic Bishops and the National Association for Lay Ministry. Courses include scripture, theology, spirituality, pastoral care and counseling, religious education, and ministry. This degree provides a solid foundation for students seeking to follow many different career paths that benefit from bringing religion scholarship to service.

Student Learning Outcomes

1. Students will demonstrate facilities with methods of research in specific theological disciplines for post-graduate and doctoral studies.
2. Students will communicate the Christian story competently to make it accessible through a variety of means (e.g. teaching, writing, dialogue, personal consultation).
3. Students will articulate the relationship between the Christian tradition and their professional practice and spiritual development.
4. Students will articulate a well rounded knowledge and critical appropriation of Jesuit Spirituality and the Catholic intellectual tradition.
5. Students will use tools of literary, cultural, historical, and social analysis in the interpretation of various cultures and their relationship to the Christian tradition.
6. Students will demonstrate a well-rounded and critical appropriation of effective ministerial skill in ecclesial, congregational, and institutional settings with theological understanding and practical skills consistent with his/her specialization.

Are you interested in attending the Graduate School of Religion and Religious Education? Request more information or schedule an information session today.

CIP Code

39.0705 - Lay Ministry.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

Students admitted to the program are expected to have sufficient academic background to complete the program. Additional coursework may be required for students with insufficient background, raising the total number of credits required to complete the program to 42 or more. Additional coursework may include the following:

- A religious education elective consisting of any course with the REGR subject code (p. 1610) numbered 6000-7999, as listed on our course listings page (p. 862).
- A pastoral ministry elective consisting of any course with the PMGR subject code (p. 1515) numbered 6000-7999, as listed on our course listings page (p. 862).

Students with sufficient academic background are waived from these additional course requirements.

Course Requirements

Course	Title	Credits
PMGR 6510	Theology of Ministry	3
RLGR 6010	Old Testament	3
RLGR 6011	New Testament	3
RLGR 6030	Christology	3
PMGR 8030	M.A. Integrating Seminar	3
<i>One of the following Intercultural requirement courses:</i>		3
REGR 6150	Foundations for Intercultural Ministry and Religious Education	
PMGR 6612	Ministry with Latinxs	
PMGR 9999	ST Tutorial-Pastoral Ministry (An approved section)	
Another course approved by the Pastoral Ministry faculty committee		
<i>One Systematic Theology course:</i>		3
RLGR 6031	Theology of the Human Person	
RLGR 6032	Church and Society	
<i>One Moral Education course:</i>		3
REGR 6120	Education for Peace and Justice	
REGR 6125	Moral Education & Development	
<i>One Spirituality course:</i>		3
SPGR 6742	The Ignatian Way	
SPGR 6830	Discernment in the Christian Tradition	
<i>One Pastoral Counseling course:</i>		3
PCGR 6310	Human Growth and Development	
PCGR 6380	Theology of Pastoral Counseling and Spiritual Care	
PCGR 6410	Psychology and Religion/Spirituality	
PCGR 7420	Death, Dying, and Bereavement	
<i>Two general electives¹</i>		6
Total Credits		36

¹ A general elective is any nonrestricted course at GRE (p. 862). In addition, with the permission of the designated faculty and/or department, students may enroll in courses offered at other Fordham University graduate schools, and the member schools of the New York Theological Consortium.

Final Project

The Master of Arts degree (M.A.) in pastoral studies program concludes with a capstone course, PMGR 8030 (offered each spring). The course

involves a terminal group research project on a topic determined by the faculty.

Religious Education (M.A.)

This program is offered online.

The Master of Arts degree (M.A.) in religious education degree provides a deepened understanding of core theological disciplines and opportunities to explore the various practices of pastoral ministry. The degree is designed for those already serving in ministry and those preparing to seek employment in ministerial and educational settings. Those seeking personal enrichment through the study of religious education are also welcome. The degree is offered with a youth and young adult ministry or generalist concentration.

Student Learning Outcomes

1. Demonstrate a knowledge of core theories, approaches, and other domain knowledge within the academic field of religious education.
2. Demonstrate an ability to relate effectively the core theories, approaches, and other domain knowledge within the academic field of religious education to their own ministerial and life contexts.
3. Demonstrate the relationship between Christian faith traditions and one's practice of spiritual development.
4. Demonstrate a well-rounded knowledge and critical appropriation of Jesuit and Catholic theological traditions.

Are you interested in attending the Graduate School of Religion and Religious Education? Request more information or schedule an information session today.

CIP Code

39.0401 - Religious Education.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Requirements

The Master of Arts degree (M.A.) in religious education requires 36 credits and may be pursued in one of the following concentrations:

- Generalist
- Youth and Young Adult Ministry

Both concentrations require a final integration research paper, which should be submitted to complete the course REGR 6999 Religious Education Final Integration Seminar.

Course Requirements (All Concentrations)

Course	Title	Credits
Religious Education Courses ¹		
REGR 6102	Introduction to Religious Education	3
REGR 6140	Curriculum and Religious Education	3
REGR 6120	Education for Peace and Justice	3
REGR 6999	Religious Education Final Integration Seminar	3
Other Area Requirements		
RLGR 6010	Old Testament	3
RLGR 6011	New Testament	3
PCGR 6310	Human Growth and Development	3
SPGR 6742	The Ignatian Way	3
<i>General Elective</i> ²		3
<i>Concentration Courses</i> ³		9
Total Credits		36

¹ Students pursuing a concentration in Youth and Young Adult Ministry will substitute the three core religious education courses with REGR 6125 Moral Education & Development and two other area courses from the subject codes SPGR (p. 1650), RLGR (p. 1609), PMGR (p. 1515), or PCGR (p. 1514), numbered 6000-6999.

² Students may take any nonrestricted course at GRE numbered 6000-6999 as a general elective. A list of GRE courses can be found in our course listing page. In addition, students may also enroll in courses offered at other Fordham University graduate units and the member schools of the New York Theological Consortium, with the permission of the designated faculty or department.

³ Concentration requirements can be found on the Concentrations tab (p. 830).

Concentration-Specific Requirements

Youth and Young Adult Ministry Concentration

In addition to the common M.A. degree in religious education course requirements, this concentration requires the following:

Course	Title	Credits
REGR 6180	Religious and Educational Development of Children and Youth	3
REGR 6202	Young Adult & Adult Ministry	3
REGR 6204	Special Questions: Youth and Young Adult Ministry	3
Total Credits		9

Generalist Concentration

In addition to the common M.A. degree in religious education course requirements, this concentration requires the following:

Course	Title	Credits
REGR 6180	Religious and Educational Development of Children and Youth	3
REGR 6202	Young Adult & Adult Ministry	3
REGR 6220	Ministry & Leadership	3

Final Project

The Master of Arts degree (M.A.) in religious education program concludes with a final integration course (offered each spring). The course requires an integration research project on a topic determined by the faculty.

Manual of Style

The major research paper, as well as all course papers, needs to be written according to *The Chicago Manual of Style* (University of Chicago Press).

Concentrations

Generalist Concentration

Most religious educators and pastoral ministers are pastoral generalists. While they may have particular areas of responsibility, such as overseeing parish programs for the religious education of children and youth, or running a campus ministry service and social ministry program, they interact with people in a wide array of situations and are called upon to be pastoral caregivers, catechetical leaders, spiritual guides, prayer leaders, and to minister to people in a variety of other ways. The Master of Arts degree (M.A.) in religious education, generalist concentration, provides students with an opportunity to take a range of courses in religious education and pastoral ministry. Students develop a foundational understanding of educating in faith and the various ministries of the church.

Additional information about this concentration can be found in the Requirements tab (p. 829).

Youth and Young Adult Ministry Concentration

Beginning with the guidelines for the formation of lay ecclesial ministers outlined in *Co-Workers in the Vineyard of the Lord*, the Master of Arts degree (M.A.) in religious education, youth and young adult ministry program, addresses students' needs for human and personal formation, spiritual formation, intellectual formation, and pastoral formation. People turn to the studies in this area to prepare them to be (or to provide ongoing education in their work as) religion teachers in Catholic school and college campus ministers. The Master of Arts degree (M.A.) in religious education with a concentration in youth and young adult ministry focuses on understanding adolescent and young adult religious, spiritual, moral, and psychological development. Students choose from among courses in community, family, and religious education; curriculum and religious education; adult learning and development; and other areas of religious education and pastoral studies. Students are asked to direct their studies in either religious education or pastoral studies as they prepare for a career path in either religious education/catechesis with youth and young adults in parishes, schools, college and university campuses, and dioceses, or Jesuit volunteer corps members.

Additional information about this concentration can be found in the Requirements tab (p. 829).

Doctoral Programs

- Ministry (D.Min.) (p. 831)
- Religion and Practice (Ph.D.) (p. 836)
- Religious Education (Ph.D.) (p. 842)

Ministry (D.Min.)

This hybrid program offers both on-campus and online coursework.

The Doctor of Ministry (D.Min.) is a professional doctorate that represents advanced academic study in the practice of ministry. Doctor of Ministry studies are intended for experienced ministers to deepen capacities for skillful service, for the benefit of the minister and those in their care. At the same time, D.Min. studies place students in a larger community of discourse where they are able to learn from and contribute to research in the practice of ministry.

The curriculum facilitates a practical theological itinerary in which various fields contribute to ministerial awareness and action, including spirituality, pastoral care and counseling, religious education, and theological studies.

The Catholic and Jesuit heritage of Fordham resides in the Doctor of Ministry through curricular emphases, a prevailing pedagogy, attention to spiritual growth, and commitment to justice. Coursework puts Catholic tradition in dialogue with diverse traditions in the interest of personal integrity, ministerial know-how, and intellectual rigor.

The Doctor of Ministry currently offers two concentrations: Generalist and Spirituality.

In keeping with current standards of theological education, D.Min. students will gain an "advanced understanding of the nature and purposes of ministry, enhanced competencies in pastoral analysis and ministerial skills, the integration of these dimensions into the theologically reflective practice of ministry, new knowledge about the practice of ministry, continued growth in spiritual maturity, and development and appropriation of a personal and professional ethic with focused study on ethical standards and mature conduct in the profession." (Association of Theological Schools, Commission on Accreditation, Degree Program Standards)

Learning outcomes include:

- Students will demonstrate facilities with methods of research in specific theological disciplines for post graduate and doctoral studies.
- Students will communicate the Christian story competently to make it accessible through a variety of means (e.g. teaching, writing, dialogue, personal consultation).
- Specific Goals for Masters in Pastoral Studies, Spiritual Direction Studies, and Doctorate of Ministry Programs:
 - Students will demonstrate a well-rounded and critical appropriation of effective ministerial skill in ecclesial, congregational, and institutional settings with theological understanding and practical skills consistent with his/her specialization.
- Students will articulate the relationship between the Christian tradition and their professional practice and spiritual development.
- Students will articulate a well-rounded knowledge and critical appropriation of Jesuit Spirituality and the Catholic intellectual tradition.
- Students will use tools of literary, cultural, historical, and social analysis in the interpretation of various cultures and their relationship to the Christian tradition.
- Students will demonstrate a well-rounded and critical appropriation of effective ministerial skill in ecclesial, congregational, and institutional settings with theological understanding and practical skills consistent with his/her specialization.

Are you interested in attending the Graduate School of Religion and Religious Education? Request more information or schedule an information session today.

CIP Code

39.0705 - Lay Ministry.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Admission to the D.Min. program requires the possession of a Master of Divinity degree or its educational equivalent. Equivalency is assessed in terms of a master's degree in theology or a ministry-related field and significant related experience that enables the applicant to engage as a ministry peer with other students in our professional doctoral program. In order to adequately interpret scripture and the theological tradition in a ministry setting, applicants ordinarily possess a minimum of six hours of graduate studies in the following areas: scripture (with courses in both the Old and New Testaments), doctrinal or systematic theology, and ethics or moral theology (including social justice studies). Given the cultural contextuality of contemporary ministry, applicants ordinarily possess six to 12 graduate credits in the area of pastoral studies or ministry (including practical theology or religious education). Students who do not meet the minimum graduate credits in the above-mentioned areas can take these courses with GRE or another accredited graduate theological school. These credits, however, will not count toward the completion of the D.Min.

GRE has developed the following template for determining whether the applicant who does not have an accredited M.Div. degree meets the minimum for equivalency, which is based on the work of lay ministers who do not perform certain liturgical and sacramental roles. Normally, an applicant will need a total of 52 credits in ministry-related graduate courses and significant ministerial experience in settings such as in a parish ministry, hospital chaplaincy, religious school, campus ministry, etc. Applicants seeking equivalency are also encouraged to submit CPE

units and substantial noncredit training programs related to the positions they have held.

To be admitted to the program, applicants should normally have had three years of full-time or equivalent experience in ministry after their first theological degree. They should also manifest the capacity for an advanced level of competence in and reflection on religious ministry.

Admission of candidates to the Doctor of Ministry is determined by the Doctor of Ministry committee, which comprises the director and D.Min. faculty members. Admission to the Doctor of Ministry is selective and offered only to those students who have demonstrated the requisite intellectual ability, academic and ministerial preparation, and motivation.

Those applying for admission are expected to have a B+ or better average in their master's program. They must supply a copy of their college, seminary, and graduate school transcripts, as well as three letters of recommendation, two from professors with whom they have studied and one from a ministerial supervisor. Applicants must also submit a statement of purpose that answers each of the questions listed, along with a writing sample, typically a research paper from an earlier degree program.

Please see our admissions pages on the web for admission deadlines.

Each student accepted into the program is assigned an advisor who guides the student in academic matters. Students are expected to maintain a B+ grade point average during the entire period of their doctoral studies. Mentors and readers for doctoral theses/projects are decided upon by students in consultation with prospective mentors and readers. The mentor must be chosen from the Doctor of Ministry faculty. Reader(s) may be chosen from within or outside of the Doctor of Ministry faculty.

Requirements

The Doctor of Ministry program offers an advanced level of study in practical theology and its integration with religious ministry. The curriculum also focuses on the acquisition of skills and competencies in pastoral practice and research. A thesis/project serves as the capstone for the student's program.

Various kinds of learning comprise the program of study: lectures, readings, community, discussions, self-directed learning, peer learning, library research, workshops, and experiential learning. Close attention is also given to the various contexts in which students exercise their religious ministries.

The Doctor of Ministry program includes the designing, writing, and presentation of a thesis/project that deals in a significant manner with theory and practice of ministry. This work should reach the level where it contributes to the practice of ministry and is applicable to other ministerial situations. To complete this work, each student identifies a ministerial issue, conducts the necessary research using appropriate methodology, and presents a practical proposal for dealing with the issue. Doctoral theses/projects are evaluated by a committee, presented orally, and are normally available through Proquest Dissertations at the Fordham University libraries.

The Doctor of Ministry program requires that students take a minimum of 36 advanced credits beyond the Master of Divinity or its equivalent as well as complete a doctoral thesis/project. Twenty-one credits are taken in a required core of courses (12 of these required credits are offered only during two successive January terms, which involves on-campus

attendance at two-week-long hybrid courses) and the other 15 credits are in either additional required or elective courses. Attendance at the January-session courses in these first two years is required to participate in the degree. Normally, the degree requires not less than two and no more than six years to complete.

Additionally, before completing 18 credit hours of studies and before proposing their thesis/project proposal, students must submit one research paper for Research Readiness Review (RRR). Ordinarily, students request the RRR from a Doctor of Ministry faculty member for a Doctor of Ministry course. A satisfactory RRR is required before the thesis/project proposal stage.

All D.Min. students are required to register for the doctoral mentoring seminar (ZZGR 8060) each fall and spring semester after coursework is completed and up to and including the semester in which the student graduates.

Course Requirements (All Concentrations)

The courses listed below are required for all concentrations.

Course	Title	Credits
PMGR 6510	Theology of Ministry	3
PMGR 8628	Pastoral and Practical Theology	3
PMGR 8632	Research Seminar: Pastoral Theology and Practice	3
SPGR 7902	Ignatian Spirituality for Ministry	3
PMGR 8650	Ethics in Pastoral Ministry	3
ZZGR 8060	DMin Mentoring Seminar ¹	6
<i>Concentration Courses</i> ²		15
Total Credits		36

¹ Required each semester after coursework is completed up to and including the semester in which the student graduates.

² Information about Concentration requirements can be found below.

Concentration-Specific Course Requirements

Spirituality Concentration

In addition to the common Doctor of Ministry (D.Min.) course requirements, this concentration requires the following:

Course	Title	Credits
SPGR 7702	History of Christian Spirituality I	3
SPGR 7703	History of Christian Spirituality II	3
<i>One Spirituality Elective</i> ¹		3
<i>Two Free Electives</i> ²		6
Total Credits		15

¹ A Spirituality elective is any course with the SPGR subject code (p. 1650) numbered 7000-8999, a list of which can be found on our course listing page (p. 862).

² A free elective is a course from the subject codes REGR (p. 1610), PMGR (p. 1515), RLGR (p. 1609), PCGR (p. 1514), or SPGR (p. 1650) numbered 7000-8999, a list of which can be found on our course listing page (p. 862). Note that some PCGR courses at the 6000-level may qualify; check with your faculty advisor. Courses from other areas or schools may be substituted with the approval of your faculty advisor.

Generalist Concentration

In addition to the common Doctor of Ministry (D.Min.) course requirements, select any five courses with the SPGR subject code (p. 1650) numbered 7000-8999, including (but not restricted to) those listed below, or any of the courses with the PMGR (p. 1515) or REGR (p. 1610) subject codes listed below:

Course	Title	Credits
PMGR 6617	Latinx Spirituality	3
PMGR 6618	Hisp Family Ministry & Catechesis	3
PMGR 8530	Evangelization: Faith & Culture	3
PMGR 6688	Issues in Pastoral Studies	3
SPGR 7746	Franciscan Spirituality: Francis, Clare and Bonaventure	3
SPGR 7760	Christian Spirituality and Leadership	3
SPGR 7792	Contemporary Christian Spirituality	3
SPGR 7794	Women Mystics	3
SPGR 7830	Discernment in the Christian Tradition	3
REGR 6150	Foundations for Intercultural Ministry and Religious Education	3

Special topics courses are occasionally offered. Students may substitute doctoral-level courses from other GRE areas or Fordham schools with the approval of their faculty advisor.

¹ PMGR 6618 Hisp Family Ministry & Catechesis is also accepted.

Theses and Projects

Purposes

The Doctor of Ministry thesis or project is the keystone of the program. Students create a work that enriches their practice of ministry, meets academic and professional standards of quality, and is related to broader questions bearing on the practice of ministry. It may contribute to ministry in other contexts. The thesis or project should reflect integration of the student's learning in the program, be grounded in contemporary research in theological and allied fields, aid and express the student's maturing practice and vocation, and be geared toward ministerial impact. It should display the student's capacity for making theological sense of ministry.

Types or Forms

Thesis

This work, closer to the traditional dissertation format, investigates a matter of significance for ministry that is intended as a contribution to academic or professional discourse concerning ministry as well as serving the student's practice of ministry.

Project

Projects may be either "in ministry" or "for ministry." In-ministry projects are creative works that serve the practice of ministry in which the student is currently situated. The project will take place within the current ministry and be concluded by the end of the degree program. For-ministry projects are creative works that serve the practice of ministry to be carried out after the conclusion of the degree program.

The Doctor of Ministry thesis or project is the distinguishing characteristic of the doctoral degree, and its quality is a hallmark of the quality of a doctoral program. Copies of all theses and projects are normally available through Proquest Dissertations at the Fordham University libraries.

Proposal

Mentors and Reader

In consultation with potential mentors, students will make arrangements for a mentor to guide them in their thesis/project as well as at least one reader. The reader should be chosen after, and in consultation with, the mentor.

If the reader is from outside Fordham University, and after a mentor has approved the request of a student to have an outside reader, the mentor will circulate to the Doctor of Ministry faculty the CV of the proposed outside reader and a brief rationale written by the student for the request for the outside reader. In this way the doctoral faculty will be informed of outside readers working with GRE as well as have the opportunity to offer feedback about the qualifications of those outside readers within a week's time, sent directly to the mentors.

Once the student's doctoral committee has been established and the proposal is accepted, the student works out a schedule for submission of materials in collaboration with the mentor and reader(s). (Professors are typically not available for mentoring or consultation during the summer, holidays, or leaves.)

Topic

The thesis/project topic must receive formal approval before being undertaken. Formal approval must be given to the proposal by the student's committee. When the thesis or project is completed and approved by the committee, an oral defense is conducted with the committee.

Students typically submit proposals after completing 24 credits of coursework. The proposal may not be accepted until all grades of Incomplete are satisfied and all financial obligations have been met.

Proposal Format

A good D.Min. proposal should provide a framework that clearly and succinctly describes who students are in ministry and what preparation they have undergone for this thesis/project; what ministry question they are addressing and why; how they plan to do so and why; and what they intend to happen through the thesis/project and why. It should also include a plan for the work (what will be generated according to what sort of timeline) and a bibliography of the essential works that will inform the thesis/project.

The proposal should generally be structured as follows:

- Authorship: Who am I, and what do I do in ministry?
- Focus: What is the focus of my thesis/project, and how is it related to my ministry?
- Service: Whom does this thesis/project serve? How are the voices of those whom this work is "about" and "for" to be accounted?
- Change: What do I want to happen as a result of this work, how, and why? How is the work intrinsically related to that action/impact/intervention?
- Sources: What are the essential sources that will inform the work?
- Research Process: What is the step-by-step process by which the research will unfold? Where will the research take place and with whom?
- Thesis/Project Outline: What is the content and format of the work (chapters, appendices, etc.)?
- Calendar: On what timeline will I create the thesis/project?

Circulation of the Proposal

After a student has developed a proposal and had it approved by the mentor and reader(s) but before it is sent to the dean's office for approval, the mentor will circulate a one-page, student-generated abstract as well as a full draft of the proposal to the Doctor of Ministry faculty. In this way the doctoral faculty will be informed of theses and projects moving forward in the school as well as have the opportunity to make suggestions within a week's time. Observations, if any, by the faculty will be sent directly to the mentors.

Thesis/Project Format Review

Before a candidate proceeds to thesis/project oral defense, the thesis/project must be reviewed for format. Format review assures that the document meets all formatting and stylistic requirements of the GRE and is ready for publication (employing the most recent edition of *The Chicago Manual of Style* or *Turabian*). During the Format Review, every page of the manuscript, including the introductory material and reference section, is reviewed thoroughly.

Follow the steps outlined below for completion of the Thesis/Project Format Review process:

- Register for Format Review as you do for a course, and pay the fee.
- The dean's staff will submit the dissertation to SafeAssign (or a similar program) to detect plagiarism. If any matters of concern are uncovered, the report from the program will be sent to your mentor, who will follow up with you until matters of concern are corrected. Once the thesis/project is returned from the format review editor, the dean's office will forward it to the student, who is responsible for implementing all of the indicated corrections. The format review typically takes three to four weeks.
- Following approval by your mentor and reader, submit one electronic Word document and one Adobe PDF file of the thesis/project to the assistant dean.

Because of the number of theses/projects submitted each semester and the significant amount of time it takes to review each one, deadlines for submission and approval of theses/projects by mentors and readers will be strictly adhered to. These deadlines are posted in the academic calendar each semester.

Theses/projects are reviewed in the order in which they are received. The earlier a thesis/project is submitted for review, the more likely a student will be approved for graduation in a given semester. If a thesis/project does not meet the standards of the GRE in the semester in which the oral defense was conducted, the candidate will incur additional charges

to register for the next semester and will also need to register for the following graduation date.

Defense

Each student must publicly defend the completed thesis/project orally before an examination committee consisting of the mentor and reader(s). The program director (or mentor) is responsible for ensuring that the examination committee is professionally appropriate. The Office of the Dean will schedule the examination date, time, and place only after the mentor has approved a thesis/project that has been revised after the format review. Public notification of the examination—including the time, place, and examiners—must be made at least two weeks in advance. Please review the GRE calendar for the final date on which defenses may be scheduled each semester.

Note that a post-format review draft of the completed thesis/project should be submitted to both mentor and reader(s) at least two to four weeks prior to the oral defense date.

Style Requirements

To ensure consistency of GRE theses and projects, students must prepare them to conform to the guidelines outlined here.

1. Style Manual

Turabian: A Manual for Writers of Research Papers, Theses, and Dissertations. (most recent edition)

2. Format

TITLE PAGE: See sample in the Resources section.

ABSTRACT: The abstract cannot exceed 350 words and should be listed on the table of contents without a page number.

VITA: See sample in the Resources section. NOTE: The vita cannot exceed one page and should be listed on the table of contents without a page number.

PAPER: The paper must be a minimum of 20 lb. weight.

MARGINS: The top, right, and bottom margins should be one inch; the left margin should be 1 ½ inch to allow for binding. Any printing in the margins will count as a mistake. If the margin is exceeded by more than five characters, the thesis will be rejected.

PAGINATION: Number the first page of any chapter in the center of the page a double space below the last line of text, approximately five-eighths to three-fourths inch above the bottom. All other numbers are placed two lines (a double space) above the first line of printing and just inside the right margin; that is, approximately five-eighths to three-fourths inch from the top and one inch from the right side.

FONT: The font size should be 12 points. If proportional spacing is used, the average number of characters per inch (CPI) should not exceed 15. No pencil marks are allowed. If special symbols are required, the symbols within a word processing package should be used. If the needed symbols are hand-lettered, black ink must be used. No press-on (transfer) letters are allowed.

PRINT: A laser printer should be used.

CORRECTIONS: Excess white-outs or corrections (erasures, etc.) are not allowed. Students should reprint the entire page.

3. Arrangement

1. Title Page
2. Dedication or Acknowledgements (if used)
3. Table of Contents
4. Preface (if used)
5. Introduction
6. Chapters
7. Conclusion
8. Bibliography
9. Appendices
10. Abstract (no pagination)
11. Vita (no pagination)

After successful completion of the oral defense and final corrections are approved by mentors and the dean

1. email a PDF copy of your thesis or project to the assistant dean;
2. email an extra copy of the title page to the assistant dean.

Submit your thesis or project following the instructions in the Clearance and Commencement section (p. 859) of the Bulletin.

Program Policies

The policies in this section are intended to supplement the general GRE policies and procedures that can be found in the Student Resources section of the GRE Bulletin.

Leave of Absence

Students who encounter circumstances that prevent their continuous enrollment may request a leave of absence through the program director and dean. A leave of absence is normally granted only for extraordinary personal reasons outside the student's control that prevent involvement in graduate studies (e.g., serious medical problems). In other situations, such as employment opportunities, students are expected to register for dissertation mentoring. The request for a leave should specify the reason for the leave and the time period involved, and include related documentation. The D.Min. committee will forward the request and its recommendation to the dean, who will grant, deny, or modify the recommendation. The dean will inform the individual, the program adviser, and enrollment services. The student will be administratively registered for Leave of Absence. There is no charge for this registration.

For the complete GRE Leave of Absence policy, refer to the Policies and Procedures section of the GRE Bulletin.

Failure to Register

Matriculated students who are neither registered nor on approved leave of absence for two continuous semesters are automatically dropped from the GRE rolls. If they desire to continue their education at Fordham, they must apply for readmission through the assistant dean for admission in

consultation with the D.Min. committee and receive the approval of the dean. Such readmission is not automatic.

January Core Session Registration

Doctor of Ministry students are required to attend the two-week January session in each of their first two years in the program. Four core courses are only offered in this session, two in Year 1 and two in Year 2. Missing any courses offered in the January session will extend the time to degree completion by at least a year. Students who need to miss courses in the January session must follow the waiver process (form available from the assistant dean).

Registration at Other Universities

Students who wish to register for courses at other universities must be matriculated in the doctoral program. Only one course at another university may be taken each semester after consultation with the student's adviser and the approval of the dean. Registration for such courses follows the procedures and fee schedules of the host university. Student's are liable for tuition and payments to the other school. Upon completion of the course, students will request a transfer of the credits to their Fordham permanent record. A grade of B+ or better is required for transfer courses.

Satisfactory Academic Performance and Progress

The dean reserves the right of review and dismissal regarding students' performance and progress in the program. Students who do not meet the standards for satisfactory academic performance and progress will be placed on academic probation. **Students must maintain a cumulative GPA of 3.5 or higher to remain in the program. Students who do not maintain a 3.5 GPA or continuous enrollment will no longer receive financial aid and may be dismissed from the program.** If the deficiency is not corrected, the dean, in consultation with the program director and the D.Min. committee, will make a decision about dismissal.

Satisfactory academic progress is defined as completing at least one of the dissertation/thesis requirements each year after the semester in which course work is completed. Requirements include the dissertation proposal, and the dissertation defense. Notwithstanding their academic performance or the time remaining for completion of degree requirements, students who do not make satisfactory progress toward the degree may be dropped from the rolls. Unsatisfactory progress may include an excessive number of withdrawals, incompletes, leaves of absence, or other delays in meeting the requirements for the degree.

Students who do not complete one requirement each year are on academic probation. Such students have the next semester to complete the requirement and to file a mandatory timetable for completing all remaining requirements. The timetable must include at least one deadline per semester (e.g. "Complete Chapter 1 to 3 of the dissertation in the fall semester.") If the requirement is unmet by the end of the semester, or if the timetable deadlines are missed, the dean, in consultation with the D.Min. committee, will make a decision about dismissal.

In addition, doctoral students who have not secured approval of their dissertation proposal five semesters before the expiration of their time limit are subject to academic probation. Such students have one semester to secure approval of the dissertation proposal and a timetable for completion of the dissertation. If they do not secure approval of the proposal and the timetable, the dean, in consultation with the D.Min.

committee, will make a decision about dismissal. Note that an individual student's requirements for academic progress may be affected by the time remaining until the student reaches the time limit for degree completion.

Academic Advisement Procedure and Sequence

Upon acceptance, each student is assigned an academic adviser. The adviser is to be consulted at each registration period (October for spring semester, March for summer and fall semesters).

Each student is required to take a minimum of six credits per semester.

Advanced standing will be determined at or shortly after admission to the D.Min. program. Students applying for advanced standing will be expected to provide all relevant documentation, including syllabi and transcripts. International students must provide certification (and translation) of the authenticity of materials presented. Transfer and/or advanced standing credits will be added to a student's academic record after the student completes 12 credits if the student is in good academic standing and has no incomplete grades.

Advanced standing can be applied to meet core or elective requirements.

All courses accepted for advanced standing credit must meet the following criteria:

1. The student must have received a grade of B+ or better.
2. The courses were completed within five years of admission to the D.Min. program.

A maximum of six credits advanced standing can be awarded.

The adviser is assigned by the dean's office and is not the same thing as a mentor. A mentor is chosen by a student, with faculty consultation, to guide research.

Resources

Sample Documents

Sample of Dissertation Title Page

Sample Form of Mentor's Approval

Sample of Vita

Forms

Approval of D.Min Dissertation/Project Proposal Form

Religion and Practice (Ph.D.)

Overview

This hybrid program offers both on-campus and online coursework.

For the present admission cycle (Fall 2024), admission to the Ph.D. in Religion and Practice has been suspended while changes to the program are considered.

This program aspires to develop researchers and educators into promoters of social justice who are equipped to responsibly relate religion and spirituality to the pressing issues of our day. The Ph.D. program offers students mentoring and rigorous study in practical theology and religious education, and also draws on the richness of other practice-intensive fields at Fordham, such as Christian spirituality and pastoral mental health counseling.

- The curriculum is 48 credits, for those who enter with an earned master's degree in a related field.
- The program includes a doctoral seminar, coursework, a proposal, and the writing and oral defense of a doctoral dissertation or substantial creative work.
- Students are required to attend the January session on campus during the first two years of enrollment in the program.
- Reading knowledge of languages other than English may be required if the scope and nature of the dissertation or substantial creative work warrant such knowledge.

Are you interested in attending the Graduate School of Religion and Religious Education? Request more information or schedule an information session today.

CIP Code

39.0401 - Religious Education.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

For the present admission cycle (Fall 2024), Admission to the Ph.D. in Religion and Practice has been suspended while changes to the program are considered.

Although the Ph.D. admissions committee invites those with a background from a variety of fields of study and work experience, applicants who are most successful in earning a place to study in our Ph.D. in religion and practice program have:

- an earned master's degree in practical theology, religious education, pastoral ministry, religious studies, or related field from an accredited educational institution
- a grade point average (GPA) of 3.5 or better in graduate studies (preferred)
- experience working in the field of religious education as a teacher, catechetical leader, youth minister, pastor, pastoral associate, diocesan leader, curriculum developer, etc.
- potential for making a strong contribution to the field of practical theology and religious education
- a clear career path forward after graduation
- strong writing and research capabilities

Requirements

Course Requirements

Course	Title	Credits
Religious Education Core		
REGR 8110	Ph.D. Year 1 Doctoral Seminar (taken both semesters of the first year of studies, for 1.5 credits per semester)	3
REGR 8111	Ph.D. Year 2 Doctoral Seminar (taken both semesters of the second year of studies, for 1.5 credits per semester)	3
REGR 8102	Historical and Philosophical Foundations of Religious Education	3
REGR 8401	Research Methods	3
PMGR 6650	Ethics in Pastoral Ministry	3
PMGR 8628	Pastoral and Practical Theology	3
Electives		
<i>One course from the Fordham University Theology Department or the New York Theological Consortium</i>		3
<i>Two general electives¹</i>		6
<i>Two Religious Education electives²</i>		6
<i>Three GRE electives from outside of the Religious Education area³</i>		9
<i>Two Graduate School of Education electives⁴</i>		6
Dissertation		
Once coursework is complete, the student must enroll in Dissertation Direction (ZZGR 8090) each fall and spring until graduation.		
ZZGR 8040	Dissertation Qualifying Paper	0
ZZGR 8084	Dissertation Format Review	0
Total Credits		48

¹ Students may take any non-restricted course at GRE numbered 6000-7999 as a general elective; if available, doctoral-level courses should be taken. A list of GRE courses can be found in our course listing (p. 862) page.

² Religious education electives are any course with the subject code REGR (p. 1610) numbered 6000-9999, a list of which can be found on our course listing page (p. 862). Courses which have an available doctoral level course number (7000 or higher) must be taken at the higher level.

³ Other area electives are courses with the subject codes PMGR (p. 1515), SPGR (p. 1650), PCGR (p. 1514), or RLGR (p. 1609) numbered 6000-9999, a list of which can be found on our course listing page (p. 862). Courses should be approved during advising with your faculty advisor.

⁴ GSE electives are all courses with the subject codes ASGE (p. 973), CLGE (p. 1121), CTGE (p. 1132), EDGE (p. 1397), PSGE (p. 1572), and UEGE (p. 1698), numbered 6000-9999 (except assessment courses), a list of which can be found on the GSE course listing page (p. 778). Examples of GSE assessment courses include: CLGE 6380, CLGE 7150, CTGE 6012, CTGE 6014, CTGE 6326, CTGE 6504, CTGE 7204, EDGE 6703, PSGE 6401, PSGE 6417, PSGE 6607, PSGE 6609, PSGE 6641, PSGE 6642, PSGE 7412, PSGE 7413, PSGE 7418, PSGE 7422, PSGE 7424, PSGE 7427, PSGE 7429, PSGE 7508, PSGE 7609, and PSGE 7612.

Prerequisites

Students with insufficient background in theology or religious studies may be required to take additional courses, increasing the total number of required credits as necessary. An earned master's degree in a related subject at the time of admission or 24 additional credits of coursework are required to complete the program.

Dissertations and Creative Projects

Ph.D. dissertations and creative projects exemplify excellence in advancing an intellectual project in religion and practice that fulfills the goals of the program.

The dissertation is a literary work of 40,000-60,000 words involving original research according to a methodology, organized by chapters, taking its place amidst academic field-specific discourses while furthering practice in a community, place, or institution.

The creative project makes a unique contribution to practice, within or across situations and aesthetic genres. Its setting may range from public art to the arts of ministry. It may draw from any creative medium, such as writing, visual arts, or performance, and/or various arts of ministry, such as teaching, social action, pastoral care, preaching, worship, and more. Its public(s) must be clear. Students may only undertake creative projects when they have already demonstrated considerable documentable skill in the medium and/or arts of ministry. Creative projects must include a substantial scholarly commentary of 25,000 words on the work that situates it in relation to religion in practice including the fields of practical theology and religious education. Examples include designing a suite of social media materials for youth ministry, creating a curriculum for theological education in prison, or partnering with a community organization to create a permanent public mural. Such projects are viable insofar as they are planned with the approval of a doctoral committee, build on established artistic strengths of the student, are documentable for preservation, and are accompanied by a written scholarly commentary.

Mentor

Students choose dissertation mentors from among the core GRE practical theology and religious education faculty. In consultation with their mentors, they identify two proposed readers based on the topic and scope of their research.

Dissertation Committee

Students must submit the form "Proposed Members of the Dissertation Committee" (available in the Resources (p. 841) section), together with a dissertation thesis statement, and a brief rationale for the selection of mentors and readers. Committee approval requires a majority vote of the core religious education faculty.

Dissertation Proposal

The proposal is a formal document. It should be typed, double-spaced, and professional-looking.

The proposal should make clear exactly what it is the student proposes to do. In other words, it should answer the following questions: What is the issue to be studied? Why is it important to do so? How will it be studied? What contribution will such a study make to our knowledge and understanding of the field of religious education?

The proposal must demonstrate the use of a sound methodology, give evidence of a thorough study of a special field, and show how the

researcher will make an original contribution to the field of religious education.

The proposal could be structured as follows:

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- (4) Purpose and Significance:** topics to be explored in addressing the problem, issue or research questions, and how the research will contribute to scholarship, especially scholarship in religious education.
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4. When the committee members have approved the dissertation, each of them will sign an "Approval of Written Dissertation" form.
5. The "Approval of Written Dissertation" forms will be collected by the mentor and given to the director.
6. The director will notify the assistant dean that a candidate has completed their dissertation. The assistant dean will then check to make sure that the student's transcript, Degree Works graduation checklist, and financial account are up to date.
7. The candidate will submit one hard copy of the dissertation to the director and email a PDF of the dissertation to the assistant dean. The review cannot begin until the student is registered for dissertation format review and cleared by the assistant dean. The assistant dean will submit the copy of the dissertation to the format review editor. Format review assures that the document meets all formatting and stylistic requirements of the GRE and is ready for publication. During the format review, every page of the manuscript, including the introductory material and reference section, is reviewed thoroughly. If the review is returned as unacceptable, the student will have to resubmit for, register and pay for, and review once again. When the dissertation is returned from the format review editor, the assistant dean will notify the student by email. The student is responsible to retrieve the dissertation and complete all of the indicated corrections.
Because of the number of dissertations submitted each semester and the significant amount of time it takes to review each one, deadlines for submission and approval of dissertations by mentors and readers will be strictly adhered to; these deadlines are posted in the academic calendar each semester. Dissertations are reviewed in the order in which they are received. The earlier a dissertation is submitted for review, the more likely a student will be approved for graduation. If a dissertation does not meet the standards of the GRE in the semester in which the oral defense was conducted, the candidate will incur additional charges to register for the next semester and will also need to register for the following graduation.
8. The director will make sure that the mentor has a Ph.D. Summary Sheet and a GRE Degree Certification Form. The mentor will complete these forms and submit them to the director. The director will keep copies of the forms for their files and submit copies to the assistant dean.
9. The director and mentor will work with the assistant dean to make sure that the completion of all degree requirements for the candidate is recorded in Degree Works.
10. Once the format review is complete, a check has been made to ensure that the student's financial account is up to date, and a check has been made to ensure that the student's Degree Works profile is

complete, the Office of the Dean will be notified and the Office of the Dean will schedule the defense.

11. An announcement of the defense (including the time, place, and examiners) must be posted two weeks in advance of the defense.
12. Before the dissertation defense, the director will provide the mentor with the dissertation ballots and the materials the candidate will need to complete before presenting their dissertation to the dean. The defense will be chaired by the assistant dean or another designate of the dean. The chair of the oral defense, who is not on the committee, represents the University at this formal session. The chairperson is charged with protecting the candidate's rights to a fair and appropriate academic assessment and to protect the University's right to conduct a formal assessment of this major doctoral work. The chairperson facilitates the meeting and may participate in the questioning and discussion. However, neither the chairperson nor any other individuals outside the committee votes on the outcome of the defense.
13. The oral defense will focus chiefly on the dissertation research and its impact in the field in which the research was conducted. Immediately following the defense, the committee will evaluate the candidate's research and performance. The outcome of this evaluation will be one of four ratings: (1) Passed, (2) Passed contingent upon minor modifications of dissertation document, (3) Passed but with major revisions (e.g., content), (4) Not acceptable at this time. If changes are required, the candidate will be given a specific time frame in which to make the modifications and submit the revisions to the committee. Failure to meet that deadline may result in the requirement of registration for another semester.

After successful completion of the oral defense and final corrections are approved by mentors and the dean:

1. Email a PDF copy of your dissertation to the assistant dean.
2. Email an extra copy of the title page to the assistant dean.
3. Submit your thesis or project online in ProQuest following the instructions in the Clearance and Commencement section (p. 859) of the bulletin. Please copyright your work in ProQuest before completing the submission process.

Qualifying Papers

The purpose of the qualifying paper (QP) is to demonstrate the candidate's knowledge, aptitude, and readiness for doctoral research.

- The qualifying paper should demonstrate the necessary skills for conducting sustained research and writing at the professional level. In particular, a QP should (i) make plain the motivation for the choice of topic; (ii) show a thorough knowledge of the relevant literature and lines of argumentation; (iii) show an ability to understand, analyze, and evaluate positions and arguments and to formulate and defend an original thesis; (iv) handle references in the style of any leading academic journal.
- Qualifying papers should give strong evidence that a student is willing and able to produce a publishable paper. This means that the

paper could contribute to the ongoing literature on the topic covered. A contribution to the literature can be made, for example, by:

- presenting an argument among several writers and entering the discussion with one's own view;
- tracing historically some concept that is then modified or used to address a contemporary issue;
- providing an illuminating account about a religious educator's arguments or contentions.
- Any paper written while its author was a student in the doctoral program may be submitted as a qualifying paper. The paper may be the result of reworking a research paper from a course. While a paper written for a course may be submitted as a qualifying paper, only rarely will an unrevised version be good enough to meet the standards the faculty applies in evaluating qualifying papers.

Length

Qualifying papers must be 4,500 to 5,000 words.

Formatting

Qualifying papers are to be typed and double-spaced according to the latest edition of *The Chicago Manual of Style*. Papers should be proofread before submission.

Schedule

A qualifying paper must be submitted and approved no later than the fifth semester of a student's program of study (excluding summer semesters).

Evaluation and Approval

To start the QP process, students should submit to the director of the Ph.D. program a petition to appoint a mentor and reader. A mentor must be a core member of the GRE religious education faculty. All GRE core faculty members may serve as a reader.

When the final paper is judged to be acceptable by both readers, it is approved.

- Those who fail to meet the qualifying paper requirement will be dismissed from the program.
- If the qualifying paper is approved, the student is required to submit a copy of the qualifying paper with a signed title page to the religious education area coordinator. A copy of the signed title page will be placed in the student's file.
- In all cases, the qualifying paper should be approved before the student's dissertation proposal hearing.

Qualifying papers cannot be accepted until all grades of Incomplete are removed and changed to a final grade.

Program Policies

Continuous Enrollment

The Ph.D. program in religious education has a continuous enrollment policy. This means that graduate students matriculated in the Ph.D. program must register every fall and spring semester until graduation. Students are considered registered when enrolled for coursework or dissertation mentoring. The only exception to this policy is in the case of an approved leave of absence.

Special Registration

Regularly scheduled GRE courses will constitute the bulk of coursework for doctoral students. Other options for registration include courses offered at other Fordham graduate schools, courses at other schools within the New York Doctoral Consortium, and audits.

Satisfactory Academic Performance and Progress

Academic Performance

Students who do not meet the minimal standards for academic performance are on academic probation. Minimal satisfactory academic performance is defined as having a grade point average (GPA) of at least 3.50 (B+ average). Any student receiving any University financial aid must maintain a 3.5 cumulative GPA as a minimal requirement for continuation of the aid. Administrative "Fs" are computed as "Fs" (0.00) for the purpose of determining the grade point average.

Students who are below the required grade point average may not submit qualifying papers without the dean's permission.

Academic Progress

Satisfactory academic progress is defined as completing at least one of the requirements each semester after the semester in which coursework is completed. Requirements include the qualifying paper, dissertation proposal, chapters of the dissertation, and the dissertation defense.

Unsatisfactory progress may include an excessive number of withdrawals, incompletes, leaves of absence, or other delays in meeting the requirements for the degree.

Students who do not complete one requirement each semester are on academic probation. These students have the next semester to complete the requirement and to file a mandatory timetable for completing all remaining requirements. The timetable must include at least one deadline per semester (e.g., "complete Chapter 1 to 3 of the dissertation in Fall semester"). If the requirement is unmet by the end of the semester, or if the timetable deadlines are missed, the dean, in consultation with the religious education area, will make a decision about whether or not to disenroll the student from the Ph.D. program.

Doctoral students who have not secured approval of their dissertation proposal five semesters before the expiration of their time limit are on academic probation. Such students have one semester to secure approval of the dissertation proposal and a timetable for completion of the dissertation. If they do not secure approval of the proposal and the timetable, the dean, in consultation with the religious education area, will make a decision about disenrollment from the Ph.D. program.

Please note that an individual student's requirements for academic progress may be affected by the time remaining until the student reaches the time limit for degree completion.

Notwithstanding their academic performance or the time remaining for completion of degree requirements, students who do not make satisfactory progress toward the degree may be disenrolled from the program.

The dean reserves the right to review doctoral students' work and to decide to disenroll those who are not making satisfactory academic progress.

Students who are below the required grade point average may not submit qualifying papers without the dean's permission.

Academic Advisement Procedure and Sequence

Upon acceptance each student is assigned an academic adviser. The adviser is to be consulted at each registration period. Each student is required to take a minimum of six credits per semester.

Requests for independent study courses and substitutions to required courses must be approved by a majority of the religious education faculty and the dean. See Independent Study Courses and Substitutions to Required Courses below for additional information.

Students are required to fulfill coursework requirements prior to taking the Dissertation Mentoring Seminar.

All students who have completed course work are required to enroll in the Dissertation Mentoring Seminar each semester until they defend their dissertation. Credits earned from taking the Dissertation Mentoring Seminar do not count toward the 48 credits needed to complete course work for the Ph.D. degree.

Once the student has chosen a dissertation mentor, academic advising is rendered by the mentor.

Independent Study Courses

Petitions from matriculated Ph.D. students for independent study can be presented in writing to the religious education area when and if they meet the following criteria: (1) a required course is not being offered in the given semester, or (2) the Independent Study will be taken in the last semester of the program of study.

Petitions must be reviewed and approved by a majority of the religious education faculty before they are sent to the dean for final approval.

Substitutions for Required Courses

Petitions from matriculated Ph.D. students for substitutions to required core courses must be presented in writing to the religious education area for review and approval in a timely manner before being sent to the dean for final approval. These requests should be submitted in the semester before the end of coursework, or before the semester in which the substituted course would be taken.

Commencement

Only doctoral students who have passed format review and successfully defended their dissertations may walk in the commencement procession, be seated on the dais, and have their names announced during the University commencement ceremony.

For more information refer to the Policies and Procedures (p. 852) section of the GRE Bulletin.

Resources

Sample Documents

Sample of Vita

Sample Dissertation Title Page

Sample "Prepared Under My Direction" form

Forms

Proposed Dissertation Committee Form

Religious Education (Ph.D.)

The Ph.D. in Religious Education degree has been replaced for newly admitted students by the Ph.D. in Religion and Practice (p. 836). No additional students will be admitted to this program in the future.

This program is offered only on campus.

The Ph.D. in religious education prepares professionals for leadership in religious education. Specifically, it provides students with an understanding of the distinctive nature of the field of religious education as an interdisciplinary area of research and scholarship at the intersection of the academic disciplines of theology/religious studies and education.

In their coursework students explore the religious and educational development of children, youth, and adults; historical and contemporary approaches to religious education: and the personal, social, and communal dimensions of education in faith. The program focuses on Christian traditions of religious education, while also exploring how a concern for interreligious education is constitutive of the theory and practice of religious education.

Graduates of the program contribute to substantive research and scholarship, and the development of practical approaches to religious education. The program is known for its comprehensive religious education curriculum, and the accessibility of faculty members and their dedication to mentoring students.

The curriculum is 48 credits and includes required courses and seminars, a qualifying paper, a dissertation proposal, and the writing and oral defense of a doctoral dissertation. Students will ordinarily devote the equivalent of two full years on campus to course work. Reading knowledge of languages other than English may be required if the scope and nature of the dissertation warrants such knowledge.

CIP Code

39.0401 - Religious Education.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Although the Ph.D. admissions committee invites those with a background from a variety of fields of study and work experience, applicants who are most successful in earning a place to study in our Ph.D. in religious education program have:

- earned an M.A. in religious education, practical theology, pastoral ministry, religious studies, or equivalent;
- earned a 3.5 GPA (graduate program);

- experience working in the field of religious education as a teacher, catechetical leader, youth minister, pastor, pastoral associate, diocesan leader, curriculum developer, etc.;
- a potential for making a strong contribution to the field of religious education as teaching scholars;
- a clear career path moving forward after graduation;
- strong writing and research capabilities.

Requirements

Course Requirements

Course	Title	Credits
Religious Education Core		
REGR 6140	Curriculum and Religious Education	3
REGR 6180	Religious and Educational Development of Children and Youth	3
REGR 8102	Historical and Philosophical Foundations of Religious Education	3
REGR 8120	Education for Peace and Justice	3
REGR 8401	Research Methods	3
REGR 8580	Young Adult / Adult Ministry and Education	3
Electives		
<i>Three Religious Education electives</i> ¹		9
<i>Two general electives</i> ²		6
<i>Three other area electives</i> ³		9
<i>Two Graduate School of Education electives</i> ⁴		6
Dissertation		
Once coursework is complete, the student must enroll in Dissertation Direction (ZZGR 8090) each fall and spring until graduation.		
ZZGR 8040	Dissertation Qualifying Paper	0
ZZGR 8084	Dissertation Format Review	0
Total Credits		48

¹ Religious education electives are any course with the subject code REGR (p. 1610) numbered 7000-9999, a list of which can be found on our course listing page (p. 862).

² Students may take any non-restricted course at GRE numbered 6000-7999 as a general elective; if available, doctoral-level courses should be taken. A list of GRE courses can be found in our course listing page.

³ Other area electives are courses with the subject codes PMGR (p. 1515), SPGR (p. 1650), PCGR (p. 1514), or RLGR (p. 1609) numbered 7000-9999, a list of which can be found on our course listing page (p. 862).

⁴ GSE electives are all courses with the subject codes ASGE (p. 973), CLGE (p. 1121), CTGE (p. 1132), EDGE (p. 1397), PSGE (p. 1572), and UEGE (p. 1698), numbered 6000-9999 (except assessment courses), a list of which can be found on the GSE course listing page (p. 778). Examples of GSE assessment courses include: CLGE 6380, CLGE 7150, CTGE 6012, CTGE 6014, CTGE 6326, CTGE 6504, CTGE 7204, EDGE 6703, PSGE 6401, PSGE 6417, PSGE 6607, PSGE 6609, PSGE 6641, PSGE 6642, PSGE 7412, PSGE 7413, PSGE 7418, PSGE 7422, PSGE 7424, PSGE 7427, PSGE 7429, PSGE 7508, PSGE 7609, and PSGE 7612.

Prerequisites

Students with insufficient background in theology or religious studies may be required to take additional courses, increasing the total number of required credits as necessary.

Dissertations

The Ph.D.'s chief goal is the advancement of original scholarship in religious education for the sake of church, academy, and society. The Ph.D. program provides research training in a manner that fosters the development of independent research skills. These skills include the capacity to formulate a significant problem, to develop mastery of appropriate conceptual and methodological skills, and to relate the research topic to the broader framework of knowledge in religious education. The doctoral dissertation provides evidence of a contribution to knowledge with a high level of originality.

A dissertation is an extended written study of a stated subject, based on original research and independent inquiry. It is a written report and analysis of data collected through careful and thorough research of all available sources relevant to the chosen topic. It embodies the results of critical reflection and questioning. It is both investigative and evaluative.

Dissertations vary in their data collection procedures. Some involve documents research and critical evaluation. These are primarily library-based. Others involve the use of questionnaires, interviews, and observation. These are primarily field-based. Many studies use a combination of both approaches.

The dissertation is the distinguishing characteristic of the Ph.D. degree, and the quality of the dissertation is a primary hallmark of the quality of a doctoral program.

Mentor

Students choose dissertation mentors from among the core GRE religious education faculty. In consultation with their mentors, they identify two proposed readers based on the topic and scope of their research.

Dissertation Committee

Students must submit the form "Proposed Members of the Dissertation Committee" (available in the Resources section), together with a dissertation thesis statement, and a brief rationale for the selection of mentors and readers. Committee approval requires a majority vote of the core religious education faculty.

Dissertation Proposal

The proposal is a formal document. It should be typed, double-spaced, and professional looking.

The proposal should make clear exactly what it is the student proposes to do. In other words, it should answer the following questions: What is the issue to be studied? Why is it important to do so? How will it be studied? What contribution will such a study make to our knowledge and understanding of the field of religious education?

The proposal must demonstrate the use of a sound methodology, give evidence of a thorough study of a special field, and show how the researcher will make an original contribution to the field of religious education.

The proposal could be structured as follows:

(1) Introduction: description of the problem, issue, or research question to be dealt with, why the student considers it important, what the student has to say that has not been stated by others, and how the student proposes to contribute to the solution or answer.

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4. When the committee members have approved the dissertation, each of them will sign an "Approval of Written Dissertation" form.
5. The "Approval of Written Dissertation" forms will be collected by the mentor and given to the director.
6. The director will notify the assistant dean that a candidate has completed their dissertation. The assistant dean will then check to make sure that the student's transcript, Degree Works graduation checklist, and financial account are up to date.
7. The candidate will submit one hard copy of the dissertation to the director and email a PDF of the dissertation to the assistant dean. The review cannot begin until the student is registered for dissertation format review and cleared by the assistant dean. The assistant dean will submit the hard copy of the dissertation to the format review editor. Format review assures that the document meets all formatting and stylistic requirements of the GRE and is ready for publication. During the format review, every page of the manuscript, including the introductory material and reference section, is reviewed thoroughly. If the review is returned as unacceptable, the student will have to resubmit for, register and pay for, and review once again.
12. Before the dissertation defense, the director will provide the mentor with the dissertation ballots and the materials the candidate will need to complete before presenting their dissertation to the dean.
13. The oral defense will focus chiefly on the dissertation research and its impact in the field in which the research was conducted. Immediately following the defense, the committee will evaluate the candidate's research and performance. The outcome of this evaluation will be one of four ratings: (1) Passed, (2) Passed contingent upon minor modifications of dissertation document, (3) Passed but with major revisions (e.g., content), (4) Not acceptable at this time. If changes are required, the candidate will be given a specific time frame in which to make the modifications and submit the revisions to the committee. Failure to meet that deadline may result in the requirement of registration for another semester.

The defense will be chaired by the assistant dean or another designate of the dean. The chair of the oral defense, who is not on the committee, represents the University at this formal session. The chairperson is charged with protecting the candidate's rights to a fair and appropriate academic assessment and to protect the University's right to conduct a formal assessment of this major doctoral work. The chairperson facilitates the meeting and may participate in the questioning and discussion. However, neither the chairperson nor any other individuals outside the committee votes on the outcome of the defense.

When the dissertation is returned from the format review editor, the assistant dean will notify the student by email. The student is responsible to retrieve the dissertation and complete all of the indicated corrections.

Because of the number of dissertations submitted each semester and the significant amount of time it takes to review each one, deadlines for submission and approval of dissertations by mentors and readers will be strictly adhered to; these deadlines are posted in the academic calendar each semester.

Dissertations are reviewed in the order in which they are received. The earlier a dissertation is submitted for review, the more likely a student will be approved for graduation. If a dissertation does not meet the standards of the GRE in the semester in which the oral defense was conducted, the candidate will incur additional charges to register for the next semester and will also need to register for the following graduation.

8. The director will make sure that the mentor has a Ph.D. Summary Sheet and a GRE Degree Certification Form. The mentor will complete these forms and submit them to the director. The director will keep copies of the forms for their files and submit copies to the assistant dean.
9. The director and mentor will work with the assistant dean to make sure that the completion of all degree requirements for the candidate is recorded in DegreeWorks.
10. Once the format review is complete, a check has been made to ensure that the student's financial account is up to date, and a check has been made to ensure that the student's DegreeWorks profile is complete, the Office of the Dean will be notified and the Office of the Dean will schedule the defense.
11. An announcement of the defense (including the time, place, and examiners) must be posted two weeks in advance of the defense.

After successful completion of the oral defense and final corrections are approved by mentors and the dean:

1. Email a PDF copy of your dissertation to the assistant dean.
2. Email an extra copy of the title page to the assistant dean.
3. Submit your thesis or project online in ProQuest following the instructions in the Clearance and Commencement section (p. 859) of the bulletin. **Please copyright your work in ProQuest before completing the submission process.**

Qualifying Papers

The purpose of the qualifying paper (QP) is to demonstrate the candidate's knowledge, aptitude, and readiness for doctoral research.

- The qualifying paper should demonstrate the necessary skills for conducting sustained research and writing at the professional level. In particular, a QP should (i) make plain the motivation for the choice of topic; (ii) show a thorough knowledge of the relevant literature and lines of argumentation; (iii) show an ability to understand, analyze, and evaluate positions and arguments and to formulate and defend an original thesis; (iv) handle references in the style of any leading academic journal.
- Qualifying papers should give strong evidence that a student is willing and able to produce a publishable paper. This means that the paper could contribute to the ongoing literature on the topic covered. A contribution to the literature can be made, for example, by
 - presenting an argument among several writers and entering the discussion with one's own view;
 - tracing historically some concept that is then modified or used to address a contemporary issue;

- providing an illuminating account about a religious educator's arguments or contentions.
- Any paper written while its author was a student in the doctoral program may be submitted as a qualifying paper. The paper may be the result of reworking a research paper from a course. While a paper written for a course may be submitted as a qualifying paper, only rarely will an unrevised version be good enough to meet the standards the faculty applies in evaluating qualifying papers.

Length

Qualifying papers must be 4,500 to 5,000 words.

Formatting

Qualifying papers are to be typed and double-spaced according to the latest edition of *The Chicago Manual of Style*. Papers should be proofread before submission.

Schedule

A qualifying paper must be submitted and approved no later than the fifth semester of a student's program of study (excluding summer semesters).

Evaluation and Approval

To start the QP process, students should submit to the director of the Ph.D. program a petition to appoint a mentor and reader. A mentor must be a core member of the GRE religious education faculty. All GRE core faculty members may serve as a reader.

When the final paper is judged to be acceptable by both readers, it is approved.

- Those who fail to meet the qualifying paper requirement will be dismissed from the program.
- If the qualifying paper is approved, the student is required to submit a copy of the qualifying paper with a signed title page to the religious education area coordinator. A copy of the signed title page will be placed in the student's file.
- In all cases, the qualifying paper should be approved before the student's dissertation proposal hearing.

Qualifying papers cannot be accepted until all grades of Incomplete are removed and changed to a final grade.

Program Policies

Continuous Enrollment

The Ph.D. program in religious education has a continuous enrollment policy. This means that graduate students matriculated in the Ph.D. program must register every fall and spring semester until graduation. Students are considered registered when enrolled for coursework or dissertation mentoring. The only exception to this policy is in the case of an approved leave of absence.

Special Registration

Regularly scheduled GRE courses will constitute the bulk of coursework for doctoral students. Other options for registration include courses offered at other Fordham graduate schools, courses at other schools within the New York Doctoral Consortium, and audits.

Satisfactory Academic Performance and Progress

Academic Performance

Students who do not meet the minimal standards for academic performance are on academic probation. Minimal satisfactory academic performance is defined as having a grade point average (GPA) of at least 3.50 (B+ average). Any student receiving any University financial aid must maintain a 3.5 cumulative GPA as a minimal requirement for continuation of the aid. Administrative "Fs" are computed as "Fs" (0.00) for the purpose of determining the grade point average.

Students who are below the required grade point average may not submit qualifying papers without the dean's permission.

Academic Progress

Satisfactory academic progress is defined as completing at least one of the requirements each semester after the semester in which coursework is completed. Requirements include the qualifying paper, dissertation proposal, chapters of the dissertation, and the dissertation defense.

Unsatisfactory progress may include an excessive number of withdrawals, incompletes, leaves of absence, or other delays in meeting the requirements for the degree.

Students who do not complete one requirement each semester are on academic probation. These students have the next semester to complete the requirement and to file a mandatory timetable for completing all remaining requirements. The timetable must include at least one deadline per semester (e.g., "complete Chapter 1 to 3 of the dissertation in Fall semester"). If the requirement is unmet by the end of the semester, or if the timetable deadlines are missed, the dean, in consultation with the religious education area, will make a decision about whether or not to disenroll the student from the Ph.D. program.

Doctoral students who have not secured approval of their dissertation proposal five semesters before the expiration of their time limit are on academic probation. Such students have one semester to secure approval of the dissertation proposal and a timetable for completion of the dissertation. If they do not secure approval of the proposal and the timetable, the dean, in consultation with the religious education area, will make a decision about disenrollment from the Ph.D. program.

Please note that an individual student's requirements for academic progress may be affected by the time remaining until the student reaches the time limit for degree completion.

Notwithstanding their academic performance or the time remaining for completion of degree requirements, students who do not make satisfactory progress toward the degree may be disenrolled from the program.

The dean reserves the right to review doctoral students' work and to decide to disenroll those who are not making satisfactory academic progress.

Students who are below the required grade point average may not submit qualifying papers without the dean's permission.

Academic Advisement Procedure and Sequence

Upon acceptance each student is assigned an academic adviser. The adviser is to be consulted at each registration period. Each student is required to take a minimum of six credits per semester.

Requests for independent study courses and substitutions to required courses must be approved by a majority of the religious education faculty and the dean. See Independent Study Courses and Substitutions to Required Courses below for additional information.

Students are required to fulfill coursework requirements prior to taking the Dissertation Mentoring Seminar.

All students who have completed course work are required to enroll in the Dissertation Mentoring Seminar each semester until they defend their dissertation. Credits earned from taking the Dissertation Mentoring Seminar do not count toward the 48 credits needed to complete course work for the Ph.D. degree.

Once the student has chosen a dissertation mentor, academic advisement is rendered by the mentor.

Independent Study Courses

Petitions from matriculated Ph.D. students for independent study can be presented in writing to the religious education area when and if they meet the following criteria: (1) a required course is not being offered in the given semester, or (2) the Independent Study will be taken in the last semester of the program of study.

Petitions must be reviewed and approved by a majority of the religious education faculty before they are sent to the dean for final approval.

Substitutions for Required Courses

Petitions from matriculated Ph.D. students for substitutions to required core courses must be presented in writing to the religious education area for review and approval in a timely manner before being sent to the dean for final approval. These requests should be submitted in the semester before the end of coursework, or before the semester in which the substituted course would be taken.

Commencement

Only doctoral students who have passed format review and successfully defended their dissertations may walk in the commencement procession, be seated on the dais, and have their names announced during the University commencement ceremony.

For more information refer to the Policies and Procedures (p. 852) section of the GRE Bulletin.

Resources

Sample Documents

Sample of Vita

Sample Dissertation Title Page

Sample "Prepared Under My Direction" form

Forms

Proposed Dissertation Committee Form

Advanced Certificate Programs

- Christian Spirituality (Adv Cert) (p. 847)
- Jesuit Studies (Adv Cert) (p. 848)
- Spiritual Direction (Adv Cert) (p. 848)
- Supervision (Adv Cert) (p. 851)
- Trauma-Informed Care (Adv Cert) (p. 852)

Christian Spirituality (Adv Cert)

This program is offered online or on campus.

The advanced certificate program in Christian spirituality is for those who wish to deepen their understanding of Christian spirituality. Students may complete the program for faith formation, for personal enrichment, or to aid their ministry work in houses of worship.

The certificate can also serve as an introduction to our Master of Arts (M.A.) in Christian spirituality program or our programs in religious education, pastoral mental health counseling, and pastoral ministry. Successful completion of the certificate program will grant you admission to the Master of Arts (M.A.) in Christian spirituality program.

Student Learning Outcomes

1. Students will demonstrate facilities with methods of research in specific theological disciplines for post-graduate and doctoral studies.
2. Students will communicate the Christian story competently to make it accessible through a variety of means (e.g. teaching, writing, dialogue, personal consultation).
3. Students will articulate the relationship between the Christian tradition and their professional practice and spiritual development.
4. Students will articulate a well rounded knowledge and critical appropriation of Jesuit Spirituality and the Catholic intellectual tradition.
5. Students will use tools of literary, cultural, historical, and social analysis in the interpretation of various cultures and their relationship to the Christian tradition.

Are you interested in attending the Graduate School of Religion and Religious Education? Request more information or schedule an information session today.

Admissions

Admission to the advanced certificate in Christian spirituality program is open to all who have earned a bachelor's degree.

Requirements

Course	Title	Credits
SPGR 6702 & SPGR 6703	History of Christian Spirituality I and History of Christian Spirituality II	6
SPGR 6830	Discernment in the Christian Tradition	3
RLGR 6011 or RLGR 6010	New Testament Old Testament	3
One Spirituality elective ¹		3
One elective ²		3
Total Credits		18

¹ A spirituality Elective is any course with the SPGR subject code numbered 6000–7999. A list of these courses can be found on the course listing page (p. 862).

² An elective is any class within GRE—or any graduate-level class at Fordham University or in the New York Theological Consortium approved by your academic adviser. A list of GRE courses can be found on our course listing page (p. 862).

Jesuit Studies (Adv Cert)

Overview

This hybrid program offers both on-campus and online coursework.

The advanced certificate in Jesuit studies offers Jesuit university, secondary school, parish, and chaplain employees and other interested parties an in-depth introduction to the history, spirituality, pedagogy, and multiple contexts pertinent to the burgeoning academic field of Jesuit studies. In addition to online coursework, students in the program participate in a summer residential program on campus. Coursework is characterized by lectures, readings, presentations, and research/reflection papers.

Student Learning Outcomes

1. Students will articulate a well rounded knowledge and critical appropriation of Jesuit Spirituality and the Catholic intellectual tradition.
2. Students will use tools of literary, cultural, historical, and social analysis in the interpretation of various cultures and their relationship to the Christian tradition.

Are you interested in attending the Graduate School of Religion and Religious Education? Request more information or schedule an information session today.

Admissions

Admissions requirements include the following:

1. A Bachelor's Degree
2. Completed application

Requirements

The advanced certificate in Jesuit studies comprises 18 credits and requires the following courses:

Course	Title	Credits
SPGR 6742	The Ignatian Way	3
RLGR 6872	History of the Jesuits	3
SPGR 6830	Discernment in the Christian Tradition	3
SPGR 6703	History of Christian Spirituality II	3
<i>Choose two of the following courses:</i>		
SPGR 6702	History of Christian Spirituality I	6
SPGR 7760	Christian Spirituality and Leadership	
SPGR 7792	Contemporary Christian Spirituality	
SPGR 7794	Women Mystics	
SPGR 7870	Spiritual Direction: Theology and Practice	
RLGR 6032	Church and Society	
RLGR 7031	Theology of the Human Person	
Total Credits		18

Students who complete this advanced certificate and are later admitted to the M.A. in Christian spirituality (p. 808) may apply the credits earned as part of the advanced certificate towards the M.A. degree.

Spiritual Direction (Adv Cert)

This program is offered online or on campus.

The advanced certificate in spiritual direction is designed to assess a student's potential to become a spiritual director, and it supports students in their efforts to:

- discern a call to this ministry;
- formulate a model of spiritual direction and chaplaincy, and
- develop the specific skills required to serve as a spiritual director.

Graduates of the program serve as high school and college campus ministers, retreat directors, and spiritual directors.

Student Learning Outcomes

1. Students will demonstrate facilities with methods of research in specific theological disciplines for post graduate and doctoral studies.
2. Students will communicate the Christian story competently to make it accessible through a variety of means (e.g. teaching, writing, dialogue, personal consultation).
3. Students will articulate the relationship between the Christian tradition and their professional practice and spiritual development.
4. Students will articulate a well rounded knowledge and critical appropriation of Jesuit Spirituality and the Catholic intellectual tradition.
5. Students will use tools of literary, cultural, historical, and social analysis in the interpretation of various cultures and their relationship to the Christian tradition.

- 6. Students will demonstrate a well-rounded and critical appropriation of effective ministerial skill in ecclesial, congregational, and institutional settings with theological understanding and practical skills consistent with his/her specialization.

Are you interested in attending the Graduate School of Religion and Religious Education? Request more information or schedule an information session today.

Admissions

All those looking to apply must have or submit:

- a Master of Arts (M.A.) degree in theology, ministry, or a related field;
- nine graduate credits in fundamental theology and sacred scripture (which may have been taken as part of, or separately from, the master's degree coursework);
- evidence of at least one year of experience in ministry or under spiritual direction;
- a letter of recommendation from a religious superior or spiritual director.

One cannot consider being a spiritual director without first fostering one's own spiritual life. Students who feel drawn to this ministry are advised to start by seeking a spiritual director for themselves. Participation in monthly spiritual direction with a credentialed spiritual director for at least one year is a prerequisite for admission to this program. However, in some circumstances, if an applicant has met all other admission requirements, they may contact the program director to request a waiver of this requirement. Students are expected to continue in spiritual direction throughout their course of studies.

Resources regarding spiritual direction can be found at Spiritual Directors International and the Ignatian Spiritual Direction Initiative.

Requirements

Course Requirements

Course	Title	Credits
SPGR 7870	Spiritual Direction: Theology and Practice	3
PCGR 6440	Pastoral Counseling Skills	3
SPGR 6830	Discernment in the Christian Tradition	3
SPGR 7740 & SPGR 7741	Spiritual Direction Practicum I and Spiritual Direction Practicum II	6
<i>One Spirituality elective course from the following:</i>		3
SPGR 6702	History of Christian Spirituality I or SPGR 670History of Christian Spirituality II	
SPGR 6742	The Ignatian Way	
SPGR 6792	Contemporary Christian Spirituality	
Total Credits		18

The Spiritual Direction Practicum

The Spiritual Direction Practicum offers students the opportunity to fully discern their call to this ministry. Students are encouraged to develop spiritual direction definitions that align with their individual approaches.

The Practicum's director and supervisors support students by offering their feedback and collaboration throughout the training program.

Before students are eligible to apply for the Practicum, they must have participated in one year of monthly spiritual direction sessions and have completed the following required courses:

- SPGR 7870 Spiritual Direction: Theology and Practice
- SPGR 6830 Discernment in the Christian Tradition
- PCGR 6440 Pastoral Counseling Skills

Students apply to enroll in the Practicum by writing a spiritual autobiography, submitting a referral form from a spiritual director, and participating in interviews with the Practicum's director and the coordinator of the certificate program. The interview component is essential to our assessment of students' readiness to enter the Practicum. GRE registers students for the Practicum after their acceptance has been reported to the assistant dean by the Practicum's director.

For further information, please see "Practicum Prerequisites (p. 850)" and "Applying to the Practicum (p. 850)" below.

Practicum Description

The Spiritual Direction Practicum is a two-semester (fall and spring) program designed for students who are discerning their potential for this ministry. The Practicum offers academic resources alongside supervised experiential spiritual direction, which allows students to attain higher proficiency as reflective practitioners. Through this program, students gain the opportunity to integrate classroom knowledge with practical experience.

The Practicum sequence begins each fall semester and consists of the following courses:

- SPGR 7740 Spiritual Direction Practicum I
- SPGR 7741 Spiritual Direction Practicum II

The Practicum's two-term sequence consists of five components: monthly learning sessions, Blackboard discussions, reflection, spiritual direction practice, and individual supervision. Each component is described below.

1. Monthly Learning Sessions

These sessions¹ occur monthly from 10 a.m. to 4:30 p.m. and include:

- the study of different ways of prayer;
- prayer and reflection;
- updates on students' direction sessions and supervision sessions;
- lectures by the Practicum's director;
- small group collaboration, in which students practice listening and empathic skills by drawing personal experiences of prayer in a meditative, contemplative, and confidential setting in order to emulate the atmosphere of a spiritual direction session;
- group discussion of assigned articles and videos that address topics related to the practice of spiritual direction;
- role-play activities on issues related to the practice of spiritual direction.

2. Blackboard Discussions²

Students participate in eight online discussions (four in each term of the Practicum) on books and videos about spiritual direction using Blackboard's discussion board feature. Students write a major post that addresses their learning, impressions, doubts, reactions, concerns, and insights (200 to 250 words). Every student reads each of their classmates' major posts and then writes a minor post (100 to 150 words each) that responds to the contributions of two classmates.

3. Reflection

Each student submits a five-page reflection paper at the end of each semester (Practicum I and Practicum II) that responds to the following prompts:

1. Describe which readings most engaged or challenged you and why.
2. Choose one topic from the readings and discuss how you might apply it fruitfully to your own spiritual direction ministry.

4. Spiritual Direction Practice

Students are involved in the spiritual direction of two or more persons every three to four weeks. This practice begins in late October or early November and ends in May. Students are responsible for finding their directees. In the past, students have sometimes been assisted by the University's campus ministry office or have sought out individuals from their church, parish, community, and the like.

5. Individual Supervision

Students participate in seven, one-hour supervision sessions while using the verbatim format with a supervisor who has been assigned by the Practicum's director. There is one supervision session per month from November to May.

For further details, see "Practicum Course Requirements (p. 851)" below.

Practicum Prerequisites

1. Students must have participated in monthly spiritual direction with a credentialed spiritual director for at least one year before beginning the Practicum.

Students are encouraged to consult the following resources for finding a spiritual director:

- Fordham Campus Ministry
- Spiritual Directors International
- Ignatian Spiritual Direction Initiative

2. Before beginning the Practicum, students must successfully complete the three required courses listed below.

- SPGR 7870 Spiritual Direction: Theology and Practice
- SPGR 6830 Discernment in the Christian Tradition
- PCGR 6440 Pastoral Counseling Skills

Applying to the Practicum

Applications for the annual Practicum are considered from April through May. The three parts of the application (spiritual autobiography, interviews, and referral form) are described below.

1. The Spiritual Autobiography

Students compose and submit a spiritual autobiography (three to five pages, typed, and double-spaced) which focuses on your call to seek the ministry of spiritual direction. Each spiritual biography responds to the questions listed below.

2. Interview

After students submit their spiritual autobiographies, Father Francis X. McAloon, S.J., and Dr. Luz Marina Díaz will schedule interviews with applicants via Zoom. The instructors from your courses in Discernment in the Christian Tradition, Spiritual Direction: Theology and Practice, and Pastoral Counseling Skills may also be consulted in arriving at a decision regarding your application.

3. Your Spiritual Director's Referral Form

Students submit a referral form that has been completed by their spiritual director. The referral form should state the spiritual director's credential, length of the director-directee relationship (for at least one year prior), and the spiritual direction model. The referral forms should be sent as an email attachment to the Practicum's director, Dr. Luz Marina Díaz (aludiaz@fordham.edu).

After the steps above have been completed, students are sent an email that explains whether or not they have been accepted into the Practicum.

Upon Acceptance to the Practicum

1. The Assistant Dean will be notified of your acceptance to the Spiritual Direction Practicum. You do not need to register; GRE is in charge of the student registration process for the Practicum.
2. You will receive a **Welcome Letter** by email that includes important information about the Practicum.
3. Carefully review the information in the Welcome Letter with particular attention to the syllabus, requirements, evaluation, and individual remediation policy (IRP) plan. After your review, please print and sign the Welcome Letter indicating that you have read and understand the contents of this program and agree to abide by the policy and procedures outlined. Once signed, please attach your Welcome Letter to an email and send it to your program adviser and the Practicum's director, Dr. Luz Marina Díaz (aludiaz@fordham.edu). Your signed Welcome Letter will remain in your file.
4. **Proof of liability insurance coverage** for serving as a student spiritual director must be provided in writing, before Practicum I sessions begin, to the Practicum's director, Dr. Luz Marina Díaz (aludiaz@fordham.edu). Discounted liability insurance is available at www.americanprofessional.com/student to benefit student membership in Spiritual Directors International (www.sdicompanions.org).

Evaluation

Practicum I and II are graded on a Pass/Fail basis. A passing grade will be granted for satisfactory completion of all requirements (see

"Practicum Course Requirements (p. 851)" for details). Additionally, students must demonstrate professional, ministerial conduct and mastery of spiritual direction skills. This includes but is not limited to:

1. Meeting professional standards of behavior in spiritual direction sessions;
2. Participating in Practicum and supervision sessions which address ethical behavior related to professional boundaries, professional identity, and openness to supervision;
3. Developing the necessary skills to meet the competency of a professional spiritual director including empathy, self-care, a contemplative attitude, and reflective listening;
4. Welcoming feedback in individual supervision, peer supervision, and small group settings (i.e. triads and quads);
5. Maintaining appropriate boundaries in Practicum, supervision, and spiritual direction settings;
6. Showing professional responsibility, personal maturity, emotional integration, and ethical knowledge and behavior as indicated in the Spiritual Direction Guidelines of Ethical Conduct.

Practicum Course Requirements

1. Attend and participate in all sessions and Blackboard discussions.
2. Submit a five-page reflection paper at the end of each semester (Practicum I and Practicum II) that responds to the following prompts:
 - a. Describe which readings most engaged or challenged you and why.
 - b. Choose one topic from the readings and discuss how you might apply it fruitfully to your own spiritual direction ministry.
3. Receive monthly spiritual direction.
4. Be involved in directing two or more persons every three to four weeks from late October or early November to May.
5. Meet seven times with a supervisor between November and May using the verbatim format.
6. Ensure the submission of the Initial Agreement with Supervisor form. The Supervisor will complete the form and send it to the Practicum's director at the beginning of Practicum I.
7. Submit the Supervisor Release form.³ Students complete the form and send it to the Practicum's director at the beginning of Practicum I.
8. Ensure the submission of the Supervisor Evaluation. Supervisors send the Practicum's director an evaluation of students' progress at the end of Practicum I and Practicum II.
9. Submit a Verbatim, Contemplative Reflection form, and your responses the summary evaluation questions.³ Students submit a verbatim (using the Verbatim form), the Contemplative Reflection form and a summary evaluation to the Practicum's director at the end of Practicum I and Practicum II.
10. Listen openly and share the fruit of personal prayer experiences in a reflective and confidential atmosphere within the group.
11. Additional activities may be required at the discretion of the Practicum's director.

¹ Monthly sessions are conducted following the dates on the Practicum syllabus.

² The Practicum's director and students determine the Blackboard discussion dates on the first session of each semester.

³ These forms are included in the Individual Information Process document that is sent via email by the Practicum's director to supervisors and students at the beginning of Practicum I.

Supervision (Adv Cert)

Overview

This program is offered online.

Fordham's advanced certificate in supervision offers experienced spiritual directors formation in the art and practice of supervision, along with a process for discerning a call to supervision ministry. Training features both cognitive and applied learning and includes resource gathering, modeling, discerning, practicing, demonstrating, case preparation, mentoring, reflecting, researching, writing, and supervised fieldwork.

Graduates of this program will be prepared to offer supervision across ministerial settings and collaborate with others in the formation and ongoing care of spiritual directors and other pastoral ministers. Career objectives for the advanced certificate in supervision include enhancing skills for current spiritual direction ministries and increasing opportunities for work as supervisors in spiritual direction formation programs, retreat houses, campus ministry programs, schools, and parish settings. There is a strong demand for such supervisors in the United States and Canada, as well as overseas.

Are you interested in attending the Graduate School of Religion and Religious Education? Request more information or schedule an information session today.

Admissions

1. A bachelor's degree
2. Completed application
3. Graduation from a substantial spiritual direction formation program
4. Three to five years of supervised spiritual direction practice
5. Commitment to receiving ongoing spiritual direction/supervision
6. Letters of recommendation from current spiritual director and supervisor
7. Interview

Requirements

The requirements for the advanced certificate in supervision are as follows:

Course	Title	Credits
SPGR 6910	Introduction to Supervision	3
SPGR 6912	Practicum in Formal Supervision	3
SPGR 6914	Practicum in Informal Supervision	3
SPGR 6916	Practicum in Group Supervision	3
SPGR 6920	Supervision Capstone Intensive	3
Total Credits		15

SPGR 6910 Introduction to Supervision and SPGR 6920 Supervision Capstone Intensive are taught as in-person summer intensive courses.

SPGR 6914 Practicum in Informal Supervision, SPGR 6916 Practicum in Group Supervision, and SPGR 6920 Supervision Capstone Intensive are taught as 8 week online courses.

Trauma-Informed Care (Adv Cert)

Overview

This program is offered online.

The Advanced Certificate in Trauma-Informed Care addresses society's growing need for helping professionals who understand the dynamics and effects of trauma on individuals and communities. The certificate covers essential issues in trauma-informed care, including: the neuropsychology of trauma; the effects of early childhood trauma and attachment; historical, intergenerational, and cultural trauma, and the interaction of trauma, faith, and spirituality. Special attention is paid to issues of context, including race, class, gender, and sexuality.

The required trauma courses are delivered online, in a synchronous, live-session format. This program is suitable for anyone in a helping profession, including pastoral ministers, professional counselors/ psychotherapists, chaplains, spiritual directors, religious educators, and other helping professionals (nurses, social workers, teachers, etc.) who want to bring an understanding of trauma to their work.

Are you interested in attending the Graduate School of Religion and Religious Education? Request more information or schedule an information session today.

Admissions

Admissions requirements include the following:

1. A Bachelor's degree
2. Completed application
3. Letters of recommendation from one academic and one professional supervisor/mentor

Requirements

The Advanced Certificate in Trauma-Informed Care comprises 15 credits and requires the following courses:

Course	Title	Credits
Required Courses		
PCGR 6610	Trauma & Trauma-Informed Care	3
PCGR 6620	Trauma and Society	3
PCGR 6630	Trauma, Religion & Spirituality	3
Electives		
Two general electives ¹		6
Total Credits		15

¹ Students may take any non-restricted course at GRE numbered 6000-7999 as a general elective. A list of GRE courses can be found in

our course listing (p. 862) page. These courses may be taken online or on-campus.

Students who complete this Advanced Certificate and later enroll in the M.A. in Pastoral Care (p. 819) may apply the credits earned as part of the Advanced Certificate towards the M.A. Such students may complete the M.A. in Pastoral Care with a Concentration in Trauma-Informed Care and should plan their Advanced Certificate general electives to align with the Pastoral Care Core and Elective courses that are part of the M.A.

Student Resources

- Policies and Procedures (p. 852)
- University-wide Services (p. 862)

Policies and Procedures

The policies and procedures explained in this section are indispensable to a student's orderly progress through their master's, doctoral, or advanced certificate program. Students needing clarification of, or assistance with, any item in this section should contact Assistant Dean Patrick Holt at holt@fordham.edu or 718-817-0866.

- Academic Authority (p. 852)
- Academic Policies (p. 852)
- Admissions (p. 855)
- Enrollment and Registration (p. 856)
- Graduation Clearance and Commencement (p. 859)
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Academic Authority

The continuance of each student upon the rolls of the University, the receipt of academic credits, and graduation and the conferring of any degree or granting of any certificate are strictly subject to the powers and authority of the University, which are vested in the President and his/her designee(s). The operative norms and procedures expected to be followed by all students are those described in the University Code of Conduct approved by Fordham University and published in the Student Handbook issued by the Office of the Vice President for Student Affairs.

The decision-making authority of the dean is exercised in three primary ways: (1) admission of qualified candidates; (2) withholding student's records and transcripts; and (3) dismissing students from the program and school.

Unless otherwise stated, the dean has delegated this authority to the faculty members of the student's specific program to implement the policies and procedures stated in this bulletin.

Academic Policies

Letter Grade	Numerical Equivalent	Grade Description
A	4.0	Excellent
A-	3.75	Very good
B+	3.5	Good
B	3.0	Average

B-	2.75	Pass
C	2.0	Minimal Pass
F	0.0	Fail
P*	0.0	Pass

*P is valid for use in the following course categories only: Dissertation Mentoring, Dissertation Direction, Clinical Pastoral Education, Field Placement and Research Methods.

Procedure Regarding Incompletes

If there is a serious reason for taking a grade "Incomplete," students must apply to the professor in writing (or by email) no later than the last class meeting. It is the professor's decision to grant or reject the request. Probationary students may not receive incompletes. The professor takes the responsibility with the student for the necessary make-up work and final grading. Incomplete grades not resolved by the deadline on the calendar will automatically become an "F"

After the make-up work and final grading are done, the formal change-of-grade request should be completed and signed by the professor and the dean. This form must be in the dean's office by the deadline for the removal of "INC," "ABS," and "NGR" grades on the school's academic calendar. As with all cataloged information, students are held responsible to adhere to those dates.

With the publication of this set of procedures, the entire responsibility regarding removal of an "incomplete" rests upon the student and faculty member. This is a serious matter, since failure by a student to take the proper action will result in a failing grade and loss of all credit for the course.

Incomplete Due to Military Service (IMS)

When a member of the Armed Forces (including reserve components) receives orders to perform a period of service (i.e. active duty, inactive duty training, or state service), the temporary grade of IMS is assigned by the Office of Academic Records. Students who receive a grade of IMS will have the opportunity to complete the given term after the period of service. Service members must provide a copy of their military orders to the Office of Military and Veterans' Services (veterans@fordham.edu) prior to receiving an IMS grade.

Academic Performance and Progress

Students who do not meet the minimal standards for academic performance are placed on academic probation. Minimal satisfactory academic performance is defined as having a grade point average (GPA) of at least 3.0 for master's and certificate students and a 3.5 for doctoral students. Any student receiving any University financial aid must maintain a 3.0 GPA (M.A./Certificate) as minimum requirement for continuation of the aid. Administrative "Fs" are computed as "Fs" (0.00) for the purpose of determining the grade point average.

Satisfactory academic progress is defined as completing at least one of the approved project/thesis requirements each year after the semester in which coursework is completed.

If a student receives a grade of "F" for a course, it will remain on the student's record, even after the course is retaken and a passing grade is earned subsequently. The grade of a repeated course is also recorded on the academic record and does not remove or replace a grade previously earned.

Notwithstanding their academic performance or the time remaining for completion of degree requirements, students who do not make satisfactory progress toward the degree may be dismissed from GRE. Unsatisfactory progress may include an excessive number of withdrawals, incompletes, leaves of absence, or other delays in meeting the requirements for the degree.

Academic Advisement Procedure and Sequence

Upon acceptance and registration, each student is assigned a faculty advisor. The advisor is to be consulted at each registration period. Your advisor is listed on the student tab in my.fordham.edu. Advisors are assigned by the dean's office and may change yearly.

Each student is required to take a minimum of six credits per semester to be considered full-time and receive any form of grant, discount, or other financial assistance.

Once a student receives approval to work with a mentor on a thesis or dissertation, that mentor will take on the duties of the faculty advisor.

Please note that program requirements change. Students are responsible for the requirements published in the year they were admitted to the program. The only official list of requirements for each degree and entry year is maintained in Degree Works within my.fordham.edu. Please review your progress with your advisor each semester within Degree Works.

Standards for Written Assignments

Ordinarily, all written assignments for course requirements will be typed and double-spaced, with at least 1-inch margins on the top, right, and bottom and a wider 1½-inch margin on the left. Students are responsible for proofreading their papers, ensuring correct spelling and correct grammatical structure. If the assignment includes research documentation, one of the recommended manuals of style referred to in this bulletin or any program-specific handbooks is to be followed.

Faculty may require the use of the writing center or an outside editor (paid by the student) to resolve regular or substantial problems with student writing.

Nondiscriminatory Use of Language

All written assignments should adopt nondiscriminatory, gender-inclusive language. See the style guide for your degree for further details.

Major Paper Deadline for Summer Graduates

Candidates who plan to graduate at the end of a summer session should note that full-time faculty are only contracted for the fall and spring semesters. Their obligations to the University cease at the end of May and resume at the start of the fall semester. Consequently, advisement for the major paper must be substantially completed by the end of April. Failure to meet this deadline necessitates matriculation in the following fall semester in order to fulfill the degree requirement. The finished paper is to be submitted to the faculty mentor by the first day of summer session.

Submission of Theses, Dissertations and Projects

With the approval of your mentor or committee, final degree theses, dissertations, and projects should be sent electronically to your mentor and the assistant dean as one PDF file with the following naming convention: last name first name thesis title

Plagiarism

Plagiarism is a serious offense and can be defined as "literary theft" when a student misrepresents the work of another as one's own. One who intentionally plagiarizes the work of another in a course paper, project, or examination can expect to receive a failing grade for the assignment and potentially for the course. The decision will be made by the professor in consultation with the dean or assistant dean and will be recorded in the student's file. Students who commit a second act of plagiarism while at GRE may be dismissed from the school. One who unintentionally misrepresents borrowed material as one's own original work, either resulting from carelessness or ignorance, will have the assignment returned with the opportunity to rewrite it in an acceptable form. The following guidelines apply to all written work:

1. Using the ideas, thoughts, words, and statements of another, including those quoted from online sources, without crediting the source constitutes plagiarism.
2. If exact words of another are used, they must be put in quotation marks or indented, and acknowledged through footnotes, endnotes, or bibliography.
3. If the thoughts or ideas, rather than the exact words, of another are used, they must be acknowledged through footnotes, endnotes, or bibliography.
4. If source material is paraphrased or rephrased, it must be acknowledged through a footnote or endnote. If the paraphrased material includes exact words, phrases, and sentences, they must be put in quotation marks.
5. The underlying criterion for determining plagiarism is claiming as one's own original work the ideas, thoughts, words, and statements of another without crediting the source.
6. Plagiarism can also involve the use of commentary from other students, or other sources, in the context of online discussions and projects.

Academic Probation

All GRE students matriculated in a certificate or master's degree program must maintain a minimum cumulative grade point average of 3.0 to continue in their program of study. For doctoral students, the minimum cumulative grade point average is a 3.5. Academic progress must also be made each fall and spring semester to avoid probation. Academic progress is defined as completing a course or one element of your research project successfully each fall and spring semester. Students who fall below the required cumulative GPA will be placed on probation. Students whose cumulative GPA remains below a 3.0 for a second consecutive semester may be dismissed from the GRE and will not be eligible for financial aid from the school.

Appeal of Academic Grades

Students who believe that they have received an incorrect grade for a final paper, course, major paper, project, qualifying paper, thesis, or dissertation may appeal the grade in accordance with the procedures below.

The student will first schedule a meeting to discuss the matter with the professor and try to resolve the issue informally. Should that not be satisfactory, the following procedures are to be followed.

1. Within one month of receiving the grade, the student must request in writing a review of the material and grade by the faculty member who assigned it. In the case of a grade assigned by a committee, the student must make this request to the chairperson of the committee, or if there is none, to the program director. As a result of the student's request, the material in question will be reviewed by the person(s) who assigned the grade, and the result of the review will accord with the academic judgment of the faculty member/chairperson/program director.
2. If the student is not satisfied with the results of the initial review, the student may request a second review. This request must be made in writing to the assistant dean within one week of receiving the results of the initial review. The assistant dean will institute the second review and should report the results to the student within two months of the request. The method for conducting the review will be at the discretion of the assistant dean. If the assistant dean concurs with the student's appeal, the student will consult the dean and any appropriate department faculty in determining the grade to be awarded.
3. If the student is not satisfied with the results of the second review, the student may request a final review. This request must be made in writing to the dean of GRE within one week of the receipt of the result of the second review. The dean will institute the final review and should report the results to the student within one month. The method for conducting the review will be at the dean's discretion. If the dean concurs with the student's appeal, the student will consult appropriate department faculty in determining the grade to be awarded. No further reviews may be requested by the student. At the dean's discretion, the appeal may be submitted to the Office of the Provost for review.

Note: Time requirements in the procedure refer to time when classes are in session during the academic year and may be adjusted accordingly for summer, holiday, or vacation periods.

Time Limit on Completion of the Degree

Students should be aware that they are expected to complete the requirements for their degree, including the project, thesis, or dissertation work, in a timely and expeditious fashion. The timing of the degree indicates the currency of the student's knowledge and training. The number of years to degree is monitored by the New York State Department of Education and other institutions concerned with graduate programs and is often one indicator of the quality of a graduate program. Thus, the policies regarding time limit for completion of degrees have a serious and important academic purpose and are rigorously enforced.

All requirements for the master's degree must be completed within five years of the first semester of study in the Graduate School. This time limit applies to both full-time and part-time students.

All requirements, including the successful defense and presentation of the dissertation for the D.Min. and Ph.D., must be completed within six years of the first semester of study in the Graduate School. Students who complete a master's degree and then continue directly into a GRE doctoral program must complete all requirements within eight years of the first semester of study in the Graduate School. These time limits apply to all students regardless of full-time or part-time status.

The dean generally notifies students in their penultimate year that they are approaching the time limit and the nature of the extension policy. The dean's office also generally informs students commencing their final academic year that they have only one year remaining before the expiration of their time limit.

All students are expected to follow these bulletin policies and monitor their academic progress regularly. Students are required to review their status on my.fordham.edu and Degree Works each semester to assure that:

1. All courses taken appear properly and were graded properly.
2. All degree requirements have been met.
3. They have submitted any external transcripts or grades in a timely way for inclusion on their Fordham transcript.

Before the conclusion of their final academic year, the student may apply for an extension to the time limit. Students should be aware that an initial or a further extension to the time limit for degree will be granted only if, in the dean's judgment, there is sufficient evidence that the degree will be completed expeditiously and that the thesis will be one of high merit. Extensions beyond the time limit will not be granted, except for compelling reasons, to students who have not secured topic approval prior to expiration of the time limit or have otherwise not made substantial academic progress toward the degree.

A written request for an extension must be approved by the dean as well as approved in writing by the mentor and any readers. As part of the request, a student must present the following items:

1. A sufficient portion of the project or dissertation to permit an objective evaluation of the quality of the work.
2. A timetable for completion of the remaining portions of the project or dissertation. The timetable must include specific deadlines for each element that remains to be completed (chapters, proposal, submission for format review, etc.).

Students may petition to have one or more of these requirements adapted to their particular situation.

For D.Min. students, the D.Min. committee has the right to review any course taken more than five years ago and require that the student demonstrate currency of knowledge in that area.

If the extension is approved, students must meet any other conditions imposed by the dean and must maintain continuous enrollment until all requirements are completed. Failure to adhere to the approved timetable or to meet other conditions may result in dismissal.

Non-enrolled students: Students who are currently not enrolled but who will exceed or have exceeded the time limit must apply for readmission. As part of this application, they must present a timetable for completion of all *current* degree requirements, as well as re-taking of expired courses,

and resubmission of the proposal. If permission to resume studies is granted, failure to adhere to this timetable could result in dismissal.

Admissions

Matriculated students are those accepted for and actively working toward either a degree or a certificate offered by the Graduate School of Religion and Religious Education. All students matriculate upon acceptance into their respective program.

Acceptance as a matriculated student of the Graduate School of Religion and Religious Education is incompatible with matriculation in the degree programs of any other graduate or professional school, except in those instances where a formal joint-degree program has been established.

Students who are in the process of completing a degree (whether at Fordham or another institution) at the time of their acceptance into a graduate program must submit an official transcript indicating that the degree was awarded. Copies of transcripts are admissible at the time of application; however, students must submit an official copy sent directly from the institution they attended. If the transcript is not received by the second week of the first semester, a hold will be placed on the student's registration and records.

Conditional Admission, Provisional Admission, and Modified Degree Requirements

Students admitted on a "conditional" basis must maintain a specified grade point average (GPA) or otherwise meet specified coursework requirements to resolve any academic deficiencies in their preparation. Such students are considered matriculated upon their registration/enrollment (see Matriculation). Upon satisfactory completion of the conditions outlined in the student's letter of acceptance, or when specified in a letter to the student from the department or program, the student is released from "conditional admission" status and will remain a matriculated student in good standing for so long as the normal requirements of GRE and of the department or program are met (see Degree Requirements). The department chairperson or program director will initially determine when the required conditions have been met, subject to the approval of the graduate school.

Students who do not complete the previously stated conditions will be dropped from the rolls of the University. Waivers to any specified conditions must be approved in writing by the dean. Students may also be offered "provisional" admission, under which they are required to complete certain conditions, including (but not limited to) the submission of letters of recommendation or test scores, before admission will be granted. Students will not be considered matriculated until these conditions are met. The graduate school reserves the right to modify degree requirements to include additional coursework for students whose academic preparation is deemed by the faculty in some way to be deficient. In particular, students for whom English is a second language (ESL) may be required to complete additional English-language coursework.

Deferral of Admission

It is GRE policy not to permit a deferral of admission, though admitted students may seek permission to delay matriculation by no more than one year. If an accepted student wishes to reapply the following academic year, the student must do so by submitting a new online application. However, admission is not admission upon re-application.

Any exceptions must be approved in writing by the dean. Application materials (e.g. letters of recommendation) typically remain on file for up to 18 months after their initial submission. Any change of program or degree requires a new application.

Readmission

If a student is dismissed for failure to maintain an adequate grade point average or failure to make satisfactory academic progress, the student may not reapply.

A student who is dismissed for any other reason or who has withdrawn voluntarily may reapply. Students who fail to enroll for two consecutive semesters will be dismissed and will need to reapply. Students who wish to reapply should contact GRE's director of admissions.

Non-Matriculated (Non-Degree) Students

Permission to register as a non-matriculated or non-degree student is awarded by GRE and is granted on a course-by-course basis.

Individuals who wish to register as non-matriculated or non-degree students must apply on the GRE website and secure the necessary approvals. Falsifying any information on this application, failing to file the application each semester, or failing to secure the necessary approvals will invalidate registration. The student remains liable for tuition and fees notwithstanding the validity of the registration. Students who qualify for non-matriculated/non-degree registration will have earned an undergraduate degree with at least a "B" average in their major field of study and may fall into one of the following categories:

- Students not seeking a degree who wish to take courses for personal enrichment
- Students who wish to take courses pending application to a degree program
- Students who wish to take courses in order to transfer these credits to another graduate program in which they are matriculated

Students who are denied admission to the GRE as matriculated students may not enroll in courses on a non-degree/non-matriculated degree basis without the written approval of the dean. GRE and Fordham University have no obligation to admit any individual who has registered as a non-degree/non-matriculated student or to grant a degree to such a student, no matter how many credits have been completed. Non-degree/non-matriculated students may take up to six credits in GRE, with the approval of the department chairperson and the dean. Approval for non-degree/non-matriculated status for more than six GRE credits is not normally granted. If extraordinary circumstances justify non-degree/non-matriculated status for more than six credits, the student must obtain the explicit written recommendation of the department chairperson and the written approval of the dean. No more than six credits taken as a non-degree/non-matriculated student may ultimately count toward any GRE program of study; any exception to this policy requires the written approval of the dean.

Non-degree/non-matriculated students who register for the first time are considered "new non-degree/non-matriculated" students upon registration. Those who have registered for up to two years are considered "continuing non-degree/non-matriculated" students. Students who have not registered for two academic years are again considered "new non-degree/non-matriculated students" upon subsequent registration and must submit a new application for non-degree study.

Enrollment and Registration Procedure for Registration

1. Log in to my.fordham.edu, click on Degree Works, and check your status in your current program online. Note that any exceptions your adviser makes to your degree requirements will need to be communicated to the registrar in order to appear on this worksheet. Your adviser should submit those changes to the assistant dean.
2. Meet with your adviser to discuss course selection. Your adviser is identified on your Degree Works page on the student tab of your my.fordham.edu account. Visit the dean's office for further assistance.
3. Register through Banner online according to the dates listed on the academic calendar.

Special Registration

Regularly scheduled courses as listed in the GRE Course Schedule (found in the GRE Student Group within Blackboard) will constitute the bulk of coursework for students. Other options for registration include courses offered at other Fordham graduate schools and audits. Students may also enquire about courses through the New York Theological Consortium.

Intercampus Registration

Students who wish to register for courses that are offered in another Fordham graduate school must first obtain the permission of their faculty adviser and the assistant dean. After such permission is obtained, students must obtain permission from the course instructor and the other school's dean.

Continuous Enrollment

All GRE certificate and degree programs have a continuous enrollment policy. This means that graduate students matriculated in the program must register themselves every fall and spring semester until graduation. Students are considered registered when enrolled for coursework, relevant dissertation, or major paper-related activities, or maintenance of matriculation. The only exception to this policy is the case of a leave of absence approved by the dean for serious and documented medical or personal reasons. Students who fail to continuously enroll will be dismissed from their program and must reapply, and must then meet the degree entrance requirements at the time of re-application. In order to qualify for any form of GRE financial aid, students must take at least six credits per semester.

Registration Changes

Students may add and drop courses online in accordance with the dates specified in the GRE academic calendar. Students may add, drop, or change the grade type of courses without incurring the grade of "W" during the registration period. Students are encouraged to check with their faculty adviser before adding or dropping courses.

A student may drop courses up to the date specified in the GRE academic calendar, thereby incurring a grade of "W." Students must initiate these changes in my.fordham.edu. If a student drops courses after that date, a grade of "WF" is incurred. Students have until Friday of the 3rd week of an online session to withdraw without incurring a "WF." Students withdrawing from courses are liable for tuition and fees according to

the schedule published on the Fordham Admissions and Financial Aid website.

Veteran students should be aware that if they are using any military education benefit, withdrawal from a class may create a debt with the VA, their Service Branch, or Fordham. Before withdrawing from a class, such students should consult with the VA Certifying Officials in the Office of Academic Records.

Adding courses or changing from audit to credit is permitted only up to the last day for registration and only with the written approval of the program director.

A student registered for a course for credit may change their status to audit with the approval of the program director up to the last day of the add/drop period. After this date, a student may only do so with the dean's permission up to one week before the last class/final examination.

Refunds

The refund of tuition, fees, payments, or the cancellation of charges incurred for tuition, fees, or housing are based on schedules that are issued by enrollment services and published on the University website. They are based on University Policy and are not within the purview of the program director or the dean's office. The amount refunded or canceled is normally based on the date of withdrawal. Note that the refund policy for online courses differs from other courses.

The University's refund policies and procedures ensure equitable refunds to students who prematurely terminate all or a portion of their studies.

Non-refundable fees: application, late registration, tuition deposits, and Lombardi membership.

Non-refundable fees after classes begin: student activities fees, laboratory or any other special course fees, and maintenance of matriculation.

Tuition refunds are granted only when a student formally withdraws from the University by filing an official withdrawal form with the bursar's office. Withdrawal forms are available through the office of the dean and must be signed by the dean. The effective date of withdrawal will be the date this form is received by the bursar, or, in the case of withdrawal by mail delivered to the office of the dean, the post office postmark date on the correspondence. Refund checks will be mailed to the student's home address approximately four weeks after the request has been received by the bursar's office. No refunds will be processed until the University has actually received funds from third party payers (i.e. employers, governmental agencies, payment plan services).

The schedule is based on 100% tuition payment. A week is a seven-calendar-day period beginning with the first day of the semester. Students who withdraw owing any payments will be responsible for the balance due up to the time of withdrawal and will be liable for any costs in the collection of delinquent accounts.

A request for refund or cancellation of charges for tuition other than that listed in the schedule will be considered only if the actual date of the withdrawal is different from that which is indicated on University records. Such a change will be made only for extraordinary reasons. If a student wishes to request such a change, the request must be submitted in writing to the dean's office and fully detailed. Supporting documentation to justify the change must be submitted with the request.

Failure to Register

Matriculated students who are neither registered nor on approved leave of absence for two continuous semesters are automatically dismissed from GRE. If they desire to continue their education at Fordham, they must apply for readmission following the current procedure, and receive the approval of the director of admission. Such readmission is not automatic.

Fees

The University and its Board of Trustees reserve the right to adjust, without notice, these charges to reflect economic conditions. Please see our website at fordham.edu/gre for current costs of attendance including tuition, fees, and other financial information.

Procedure for Change of Adviser

When students wish to change their adviser, they must submit a written request to the assistant dean. The request should include the student's name, ID number, and detailed, specific reasons for the request. Changes are granted only in exceptional circumstances.

Procedure for Change of Program

When students wish to apply to change their concentration, program, or degree, they must seek admission to the new concentration, program, or degree by contacting the director of admission and completing a new application. Before beginning this process, the change should be discussed with your faculty adviser and a faculty member in the program for which you are considering admission.

Leave of Absence

If a student is unable to take any course during a particular semester, a leave of absence may be granted with the approval of the dean two weeks before the beginning of the semester in question. Late requests for a leave of absence cannot be accepted. No maintenance of matriculation fee will be required if such a leave is requested in writing and approved. It should be noted that it is the responsibility of the student to make such a request before the fact so that the assistant dean can inform the appropriate University offices, e.g. academic records and enrollment services. Otherwise, it is assumed that the regular fee for maintenance of matriculation is to be paid. Requests for leaves of absence are for one academic semester only and are not renewable without a new application.

Students who encounter circumstances that prevent their continuous enrollment may request a leave of absence through the program director and assistant dean. A leave of absence is normally granted only for extraordinary personal reasons outside the student's control that prevent involvement in graduate studies (e.g. serious medical problems). In other situations, such as employment opportunities, students are expected to register for maintenance of matriculation (master's students) or doctoral mentoring (doctoral students).

The request for a leave should specify the reason for the leave and will be for one semester, and include related documentation. The dean will grant, deny, or modify the recommendation.

Students who are on academic probation may not be granted an unconditional leave of absence.

Time on a leave of absence counts towards the time limit for completion of a degree. Leaves will not be granted to students whose time limits expire during the period of the leave.

Summer sessions are not included in the maintenance of matriculation fee requirement, except in the instance of the completion of some final requirement after all coursework has been completed, with the expectation of graduation that summer.

Waivers

When seeking a substitution or waiver from a required course, students should meet with their faculty adviser to discuss the request. Afterwards, students can complete the waiver process online.

The waiver of a course requirement allows a student to avoid duplicating a course they have taken at the same level elsewhere in the past. The waiver does not provide transfer credits to the student in question. The waiver simply allows the student to take an alternate class to make up for the credits from the waiver process.

The waiver form must be filled out completely and then submitted online to the assistant dean. Please allow eight weeks for a decision, as the process must move through committees that meet monthly. Along with the waiver form, please submit the syllabus of the non-GRE course for the waiver, substitution, or transfer credit. If the request involves a course not previously submitted to GRE, please also have an official transcript sent at the time of the request. This form must be submitted at least one semester before graduation (i.e. by October 1, 2020 for a May 2021 graduation date). Requests will not be reviewed until at least six credits have been successfully completed in your current program at GRE.

Transfer of Credit

GRE accepts up to 6 graduate credits in transfer with a grade of B or better if the course was completed in the last 5 years in master's and doctoral programs at an accredited institution. The courses must be evaluated for relevance by the academic area committee in the student's program of study after the presentation of an official transcript.

Tutorials

A student in good academic standing who has completed at least 12 credits may register for a tutorial to supplement regularly scheduled courses. Students may take a tutorial as (a) a substitute for a course required for degree completion that is not being offered in the student's final semester of coursework; (b) as a directed reading on a thesis topic that is not offered at GRE; and (c) in exceptional cases, as a substitute for a core degree requirement. Students must fill out a tutorial request form and submit it to the assistant dean, together with a written rationale for the course. The form is available from the assistant dean. In consultation with the dean and faculty, the assistant dean will either approve or deny the request. If approved, a faculty will be assigned to facilitate the tutorial. A student on academic probation may not take a tutorial.

A tutorial given by a faculty member outside the student's school requires approval by the adviser and the program director.

The tutorial request form is submitted to enrollment services in order to complete the registration process.

New York Theological Consortium Registration

Graduate School of Religion and Religious Education students have the opportunity to take graduate courses in New York-area schools participating in the New York Theological Consortium Cross-Registration.

Requirements

- Be a Graduate School of Religion and Religious Education master's or doctoral student
- Students will be permitted to take courses not available at the home institution in the academic year in which cross-registration is sought and not "core" or "required" courses for the degree at the home institution without the explicit permission of the program coordinator at the home institution
- Students will be allowed to take one course per semester or other academic terms (except for summer language courses if necessary).
- Only GRE graduate students in good standing shall be eligible to register for classes

New York Theological Consortium Cross-Registration Agreement members:

- Fordham University, Graduate School of Arts and Science
- Fordham University, Graduate School of Religion and Religious Education
- Union Theological Seminary in the City of New York
- The General Theological Seminary of the Episcopal Church
- St. Vladimir's Orthodox Theological Seminary
- New York Theological Seminary
- Hebrew Union College – Jewish Institute of Religion
- The Jewish Theological Seminary

To take Theological Consortium courses, you need the approval of your department/program chair and must complete the Theological Consortium Cross Registration Form.

Withdrawal

Voluntary Withdrawal

Students in good standing may voluntarily withdraw from the program by completing the University withdrawal/leave of absence form, available from the assistant dean. Once they have withdrawn, they must apply for readmission.

Veteran students should be aware that if they are using any military education benefit, withdrawal from the University (which may involve withdrawal from classes) may create a debt with the VA, their Service Branch, or Fordham. Before withdrawing from the University, such students should consult with the VA Certifying Officials in the Office of Academic Records.

Withdrawal by the University

Under limited circumstances, the University reserves the right to withdraw a student whose physical, mental, or emotional health becomes a detriment to the student's continued ability to reside in University housing or their successful completion of academic requirements. The University also reserves the right to withdraw a student whenever the student fails to undertake measures recommended for their own personal health and safety.

Graduation Clearance and Commencement

Graduation Clearance

Students are responsible for reviewing their Degree Works transcript with their adviser each semester to make sure all grades and registrations are accurate, the correct degree and concentration are listed, and any approved transfer credits have been entered by the Office of Enrollment Services.

Students who have completed all degree requirements in accordance with the guidelines outlined in the Bulletin of the Graduate School of Religion and Religious Education are conferred with degrees by the University. Degrees are conferred in February, May, and September on students who have completed their requirements in the fall, spring, or summer semesters, respectively.

In order to be cleared for graduation, a student must apply for graduation on my.fordham.edu according to the calendar deadline in their final semester in the program, (which is normally during the second week of classes) and complete the GRE overview survey according to the directions provided below. This process can be completed on my.fordham.edu by following these instructions.

Students who apply for graduation are cleared by the assistant dean, who verifies that all required coursework has been successfully completed and that the major paper and overview, or dissertation/project, has been approved by their mentor and the dean.

After the dean's office gives academic clearance, the Office of Enrollment Services verifies academic/financial clearance.

It is the student's responsibility to check the academic calendar for specific dates for each deadline. If the graduation application and GRE survey are not submitted on time, or if the student does not complete pending requirements, the degree will be awarded in a subsequent semester. If this occurs, the student must register for maintenance of matriculation (M.A. and certificate), or mentoring (doctoral), for the semester directly preceding the conferral of the degree, according to the continuous enrollment policy. The student must also reapply for graduation in the new term.

Students who receive September degrees must be registered for the summer session or maintenance of matriculation immediately preceding the conferral of their degrees.

Overview Survey

Along with your other degree requirements, each graduating student in the Graduate School of Religion and Religious Education is required to complete an overview survey. The survey provides students with an

opportunity to tell us about their experience at GRE, and will assist us in our efforts to improve the quality of education we provide.

Access the survey here. It should take 30 to 40 minutes to complete and must be completed in one sitting. The survey should be completed by June 1 for September graduates, September 20 for February graduates, and February 10 for May graduates. Students who do not complete this survey on time may not be approved to graduate.

Ph.D. Dissertation and D.Min. Project Submission

Ph.D. dissertations and D.Min. projects must conform to the guidelines outlined in the requirements section of each respective program.

- Ph.D. requirements (p. 842)
- D.Min. requirements (p. 832) (D.Min. Students DO NOT submit to Proquest)

Students must submit Ph.D. dissertations to Proquest online after successful completion of the oral defense, and final corrections have been approved by their mentors and the dean. Await approval from the Dean's Office on submitting before taking these steps (normally after commencement and the conclusion of the semester).

- Visit www.etsadmin.com/fordham
- Click on "Student," then "Submit."
- Follow the instructions to create an account.
- Continue to the online submission process.

You will receive confirmation from Proquest once you have successfully completed the submission process. The dean's office may contact you if there are issues or concerns regarding your online submission.

Dissertations and doctoral projects will be available online through the ProQuest dissertation database. Note that they will not be placed in the Fordham library stacks.

Commencement

Commencement ceremonies are held each May. Students who receive their degrees anytime during the preceding academic year are invited to participate. Students who have submitted the graduation application on time will receive information about commencement and about obtaining the proper commencement apparel. Commencement ceremonies include the University commencement, followed by diploma ceremonies for each school. During the GRE ceremony, diplomas are distributed to master's and doctoral candidates, and hoods are bestowed upon the doctoral degree candidates.

Additional Commencement Requirements for Doctoral Students

Only doctoral students who have passed format review and successfully defended their dissertations may walk in the commencement procession, be seated on the dais, and have their names announced during the University commencement ceremony.

Grievance Policy

Fordham University does not discriminate on the basis of race, color, creed, religion, age, sex, gender, national origin, marital or parental status, sexual orientation, citizenship status, veteran status, disability, gender

identity or expression, genetic predisposition, carrier status, or any other basis prohibited by law.

The Graduate School of Religion and Religious Education employs the following Grievance Procedure covering all matriculated and non-matriculated students. Students who believe they have been discriminated against with respect to participation in, access to, or benefits of any program or activity within the school are requested to use the following Grievance Procedure.

Informal Procedure

Since a formal grievance procedure is a last resort, it is assumed that every effort to resolve the grievance through informal approaches has been conducted by the concerned parties. Nevertheless, the use of informal procedures is not a prerequisite for the submission of the grievance through the formal procedure.

Formal Procedure

Step I: School-Wide

1. An alleged grievance must be brought in writing to the attention of the dean within 25 school calendar days from the time of the incident.
2. The dean will convene the standing committee, which will conduct the review and which must receive a full written statement of the grievance and pertinent substantiating information from both the aggrieved and the person charged at least five days prior to the review date. All review procedures will be restricted to the parties involved. It is expected that this process will take place within 15 school Fall/Spring semester calendar days after the student submits a written statement to the dean.
3. This standing committee is to be composed of two faculty members, selected by the faculty for staggered terms of two years, and one student, selected by the dean for a one-year term. Should one of the standing committee members be the person charged, the dean shall appoint an alternate.
4. The parties will be given an opportunity to attend the meetings and to present information to the committee.
5. The standing committee will render a written statement of the findings together with recommendations for appropriate remedies to the dean within five school calendar days after the review.
6. The dean will meet with the concerned parties within 10 school calendar days to present recommendations for resolution of the grievance to the concerned parties.
7. Should the dean be the person charged, an alleged grievance must be brought in writing to the assistant chairperson within 25 calendar days. The associate dean will convene the standing committee, receive its report, and communicate recommendations for resolution of the grievance to the concerned parties within the same time limits as specified above.

Step II: University-Wide

1. If either the aggrieved or the individual school against whom charges have been brought feel that the matter has not been resolved, either party may appeal in writing to the appropriate area vice president within 10 school calendar days after the meeting between the dean and the concerned parties in Step I. The appeal should include 1) a

concise summary of the charge(s) and 2) an explanation of why the school-wide process was considered unsatisfactory.

2. The Office of the Provost will review the grievance process to determine whether proper procedures were followed, or if new evidence not available in Step I is being presented. If the Office of the Provost is not satisfied with the handling of the grievance investigation, this office will return the grievance to the dean for further investigation. The concerned parties will be notified of the provost's office actions and decisions within 20 school calendar days of the receipt of the appeal.
3. The Office of the Provost is the last court of appeal, and his/her decision will be final.

International Students

In addition to the rules and regulations of the University, international students are expected to follow the rules and regulations established by the Department of Homeland Security and the U.S. Citizenship and Immigration Services (USCIS).

For further information and guidance, international students should contact the Office of International Services (OIS), which is a resource center for students and scholars from outside the United States. Information regarding immigration regulations and the benefits foreign students are eligible for under immigration law may be obtained from this office. All international students in F or J immigration status are required to register with the OIS.

Off-Campus Conduct Policy

Whether on- or off-campus, students are expected to adhere to the code of conduct established by Fordham University. This applies to students in Fordham off-campus housing as well as students dwelling in non-University-sponsored off-campus housing. The University reserves the right to investigate and subsequently apply University discipline in certain off-campus situations that impact the University community. Refer to the Fordham University Student Handbook for the code of conduct.

Student Records

FERPA (Family Educational Rights and Privacy Act)

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords enrolled students certain rights with respect to their education records. A student is considered enrolled at Fordham University as of the first day of classes of the earliest term of the academic year in which the student is registered.

First time applicants to the University are not considered enrolled students until they are officially registered and attend the first day of classes. Requests for inspection of student records under FERPA cannot be considered until an individual is an enrolled student.

These rights include:

1. The right to inspect and review your education records within 45 days of the day Fordham University receives a written request for access. If you want to review your record, you should submit a request to

the Office of Academic Records. Indicate the record(s) you wish to inspect. A University official will make arrangements for access and notify you of the time and place where the records may be inspected.

2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University Registrar clearly identifying the part of the record you want changed, and why you believe it is inaccurate or misleading. A University official will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.
3. The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with "legitimate educational interests." A school official has a legitimate educational interest if the official has a "need to know" of information from your education record in order to fulfill his or her official responsibilities.
 - a. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include: Staff employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, contractor, consultant, volunteer, or technology provider), or other outside parties under the direct control of the University with respect to the use and maintenance of education records; a person serving on the Board of Trustees; or a student employed by the University or serving on an official committee, such as on a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fordham University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office (SPPO)
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-5920
 Phone: 1-800-USA-LEARN (1-800-872-5327)

FERPA also protects course recordings, as outlined in the Class Recording Notice and Related Policy.

A copy of the Act, more details about your rights, and any University policies related to the Act are available from the Office of Academic Records at this page.

Questions concerning FERPA should be referred to the Office of Academic Records or the Office of Legal Counsel.

Directory Information

Release of student record information is generally not done at Fordham University without the expressed, written consent of the student. There are, however, some exceptions.

For example, Fordham University, at its discretion, may release the following Directory Information without the student's consent: student's name, address, telephone number, electronic mail address, Fordham ID Number (FIDN), photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g. undergraduate or graduate; full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received (e.g., Dean's List recognition), and the most recent educational agency or institution attended, and other such similar information.

Please note that you have the right to withhold the release of directory information. To do so, you must complete the Educational Record Sharing (FERPA) Block form, also available on the Fordham.edu "Students" page under "Electronic Forms." Please note two important details regarding placing a "No Release" (FERPA Block) on your record:

- Fordham University receives many inquiries for directory information from a variety of sources outside the institution, including friends, parents, relatives, prospective employers, scholarship programs, the news media and honor societies. Having a "No Release" on your records will preclude release (block the sharing) of such information, even to those people.
- A "No Release" applies to all elements of directory information on your record. Fordham University does not apply a "No Release" differently to the various directory information data elements.

Change of Name or Address

Correspondence from the University is sent to the address from the student's file in Enrollment Services. It is the student's responsibility to notify the University of any change of address. Likewise, it is the student's responsibility to notify the University of any change in the student's name. Notification of the University in the event of either a change of name or address must be done in a timely manner by changing the appropriate information in my.fordham.edu through the Banner self-service link on the student tab or contacting enrollment services.

Transcript of Record

An official transcript is one bearing the seal of the University and the signature of the University Registrar.

Official academic transcripts may be issued to educational institutions, employers, scholarship/grant/fellowship organizations, application services, government agencies, etc., or to students (for personal use). Students may view their unofficial transcript online by using their credentials on fordham.edu. Official transcripts cannot be faxed to recipients.

Students and alumni who request an official transcript for personal use may not forward it to another party; doing so renders the transcript unofficial. Transcripts should always be issued to the intended final recipient.

The University offers online ordering for secure electronic transcripts as well as for mailed (paper) transcripts. Full details are available from the Office of Academic Records.

Students may request an unofficial transcript listing courses and credits marked "Unofficial." The University accepts no responsibility for the accuracy of an unofficial transcript after it has been issued.

Transcripts may be requested from the University via the National Student Clearinghouse. They should be requested well in advance of the date desired. No transcripts will be issued for students who have account holds that prevent transcript release. In compliance with New York State law, the University does not withhold transcripts for unpaid financial obligations. Fees apply for specialized transcript mailing services (i.e. certified mail, international mail, express mail). These fees and services are subject to change at any time.

The Office of Academic Records may use its discretion to limit the number of transcripts requested at any one time.

Students who attended (completed any of their coursework) at the University prior to 1990, or at Marymount College prior to Fall 2002, must use this Transcript Request Form and submit it to the Office of Academic Records. Such transcripts cannot be delivered electronically, and can only be delivered via mail (regular or express).

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

University-wide Services

The following list includes services available to all Fordham graduate students. For more information, visit the links below or the Information for Current Students or Student Life sections of the main Fordham University website.

- Campus Ministry
- Career Services for Graduate Students
- Counseling and Psychological Services
- Fitness and Recreation
- Graduate Student Housing (Rose Hill)
- Inter-Campus Transportation
- Language Learning Center
- Libraries
- Office of the Dean of Students at Rose Hill
- Office of Disability Services
- Office of International Services
- Office for Student Involvement (OSI)
- Veteran Services
- Student Health Services
- Student Services
- The Writing Center

Course Listings

Pastoral Counseling (PCGR)

PCGR 6310. Human Growth and Development. (3 Credits)

This course will explore the development from birth and adolescence through the tasks and crisis of middle and later life. Stage theories, cognitive, social and emotional development will be the focus of this course. Special consideration will be given to spiritual life issues throughout the development process.

PCGR 6380. Theology of Pastoral Counseling and Spiritual Care. (3 Credits)

This course addresses contemporary psychological and spiritual issues in the field of pastoral care and counseling, including addiction, trauma, and anxiety, and proposes a theological method for reflecting on them.
Attribute: CSGE.

PCGR 6382. Social and Cultural Foundations of Pastoral Counseling. (3 Credits)

This course explores the social and cultural foundations of counseling twofold: The foundations of mental health counseling and the foundations of multicultural counseling. Specific focus is given to counseling individuals, couples, and families from diverse groups and populations.

PCGR 6384. Professional Ethics in Pastoral Counseling. (3 Credits)

An exploration of critical issues in the ethical practice of counseling and pastoral ministry, this course addresses the roles and responsibilities of the professional counselor or minister. Using case studies and small group work, students will explore potential ethical conflicts and methods of ethical reasoning as they develop skills to work through ethical conflicts in the counseling setting.

PCGR 6386. Pastoral Counseling Theory. (3 Credits)

This course explores the major theories of counseling, including psychodynamic, cognitive, and family systems. Special consideration is given to the application of theoretical models to clinical practice, and by extension their application to pastoral and spiritual care.

PCGR 6390. Psychopathology and Diagnosis. (3 Credits)

The course will introduce students to the basics of psychopathology and psychological diagnosis for use in clinical and pastoral work. This course is designed to help students cultivate the ability to think critically and creatively, so that they can work from a diagnostic standpoint that is human, flexible, empathetic, and nonjudgmental, with a focus on the real person one meets in the consulting room or ministry setting. Within this framework, the course will cover interviewing and assessment skills, DSM-5 categories, ethical considerations, character/personality issues, and pastoral assessment. Case studies will be used to practice the art of diagnostic formulation, with an eye toward treatment planning and case formulation.

PCGR 6410. Psychology and Religion/Spirituality. (3 Credits)

This course explores spirituality, faith, and religious experience from a psychodynamic viewpoint. The theories of Freud, Jung, Winnicott, and contemporary relational writers are engaged in order to explore how our psychology affects our religious lives and vice versa. The class addresses issues of fantasy, God images, play, religion and the body, and "healthy" and "unhealthy" uses of religion. Using text, experiential exercises, and critical reflection, we will engage our own religious history and traditions, and consider what it means to be a fully alive human being.

Attributes: CSGE, PSNM.

PCGR 6420. Marriage/Family Therapy. (3 Credits)

A systemic approach to family treatment. A survey of the major contributors to the field, using videotape demonstrations of family sessions. Genograms will be used to explore family-of-origin issues.

PCGR 6440. Pastoral Counseling Skills. (3 Credits)

This course provides an introduction to the basic skills of effective helping. A focus on presence, empathy, compassion, and self-awareness forms the foundation for learning specific skills directed toward fostering exploration, insight, and action in the helping relationship. The course includes both discussion and small-group live practice, and is suitable for any student who works closely with people in a helping capacity.

PCGR 6510. Advanced Life Span Issues and Career Counseling. (3 Credits)

This course explores the advanced lifespan issues of adulthood through the lens of clinical practice and pastoral/spiritual care. Specific focus will be given to issues of career, vocation, and social justice advocacy.

PCGR 6610. Trauma & Trauma-Informed Care. (3 Credits)

Many of those whom we serve in the helping professions have trauma histories; our communities themselves might be traumatized in one way or another. In this course, counselors and ministers will gain a working knowledge of the theory of trauma and its effects—including neuropsychological and relational dimensions—and will introduce various ways of working with trauma in clinical and pastoral settings.

PCGR 6620. Trauma and Society. (3 Credits)

While trauma is experienced individually, it often has a collective or communal dimension, particularly in situations of war, political/social oppression, poverty, terrorism, or natural disaster. Recent work around the intergenerational transmission of trauma recognizes that the effects of individual or communal trauma can reverberate for generations. Experiences of war, genocide, slavery, racism, colonialism, systemic oppression, and deprivation in the U.S. and around the world have exacted a toll on the bodies and minds not only of the immediate victims, but also on those of subsequent generations. This class explores the dynamics and effects of historical, communal, and intergenerational trauma from multiple perspectives, with particular attention to the legacies of the Holocaust, American slavery, and colonialism.

PCGR 6630. Trauma, Religion & Spirituality. (3 Credits)

This course will engage theological and psychology of religion approaches to trauma; the positive and negative impacts of religion, faith, or spirituality on the traumatized person; and trauma-informed approaches to ministry and spiritual care (liturgy, pastoral care, education). We will pay particular attention to clergy sexual abuse as a case study in the intersection of betrayal trauma, moral injury, and communal responsibility.

PCGR 7330. Assessment and Appraisal of Individuals, Couples, and Families. (3 Credits)

This course provides students with an overview of the assessment and appraisal process as it relates to Masters-level counseling students seeking licensure as a professional counselor. Students will be introduced to the foundational history of assessment, overall assessment principles, and the properties of reliability and validity as they relate to the validation of psychological test instruments. Both standardized and nonstandardized assessment instruments will be reviewed with attention paid to how they can be integrated successfully into counseling sessions. Ethical and legal considerations will be addressed, and the use of assessments with diverse populations will be discussed.

PCGR 7410. Research Methods in Pastoral Counseling. (3 Credits)

This course will be a review of research in pastoral counseling. It will introduce basic concepts and methods of quantitative and qualitative research, consider ways of studying change as a result of counseling interventions and programs, and familiarize students with basic skills in evaluating research literature.

PCGR 7420. Death, Dying, and Bereavement. (3 Credits)

This course will focus on personal experiences with death and loss; the theological perspectives of major world religions on death and grief; myths about and components of grief; meaning making; issues facing the terminally ill; appropriate care for the bereaved in differing situations; and our own self-care as pastoral care workers and pastoral mental health counselors.

PCGR 7422. Group Process: Theory and Techniques. (3 Credits)

This course emphasizes a science-practitioner model of group counseling that includes an experiential and didactic introduction to the group process, theory, and techniques. The experiential component of the group process will include modeling facilitation, structured exercises, and debriefing of immediate experiences. The didactic component of the course will include discussions of readings, lectures, videos, and presentations. This course is not available for audit.

PCGR 7471. Clinical Instruction and Integration Process I. (3 Credits)

This course is designed to accompany the Field Placement for students in the Clinical Pastoral Counseling 60-Credit Program. Students will engage current approaches to counseling and psychotherapy in dialogue with their own clinical work. Classes will focus on the presentation of students' clinical work in connection with relevant topics in the clinical literature, addressing such matters as transference and countertransference, addictions treatment, spiritual issues, and working with trauma. The aim of the course is to integrate previous classroom work and clinical experience, so that students are prepared to begin work as professional counselors and therapists.

PCGR 7472. Clinical Instruction and Integration Process II. (3 Credits)

This continuation course is designed to accompany the field placement for students in the clinical pastoral counseling 60 Credit Program.

Prerequisite: PCGR 7471.

PCGR 8999. Tutorial. (0 to 6 Credits)

Pastoral Ministry (PMGR)

PMGR 6510. Theology of Ministry. (3 Credits)

This course treats ministry as a culturally complex and theologically significant practice. Starting from contemporary concerns, we ask where ministry comes from, what it can be today, and where it might go. We focus on developing responsible and relevant accounts of ministry that enrich practice today.

Attribute: PSNM.

PMGR 6600. Religion & Criminal Justice. (3 Credits)

What are the various goals and aims of criminal justice ministry? What do or how might religious beliefs or practices shape or guide different approaches to ministry? How might we respond to critiques of criminal justice ministry as supporting practices of domination and punishment? This course will explore theories, theologies, and practices of criminal justice ministry in an age of mass incarceration. We will investigate religious and faith-based responses to the needs of those impacted by the criminal justice system as well as responses to the crisis of mass incarceration. This includes examining approaches to ministry with or by people living in incarceration as well as preventative, post-incarceration, decarceration, and abolitionist ministries.

PMGR 6612. Ministry with Latinxs. (3 Credits)

This course presents a comprehensive introduction to the principal issues related to U.S. Latinx Christianities from an ecumenical perspective. The course is divided into three parts: The Landscape of Latinxs in the U.S., Latinxs and the Churches, and Hispanic Ministries. Among the topics covered are: the history of the principal Latinx groups in the U.S. (Mexicans, Puerto Ricans, Cubans, Dominicans, and Central Americans), the churches' responses to Latinxs, parish ministry, youth ministry, the sacraments, popular religiosity, and an introduction to U.S. Latinx/Hispanic theology.

PMGR 6613. U.S. Latinx Theology. (3 Credits)

This course presents an introduction to the theological output of U.S. Latinx theologians from an ecumenical perspective. We begin with an overview of U.S. Latinx theology as a contextual theology and then proceed topically, looking at U.S. Latinx Catholic theology, U.S. Latina feminist theology, and U.S. Latinx Protestant theology.

PMGR 6616. Latinx Preaching. (3 Credits)

A practicum in preaching to Latinx congregations with review of the pertinent literature on different preaching styles and Latinx audiences. Facility in Spanish required.

PMGR 6617. Latinx Spirituality. (3 Credits)

This course presents an introduction to the way Latinos and Latinas live out their relationship or faith in God or spirituality. While the focus of the course will be on Latinx Christian spirituality—both Catholic and Protestant—attention will also be paid to non-Christian Latinx spiritualities, especially Santería. We begin with an overview of the variety of spiritualities practiced by Latinos and Latinas and then proceed topically looking at popular Catholicism, the Latinx celebration of the sacraments, Marian devotion (especially to Our Lady of Guadalupe), New Ecclesial Movements (especially the Charismatic Renewal and the Neo-Catechumenal Way), Mainline Latinx Protestant spirituality, and Latinx Pentecostalism.

Attribute: CSGE.

PMGR 6618. Hisp Family Ministry & Catechesis. (3 Credits)

Latinxs are deeply religious, and their way of experiencing God and life is often different from that of the U.S. mainstream culture. This course will study the lived reality of U.S. Hispanic families. It will challenge participants to critically reflect, analyze, and articulate in what ways family ministry and family catechesis is embodied in families and faith communities today; to explore what helps or hinders religious development within families, and the responsibility of church and society to foster growth in faith; to explore experientially based frameworks for ministering with Latinx communities; and to nuance their role as religious educators. Our conversation partners will include the writings of U.S. Hispanic theologians and religious educators.

PMGR 6621. Women & Ministry. (3 Credits)

Women have contributed much to ministry throughout its history. However, their leadership and contributions have rarely been free from controversy. This course will look closely at biblical hermeneutics, church traditions, practical applications, and emerging developments in U.S. women's ministry. Some of the questions we will deliberate on at length include: How are women involved in ministry today—and how did we get here? What makes women's ministries successful? How do we reenvision and revitalize women's current models of women's ministries? How can diversity be an asset to women's ministries?.

PMGR 6650. Ethics in Pastoral Ministry. (3 Credits)

Ethics in Pastoral Ministry is an online course that addresses ethical conduct in ministry for professionals working in a supervisory or leadership capacity with emphasis on legal issues and moral decision-making. The course will focus on the formation of conscience as it relates to the self, ministry, and society. It includes case studies and the application of ethical principles to real-life situations as well as the study of theory. It is theoretical, establishing a theological basis for ethical conduct and moral decision-making, and practical, giving students skills and resources to deal with the various issues they may encounter in ministry .

PMGR 6688. Issues in Pastoral Studies. (3 Credits)

This is a special issues course in pastoral studies. Each time the course runs it will be focused on a unique and current aspect of ministry. Please see the course book for the term in question to find a description of the course as it will run each time it is given.

PMGR 7713. U.S. Latinx Theology. (3 Credits)

This course presents an introduction to the theological output of U.S. Latinx theologians from an ecumenical perspective. We begin with an overview of U.S. Latinx theology as a contextual theology. We then proceed topically, looking at U.S. Latinx Catholic theology, U.S. Latina feminist theology, and U.S. Latinx Protestant theology. This course is for Doctor of Ministry students only, and it will require doctoral-level participation and additional research/writing elements.

PMGR 7721. Women & Ministry. (3 Credits)

Women have contributed much to ministry throughout its history. However, their leadership and contributions have rarely been free from controversy. This course will look closely at biblical hermeneutics, church traditions, practical applications, and emerging developments in U.S. women's ministry. Some of the questions we will deliberate on include: How are women involved in ministry today—and how did we get here? What makes women's ministries successful? How do we reenvision and revitalize women's current models of women's ministries? How can diversity be an asset to women's ministries?.

PMGR 8030. M.A. Integrating Seminar. (3 Credits)

Integration is the goal of the Pastoral Studies and Religious Education programs, as well as a capacity that is important for holistic educational and ministerial practice. This course facilitates consolidating what students have learned through their studies in a way that serves their practice, while also teaching ways of integration that help students' practice beyond the course. Students will gather their learning throughout their degree program into five "coordinates" of integration, in a way that pays attention to the dynamic relationship between the past, present and future of their practice, leading to an Integrating Project.

PMGR 8530. Evangelization: Faith & Culture. (3 Credits)

This course is a theological exploration that treats evangelization as an important stake in Christian tradition that involves Christian practice with practices of contemporary society. We look continually to the real-world contexts of students and to an intensive consideration of what evangelization entails in a culturally, religiously diverse world.

Attribute: PSNM.

PMGR 8628. Pastoral and Practical Theology. (3 Credits)

This is a class about the foundations and formations of practice-minded theologies, especially as those theologies inform and enrich the practice of pastoral professionals. Fundamental questions about the relationship between religious tradition and contemporary practice are explored.

PMGR 8632. Research Seminar: Pastoral Theology and Practice. (3 Credits)

This seminar prepares D.Min. students to write their doctoral thesis. We explore some fundamental approaches to conducting research into pastorally significant experience today, so as to deepen students' research competence and facilitate readiness for conducting ministry-relevant research. Students will generate a sound draft of a proposal for their D.Min. thesis.

PMGR 8650. Ethics in Pastoral Ministry. (3 Credits)

This course is for doctoral students only. It addresses ethical conduct in ministry for professionals working in a supervisory or leadership capacity, with an emphasis on legal issues and moral decision-making. The course will focus on the formation of conscience as it relates to the self, ministry, and society. It includes case studies and the application of ethical principles to real-life situations as well as the study of theory. It is both theoretical, establishing a theological basis for ethical conduct and moral decision-making, and practical, giving students skills and resources to deal with the various issues they may encounter in ministry.

PMGR 9999. ST Tutorial-Pastoral Ministry. (3 Credits)

This course is reserved for students pursuing a special research topic in Pastoral Ministry with the approval of the area faculty and Dean.

Religion (RLGR)**RLGR 0920. Writing for Grad Research I. (1 Credit)**

Course will cover how to write at the graduate level in Theology, Spirituality, Pastoral Ministry, and Counseling and Religious Education. Course topics will include composition, structure, style, coherence and analysis.

RLGR 0921. Writing for Grad Research II. (1 Credit)

Continuation of RLGR 0920. Course will cover how to write at the graduate level in Theology, Spirituality, Pastoral Ministry, and Counseling and Religious Education. Course topics will include composition, structure, style, coherence and analysis.

RLGR 6010. Old Testament. (3 Credits)

An in-depth examination of the first five books of the Bible. Historical origins of these texts in ancient Israel and the continuing significance for their central theological themes of promise, law, creation, election, redemption, and liberation. Introduction to the exegetical methods of modern biblical study.

RLGR 6011. New Testament. (3 Credits)

This course will engage questions about the development of the Christian canon while reading parts of the New Testament in the context of first century Judaism.

RLGR 6018. John's Gospel in Greek I. (3 Credits)

A close reading of the Greek text with detailed exegesis of selected passages.

RLGR 6019. John's Gospel in Greek II. (3 Credits)

A close reading of the Greek text with detailed exegesis of selected passages.

RLGR 6024. The Prophets. (3 Credits)

A study of Old Testament prophets and prophetic books from historical, literary, and theological perspective with particular focus on the prophets' roles and their enduring message.

RLGR 6030. Christology. (3 Credits)

This is an introductory Christology course principally from a Roman Catholic perspective. Biblical, historical, and contemporary Christology will be examined.

RLGR 6031. Theology of the Human Person. (3 Credits)

This course traces the variegated history of Christian understandings of the human person. It examines past and present theologies of body, soul, sin, and grace, as well as contemporary theological literature on social, environmental, and cosmic contexts as constitutive of human experience. This includes a consideration of different forms of "othering" and their intersection.

RLGR 6032. Church and Society. (3 Credits)

This course explores how the global Christian church emerged from Christ's kerygma and developed in different historical and cultural contexts. The course covers the emergence of historical divisions in the Christian Church and of the ecumenical movement's response. While the course focuses on Catholic ecclesiology, it also covers Orthodox and Protestant perspectives on key themes such as authority, governance, and practice. Throughout the course, there is an emphasis on the critiques and perspectives offered by liberation theology and feminism. It asks the students to imagine how the Christian Church can adapt to its contemporary context in the student's ministerial or professional setting.

RLGR 6555. Pastoral Research. (1 Credit)

A course reviewing the latest methods and approaches in pastoral research.

RLGR 6872. History of the Jesuits. (3 Credits)

This course offers an intensive look at the founding and progress of the society of Jesus. Starting with the founder, St. Ignatius of Loyola the course will progress through key documents and missionary activity up to the 21st century.

RLGR 7031. Theology of the Human Person. (3 Credits)

This doctoral-level course traces the variegated history of Christian understandings of the human person. It examines past and present theologies of body, soul, sin, and grace, as well as contemporary theological literature on social, environmental, and cosmic contexts as constitutive of human experience. This includes a consideration of different forms of "othering" and their intersection. The 7000-level course is for Ph.D. and D.Min. students only, and it requires work beyond what is required in the 6000-level course.

RLGR 7032. Church and Society. (3 Credits)

Doctoral-only section (DMIN and PHD). This course reviews how the community established by Jesus Christ, also known as the Church, has been theologically understood over time. It explores how the global Christian Church emerged from Christ's kerygma and developed in different historical and cultural contexts. The course covers the emergence of divisions in the Christian Church and of the ecumenical movement's response. While the course focuses on Catholic ecclesiology, it also covers Orthodox and Protestant perspectives on key themes such as authority, governance, and practice. Throughout the course, there is an emphasis on the critiques and perspectives offered by liberation theology and feminism. It asks the students to imagine how the Christian Church could adapt to its contemporary context in the student's ministerial or professional setting. The 7000-level course is for Ph.D. and D.Min. students only, and it requires work beyond what is required in the 6000-level course.

RLGR 7555. Pastoral Research. (1 Credit)

A course reviewing the latest methods and approaches in pastoral research.

RLGR 8872. History of the Jesuits. (3 Credits)

This course offers an intensive look at the founding and progress of the society of Jesus. Starting with the founder, St. Ignatius of Loyola the course will progress through key documents and missionary activity up to the 21st century.

RLGR 8999. Independent Study. (3 Credits)

A tutorial in the area of Religion.

Religious Education (REGR)

REGR 0000. Ph.D. Program Transfer Credit. (24 Credits)

This is a transcript designation representing transfer credit awarded to Ph.D. students in religion and practice for an earned master's degree.

REGR 6102. Introduction to Religious Education. (3 Credits)

This course is an examination of the various theological, philosophical, and educational models that inform the foundations of religious education. Students will examine how these models have influenced different schools, theorists, practitioners, and materials of religious education. Criteria for evaluating the adequacy of competing models will be offered.

REGR 6120. Education for Peace and Justice. (3 Credits)

This course focuses on developing a greater understanding of the social ministry of the Christian churches. After a historical survey of Christian attitudes toward peace and justice, participants will explore ways of bringing a concern for peace and justice issues into liturgy, preaching, religious education, and pastoral ministry. The course also examines how to relate Christian understandings of peace and justice to everyday work, and to civic, political, and family life.

Attribute: PSJH.

REGR 6125. Moral Education & Development. (3 Credits)

This course explores various aspects of moral education. The topic will be explored from various perspectives: theology, psychology, education, sociology, and the arts. It will aid those involved in religious education and pastoral ministry in making effective use of the arts in their work. The course provides a framework for exploring foundational issues of morality and moral development, including how our understandings of the human person, community, and attitude toward the natural environment shape our moral outlook. Emphasis is placed on enabling religious educators and pastoral ministers to make moral formation an integral dimension of education in the Christian faith.

REGR 6130. Theological Issues: Religious Education and Ministry. (3 Credits)

The course explores major Christian classical themes in contemporary theological development. Foundational concepts of revelation, scripture and tradition, Trinity, creation, Jesus the Christ, and sin and grace are examined. The practical ministerial and educational implications of these developments will be collaboratively pursued.

REGR 6140. Curriculum and Religious Education. (3 Credits)

This course is an exploration of the what, who, where, when, why, and how of curriculum design in religious education. The various philosophies, principles, and processes of curriculum formation are critically examined. The course addresses the central question and activities of curriculum designers: what educative content do we make accessible to which learners under what governing structure? This question highlights the impact the nature of content, teaching processes, the readiness of learners, and the social-political arrangements of diverse educational settings has on a religious education curriculum.

REGR 6143. Imagination: Ministry and Religious Education. (3 Credits)

This course will explore the link between the imagination, patterns of church ministry, and religious educational activity. The role and power of imagination in disclosing new life and reenvisioning our work will be examined. A central focus of the course is the critical exploration of the images, metaphors, and guiding visions undergirding educational and ministerial work in churches and in our public life. Our educational and ministerial task is to create a counter-discourse to the dominant discourse of our time. Particular perspectives (religious, prophetic, feminist, artistic) will be employed as resources for enriching the imagination, fostering a counter-discourse, and cultivating imaginative activity with people.

REGR 6150. Foundations for Intercultural Ministry and Religious Education. (3 Credits)

Ministerial contexts are spaces of intercultural encounters that can serve to positively affect the practice of ministry and religious education. This special topics course will explore key pillars for understanding these encounters as revelatory moments that can be constructive for the "kin-dom" of God. Among the literature explored in this course will be theories of intercultural teaching and learning, anti-racist identity development, and cultural studies critiques, all within the context of students' self-exploration of their own cultural identities. From this exploration, students will envision how their own ministerial praxis can be shaped to form liberating spaces for intercultural ministry and solidarity.

Attribute: PSNM.

REGR 6180. Religious and Educational Development of Children and Youth. (3 Credits)

This course inquires into the spiritual, moral, and educational development of children and the implications of this development for religious education. Emphasis is placed on developing a theology of childhood, and the influence of childhood faith development on adult spirituality.

REGR 6202. Young Adult & Adult Ministry. (3 Credits)

Responses to religion in society, as well as to the many ways that young adults and adults make meaning of the world, are rapidly shifting. While there are growing numbers of people who are disaffiliating from organized religion, many continue to identify as spiritual. At the same time, there are many young adults and adults whose religious and spiritual development is affected by the harsh realities of violence, racism, depression, and other intersecting systems of oppression. How might ministers and religious educators respond to these realities? What questions should shape those responses? What knowledge informs those questions?

REGR 6204. Special Questions: Youth and Young Adult Ministry. (3 Credits)

This course offers a study of identity formation, sexual development, social consciousness, the influence of popular media culture, attitudes toward authority, and Generation X and millennial spirituality. Participants will explore ways of reenvisioning religious education and pastoral ministry to respond more adequately to contemporary youth culture.

REGR 6220. Ministry & Leadership. (3 Credits)

An investigation of the basic structures of organization and principles of administration and supervision as they apply to parish and other religious education settings. Emphasis is placed on the person and the role of leadership within evolving structures of parish and various learning communities.

REGR 6311. Digital Catechesis. (3 Credits)

The Digital Catechesis course provides a new social landscape for imagining faith formation and religious education today. This new landscape integrates Pope Francis' clarion call for the New Evangelization and the worthy potentials of the New Media, to come up with a leadership agenda that offer ways to explore and call into question traditional assumptions and understanding of both the catechetical and the technological. The course's goal is to lead pastoral leaders to viewing digital catechesis as a vital expression of the truly catechetical in contemporary religious context.

REGR 6600. Religion & Criminal Justice. (3 Credits)

What are various goals and aims of criminal justice ministry? What do or how might religious beliefs or practices shape or guide different approaches to ministry? How might we respond to critiques of criminal justice ministry as supporting practices of domination and punishment? This course will explore theories, theologies, and practices of criminal justice ministry in an age of mass incarceration. We will investigate religious and faith-based responses to the needs of those impacted by the criminal justice system as well as responses to the crisis of mass incarceration. This includes examining approaches to ministry with or by people living in incarceration as well as preventative, post-incarceration, decarceration, and abolitionist ministries.

REGR 6688. Issues in Religious Education. (3 Credits)

This is a special issues course in religious education. Each time the course runs, it will be focused on a unique and current aspect of religious education. Please see the course book for the term in question to find a description of the course.

REGR 6705. Religion Society & Culture. (3 Credits)

Explores various ways of thinking about how Christians and Christian faith communities can and should relate to the broader social world of which they are a part. Emphasis is placed on developing a heightened awareness of the ways religious educators and pastoral ministers can enable people to work for greater peace and justice in the world.

REGR 6999. Religious Education Final Integration Seminar. (3 Credits)

The Master of Arts program in religious education concludes with this final integration course (offered each spring). The course involves a terminal research project on a topic determined by the faculty.

REGR 8102. Historical and Philosophical Foundations of Religious Education. (3 Credits)

This course—for doctoral students only—is an examination of the various theological, philosophical, and educational models that inform the foundations of religious education. The attempt will be made to show how these models have influenced different schools, theorists, practitioners, and materials of religious education. Criteria for evaluating the adequacy of competing models will be offered.

REGR 8110. Ph.D. Year 1 Doctoral Seminar. (1.5 Credits)

The doctoral seminar is a venue for building our Ph.D. community as we explore research that bears on the focus of the doctoral program. We will consider matters of religion and practice across practical theology, religious education, and related fields. In keeping with the spirit of this doctoral program, which is focused on theological and pedagogical research and practice that makes a social justice difference for persons and communities in churches and society, the doctoral seminar will invite the participation of Ph.D. faculty and may include visits from other students, scholars, or accomplished practitioners. Goals of the doctoral seminar include clarification of your scholarly identity, contributing to our learning community and your communities of accountability, and producing a research-informed work—a Seminar Project. Students register for this course in both semesters of their first year of doctoral studies.

REGR 8111. Ph.D. Year 2 Doctoral Seminar. (1.5 Credits)

The doctoral seminar is a venue for building our Ph.D. community as we explore research that bears on the focus of the doctoral program. We will consider matters of religion and practice across practical theology, religious education, and related fields. In keeping with the spirit of this doctoral program, which is focused on theological and pedagogical research and practice that makes a social justice difference for persons and communities in churches and society, the doctoral seminar will invite the participation of Ph.D. faculty and may include visits from other students, scholars, or accomplished practitioners. Goals of the doctoral seminar include clarification of your scholarly identity, contributing to our learning community, and your communities of accountability, and producing a research-informed work—a Seminar Project. Students register for this course in both semesters of their second year of doctoral studies.

Prerequisite: REGR 8110.

REGR 8120. Education for Peace and Justice. (3 Credits)

(Doctoral Students Only) Focuses on developing a greater understanding of the social ministry of the Christian churches. After a historical survey of Christian attitudes toward peace and justice, participants will explore ways of bringing a concern for peace and justice issues into liturgy, preaching, religious education and pastoral ministry. The course also examines how to relate Christian understandings of peace and justice to everyday work, and civic, political and family life.

REGR 8188. Seminar: Religious Education. (3 Credits)

Reserved for special seminar topics in religious education .

REGR 8401. Research Methods. (3 Credits)

Research Methods course is for students in the PhD in Religious Education.

REGR 8580. Young Adult / Adult Ministry and Education. (3 Credits)

This course—for doctoral students only—examines key issues in the religious education of adults. It situates adult religious education within the broader framework of adult education theory, principles of practice, and the application of this theory to contexts of faith communities. Foundational issues explored will include the meaning of adulthood, adult learning, and development, and adult social worlds.

REGR ADVI. Faculty Advising. (0 Credits)**REGR MTNC. Maintenance of Matriculation. (0 Credits)**

Maintenance of matriculation.

Spirituality (SPGR)

SPGR 6702. History of Christian Spirituality I. (3 Credits)

This course will explore a number of the significant figures and themes that characterized the development of Christian spirituality from its beginnings until the 15th century. Readings will be drawn from classical spiritual texts from the Eastern Orthodox and Roman Catholic traditions and relevant secondary literature. Authors and texts typically include the Martyrdom of Saints Perpetua and Felicity, Origen, The Life of Anthony, John Cassian, Augustine, Pseudo-Dionysius the Areopagite, Life of Benedict, Gregory the Great, Maximus the Confessor, John Climacus, Symeon the New Theologian, Anselm, Bernard of Clairvaux, Mechthild of Magdeburg, Bonaventure, and Catherine of Siena. The course is organized around certain themes, including community life, prayer, mysticism, reform/conversion, and asceticism.

SPGR 6703. History of Christian Spirituality II. (3 Credits)

This course provides a solid grounding in the historical-critical, hermeneutical, and theological engagements with Christian mysticism/spirituality from the 16th century through the mid-20th century. In addition to focusing upon representative Catholic, Protestant, Reform, and Orthodox traditions, we examine recent expressions of globally contextualized Christian spiritualities. Course readings draw from classical spiritual texts and relevant secondary literature. Authors and texts typically considered include Ignatius Loyola, Martin Luther, Teresa of Ávila, Madame Guyon, Francis de Sales, George Herbert, The Pilgrim's Tale, Pierre Teilhard de Chardin, Howard Thurman, Gustavo Gutiérrez, C.S. Song, and Desmond Tutu, among others. Additionally, selected themes in Christian spirituality are considered, including feminist, ecological, and social justice spiritualities.

SPGR 6720. Sacramental Spirituality. (3 Credits)

Drawing upon Christian scripture and tradition, this course explores and develops present-day sacramental spiritualities. A variety of embodied practices and material realities will be considered in their sacramental aspects—i.e., insofar as they provide an opportunity to experience the divine in and through corporeality. This course will emphasize all of creation as sacramental; it will include a consideration of Christ and the Church as sacraments, the sacraments of initiation (RCIA), healing sacraments (reconciliation and anointing), marriage as a sacrament, and "sacramentals." The study and discussion will be ecumenical and interreligious, interdisciplinary and multicultural.

SPGR 6742. The Ignatian Way. (3 Credits)

The ministry of Jesuits—and their partners—in pursuing a Christian vision of the world is rooted in the personal experience of the 16-century saint Ignatius Loyola. In this course we shall study the life and work of that saint against the background of the times in which he lived. We examine especially two important primary sources, his autobiography, dictated to a fellow Jesuit near the end of his life, and his *Spiritual Exercises*, a remarkable and influential handbook for personal and spiritual renewal. We shall also survey his other writings that have come down to us: excerpts from his *Spiritual Journal*, the *Constitutions of the Society of Jesus*, and some of his letters. [DMin students excluded].

SPGR 6746. Franciscan Spirituality: Francis, Clare and Bonaventure. (3 Credits)

Explores the religious experiences of Francis and Clare from their own writings as well as biographical materials and examines the spiritual teachings that Clare and Francis bequeathed to the religious orders they founded. Special emphasis is placed on the balance they achieved between the contemplative and active lifestyles and on the evangelical values that characterize the Franciscan approach to ministry. Some consideration will be given to representative Franciscan figures who have exemplified the interplay of theology, spirituality and ministry, suggesting outlines of the same for today.

SPGR 6752. Christian Contemplation and Action. (3 Credits)

Drawing on the work of Philip Sheldrake, this doctoral-level course explores the writings and lives of five representative themes of contemplative prayer and active ministry. The Way of Discipline, The Contemplative-Mystical Way, The Way of Practical Action, The Way of Beauty, and The Prophetic Way. Representative authors include Thomas Merton, Julian of Norwich, Ignatius Loyola, Teresa of Avila, G.M. Hopkins, Gustavo Gutiérrez, and Dorothy Day, among others. The course considers these sources and traditions as living fountains of and challenges to our contemporary spirituality, and provides a broad overview for more specific studies in Christian spirituality.

SPGR 6792. Contemporary Christian Spirituality. (3 Credits)

This course examines foundations, issues, movements, and persons affecting the practice of Christian spirituality in a postmodern context. Issues discussed will include embodiment, prayer, work, and sexuality. Movements will include feminism, ecology, and compassion/justice.

SPGR 6794. Women Mystics. (3 Credits)

This course will explore the experiences and theologies of women mystics as reported or portrayed throughout Christian history. Students will read selections from hagiographical texts, from the sayings of the Desert Mothers, from historical texts such as the *Trial of Joan of Arc*, and from the writings of women mystics themselves—such as Hildegard of Bingen, Clare of Assisi, Marguerite Porete, Catherine of Siena, Julian of Norwich, Teresa of Avila, Margaret Mary Alacoque, Thérèse of Lisieux, and Mother Teresa of Calcutta. Lectures will draw upon history, sociology, psychology, theology, and other disciplines to contextualize the consideration of these readings and to invite a careful comparison with present-day experiences. Students will also be invited to ponder the forces that have shaped our current canon of mystics and saints: Whose lives remain invisible to our study, and why?.

SPGR 6811. Meditation East/West. (3 Credits)

A Practical theoretical treatment of the tradition of Christian prayer and Eastern Meditation. Included are guided practices, reading and reflection.

SPGR 6830. Discernment in the Christian Tradition. (3 Credits)

This course offers a two-fold introduction to Christian traditions for the discernment of spirits. During the first half of the course, we pursue a historical review of the various articulations of spiritual discernment from New Testament foundations through the 16th century. During the second half of the course, we concentrate on the theory and practice of Christian discernment and decision-making grounded in the writings of St. Ignatius Loyola. We engage in a critical, close reading of Ignatius' "Rules for the Discernment of Spirits" (weeks 1 and 2) and "The Election," both texts from "The Spiritual Exercises," as well as selected letters and other writings by Ignatius. This course also emphasizes each student's personal appropriation of this material through the discussion of discernment case studies.

Attribute: PSNM.

SPGR 6834. Methods in Christian Spirituality. (3 Credits)

This course introduces graduate students to the academic discipline of Christian spirituality and to methods for researching and writing at the M.A. level, including an introduction to the Turabian Manual for Writers of Research Papers, Theses, and Dissertations. In consultation with the professor, students are free to pursue a research topic of their choosing; however, their research agenda must include a Christian spirituality component. Students already working on a thesis may, with the professor's consent, use a chapter thereof as their research paper for this course. Course topics include defining the academic discipline of Christian spirituality; the relationship between spirituality and theology; experience as an object of study; and the approaches to context, historical consciousness, multidisciplinary, and hermeneutic theory. In this practical seminar, students collaboratively learn to research and write at the graduate level, as well as explore the rich offerings of Christian spirituality as an academic discipline.

SPGR 6910. Introduction to Supervision. (3 Credits)

The first course in Fordham GRE's Advanced Certificate in Supervision, Introduction to Supervision offers participants intensive immersion in supervision basics, including case preparation, supervision theory, spirituality, and ethics. Students will have repeated practice offering supervision to others and giving feedback to classmates as they do the same.

SPGR 6912. Practicum in Formal Supervision. (3 Credits)

The second course in Fordham GRE's Advanced Certificate in Supervision, the Practicum in Formal Supervision offers students individualized supervision and mentoring as they begin or grow their supervision ministry. In addition, this course provides opportunities for students to adapt a professional code of ethics for use in their context; to create a supervision resource kit; and to read, write about, and discuss supervision processes with their classmates and instructor.

Prerequisite: SPGR 6910.

SPGR 6914. Practicum in Informal Supervision. (3 Credits)

The third course in Fordham GRE's Advanced Certificate in Supervision, the Practicum in Informal Supervision offers students individualized supervision and mentoring as they develop their supervision ministry. In addition, the course provides opportunities for students to explore their own spiritual senses and intuition as they listen to others; to engage psychological concepts related to supervision; and to read, write about, and discuss supervision processes with their classmates and instructors.

Prerequisite: SPGR 6912.

SPGR 6916. Practicum in Group Supervision. (3 Credits)

The fourth course in Fordham GRE's Advanced Certificate in Supervision, the Practicum in Group Supervision offers students individualized supervision and mentoring as they continue their supervision ministry in the field, this term establishing and facilitating their own supervision group. Further, the course supports students in researching a supervision topic of their choice and culminates in a written capstone project.

Prerequisite: SPGR 6910.

SPGR 6920. Supervision Capstone Intensive. (3 Credits)

The final course in Fordham GRE's Advanced Certificate in Supervision, the Supervision Capstone Intensive offers participants an opportunity to present original research and a demonstration project on a supervision-related topic of their choice; to engage in collaboration with their peers and instructors; to offer constructive, compassionate feedback to their peers; and to integrate the skills they have honed in their yearlong practice of supervision.

Prerequisite: SPGR 6916.

SPGR 7702. History of Christian Spirituality I. (3 Credits)

This course will explore a number of the significant figures and themes that characterized the development of Christian spirituality from its beginnings until the 15th century. Readings will be drawn from classical spiritual texts from the Eastern Orthodox and Roman Catholic traditions and relevant secondary literature. Authors and texts typically include the Martyrdom of Saints Perpetua and Felicity, Origen, The Life of Anthony, John Cassian, Augustine, Pseudo-Dionysius the Areopagite, Life of Benedict, Gregory the Great, Maximus the Confessor, John Climacus, Symeon the New Theologian, Anselm, Bernard of Clairvaux, Mechthild of Magdeburg, Bonaventure, and Catherine of Siena. The course is organized around certain themes, including community life, prayer, mysticism, reform/conversion, and asceticism. This course is for Doctor of Ministry students only and will require doctoral-level participation and additional research/writing elements.

SPGR 7703. History of Christian Spirituality II. (3 Credits)

This doctoral-level course provides a solid grounding in the historical-critical, hermeneutical, and theological engagements with Christian mysticism/spirituality from the 16th century through the mid-20th century. In addition to focusing on representative Catholic, Protestant, Reform, and Orthodox traditions, we examine recent expressions of globally contextualized Christian spiritualities. Course readings draw from classical spiritual texts and relevant secondary literature. Authors and texts typically considered include Ignatius Loyola, Martin Luther, Teresa of Ávila, Madame Guyon, Francis de Sales, George Herbert, The Pilgrim's Tale, Pierre Teilhard de Chardin, Howard Thurman, Gustavo Gutiérrez, C.S. Song, and Desmond Tutu, among others. Additionally, selected themes in Christian spirituality are considered, including feminist, ecological, and social justice spiritualities. The capstone requirement is a 20-page research paper.

SPGR 7720. Sacramental Spirituality. (3 Credits)

Drawing upon Christian scripture and tradition, this doctoral-level course explores and develops present-day sacramental spiritualities. A variety of embodied practices and material realities will be considered in their sacramental aspects—i.e., insofar as they provide an opportunity to experience the divine in and through corporeality. This course will emphasize all of creation as sacramental; it will include a consideration of Christ and the Church as sacraments, the sacraments of initiation (RCIA), healing sacraments (reconciliation and anointing), marriage as a sacrament, and "sacramentals." The study and discussion will be ecumenical and interreligious, interdisciplinary and multicultural.

SPGR 7740. Spiritual Direction Practicum I. (3 Credits)

The Spiritual Direction Practicum I offers participants the opportunity to learn about the dynamics of prayer as a personal relationship with God, the spiritual direction relationship, elements of Ignatian spirituality, and the role of supervision. A grade of pass and an instructor's evaluation confirming skill development are required to move to Spiritual Direction Practicum II. Ordinarily, the practicum courses are taken at the conclusion of one's program; however, with the approval of the Spirituality Faculty Committee, a student still needing to fulfill a limited number of course requirements may also apply for admission to the practicum courses. The following courses are ordinarily completed before taking the practicum courses: Old Testament; New Testament; Christology or Theology of the Human Person; and Sacraments or Sacramental Spirituality or Church and Society. With faculty approval, one or more of these courses may be taken concurrently with the practicum courses.

Note: This course is pass/fail only. The following courses must be taken before the Spiritual Direction Practicum begins for all students: Theology of Spiritual Direction; Discernment in the Christian Tradition; and Pastoral Counseling Skills.

Prerequisite: PCGR 6440.

SPGR 7741. Spiritual Direction Practicum II. (3 Credits)

This course is a continuation of SPGR 7740. A grade of pass for SPGR 7740 and an instructor's evaluation confirming skill development at a successful level is required to register for this course. The course registration must take place with request to the assistant dean after Practicum I grades have been posted. Note: This course is pass/fail only.

Attribute: PSTG.

Prerequisites: SPGR 6830 and SPGR 7870 and PCGR 6440.

SPGR 7746. Franciscan Spirituality: Francis, Clare and Bonaventure. (3 Credits)

Doctoral students only- please see syllabus requirements for doctoral students. Explores the religious experiences of Francis and Clare from their own writings as well as biographical materials and examines the spiritual teachings that Clare and Francis bequeathed to the religious orders they founded. Special emphasis is placed on the balance they achieved between the contemplative and active lifestyles and on the evangelical values that characterize the Franciscan approach to ministry. Some consideration will be given to representative Franciscan figures who have exemplified the interplay of theology, spirituality and ministry, suggesting outlines of the same for today.

SPGR 7752. Christian Contemplation and Action. (3 Credits)

Drawing on the work of Philip Sheldrake, this doctoral-level course explores the writings and lives of five representative themes of contemplative prayer and active ministry. The Way of Discipline, The Contemplative-Mystical Way, The Way of Practical Action, The Way of Beauty, and The Prophetic Way. Representative authors include Thomas Merton, Julian of Norwich, Ignatius Loyola, Teresa of Avila, G.M. Hopkins, Gustavo Gutiérrez, and Dorothy Day, among others. The course considers these sources and traditions as living fonts of and challenges to our contemporary spirituality, and provides a broad overview for more specific studies in Christian spirituality. The capstone requirement is a 20-page research paper.

SPGR 7760. Christian Spirituality and Leadership. (3 Credits)

This course examines the intersection between classic texts in Christian spirituality and contemporary texts on leadership studies. The oldest corporations in the West are the monasteries and the Catholic Church. Many spiritual treatises are aimed at helping people understand how to lead communities in an effective manner through word and example. Contemporary writers about leadership, such as Jim Collins, stress spiritual qualities such as humility and hope as important for leading companies into greatness. Whereas the spiritual writings have little quantitative evidence associated with them, the leadership studies provide such analysis; however, books on leadership studies tend to lack any depth behind such concepts as humility or even good advice as to how to achieve it, which texts from the history of Christian spirituality provide. By bringing these horizons together, the course will help students to understand the practical value of Christian spirituality in business, administration, and politics.

SPGR 7792. Contemporary Christian Spirituality. (3 Credits)

This course will explore contemporary foundations, issues, movements, and persons impacting the practice of Christian spirituality in a postmodern context. Issues discussed will include embodiment, prayer, work, and sexuality. Movements will include feminism, ecology, and compassion/justice. This course is for doctoral students only and will require doctoral-level participation and additional research/writing elements.

SPGR 7794. Women Mystics. (3 Credits)

This doctoral-level course will explore the experiences and theologies of women mystics as reported or portrayed throughout Christian history. Students will read selections from hagiographical texts, from the sayings of the Desert Mothers, from historical texts such as the Trial of Joan of Arc, and from the writings of women mystics themselves—such as Hildegard of Bingen, Clare of Assisi, Marguerite Porete, Catherine of Siena, Julian of Norwich, Teresa of Avila, Margaret Mary Alacoque, Thérèse of Lisieux, and Mother Teresa of Calcutta. Lectures will draw upon history, sociology, psychology, theology, and other disciplines to contextualize the consideration of these readings and to invite a careful comparison with present-day experiences. Students will also be invited to ponder the forces that have shaped our current canon of mystics and saints: Whose lives remain invisible to our study, and why?.

SPGR 7811. Meditation East/West. (3 Credits)

A Practical theoretical treatment of the tradition of Christian prayer and Eastern Meditation. Included are guided practices, reading and reflection. DMIN/PHD Students Only.

SPGR 7830. Discernment in the Christian Tradition. (3 Credits)

This doctoral-level course offers a two-fold introduction to Christian traditions for the discernment of spirits. During the first half of the course, we pursue a historical review of the various articulations of spiritual discernment from New Testament foundations through the 16th century. During the second half of the course, we concentrate on the theory and practice of Christian discernment and decision-making grounded in the writings of St. Ignatius Loyola. We engage in a critical, close reading of Ignatius' "Rules for the Discernment of Spirits" (weeks 1 and 2) and "The Election," both texts from "The Spiritual Exercises," as well as selected letters and other writings by Ignatius. This course also emphasizes each student's personal appropriation of this material through the discussion of discernment case studies. Capstone requirement is a 20-page research paper.

SPGR 7834. Methods in Christian Spirituality. (3 Credits)

This course introduces doctoral students to the academic discipline of Christian spirituality and to methods for researching and writing at the doctoral level, including an introduction to the Turabian Manual for Writers of Research Papers, Theses, and Dissertations. Course topics include defining the academic discipline of Christian spirituality; the relationship between spirituality and theology; experience as an object of study; and the approaches to context, historical consciousness, multidisciplinary, and hermeneutic theory. In this practical seminar, students collaboratively learn to research and write at the graduate level, as well as explore the rich offerings of Christian spirituality as an academic discipline. In consultation with the professor, students are free to pursue a research topic of their choosing; however, their research agenda must include a Christian spirituality component. Students already working on a DM in thesis/project or Ph.D. dissertation may, with the professor's consent, use a chapter thereof as their research paper for this course. The capstone requirement is a 20-page research paper.

SPGR 7870. Spiritual Direction: Theology and Practice. (3 Credits)

This course explores the experience of spiritual direction from the standpoint of both the director and the one directed. It situates the contemporary ministry of spiritual direction within the history of the Christian tradition, and draws upon interdisciplinary and interreligious perspectives in order to examine critically a diversity of past and present theologies, processes, and models of spiritual direction.

Attribute: PSNM.

SPGR 7888. Special Topics: Spirituality. (3 Credits)

Reserved for special courses in Spirituality.

SPGR 7902. Ignatian Spirituality for Ministry. (3 Credits)

Limited to DMin students. Engaging in ministry within an Jesuit/Ignatian spirituality context involves pursuing a Christian vision of the world rooted in the experience and writings of the sixteenth-century Basque saint, Ignatius of Loyola. In this hybrid course, we (1) examine the life of Ignatius against the background of his socio-historical and theological context, (2) engage in a close, critical reading of representative texts, and (3) survey various contemporary approaches to the appropriation of his spiritual tradition, with an emphasis upon ministerial practices. We examine especially two important primary sources, his Autobiography, dictated to a fellow Jesuit near the end of his life, and The Spiritual Exercises, a remarkable and influential handbook for personal and spiritual growth. We also read excerpts from his Spiritual Journal, the Constitutions of the Society of Jesus, and Letters. Capstone requirement: 20-page research paper, which is due later in the spring semester.

SPGR 8500. Comprehensive Exam MA Christian Spirituality. (0 Credits)

Required for completion of the MA in Christian Spirituality concentrations, Generalist and Spiritual Direction.

SPGR 8870. Spir Dir: Theol & Pract. (3 Credits)

(PHD and DMIN students only) This course explores the experience of spiritual direction from the standpoint of both the director and the one directed. It situates the contemporary ministry of spiritual direction within the history of the Christian tradition, and draws upon interdisciplinary and interreligious perspectives in order to examine critically a diversity of past and present theologies, processes, and models of spiritual direction.

SPGR 8998. Special Topics: Spirituality. (3 Credits)

A tutorial in the area of religion.

Administrative Registrations (ZZGR)**ZZGR 7071. Field Placement in P.C.. (3 Credits)**

Placement in a setting allowing for an integration of theory and practice. Several clients seen weekly with on-site supervision. Staff meetings and case conferences attended as possible. Students will attend a monthly Field Placement Seminar during the duration of the Field Placement. Admission to this course is restricted to students in Field Placement. Pass/Fail only. Requires approval from faculty advisor, Fall/Spring only.

ZZGR 7072. 6 Credit Field Placement. (6 Credits)

Placement in a setting allowing for an integration of theory and practice. This course is for students intending to complete 6 credits of placement in one semester. Oversight by field placement director. Pass/Fail only. Requires approval from faculty advisor, Fall/Spring only.

ZZGR 7073. 9 Credit Field Placement P.C.. (9 Credits)

Placement in a setting allowing for an integration of theory and practice. This course is for students intending to complete 9 credits of placement in one semester. Oversight by field placement director. Pass/Fail only. Requires approval from faculty advisor, Fall/Spring only.

ZZGR 7074. Clinical Pastoral Education. (3 Credits)

Clinical Pastoral Education.

ZZGR 7076. Clinical Pastoral Ed (Online). (3 Credits)**ZZGR 8000. Consortium. (3 Credits)**

For use with the Theological Consortium.

ZZGR 8040. Dissertation Qualifying Paper. (0 Credits)

Dissertation Qualifying Paper.

ZZGR 8060. DMin Mentoring Seminar. (3 Credits)

DMin Mentoring Seminar.

ZZGR 8071. Field Experience 1 Credit. (1 Credit)

One credit is offered for field placements approved by a faculty advisor. These are pass/fail only.

ZZGR 8073. Field Experience 3 Credits. (3 Credits)

For approved field placement - 3 credits. Pass/Fail only. Requires approval from faculty advisor.

ZZGR 8074. Field Experience 6 Credits. (6 Credits)

For approved field placement - 6 credits. Pass/Fail only. Requires approval from faculty advisor.

ZZGR 8075. Field Experience 9 Credits. (9 Credits)

For approved field placement - 9 credits. Pass/Fail only. Requires approval from faculty advisor.

ZZGR 8084. Dissertation Format Review. (0 Credits)

Dissertation Format Review.

ZZGR 8090. Dissertation Direction. (3 Credits)

Ph.D. students who have completed their coursework must register for Dissertation Direction each fall and spring semester until graduation.

ZZGR 8999. Graduate Tutorial-GSRRE. (1 to 4 Credits)

An independent tutorial with an approved instructor. Requires approval from the faculty mentor, the academic area and the Dean's office.

ZZGR LEAV. Leave of Absence. (0 Credits)

Leave of Absence.

ZZGR MTNC. Maintenance of Matriculation. (0 Credits)

Pass/Fail only.

A-Z Academic Program Index

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- Christian Spirituality (Adv Cert) (p. 847)
- Christian Spirituality (M.A.) (p. 808)

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- Jesuit Studies (Adv Cert) (p. 848)

M

- Mental Health Counseling & Spiritual Integration (M.A.) (p. 811)
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P

- Pastoral Care (M.A.) (p. 819)
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R

- Religion and Practice (Ph.D.) (p. 836)
- Religious Education (M.A.) (p. 829)
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- Spiritual Direction (Adv Cert) (p. 848)
- Supervision (Adv Cert) (p. 851)

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- Trauma-Informed Care (Adv Cert) (p. 852)

GRADUATE SCHOOL OF SOCIAL SERVICE

Fordham University's nationally recognized graduate programs in social work has an integrated approach to the future of the social work profession. Designed with your needs in mind, our graduate programs offer flexible scheduling as well as on-campus and online options. You'll develop both professionally and personally from quality academics driven by a forward-thinking, skills-based curriculum.

Accredited by the Council on Social Work Education, Fordham University's Master of Social Work (MSW) program is ranked in the top 10 percent of the nation. The Graduate School of Social Service has developed a dynamic, innovative curriculum that begins with a comprehensive foundational phase focusing on skills that are grounded in theory, practice, and ethics. Whether your interest is in direct practice, organizational leadership, or social science research, you'll graduate with a skill set that will be relevant to various populations and settings throughout your career.

Program Areas

- B.A. in Social Work (p. 873)
- Master of Social Work (M.S.W.) (p. 875)
- Ph.D. in Social Work (p. 901)

For more information

Visit the GSS website

Mission and History

Mission

The mission of the Fordham University Graduate School of Social Service is to educate students to promote human rights and social justice globally by advancing economic, political, social, physical, mental, spiritual, and educational well-being. The School strives to improve the quality of life of individuals, families, groups, organizations, and communities through teaching culturally competent evidence-based practice and engaging in research, policy advocacy, and community partnerships. The Graduate School of Social Service is dedicated to developing social workers who work toward the establishment of societies free from poverty, inequity, violence, oppression, and discrimination.

The School's commitment to excellence in education and scholarship is built on professional social work values and the Jesuit educational tradition with its focus on social justice. Located in the greater New York City metropolitan region, the School prepares students to build the competencies necessary to serve diverse populations.

History

For more than 150 years, Fordham University has been a part of the life of the community in and around New York City. In keeping with the tradition of the University, the Graduate School of Social Service was founded in 1916. It has been located in the Leon Lowenstein Center at Fordham's Lincoln Center campus in Manhattan since February 1969. The program expanded to the University's Westchester campus at Marymount College in Tarrytown, New York, in 1975 for the convenience of residents of

Westchester County, counties north and west of Westchester, northern New Jersey, and southern Connecticut.

The Westchester campus is now located in West Harrison, New York. Since 1997, we have offered a collaborative program on Long Island with Molloy College in Rockville Centre. Students in this program have the option of completing coursework at the Molloy Campus in Rockville Centre and the Lincoln Center Campus in Manhattan. In 2014, the program expanded to include a hybrid model of study wherein students have the option of taking online courses as well as courses at Molloy College.

In 2011, Fordham University Graduate School of Social Service launched a fully online M.S.W. program. In 2018, this program expanded nationally and now offers live (synchronous) classes.

Contacts

For a list of relevant GSS contacts, please consult our website.

Program Areas

- B.A. in Social Work (p. 873)
- Master of Social Work (M.S.W.) (p. 875)
- Ph.D. in Social Work (p. 901)

B.A. in Social Work

The Bachelor of Arts in Social Work (B.A.S.W.) major at Fordham University will prepare you to make a meaningful difference in people's lives as a generalist social work practitioner. Mirroring the strength of our nationally ranked M.S.W. program, our B.A.S.W. degree features a variety of learning experiences: dynamic classes, hands-on fieldwork education, and guidance and support from a faculty adviser. Our diverse community of compassionate students and faculty round out the stimulating educational environment of the Graduate School of Social Service. With our B.A.S.W. degree, you'll graduate with the skills and knowledge you'll need to promote human rights, social justice, and individual and community well-being.

Offered at our campuses in Manhattan and Westchester, the B.A.S.W. degree is equivalent to the Bachelor's in Social Work (B.S.W.) and is accredited by the Council on Social Work Education (CSWE).

Gregory Acevedo, director of the B.A.S.W. program
212-636-7166
gacevedo@fordham.edu

CIP Code

44.0701 - Social Work.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Potential applicants should contact the program director, Gregory Acevedo, Ph.D., at (212) 636-6644 or gacevedo@fordham.edu, as early as

possible in their planning. All applications and other materials should be sent to:

Fordham University
B.A. Program in Social Work
113 West 60th Street, Room 716
New York, NY 10023

For more information

See the admissions page.

Requirements

Students are expected to complete the 31 credits of the major within a two-year period, either on a full- or part-time basis. The major consists of eight required courses of three credits each, and a 450-hour, yearlong field practicum and integrative seminar of seven credits beginning in September.

Following admission, students complete the social work program in two years. Depending on their full-time or part-time status, students may take courses in addition to social work courses.

Courses Required

Course	Title	Credits
SOWK 2600	Introduction to Social Work and Social Welfare	4
SOWK 6005	Contemporary Social Welfare Policy	3
SOWK 6040	Integrating Human Rights and Justice in Practice	3
SOWK 6323	Social Work Practice With Individuals Across the Lifespan	3
SOWK 6324	Social Work Practice With Families and Groups Across the Lifespan	3
SOWK 6305	Social Work Skills Lab	3
SOWK 6320	Social Work Practice With Organizations and Communities	3
SOWK 6440	Advanced Clinical Assessment and Diagnosis	3
SOWK 6803	Applied Social Work Research and Evaluation	3
SOWK 6901	BASW Generalist Field Education	7

Plan of Study

The coursework is spread across four semesters. You can start your B.A.S.W. program starting in the fall or spring semester.

The first year consists of four classroom courses and faculty advising, and the second year consists of four classroom courses, the Field Practicum and Integrative Seminar, and faculty and field advising.

SOWK 2600 Introduction to Social Work and Social Welfare must be taken before beginning the remaining courses in the curriculum.

Regardless of when you enter the program, you must complete the first year's four classroom courses before entering the Fieldwork Practicum.

First Year		Credits
Fall (A) or Spring (B)		
SOWK 6005	Contemporary Social Welfare Policy	3
SOWK 6040	Integrating Human Rights and Justice in Practice	3
Spring (A) or Summer (B)		
SOWK 6320	Social Work Practice With Organizations and Communities	3
SOWK 6803	Applied Social Work Research and Evaluation	3
Credits		12
Second Year		
Fall		
SOWK 6305	Social Work Skills Lab	3
SOWK 6323	Social Work Practice With Individuals Across the Lifespan	3
SOWK 6901	BASW Generalist Field Education	3.5
Credits		9.5
Spring		
SOWK 6324	Social Work Practice With Families and Groups Across the Lifespan	3
SOWK 6440	Advanced Clinical Assessment and Diagnosis	3
SOWK 6901	BASW Generalist Field Education	3.5
Credits		9.5
Total Credits		31

Availability

The major in social work is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham's School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester. Social work major courses are offered at the Lincoln Center campus (for all students) and at the Westchester campus (for School of Professional and Continuing Studies students only).

Fieldwork

Field instruction is a critical part of the Bachelor of Arts in Social Work (BASW) program. All students in the second year of this major must complete a year-long Fieldwork Practicum and a seminar that integrates the knowledge learned in the classroom with your experiences in the field.

The 450-hour field instruction course consists of:

- Practicum in Generalist Social Work Practice in an agency setting: 420 hours.
- Integrative Seminar

Fieldwork Options

For the practicum, you'll work at a social service agency in close cooperation with an experienced supervisor. During your internship, you'll work with individual clients while being exposed to larger agency and systems practices and issues.

You have the choice of fulfilling your 420 on-site hours in one of three ways:

- Field education (21 hours): You'll work 21 hours, over three days per week. Placement begins in September and ends in early May.

- Field education (14 hours): You'll work 14 hours, over two days per week. Placement begins in September and ends in July.
- Employment-based field placements: Some students are able to meet their field education requirement through the social service agency where they are employed in a social work capacity.

Students are expected to be available for field **during the agency's regular working hours**. This requirement provides the student the opportunity to participate in such learning experiences as staff meetings and professional consultations. Students who work are asked to plan early in their educational programs to prepare for field. Students are encouraged to discuss their educational goals with their employers and request accommodations in their work schedules to be available for field.

Questions?

Contact Rachelle Kammer, Ph.D., via email at kammer@fordham.edu or by phone at 212-636-6660.

Master of Social Work (M.S.W.)

Ranked in the top 10 percent in the nation by *U.S. News & World Report*, Fordham University's Master of Social Work (MSW) program will prepare you to engage effectively across all areas of social work throughout your career.

The world of social work is complex and changing. That's why we've developed a dynamic, forward-thinking curriculum that starts with a comprehensive foundational phase focusing on skills that are grounded in theory and ethics.

After completing core courses, you'll move to the specialist/advanced phase, where you'll create your own plan of study in one or more advanced practice areas:

- **Individuals and Families:** Learn how to provide direct services that address clients' environment and overall well-being.
- **Organizations and Communities:** Be prepared to work effectively with entire communities and various types of organizations, including private and public companies and nonprofits.
- **Evaluation:** Be prepared to develop an understanding of research and evidence-based practices.
- **Policy Practice and Advocacy:** Develop skills related to managing organizations and systems, creating policy, writing grant proposals, and obtaining funding.

Accredited by the Council on Social Work Education, our MSW curriculum is designed to turn you into a highly competent, integrated practitioner who has the tools to succeed in every setting.

By earning a Fordham MSW, you'll join an academic community that's as passionate about social justice as you are. If you're ready to change the world, we're ready to help.

For more information, please go to the Fordham GSS website.

CIP Code

44.0701 - Social Work.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-

graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Gain the knowledge and skills you need to achieve your professional goals. Apply to the Master of Social Work program at Fordham University. We encourage applications from people who can meet the academic requirements of a graduate-level program and who demonstrate that their personal qualities and values are compatible with the mission of social work: To improve the lives of others.

Prerequisites

- Bachelor's degree from a regionally accredited college or university.
- 18 undergraduate credits in liberal arts content.

The GRE is not required for admission into this program.

For more details about the application process for our on-campus MSW program, please visit the GSS Admissions website.

For more details about the application process for our online MSW program, please go visit the online MSW Admissions website.

Requirements

Our Master of Social Work (MSW) degree is a 62-credit program. It consists of:

- 48 credits of classwork
- 14 credits of fieldwork experience

The first 31 credits are part of the Generalist Phase; everyone takes the same courses at this level. The remaining 31 credits are part of the program's Specialist Phase.

Fordham coursework applying towards the MSW degree may be no older than 5 years (counted from the semester the coursework was taken).

Required Courses

Generalist Curriculum

Course	Title	Credits
SWGS 6005	Contemporary Social Welfare Policy	3
SWGS 6040	Integrating Human Rights and Justice in Practice	3
SWGS 6323	Social Work Practice With Individuals Across the Lifespan	3
SWGS 6324	Social Work Practice With Families and Groups Across the Lifespan	3
SWGS 6305	Social Work Skills Lab	3
SWGS 6320	Social Work Practice With Organizations and Communities	3
SWGS 6440	Advanced Clinical Assessment and Diagnosis	3
SWGS 6803	Applied Social Work Research and Evaluation	3
SWGS 6901	Generalist Field Instruction	7
Total Credits		31

Specialist Curriculum

Course	Title	Credits
Selective 1: Individuals and Families Domain- Choose one course		3
Selective 2: Organizations and Communities Domain- Choose one course		3
Selective 3: Evaluation and Research Domain- Choose one course		3
Selective 4: Policy Practice Domain- Choose one course		3
Selective 5: Course of your choice		3
Selective 6: Course of your choice		3
Selective 7: Course of your choice		3
Selective 8: Course of your choice		3
SWGS 6902	Specialist Field Instruction	7
Total Credits		31

See the Course Listings (p. 924) page for courses fulfilling Selectives 1-4, along with courses that fulfill the LCSW clinical coursework requirement.

Selectives 5-8 may be fulfilled by any course with the subject code SWGS (p. 924), numbered 6000-7999 or 8999, except for the Generalist Curriculum courses listed above.

Programs

Program Modalities

- M.S.W. Dual Degree Programs (p. 882)
- M.S.W. Hybrid (p. 882)
- M.S.W. On Campus (p. 886)
- M.S.W. Online (p. 895)

Full Time Plan of Study

In the full time plan of study, students can generally complete their MSW program in two academic years. It consists of:

- Two years of classroom coursework (24 credits each year).
- Two years of fieldwork (7 credits per year).

Your fieldwork includes a generalist and specialist year practicum. The practicum schedule is between 15 and 21 hours per week. All students are expected to complete 950 hours of fieldwork placement (450 hours total for the Foundation/Generalist phase and 500 hours total for the Advanced/Specialist phase).

Part Time Plan of Study

The part-time plan of study is for students who would like a slower pace to completing their MSW degree. In this plan of study, you can complete your MSW degree in three to four years.

You can begin this plan with two classes per semester in the first year. Fieldwork placement is added in the second year. You also have the option of completing some courses during summer sessions (usually mid-May to early mid-July).

Advanced Standing Plan of Study

Graduates of a Council on Social Work Education (CSWE)-accredited undergraduate social work program within the past five years may apply for admission into the specialized practice year (second year) of the two-

year program OR one year of CSWE-accredited MSW coursework may be eligible for the advanced standing program. You can complete your MSW in as little as one year or can go part time and complete your MSW in two years.

Goals and Objectives

Goals

The goals for the M.S.W. program are:

1. To develop a strong knowledge and skill base in generalist practice with a focus on and commitment to human rights and social justice.
2. Develop specialist skills in advanced areas of the social work profession such as clinical, leadership and macro practice, research, community and organizations, that build on the generalist practice foundation
3. Practice with and on behalf of diverse populations, in order to promote individual, familial, organizational, and community well-being.
4. Critical and systematic examination, evaluation, and utilization of research and other sources of empirical evidence in order to refine practice knowledge, skills, and interventions
5. Competent social work practice guided by a sense of professional identity, values and ethical standards, as well as by recognition of the need for ongoing professional development

Objectives

The objectives for the M.S.W. program are:

1. Practice the core values of the social work profession as outlined in the NASW Code of Ethics including:
 - a. Commitment to service, human rights and social justice
 - b. Assistance to access resources, benefits and service in order for individuals to achieve their potential
 - c. The ideal in which every individual in society has equal rights opportunities, social benefits, and protection
 - d. Dignity & worth of every person
 - e. Placing the individual in high esteem and valuing individual differences
 - f. Importance of human relationships
 - g. Integrity, trustworthiness and adherence to moral principles
 - h. Competence, having the skills and abilities to work with clients effectively
2. Develop and practice a high level of self-awareness in working with individuals, families, groups, organizations, communities and other professionals
3. Demonstrate knowledge about the effects of oppression and discrimination on individuals, families, groups, and communities and the importance of human rights and social justice advocacy
4. Consistently work to assess the risk and resiliency factors of client systems of various sizes and types, especially with marginalized and culturally or socially diverse groups; and implement interventions that utilize a strengths perspective
5. Demonstrate knowledge of the history of social welfare as an institution and the history, mission and philosophy of the social work profession
6. Demonstrate knowledge, and skills in relation to varied practice settings with a focus on social policy, programs and practice

development, organization and community change, and advocacy for clients with the goal of working to alleviate human oppression and discrimination by advancing human rights and social justice and the well-beings of all people

7. Critical thinking skills developed from a grounding in scientifically analyzed and applied theory and research that informs social work practice at all levels of intervention
8. Apply an analytic, empirically based approach to knowledge building in practice that integrates the methods of social research, the critical appraisal of research findings, and the evaluation of social policies, programs, practice processes and outcomes
9. Demonstrate the self-awareness skills necessary to evaluate practice outcomes through a commitment to ongoing learning and professional development

Enrollment Policies

Life Experience

No credit is given to students at GSS for work or life experience.

Course Waiver

A course waiver is granted to a beginning student who can document having successfully completed the course content required in our Master of Social Work program. You should make waiver requests during the admission process. When a course waiver is granted by the GSS Admissions Department, you are expected to enroll in other courses in order to earn the required total number of MSW course credits. The student is being waived from the course requirement but not the credit requirement. The Assistant Dean of Admissions will refer you to the appropriate faculty member if a course waiver is indicated.

Transfer Credits

Transfer credits are credits for courses taken at another institution. Students may transfer graduate course work from a regionally accredited institution to Fordham University's Master of Social Work degree program.

Eligibility

- Courses must have been completed at a graduate school.
- Course content must have been in a social science discipline and in the scope of social work education.
- A grade of B or higher must have been earned.

Restrictions

- Transfer credits will not be granted for courses taken more than five years before applying to GSS.
- Transfer credits will only be granted for masters or doctoral level courses
- Transfer coursework accepted for credit may apply towards the MSW degree for up to 5 years from the term the student first begins the degree.
- Transfer credits will not be awarded for courses under three credit hours.
- Transfer credits will not be awarded for courses used toward the receipt or conferral of another degree.
- A maximum of 6 transfer credits can be awarded.
- Transfer credits are not granted for life or work experience.

- You must request the credits when you apply to Fordham's MSW program.

Applying for Transfer Credits

MSW applicants who are eligible to apply for transfer credits must submit a Transfer Credit Application Form once they have been granted admission to the program. Your transfer credit application package must include:

- A Transfer Credit Application Form;
- Transcripts from those courses; and
- Course descriptions or syllabi of the courses for which you would like credit.

An addendum to your acceptance letter from GSS will indicate how many transfer credits you will receive. If you do not receive this notification, please contact the Office of Admission at gssadmission@fordham.edu or 212-636-6600 before registration.

Advanced Standing Students

To ensure that applicants who hold a B.S.W./B.A.S.W. degree do not repeat content that has been mastered, GSS only accepts applicants who have a B.S.W./B.A.S.W. degree from a CSWE-accredited social work school or program to the Advanced Standing plan of study of the MSW degree program.

B.S.W./B.A.S.W. graduates are ineligible for all other plans of study offered within the MSW degree program.

Field Education Policies

Overview

Field instruction is the signature pedagogy of Social Work education. Under the supervision of an experienced social worker, MSW students apply classroom knowledge and theory to direct work with clients at their field placement. Through hands-on experiences, MSW students develop ethical and culturally responsive practice skills that align with the Council on Social Work Education (CSWE) competencies.

All field placements are coordinated by Fordham's Field Education Department. Fordham maintains long-standing relationships with hundreds of agencies and institutions, nationally that offer a wide range of programs and settings.

Field Practicum

The traditional MSW program spans two academic years of study (part-time plans of study span more than two *calendar* years of study). The first academic year of study is referred to as the "Generalist" or "Foundation" Year. The second academic year of study is referred to as the "Specialist" or "Advanced" Year.

Generalist/Foundation Year

In the Generalist/Foundation Year, within the Field Practicum, students apply the knowledge they are gaining in their academic courses and apply their work with client systems to develop the generalist level skills required to become a professional social worker. Requirements for the Generalist/Foundation year field practicum include:

- The development of social work skills that are transferable to all settings and populations

- Demonstration of skills and knowledge that reflect the nine competencies set by the CSWE. These competencies are measured in Mid-Year and Final Field Assessments
- Completion of a minimum of 16 field practicum hours per week
- Weekly participation in a minimum of 1.5 hours of supervision with their Field Instructor
- Submission of one Process Recording per week to their Field Instructor
- Completion of 450 field practicum hours

Specialist/Advanced Year

Students move on to their Specialist/Advanced Year Field Practicum after successfully completing the requirements of the Generalist/Foundation Year Field Practicum. The Specialist/Advanced Year Field Practicum is focused on learning advanced practice skills with individuals, families, communities and organizations. Specialist/Advanced field placements may involve direct practice with client systems, macro practice in administration, social policy and/or research. Requirements for the Specialist/Advanced Year Field Practicum include:

- The student will build upon the nine CSWE Social Work competencies learned in Generalist/Foundation Year as they develop advanced level social work intervention skills
- Completion of a minimum of 16 field practicum hours per week
- Weekly participation in a minimum of 1 hour of supervision with their Field Instructor
- Submission of one Process Recording per week to their Field Instructor
- Completion of 500 field practicum hours

Advanced Standing Students

Students who have earned a bachelor's degree (BSW or BASW) from an accredited school of social work may be admitted to Fordham's MSW Program as "Advanced Standing Students." Advanced Standing students complete the requirements of the Specialist/Advanced Year Field Practicum, listed above

Field Advisement Sessions

Field advisement sessions are a mandatory part of field education for both Generalist/Foundation Year and Specialist/Advanced Year students. Students are expected to attend all seven advisement sessions scheduled over the course of the academic year. Student participation in these sessions is factored into the student's grade for field work each semester. More than one absence over the two semesters of field advising sessions may result in a failing field work grade.

Field advisement sessions offer students the opportunity to share and review their experiences in the field with peers and with their field advisor who facilitates the sessions. Field advisors take on the role of liaison between the student, the field placement agency, and Fordham University.

Please note:

- The field advisor is the first point of contact when a student and/or field instructor has any concerns regarding the field practicum experience. The field advisor will work with the student, the field instructor and the field education department to resolve potential barriers to the learning process.
- Certain placements require enrollment in specific advisement sessions, including but not limited to those students applying for

Palliative Care placements and the Integrative Behavioral Health with Youth placements.

Field Instruction Grades and Credits

Field instruction is a year-long course (two consecutive semesters). Students earn 3.5 credits per semester of field education for a total of 7 credits for each academic year of field work.

Field instruction is graded on a Satisfactory/Unsatisfactory basis:

- Mid-year and final grades will be entered only when the student's mid-year field evaluations have been submitted by their field instructor.
- If the student is progressing well, a grade of "In Progress" (IP*) is given at the end of the first semester of field instruction.
- At the end of the second semester of field, the final field instruction grade is submitted only when the student's final field evaluations have been submitted by their field instructor. Grades of Satisfactory (S) or Unsatisfactory (U) are given upon completion of the course.

Please note:

- The mid-year grade of "IP*" does not change after a final grade of "S" is submitted.
-
- Generalist/Foundation Year students are not allowed to advance into Specialist/Advanced year courses or field instruction until they have successfully completed both Generalist/Foundation academic courses and have received a passing Generalist/Foundation final year grade.

Absences from Field Placement

Over the course of an academic year, MSW students are permitted a maximum of three absences from their field placement (for illness or other emergencies). To ensure that the student meets the required hours for field work, absences should be made up at an alternate time which has been agreed upon with the agency/institution. Students must consult with both their field instructor and field advisor before making changes to their weekly schedule.

Extended time off is not an option; a field placement is a commitment to the field placement agency and their clients. The quality and continuity of care provided to vulnerable clients is negatively impacted by excessive absences. Students should plan ahead when arranging their social work internships. Students who require or request extended time off from field placements may have to delay or defer field instruction. Deferring or delaying field instruction will affect a student's plan of study; it is imperative that students consult with the Field Education and Student Services Departments when they are considering a deferral or delay of field education.

If a situation occurs in which the student is ill for an extended period of time or another emergency requires a lengthier absence, the student must immediately consult with their field advisor and field placement instructor and obtain special approval from the field education department to continue in the field placement for that current semester. Lengthy absences for medical reasons require a student to apply for a Medical Leave of Absence with the Student Services Department.

Field education spans a full academic-year (two consecutive semesters). Students who take a leave from their field placement for one or more

semesters will be required to restart field placement hours, regardless of the previous hours earned when the interruption or absence occurred.

Administrative Review Process

Students may experience challenges in field placement that require a formal Administrative Review. Possible reasons for this kind of review include, but are not limited to, the student being terminated or self-terminating from the field placement. The student and their field Instructor/agency representatives each present their account of the circumstances that lead to the Administrative Review.

The objectives of an Administrative Review can include:

- An assessment of the student's field performance
- Determination of next steps following a field placement termination
- Preservation of the field placement with a formal plan put in place

The Administrative Review Committee includes:

- The Field Advisor
- Field Instructor
- The Director of Field Education
- A representative from the Office of Student Services

Reasons for a Administrative Review may include, but are not limited to:

- Termination or dismissal of a Field Placement
- Self-termination by the student from a field placement
- Receiving a grade of 2 or lower on the Mid-Year or Final Field Evaluation and/or issues with meeting social work competencies
- Any professional conduct or ethical issues that may arise during the placement that will require Fordham's involvement

The Administrative Review Committee determinations may include, but are not limited to:

- Coordination with the Student Services Department to ensure outcome is aligned with coursework and/or plan of study changes that may be required.
- Assignment to a new field placement within the academic year of record, or in the next term for which the student is eligible
- Requirement to complete field placement in its entirety may require the student to wait until the next academic semester or year to begin field
- Removal from the field placement and assignment of a grade of "U" (Unsatisfactory) for the Field Instruction course.
- Referral to the Committee on Academic Progress (CAP) for final review which may result in replacement in another field setting or termination from the program

Supporting Documentation

The Field Education Department is responsible for gathering all necessary documents for this review. Documentation can include:

- Written reports of the field experience from the field instructor and field advisor.
- Review of field documentation that includes the student's educational agreement, attendance record and any field evaluations that were completed by the time of the termination.

- Obtaining the student's perspective to hear their explanation of the field experience.

Field Placement Planning

Students should always refer to their plan of study when registering for courses and field Instruction. Students are encouraged to work with their academic advisors and the field education department to ensure that they remain on track to complete all requirements of the program.

Full time and Advanced Standing students begin field instruction in their first semester of the program. Part-time students generally begin field instruction in later semesters (please refer to the GSS Plans of Study).

If you are accepted as a full-time student, the Office of Admissions provides the link to the electronic field application/planning forms in your acceptance package. If you began the program in a previous semester as a part-time student, you will attend a field planning meeting, and the link to the field application/planning form will be provided at that time.

Once the student submits a field application/planning form, a member of the Field Education team will be assigned to coordinate the student's field placement. Students will be contacted by their assigned placement specialist shortly after submitting their field application/planning form.

Work/Study Field Placements

To qualify for a Work Study Field Placement, the student must:

- Indicate this preference on their field application
- Submit a Work Study Proposal to the Field Education Department
- Field Placement tasks must be different from employment responsibilities
- The field instructor and the employment supervisor must be different people
- The field instructor must meet the general requirements for field instruction:
 - Three years post-M.S.W. experience
 - New York/New Jersey/Connecticut field instructors are required to complete the Seminar in Field Instruction (SIFI). Field instructors can sign up for this course at Fordham or any other New York area schools that offer this course.

Please note: Work Study Field Placements must be approved by both your employer and Fordham University. Applying for a Work Study Field Placement does not indicate certainty that this placement will be approved.

Employment Based Placement

Students may have the opportunity to use their current employment as their field placement when the following conditions are met:

- The student must be employed in a social service setting
- The job must be a social work related position

For further information please contact the Field Education Department.

Choices in the Placement Process

The Field Education Department works collaboratively with students to coordinate a Field placement setting that provides the best possible learning experience for each practicum year.

While preferences are taken into account in the Generalist/Foundation Year placement setting will be directly assigned by the Field Education

Department. Specialist/Advanced Year students will collaborate with a placement specialist to have the opportunity to be placed in a setting with a population of interest.

Please note:

- Field Placement options increase when students have flexible availability.
- Students who request evening and/or weekend hours are required to be in field placement for a minimum of four hours during the regular business operations/hours of the settings workweek.
- Students are expected to establish their internship schedule in collaboration with the agency/institution.
- Some sites and/or specialized placements may require specific hours and days.
- A field placement is a full academic year (two consecutive semester) commitment.
- Students are not allowed to end field instruction prior to the end of each semester/term.

In both their Generalist/Foundation and their Specialist/Advanced Year, students interview with the potential placement agency to ensure that the setting is a good fit. Once a student has met with an agency/institution, a joint affiliation agreement regarding placement is made between Fordham and the site. Students should not contact agencies directly to arrange interviews until advised to participate in this process by your field coordinator.

Some field placement agencies require a variety of onboarding and clearances that must be completed prior to beginning a field placement. This may include, but is not limited to:

- Criminal background check
- A recent physical exam and/or certain tests or immunizations prior to placement

Students are notified of any agency-related requirements in advance. Cooperation with these requirements is expected. In most instances, the costs of meeting these requirements are the responsibility of the student.

Malpractice Insurance

As a student in field placement, you are covered by a malpractice policy. The cost for this policy is \$31 per year. The fee is charged to your account when you register for field instruction. This policy is only in effect during your internship hours. When you graduate and are no longer an intern, you may want to obtain your own liability policy. If you are a member of NASW, you are able to apply for liability insurance through its group plan.

Contact Us

The Fordham Graduate School of Social Services maintains three campuses:

- Lincoln Center Campus
- Westchester Campus
- Online Campus

All students are encouraged to contact the Field Education Department with questions or concerns at: gssfieldinstruction@fordham.edu, Students registered with the Online Campus can contact the online placement team at: fieldeducation@onlinemsw.fordham.edu

Field Education Forms Available Forms

- Proposal for Work/Study Field Placement

Important Information

If you are interested in using your place of employment as a fieldwork placement, your employer must be willing to allow you to function in the role of an M.S.W. intern for a minimum of 16 hours and a maximum of 21 hours per week in your current work position (the tasks must be connected to the Council on Social Work Education Social Work Competencies).

Applications must be submitted to the Field Education Office at gssfieldinstruction@fordham.edu no later than May 1 for work/study proposals.

For more information

Contact the Field Education Office at gssfieldinstruction@fordham.edu.

Academic Advising

Academic advising is a collaborative process between advisers and students that helps students meet their academic goals. It involves planning, evaluation, and decision-making in partnership with the advisee (the student) and the academic adviser. Members of the Student Services team are listed below. You may also email our general inbox at gssstudentservices@fordham.edu.

- Ms. Melissa Lippiello (mlippiello@fordham.edu)
- Ms. Kathleen Rund (krund@fordham.edu)
- Ms. Lauren Sugantino (lsugantino@fordham.edu)
- Ms. Laura Sutter (lsutter@fordham.edu)
- Ms. Kaitlynn Toro (ktoro2@fordham.edu)
- Mr. Johnny Torres (jtorres@fordham.edu)

Molloy Collaborative

- Ms. Joanna Suppa (suppa@fordham.edu)

Online Student Success Advisers

- Assigned after admission

Special Offerings Advanced Standing Program

This plan of study is open only to Bachelor of Social Work graduates who have achieved a competent level of academic performance and a successful fieldwork experience within five years of applying to the M.S.W. program at Fordham. The undergraduate social work program that the applicant attended must be accredited by the Council on Social Work Education (CSWE). For Bachelor of Social Work graduates, your undergraduate coursework is the equivalent of the first year of the M.S.W. program at Fordham's Graduate School of Social Service. The 31 credits of the applicant's B.S.W. program are transferred into the Master of Social Work program at Fordham University.

Credentialed Alcohol and Substance Abuse Counselor (CASAC-T)

Substance use disorders are defined broadly to include both alcohol and other mood-altering substances. The qualification will incorporate content regarding multiple client populations and multiple service settings as they relate to alcohol and other mood-altering substances.

Requirements

- Field Practicum: Advanced/Specialist year in an approved substance use disorders setting. This will include specific learning goals and assignments related to services and practice in the area of substance use disorders.
- Field Advisement Sessions: A special section for Advanced/Specialist year students placed in substance use disorder settings.
- Elective Requirement: SWGS 6417 Social Work Practice with Substance Use Disorders

After completing these requirements, students will have met the New York State educational hours required (350 hours) for the CASAC-T (Credentialed Alcoholism Counselor in Training certificate). However, the qualification is not equivalent to the New York State CASAC credential. For further information, contact Dr. Linda White-Ryan, Associate Dean for Academic Affairs, at whiteryan@fordham.edu.

Joint Degree Programs

Joint Degree Program in Social Work and Law

This program is designed for graduate students who wish to earn both a Juris Doctor (J.D.) degree from the Fordham University School of Law and a Master of Social Work (M.S.W.) degree from the Graduate School of Social Service. Applicants interested in the combined law and social work degree must apply and be admitted to both programs simultaneously. Due to the requirements of the American Bar Association, the first year of study must be completed at the School of Law. Contact Assistant Dean of Admissions Melba Remice at 212-636-6601 or remice@fordham.edu or Melissa Fiore Lippiello, J.D., L.C.S.W., at mlippiello@fordham.edu for further information.

Study Abroad

GSS London Summer Study

GSS is very pleased to offer our M.S.W. students the opportunity to take courses taught by GSS faculty at Fordham University's London Centre. The London Summer Program highlights the rich history of the settlement house movement in London and New York City, and its role in the formation of the social work profession and social welfare. Faculty will facilitate structured opportunities for students to integrate their community-based and classroom experiences and learning, and enhance the international comparative nature of their study abroad. For more information on this program contact Melissa Fiore Lippiello, J.D., L.C.S.W. at mlippiello@fordham.edu for further information.

Career and Alumni Resources

Career Planning

GSS provides the opportunity for students to seek employment through the online internship and job database Handshake. As a current GSS student, you already have an account set up with your Fordham email address. Just click "Forgot Password." On the Handshake platform, you can post your resume, apply for jobs directly on the system, and access

it after graduation as alumni. To learn more about using Handshake, visit the webpage.

Continuing Education

Continuing education is now required for licensing in New York State. GSS will be offering CEU opportunities for our graduates and the community. You can find upcoming opportunities on the school's website.

National Association of Social Workers (NASW)

Keep your membership up as a graduate and enjoy the opportunity to have a continuing impact on your profession. It is also a good way to stay current on the issues that affect us as professionals, as well as the issues that affect our clients. There are a variety of committees at the local chapters, and being involved is an excellent form of professional networking.

Licensing

Licensing requirements in the U.S. vary from state to state. It is recommended that graduates check requirements with the state board of social work licensing for the state where they intend to practice. In New York graduates may take the LMSW—Master's level exam after their social work master's degree has been conferred. New Jersey MSW students may take the exam in their final semester of MSW studies. Connecticut has temporarily suspended the master's level license examination until January 1, 2026.

Fordham offers sessions on test-taking strategies and content review which are generally offered towards the end of the spring semester. Announcements will be emailed in advance so that you can make whatever arrangements are necessary to attend.

Fordham also offers an Online Licensing Preparation course (five hours) which is available to all M.S.W. students and alumni. The course includes five modules: The first module is on test-taking strategies, and the other four modules align with the four areas of the licensing exam. The course outlines resources for studying. All graduating students receive an email in April providing access to the course. There is no fee for the course.

Alumni Events

You will receive information about Fordham University alumni events, and those specific to the Graduate School of Social Service, through the University's Alumni Office. Make sure you update your information on the Forever Fordham page. You can use the online directory to search for fellow classmates or network with other alumni. Most information is sent electronically, so it is important that you keep your email address current. An Alumni tab will be accessible from your my.fordham.edu account.

All graduates are eligible for an alumni card Ram Pass that allows you building access and browsing privileges in the libraries. To receive one, go to the University's homepage and click "Alumni." You can apply for a Ram Pass online.

Professional Development Sessions

Professional development sessions with invited speakers addressing topics of interest at the Lincoln Center and Westchester campuses are available for students. Times and topics are posted online, and you will receive an email with information on how to register for the sessions.

Some of these sessions are recorded so that students unable to attend can view them.

M.S.W. Dual Degree Programs

The Graduate School of Social Service offers the following degree program:

- The M.S.W./Juris Doctor (J.D.) dual degree program with Fordham University School of Law prepares you to advocate for your clients' needs as a social worker or in the legal field.

M.S.W. Hybrid

Fordham's online hybrid master of social work (M.S.W.) option on Long Island is a collaborative program with Molloy College that combines traditional face-to-face classes at Molloy's campus with online courses. In the online courses, you will meet weekly with your professor and classmates in synchronous sessions as well as pace your own learning with asynchronous course content.

The hybrid M.S.W. option enables more Long Islanders to conveniently obtain a Fordham University M.S.W. degree. We offer full-time, part-time, and Advanced Standing plans of study with both fall and spring start dates. If you have questions, contact Joanna Suppa, director of the Fordham/Molloy collaborative program, at (516) 323-3884 or suppa@fordham.edu.

Fieldwork

Your Fieldwork Practicum is an integral part of Fordham University's master of social work (M.S.W.) degree and uniquely prepares you for your career as a social work professional.

The two-year Field Instruction consists of 14 credits:

- A weekly fieldwork placement internship
- Two-hour long Field Advisement Sessions classes scheduled over four semesters

Field placements take place at an agency within the tri-state area. Supervision is provided by a field instructor who has a master of social work degree at the agency.

Fieldwork Schedule

Field Instruction includes 16-21 hours per week.

For additional field instruction resources, please visit our website.

Plans of Study

- M.S.W. Hybrid (Full Time) (p. 882)
- M.S.W. Hybrid (Full Time, Advanced Standing) (p. 883)
- M.S.W. Hybrid (Part Time) (p. 884)
- M.S.W. Hybrid (Part Time, Advanced Standing) (p. 885)

M.S.W. Hybrid (Full Time)

Hybrid Molloy Plan of Study

The first year of study is known as the Generalist Year, and the second year of study is known as the Specialist Year.

Course	Title	Credits
First Year		
Fall		
SWGS 6323	Social Work Practice With Individuals Across the Lifespan (Rockville Centre)	3
SWGS 6305	Social Work Skills Lab (Rockville Centre)	3
SWGS 6040	Integrating Human Rights and Justice in Practice (Online- Session 1)	3
SWGS 6005	Contemporary Social Welfare Policy	3
SWGS 6901	Generalist Field Instruction (Long Island Field Placement)	3.5
SWGS 6911	Generalist Field Advisement Sessions	0
Credits		15.5
Spring		
SWGS 6324	Social Work Practice With Families and Groups Across the Lifespan (Rockville Centre)	3
SWGS 6440	Advanced Clinical Assessment and Diagnosis (Rockville Centre)	3
SWGS 6320	Social Work Practice With Organizations and Communities (Online - Session 1)	3
SWGS 6803	Applied Social Work Research and Evaluation (Online- Session 2)	3
SWGS 6901	Generalist Field Instruction (Long Island Field Placement)	3.5
SWGS 6911	Generalist Field Advisement Sessions	0
Credits		15.5
Second Year		
Fall		
Selective #1: Individuals and Families Domain- Choose one course (Rockville Centre)		3
Selective #2: Organizations and Communities Domain- Choose one course (Rockville Centre)		3
Selective #3: Evaluation and Research Domain- Choose one course (Online- Session 1)		3
Selective #4: Policy Practice Domain- Choose one course (Online- Session 2)		3
SWGS 6902	Specialist Field Instruction (Long Island Field Placement)	3.5
SWGS 6912	Specialist Year Advisement Sessions	0
Credits		15.5
Spring		
Selective #5: Course of your choice (Rockville Centre)		3
Selective #6: Course of your choice (Rockville Centre)		3
Selective #7: Course of your choice (Online- Session 1)		3
Selective #8: Course of your choice (Online- Session 2)		3
SWGS 6902	Specialist Field Instruction (Long Island Field Placement)	3.5
SWGS 6912	Specialist Year Advisement Sessions	0
Credits		15.5
Total Credits		62

Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3
SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3
SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3

SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

M.S.W. Hybrid (Full Time, Advanced Standing)

Hybrid Molloy Plan of Study

Course	Title	Credits
First Year		
Fall		
Selective #1: Individuals and Families Domain- Choose one course (Rockville Centre)		3
Selective #2: Organizations and Communities Domain- Choose one course (Rockville Centre)		3
Selective #3: Evaluation and Research Domain- Choose one course (Online- Session 1)		3
SWGS 6440	Advanced Clinical Assessment and Diagnosis (Online- Session 2) ¹	3
SWGS 6902	Specialist Field Instruction (Long Island Field Placement)	3.5
SWGS 6912	Specialist Year Advisement Sessions	0
Credits		15.5
Spring		
Selective #4: Course of your choice (Rockville Centre)		3
Selective #5: Course of your choice (Rockville Centre)		3
Selective #6: Course of your choice (Online- Session 1)		3
Selective #7: Policy Practice Domain- Choose one course (Online- Session 2)		3
SWGS 6902	Specialist Field Instruction (Long Island Field Placement)	3.5
SWGS 6912	Specialist Year Advisement Sessions	0
Credits		15.5
Total Credits		31

¹ If an equivalent course has been taken previously and approved by the Office of Admissions, students may take an additional selective in lieu of SWGS 6440 Advanced Clinical Assessment and Diagnosis.

Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3

SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3
SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

M.S.W. Hybrid (Part Time) Hybrid Molloy Plan of Study

The first and second years of study are known as the Generalist Years; the third and fourth years of study are known as the Specialist Years.

Course	Title	Credits
First Year		
Fall		
SWGS 6040	Integrating Human Rights and Justice in Practice (Online- Session 1)	3
SWGS 6005	Contemporary Social Welfare Policy (Online- Session 2)	3
Credits		6
Spring		
SWGS 6320	Social Work Practice With Organizations and Communities (Online- Session 1)	3
SWGS 6803	Applied Social Work Research and Evaluation (Online - Session 2)	3
Credits		6
Second Year		
Fall		
SWGS 6323	Social Work Practice With Individuals Across the Lifespan (Rockville Centre)	3
SWGS 6305	Social Work Skills Lab	3
SWGS 6901	Generalist Field Instruction (Long Island Field Placement)	3.5
SWGS 6911	Generalist Field Advisement Sessions	0
Credits		9.5
Spring		
SWGS 6324	Social Work Practice With Families and Groups Across the Lifespan (Rockville Centre)	3
SWGS 6440	Advanced Clinical Assessment and Diagnosis (Rockville Centre)	3
SWGS 6901	Generalist Field Instruction (Long Island Field Placement)	3.5
SWGS 6911	Generalist Field Advisement Sessions	0
Credits		9.5
Third Year		
Fall		
Selective #1: Individuals and Families Domain- Choose one course (Rockville Centre)		3
Selective #2: Organizations and Communities Domain- Choose one course (Rockville Centre)		3
SWGS 6902	Specialist Field Instruction (Long Island Field Placement)	3.5
SWGS 6912	Specialist Year Advisement Sessions	0
Credits		9.5
Spring		
Selective #3: Course of your choice (Rockville Centre)		3
Selective #4: Course of your choice (Rockville Centre)		3
SWGS 6902	Specialist Field Instruction (Long Island Field Placement)	3.5

SWGS 6912	Specialist Year Advisement Sessions	0
Credits		9.5

Fourth Year**Fall**

Selective #5: Evaluation and Research Domain- Choose one course (Online- Session 1)	3	
Selective #6: Policy Practice Domain- Choose one course (Online- Session 2)	3	
Credits		6

Spring

Selective #7: Course of your choice (Online- Session 1)	3	
Selective #8: Course of your choice (Online- Session 2)	3	
Credits		6

Total Credits		62
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Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3
SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3
SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

M.S.W. Hybrid (Part Time, Advanced Standing)**Hybrid Molloy Plan of Study**

Course	Title	Credits
First Year		
Fall		
Selective #1: Evaluation and Research Domain- Choose one course (Online- Session 1)		3
SWGS 6440	Advanced Clinical Assessment and Diagnosis (Online- Session 2) ¹	3
Credits		6
Spring		
Selective #2: Course of your choice (Online- Session 1)		3
Selective #3: Policy Practice Domain- Choose one course (Online- Session 2)		3
Credits		6
Second Year		
Fall		
Selective #4: Individuals and Families Domain- Choose one course (Rockville Centre)		3
Selective #5: Organizations and Communities Domain- Choose one course (Rockville Centre)		3
SWGS 6902	Specialist Field Instruction (Long Island Field Placement)	3.5
SWGS 6912	Specialist Year Advisement Sessions	0
Credits		9.5
Spring		
Selective #6: Course of your choice (Rockville Centre)		3

Selective #7: Course of your choice (Rockville Centre)	3
SWGS 6902 Specialist Field Instruction (Long Island Field Placement)	3.5
SWGS 6912 Specialist Year Advisement Sessions	0
Credits	9.5
Total Credits	31

¹ If an equivalent course has been taken previously and approved by the Office of Admissions, students may take an additional selective in lieu of SWGS 6440 Advanced Clinical Assessment and Diagnosis.

Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3
SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3
SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

M.S.W. On Campus

With three New York campus locations and an accredited online M.S.W. program, the Fordham Graduate School of Social Service (GSS) has a place for you—whether you prefer a fast-paced urban campus, the tree-lined suburbs, or the convenience of online study.

Whichever location you choose, you'll be part of an exciting, diverse community that is making a difference in the lives of individuals, families, and societies across the country and around the world. You can complete all your degree requirements at any campus or online. For more information, please contact us at 212-636-6000.

Manhattan Campus

We offer B.A.S.W., M.S.W., and Ph.D. programs at Fordham University's Lincoln Center campus in the heart of midtown Manhattan:

113 West 60th Street (corner of Columbus Avenue)
New York, NY 10023

Directions

Westchester Campus

We offer B.A.S.W. and M.S.W. programs at Fordham University's Westchester campus. You can complete all your degree requirements on this campus.

Located conveniently off I-287, I-684, and the Hutchinson River Parkway, our three-story, state-of-the-art building sits on 32 landscaped acres in West Harrison, New York.

400 Westchester Avenue
West Harrison, NY 10604

Directions

GSS Fordham/Molloy College Hybrid Program on Long Island

In our traditional Fordham/Molloy program, students take some coursework on the Molloy College campus in Rockville Centre, New York, complete their field placement on Long Island, and also attend some classes at the Manhattan campus.

The Fordham/Molloy hybrid M.S.W. option offers both face-to-face and online classes to our Long Island students for full-time, part-time, and Advanced Standing plans of study. The M.S.W. degree is awarded by Fordham University.

The collaborative Fordham/Molloy M.S.W. program is located at:

Molloy College
1000 Hempstead Avenue
Casey Building, C-014
Rockville Centre, NY 11571-5002
516-323-3884

Directions

Plans of Study

- M.S.W. On Campus (Full Time) (p. 887)
- M.S.W. On Campus (Full Time, Advanced Standing) (p. 889)
- M.S.W. On Campus (Part Time) (p. 891)
- M.S.W. On Campus (Part Time, Advanced Standing) (p. 893)

Fieldwork

Your Fieldwork Practicum is an integral part of Fordham University's master of social work (M.S.W.) degree and uniquely prepares you for your career as a social work professional.

The two-year Field Instruction consists of 14 credits:

- A weekly fieldwork placement internship
- Seven Field Advisement Session classes scheduled per academic year for both Generalist and Specialist phases

Field placements take place in social service settings within the tri-state area. Supervision is provided by a field instructor who has a master of social work degree.

Fieldwork Schedule

Field placement include a minimum of 15 hours per week.

For additional field instruction resources, please visit our website.

M.S.W. On Campus (Full Time) On-Campus Plan of Study

The first year of study is known as the Generalist Year, and the second year of study is known as the Specialist Year.

Course	Title	Credits
First Year		
Fall		
SWGS 6040	Integrating Human Rights and Justice in Practice	3

SWGS 6005	Contemporary Social Welfare Policy	3
SWGS 6305	Social Work Skills Lab	3
SWGS 6323	Social Work Practice With Individuals Across the Lifespan	3
SWGS 6901	Generalist Field Instruction	3.5
SWGS 6911	Generalist Field Advisement Sessions	0

Credits 15.5

Spring

SWGS 6803	Applied Social Work Research and Evaluation	3
SWGS 6320	Social Work Practice With Organizations and Communities	3
SWGS 6324	Social Work Practice With Families and Groups Across the Lifespan	3
SWGS 6440	Advanced Clinical Assessment and Diagnosis	3
SWGS 6901	Generalist Field Instruction	3.5
SWGS 6911	Generalist Field Advisement Sessions	0

Credits 15.5

Second Year

Fall

Selective #1: Individuals and Families Domain- Choose one course		3
Selective #2: Organizations and Communities Domain- Choose one course		3
Selective #3: Evaluation and Research Domain- Choose one course		3
Selective #4: Policy Practice Domain- Choose one course		3
SWGS 6902	Specialist Field Instruction	3.5
SWGS 6912	Specialist Year Advisement Sessions	0

Credits 15.5

Spring

Selective #5: Course of your choice		3
Selective #6: Course of your choice		3
Selective #7: Course of your choice		3
Selective #8: Course of your choice		3
SWGS 6902	Specialist Field Instruction	3.5
SWGS 6912	Specialist Year Advisement Sessions	0

Credits 15.5

Total Credits 62

Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3

SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3
SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

Molloy Plan of Study

The first year of study is known as the Generalist Year, and the second year of study is known as the Specialist Year.

Course	Title	Credits
First Year		
Fall		
SWGS 6323	Social Work Practice With Individuals Across the Lifespan (Rockville Centre)	3
SWGS 6305	Social Work Skills Lab (Rockville Centre)	3
SWGS 6040	Integrating Human Rights and Justice in Practice (Lincoln Center)	3
SWGS 6005	Contemporary Social Welfare Policy (Lincoln Center)	3
SWGS 6901	Generalist Field Instruction (Long Island Field Placement)	3.5
SWGS 6911	Generalist Field Advisement Sessions	0
Credits		15.5
Spring		
SWGS 6324	Social Work Practice With Families and Groups Across the Lifespan (Rockville Centre)	3
SWGS 6440	Advanced Clinical Assessment and Diagnosis (Rockville Centre)	3
SWGS 6803	Applied Social Work Research and Evaluation (Lincoln Center)	3
SWGS 6320	Social Work Practice With Organizations and Communities (Lincoln Center)	3
SWGS 6901	Generalist Field Instruction (Long Island Field Placement)	3.5
SWGS 6911	Generalist Field Advisement Sessions	0
Credits		15.5
Second Year		
Fall		
Selective #1: Individuals and Families Domain- Choose one course (Rockville Centre)		3
Selective #2: Organizations and Communities Domain- Choose one course (Rockville Centre)		3
Selective #3: Evaluation and Research Domain- Choose one course (Lincoln Center)		3
Selective #4: Policy Practice Domain- Choose one course (Lincoln Center)		3
SWGS 6902	Specialist Field Instruction (Long Island Field Placement)	3.5
SWGS 6912	Specialist Year Advisement Sessions	0
Credits		15.5
Spring		
Selective #5: Course of your choice (Rockville Centre)		3
Selective #6: Course of your choice (Rockville Centre)		3
Selective #7: Course of your choice (Lincoln Center)		3
Selective #8: Course of your choice (Lincoln Center)		3
SWGS 6902	Specialist Field Instruction (Long Island Field Placement)	3.5
SWGS 6912	Specialist Year Advisement Sessions	0
Credits		15.5
Total Credits		62

Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3
SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3
SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3

SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

M.S.W. On Campus (Full Time, Advanced Standing)

On-Campus Plan of Study

Course	Title	Credits
First Year		
Fall		
Selective #1: Individuals and Families Domain- Choose one course		3
Selective #2: Organizations and Communities Domain- Choose one course		3
Selective #3: Evaluation and Research Domain- Choose one course		3
SWGS 6440	Advanced Clinical Assessment and Diagnosis ¹	3
SWGS 6902	Specialist Field Instruction	3.5
Credits		15.5
Spring		
Selective #4: Policy Practice Domain- Choose one course		3
Selective #5: Course of your choice		3
Selective #6: Course of your choice		3
Selective #7: Course of your choice		3
SWGS 6902	Specialist Field Instruction	3.5
Credits		15.5
Total Credits		31

¹ If an equivalent course has been taken previously and approved by the Office of Admissions, students may take an additional selective in lieu of SWGS 6440 Advanced Clinical Assessment and Diagnosis.

Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3
SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3

SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

Molloy Plan of Study

Course	Title	Credits
First Year		
Fall		
Selective #1: Individuals and Families Domain- Choose one course (Rockville Centre)		3

Selective #2: Organizations and Communities Domain- Choose one course (Rockville Centre)		3
Selective #3: Evaluation and Research Domain- Choose one course (Lincoln Center)		3
SWGS 6440	Advanced Clinical Assessment and Diagnosis (Lincoln Center) ¹	3
SWGS 6902	Specialist Field Instruction (Long Island Field Placement)	3.5

Credits **15.5**

Spring

Selective #4: Policy Practice Domain- Choose one course (Lincoln Center)		3
Selective #5: Course of your choice (Rockville Centre)		3
Selective #6: Course of your choice (Rockville Centre)		3
Selective #7: Course of your choice (Lincoln Center)		3
SWGS 6902	Specialist Field Instruction (Long Island Field Placement)	3.5

Credits **15.5**

Total Credits **31**

¹ If an equivalent course has been taken previously and approved by the Office of Admissions, students may take an additional selective in lieu of SWGS 6440 Advanced Clinical Assessment and Diagnosis.

Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3
SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3
SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

M.S.W. On Campus (Part Time)

On-Campus Plan of Study

The first and second years of study are known as the Generalist Years; the third and fourth years of study are known as the Specialist Years.

Course	Title	Credits
First Year		
Fall		
SWGS 6040	Integrating Human Rights and Justice in Practice	3
SWGS 6005	Contemporary Social Welfare Policy	3
Credits		6
Spring		
SWGS 6803	Applied Social Work Research and Evaluation	3
SWGS 6320	Social Work Practice With Organizations and Communities	3
Credits		6

Second Year

Fall

SWGS 6305	Social Work Skills Lab	3
SWGS 6323	Social Work Practice With Individuals Across the Lifespan	3
SWGS 6901	Generalist Field Instruction	3.5

Credits 9.5

Spring

SWGS 6324	Social Work Practice With Families and Groups Across the Lifespan	3
SWGS 6440	Advanced Clinical Assessment and Diagnosis	3
SWGS 6901	Generalist Field Instruction	3.5

Credits 9.5

Third Year

Fall

Selective #1: Individuals and Families Domain- Choose one course	3	
Selective #2: Organizations and Communities Domain- Choose one course	3	
SWGS 6902	Specialist Field Instruction	3.5

Credits 9.5

Spring

Selective #3: Course of your choice	3	
Selective #4: Course of your choice	3	
SWGS 6902	Specialist Field Instruction	3.5

Credits 9.5

Fourth Year

Fall

Selective #5: Evaluation and Research Domain- Choose one course	3
Selective #6: Policy Practice Domain- Choose one course	3

Credits 6

Spring

Selective #7: Course of your choice	3
Selective #8: Course of your choice	3

Credits 6

Total Credits 62

Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3
SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3

SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

Molloy Plan of Study

The first and second years of study are known as the Generalist Years; the third and fourth years of study are known as the Specialist Years.

Course	Title	Credits
First Year		
Fall		
SWGS 6040	Integrating Human Rights and Justice in Practice (Lincoln Center)	3
SWGS 6005	Contemporary Social Welfare Policy (Lincoln Center)	3
Credits		6
Spring		
SWGS 6803	Applied Social Work Research and Evaluation (Lincoln Center)	3
SWGS 6320	Social Work Practice With Organizations and Communities (Lincoln Center)	3
Credits		6
Second Year		
Fall		
SWGS 6305	Social Work Skills Lab (Rockville Centre)	3
SWGS 6323	Social Work Practice With Individuals Across the Lifespan (Rockville Centre)	3
SWGS 6901	Generalist Field Instruction (Long Island Field Placement)	3.5
Credits		9.5
Spring		
SWGS 6324	Social Work Practice With Families and Groups Across the Lifespan (Rockville Centre)	3
SWGS 6440	Advanced Clinical Assessment and Diagnosis (Rockville Centre)	3
SWGS 6901	Generalist Field Instruction (Long Island Field Placement)	3.5
Credits		9.5
Third Year		
Fall		
Selective #1: Individuals and Families Domain- Choose one course (Rockville Centre)		3
Selective #2: Organizations and Communities Domain- Choose one course (Rockville Centre)		3
SWGS 6902	Specialist Field Instruction (Long Island Field Placement)	3.5
Credits		9.5
Spring		
Selective #3: Course of your choice (Rockville Centre)		3
Selective #4: Course of your choice (Rockville Centre)		3
SWGS 6902	Specialist Field Instruction	3.5
Credits		9.5
Fourth Year		
Fall		
Selective #5: Evaluation and Research Domain- Choose one course (Lincoln Center)		3
Selective #6: Policy Practice Domain- Choose one course (Lincoln Center)		3
Credits		6
Spring		
Selective #7: Course of your choice (Lincoln Center)		3

Selective #8: Course of your choice (Lincoln Center)	3
Credits	6
Total Credits	62

Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3
SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3
SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

M.S.W. On Campus (Part Time, Advanced Standing)

On-Campus Plan of Study

Course	Title	Credits
First Year		
Fall		
Selective #1: Evaluation and Research Domain- Choose one course		3
SWGS 6440	Advanced Clinical Assessment and Diagnosis ¹	3
Credits		6
Spring		
Selective #2: Course of your choice		3
Selective #3: Course of your choice		3
Credits		6
Second Year		
Fall		
Selective #4: Individuals and Families Domain- Choose one course		3
Selective #5: Organizations and Communities Domain- Choose one course		3
SWGS 6902	Specialist Field Instruction	3.5
Credits		9.5
Spring		
Selective #6: Policy Practice Domain- Choose one course		3
Selective #7: Course of your choice		3
SWGS 6902	Specialist Field Instruction	3.5
Credits		9.5
Total Credits		31

¹ If an equivalent course has been taken previously and approved by the Office of Admissions, students may take an additional selective in lieu of SWGS 6440 Advanced Clinical Assessment and Diagnosis.

Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3

SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3
SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3
SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3

SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

Molloy Plan of Study

Course	Title	Credits
First Year		
Fall		
Selective #1: Evaluation and Research Domain- Choose one course (Lincoln Center)		3
SWGS 6440	Advanced Clinical Assessment and Diagnosis (Lincoln Center) ¹	3
Credits		6
Spring		
Selective #2: Course of your choice (Lincoln Center)		3
Selective #3: Policy Practice Domain- Choose one course (Lincoln Center)		3
Credits		6
Second Year		
Fall		
Selective #4: Individuals and Families Domain- Choose one course (Rockville Centre)		3
Selective #5: Organizations and Communities Domain- Choose one course (Rockville Centre)		3
SWGS 6902	Specialist Field Instruction (Long Island Field Placement)	3.5
Credits		9.5
Spring		
Selective #6: Course of your choice (Rockville Centre)		3
Selective #7: Course of your choice (Rockville Centre)		3
SWGS 6902	Specialist Field Instruction (Long Island Field Placement)	3.5
Credits		9.5
Total Credits		31

¹ If an equivalent course has been taken previously and approved by the Office of Admissions, students may take an additional selective in lieu of SWGS 6440 Advanced Clinical Assessment and Diagnosis.

Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3
SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3

SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

M.S.W. Online

The online M.S.W. program welcomes new students three times a year—in fall, spring, and summer. Each term comprises two eight-week sessions. This provides a more manageable balance of coursework and field education, especially for students who choose to enroll in full-time M.S.W. study, because students take two courses in each eight-week session during the semester. Our online M.S.W. program combines the

best of both worlds, where you will meet weekly with your professor and classmates in interactive synchronous sessions as well as pace your own learning with asynchronous course content.

For more information

Please contact gssadmission@fordham.edu.

Plans of Study

- M.S.W. Online (Full Time) (p. 895)
- M.S.W. Online (Full Time, Advanced Standing) (p. 897)
- M.S.W. Online (Part Time) (p. 897)
- M.S.W. Online (Part Time, Advanced Standing) (p. 900)

Fieldwork

Your Fieldwork Practicum is an integral part of Fordham University's master of social work (M.S.W.) degree and uniquely prepares you for your career as a social work professional.

The two-year Field Instruction consists of 14 credits:

- A weekly fieldwork placement internship
- 14 Two-hour long Advisement Sessions scheduled over four semesters

Field placements take place in various agency settings. Supervision is provided by a field instructor who has a master of social work degree at the agency.

Fieldwork Schedule

Field placement include a minimum of 15 hours per week.

For additional field instruction resources, please visit our website.

M.S.W. Online (Full Time)

4-Term Plan of Study

This plan of study takes 16 months to complete.

Course	Title	Credits
Term 1		
SWGS 6901	Generalist Field Instruction (for whole term)	3.5
SWGS 6911	Generalist Field Advisement Sessions (for whole term)	0
Credits		3.5
Session 1		
SWGS 6040	Integrating Human Rights and Justice in Practice	3
SWGS 6305	Social Work Skills Lab	3
Credits		6
Session 2		
SWGS 6323	Social Work Practice With Individuals Across the Lifespan	3
SWGS 6005	Contemporary Social Welfare Policy	3
Credits		6
Term 2		
SWGS 6901	Generalist Field Instruction (for whole term)	3.5

SWGS 6911	Generalist Field Advisement Sessions (for whole term)	0
Credits		3.5
Session 1		
SWGS 6324	Social Work Practice With Families and Groups Across the Lifespan	3
SWGS 6320	Social Work Practice With Organizations and Communities	3
Credits		6
Session 2		
SWGS 6440	Advanced Clinical Assessment and Diagnosis	3
SWGS 6803	Applied Social Work Research and Evaluation	3
Credits		6
Term 3		
SWGS 6902	Specialist Field Instruction (for whole term)	3.5
SWGS 6912	Specialist Year Advisement Sessions (for whole term)	0
Credits		3.5
Session 1		
Selective #1: Organizations and Communities Domain- Choose one course		3
Selective #2: Evaluation and Research Domain- Choose one course		3
Credits		6
Session 2		
Selective #3: Individual and Families Domain- Choose one course		3
Selective #4: Policy Practice Domain- Choose one course		3
Credits		6
Term 4		
SWGS 6902	Specialist Field Instruction (for whole term)	3.5
SWGS 6912	Specialist Year Advisement Sessions (for whole term)	0
Credits		3.5
Session 1		
Selective #5: Course of your choice		3
Selective #6: Course of your choice		3
Credits		6
Session 2		
Selective #7: Course of your choice		3
Selective #8: Course of your choice		3
Credits		6
Total Credits		62

Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3

SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3
SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3
SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

M.S.W. Online (Full Time, Advanced Standing)

Online Plan of Study

Course	Title	Credits
Term 1		
SWGS 6902	Specialist Field Instruction (For the whole term)	3.5
SWGS 6912	Specialist Year Advisement Sessions (For the whole term)	0
Credits		3.5
Session 1		
Selective #1: Organizations and Communities Domain- Choose one course		3
Selective #2: Evaluation and Research Domain- Choose one course		3
Credits		6
Session 2		
Selective #3: Individual and Families Domain- Choose one course		3
SWGS 6440	Advanced Clinical Assessment and Diagnosis	3
Credits		6
Term 2		
SWGS 6902	Specialist Field Instruction (For the whole term)	3.5
SWGS 6912	Specialist Year Advisement Sessions (For the whole term)	0
Credits		3.5
Session 1		
Selective #4: Policy Practice Domain- Choose one course		3
Selective #5: Course of your choice		3
Credits		6
Session 2		
Selective #6: Course of your choice		3
Selective #7: Course of your choice		3
Credits		6
Total Credits		31

Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3
SWGS 6429	Methods of Group Intervention	3

SWGS 6434	Evidence-Based Mental Health Practice	3
SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

M.S.W. Online (Part Time)

6-Term Plan of Study

This plan of study takes 24 months to complete.

Course	Title	Credits		
Term 1			Selective #2: Evaluation and Research Domain- Choose one course	3
Session 1			Credits	6
SWGS 6040	Integrating Human Rights and Justice in Practice	3	Session 2	
	Credits	3	Selective #3: Individual and Families Domain- Choose one course	3
Session 2			Selective #4: Policy Practice Domain- Choose one course	3
SWGS 6005	Contemporary Social Welfare Policy	3	Credits	6
	Credits	3	Term 6	
Term 2			SWGS 6902	Specialist Field Instruction (for whole term) 3.5
Session 1			SWGS 6912	Specialist Year Advisement Sessions (for whole term) 0
SWGS 6320	Social Work Practice With Organizations and Communities	3		Credits 3.5
	Credits	3	Session 1	
Session 2			Selective #5: Course of your choice	3
SWGS 6803	Applied Social Work Research and Evaluation	3	Selective #6: Course of your choice	3
	Credits	3	Credits	6
Term 3			Session 2	
SWGS 6901	Generalist Field Instruction (for whole term)	3.5	Selective #7: Course of your choice	3
SWGS 6911	Generalist Field Advisement Sessions (for whole term)	0	Selective #8: Course of your choice	3
	Credits	3.5	Credits	6
Session 1			Total Credits	62
SWGS 6305	Social Work Skills Lab	3		
	Credits	3		
Session 2				
SWGS 6323	Social Work Practice With Individuals Across the Lifespan	3		
	Credits	3		
Term 4				
SWGS 6901	Generalist Field Instruction (for whole term)	3.5		
SWGS 6911	Generalist Field Advisement Sessions (for whole term)	0		
	Credits	3.5		
Session 1				
SWGS 6324	Social Work Practice With Families and Groups Across the Lifespan	3		
	Credits	3		
Session 2				
SWGS 6440	Advanced Clinical Assessment and Diagnosis	3		
	Credits	3		
Term 5				
SWGS 6902	Specialist Field Instruction (for whole term)	3.5		
SWGS 6912	Specialist Year Advisement Sessions (for whole term)	0		
	Credits	3.5		
Session 1				
Selective #1: Organizations and Communities Domain- Choose one course		3		

Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3
SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3
SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

8-Term Plan of Study

This plan of study takes 32 months to complete.

Course	Title	Credits
Term 1		
Session 1		
SWGS 6040	Integrating Human Rights and Justice in Practice	3
Credits		3
Session 2		
SWGS 6005	Contemporary Social Welfare Policy	3
Credits		3
Term 2		
Session 1		
SWGS 6320	Social Work Practice With Organizations and Communities	3
Credits		3

Session 2		
SWGS 6803	Applied Social Work Research and Evaluation	3
Credits		3

Term 3		
SWGS 6901	Generalist Field Instruction (for whole term)	3.5
SWGS 6911	Generalist Field Advisement Sessions (for whole term)	0
Credits		3.5

Session 1		
SWGS 6305	Social Work Skills Lab	3
Credits		3

Session 2		
SWGS 6323	Social Work Practice With Individuals Across the Lifespan	3
Credits		3

Term 4		
SWGS 6901	Generalist Field Instruction (for whole term)	3.5
SWGS 6911	Generalist Field Advisement Sessions (for whole term)	0
Credits		3.5

Session 1		
SWGS 6324	Social Work Practice With Families and Groups Across the Lifespan	3
Credits		3

Session 2		
SWGS 6440	Advanced Clinical Assessment and Diagnosis	3
Credits		3

Term 5		
SWGS 6902	Specialist Field Instruction (for whole term)	3.5
SWGS 6912	Specialist Year Advisement Sessions (for whole term)	0
Credits		3.5

Session 1		
Selective #1: Organizations and Communities Domain- Choose one course		3
Credits		3

Session 2		
Selective #2: Individuals and Families Domain- Choose one course		3
Credits		3

Term 6		
SWGS 6902	Specialist Field Instruction (for whole term)	3.5
SWGS 6912	Specialist Year Advisement Sessions (for whole term)	0
Credits		3.5

Session 1		
Selective #3: Evaluation and Research Domain- Choose one course		3
Credits		3

Session 2		
Selective #4: Policy Practice Domain- Choose one course		3
Credits		3
Term 7		
Session 1		
Selective #5: Course of your choice		3
Credits		3
Session 2		
Selective #6: Course of your choice		3
Credits		3
Term 8		
Session 1		
Selective #7: Course of your choice		3
Credits		3
Session 2		
Selective #8: Course of your choice		3
Credits		3
Total Credits		62

Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3
SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3
SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3

SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

M.S.W. Online (Part Time, Advanced Standing)

Online Plan of Study

Course	Title	Credits
Term 1		
Session 1		
Selective #1: Evaluation and Research Domain- Choose one course		3
Credits		3
Session 2		
SWGS 6440	Advanced Clinical Assessment and Diagnosis	3
Credits		3
Term 2		
Session 1		
Selective #2: Course of your choice		3
Credits		3
Session 2		
Selective #3: Course of your choice		3
Credits		3
Term 3		
SWGS 6902	Specialist Field Instruction (for whole term)	3.5

SWGS 6912	Specialist Year Advisement Sessions (for whole term)	0
Credits		3.5
Session 1		
Selective #4: Organization and Communities domain - Choose one		3
Credits		3
Session 2		
Selective #5: Individuals and Families Domain - Choose one		3
Credits		3
Term 4		
SWGS 6902	Specialist Field Instruction (for whole term)	3.5
SWGS 6912	Specialist Year Advisement Sessions (for whole term)	0
Credits		3.5
Session 1		
Selective #6: Policy Practice Domain - Choose one course		3
Credits		3
Session 2		
Selective #7: Course of your choice		3
Credits		3
Total Credits		31

Individuals and Families Domain Courses

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3
SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3
SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3
SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

Organizations and Communities Domain Courses

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain Courses

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain Courses

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

Ph.D. in Social Work

Program Mission

The mission of the doctoral program is to educate social workers to use scholarship to promote human rights and social justice both locally and globally. The program strives to develop leaders who engage in collaborative and interdisciplinary scholarship that focuses on seeking solutions to social problems and the promotion of the well-being of people and communities.

Goals and Objectives

The goal of the program is to develop graduates who will become leaders in the profession of social work. The specific objectives of the program are to train professional social workers who will develop the knowledge, skills, and values necessary to educate social work students in all areas of practice; conduct research, which will advance knowledge in any or all of the many facets of the profession; analyze and contribute to the establishment of legislative and practice policies; and/or plan and develop new service modalities.

For more information

Contact Gregory Lawrence Farmer, Ph.D., director of the doctoral program, at 212-636-7081 or farmer@fordham.edu.

CIP Code

44.0701 - Social Work.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Admission/Application Process

Are you prepared to be a leader of change in social work education and research? Apply for the Ph.D. in social work program at Fordham University. We encourage applications from individuals committed to a tradition of learning, service, and social justice. Applicants are encouraged to attend an information session before starting the application process.

Prerequisites

- A **master's degree in social work** or in a closely related field with sufficient and relevant experience is required.
 - Candidates who are admitted without a social work degree may be asked to take an internship in a social work setting to gain the necessary base for advanced professional training and research.
 - A grade point average (GPA) of at least 3.5 in the master's degree program is usually required for admission to the doctoral program.
- A **bachelor's degree** in liberal arts from an accredited undergraduate program, with a GPA of at least 3.0.
- **Demonstrated capacity** for satisfactory performance of advanced academic work as evidenced by published journal articles, book chapters, books, and/or reports.
- **Commitment** to the values of the profession.
- A **career objective** consistent with the goals and objectives of the program: leadership in teaching, research, policy, service, and practice development.

Application Requirements

- **Completed application form**
- **Undergraduate and graduate transcripts.** Official transcripts from all undergraduate and graduate schools you attended are required.
- **Two professional (employment) references**
- **Two academic references.** If you do not have two academic references, you may substitute a third professional reference for one academic reference.
- **Complete Resume or CV**
- **Publications, written reports, and presentations.** Please submit copies of your written work that demonstrates your capacity for doctoral study.
- **Statement of career activities and plans.** This brief essay should indicate why you are pursuing a Ph.D., explain your experience and

scholarly interests, and state how the Ph.D. curriculum will help you achieve your career goals.

- **Graduate Record Examination (GRE) scores**, including verbal, quantitative, and analytic writing scores, are required.
 - The school code for the Graduate School of Social Service is **2252**.
 - The Ph.D. department code is **5001**.
 - Further information on the GRE exam can be found at the GRE website.
- **Application fee of \$75**, payable by credit card via the online application page. If you must pay by check, please send a check payable to Fordham University to the address below.

Application Procedures

1. All applications must be submitted online. Access to online applications can be secured by going to the school's web page (fordham.edu/gss) and clicking on the Ph.D. link under Academics. International applicants for whom English is not their first language are expected to have taken the TOEFL exam to demonstrate competence in English to pursue doctoral work. Transcripts from colleges and universities located outside of the United States may have to be evaluated by World Educational Services Inc.
2. After the necessary transcripts, references, personal statements, and other documentation are reviewed by members of the admissions committee, an interview with one or more faculty members may be arranged. Interviews are **not** required for applicants to be admitted for doctoral studies.
3. Applicants are informed of admission decisions by a letter from the director of the doctoral program as soon as a decision is made.
4. Candidates who are accepted will be notified of the dates of registration by a letter from the director of the doctoral program.

Non-matriculated students may be permitted to take selected doctoral courses in order to assess their interest and capacity for doctoral work. Persons interested in taking courses on a non-matriculated basis must contact the director of the doctoral program to discuss their interest. Persons interested will be asked to complete an admission application and provide transcripts from the degree programs which the student attended.

Non-matriculated students may enroll in a maximum of two courses before they are admitted as matriculated students. **No assurance of acceptance to the degree program is implied by permission to take courses as a non-matriculated student.** If a student subsequently applies for admission and is accepted, credits for courses taken on a non-matriculated basis will be applied toward degree requirements.

Application Deadlines

Applications are reviewed on a rolling basis beginning in the spring of each academic year. Applicants are strongly encouraged to submit their materials, including all graduate and undergraduate academic transcripts, in the fall semester to ensure early review. Applications will be reviewed until the incoming class is full.

The deadline for all applications, including supporting materials, is **February 1** of the year the student plans to matriculate. Students are admitted in the fall semester only.

We encourage you to submit all materials via our online application. If you must send some items by mail, please send them to

Fordham University
Graduate School of Social Service
Office of Admission
113 West 60th Street, Suite 608
New York, NY 10023

Questions?

Our Office of Admission is available to answer your questions and concerns throughout the application process. Please email us at gssadmission@fordham.edu or call 212-636-6600

Requirements

The Ph.D. in social work program consists of 48 credits of coursework and a dissertation. Students complete all coursework in two academic years.

Course	Title	Credits
Coursework		
SWGS 7005	Theories of Social Work	3
SWGS 7700	Survey Research Methods	3
SWGS 7012	Statistics I	3
SWGS 7950	Doctoral Foundation Seminar I	3
SWGS 7605	Social Work Education	3
SWGS 7710	Experimental Research Mtds	3
SWGS 7002	Adv Stat in Soc Welf	3
SWGS 7960	Foundations Seminar II	3
SWGS 7781	Poverty and Race	3
SWGS 7004	Philosophy of Science	3
SWGS 7003	Qual Meth SW Research	3
SWGS 7800	Research Practicum	0
SWGS 7730	Data Management & Analysis	3
SWGS 7783	Policy Analysis Seminar	3
SWGS 7007	Advance Social Work Practice	3
SWGS 7801	Teaching Practicum	0
<i>Two Electives</i> ¹		6
Comprehensive Exams		
SWGS 0940	Ph.D. Comprehensive Examinations	0
Total Credits		48

¹ Electives are any course with the subject code SWGS (p. 1617) numbered 7000-8999 (of at least three credits).

Plan of Study

Year 1		Credits
Fall		
SWGS 7781	Poverty and Race	3
SWGS 7950	Doctoral Foundation Seminar I	3
SWGS 7700	Survey Research Methods	3
SWGS 7012	Statistics I	3
Credits		12
Spring		
SWGS 7960	Foundations Seminar II	3
SWGS 7004	Philosophy of Science	3

SWGS 7710	Experimental Research Mtds	3
SWGS 7002	Adv Stat in Soc Welf	3
Credits		12
Year 2		
Fall		
SWGS 7003	Qual Meth SW Research	3
SWGS 7605	Social Work Education	3
SWGS 7801	Teaching Practicum	0
SWGS 7005	Theories of Social Work	3
Elective ¹		3
Credits		12
Spring		
SWGS 7730	Data Management & Analysis	3
SWGS 7007	Advance Social Work Practice	3
SWGS 7800	Research Practicum	0
SWGS 7783	Policy Analysis Seminar	3
Elective ¹		3
Credits		12
Year 3		
Comprehensive Examinations ²		
SWGS 0940	Ph.D. Comprehensive Examinations	0
Credits		0
Year 4		
Dissertation ²		
Credits		0
Total Credits		48

¹ Electives are any course with the subject code SWGS (p. 1617) numbered 7000-8999 (of at least three credits).

² Each term the student is working on the comprehensive exams and the dissertation, SWGS 0799 Maint Matric - Mentored must be taken. Depending on the nature of the dissertation, completing the study may take longer than one year.

Academic Advising Overview

A faculty adviser is assigned to each matriculated student in the fall semester. At any time, students can request a change in their adviser. The faculty who serves as a chair for the student's dissertation will serve as the student's adviser. Students must meet annually with their adviser to complete the Academic Progress Form. The completed form must be submitted to the director of the doctoral program by March 31.

Role of the Adviser

Along with providing career guidance, the faculty adviser can help with concerns like those listed below:

1. To help students understand the nature of the doctoral program, including degree requirements, grading, course sequencing, and requirements for electives and internship.
2. To be available thereafter to the advisee in a consultant function regarding the course of study, including choice of specialization, career goals, and other issues about which students have concerns.

3. To discuss with students possible topics for independent study, and to review and formally approve any independent study proposals prior to their submission to the committee. The adviser may also assist the students in locating mentors for independent study.
4. To discuss with students possible internships, and to review and formally approve any internship plan prior to its submission to the doctoral program director. The adviser may also assist the student in finding preceptors for the internship.
5. To meet with students and the Independent Study Committee or doctoral program director if there are questions about either the independent study or the internship.
6. To be available to students should there be concerns over their academic progress. Advisers are expected to meet with the Doctoral Review Committee to present their perception of the student's academic situation.
7. To be available to students as they develop an educational plan for the second year, including identifying appropriate electives. Some discussion of possible dissertation topics may also be considered.
8. To meet with students if requested to discuss timing and advise about readiness to take the Comprehensive Examination.
9. To be available to write letters of reference for students' applications for scholarships, fellowships, assistantships, and employment.

Academic Guidelines

Program Objectives and Structure

Overview

The program of doctoral study consists of two major components: Coursework and dissertation. These integrated components are designed to teach students the knowledge and skills necessary for future leadership positions in policymaking, service development, education, practice, and research.

The program requires a minimum of two years to earn the 48 credits necessary for the degree. Students may take courses on a part-time or full-time basis. During the first two to four years of study, students complete 48 credits.

A primary objective of the Ph.D. program is to educate social work scholars and researchers. In support of this objective, the curriculum consists of two required courses in social statistics, four required research methods courses that cover quantitative and qualitative research methods, and a course on the philosophy of science.

In addition to the required courses, students may choose to enroll in additional research methods and statistics courses either in the Graduate School of Social Service or in other divisions of the University. All students are required to take at least one semester of an advanced research practicum in conjunction with their third or fourth required research methods course. During the practicum they will assist a faculty member in an ongoing research activity.

A major responsibility of all social work doctoral programs is to prepare graduates who will assume academic positions in social work education. In recognition of this responsibility, the Ph.D. program offers a course on social work education. In addition, all students are expected to take a one-semester teaching practicum in which they will assist a faculty member in the design, development, and delivery of a graduate-level social work course. Students who have the interest and expertise will

have the opportunity to teach in the Graduate School of Social Service's M.S.W. and B.A.S.W. programs.

Rounding out the coursework are elective courses and independent study, which give students the opportunity to individualize their education further and develop greater knowledge in particular areas. Students are expected to take some of their electives in other academic divisions of the University to broaden their perspectives on particular topics. To ensure integrity in the coursework, academic advisers assist students when they choose electives.

Upon completion of 48 credits and passing the doctoral comprehensive examinations, each student begins to work on developing a dissertation proposal. At this point the student assembles a dissertation committee that will review and approve the dissertation proposal.

After a successful proposal review each student continues to work with the committee, which oversees execution and completion of the dissertation research. The dissertation committee is chaired by a faculty member and includes two other members, one of whom is selected from outside the Graduate School of Social Service. Although the dissertation committee is formed officially after students pass all comprehensive examinations, students are encouraged to discuss dissertation ideas with faculty members while they are taking courses. This process should help students to identify possible committee members before they must begin to prepare dissertation proposals.

While in the dissertation phase, students are required to register each academic semester for the maintenance matriculation with mentoring course.

Electives

Students take 6 credit hours of electives offered in GSS's doctoral program or other doctoral programs at Fordham University. At times, after approval from the doctoral faculty adviser and the director of the doctoral program, a doctoral student may be permitted to take a master's level course.

In order to qualify for doctoral level credit, a course must:

- Further the student's knowledge in the area of study or research reflected in their educational program.
- Present material not covered in the student's previous education or other available doctoral level courses.
- Involve an assignment agreed to by the instructor and the student that exceeds work required of master's level students.
- Provide evidence of familiarity with prevailing theory and conceptualization of practice at a greater breadth, depth, and higher level of abstraction.

To meet the above criteria, the student must contract with the course instructor that these expectations will be met and must present to his or her faculty advisor, a written justification for taking the course.

If in the advisor's judgment the student's proposal fits into the student's learning plan, the advisor recommends approval to the director of the doctoral program. The program director must authorize any independent study.

Six credits in elective courses are a required minimum. Students might wish (or may be asked) to take more electives to gain added knowledge in their areas of concentration and to have better preparation for the Comprehensive Examination.

Electives may be taken in other graduate departments of Fordham University with the advice and consent of the student's adviser, the director of the doctoral program, and the chairperson of the other Fordham University graduate department.

Academic Progress Expectations and Timeline

Completion of Coursework

Students are expected to complete course work in two years. Matriculated students are expected to be enrolled in three or four courses per semester.

Completion of Comprehensive Examinations Paper

Students must complete this requirement within thirteen months of completing coursework. Students will be given two opportunities to complete this requirement.

Completion of a Dissertation Proposal

Students are expected to successfully defend a dissertation proposal within one year of passing comprehensive examinations.

Completion of Dissertation Research

Students are expected to successfully defend a dissertation within two years of successfully defending a dissertation proposal.

Practicums

Students enroll in practicums to enhance teaching and teaching skills.

These courses have the same numbers as the internships. Zero-credit, one-semester practicums in research (SWGS 7800 Research Practicum) and teaching (SWGS 7801 Teaching Practicum) are required for all students in their advanced year of studies. The Research Practicum is a seminar-long supervised research experience. As a part of this practicum, it is expected that students will have had experience in more than one of the areas associated with conducting original research. The student must have taken the required courses in research methods to register for the research practicum. The Teaching Practicum is a seminar-long supervised research experience. As a part of this practicum, it is expected that students will have had experience in more than one of the areas associated with teaching a social work course. The student must be in or have taken the social education course.

Statistics Course Waivers

Students may waive Statistics 1 and/or Statistics 2 by passing waiver examinations.

Statistics I and II are required courses in the doctoral program. To avoid redundancy in students' education, qualified students are allowed to waive these courses. The waiver application must be submitted to the director of the doctoral program. The instructor(s) for the course(s) for which the waiver(s) is(are) requested will review the application(s) and decide whether the waiver(s) is(are) approved.

Please note that waivers do not apply to students who receive transfer credit, which is given at the time of admission. Waivers are for students who are not eligible for transfer credit, but believe they may have fulfilled the statistics requirement by having taken graduate-level courses. Students who fail Statistics I or Statistics II may not request a waiver in lieu of re-taking either course.

A student must take a data analysis course(s) **outside of the Graduate School of Social Service** to replace the credit hours for each of the Statistics I and II courses for which a waiver is approved. A data analysis course may be an advanced statistics course (e.g., Advanced Regression Analysis, Path Analysis, Structural Equation Modeling) or a course on qualitative data analysis (e.g., Content Analysis, Narrative Analysis, Linguistic Analysis).

Research design courses, either in quantitative or qualitative methods, may not be used to meet this requirement. The number of credits of advanced data analysis courses must be equal to the number of credits for which a waiver is received (i.e., 3 credits if only Statistics I is waived and 6 credits if both Statistics I and II are waived). Prior approval of the advanced data analysis course(s) taken in the event of a waiver of Statistics I and/or II must be obtained from the director of the doctoral program.

Waiver Criteria

To waive Statistics I or Statistics II, students must have received a grade of B or better in an equivalent statistics course. This course must have been completed within the past five years. Applications for all waivers must be verified by a check of the transcript by the director of the doctoral program. Students are notified of a decision as soon as possible so they can enroll in another course if they qualify for the waiver.

Application Procedure

1. Applications are submitted to the director of the doctoral program for review. A separate application must be completed for Statistics I and for Statistics II.
2. After verifying that the student has received a grade of B in a statistics course that was taken within the past five years, the director of the doctoral program will send the application to the statistics course instructor.
3. The statistics course instructor will notify the student and director of the doctoral program of the decision.

Comprehensive Examinations Purpose

The student will demonstrate mastery of a substantive area of social work or social welfare and the ability to design an empirical study. Demonstration of that knowledge will require the student to integrate and synthesize empirical and theoretical knowledge; critically analyze the existing research, including substantive gaps and methodological weaknesses in the research; and discuss the implications of the study the design on practice and policy.

Successful completion of the comprehensive paper and all course work allows students to proceed to the dissertation.

Comprehensive Exam Paper

The student will develop a comprehensive exam paper. The student will work independently on the paper without consultation from any other person. The University's academic honor code applies to this comprehensive exam paper. The guidelines on plagiarism, including citing sources, paraphrasing, and the use of direct quotations found in the Publication Manual of the American Psychological Association (APA) should be followed. The paper will integrate policy, practice, theory, and research evidence concerning a substantive area of social work or social welfare. The paper will:

- a) identify a substantive area of social work or social welfare
- b) integrate discussion of the theories, policies, and social work practices associated with the identified substantive area of social work or social welfare
- c) critically analyze the existing research, including substantive gaps and methodological weaknesses in the research
- d) identify research question(s) critical for the advancement of knowledge in the identified substantive area of social work or social welfare;
- e) develop a research proposal for an empirical study that addresses the research questions;
- e) contain an appendix containing a systematic literature review focused on the identified research questions.

The comprehensive paper will be a maximum of 25 pages, not including the references and appendix.

Comprehensive Paper Proposal

Students will submit a proposal for the comprehensive exam paper. The paper proposal must be approved before beginning work on the paper. There are three deadlines for submission of comprehensive exam paper proposals: September 1, December 1, and May 1.

Students will receive feedback on the proposal within three weeks after submission. The paper is due four months after receiving approval for the proposal.

The proposal will include the following:

1. Problem statement, description of the substantive area of social work or social welfare that will be the focus of the paper, and its relevance to social work
2. List of references cited in the proposal in APA format

The length should be a maximum of three pages, excluding the reference list.

Comprehensive Paper Structure

The page ranges here are suggestions within the maximum of 25 pages, not including the references and appendix.

1. **Definition and scope** of the topic (including main subtopics (1 to 2 pages))
2. **Synthesis** of existing policy, practice, and empirical and theoretical literature (organized according to the subtopics) (14 to 17 pages)
3. **Strengths and limitations** of the literature on this topic:
 - a. Methodological issues
 - b. Research questions addressed
4. **Future research** (1 to 2 pages)
 - a. Topics to be addressed
 - b. Methodological issues to consider
5. **Research Proposal** (3 to 4 pages)
 - a. Research questions and study aims (1 to 2 pages)
 - b. Methodology (using correct terminology throughout) (3 to 4 pages)
 - i. Study design (including name of design, unit of analysis)
 - ii. Sample (including target population, study population, sampling plan, eligibility criteria)

- iii. Measures (including independent variables, dependent variables, potential confounding variables, and other key variables)
 - iv. Data collection strategy
 - v. Data analysis plan
 - vi. Strengths and weaknesses of the methods with respect to the study aims
6. Practice and policy implications (1 page)
 7. Appendix
 - a. References
 - b. Systematic literature review using the table and guidelines in Appendix B

Oral Defense

An oral defense will be conducted within three weeks of the submission of the comprehensive exam paper.

Comprehensive Exam Paper Committee

The Comprehensive Exam Paper Committee will consist of two faculty members. The committee will be responsible for approval of the proposal, the final paper, and the oral defense.

Timeline

- *Comprehensive exam paper proposal approval*: The comprehensive exam proposal must be approved within one semester after completing course work.
- *Proposal revision*: If the Comprehensive Exam Paper Committee requests revisions, these must be submitted within three weeks. A maximum of one revision is allowed.
- *Comprehensive paper submission*: The comprehensive exam paper must be submitted within four months after approval of the proposal.
- *Comprehensive paper revision*: If revisions of the paper are requested, these must be submitted within three weeks. A maximum of one revision is allowed.
- *Oral comprehensive exam paper defense*: The oral defense will be conducted with three weeks of submitting the paper or revised paper if applicable.
- *Comprehensive exam paper decision*: Students will receive a decision about the comprehensive exam within two weeks after the oral defense is conducted.
- **Note**: The proposal and completed paper should be submitted to the director of the doctoral program by 5 p.m. of the due date.

Comprehensive Exam Paper Grading Rubric

Students must earn an average score of 3 to pass the comprehensive exam. A score of 4.5 or higher is a "high pass." If students do not earn an average score of at least 3 on both the written paper and oral defense, they may submit a revision within one month.

The quality of the review/proposal is evaluated using the scale below, with 1 indicating the poorest and 5 indicating the highest possible rating. Descriptive anchors are provided to facilitate rating.

Instructions for Systematic Literature Review

Conduct a literature review on the specific topic and subtopics described in the paper. Specify the search terms you used, the bibliographic

databases included in searching for the articles, and the eligibility criteria that you used for selecting the articles.

Include 10 studies. Choose the studies most relevant to your topic. If there are more than 10 studies, choose those that are most rigorous and recent.

NOTE: In the comprehensive exam paper, the systematic literature review does NOT include conducting a meta-analysis. Existing meta-analyses can be incorporated into the systematic literature review. The following should also be provided:

- Search terms used
- Bibliographic databases searched: Inclusion criteria for studies

Dissertations

Overview

The final requirement for achieving the doctoral degree in social work is the completion and satisfactory defense of a research study which reflects the student's mastery of the research process, and which makes a contribution to knowledge. There are many models that a dissertation may follow. Copies of dissertations of GSS graduates can be accessed via the Fordham library database (Dissertations & Theses @Fordham). Dissertations are usually a highly detailed and technical investigation of some particular problem, concept, or method, carried out on either a quantitative and/or qualitative basis.

Whether quantitative or qualitative, the study should reflect:

1. A defined source of data which allows one to generalize or develop a broader understanding beyond the particular cases being studied
2. Use of a clearly defined research procedure
3. Exploration of the interrelationship of key variables in a controlled or systematic manner. In all instances, the dissertation must represent an independent contribution to knowledge in the field of social work or social welfare. While the research may be part of a larger project undertaken by a team of investigators, the document offered for the degree must represent work for which the student has taken major responsibility in design, methods, research implementation, and interpretation.

Dissertation proposals for data analysis of an existing data set (for which study design, selection and operationalization of measures, and data collection have been completed) must meet exceptionally high standards for originality of the study aims, contribution to the field, and sophistication of data analysis.

In addition to constituting a contribution to knowledge, a dissertation is expected to demonstrate a student's mastery of content in their area of specialization.

The student is expected to adhere to standards of scholarship and to demonstrate competence in appropriate problem, question, or hypothesis formations, development of design, data collection and analysis, drawing of sound conclusions and/or inferences, and preparation of an accurate and clear report. It is most important that students maintain professional standards for scholarship and research as delineated in the NASW Code of Ethics. Plagiarism is a very serious academic offense and materials quoted from other writers should be clearly attributed to the correct author. More information about acceptable social work academic practice in this area can be found in the American Psychological Association (2020) and Szuchman and Thomlison (2012).

American Psychological Association. (2020). *Publication Manual of the American Psychological Association (7th ed.)*. Washington, DC ISBN 13: 978-1433832178 <https://doi.org/https://doi.org/10.1037/0000165-000>

Szuchman, L.T. and Thomlison, B. (2012) *Writing with Style: APA Style for Social Work (4th Edition)* Brooks Cole: San Francisco, CA ISBN-13: 978-0840031983

Dissertation Proposal

As the student proceeds through the course of study, consideration should be given to identifying areas or topics of interest that might be studied in depth in the dissertation research process. The student's faculty advisor, as well as individual course instructors, is available for discussion regarding this initial consideration of a research topic.

The proposal to be prepared for faculty committee review and approval should be a detailed description of the topic of study, in the context of existing knowledge, the methodology planned, and timetable. The faculty committee may require alteration in the proposal that has been developed in the seminar course. Students should consult Appendix F for an outline for the dissertation proposal. While the particular format of the proposal should be determined by the student and their committee, all items in the outline should appear in the proposal.

The student is required to choose a mentor/chair and other committee members with earned doctorates when the student first begins to work on the proposal. When the mentor and the student believe that the proposal is ready for the Dissertation Proposal Review, the review will be scheduled and the doctoral office notified of the time and participants.

The doctoral candidate shall prepare a proposal following the outline in the next section.

Dissertation Proposal Review

Students and proposal committees should review the University's IRB procedures during proposal development. The student and dissertation chairperson will have to complete the CITI Protection of Human Subject online training before submission of study's protocol to the IRB for review. To obtain the application forms and access IRB resources, the students will need to log in to Mentor IRB—this online system manages IRB protocols.

The University's IRB website provides detailed information on how to access the Mentor IRB system.

A copy of the proposal must be distributed to the Dissertation Review Committee at least two weeks prior to the scheduled proposal defense. This Committee consists of the candidate's Dissertation Committee (mentor, another Fordham faculty member, outside member), an additional Fordham faculty member who has not been involved with the proposal preparation (this person is selected from the School's faculty by the doctoral program director), and the director of the doctoral program (ex officio).

The Dissertation Proposal Review will be scheduled for two hours. The format of the proposal review will be determined by the Committee and the candidate. In general, the candidate will present the planned research. The candidate is encouraged to use visual aids (e.g., overhead projector or PowerPoint) and/or handouts. The formal presentation will be followed by a question and answer period between the members of the Dissertation Review Committee and the candidate. The candidate will then leave the meeting and the Dissertation Review Committee will have 20 minutes to come to a decision.

The decision (Accept, Accept with Minor Revisions, Accept with Major Revisions, or Reject) will represent the majority opinion of the Dissertation Review Committee. The chair of the Dissertation Review Committee will document the decision and distribute it to the other Committee members within one week of the defense. The Committee members may submit revisions to the chair within one week after receiving the written decision.

The chair will then provide the candidate with the written decision of the Committee. The chair may provide oral feedback to the candidate following the defense.

Other faculty members and students may attend the formal presentation and question-and-answer parts of the proposal defense as nonparticipating observers.

Dissertation Chair and Committee

The Dissertation Committee will continue to work with the student after the proposal is approved and accepted. In some cases, the student may want to have a non-faculty member on the committee because of this person's expertise in the topic or area of the research. If the person does not have an earned doctorate and is not a member of a university faculty, then such a person can be added as a fourth member of the committee.

The Dissertation Committee's function is to assist the student in carrying out the research design and in the writing of the dissertation. As materials are developed, they should concurrently be submitted to the chair and to the other two members of the committee for review. The student may be required to make modifications in the design of the study as the committee advises. The chair may call meetings of the committee when indicated. The chair with the approval of other committee members also schedules the oral defense.

The mentor should inform the doctoral director at the end of each semester about of the progress of each student in completing their dissertation.

Dissertation Defense

When the chairperson, in consultation with other committee members, decides that the dissertation is ready for defense, they will arrange a time for the defense to take place. At least three weeks prior to the scheduled date of oral defense, final typewritten copies of the dissertation must be submitted to the Dissertation Committee chair and other committee members.

The chairperson of the Dissertation Committee serves as the chair of the defense meeting, guiding and focusing the discussion so that the student's scholarship and research abilities can be accurately and fairly evaluated.

When the student's defense has been completed, he or she will be asked to wait while the committee members confer and reach a conclusion as to whether or not the defense has been satisfactory.

The student will then be invited to rejoin the committee, be informed by the chairperson as to the committee's decision, and if indicated, be given a verbal explanation of the reasons for an unsatisfactory rating, areas needing re-doing or modifications, or other problems.

When the defense has been satisfactory, the approval form should be signed by all committee members, and given to the director of the doctoral program.

In cases where the defense has been unsatisfactory, the director of the doctoral program should be notified immediately. When a student's defense is rated unsatisfactory, or when major modifications are required, the chairperson should prepare a written statement outlining the reasons for the rating, areas requiring modifications, or other problems and make this available to the student as soon as possible.

Students may require consultation on methodological or substantive issues that are not available from the faculty at the Graduate School of Social Service. Students are responsible for obtaining any outside consultation necessary to complete the dissertation.

Final Preparation of Dissertation

After successful defense, when any necessary corrections have been made, the chairperson must give final approval that dissertation standards have been met. Following this final review, the student must prepare the dissertation to be deposited electronically. Instructions for this procedure are available from the director of the doctoral program. Dissertations must conform to the APA style manual. Each final copy should have a title page, an abstract of not more than 350 words and a statement of acceptance signed by all committee members. When the dissertation is deposited, students must complete a Survey of Earned Doctorates Questionnaire and prepare a separate abstract to be deposited with Social Work Abstracts.

Deadline for Dissertation Completion

Students have a maximum of eight to 10 years (for full-time and part-time students respectively) of active involvement as matriculated students in which to complete all work for the degree, including the writing and successful defense of a dissertation.

If a student is actively engaged in completing the dissertation and needs a brief extension of the deadline, that student may apply in writing to the director, who will review the request with the Doctoral Curriculum and Policy Committee, where a final decision will be made.

Outline for Dissertation Proposal

- **Table of Contents**
- **Abstract**
 - 250-word or less description of the proposal's goals and specific aims
- **Literature Review**
- **Study Hypothesis**
- **Problem Statement/Rationale**
 - Should state in a clear, precise way what is the problem to be studied, why it is important, and how the proposed project will contribute to social work knowledge. The hypothesis or major questions to be answered by the dissertation should also be included.
- **Conceptual Framework/Theoretical Model**
 - This very important section should provide a detailed review of the theoretical frame of reference being used in carrying out this study. Included must be a detailed review of the literature and research related to the topic. It should represent a synthesis of the state of the art in the topic area. References should be appropriately footnoted.

• Proposed Methodology

- This section should include five subsections:
 - Data analysis plan
 - Sampling plan
 - Study design
 - Data collection plan
 - Measures

The student must describe the proposed research methods to be used in the study, including why they are believed to be appropriate approach. Also, the sources of data, the sampling procedure, and the limitations on generalizability of the study need to be defined. If a qualitative approach such as a case study is used, appropriate methodology should be specified as outlined in standard qualitative texts. The student should define the proposed sample size as well as the number of subjects who will be available. Any agreements that have been obtained that will assure access to the study sample should be specified.

In terms of the instruments, the variables in the study and how data on them will be collected, must be indicated. If using measures developed by others, the student should indicate how they were previously used, and any studies of validity and reliability, which have been done. If the student is going to construct his or her own measures, reasons why they are preferred should be stated; also, how it is proposed to pretest the measures, check for reliability, and for validity. Whenever possible, the student should provide as an appendix, a draft of the instrument, indicating why the data collection method chosen seems most appropriate to the task. When using a qualitative approach, the nature of interview guides should be specified ways in which authenticity and genuineness of the data is preserved.

The steps planned to be taken to assure the protection of human subjects in the study should be stated. The doctoral program's administrative assistant should be consulted for all appropriate guidelines.

• Plan for Analysis

- In this section, the plan for analysis of the data to be collected should be detailed. If statistical tests are to be used, the student should indicate tentative thoughts on what the approach will be as well as what tentative bivariate and multivariate analysis will be undertaken
- Dummy tables for this may be used if desired. The student should be sure to show how the proposed analysis will answer the study questions (hypotheses) which have been posed. If content analysis of narrative data is used, the approach taken should be specified.

• Timeline

- A Gantt Chart detailing the major steps in the work and the approximate times of completion should be developed.

• Supporting Documents

- If proposing to work within an agency, a letter from the appropriate agency person, indicating the agency's willingness to give access to study subject and/or case records, should be included.

Examples of previous dissertations are available in the library. *Social Work Research and Abstracts* has a yearly review of all dissertations completed in the field of social work. Review of other appropriate abstracts and journals relating to the specific area may also be included.

Institutional Review Board (IRB) Approval

Students will also be required to receive IRB approval before proceeding with dissertation research. Study protocols for IRB review are submitted electronically. Electronic submission is done on the University's IRB website. All study protocols must receive IRB approval. IRB policies and procedures for determination of the type of review a particular study will require are found on the University's IRB website.

Research Award

A research award is presented annually to a Ph.D. graduate that has prepared the year's most outstanding dissertation. The awardee's name appears in the commencement program and includes an honorarium.

Eligibility

Any student graduating between August of the previous year and May of the current academic year is eligible to receive the award.

Procedure

The chair of a student's dissertation committee must nominate a student for the award and must submit to the doctoral program director an electronic copy of the student's dissertation. Nominations for the award must be received by the doctoral program director by April 1.

Two faculty members named by the program director will review the submitted dissertations. They will inform the program director of their decision by April 15. The winner of the award will be announced at the School's commencement exercises.

Criteria

The faculty members will use the following criteria when making their decision:

1. **Originality and Contribution:** The reviewers will consider the importance of dissertation's subject matter, the contribution the study makes to our knowledge base, and the significance of the findings for social work practice and/or social policy.
2. **Study Design:** Factors including the design's rigor, appropriateness, and implementation will be considered.
3. **Quality of Scholarship:** How well is the study anchored in the extant literature? How well are the study's conceptual and theoretical foundations developed?
4. **Descriptive Clarity:** How well is the study rationale described? Are procedures, research questions, study rationale, etc. clearly described? Could the study be replicated readily?
5. **Depth and Breadth of Analysis:** Is the student's thinking clearly explicated? Does the student consider a range of possible explanations? How well does the student develop the implications of the study and its findings, including its strengths and limitations?
6. **Written Quality of the Dissertation:** Is the dissertation organized well? Does it follow acceptable formatting and style guidelines?

Enrollment Policies

Transfer of Credit

Up to six (6) credits can be accepted as transfer from another doctoral program.

All courses must be doctoral level courses taken within the last five academic years, and must be reviewed by the director of the doctoral program, in consultation with the Fordham course instructor, if indicated.

Students should also submit catalog course descriptions together with course outlines for those courses presented for transfer consideration.

Maintenance of Matriculation

To maintain their status as active students pursuing a Ph.D., students must be enrolled in coursework. If they are not enrolled in required or elective courses (e. g., they are studying for comprehensive examinations or they are in the dissertation phase of studies), students must enroll in SWGS 0799 Maint Matric - Mentored to maintain active student status.

If for personal reasons (e. g., serious illness) a student must withdraw from studies temporarily, the student may enroll in SWGS 0766 Maint Matric - No Mentor to maintain active student status. A student must have written permission from the director of the doctoral program to enroll in SWGS 0766.

If students do not enroll in coursework for two consecutive semesters and if they are not enrolled for maintenance of matriculation for each semester in which they are not enrolled in courses, they are not considered active students and they may be removed from studies. If such an action occurs, students must re-apply for admission to resume studies. Readmission is not guaranteed. Readmitted students may be required to repeat coursework or take additional coursework to complete degree requirements.

Auditing Courses

Students who are enrolled in coursework for credit may audit up to one course per semester. Generally, to audit a course, space must be available and the student must have the instructor's permission. Instructors are free to set their requirements for students who are auditing their courses (e.g., specifying whether or not auditing students must complete course assignments or participate in course activities). Students who audit a course must enroll in the course as an auditing student. They will receive no grade for the course, but their attendance will be documented on their University transcript. Students who audit courses will not be charged tuition for audited courses if they are enrolled in other courses for credit. If they are taking no courses for credit, students who audit courses must be enrolled in SWGS 0799 Maint Matric - Mentored.

Leaves of Absence

Matriculated students may request leaves of absence for one or two semesters for a variety of personal, familial, health, and other reasons. Students must send a written request for a leave of absence to the director of the Ph.D. program. The request must state the reasons for the leave and must include any supporting documentation as requested by the director. The director, in turn, will respond in writing. Extensions of leaves of absence must follow the same procedure as described above. The time on leave will not be charged against the time limit within which a matriculated student must complete degree requirements and obtain a degree. Students returning from leaves of absence should contact the Ph.D. program director to discuss registration.

Withdrawal from Courses

A student who wishes to withdraw from a course should contact the director of the Ph.D. program. No financial penalty will be attached for withdrawals prior to the start of the semester. Withdrawal from a course after the semester begins will result in a "W" being recorded on the transcript. In addition, a student will be charged tuition for the course on a prorated basis according to the date of withdrawal.

Students who withdraw from courses after the semester begins should speak with their instructors in addition to contacting the Ph.D. program director.

Program Governance

The doctoral program is headed by a program director appointed by the dean. As in all University programs, the dean reports to the appropriate officer of Fordham University, the provost and senior vice president for academic affairs.

Doctoral Curriculum and Policy Committee

The Doctoral Curriculum and Policy Committee is composed of the director of the doctoral program, five faculty members eligible to teach in the doctoral program, and a student member, who is elected by doctoral students. The committee meets periodically each semester to develop and monitor curriculum, as well as to formulate and review policies and procedures.

Doctoral Review Committee on Academic Progress

Faculty members of the Doctoral Curriculum and Policy Committee serve as a doctoral review committee on academic progress. A student is considered at risk if the student has one grade of C+ or lower. If a particular student is at risk, the faculty adviser is asked to discuss the issue with the student and develop an appropriate educational plan. If a student has more than one grade of C+ or lower, the student will not be permitted to continue in the program. The student can appeal this decision with the Doctoral Review Committee on Academic Progress.

A grade of F is equivalent to not having taken the course, and the course must be taken again in order to receive credit.

If a student obtains a C+ or lower in a course that has been retaken, this will be considered the second grade of C+ or lower in the program and the student will be dematriculated from the doctoral program.

Admissions Committee

The Doctoral Admissions Committee meets regularly throughout the academic year to review applications of incoming students. This committee is chaired by the director of the doctoral program; it includes up to four other faculty members, at least two of whom teach in the doctoral program.

Program Forms

- Comprehensive Exam Rubric
- Student Annual Assessment
- Statistics 1 Waiver Request
- Statistics 2 Waiver Request
- Research Practicum Agreement Form
- Teaching Practicum Agreement Form

Frequently Asked Questions

How are the M.S.W. and Ph.D. programs different?

The M.S.W. prepares students for careers in direct practice, administrative social work practice, community organizing, and policy.

The Ph.D. program prepares individuals for careers as social worker researchers within and outside academia and as social work educators.

Do I need an M.S.W. degree to enter the program?

While having an M.S.W. is preferred, students are eligible to apply to the program with a master's degree in a related discipline (i.e., public health, psychology, sociology, economics, etc.). Students who do not have a background in social work may be required to complete additional coursework.

Do you have a combined or joint M.S.W./Ph.D. option?

No.

Can I attend the program part-time?

No. Students are required to maintain full-time enrollment.

Do I need post-M.S.W. practice experience?

No. However, the Council on Social Work Education (CSWE) requires those teaching practice courses to have post-M.S.W. practice experience. Individuals seeking to obtain faculty positions in a social work program are encouraged to get post-M.S.W. practice experience before completing the doctoral program.

Do I need to take the GRE to apply to the program?

Yes. Students can contact the program director to request a waiver.

Will I be provided with financial aid?

Yes. Students receive a fellowship that covers full-time tuition. Funding is contingent upon satisfactory progress in the program and the ability to serve as a teaching or research assistant for seven hours per week.

How many students are enrolled in the program, and what backgrounds do they have?

The incoming cohort typically consists of eight to 10 students per year. At any given time, 35 to 45 students may be enrolled in the Ph.D. program. Our students come from around the country and the world. Students come with micro and macro practice experience, while others pursue a doctoral degree directly after graduation from an M.S.W. program.

How long does it take to complete the Ph.D. program?

It is possible to complete the program in four years. On average, students take five years to complete the program.

Are classes held in person or online?

All classes are held in person. You will need to be available for one day per week to take classes.

What areas of research can I pursue?

Students can work with faculty to pursue research in their area of interest.

Will I get classroom (i.e., teaching) experience?

Yes, students will have coursework on teaching and need to complete a teaching practicum.

What is the difference between a Ph.D. and a DSW?

Practice doctorate programs (DSW) in social work prepare graduates to advance practice at the micro, mezzo, and macro levels and in higher education and or professional leadership. Research doctorate programs (Ph.D) prepare graduates to become members of the faculty at a university, join a research center addressing social and health problems, or look for advancement in leadership positions requiring research skills.

The Group for the Advancement of Doctoral Education in Social Work (GADE) provides valuable information on doctoral education in social work.

Does Fordham have a DSW program?

No.

What do graduates do with their doctoral degree?

Graduates have obtained tenure-track academic positions and served as administrators in city government and with nonprofit social service agencies.

Student Resources

- Student Academic Policies and Procedures Manual (p. 911)
- Tuition and Fees

Student Academic Policies and Procedures Manual

Students are responsible for knowing the School and University's policies and procedures as published in this Handbook.

This Student Handbook provides information for Fordham University Graduate School of Social Service students. The information is subject to change at any point in time. The Fordham University Graduate School of Social Service reserves the right to depart, without notice, from any policy or procedure referred to in this handbook.

Academic Guidelines Academic Standing Requirements

Students are considered to be in good academic standing when a B average (GPA 3.0) or better is maintained, and a grade of Satisfactory (S) has been received for Field Instruction and Field Integrative Seminars. Doctoral students are allowed no more than one grade lower than B.

Grading Policy

To receive credit for a course, you must be in regular attendance throughout a semester and satisfactorily complete all course requirements. The minimum passing grade is the letter grade C.

Students will receive grades according to the policy adopted by the faculty. Grades for GSS, with their numerical equivalents and descriptions, are:

Letter Grade	Numerical Equivalent	Grade Description
A	95-100% (4.00/4.00)	Excellent
A-	90-94% (3.75/4.00)	Very good
B+	87-89% (3.50/4.00)	Good
B	83-86% (3.00/4.00)	Satisfactory
B-	80-82% (2.75/4.00)	Marginally adequate
C+	76-79% (2.50/4.00)	Not adequate, but passing
C	70-75% (2.00/4.00)	Minimally passing
F	0-69% (0.00/4.00)	Failing

If a student receives a grade of F for a course, it will remain on the student's record, even after the course is retaken and a passing grade is subsequently earned. The grade of a repeated course is also recorded on

the academic record and does not remove or replace a grade previously earned.

Policy on the Use of "Incomplete" (MSW Students)

A grade of "Incomplete" is generally discouraged and only employed when faculty conclude that a student is unable to complete assigned course work due to serious extenuating circumstances. An "Incomplete" (INC) is a grade given at the request of the student in writing to the course instructor. A timeframe acceptable to both the student and faculty member must be agreed upon (usually only up to four weeks). The recommendation is that this timeframe not extend beyond four weeks after the final class of the semester. An "INC" will convert to an "F" if it is not changed within a four-week period.

An instructor is under no obligation to accept work from a student after the mutually agreed upon timeframe. It is the instructor's decision whether to re-negotiate the contract. As in all matters related to grading, an instructor's decision about a grade-related matter is always final.

No student may progress into the advanced/specialist phase of study in the MSW program with either an "Incomplete" or "F" grade(s) in any foundation/generalist course.

To ensure the timely removal of an "INC" it is the instructor's responsibility to complete and submit a change of grade through the faculty portal workflow. The designated administrator in the Dean's Office will review and approve the change, and in some cases, it may also require approval from the Associate Provost.

Policy on the Use of "Incomplete" (Ph.D. Students)

Incompletes in a course are granted only in case of an emergency. Excessive time demands will not be considered justification for an "Incomplete" grade. Students should anticipate their workload demands, including coursework, outside employment, and family and personal obligations when signing up for courses at the beginning of the semester. A signed contract with the instructor, specifying the nature of the emergency and the revised completion date, is required. The revised completion date must be within one month of the end of the course, except in extreme circumstances. If the "Incomplete" continues after the month, the student must notify the director of the doctoral program in writing, noting the reason for the delay and proposing a date for completing the work. The "Incomplete" will convert to a grade of F if the student fails to complete the coursework by the revised date.

A student with an "Incomplete" who does not have any grades of B- or lower on their record may register for new courses that do not have the course with the "Incomplete" as a prerequisite. A student with an "Incomplete" and one grade of B- on their record may not register for any new courses until the "Incomplete" has been converted to a grade. If the "Incomplete" becomes a grade of B or higher, the student may then register for new courses. If the "Incomplete" becomes a grade of B- or lower, the student will be de-matriculated from the doctoral program. A student with an F in a required course may not register for any additional courses until that course is retaken. The student may continue in the program and register for new courses upon achieving a grade of B or higher after retaking the required course. If the student achieves a grade of B- or lower upon retaking the required course, they will be de-matriculated from the program.

Students are expected to maintain at least a B average to remain in good standing in their studies. Students who receive a grade of B- or lower in more than one course will not be considered to be in good academic standing. Students who receive a second grade of B- or lower in any

course will be removed from doctoral studies, pending the outcome of any appeal they make to the director of the program, the Doctoral Curriculum and Policy Committee, and/or the dean of the Graduate School of Social Service.

The program director will review the progress of students at the end of academic year. Faculty advisors will be notified if any students are having difficulty in meeting the standards of the program, and will be asked to communicate this to the students so identified.

Incomplete Due to Military Service (IMS)

When a member of the Armed Forces (including reserve components) receives orders to perform a period of service (i.e. active duty, inactive duty training, or state service), the temporary grade of IMS is assigned by the Office of Academic Records. Students who receive a grade of IMS will have the opportunity to complete the given term after the period of service. Service members must provide a copy of their military orders to the Office of Military and Veterans' Services (veterans@fordham.edu) prior to receiving an IMS grade.

Attendance Policies

All students are required to be in regular, consistent attendance in courses and in field work. However, sometimes emergencies or illnesses can interfere with attendance. If illness or hospitalization occurs and a student is in a field placement, the field advisor must be notified immediately and will consult with the assistant dean of student services. Excessive absences can jeopardize students' academic standing. Each faculty member must clearly state their attendance expectations on their individual syllabi.

Attendance Policy for On Ground/On Campus MSW Courses

Students are permitted no more than two absences from class. If a student is absent for three or more classes, they will receive a final grade of "F".

Attendance Policy for Online MSW Courses

Students are permitted no more than one absence from class. If a student is absent for two or more live class sessions they will receive a final grade of "F".

- For asynchronous portions of online courses, non-submission of work or inadequate class participation can lead to failing the course.
- Students anticipating a conflict must communicate with their course instructor and withdraw from the course before the Academic Calendar deadline. Students should review the deadline for course withdrawals before making any requests.
- Veteran students should also consider consulting with the VA Certifying Officials in the Office of Academic Records and the Office of Student Services before withdrawing from a course, as it may impact their benefits.

Religious Holidays

There are a number of religious faiths represented within the Fordham University student body. The policy of the University is to respect all students' religious beliefs. There will be no penalty for a class absence due to religious holidays. Students are responsible to notify course instructors at the beginning of the semester if they plan to be absent for a religious holiday in order to discuss arrangements to meet the course requirements for assignments for that class.

Course Withdrawal

There are times when you may find it necessary to withdraw from a course. If you wish to withdraw from a course after the add/drop period has ended, you need to contact your academic advisor at your campus and the assistant dean of student services. Withdrawal from courses after the add/drop period will result in a "W" on your transcript. Veteran students should also consider consulting with the VA Certifying Officials in the Office of Academic Records and the Office of Student Services before withdrawing from a course as it may impact their benefits.

University Withdrawal

If you plan to withdraw from the University, please contact the Office of Student Services. Students who withdraw from the University must complete required paperwork and speak with an advisor in student services. Veteran students should also consider consulting with the VA Certifying Officials in the Office of Academic Records before withdrawing from the University as it may impact their benefits. If a student withdraws from the University and wishes to return, a full reapplication is required, and the student is not guaranteed reentry into the program.

Leave of Absence

Matriculated graduate school students should notify the Office of Student Services if they plan on taking a leave of absence. The request should be made two weeks prior to the start of the term. Late requests for a leave of absence cannot be accepted.

It is the student's responsibility to complete a leave of absence request form. Matriculated graduate school students who are not enrolled in courses and/or fieldwork for more than two semesters must reapply for admission through the Graduate School of Social Service Office of Admission. If the student has completely withdrawn from the University and wishes to return, a full reapplication is required, and the student is not guaranteed reentry into the program.

Educational Disruption Due to Medical Leave of Absence

Following Fordham University protocol, students who have taken a leave of absence or have withdrawn from classes for medical or mental health reasons will be required to participate in the reentry process. Initially, the student must speak with the assistant dean of student services at Fordham GSS and complete a medical leave of absence form.

Reentry Process

The process by which students on a medical leave of absence return to studies is managed by Fordham University's Dean of Students in cooperation with the Graduate School of Social Service and other relevant offices such as Counseling and Psychological Services and/or Student Health Services. The student will be required to present medical documentation verifying readiness to return to the MSW program. Contact the Dean of Students at Lincoln Center, Jenifer Campbell, Ed.D., at 212-636-6250 or DeanofSaLC@fordham.edu.

For additional information on the process for reentry, please refer to this page.

Ph.D. students should consult their program's enrollment policies for additional details on course withdrawals and leaves of absence (p. 909).

Satisfactory Academic Progress (SAP) Requirements

Each school of Fordham University has established minimum standards of Satisfactory Academic Progress (SAP) that students must maintain as they pursue their degree. The University measures SAP annually at the end of the spring semester (May).

To be eligible for federal aid, such as Federal Direct Subsidized and Unsubsidized Loans or Graduate PLUS Loans, each student must be making SAP according to the School's standards. The requirements to be eligible for federal financial aid for the Fordham Graduate School of Social Service:

- Minimum 3.0 GPA required
- Must be registered for a minimum of six hours
- Must successfully complete six hours each term
- Complete the course of study for a M.S.W. degree within five years
- Incompletes, withdrawals, and noncredit remedial courses will count against attempted but not earned hours
- Transfer credits that count toward the student's current program will count as both attempted and completed hours
- No credit check for Leave of Absence students and Maintenance of Matriculation students

Fordham University Graduate School of Social Service does permit appeals when a student loses FSA eligibility because they failed to make satisfactory progress. Contact Assistant Dean for Admissions, Melba Remice at mremice@fordham.edu (jcoyle@fordham.edu) for information on how to complete the SAP form and she will then submit the appeal form.

Performance Standards Communication Skills

Social work students must communicate effectively and professionally with other students, faculty, staff, clients, and other professionals. Ideas and feelings should be clearly communicated and demonstrate a willingness and ability to listen to others. Students must demonstrate proficient skills in spoken and written English in order to understand the content presented in the program, and to competently complete oral and written assignments. Students are required to be computer literate.

Interpersonal Skills

Social work students must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals. Students will exhibit compassion, integrity, and respect for others.

Knowledge Base and Skills for Social Work Practice

The professional knowledge necessary for social work students is grounded in empirically-based and relevant knowledge. This includes developing the skills for relationship building, data gathering, assessment, intervention, and evaluation of practice. It is important that students exhibit critical thinking in both academic courses and field instruction. Students must demonstrate social work competencies.

Stress Management

Social work students should recognize the importance of handling stress within the context of family life, work, social life, and rigorous academic requirements. Social work students are encouraged to implement strategies for appropriate self-care and life/school/work balance so that stress does not impact meeting the GSS program requirements.

Professional Commitment

It is important for social work students to demonstrate the values, goals and ethical standards of the social work profession. These encompass individuals' dignity and worth of all persons and their right to the equity of society's resources.

Self-Awareness

The development of self-awareness is an important component of becoming a professional social worker. Social work students will develop the ability to understand their values, beliefs, attitudes, and biases that affect their thinking, behavior, and relationships. It is vital that students show awareness of self and be willing to examine and change behavior when it interferes with working with clients and/or other professionals.

Objectivity

Social work students must strive to remain objective and non-judgmental as they are assessing and evaluating clients, their situations, and developing interventions. The use of appropriate professional tools and processes taught in the classroom and field instruction settings assist in identifying and amending individual and institutionalized biases that may arise during the course of decision-making.

Empathy

Communicating empathy is critical to supporting individuals, families, communities and organizations in field settings as well as in the classroom.

Medical Issues

The use of sound judgment when social work students are facing medical and/or emotional problems that compromise scholastic and professional performance is important. Seeking professional help for personal problems, medical problems, psychosocial distress, substance use, or mental health difficulties is critical in order to address the best interests of the student and those to whom the student has professional responsibility.

Ethical Obligations

Social work students must:

- Social work students are mandated to practice in accordance with the professional codes of ethics developed by the National Association of Social Workers (NASW) for the social work profession
- Appreciation for the value of diversity, equity, inclusion and belonging are the tenets of the social work profession. Social work students will serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation, and value system. Students must not impose their own personal, religious, sexual and/or cultural values on clients.
- Respect the rights of others at all times

- Maintain confidentiality in the classroom, field practicums, and other professional settings
- Demonstrate honesty and integrity by being truthful about one's own background, experiences, and qualifications; adhere at all times to University policies on plagiarism
- Establish clear and appropriate boundaries consistent with University and agency policies. There is never to be sexual harassment of others; making any verbal or physical threats; becoming involved in sexual relationships with clients or supervisors; abusing others in physical, emotional, verbal, or sexual ways; or participating in dual relationships where conflicts of interest may exist.

Professional Behavior

Social work students exhibit behaviors that are in full compliance with program and institutional policies, professional ethical standards, and societal laws in the classroom, field settings, and the community. Students' appearance, dress, and general demeanor must reflect a professional manner. Professional behavior requirements include:

- Possessing the knowledge base and practicing within the scope of the nine professional social work competencies
- Respecting the rights of others at all times
- Being punctual and dependable
- Prioritizing responsibilities
- Regularly attending classes and fieldwork
- Observing deadlines and completing assignments on time
- Keeping appointments or making appropriate arrangements
- Accepting supervision and constructive criticism in a positive manner
- Being able to advocate for themselves in an appropriate and responsible manner and using proper channels of communication for conflict resolution

Professional Conduct, Discipline, and Appeals

Plagiarism and Academic Integrity

University Policies of Academic Integrity

A university, by its nature, strives to foster and recognize originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas and works that are not their own. Therefore, students must maintain the highest standards with regard to honesty, effort, and performance. Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, and false authorship and destruction of library materials. This policy will be rigorously enforced and without discrimination.

Violations of Academic Integrity

Plagiarism occurs when individuals attempt to present as their own what has come from another source. Plagiarism takes place whether such theft is accidental or deliberate. Examples of plagiarism include but are not limited to:

- Using the ideas of another person, whether or not such ideas are paraphrased, from whatever source including oral, print, broadcast, or computer-mediated communication.
- Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences.

- Presenting borrowed material without placing quotation marks around borrowed material in the approved style. It is no defense to claim that one has "forgotten" to do so.
- Presenting as one's own an assignment, paper or computer program partially or wholly prepared by another person, whether by another student, friend, or by a business or online service that sells or distributes such papers and programs.

Cheating occurs when individuals share course materials or information when it is unauthorized or prohibited. Examples of cheating include but are not limited to:

- Having or using unauthorized material at an examination, test, or quiz, or copying another student's assignment or laboratory report
- Permitting another student to copy an assignment, paper, computer program, project, examination, test, or quiz
- Obtaining and/or using an examination, test, or quiz prior to its administration
- Having another person act as proxy and take an examination, test, or quiz

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

- Theft, destruction, or tampering with library materials, audio and videotapes, computer hardware or software, or other materials necessary for a course
- The submission or presentation of a falsified excuse for an absence from a course requirement, examination, test, or quiz
- The presentation of false identification or credentials in order to gain admission to a course, examination, test, quiz, or degree program
- Submission of a paper or project to more than one course during the time in which a student is attending Fordham University, without explicit permission from the instructors

Fundamental to academic integrity are the values embraced by the NASW professional code of ethics—honesty and truth. Students of the Fordham University Graduate School of Social Service are expected to adhere to the standards of professional ethics as defined in the NASW Code of Ethics and the Core Performance Standards.

Artificial Intelligence (AI)

Limited usage of generative AI tools may be allowed for specific assignments in this course, enabling exploration of ideas, complex data analysis, and creative solution development, when explicitly permitted by the instructor. When using these tools, it is mandatory to clearly indicate the sections of your work that were generated using them for proper attribution and transparency, and indicate the prompts and software versions that were used. It is critical to adhere to ethical standards by refraining from activities like plagiarism or creating misleading content. Additional guidelines or restrictions will be provided for specific assignments.

All forms of academic dishonesty and plagiarism represent a violation of the School's Performance Standards. Any student found submitting plagiarized work, or submitting fraudulent or misrepresentative documents as academic assignments or as field documentation, is subject to disciplinary actions, which may include immediate termination from the program.

Ph.D. Students

Because of the diverse definitions of plagiarism, the faculty member, in consultation with the doctoral program director, will make the

determination if plagiarism has occurred. If plagiarism occurs, the student will receive an F for the course if it involves course work, an F in the examination if it involves the comprehensive examination, and a rejection of the dissertation if the plagiarism occurs in the dissertation. The director makes a determination if plagiarism occurred and the seriousness of this incident and applies appropriate sanctions such as suspension or expulsion. The student can bring the charge of plagiarism to the Doctoral Curriculum and Policy Committee for final review.

Academic Standing and Discipline GSS Dismissal Policy

A student may be dismissed from GSS for the following reasons:

1. Failure to maintain a 3.0 grade point average
2. Failure to meet performance requirements of Field Placement
3. Two final grades of "F"
4. Violation of Academic Integrity
5. Violation of University Code of Conduct

Student Review Procedures (M.S.W. Students)

Consultation with Academic Adviser or Field Adviser

If a student has a concern about an academic course or field instruction, the first step is to consult with one's academic or field adviser. If the concern is related to field instruction, after an assessment of the situation with the student and the field instructor, the field adviser would consult with the administrators in the field education department. Depending on the situation, a contract for change may be developed, or in extreme cases, a field instructor or field placement setting might be changed. In non-field academic concerns, the adviser would consult with the assistant dean of student services if a revision of the student's plan of study is indicated. This is often precipitated by a change in a student's health or financial situation.

Administrative Review Committee

Administrative Review for Academic Course Concerns

These reviews are indicated when a student fails a course, falls below the minimum required cumulative grade point average of 3.0, or there is a concern about academic integrity. It consists of a meeting with a dean, the student and a faculty member. The outcome of the review may lead to a reduced course load, a leave of absence from the program, a recommendation that a student withdraw from the program or be referred to the Committee on Academic Progress (CAP).

Administrative Review for Field Instruction

These reviews are held when concerns regarding a student's performance in field instruction are viewed as serious in nature. It consists of a meeting with the student, a dean, a member of the field education team, the field advisor and the field supervisor.

Committee members may recommend a new educational agreement, a change of field placement, withdrawal from field instruction or withdrawal from the program, or be referred to the Committee on Academic Progress (CAP).

Committee on Academic Progress (CAP)

There is an established procedure to determine if a student is experiencing academic difficulty in academic course work and/or field instruction should continue enrollment in the MSW program. This

frequently takes place following the outcome of an Administrative Review. In certain circumstances a student can request a CAP to review the circumstances of the decision of the Administrative Review Committee.

The CAP is convened and chaired by the Associate Dean for Academic Affairs after receiving a request in writing. The committee has three members, including the associate dean for academic affairs, two faculty members, and a member of the field education department if the CAP is related to field issues. No one participating in the CAP process should have any personal interest in the outcome of the CAP. Possible outcomes of the CAP are dismissal from the program, a recommended leave of absence, and if related to field instruction a replacement of the field site may be recommended. After the committee deliberates and comes to a decision, the decision will be communicated to the student both verbally and in writing. The student has 10 days to appeal the decision to the dean of GSS.

Failure to Maintain a 3.0 Grade Point Average

Students must maintain a 3.0 cumulative grade point average (GPA) to remain in good academic standing. Student Services is responsible for monitoring students' academic progress at the end of each semester. When a student's cumulative GPA falls below a 3.0, these steps are followed:

1. Student is placed on academic probation. Students are notified of this in writing. The student will be notified that they are given one semester to improve their GPA. This communication will take place by email. Recommendations such as reducing course load or accessing the resources of the University supports, including the writing center or counseling center may be indicated.
2. The student's progress is monitored by the Office of Student Services.
3. If the student does not have a cumulative GPA of 3.0 or above in the following term, the student will be notified in writing that they are dismissed from the program.

Violation of Academic Integrity

Students are expected to uphold academic integrity at all times. The policy on academic integrity is attached to every master syllabus.

Criteria:

- Plagiarism
- Cheating
- Other (e.g., theft, destruction or tampering with library materials, submission or presentation of a falsified excuse for an absence from a course requirement, presentation of false identification or credentials to gain admission to a course, exam, or degree program, submission of a paper or project to more than one course)

Violations of academic integrity that are identified by the professor or other members of GSS are handled in the following manner:

1. Notification is made to the Office of Student Services. The student's overall performance of the program and alleged violation is then reviewed in detail.
2. If appropriate explanation and resolution is reached in the meeting then a letter summarizing the meeting and the outcome is sent to the student and kept on file.
3. If no resolution is reached then an Administrative Review takes place.

All decisions and communications with the student are documented and placed in the student's file.

Initiating a Grievance

If a student believes that they have been treated unfairly as to treatment in the classroom, final course grades, or academic probation, suspension or dismissal, they have the right to seek a formal review.

Procedures

The student is instructed by the Office of Student Services to make a complaint to the faculty member or administrator responsible for the treatment regarded as unfair, and to request a formal meeting to discuss the problem. If a satisfactory resolution of the complaint is not reached, the student is then expected to appeal promptly to the chairperson of the curriculum area pertinent to the academic area in written form. If a satisfactory resolution is not reached after conferring with the appropriate chairperson, the student has the option of further appeal to the associate dean for academic affairs. The chairperson, the faculty member and the associate dean for academic affairs have a responsibility to act upon the appeal.

Violation of the University Code of Conduct

As a member of the larger Fordham University community, M.S.W. students must also meet the Code of Conduct standards of Fordham University. If an M.S.W. student from GSS has been found responsible for violating a University rule under the Code of Conduct the University may impose a sanction or combination of sanctions. Violations include, but are not limited to harassment of another person, whether physical, sexual or verbal, either oral or written; physical abuse, sexual abuse, threats, intimidation, coercion, and/or other conduct which threatens or endangers the health or safety of any person; and the unauthorized selling, purchasing, producing, or possession of any lethal weapons, explosives, fireworks, or incendiary device.

When a Code of Conduct violation is alleged, a process begins with the Fordham University dean of students, and the Graduate School of Social Service. The following steps are taken by the University dean of students:

1. There is a preliminary investigation to determine whether the situation can be handled informally by mutual consent without the initiation of a formal hearing.
2. When a hearing is indicated the process is as follows:
 - a. The student accused is notified in writing by the dean of students and shall have the opportunity for a hearing to discuss the violation(s).
 - b. The hearing is a meeting with the dean of students or designee and the student who will present his or her full and final version of the facts.
3. An accused student shall be free from student conduct sanctions pending conclusion of the hearing unless the dean of students determines there is a risk to the student or the University community.
4. When a student has been found responsible for violating a rule under the University Code of Conduct, the sanction imposed can range from disciplinary reprimand, suspension from the University, to expulsion from the University. The dean of students informs the student of the sanction verbally and in writing.
5. The assistant dean of student students works closely with the University dean of students in such incidents.

Non-Academic Grievances

Social work students are encouraged to inform the Office of Student Services if such incidents occur. The office will facilitate the students communication with Fordham University Dean of Students, Dr. Jenifer Campbell. Complaints of discrimination or harassment by students against other students should be brought to the Office of Student Services.

Appeals and Grievances (Ph.D. Students) Overview

If a student believes they have been aggrieved by a program practice or policy or by an action of a faculty member or staff member, they should:

1. Present their complaint in writing to the director of the Ph.D. in social work program.
2. At the director's discretion, they will attempt to resolve or bring it before the faculty members of the Doctoral Curriculum and Policy Committee.
3. If the student disagrees with the decision of the Doctoral Curriculum and Policy Committee, the student may bring the grievance to the dean of the Graduate School of Social Service. The dean's decision is final.

General Procedures

All grievances must be clear and succinct. They must include:

- A statement specifying the specific action that is being grieved
- The grounds for the grievance
- The requested action or relief that the student is seeking
- All grievances must be made in writing. All decisions will be reported to the student in writing. Copies of the student's grievance and the decisions will be placed in the student's academic file.

Grade Appeals

Grades may be appealed when a student believes that a faculty member has used unfair or capricious practices to arrive at a grading decision or has miscalculated a grade.

- The student should appeal the grading decision first with the faculty member.
- If the student disagrees with the results of the meeting with the faculty member, the student may appeal the decision to the director of the Ph.D. in social work program. The appeal must be made in writing.
- If the student disagrees with the director's decision, the student appeal the decision to the faculty members of the Doctoral Curriculum and Policy Committee.
- If the student disagrees with the decision of the Doctoral Curriculum and Policy Committee, the student may appeal the decision to the dean of the Graduate School of Social Service. The dean's decision is final.

Grade Appeal Procedure

All appeals must be clear and succinct. They must include:

- A statement specifying the specific action that is being grieved
- The grounds for the grievance
- The requested action or relief that the student is seeking

All appeals must be made in writing. All decisions will be reported to the student in writing. Copies of the student's appeals and the decisions will be placed in the student's academic file.

Comprehensive Examination Result Appeals

A student must appeal any grading decisions related to the Comprehensive Examinations in writing directly to the director of the Ph.D. in social work program, who will present the appeal to the faculty members of the Doctoral Curriculum and Policy Committee.

If the student disagrees with the decision of the Doctoral Curriculum and Policy Committee, the student may appeal the decision to the dean of the Graduate School of Social Service. The dean's decision is final.

All appeals must be clear and succinct. They must include:

- A statement specifying the specific action that is being grieved
- The grounds for the grievance
- The requested action or relief that the student is seeking

All appeals must be made in writing. All decisions will be reported to the student in writing. Copies of the student's appeals and the decisions will be placed in the student's academic file.

Other Appeals

- Students should present appeals related to any other program matter in writing directly to the director of the Ph.D. in social work program.
- If they disagree with the director's decision, they may appeal the decision to the faculty members of the Doctoral Curriculum and Policy Committee.
- If the student disagrees with the decision of the Doctoral Curriculum and Policy Committee, the student may appeal the decision to the dean of the Graduate School of Social Service. The dean's decision is final.

Timeframes for Filing Appeals and Grievances

1. All grievances and appeals must be filed in writing within thirty (30) academic calendar days of the aggrieved action. Appeals of grades must be filed within thirty (30) academic calendar days of a grade's posting.
2. All appeals of the faculty's decisions must be filed within thirty (30) academic calendar days of the date on which the letter outlining the decision was posted.
3. The dean and doctoral program director must respond to a student's appeal or grievance within thirty (30) academic calendar days of their receipt of the grievance or appeal.
4. The Doctoral Curriculum and Policy Committee must respond to an appeal or grievance at its next scheduled meeting. Appeals and grievances to the Committee must be received by the doctoral program director at least five working days before the Committee's next scheduled meeting to be eligible for consideration at that meeting.

Enrollment Policies Registration

All new incoming students will receive an academic advising/registration phone call from the Student Services department during which they will discuss their plan of study and register for classes for their first semester. Registered students are emailed registration information for summer and fall semesters in March. Spring registration information is

emailed in November. It is important that students follow their plan of study when registering. It is highly recommended that students meet with an academic advisor prior to registering each semester. The student's academic advisor or student success advisor and the administrators at each campus are always available to answer questions.

Maintenance of Matriculation (MSW students)

To maintain their status as active students pursuing a MSW students must be enrolled in coursework and/or fieldwork for every consecutive semester until graduation. If they are not enrolled in coursework and/or fieldwork, and are not taking an approved leave of absence, they are not considered actively enrolled in the program. If such an action occurs, students must reapply for admission to resume studies.

Readmission is not guaranteed. Readmitted students may be required to repeat coursework or take additional coursework to complete degree requirements.

Students who are in their final semester and do not complete coursework and or field work by the deadline will be administratively enrolled in SWGS 0766 Maintenance of Matriculation. A fee will be applied for this registration.

MSW Students in Doctoral Courses

MSW students who wish to take a doctoral level course must first get written approval from the Associate Dean for Academic Affairs, who will discuss the request with the director of the Ph.D. program. Once written approval is granted at the MSW level, students must receive written approval from the director of the doctoral program.

Immunization Requirements

New York state law (#2165) requires that all matriculated students born on or after January 1, 1957, be immunized against measles, mumps, and rubella. Proof of immunizations must be on file at the University Health Center. Graduate students must also sign a meningitis waiver form. Noncompliance results in fines and inability to register for classes. Students may be immunized at the University Student Health Center at Rose Hill for a nominal fee. Call 718-817-4160 at the Rose Hill Campus for further information. There is also a health center at Lincoln Center, on the second floor of the Residence Hall. Call 212-636-7160 for further information. Students who attended undergraduate school in New York state should request that their college send the proof of immunization to Fordham's Health Center.

Billing & Refund

All your tuition- and billing-related information can be found through the my.fordham.edu portal. For more information, please visit this page.

Financial Aid

Financial aid information is online. Please refer back to it for a description of the Federal Family Education Loan, New York State TAP, and Tuition Remission from the Graduate School of Social Service. Some points to remember:

- The FAFSA (Free Application for Federal Student Aid) must be done annually. This is the needs assessment used to determine which loan you are eligible to receive. You must include information you put on your income tax report—an incentive to do your taxes early!

- The application for tuition remission is due March 31. The application is only the first step—a decision cannot be made about an award until the FAFSA results are in. Use the internet to complete loan applications.

Please note that a full-time student takes at least 12 credits per semester. However, students registered for field instruction and taking 10.5 credits in the fall and 10.5 credits in the spring are also considered full-time. If you are in the latter category, you will automatically be certified as full-time on the University's system for financial aid. You may obtain a detailed information sheet entitled "Instructions for Application for Financial Aid" from the Admissions Office, 212-636-6600, 113 West 60th Street, 6th floor at Lincoln Center, at the Enrollment Services Office on the 2nd floor at Lincoln Center, or in Room 144 at the Westchester Campus.

Ph.D. Student Financial Aid

The Ph.D. program directly controls and administers financial aid from four sources:

1. Each year, the dean allocates to the program tuition remission grants that can be used to support student's progress in the program.
2. Each year, the dean provides the doctoral program with money to provide stipends to students in varying amounts depending on their need and their requests for assistance.
3. Periodically, alumni and other sources donate additional funds.
4. The doctoral program is endowed with fellowship supported by funds provided by Professor Emeritus Lloyd Rogler. This pre-dissertation fellowship is available to students who plan to conduct dissertation research on Latino/Hispanic-related themes.

With the exception of the **Rogler Doctoral Fellowships**, financial aid is provided on an annual basis. Students must apply for assistance each year they wish to receive it.

Continued receipt of financial aid is contingent upon satisfactory progress in course work and satisfactorily meeting any expectations associated with the financial aid (e.g., fulfilling any research assistance expectations associated with receipt of the aid).

In addition to the financial aid controlled by the Ph.D. program, students receive financial aid from external sources like the Council on Social Work Education's Minority Fellowship Program, the Fahs-Beck Foundation, and faculty grants with ear-marked monies for doctoral students to fill roles like project manager, data collection, data analysis, etc. In many cases, when students receive funds from external sources, the Ph.D. program provides complementary, in-kind assistance.

Disbursing Financial Aid

Continuing Students

During the spring term, the director of the doctoral program sends an email to all matriculated students asking them to submit requests for financial aid. Students are notified about financial aid decisions in June.

Incoming Students

New students are asked to submit requests for financial aid when they are notified of acceptance into doctoral studies. Their requests consist of one-page narratives that follow a format similar to the protocol followed by continuing students. As with continuing students, new students are notified about financial aid decisions in June.

Types of Assistance

Research and Teaching Assistantships

Fordham University provides funds each year for faculty assistantships in the Graduate School of Social Service. These assistantships permit students to assist individual faculty members with specific research activities and/or teaching. Students should apply to the director of the doctoral program in the spring semester. Students granted assistantships are provided tuition remission for at least one doctoral course per semester.

Fellowships

Each year, the doctoral program receives a small number of fellowships, which may provide for full tuition as well as cash awards. Students should be able to devote two days a week to research on school projects. Interested students should apply to the director of the doctoral program.

Student Identification Cards

Everyone in the Fordham University community is required to have an ID card while on campus. New students are instructed on how to obtain an ID in their admissions information. Continuing students use the ID card that was issued to them when they began the program. Molloy ID cards are also required for all students attending classes on Molloy's campus. There is a charge for lost identification cards.

Fordham ID Number

Your FIDN is a random 9-digit number assigned to you at the time you enter the University system. Matriculated students will receive notification of their FIDN when they are accepted into the program. Non-matriculated students will receive their FIDN after they register. After students set up their my.fordham.edu account, they can find their FIDN listed on the first page of the account. It is important to remember your FIDN number, as it is how you will go through many of the Fordham systems. It is also important to have your FIDN available when communicating with any of the administrative or financial aid offices.

Address Change

Students whose permanent or local addresses change should update their information on my.fordham.edu.

My.Fordham.edu and Student E-Mail

Your my.fordham.edu account is your portal to information about Fordham. Upon acceptance, you will be directed on how to create your account. From there, you have access to your registration, classroom assignments, personal information, and financial information. It is also your access to your Fordham email account, Blackboard Ultra, Degree Works, Tevera and Canvas.

It is very important to check your Fordham email on a regular basis or set it up to be forwarded to your personal email. University offices will only send information to your Fordham account.

Transcript of Record

An official transcript is one bearing the seal of the University and the signature of the University Registrar.

Official academic transcripts may be issued to educational institutions, employers, scholarship/grant/fellowship organizations, application services, government agencies, etc., or to students (for personal use). Students may view their unofficial transcript online by using their

credentials on fordham.edu. Official transcripts cannot be faxed to recipients.

Students and alumni who request an official transcript for personal use may not forward it to another party; doing so renders the transcript unofficial. Transcripts should always be issued to the intended final recipient.

The University offers online ordering for secure electronic transcripts as well as for mailed (paper) transcripts. Full details are available from the Office of Academic Records.

Students may request an unofficial transcript listing courses and credits marked "Unofficial." The University accepts no responsibility for the accuracy of an unofficial transcript after it has been issued.

Transcripts may be requested from the University via the National Student Clearinghouse. They should be requested well in advance of the date desired. No transcripts will be issued for students who have account holds that prevent transcript release. In compliance with New York State law, the University does not withhold transcripts for unpaid financial obligations. Fees apply for specialized transcript mailing services (i.e. certified mail, international mail, express mail). These fees and services are subject to change at any time.

The Office of Academic Records may use its discretion to limit the number of transcripts requested at any one time.

Students who attended (completed any of their coursework) at the University prior to 1990, or at Marymount College prior to Fall 2002, must use this Transcript Request Form and submit it to the Office of Academic Records. Such transcripts cannot be delivered electronically, and can only be delivered via mail (regular or express).

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

Summer Session

On campus students are limited to a maximum of two courses during summer session.

Graduation Policies Graduation Application

MSW students must submit a Graduation Application through the Fordham portal in the final semester of their studies.

Due dates for Graduation Applications are on the academic calendar. Filing the candidate-for-degree request begins the formal process for approval of your graduation and ordering your diploma.

Completion of a Graduation Application is required even if you do not intend to participate in the graduation ceremony. After your application is submitted, your transcript will be reviewed carefully. Students will be contacted only if they have not met all the requirements for graduation.

It is important that students know the MSW degree requirements. It is equally important that students follow their plan of study and regularly check with an academic advisor and DegreeWorks to see if all course and field requirements have been met. Students are encouraged to meet with an academic advisor prior to registering for classes each semester.

Graduation Ceremony

If you plan to participate in the Graduate School of Social Service Diploma ceremony for **January, May, and August** it is held in May. Students are required to be in graduation attire in order to participate in the ceremony.

In late February, M.S.W. students will receive emails (to their Fordham email address) regarding cap and gown orders as well as information on ordering online tickets for the graduation ceremony.

You are an August M.S.W. graduate if you are completing degree requirements in the summer semester. August graduates are permitted and encouraged to participate in the commencement ceremony in May. August graduates receive their diplomas in November. Please note: your application for graduation must reflect the August date.

Speakers and Awards

There are a number of awards for graduating students. Detailed information is given by email in late March. Students who believe they are deserving of an award should ask a faculty member or their field adviser to nominate them.

Each year, there is one student speaker at the graduation ceremony. Student speakers are selected on the basis of merit.

Ph.D. Student Graduation

In order to participate in both the University and School graduations in May, the student must have satisfactorily defended the dissertation by May 1 and a copy of the approved dissertation must be in the doctoral office.

Students who anticipate they may be graduating will be asked to file for graduation by February 1, order a cap and gown by March 30, and may receive graduation tickets in late April. Completing these activities does not imply that the student will graduate.

Students will only be permitted to participate in May graduations if they have satisfactorily defended their dissertation and submitted a copy to the doctoral office by May 1, and if the doctoral director, after a review of their academic record, attests that they have fulfilled all requirements for the Ph.D. degree.

University Policies

Affirmative Action Policy

The University continues its commitment to affirmative action in employment by providing the means to recruit, employ, and promote women and other underrepresented minorities in the interest of attaining a workplace that closely resembles the available qualified labor pool. The Office of Human Resources Management is available to all employees of Fordham University for consultation, training, and development of those methods and initiatives that advance a diversified workforce, and ensure nondiscrimination, access to equal employment opportunities, and fair treatment of individuals. It is the responsibility of the Vice President of Human Resources to monitor and report regularly on the University's efforts to achieve diversity and compliance with all laws pertaining to nondiscrimination in employment.

Campus Safety

The Advisory Committee on Campus Security will provide upon request all campus crime statistics as reported to the U.S. Department of

Education. The U.S. Department of Education Website is www.ed.gov. Fordham University provides campus crime statistics on its website. Requests for a hard copy can be directed to the University Associate Vice President for Public Safety by phone at 718-817-2222 or in writing at

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

For more information

Visit the Public Safety web page.

Equity in Athletics Disclosure Act

In accordance with the "Equity in Athletics Disclosure Act," information regarding the intercollegiate athletics program is available for review at the following website:

<https://ope.ed.gov/athletics/#/>

Nondiscrimination and Title IX Coordinator

Fordham University is committed to maintaining a community in which its members live, work, and learn in a safe and respectful environment that is free from all forms of sex- and gender-based discrimination. This commitment applies to all members of the Fordham community regardless of race, color, national origin, religion, creed, age, ability, sex, gender, gender identity, gender expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, criminal conviction, or any other protected class recognized under federal, state, or local law.

The University's Director of Gender Equity/Title IX Coordinator oversees the University's gender equity and Title IX compliance efforts and is responsible for coordinating the University's response to all reports of sexual and related misconduct, including sex- or gender-based discrimination involving educational programs, gender equity in athletic programs, employment, and admission. The Director of Gender Equity/Title IX Coordinator also collects data from all University reports of sex- and gender-based discrimination to identify and address any patterns or systemic issues that may arise, and collects data to analyze the outcome of reports involving sex- and gender-based discrimination. Fordham will take prompt and effective steps to end sexual and related misconduct, eliminate the hostile environment, prevent its recurrence, and remedy its effects.

Inquiries concerning the application of Title IX and its implementing regulations and/or the application of the gender equity provisions contained in the Sexual and Related Misconduct Policy and Procedures for the Fordham University Community may be referred to the University's Vice President for Human Resources and Interim Title IX Coordinator, Kay Turner, Esq., by email at titleix@fordham.edu or by dialing 718-817-4930.

The Office of Human Resources Management oversees the University's enforcement of anti-discrimination and anti-harassment in employment (Title VII, New York State Human Rights Law, and New York City and Westchester Human Rights Laws) and non-gender based anti-

discrimination and anti-discriminatory harassment of students (Title VI). Inquiries concerning these issues may be referred to the Office of Human Resources Management at hr@fordham.edu or by dialing 718-817-4930.

Recruitment of Jesuits to the Faculty

As a Jesuit, Catholic institution, Fordham University aims to create a community that is ever more diverse, committed, and deeply engaged in New York City and beyond. Grounded in the Jesuit tradition, we seek new ways to live out our mission in contexts very different from that in which Fordham was founded. Moreover, the Society of Jesus, the religious community that has helped sustain Fordham since 1846, itself shares in this attempt to respond to our times with creativity, confidence, and integrity.

Fordham University has been indebted to the presence and work of so many Jesuits throughout its history, and yet it has thrived, especially in the past 50 years, on account of a great variety of colleagues of diverse intellectual, philosophical, cultural, and religious commitments. We hope that all members of the Fordham faculty will find in our Jesuit, Catholic tradition opportunities for joyful and meaningful work.

We do not expect to return to a time when a large part of Fordham's workforce consisted of members of the Society of Jesus. And yet we recognize that excellent Jesuit colleagues, while few, continue to search not only for employment as teachers and scholars but also for a way specifically to contribute to the mission and identity of places like Fordham. Some have, in fact, been our own students, yet many more come from more national or international contexts than ever before. We continue to seek out those interested in being fine colleagues, teachers, scholars, administrators, pastors, and citizens of the University.

At any point, the number of Jesuits finishing terminal degrees or otherwise prepared to enter an academic position at Fordham is not large. Yet those who are so prepared stand to make an important contribution to our shared purpose and to give unique witness to the kind of educational values Fordham has long embraced.

For this reason, the recruitment and hiring of highly qualified Jesuits is considered an institutional priority. In an effort to clarify and make more transparent processes by which that can be done, a protocol has been established as identifying basic "rules of engagement" for those entities at the University that may wish to recruit a Jesuit for a position. This document applies only to Jesuits considered for full-time academic positions, either tenure-line or non-tenure-line.

The protocol document is available from the Office of the Provost and the Dean of Arts and Sciences.

Reserved Rights

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

Student Records

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords enrolled students certain rights with respect to their education records. A student

is considered enrolled at Fordham University as of the first day of classes of the earliest term of the academic year in which the student is registered.

First time applicants to the University are not considered enrolled students until they are officially registered and attend the first day of classes. Requests for inspection of student records under FERPA cannot be considered until an individual is an enrolled student.

These rights include:

1. The right to inspect and review your education records within 45 days of the day Fordham University receives a written request for access. If you want to review your record, you should submit a request to the Office of Academic Records. Indicate the record(s) you wish to inspect. A University official will make arrangements for access and notify you of the time and place where the records may be inspected.
2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University Registrar clearly identifying the part of the record you want changed, and why you believe it is inaccurate or misleading. A University official will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.
3. The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with "legitimate educational interests." A school official has a legitimate educational interest if the official has a "need to know" of information from your education record in order to fulfill his or her official responsibilities.
 - a. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include: Staff employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, contractor, consultant, volunteer, or technology provider), or other outside parties under the direct control of the University with respect to the use and maintenance of education records; a person serving on the Board of Trustees; or a student employed by the University or serving on an official committee, such as on a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fordham University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office (SPPO)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)

FERPA also protects course recordings, as outlined in the Class Recording Notice and Related Policy.

A copy of the Act, more details about your rights, and any University policies related to the Act are available from the Office of Academic Records at this page.

Questions concerning FERPA should be referred to the Office of Academic Records or the Office of Legal Counsel.

Directory Information

Release of student record information is generally not done at Fordham University without the expressed, written consent of the student. There are, however, some exceptions.

For example, Fordham University, at its discretion, may release the following Directory Information without the student's consent: student's name, address, telephone number, electronic mail address, Fordham ID Number (FIDN), photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g. undergraduate or graduate; full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received (e.g., Dean's List recognition), and the most recent educational agency or institution attended, and other such similar information.

Please note that you have the right to withhold the release of directory information. To do so, you must complete the Educational Record Sharing (FERPA) Block form, also available on the Fordham.edu "Students" page under "Electronic Forms." Please note two important details regarding placing a "No Release" (FERPA Block) on your record:

- Fordham University receives many inquiries for directory information from a variety of sources outside the institution, including friends, parents, relatives, prospective employers, scholarship programs, the news media and honor societies. Having a "No Release" on your records will preclude release (block the sharing) of such information, even to those people.
- A "No Release" applies to all elements of directory information on your record. Fordham University does not apply a "No Release" differently to the various directory information data elements.

Support Services for Students with Disabilities

The Office of Disability Services (ODS) works closely with students, faculty, and administrators to ensure appropriate services for students with documented disabilities in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans and Disabilities Act of 1990. Students who register with ODS will complete the same coursework as their peers, and registration does not become a part of a student's transcript. The University will make every attempt to provide reasonable accommodations to students who have a documented disability.

Please visit our webpage for new students. There, you will find the application, documentation upload instructions, and how to schedule your intake. If you have further questions, you can contact ODS by calling either our Rose Hill office (718-817-0655) or Lincoln Center office (212-636-6282). Both offices are open Monday to Friday from 9 a.m. to 5 p.m. Please note that a student is not eligible to receive any academic accommodations until formally registered via a completed intake appointment. Accommodations are not made retroactively, so it is best to contact ODS to begin this process the summer before entering Fordham. If a new, incoming student has one of the following

types of disabilities: physical mobility, visual impairment, or a hearing impairment, it is essential to contact ODS by July 2 in order to ensure that accommodations can be put in place before classes begin in September. Please do not send documentation of a disability to the admissions office. Any information regarding a student's 504 Plan or IEP must be sent directly to ODS.

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

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

Lincoln Center Campus
Lowenstein Room 408
212-636-6282

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

Westchester or online graduate students should contact the Rose Hill office at 718-817-0655.

For more information

Visit the Disability Services web pages.

University Code of Conduct Rationale for University Discipline

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

The educational purposes of the university can best be protected through the clear communication and enforcement of certain standards of behavior judged essential to the achievement of those purposes. What follows is a statement of these standards of behavior developed through the cooperative efforts of the students, faculty, and administrative officers.

Jurisdiction

Persons: This Code shall apply to every member of the Fordham University community which includes faculty, students, administrative officials, and staff.

When any individual accused of violation of this University Code of Conduct maintains more than one of the above-mentioned statuses in the University, determination of his/her status in a particular situation will be made in the context of the surrounding facts.

Violations

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

1. All forms of dishonesty including cheating, plagiarism, supplying false information to any University official, as well as forgery or use of University documents or instruments of identification with intent to defraud.
2. Theft from or damage to University property and/or theft of, or damage to the property of another while located on property of the University. Knowingly receiving, retaining or disposing of the lost or mislaid property of a member of the University community or of the University itself.
3. Unauthorized entry, use or occupation of University facilities as well as the unauthorized possession, duplication or use of keys to University facilities.
4. Tampering with or misusing fire alarms, fire-fighting equipment or safety equipment.
5. Harassment (verbal or other) or physical abuse, threatening or attempting to inflict physical injury, or creating substantial risk of such injury to another member of the Fordham University community or to any person on University premises.
6. The unauthorized selling, purchasing, producing, or possessing of any lethal weapons, explosives, fireworks, or incendiary devices.
7. The unauthorized selling, purchasing, producing, possession or use of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or other addictive and illegal drugs or drug paraphernalia.
8. Engaging in, or inciting others to engage in, conduct which interferes with or disrupts any University function, or which prevents or limits the free expression of ideas by others, or which physically obstructs or threatens to obstruct or restrain other members of the University community or visitors.
9. Failing to surrender upon request by clearly identified University personnel (this includes campus security guards) in the performance of their assigned duties, the University identification card which all members of the University community are required to carry.
10. Engaging in lewd, licentious or disorderly conduct.
11. Failing to comply with the direction of clearly identified University personnel (this includes campus security guards) in the performance of their assigned duties.
12. Violation of published University regulations including but not limited to those regarding motor vehicles, residence halls, and the McGinley Center.

For more information

Visit the University Code of Conduct page.

Veteran Information

Veterans and veteran dependents enrolled at Fordham University utilizing education benefits programs—such as Post 9/11 GI Bill[®], Montgomery GI Bill[®]-Active Duty, Montgomery GI Bill[®]-Selected Reserve, and Survivor's and Dependents' Education Assistance (DEA-Chapter 35)—must present their Certificate of Eligibility (COE) and DD214 (if applicable) to the military/veteran school certifying officials at the time of registration or as soon as possible thereafter. Those utilizing the Veteran Readiness and Employment (VR&E) Chapter 31 benefit should ensure that their counselor has authorized them for the semester and should inform the Fordham school certifying officials. Please refer to the VA website, www.gibill.va.gov, for eligibility criteria as well as type of education or training benefits available under each program. **The VA can also be reached at 888 442-4551.** Veterans who do not have such a letter (COE) must follow the same procedure for payment of tuition as

all other students. Specific tuition questions should be directed to the Financial Aid office of your home school.

All students using a VA education benefit will need to complete an **Enrollment Certification Request for Veteran Benefits** form. It is located on the student portal under Electronic Forms. It is to be submitted **after registration is complete for the term**. If you do not submit it, we will not know to certify you with the VA. For access to the form, please refer to:

https://myapps.web.fordham.edu/site/web/content/hyland/veterans_gibill.jsp

For information on Fordham University's participation in the Post 9/11 GI Bill[®] Yellow Ribbon Program, please refer to the Fordham website.

University Resources

For a detailed list of University resources, consult the Student Life webpage.

Technology Overview

All programs use various learning management systems (LMS) to support your course work. To access any of the learning management systems, you will need to log in to the my.fordham.edu portal, go to the apps tab, and select the icon of the system appropriate for your program.

Blackboard

Blackboard is a web-based teaching tool that many professors use. When you click on Blackboard from your my.fordham.edu account, you will see what courses you are enrolled in. If a course is not listed, it may be because the professor may not be using Blackboard at the current time. If you drop a course, it can sometimes still appear on your list of classes. It will eventually disappear.

Tevera

Tevera is a comprehensive data management system for all aspects of Field.

Media Centers

All classrooms are SMART classrooms and there is also the capacity to video-conference at both campuses. Media Services at Lincoln Center is in room 418, 212-636-6313, and Media Services at Westchester is located in room 219.

Computer Centers

Computers are available on campus if you don't have a computer at home or need to do work on a computer while at school. All Fordham University students are charged a technology fee each semester. This fee gives you access to the computer labs on campus and also access to the University's system from your computer at home or work. You can access the library and the internet and can contact faculty, administration, and other students through email. A Student Technology Reference Guide is emailed to registered students in the summer or can be obtained from the computer centers at school.

At Lincoln Center there is a computer center located inside of Quinn Library on the street level. At Westchester, the computer labs are rooms 217 and 220. The Library Resource Center also has computer stations.

All Fordham/Molloy students will need a Molloy College ID and will have access to Molloy College resources (library, computer labs, writing center, etc.).

Technical Support

If you should need help with technology, you can contact IT Customer Care at helpIT@fordham.edu or 718-817-3999.

Additional Digital Resources

Kanopy

Kanopy is a multimedia database that is provided by the Fordham University Library. Any student, faculty, or staff member that is on campus can connect automatically. Those who are off-site will need to sign in using their username and password before using the database.

Kanopy Option I: Access through Library Services

- Go to: <https://www.fordham.edu/library>
 - Click on Databases
 - Type in "Kanopy" or search A-Z and click on "K"
 - Follow the link to Kanopy and authenticate your access IT/ID username and password
 - Link brings you directly to Kanopy

Kanopy Option II: Create account on Kanopy and validate through Fordham email

- Go to: fordham.kanopy.com
 - Create new account—enter name, Fordham email, and password (password does not have to be your Fordham password, but just a password to access this system)
 - A link will be sent to your Fordham email in order to activate your account
 - Follow the validation link to complete account creation process

Lynda

Lynda.com, a LinkedIn Company, is an online educational site that includes over 5,700 courses (and over 180,000 videos) in popular fields like web design, web development, IT, education/instruction, media production, and business. Experts create and deliver all courses as well as provide supplemental materials like exercise files and relevant work samples. Users will need to create accounts in order to track course progress, create playlists of potential coursework, and keep course notes.

You may access the Lynda database for free through the New York Public Library system. If you live in the Metro New York area, you may obtain a New York Public Library card and access Lynda through the NYPL website (log in here).

If you do not live in the immediate New York metropolitan area, you may want to consider checking with your local library system and inquire if access to the Lynda database is offered.

Student Life

The Graduate School of Social Service is a member of the Fordham academic community. Members of the community—administrators, faculty, and students—have a right to participate in the decision-making that informs the creation of policies affecting their community. Student involvement in the development of the school's policies and in its administration is an essential aspect of the educational process. Please

reach out to the assistant dean of student services or the associate academic dean if you are interested in participating.

Course Listings

SWGS courses

Note - All Generalist Academic Courses and Field Instruction must be successfully completed before taking any Specialist Academic Courses and Field Instruction.

Undergraduate equivalents to SWGS courses use the subject code SOWK. Course descriptions are otherwise identical.

SWGS 6000. Transfer Elective. (3 Credits)

SWGS 6005. Contemporary Social Welfare Policy. (3 Credits)

Students will learn that human rights and justice drive social welfare policies and their implementation at the international, federal, state, and local levels. The course introduces students to the underlying values, assumptions and philosophical perspectives that have influenced the development of the US social welfare system, its goals, policies and programs. Students will learn about policy formulation, analysis, and the role of social work in policy development and implementation within their practice settings at the micro, mezzo, and macro levels. The course introduces students to the historical, social, cultural, political, economic, organizational, environmental, and global influences that affect social policy.

SWGS 6040. Integrating Human Rights and Justice in Practice. (3 Credits)

Every person regardless of position in society or geographic location has fundamental human rights such as freedom, safety and security, privacy, an adequate standard of living, health care, and education. This course introduces students to how social workers may conceptualize the global intersections and interconnections of justice, equality and human rights. Students are introduced to an integrated practice framework that promotes human rights and justice and identifies the root causes of global social issues. They will explore theories that address human need, social, economic, and environmental justice, intersectionality, diversity, and oppression and discrimination. In this course, students learn how to recognize the extent to which a culture's structure and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Students learn to engage in advocacy to advance human rights social, economic, and environmental justice domestically and internationally.

Attributes: CEED, CETH.

SWGS 6305. Social Work Skills Lab. (3 Credits)

This skill-based course is anchored in the knowledge of generalist social work practice. Students will develop competency in performing essential social work skills via simulations, role-plays and peer activities. These skills will be applied to working with client systems including individuals, families, groups, communities and organizations. Case scenarios developed for this course will reflect the realities of contemporary social work practice. The emphasis will be on student performance in using the engagement and intervention skills with various client systems.

SWGS 6320. Social Work Practice With Organizations and Communities. (3 Credits)

This course uses a generalist framework to prepare students for direct social work practice with organizations and communities. Learners explore the theories, knowledge and fundamental skills necessary to practice successfully with organizations and communities. Students will learn the multiple phases of practices from engagement through termination. Students will be introduced to the ethical and legal obligations that guide social work practice with organizations and communities.

SWGS 6323. Social Work Practice With Individuals Across the Lifespan. (3 Credits)

This course uses a generalist framework to prepare students for direct social work practice with individuals. Learners explore the theories, knowledge and fundamental skills necessary to practice successfully with individual clients. Students will learn the multiple phases of practices from engagement through termination. Students will be introduced to the ethical and legal obligations that guide social work practice with individuals.

Corequisite: SWGS 6901.

SWGS 6324. Social Work Practice With Families and Groups Across the Lifespan. (3 Credits)

This course uses a unifying generalist intervention framework to help students make sense of the breadth and depth of the social work profession. The course integrates Human Behavior in the Social Environment (HBSE) theories and constructs across the life course from young adulthood through late adulthood, and end of life. The unifying framework provides clear guidelines for students about each phase of practice when working with families and groups by following a multi-step planned change model. The model includes the practice phases of: preparation, engagement, assessment, planning/contracting, implementation, evaluation, termination/referral and follow-up. This approach allows a wide range of flexibility for the application of theories and specific skills. Students will gain a foundation upon which they can continue to add and build skills. Building on foundational skills introduced in Social Work Practice with Organizational and Communities and Social Work Practice with Individuals Across the Lifespan, this course focuses on two of the five client target levels: families and groups. Following the same multi-step planned changed model used, students will learn how to prepare, engage, assess, plan, implement, evaluate, terminate and follow-up when working with families and groups. Knowledge and skills that facilitate the development of interventions that are preventive in nature, target and promote the enhancement of political, economic, physical, mental, social, spiritual and educational well-being will be presented.

Prerequisite: SWGS 6323.

SWGS 6403. Family Oriented Treatment. (3 Credits)

This course provides an introductory overview of major themes of family intervention. The approach is eclectic and integrates theory and practice. The styles of Ackerman, Satir, Minuchin, Bowen, and others are emphasized.

Attribute: SWIF.

SWGS 6409. Social Work Practice with Older Adults. (3 Credits)

This course focuses on direct practice with older adults and their families. The course examines the aging process, the social context of aging, adaptation to changes associated with aging, and support systems. The interaction of physical, social psychological, and spiritual factors and how they affect aging and adaptation are addressed. The needs and issues encountered by older adults, both within the community and in institutional settings, are examined. Formal and informal caregiver support, and caregiver burden, are included. There is a focus on the role of race, ethnicity, culture, and working with diverse populations. Finally, the social work role in maintaining and enhancing functioning and well-being is an important part of this course. Assessment and interventions that are effective with older adults and their families, across a range of community and institutional settings, are examined.

Attribute: SWIF.

SWGS 6416. Advanced Integrated Practice with Individuals, Families, and Groups. (3 Credits)

This clinical course furthers generalist practice with experience in the use of evidence-based and evidence-informed practice that responds to major mental health concerns. A focus will be developing competence in effective use of self in applying brief treatment modalities that include skills in working with the change process, crisis intervention, interpersonal therapy (IPT), and/or solution-oriented approaches. An introduction to working with clients who have experienced trauma will include the fundamentals of cognitive behavioral models to support use of advanced clinical skills. Students will develop client-service plans based on the selection of appropriate theories, intervention models, and evidence informing interventions, including psychoeducation. Students will gain experience as reflective and collaborative practitioners using a practice orientation that attends to human rights and social justice for diverse individuals, families, groups, and communities.

Attribute: SWIF.

SWGS 6417. Social Work Practice with Substance Use Disorders. (3 Credits)

The issue of substance use disorders has created a serious and widespread public health problem that has a significant negative impact on individuals, families, communities, organizations, and society as a whole. Topics covered in this course include screening, assessment, diagnosis, intervention, and treatment, including gender, age, race, and cultural factors. There will be an emphasis on examining the neurobiological aspects of the development and evidence-based treatment of substance use disorders. There is a focus on the treatment needs of different client populations, including youth, adults, older adults, and family members of individuals with substance use disorders.

Attribute: SWIF.

SWGS 6418. Social Work Practice in Schools. (3 Credits)

This course is a foundation for social work practice within a school setting. Student well-being, social-emotional learning, and mental health are addressed through use of a three-tier approach that includes both prevention and intervention. Assessment guides to support educational planning for special needs and services that include IDEA entitlements will emphasize the role of advocacy to support students' and parents' rights. Evidence-based practice, including solution-focused brief therapy, group work, and psycho-education focus on developing skills for practice. Social work roles also involve professional collaboration with teachers, parents, and administrators to promote engagement and a positive school climate that supports learning.

Attribute: SWIF.

SWGS 6426. Cognitive Behavioral Treatment for Children and Adults. (3 Credits)

This course focuses on the theory and practice of cognitive behavioral social work. Several common problems of children, adolescents, and adults are examined, including aggression, depression, and anxiety disorders. Techniques that effectively treat these problems, such as cognitive reframing, behavior modification, assertiveness training, stress management, the use of homework and bibliotherapy, and the evaluation of practice will be introduced.

Attribute: SWIF.

SWGS 6429. Methods of Group Intervention. (3 Credits)

In this course, students focus on group practice as an integral part of social work intervention. The course covers theories and methods of work with groups for prevention and treatment, and the use of groups in staff and team relationships. Theory and practice are integrated through an eclectic approach. Teaching is augmented by group exercises.

Attribute: SWIF.

SWGS 6434. Evidence-Based Mental Health Practice. (3 Credits)

This course is aimed at developing the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented, evidence-based practices. Students will become familiar with evidence-based practices within a recovery-oriented paradigm as a general approach to practice, as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. It is assumed that students will have a basic knowledge of serious mental illness, however, a review will be provided. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality mental health practice. Each evidence-based practice presented will also be examined for its utility with diverse groups. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness is the focus of this course and will be discussed in detail. This is a clinical elective and SWGS6430 Advanced Clinical Assessment and Diagnosis is required.

Attribute: SWIF.

SWGS 6436. Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents. (3 Credits)

This course will introduce students to the use of 12 common trauma-informed practice elements, with emphasis on diversity, equity, and inclusion, in the intervention and treatment of traumatized children and their families. The course conceptualizes a trajectory of intervention that considers the impact of trauma, the intervention objective(s) that may be used to ameliorate that impact, and the identification of practice elements that, if used skillfully, will support the intervention objective. The course also highlights how the effective use of common trauma-informed practice elements relies on the interconnection of these factors in the context of a sound therapeutic relationship. This foundation will allow clinicians to move more easily between empirically supported interventions available for diverse children and families impacted by trauma. This course is taught using an inquiry-based learning (IBL) methodology to enhance student engagement and learning. IBL grew out of problem-based learning and presents learners with complex situations that resemble those encountered by practicing professionals. These situations involve multiple decision-making points and require learners to process and integrate case information. The course uses full-length cases to exemplify a range of situations a professional might encounter. These cases vary by type of situation, client population, and the professional decisions needed to provide trauma-informed care.

Attribute: SWIF.

SWGS 6438. Clinical Social Work Practice with LGBTQI Individuals. (3 Credits)

This lifespan-based course examines issues affecting lesbian, gay, bisexual, and transgender (LGBT) individuals and their identities, as well implications for clinical social work practice. Based upon an understanding of the ways in which heterosexism and homophobia are embedded in the social milieu, students will identify strategies for serving these populations. Topics will include the nature of sexual orientation, LGBTQ identity formation, transgender identity, as well as family and relationship configurations. The course will focus on the mental and physical healthcare needs of LGBTQI individuals, the role of religion and spirituality, and possible clinical interventions that increase positive mental and physical health outcomes.

Attribute: SWIF.

SWGS 6439. Evidence-Based Practice with Children and Families. (3 Credits)

The course will provide an introduction to definitions and competencies connected with evidence-based practice (EBP) and an overview of the history, theoretical foundations, and implementation of several nationally (and internationally) acclaimed evidence-based family treatment models. Over the course of the semester, students will receive didactic training in the theory and practice of these treatment models, and hands-on training utilized within the models. Didactic presentation and discussions will be supplemented by case presentations by providers of the models and by testimonials from families that have received in-home services. Students completing the course will be able to distinguish between the different models and have an understanding of the shared core competencies for home-based family therapists, as well as an understanding of evidence-based practice.

Attribute: SWIF.

SWGS 6440. Advanced Clinical Assessment and Diagnosis. (3 Credits)

The course builds on the skills, values, knowledge and processes of the generalist curriculum, serving as a bridge between generalist and advanced assessment theory and practice. Specifically, the course extends the person-in-environment assessment perspective of Generalist Practice with the addition of more intensive assessment of the individual's inner world, including psychodynamic conflicts processes and ego defenses. The course is entitled "Advanced Clinical Assessment and Diagnosis" rather than "Psychopathology" to remind students that clinical assessment need not lead to a diagnosis of mental illness. The course covers practitioner self-awareness; the relationship between mental health and mental illness; risk and resilience; bio-psycho-social-spiritual assessment; a strength-informed cooperative assessment process; a critical use of the DSM-5, and major types of mental illness and their evidence-supported treatments.

SWGS 6442. Social Work Practice and Integrated Behavioral Health. (3 Credits)

This course is designed for students in their specialist year. The course prepares students for direct practice of integrated behavioral health in primary care. Students will become knowledgeable about the roles of behavioral health care providers working in primary care settings, theories and models of care delivery, and systemic and cross-cultural issues affecting health, access to care, and health outcomes. Building upon core competencies from generalist practice, students will develop skills in engagement, assessment, intervention, and evaluation in integrated behavioral health care. Students will develop competencies necessary for supporting individuals experiencing a range of health conditions and across the illness trajectory. They will learn social work roles in integrated behavioral health care and skills required for effective interprofessional practice. The importance of ethics and collaborating with the individuals, families, and the health care team will be emphasized.

Attribute: SWIF.

SWGS 6443. Suicide Assessment and Treatment. (3 Credits)

Most social workers will encounter suicidal clients more than once in their careers. While suicide is the ultimate act we wish to avoid, practitioners must also intervene with non-fatal suicidal behaviors that occur with higher frequency. These include suicidal ideation or thoughts; suicidal verbalization, often in the form of suicide threats; intentional self-harm; and suicide attempts. Research on suicidal behavior now indicates that non-fatal suicidal behaviors are often most effectively reduced via systematic focus and specialized intervention strategies. Understanding the risk factors for and protective factors against suicide is a critical step in this process. A more nuanced understanding of which specific risk and protective factors are relevant for an individual client based on their age, gender, and ethnicity is yet another critical step in arriving at an accurate evaluation of risk. Equally important is to understand how to implement interventions to reduce suicidal behavior. It is the goal of this course to provide the fundamental knowledge needed to conduct an evidence-based suicide risk assessment with clients and to utilize evidence-based practices targeting suicidal behavior. This class will prepare beginning practitioners to assess and manage the clinical risks associated with suicidal behavior as well as expose them to the most recent empirical research advances in treating suicidal behavior.

Attribute: SWIF.

SWGS 6445. Social Work Practice in Healthcare. (3 Credits)

This course focuses on clinical social work practice in health care settings using a biopsychosocial–spiritual approach with an emphasis on gaining skills in assessing and intervening with individual patients and family members. Students will learn about best practices in patient-centered care and issues in health care across the life span. They will learn what it's like to work on an interdisciplinary team and how to work in different health care settings. Students will gain an awareness of the issues in health care and social work practice in relation to age, gender, gender identity, and expression, sexual orientation, disability, socioeconomic class, ethnicity, and social justice related to disenfranchised populations. Students will learn about social determinants of health, health care disparities, health literacy, and health promotion. Health care across the lifespan and with different cultural groups will be examined. Students will understand the impact and meaning of serious and life limiting health conditions in individuals and families, including the psychosocial and spiritual issues. Students will learn about the values and ethics for the profession in health care practice, common ethical dilemmas in health care, and how to assess and address ethical dilemmas. Self-care strategies are discussed.

Attribute: SWIF.

SWGS 6471. Palliative Social Work. (3 Credits)

This course prepares social workers for basic clinical skills in providing palliative care to individuals who are seriously ill or at end of life and their families. This course covers: the historical, medical, legal, fiscal, and ethical context of palliative care; settings and models of palliative care delivery; the role of the social worker on the interdisciplinary palliative care team; clinical skills, including communication with persons with serious illness, their family members, interdisciplinary team members, and other service providers; assessment and supportive counseling; goals of care, advance care planning, and shared decision-making; palliative care across the life cycle; the social work role in pain and symptom management; cultural dimensions of palliative care; spirituality in palliative care; challenging ethical issues; self-care; and the future of palliative social work.

Attribute: SWIF.

SWGS 6472. Grief, Loss and Bereavement. (3 Credits)

This course will investigate: the theoretical framework(s) for understanding grief, loss and bereavement; review multiple experiences/ definitions of grief; address the impact of both culture and religion on the grief experience; review complicated and uncomplicated grief in adults; and address the basics of childhood and adolescent grief. The course will also introduce various counseling intervention techniques, and present a sample of complementary and cognitive focused interventions.

Attribute: SWIF.

SWGS 6474. Comparative Models of Interventions with Individuals. (3 Credits)

This course provides an overview of the principles, theoretical premises, and practices of a select sample of current theories and methods of intensive interventions with individuals. The course will examine and provide a critical assessment of theories, including psychodynamic and self-psychologically informed interventions, attachment theory and its relationship to clinical practices, and trauma treatments such as EMDR and Somatic Experiencing treatments. Additionally, it will look at the role of cognitive-behavioral and dialectical behavioral treatments.

Attribute: SWIF.

SWGS 6598. International Audit. (0 Credits)

Audit of a GSS course at an international campus.

SWGS 6605. Community Organizing. (3 Credits)

This course provides a history of community organizing, especially in the context of the social work profession and as a way of meeting the needs of vulnerable and at-risk populations and communities. Focus is on the various community organizing models and the array of roles and functions of community organizers. Emphasis is on practice strategies and tactics for assessing, planning, implementing, and evaluating community organizing projects and campaigns.

Attribute: SWOC.

SWGS 6615. Supervision & Staff Development. (3 Credits)

In this course, students examine supervision and staff development as management functions in diverse agency settings and within the context of social work values and ethics. The philosophy, functions, principles, and methods of supervision as well as staff development and training are covered. Emphasis is given to the knowledge and skills required to motivate and retain an effective and multicultural workforce, and to effectively supervise varying levels of staff (volunteers, nonprofessionals, professionals) during turbulent times.

Attribute: SWOC.

SWGS 6622. Advanced Integrated Practice With Organizations and Communities. (3 Credits)

This course prepares social work practitioners who operate within and through frameworks of human rights, social, economic and environmental justice, and empowerment practices. Learners will be trained to engage in social change at all levels of society in order to become social workers who are committed to equity all forms. By cultivating advanced community and organizational practice skill development, the course focuses on transforming and enhancing capacities in communities and organization through inclusive and collaborative strategies while increasing access to resources innovations and collaborations. A multidimensional model of organizational and leadership practice within a macro practice lens is used to organize and integrate theories, research, and content. Emphasis is on learning to implement changes within macro level contexts that is consistent with social work values, human rights, social justice and equity.

Attribute: SWOC.

SWGS 6624. International Social Development and Capacity Building. (3 Credits)

This course aims to expand students' understanding of the global context and to equip students to work with diverse communities locally or internationally. International social development increasingly becomes the core component of change, hence the essence of social work as a profession with international coherence and global reach. As small communities everywhere are part of larger machinery affecting the social and economic tapestry of the world, it is crucial for social work professionals to gain a better understanding of significant global issues, and to be prepared to engage in global social development, as agents of change. The course will focus on enhancing students' skills in the areas of community building, community needs assessment and capacity mapping, community organizing, stakeholder analysis, and advocacy. The course is designed around the following themes: (1) international social development and social work, theoretical perspectives, and the roles of a social worker in the global context; (2) globalization, global issues, and the consequences of these issues for communities and their residents from an international perspective; (3) human rights and the implications of choosing to become an agent of change from a human rights perspective; and (4) international social development: current approaches, best practices, and future trends. This is an administrative elective.

Attribute: SWPP.

SWGS 6625. Fundraising. (3 Credits)

A significant portion of work in the social welfare arena involves the nonprofit sector, which depends on philanthropic resources and public funding to function and survive. Resource development in the nonprofit sector relates to every dimension of social work practice. On a micro level, funding supports the direct services provided by social workers and other human service professionals. On a macro level, organizational administrators and community leaders collaborate with foundations and other philanthropic entities to support organizational, community, and societal change. This course introduces students to resource development and stewardship via two predominant channels: fundraising and grant making. The course emphasizes supporting the well-being of vulnerable populations. In addition to the development of foundational knowledge and concrete skills, the course conceptualizes philanthropy and fundraising within the framework of human rights, social justice and the NASW Code of Ethics.

Attribute: SWOC.

SWGS 6702. Advanced Integrated Policy Practice. (3 Credits)

This advanced policy practice course builds on the competencies acquired in the foundation year. The course introduces a rights-based approach to policy practice and advocacy. Using human rights principles, students will learn how to use specific policy analysis frameworks to plan for and develop advocacy strategies that facilitate social change. Students will learn and apply specific advocacy skills, addressing policy issues in community, organization, and legislative settings.

Attribute: SWPP.

SWGS 6705. Comparative Social Welfare Policy and Advocacy. (3 Credits)

In this course, students explore the similarities and differences among helping systems in the United States and other societies. This includes consideration of historical, economic, political, and social forces that influence the nature and functioning of those systems. Other topics covered include social development and the globalization of social problems.

Attribute: SWPP.

SWGS 6707. Forced Migration and Social Work Policy and Practice. (3 Credits)

This course is defined by two elements: (1) It is grounded in the lived experiences of forced migrants in general, and asylum seekers in particular; and (2) it maintains an interdisciplinary focus. The first element is manifested by the fact that the course content is developed in collaboration with women asylum seekers and advocates, as well as service providers—using the Merging of Knowledge (MoK) approach. Women asylum seekers will co-facilitate the learning process. For the second element, students will engage with immigration lawyers, trauma-informed mental health service providers, educators, and economists in a learning experience that will prepare them to work across disciplines and understand the complex and interwoven aspects of migration. The course will introduce general concepts; theoretical frameworks; global and local migration policies; and a rights-based policy analysis framework. The course will challenge students to think critically on specific migration-related issues and respective current policy challenges, preparing them to work in the migration sector and improve protections for forced migrants.

Attribute: SWPP.

SWGS 6710. Advocating for Justice in Child, Youth and Family Policies. (3 Credits)

This advanced policy practice course builds on the competencies acquired in the foundation year. The course introduces a rights-based approach to child, family, and youth policy practice and advocacy. Using human rights principles, students will learn how to use specific policy analysis frameworks to plan for and develop advocacy strategies that facilitate social change to enhance the well-being of children, youth, and families. Particular emphasis will be placed on policies affecting services provided by community-based agencies, child welfare services, and the juvenile justice system. Students will develop critical frameworks for assessing the strengths and weaknesses of the policies, organization, and delivery of child-oriented social services through a rights-based framework to achieve social, economic, or environmental justice. Illustrative international comparisons of services and policies for families with children and youth will be examined through a focus on U.S. policy and services. Students will consider the differential impact of child, youth, and family policies and services on the poor; race and ethnic groups; and gay, lesbian, bisexual, and transgender youth by identifying the mechanisms in these policies and services that support existing privilege, power dynamics, and oppression, and by developing an awareness of ways to promote social justice goals within these systems. Students will learn and apply specific advocacy skills, addressing policy issues in community, organization, and legislative settings.

Attribute: SWPP.

SWGS 6715. Health Care Policies and Advocacy. (3 Credits)

This advanced policy practice course builds on the competencies students acquire in their generalist year. The course focuses on healthcare policies and advocacy and expands upon the rights-based approach to policy practice in health care. Students will actively participate in analyzing existing disparities in health and health care and the causes of these disparities by reviewing the evolution and interactions of federal, state, local government, and private policies. The course will address the current system and its challenges and opportunities, highlighting the importance of affordability, accessibility, quality, and availability. Students will learn to apply rights-based advocacy skills, addressing policy issues in the community, organizational, and legislative settings.

Attribute: SWPP.

SWGS 6803. Applied Social Work Research and Evaluation. (3 Credits)

This course introduces students to social work research. It focuses on the scientific method from the process of developing knowledge to critically evaluating research. Students will learn about formulating a research question; research methodology, including study design, sampling, measurement, and data collection methods; ethical issues in research; and understanding how to read and understand research reports and publications.

SWGS 6805. Science and Psychotherapy. (3 Credits)

This course explores the interconnections of science and the practice of psychotherapy. Topics include psychotherapy outcome, process, and neuropsychological research; the debate over manualized therapy and common factors; clinical use of measures; research on the impact of gender identity, race/ethnicity, sexual orientation, and social class on therapy process and outcome; and implications of psychotherapy research for the diverse practice roles of social workers.

Attribute: SWRE.

SWGS 6806. Program Evaluation. (3 Credits)

The use of evaluative research in social welfare planning, program development and theory building is examined. Recent evaluations of social work practice, including interventions on a social policy, neighborhood, family and individual level, are reviewed. Traditional research designs are considered, but emphasis is placed on emerging models of evaluation. Course is appropriate for students preparing for direct service practice. Note: Research students, with approval from the director of the doctoral program, may enroll in the SWGS 7000 course series listed in the Doctoral Course Offerings.

Attribute: SWRE.

SWGS 6807. Qualitative Inquiry in Social Work Practice. (3 Credits)

This course is devoted to qualitative inquiry in social work as a method to promote individual and community well-being and empowerment. Students will become more competent in using a variety of traditional and emerging qualitative approaches. These methods include narrative, phenomenology, grounded theory, ethnography, practice and arts-based action, and participatory action research. The course prepares students to engage in qualitative research aiming to explore the issues experienced by oppressed individuals, groups, and communities. The course also addresses how to translate research findings into practice.

Attribute: SWRE.

SWGS 6814. Advanced Integrated Practice Evaluation and Research. (3 Credits)

This course focuses on intervention and program evaluation research. Students will develop skills in designing evaluation strategies to provide evidence for practice. The course will include how to critically analyze, monitor, and evaluate interventions and program processes and outcomes. Application of findings to improve practice effectiveness at the micro, mezzo, and macro levels will be discussed.

Attribute: SWRE.

SWGS 6901. Generalist Field Instruction. (3 to 4.5 Credits)

Generalist Field curriculum is designed to facilitate students' mastery of the fundamentals of social work practice and the acquisition of the nine professional practice competencies required by the Council of Social Work Education (CSWE). Students are provided a minimum of 450 hours structured across two academic semesters in a vetted agency that provides generalist level learning opportunities to successfully demonstrate Generalist level social work practice competence. This includes 7 two-hour Field Advisement sessions where students will meet for group advisement with their assigned Field Advisor. The Field Advisement sessions serve as a forum for support to help students successfully complete Field Education. Four sessions will be held during semester one and three sessions in semester two during their Generalist Field Education.

Prerequisite: SWGS 6323 (may be taken concurrently).

Corequisite: SWGS 6911.

SWGS 6902. Specialist Field Instruction. (3 to 4.5 Credits)

The Specialist Field curriculum is designed to extend the nine professional practice competencies required by the Council of Social Work Education (CSWE) Generalist level competencies. Students are provided a minimum of 500 hours structured across two academic semesters in a vetted agency that provides generalist level learning opportunities to successfully demonstrate Specialist level social work practice competence. This includes 7 two-hour Field Advisement sessions where students will meet for group advisement with their assigned Field Advisor. The Field Advisement sessions serve as a forum for support to help students successfully complete Field Education. Four sessions will be held during semester one and three sessions in semester two during their Specialist Field Education.

Corequisite: SWGS 6912.

SWGS 6911. Generalist Field Advisement Sessions. (0 Credits)

The Field Advisement Sessions are designed to help students integrate coursework with their field work practicum, and to support students' field work experiences. Because integration of knowledge and skills is a personal and experiential process, discussion topics often emerge from the students' learned experiences. As a result, session topics are not taught didactically. Field Advisement Sessions help students reflect on the skills they are developing by comparing practice experiences among their peers, integrating classroom learning with practice, and applying critical thinking skills to their practice and professional development. Through peer-learning, process recordings, presentations, and reflective journals, students will critically reflect upon their learning of professional social work practice utilizing skills including critical thinking, self-awareness, applying ethics and values, and culturally-responsive practice. Field Advisement Sessions are also designed to promote students' development of a professional identity, as well as help them wrestle with the challenges inherent in applying the theoretical to real-world practice experiences.

Corequisite: SWGS 6901.

SWGS 6912. Specialist Year Advisement Sessions. (0 Credits)

The Field Advisement Sessions are designed to help students integrate coursework with their field work practicum, and to support students' field work experiences. Because integration of knowledge and skills is a personal and experiential process, discussion topics often emerge from the students' learned experiences. As a result, session topics are not taught didactically. Field advisement sessions help students reflect on the knowledge and skills they are developing and discussing practice experiences among their peers, integrating classroom learning with practice, and applying critical thinking skills to their practice and professional development. Through peer-learning, process recordings, presentations, and reflective journals, students will critically reflect upon their learning of professional social work practice including critical thinking, self-awareness, applying ethics and values, and culturally-responsive practice in the specialist field. Field advisement sessions are also designed to promote students' development of a professional identity, as well as help them with the challenges inherent in applying the theoretical to real-world practice experiences.

Corequisite: SWGS 6902.

SWGS 7002. Adv Stat in Soc Welf. (3 Credits)

Building on SWGS 7012, this course covers such topics as ANCOVA, MANCOVA, linear regression methods, logistic regression, and an introduction to path analysis. The course links theory, statistics, hypothesis testing and measurement. Students are expected to be proficient in the use of SPSS statistical package.

SWGS 7003. Qual Meth SW Research. (3 Credits)

This course explores the conditions under which qualitative research methods are desirable and feasible, the nature of qualitative information, and the relationship between the researcher and the research subject. Methods of qualitative research, as well as the process of developing inferences from findings are examined.

SWGS 7004. Philosophy of Science. (3 Credits)

This course examines theory and theory development and their roles in social work. Focus is on social work epistemology, salient issues in social work theory, and the critical appraisal of ways of knowing.

SWGS 7005. Theories of Social Work. (3 Credits)

This course explores, critically examines and compares the major theories of social work practice with individuals. It covers the historical contexts in which theories emerged, their underlying assumptions and their empirical support. The course draws on the works of major social work thinkers as it spurs students to consider implications for theory development and research.

SWGS 7007. Advance Social Work Practice. (3 Credits)

This course focuses on the use of translational research, development, evaluation research, and complex and chaotic systems theories to advance social work practice. The focus will be on social work practice within a human rights and social justice framework in diverse settings with marginalized and diverse populations (i.e., agencies, hospitals, residential settings, and communities).

SWGS 7012. Statistics I. (3 Credits)

This course introduces the statistical techniques most commonly used in social welfare research. The course will include the following topics: an introduction to descriptive and inferential statistics, level of measurement, frequency distribution, cross-tabulations, measures of central tendency, parametric vs. nonparametric statistics, normal curve, z scores, confidence intervals, introduction to significance testing, t scores, chi square, correlation and one way ANOVA. Computer analysis using statistical software is taught with an emphasis on interpretation of results.

SWGS 7102. Organizational Theory. (3 Credits)

This course examines the major theoretical perspectives that describe and explain organizational behavior and organizational processes, including classical, human relations, political economy and organizational culture approaches. Emphasis is placed on the application of organizational theory to human service organizations and the management of them.

SWGS 7200. Soc Pol Theo & Analysis. (3 Credits)**SWGS 7202. Bioethics Principles. (3 Credits)**

This course will include an overview of the philosophical foundations of the principles of medical ethics and present a methodology for their employment in the attempted resolution of these questions. Of particular importance will be consideration of the issues of patient and professional autonomy, confidentiality, informed consent, distributive justice and the movement toward managed care, euthanasia and physician assisted suicide. The course will be conducted as a seminar centered on the analysis of case studies.

Attribute: HECS.

SWGS 7300. Internship. (3 Credits)

This course or SWGS 7301 provides social work experience for non-M.S.W. doctoral students in a research, policy-making or educational setting. Can be taken during a regular semester or during the summer semester for 140 hours.

SWGS 7301. Internship. (6 Credits)

This course provides experience for non-M.S.W. doctoral students in a research, policy-making or educational setting. It can be taken for two semesters, during the academic year or summer session, for 280 hours in lieu of SWGS 7300.

SWGS 7302. Internship. (0 to 6 Credits)

This two semester course provides experience for doctoral students in a practice, research, policy-making or educational setting. It can be taken for two semesters during the academic year or summer session, in lieu of SWGS 7300 or 7301.

SWGS 7408. Indepn't Stud Child/Fam. (3 Credits)

This course is designed to assist students in further developing their understanding of problems and issues in services to children and families. The student, with the aid of a mentor, will select one area of special interest for extensive reading, study, and investigation.

SWGS 7605. Social Work Education. (3 Credits)

This course examines the principles, policies, philosophies and processes of learning and teaching in social work. It reviews the historical evolution of social work education and develops implications for classroom and field instruction.

Attribute: SOIN.

SWGS 7616. Ind'l Study in Mental He. (3 Credits)

This course is designed to assist students in deepening their understanding of problems and issues in mental health. The student, with the aid of a mentor, will select one area of special interest for extensive reading, study and investigation.

SWGS 7700. Survey Research Methods. (3 Credits)

This course examines methods used in descriptive research, including descriptive research designs, principles of causality, sampling data, data collection and ethical issues.

SWGS 7710. Experimental Research Mtds. (3 Credits)

This course examines experimental and quasi-experimental designs, experimenter and statistical controls, threats to internal and external validity, and strategies for analyzing significance and effectiveness of outcomes.

SWGS 7720. Measurement. (3 Credits)

This course examines quantitative and qualitative approaches to data collection in social work research. Among the topics covered are scale construction, case studies, qualitative approaches to data collection and use of existing records. Data analysis is linked to principles of measurement and measurement theory.

SWGS 7730. Data Management & Analysis. (3 Credits)

This course covers topics related to data management and analysis, including using data files, calculating sample size, preparing data analyses plans, and maintaining the quality of one's data at each phase of the research enterprise.

SWGS 7740. Grantsmanship. (3 Credits)

This seminar will cover the knowledge and skills necessary to prepare grant applications for both government and foundation funding; covering applications for applied research projects as well as those proposing program demonstrations, clinical trials and evaluation.

SWGS 7781. Poverty and Race. (3 Credits)

This course provides an overview of U.S. social policies. It reviews the evolution of American social welfare policies, social welfare theories, and examines the condition, conceptual framework and empirical evidence of policies that target poverty in the United States. Particular emphasis is placed on the impact of policies on marginalized and disenfranchised populations.

SWGS 7782. Policy Implementation. (3 Credits)

Drawing on theories of implementation and innovation, this course provides an in-depth examination of policy implementation in different fields of practice. It focuses on factors that promote and hinder policy implementation, as well as the historical contexts in which major policies have been implemented.

SWGS 7783. Policy Analysis Seminar. (3 Credits)

Using available frameworks for policy analysis, this course encourages students to critically analyze existing policies. It considers the implications of these analyses for the study of policy development, implementation and evaluation.

SWGS 7800. Research Practicum. (0 Credits)

This one semester course is designed to provide advanced year students with practical experience in social work research. Students are expected to work under the supervision of a faculty member on some aspect of an ongoing research endeavor.

SWGS 7801. Teaching Practicum. (0 Credits)

This one semester course is designed to provide advanced year students with practical experience in teaching at a graduate or undergraduate level. Students may fulfill this requirement by teaching a graduate or undergraduate level course or by working as a teaching assistant for a faculty member for seven hours per week.

SWGS 7950. Doctoral Foundation Seminar I. (3 Credits)**SWGS 7960. Foundations Seminar II. (3 Credits)**

Part II of a two semester course that will orient first year doctoral students to the social work scholarly community. The course will cover topics such as: Understanding human rights, social, economic and environment justice; Ecosystem and micro/mezzo and macro perspectives.

SWGS 8999. Independent Study. (3 to 9 Credits)

Independent Study.

Domain and Specialist Courses

The courses below apply toward each of the domain areas in the advanced portion of the curriculum.

Individual and Families Domain

Courses in this group have the SWIF attribute.

Course	Title	Credits
SWGS 6403	Family Oriented Treatment	3
SWGS 6409	Social Work Practice with Older Adults	3
SWGS 6416	Advanced Integrated Practice with Individuals, Families, and Groups	3
SWGS 6417	Social Work Practice with Substance Use Disorders	3
SWGS 6418	Social Work Practice in Schools	3
SWGS 6426	Cognitive Behavioral Treatment for Children and Adults	3
SWGS 6429	Methods of Group Intervention	3
SWGS 6434	Evidence-Based Mental Health Practice	3
SWGS 6436	Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents	3
SWGS 6438	Clinical Social Work Practice with LGBTQI Individuals	3
SWGS 6439	Evidence-Based Practice with Children and Families	3

SWGS 6442	Social Work Practice and Integrated Behavioral Health	3
SWGS 6443	Suicide Assessment and Treatment	3
SWGS 6445	Social Work Practice in Healthcare	3
SWGS 6471	Palliative Social Work	3
SWGS 6472	Grief, Loss and Bereavement	3
SWGS 6474	Comparative Models of Interventions with Individuals	3

LCSW

SW: Clinical Coursework requirement

A-Z Academic Program Index

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M

- Master of Social Work (M.S.W.) (p. 875)

P

- Ph.D. in Social Work (p. 901)

Organizations and Communities Domain

Courses in this group have the SWOC attribute.

Course	Title	Credits
SWGS 6605	Community Organizing	3
SWGS 6615	Supervision & Staff Development	3
SWGS 6622	Advanced Integrated Practice With Organizations and Communities	3
SWGS 6625	Fundraising	3

Evaluation and Research Domain

Courses in this group have the SWRE attribute.

Course	Title	Credits
SWGS 6805	Science and Psychotherapy	3
SWGS 6806	Program Evaluation	3
SWGS 6807	Qualitative Inquiry in Social Work Practice	3
SWGS 6814	Advanced Integrated Practice Evaluation and Research	3

Policy Practice Domain

Courses in this group have the SWPP attribute.

Course	Title	Credits
SWGS 6624	International Social Development and Capacity Building	3
SWGS 6702	Advanced Integrated Policy Practice	3
SWGS 6705	Comparative Social Welfare Policy and Advocacy	3
SWGS 6707	Forced Migration and Social Work Policy and Practice	3
SWGS 6710	Advocating for Justice in Child, Youth and Family Policies	3
SWGS 6715	Health Care Policies and Advocacy	3

Attribute Code Index

This page is a list of all GSS course attributes and their use.

Attribute code	Description
SWIF	SW: Individual and Families electives
SWOC	SW: Organizations and Communities electives
SWPP	SW: Policy and Practice electives
SWRE	SW: Research and Evaluation electives

SCHOOL OF PROFESSIONAL AND CONTINUING STUDIES (GRADUATE PROGRAMS)

The School of Professional and Continuing Studies (PCS) offers a wide variety of rigorous academic programs geared toward the interests and needs of the progressive learner who has specific career aspirations.

The programs offered by PCS are designed to help individuals advance to the next level in their careers, either through a degree-granting program or an advanced certificate. Courses include qualifying exam preparation, as well as of-the-moment instruction on new technologies and contemporary practices. Industry-relevant classes, conveniently scheduled online, during weeknights, and on weekends, make taking the next steps to advancement easy.

Academic Programs

Master's Programs

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Advanced Certificate Programs

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Applied Health Informatics (M.S.)

Overview

As clinical and administrative decision-making in health care become increasingly data-driven, it's critical that the health care sector develop a workforce well-versed in both clinical and information sciences. The master of science in applied health informatics (AHI) is a 36-credit, 12-month graduate program, consisting of three core courses, five elective courses, and a capstone option, that produces graduates ready to rise to the challenge and meet these ever-growing technological needs in health care.

As a STEM-designated degree program, AHI offers transformative learning opportunities to a global cohort of physicians, nurses, PAs, pharmacists, clinic directors, public health workers, and those from other careers eager to move into this exciting field. Class cohorts are highly international, and composed of many who are working practitioners in the medical field (though a medical background is not a prerequisite). Courses are offered online, in-person, and as limited-term residencies (intensives where the entire course is taught in 1-2 weeks). All classes

are offered both during the day and in the evenings to accommodate a multitude of work schedules.

CIP Code

51.2706 - Medical Informatics.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Other than a bachelor's degree with a minimum GPA of 3.0 (or equivalent) and working proficiency in the English language, the master of science in applied health informatics does not have any prerequisites. Academic performance, standardized test scores, where applicable (GRE, MCAT, GMAT, ESL, IELTS etc.), personal statements demonstrating the ability to effectively communicate technological concepts, and strong recommendations will provide the basis of the admissions committee's decision. The committee will also consider the nature and extent of previous work experience, including any health care experience. Candidates are not expected to know a programming language prior to applying.

Requirements

The core requirements of the master of science in applied health informatics are designed to ensure that every graduate will have a grasp of the most important elements of health informatics and gain applied, hands-on experience through the practical exercises and assignments. Elective courses (particularly as the program grows) will allow each student to study subjects of interest in line with their existing experience and career aspirations.

Course	Title	Credits
HINF 6101	Concepts in Health Informatics	4
HINF 6103	Models for Clinical Information	4
HINF 6105	Electronic Health Records	4
<i>Five of the following courses:</i>		<i>20</i>
HINF 6111	The Business of Health Informatics	
HINF 6113	Engineering Clinical Information Systems	
HINF 6115	Healthcare Integration	
HINF 6117	Artificial Intelligence in Healthcare	
HINF 6119	Analysis and Reporting in Healthcare	
HINF 6300	Special Topics in Applied Health Informatics	
HINF 6497	Research Project/Thesis	4
or HINF 6498	Applied Project	
Total Credits		36

Construction Management (M.S.)

Overview

The Master of Science in Construction Management provides students with both the academic and applied analysis, knowledge, and skills necessary for success to compete in the global construction

marketplace. The program provides the research-based expertise necessary to solve complex problems in the management of multimillion and billion-dollar construction projects, and aims to develop competencies essential for success and leadership through two levels of course curriculum. The curriculum provides a challenging framework of learning opportunities that blend the best of theoretical and applied analysis, foster experiential learning, and build strong connections to the industry.

CIP Code

52.2001 - Construction Management, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Admission to the Master of Science in Construction Management is highly selective. Requirements include superior performance in attaining the bachelor's degree from an accredited institution. Successful candidates must demonstrate strong writing skills with the ability to effectively communicate concepts and ideas subtly and succinctly. Basic verbal, quantitative, and communications skills are assessed prior to matriculation, and any deficiencies corrected prior to beginning the program's core courses. A GMAT/GRE is not required but may be submitted by students for consideration towards admissions. The committee also considers the nature and extent of previous work with preference given to those possessing a minimum of two or more years of professional experience.

Requirements Curriculum

Course	Title	Credits
Core Courses		
REAL 5051	Advanced Construction Contracts, Claims, and Dispute Resolution	3
REAL 6051	Advanced Construction Methods and Materials	3
REAL 5056	Construction Scheduling and Impact Analysis	1.5
REAL 5054	Construction Cost Estimating and Bidding Strategies	1.5
REAL 5052	Construction Financial Management	1.5
REAL 5014	Negotiation	1.5
REAL 5058	Pre-Construction Project Planning and Development	3
REAL 5060	Construction Project Delivery	3
Elective Courses		9
Select 9 credits from the list below.		
Capstone		
REAL 6300	Applied Project	3
Total Credits		30

Construction Management Electives

Courses in this group have the CONM attribute.

Course	Title	Credits
REAL 5002	Real Estate Finance	3
REAL 5104	The Real Estate Development Process	3
REAL 6001	Real Estate Financial Modeling	1.5
REAL 6004	Adaptive Reuse and Sustainability	1.5
REAL 6006	Development Project Leadership, Management and Communications	1.5
REAL 6008	Affordable Housing	1.5
REAL 6009	Commercial Leasing	1.5
REAL 6010	Development Project Finance	1.5
REAL 6011	Building Systems, Operations, and Maintenance	1.5
REAL 6013	Real Estate Management	3
REAL 6014	Land Use Law	1.5
REAL 6016	Real Estate Entrepreneurship Business Planning	1.5
REAL 6021	Special Topics in Construction	1.5
REAL 6022	Special Topics in Real Estate	1.5

About the Curriculum

Core

The 18-credit core curriculum is designed to give students an in-depth mastery of the academic disciplines and applied functional areas necessary to every construction and real estate project professional's success. The core leaves students with essential analysis, critical thinking and decision-making skills while creating a common student experience that fosters community. Students are required to complete all 18 core credits. The core requirements of the Master of Science in Construction Management are designed to ensure that every graduate has a grasp of the most important elements of construction project planning and management, contracts, methods and materials, estimating, scheduling, financial and cost management, risk assessment, risk management, quality control, communication, leadership, ethics, and negotiation while the electives allow each student to pursue a specific subject area.

Electives

The 9-credit elective course requirement offers students the opportunity to immerse themselves in specialized topics of their choice. Students may assemble their own elective sequences or select the courses that are part of the Advanced Certificate in Real Estate Management.

Capstone

The 3-credit capstone is the culmination of all the knowledge and skills acquired throughout the program. Students must be able to assimilate all that they have learned in the core courses and apply it within the context of a real-world setting. Subject to adviser pre-approval, students undertake an Applied Project (REAL 6300) under the direction of a faculty supervisor, that upon completion demonstrates professional-level mastery of the subject matter involved.

Hospitality (M.S.)

Overview

The 30-credit M.S. in hospitality (MSH) provides a comprehensive understanding of the multidisciplinary hospitality field. The program presents a broad study of the management, operations, investment, and development aspects of hospitality while offering students the opportunity to develop skills in other areas of the industry that are important to individual careers.

Learning Goals

Core Curriculum

The 21-credit core curriculum is designed to give students an in-depth mastery of the academic disciplines and applied functional areas necessary to every hospitality professional's success. These important elements are specific to the hospitality industry, and include hospitality finance, hospitality investment, hospitality accounting, budgeting, marketing, branding, public relations, human resources, labor management, hotel operations, hotel real estate investment, hotel real estate development, food service management, and travel and tourism. The core leaves students with essential analysis, critical thinking, and decision-making skills while creating a common student experience that fosters community.

Electives

The 7.5-credit elective course requirement offers students the opportunity to immerse themselves in specialized topics of their choice. Given that the hospitality industry is widely diverse, students can use the flexibility of selecting a variety of electives across the various disciplines or focus their choices based on career and personal interests. These areas include luxury and business travel segments, event management, entrepreneurship, revenue management and booking systems, global perspectives, and additional hospitality real estate areas including the development process, project leadership, economics, market analysis, valuation, and legal concepts.

Capstone

The 1.5-credit capstone is the culmination of all the knowledge and skills acquired throughout the program. Students must be able to assimilate all that they have learned in the core courses and apply it within the context of a real-world setting. Subject to advisor pre-approval, students undertake an Applied Project under the direction of a faculty supervisor, which, upon completion, demonstrates professional-level mastery of the subject matter involved. The project will be reviewed by the supervisor and one other expert in the field.

CIP Code

52.0901 - Hospitality Administration/Management, General.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Admission to the M.S. in hospitality is selective, with a focus on those who demonstrate career aspirations in the hospitality industry. Requirements include strong performance in attaining a bachelor's degree from a regionally accredited institution. Successful candidates will represent themselves by submitting a personal statement, a comprehensive resume or CV, and two letters of recommendation. A GMAT/GRE is not required but may be submitted by students for consideration. The committee will also consider the nature and extent of previous work with preference given to those possessing a minimum of two or more years of professional experience.

Requirements

Course	Title	Credits
Core Courses		
HOSP 5072	Hospitality Finance and Investment	3
HOSP 5074	Hospitality Accounting and Budget Management	3
HOSP 5076	Marketing, Branding, and Public Relations	3
HOSP 5078	Human Resources and Labor Management	3
HOSP 5080	Hotel Operations	3
HOSP 5082	Hotel Real Estate Investment, Design & Development	3
HOSP 5084	Food Service Management	1.5
HOSP 5086	Travel and Tourism Studies	1.5
Electives		
Select 7.5 credits of electives. ¹		7.5
Capstone Course		
HOSP 6500	MSH Applied Capstone Project	1.5
Total Credits		30

¹ See list below for courses that may fulfill the Elective requirement. Upon advisor approval, courses from any related graduate program in the School of Professional and Continuing Studies may also fulfill this requirement.

Transfer Credit Policies

- Up to 9 additional credits may be waived if the coursework matches exactly with our MSH. However, this will not reduce the number of credits needed to graduate. Students may elect to take different MSH courses in their place, but the total number of credits needed to graduate will not be reduced.
- All transfer credit requests are subject to approval.

Electives

Courses in this group have the HOEL attribute.

Course	Title	Credits
HOSP 5110	Feasibility Studies for Hospitality	1.5
HOSP 5112	Luxury Travel Segment	1.5
HOSP 5114	Business Travel Segment	1.5
HOSP 5116	Event Management	1.5
HOSP 5118	Revenue Management and Booking Systems	1.5

HOSP 6020	Hospitality Internship	1.5
REAL 5006	Real Estate Legal Concepts and Contracts	3
REAL 5008	Real Estate Economics and Market Analysis	3
REAL 5010	Real Estate Structures and Capital Markets	3
REAL 5012	Real Estate Valuation and Investment Analysis	3
REAL 5014	Negotiation	1.5
REAL 5104	The Real Estate Development Process	3
REAL 6003	Private Equity	1.5
REAL 6004	Adaptive Reuse and Sustainability	1.5
REAL 6006	Development Project Leadership, Management and Communications	1.5
REAL 6011	Building Systems, Operations, and Maintenance	1.5
REAL 6012	Global Real Estate Investment	1.5
REAL 6014	Land Use Law	1.5
REAL 6016	Real Estate Entrepreneurship Business Planning	1.5
REAL 6021	Special Topics in Construction	1.5
REAL 6022	Special Topics in Real Estate	1.5

Hospitality Investment and Development (Adv Cert)

Overview

The advanced certificate in hospitality investment and development provides students with both the academic and applied analysis, knowledge, and skills necessary for success in the dynamic hotel and hospitality ownership, investment, development, and finance industries. The program provides the research-based expertise and specialized skills necessary to underwrite and analyze hospitality investments, analyze hotel development projects, and support overall investment and finance decisions for such assets. The curriculum also provides a challenging framework of learning opportunities that blend the best of theoretical and applied analysis, foster experiential learning, and build strong connections to the industry. It also gives students who complete the Master of Science degree in hospitality, real estate, or real estate development an opportunity to supplement their knowledge and skills with a secondary credential in this highly specialized area.

Learning Goals

The advanced certificate in hospitality investment and development aims to provide students with the following skill set:

1. Students will gain deep knowledge of the financial and investment aspects of hotel assets and be able to evaluate a hospitality enterprise for investment purposes.
2. Students will gain a deep understanding of hotel development financing and investment decisions and be able to evaluate prospective investments in the hospitality industry.
3. Students will understand the role of tourism markets on hotel feasibility and profitability and be able to evaluate hospitality market conditions.

Admissions

Admission to the advanced certificate in hospitality investment and development is selective, with a focus on those who demonstrate career aspirations in the hospitality industry. Requirements include strong performance in attaining a bachelor's degree from a regionally accredited institution. Successful candidates will represent themselves by submitting a personal statement along with a comprehensive resume or CV. A GMAT/GRE test score is not required, but may be submitted by students for consideration. The committee also considers the nature and extent of previous work with preference given to those possessing a minimum of two or more years of professional experience.

Requirements

The advanced certificate in hospitality investment and development requires completion of twelve (12) credits, as follows:

Course	Title	Credits
Core Courses		
REAL 5104	The Real Estate Development Process	3
HOSP 5072	Hospitality Finance and Investment	3
HOSP 5110	Feasibility Studies for Hospitality	1.5
REAL 6006	Development Project Leadership, Management and Communications	1.5
Electives		
<i>Choose 3 credits of electives from the list below.</i>		3
Total Credits		12

Students who wish to add the advanced certificate in hospitality investment and development to the Master of Science in hospitality, the Master of Science in real estate, or the Master of Science in real estate development may apply up to 6 credits of successfully completed coursework with a grade of B or better toward each program.

Hospitality Investment and Development electives

Courses in this group have the HOID attribute.

Course	Title	Credits
HOSP 5086	Travel and Tourism Studies	1.5
HOSP 5118	Revenue Management and Booking Systems	1.5
REAL 5006	Real Estate Legal Concepts and Contracts	3
REAL 5010	Real Estate Structures and Capital Markets	3
REAL 5012	Real Estate Valuation and Investment Analysis	3
REAL 5014	Negotiation	1.5
REAL 6003	Private Equity	1.5
REAL 6011	Building Systems, Operations, and Maintenance	1.5
REAL 6012	Global Real Estate Investment	1.5
REAL 6014	Land Use Law	1.5
REAL 6016	Real Estate Entrepreneurship Business Planning	1.5

Hotel Management (Adv Cert)

Overview

The advanced certificate in hotel management provides students with both the academic and applied analysis, knowledge, and skills necessary for success in the dynamic hotel and lodging industry. The program provides the research-based expertise and specialized skills necessary to manage and operate front- and back-of-house hotel operations, assist ownership in asset management tasks, and grow and develop profitable hospitality investments. The curriculum provides a challenging framework of learning opportunities that blend the best of theoretical and applied analysis, foster experiential learning, and build strong connections to the industry. The program also gives students in the Master of Science degree programs in real estate and real estate development degree an opportunity to supplement their knowledge and skills with a secondary credential in this highly specialized area.

Learning Goals

The advanced certificate in hotel management aims to provide students with the following skill set:

1. Students will gain a broad understanding of hotel operations, functions, and marketing strategies.
2. Students will gain a deep understanding of hotel finances and budgeting and be able to communicate the financial operations of a hotel enterprise to owners and investors.
3. Students will understand how tourism markets and hospitality concepts impact the hotel business and how to use such understandings in making management decisions.

Admissions

Admission to the advanced certificate in hotel management is selective, with a focus on those who demonstrate career aspirations in the hospitality industry. Requirements include strong performance in attaining a bachelor's degree from a regionally accredited institution. Successful candidates represent themselves by submitting a personal statement along with a comprehensive resume or CV; GMAT/GRE test scores are not required, but may be submitted by students for consideration. The committee will also consider the nature and extent of previous work with preference given to those possessing a minimum of two or more years of professional experience.

Requirements

About the Curriculum

The 9-credit core curriculum is designed to provide students with an in-depth mastery of the applied functional areas necessary for success in hotel management. The core provides students with essential analysis, promotes critical thinking and decision-making skills while creating a common student experience that fosters teamwork, community, and an understanding of the hotel industry.

The 3-credit elective curriculum provides students the opportunity to focus on sectors of the hotel management industry that are consistent with their career pursuits. These areas include luxury travel, revenue

management and booking, economics and market analysis, and legal concepts and contracts.

Course	Title	Credits
Core Courses		
<i>Choose 9 credits from the following list:</i>		9
HOSP 5080	Hotel Operations	
HOSP 5074	Hospitality Accounting and Budget Management	
HOSP 5076	Marketing, Branding, and Public Relations	
HOSP 5072	Hospitality Finance and Investment	
HOSP 5078	Human Resources and Labor Management	
Electives		
<i>Choose 3 credits of electives from the list below, or additional Core credits.</i>		3
Total Credits		12

Students who wish to receive both the master of science in real estate or real estate development and the advanced certificate in hotel management may apply up to 6 credits of successfully completed coursework with a grade of B or better toward each program.

Hotel Management electives

Courses in this group have the HMGT attribute.

Course	Title	Credits
HOSP 5084	Food Service Management	1.5
HOSP 5112	Luxury Travel Segment	1.5
HOSP 5114	Business Travel Segment	1.5
HOSP 5116	Event Management	1.5
HOSP 5118	Revenue Management and Booking Systems	1.5
REAL 5006	Real Estate Legal Concepts and Contracts	3
REAL 5008	Real Estate Economics and Market Analysis	3
REAL 5014	Negotiation	1.5
REAL 6011	Building Systems, Operations, and Maintenance	1.5
REAL 6016	Real Estate Entrepreneurship Business Planning	1.5
REAL 6022	Special Topics in Real Estate	1.5

Real Estate (M.S.)

Fordham's 36-credit Master of Science in Real Estate (MSRE) program provides students with a thorough understanding of the multidisciplinary real estate field. This M.S. program focuses on the finance, investment, development, and management aspects of real estate while offering students the opportunity to develop skills in other areas of the industry that are important for their individual careers.

About the Fordham Real Estate Institute

The Fordham Real Estate Institute (REI) offers Master of Science in Real Estate (MSRE), Master of Science in Real Estate Development (MSRED), and Master of Science in Construction Management (MSCM) degrees;

advanced certificates in real estate finance, real estate development, real estate management, and construction management; a Bachelor of Science in Real Estate (BSRE); and a comprehensive array of noncredit professional certificates and programs online. The programs are offered at the Lincoln Center campus in Manhattan and in Westchester County, New York. Taught and developed by leading industry practitioners, our programs provide real-world skill sets for current and up-and-coming professionals. Flexibility and convenience are program hallmarks. Classes can be taken in person and online, at various paces.

To learn more about the M.S. in Real Estate, visit the PCS section of the Fordham website.

CIP Code

52.1501 - Real Estate.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Admissions is on a rolling basis; applications are reviewed as they are received. Candidates are encouraged to apply as soon as possible to be able to register for classes and apply for financial aid if needed. International students who require visas should contact the program office for special application deadlines. Email realestate@fordham.edu for more information.

Specific admissions requirements are as follows:

- A bachelor's degree or its equivalent from an accredited U.S. college or university (international applicants submitting undergraduate or graduate transcripts from foreign schools must also submit a third-party evaluation of the transcripts; the School of Professional and Continuing Studies uses World Education Services)
- English-language proficiency test scores (if English is not your first language)
- Minimum undergraduate GPA of 3.0 (work experience will be taken into consideration)
- Two letters of recommendation
- Statement of purpose that includes your professional goals and aspirations
- Resume or CV
- Work experience is preferred but not required for admission (we do accept qualified candidates without work experience who possess, among other criteria, exceptionally strong academic backgrounds, demonstrated leadership, and a strong potential for success in real estate)
- \$70 nonrefundable application fee
- Supplemental essay (students who do not meet the minimum requirements outlined above may apply with an additional essay stating why they would be good candidates for the program)

More information about PCS admissions can be found on the Fordham website.

Requirements

The M.S. in Real Estate is a 36-credit program with evening, weekend, and online offerings which can be completed in one year of full-time study or through part-time study.

The core requirements of the Master of Science in Real Estate (MSRE) are designed to ensure that every graduate has a grasp of the most important elements of real estate finance, investment, development, and management while the elective concentration allows each student to pursue a specific subject area.

Students pursuing any of the advanced certificate programs may apply their coursework for the certificate toward the core, flex core, or elective requirements of the M.S. program.

Course	Title	Credits
Core Courses		
REAL 5002	Real Estate Finance	3
REAL 5004	Real Estate Accounting and Tax	3
REAL 5006	Real Estate Legal Concepts and Contracts	3
REAL 5008	Real Estate Economics and Market Analysis	3
REAL 5010	Real Estate Structures and Capital Markets	3
REAL 5012	Real Estate Valuation and Investment Analysis	3
REAL 5014	Negotiation	1.5
REAL 5016	Ethical Issues in Real Estate	1.5
Flex Core Courses		
Choose two from the following:		6
REAL 5102	Real Estate Risk and Portfolio Management	
REAL 5104	The Real Estate Development Process	
REAL 5106	Real Estate Asset Management	
REAL 5108	Real Estate Credit Analysis and Underwriting	
Elective Courses		
Select any 6 additional Real Estate credits ¹		6
Capstone Course		
Choose one of the following:		3
REAL 6100	Applied Project	
REAL 6200	Research Project (Thesis)	
Total Credits		36

¹ Graduate-level courses with the REAL subject code (p. 945) (except for REAL 6300 Applied Project) may apply toward this requirement. Students pursuing the advanced certificate should take coursework associated with their advanced certificate as their M.S. electives.

Detailed Requirement Information

Core Courses

The 21-credit core curriculum is designed to give students an in-depth mastery of the academic disciplines and applied functional areas necessary to every real estate professional's success. The core leaves students with essential analysis, critical thinking, and decision-

making skills while creating a common student experience that fosters community. Students are required to complete all eight courses in the core.

Flex Core Courses

The 6-credit flex core curriculum provides students the opportunity to focus on areas in real estate that are consistent with their career pursuits. Under guidance of their adviser, students are required to select two core courses from the list of four courses.

Elective Courses

The 6-credit elective course requirement offers students the opportunity to immerse themselves in specialized topics of their choice, or to complete the remaining flex core courses. These can be selected from any course not already completed in the real estate department, a list of which can be found on our Course Listings (p. 945) page. These options include a for-credit internship as well as the special topics course.

Special Topics

These courses, which will be offered periodically, are designed to enhance the student's educational experience by supplementing the standard array of courses with topics that are very highly specialized. Areas of study will include real estate finance, investment, and development. In most cases, they will be of interest to those students who desire a more intense exposure to a particular field of study. Courses include Real Estate Financial Modeling, Private Equity, Design Issues, Socially Responsible Investing in Real Estate, the Real Estate Roundtable, and Commercial Leasing.

Capstone Course

The 3-credit capstone is the culmination of all the knowledge and skills acquired throughout the program. Students must be able to assimilate all that they have learned in the core, flex core, and elective courses and apply it within the context of a real-world setting. Subject to adviser pre-approval, students will either undertake an applied project or write a thesis (under the direction of a faculty supervisor) that, upon completion, demonstrates professional-level mastery of the subject matter involved.

Real Estate Development (M.S.)

Overview

The Master of Science in Real Estate Development is designed to ensure that every graduate will have a grasp of the specialized legal, physical, analytical, and management concepts and skills required in the multidisciplinary, creative, and entrepreneurial world of real estate development. Important core elements include real estate finance, investment, law, land use, entitlements, design, planning, market analysis, feasibility analysis, construction, and project management.

CPI Code

04.1001 - Real Estate Development.

You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions

Admission to the Master of Science in Real Estate Development is highly selective. Requirements include superior performance in attaining the bachelor's degree from an accredited institution. Successful candidates must demonstrate strong writing skills with the ability to effectively communicate concepts and ideas subtly and succinctly. Basic verbal, quantitative, and communication skills will be assessed prior to matriculation, and any deficiencies corrected prior to beginning the program's core courses. A GMAT/GRE is not required but may be submitted by students for consideration toward admission. The committee will also consider the nature and extent of previous work, with preference given to those possessing a minimum of two or more years of professional experience.

Who Should Apply

Applicants should have a bachelor's degree in business, accounting, finance, economics, design or construction or related field, and one year of professional experience; or a bachelor's degree in another field and two years of professional experience in real estate, design, construction, business, or a related field. Ideal candidates include the following:

- Real estate asset management personnel who want to go to the next level in their career.
- Real estate developers, investors, owners, and attorneys who want to further their professional skills.
- Design and construction industry professionals who want to better understand the broader perspective of the real estate developer or sponsor of a project.
- Current or former M.S. in Real Estate, M.S. in Construction Management, Advanced Certificate in Real Estate Finance, and Advanced Certificate in Construction Management students who wish to add a specialized designation in Real Estate Development.

Requirements

Course	Title	Credits
Core Courses		
REAL 5104	The Real Estate Development Process	3
REAL 5006	Real Estate Legal Concepts and Contracts	3
REAL 5002	Real Estate Finance	3
REAL 5008	Real Estate Economics and Market Analysis	3
REAL 6051	Advanced Construction Methods and Materials	3
REAL 6014	Land Use Law	1.5
REAL 6015	Planning and Design for Development	1.5
REAL 5058	Pre-Construction Project Planning and Development	3
REAL 5012	Real Estate Valuation and Investment Analysis	3
REAL 6002	Real Estate Development Feasibility Study	3
Electives		
Select 6 credits from the list below.		6
Capstone		
REAL 6400	Real Estate Development Applied Project	3
Total Credits		36

Students who wish to receive both the Master of Science in Real Estate Development and the Advanced Certificate in Construction Management or the Advanced Certificate in Real Estate Finance may apply up to 9 credits of successfully completed coursework with a grade of B or better toward each program.

Electives

Courses in this group have the REDM attribute.

Course	Title	Credits
REAL 5004	Real Estate Accounting and Tax	3
REAL 5010	Real Estate Structures and Capital Markets	3
REAL 5014	Negotiation	1.5
REAL 5016	Ethical Issues in Real Estate	1.5
REAL 5051	Advanced Construction Contracts, Claims, and Dispute Resolution	3
REAL 5052	Construction Financial Management	1.5
REAL 5054	Construction Cost Estimating and Bidding Strategies	1.5
REAL 5056	Construction Scheduling and Impact Analysis	1.5
REAL 5060	Construction Project Delivery	3
REAL 5106	Real Estate Asset Management	3
REAL 5108	Real Estate Credit Analysis and Underwriting	3
REAL 6001	Real Estate Financial Modeling	1.5
REAL 6003	Private Equity	1.5
REAL 6004	Adaptive Reuse and Sustainability	1.5
REAL 6005	Commercial Mortgage-Backed Securities	1.5
REAL 6006	Development Project Leadership, Management and Communications	1.5
REAL 6007	Real Estate Investment Trusts	1.5
REAL 6008	Affordable Housing	1.5
REAL 6009	Commercial Leasing	1.5
REAL 6010	Development Project Finance	1.5
REAL 6011	Building Systems, Operations, and Maintenance	1.5
REAL 6012	Global Real Estate Investment	1.5
REAL 6013	Real Estate Management	3
REAL 6016	Real Estate Entrepreneurship Business Planning	1.5
REAL 6018	Real Estate Technology	1.5
REAL 6020	Internship	1.5
REAL 6021	Special Topics in Construction	1.5
REAL 6022	Special Topics in Real Estate	1.5

About the Curriculum

Core

The 27-credit core curriculum is designed to give students an in-depth mastery of the academic disciplines and applied functional areas necessary to every real estate development professional's success. The core leaves students with essential analysis, critical thinking and decision-making skills while creating a common student experience that

fosters community. Students are required to complete all 10 courses in the core.

Electives

The 6-credit elective course requirement offers students the opportunity to immerse themselves in specialized topics of their choice. Students may assemble their own elective sequences or select the courses that are part of the Advanced Certificate in Construction Management or the Advanced Certificate in Real Estate Finance.

Capstone

The 3-credit capstone (REAL 6400) is the culmination of all the knowledge and skills acquired throughout the program. Students must be able to assimilate all that they have learned in the core courses and apply it within the context of a real-world setting. Subject to advisor pre-approval, students will undertake an applied project under the direction of a faculty supervisor, that upon completion, will demonstrate professional level mastery of the subject matter involved.

Applied Health Informatics (Adv Cert)

Overview

The advanced certificate in applied health informatics (AHI) is an 8-month, 16-credit program for individuals who are interested in obtaining an advanced credential, but who are not able to pursue an entire master's degree. The program is composed of the same three core courses as the M.S., as well as a capstone. The advanced certificate in AHI is ideal for professionals working in the health care sector who want a high-level, systematic understanding of electronic health care information systems.

The advanced certificate in applied health informatics provides students with a course of study that focuses on the core concepts that underpin the discipline. It offers students a sound theoretical base in health informatics, together with practical insight and experience. The program is unique in combining an international scope; business awareness; hands-on, practical course work; and input from a wide range of experienced instructors.

Admissions

Other than a bachelor's degree with a minimum GPA of 3.0 (or equivalent) and working proficiency in the English language, the advanced certificate in applied health informatics does not have any prerequisites. Academic performance, personal statements demonstrating the ability to effectively communicate technological concepts, and strong recommendations will provide the basis of the admissions committee's decision. Standardized test scores (GMAT/GRE) are not required for the advanced certificate. The committee will also consider the nature and extent of previous work experience, including any prior healthcare experience. Candidates are not expected to know a programming language prior to applying.

Requirements

The requirements of the advanced certificate are designed to ensure that every graduate will have a grasp of the most important elements of health informatics and gain applied, hands-on experience through practical exercises and assignments. As part of the advanced certificate, students must complete a Research Project/Thesis or Applied Project.

Course	Title	Credits
HINF 6101	Concepts in Health Informatics	4
HINF 6103	Models for Clinical Information	4
HINF 6105	Electronic Health Records	4
HINF 6497 or HINF 6498	Research Project/Thesis Applied Project	4
Total Credits		16

Construction Management (Adv Cert)

The Advanced Certificate in Construction Management is a graduate-level certificate focused on the specialized legal, planning, financial, procurement, risk management, and project management skills required in today's construction industry and prepares students for positions of leadership and responsibility within private and public organizations overseeing projects. Enhance your knowledge of construction project management standards, techniques, and add the specialized area of construction project management to your professional skill set.

Fordham Real Estate Institute graduate-level advanced certificates are 15-credit programs that can be taken after completing a bachelor's, master's, or other advanced degree. These programs are an excellent option for industry professionals who would like to develop a solid background and skills in a particular sector of the industry in a relatively short period of time. Students can pursue an advanced certificate alone or alongside a graduate degree. Students who begin in an advanced certificate program may, with approval, later be admitted to and matriculate in a full graduate degree program in the Real Estate Institute.

About the Fordham Real Estate Institute

The Fordham Real Estate Institute (REI) offers a Master of Science in real estate (MSRE); a Master of Science in real estate development (MSRED); a Master of Science in construction management (MSCM); and a Master of Science in hospitality (MSH); advanced certificates in real estate finance, real estate development, real estate management, construction management, hotel management, and hospitality investment and development; a Bachelor of Science in real estate (BSRE); and a comprehensive array of noncredit professional certificates and programs online. The programs are offered at the Lincoln Center campus in Manhattan and in Westchester County, New York. Taught and developed by leading industry practitioners, our programs provide real-world skillsets for current and up-and-coming professionals. Flexibility and convenience are program hallmarks. Classes can be taken in person and online at various paces.

To learn more about the Advanced Certificate in Construction Management, visit the PCS section of the Fordham website.

Admissions

Application Submission

The application committee takes a holistic view of the candidates and will evaluate each student's academic performance and professional expertise in deciding their eligibility for the advanced certificate programs. The committee will also consider the nature and extent of previous work with preference given to those possessing extensive professional experience.

Requirements for Application:

- Bachelor's degree transcript from an accredited university
- Personal statement
- Resume

Optional additional materials to submit include: M.B.A. or other graduate degree transcript; GMAT, GRE or other standardized test score; professional construction, property or facility management certifications.

The GMAT/GRE is not required for advanced certificate applicants and will be waived for those who would like to matriculate into the full M.S.C.M. program and have successfully completed six credits with a minimum grade of B in each course.

Who Should Apply

Ideal candidates include:

- Project managers, superintendents, building trades and other project personnel who want to go to the next level in their career
- Architecture and engineering professionals who want to further their professional skills in managing construction projects.
- Real estate professionals including developers, lenders, property managers, asset managers, facilities managers, and corporate real estate executives who want to better understand the construction process.
- Current or former M.S. in Real Estate and Advanced Certificate in Real Estate Development students who wish to add a specialized designation in Construction Management.

More information about PCS admissions can be found on the Fordham website.

Requirements

The Advanced Certificate in Construction Management is a 15-credit program consisting of six required courses. Courses are scheduled for evenings during the fall, spring, and summer terms. You can complete the program at the pace that suits you, whether part-time or full-time.

The courses of the Advanced Certificate in Construction Management are designed to ensure that every graduate has a grasp of the essential elements of the specialized legal, planning, financial, procurement, risk management, and project management skills required in today's construction industry, and prepares them for positions of leadership and responsibility within private and public organizations overseeing projects. The 12-credit core curriculum is designed to ensure that every graduate has a grasp of the most important elements of construction law, accounting, financial management, risk management, cost estimating, scheduling, pre-construction planning, project controls, and project execution.

Students are permitted to apply 9 credits earned towards this advanced certificate to the Master of Science in Real Estate Development program.

Course	Title	Credits
REAL 6051	Advanced Construction Methods and Materials	3
REAL 5051	Advanced Construction Contracts, Claims, and Dispute Resolution	3

REAL 5054	Construction Cost Estimating and Bidding Strategies	1.5
REAL 5056	Construction Scheduling and Impact Analysis	1.5
REAL 5058	Pre-Construction Project Planning and Development	3
REAL 5060	Construction Project Delivery	3
Total Credits		15

Most 1.5 credit classes run for 7 weeks and 3-credit classes run for 14 weeks.

Real Estate Development (Adv Cert)

The Advanced Certificate in Real Estate Development is a graduate-level certificate focused on the specialized legal, financial, analytical and project management concepts and professional skills required in the multidisciplinary, creative and entrepreneurial world of real estate development. The program may be taken stand alone or as an added concentration for current or former MSRE students who want to add a second credential to their resume.

Fordham Real Estate Institute graduate-level advanced certificates are 15-credit programs that can be taken after completing a bachelor's, master's, or other advanced degree. These programs are an excellent option for industry professionals who would like to develop a solid background and skills in a particular sector of the industry in a relatively short period of time. Students can pursue an advanced certificate alone or alongside a graduate degree. Students who begin in an advanced certificate program may, with approval, later be admitted to and matriculate in a full graduate degree program in the Real Estate Institute.

About the Fordham Real Estate Institute

The Fordham Real Estate Institute (REI) offers a Master of Science in real estate (MSRE); a Master of Science in real estate development (MSRED); a Master of Science in construction management (MSCM); and a Master of Science in hospitality (MSH); advanced certificates in real estate finance, real estate development, real estate management, construction management, hotel management, and hospitality investment and development; a Bachelor of Science in real estate (BSRE); and a comprehensive array of noncredit professional certificates and programs online. The programs are offered at the Lincoln Center campus in Manhattan and in Westchester County, New York. Taught and developed by leading industry practitioners, our programs provide real-world skillsets for current and up-and-coming professionals. Flexibility and convenience are program hallmarks. Classes can be taken in person and online at various paces.

To learn more about the Advanced Certificate in Real Estate Development, visit the PCS section of the Fordham website.

Admissions

Application Submission

The application committee takes a holistic view of the candidates and will evaluate each student's academic performance and professional expertise in deciding their eligibility for the advanced certificate programs. Successful candidates must exhibit a strong understanding of the real estate environment, and depending on the area of study,

real estate finance and investment. The committee will also consider the nature and extent of previous work with preference given to those possessing extensive professional experience.

Requirements for Application:

- Bachelor's degree transcript from an accredited university
- Personal statement
- Resume

Optional additional material to submit include: M.B.A. or other graduate degree transcript; GMAT, GRE or other standardized test score; professional real estate or other industry certifications.

The GMAT/GRE is not required for advanced certificate applicants and will be waived for those who would like to matriculate into a graduate degree program and have successfully completed six credits with a minimum grade of B in each course.

Who Should Apply

Ideal candidates include:

- Professionals with experience in real estate finance or investment who want to incorporate real estate development activities into their existing practice or to manage real estate development projects.
- Real estate finance and valuation services advisors, capital markets specialists, and investment consultants who want to better understand the real estate development process.
- Current or former M.S. in Real Estate students who wish to add a specialized designation in Real Estate Development. Current M.S.R.E. students who wish to receive both the Master of Science and the Advanced Certificate may apply up to 9 credits of successfully completed coursework with a grade of B or better towards each program.

More information about PCS admissions can be found on the Fordham website.

Requirements

The Advanced Certificate in Real Estate Development is a 15-credit program consisting of three required courses for 9 credits and 6 elective credits. Courses are scheduled for evenings during the fall, spring, and summer terms. You can complete the program at the pace that suits you, whether part-time or full-time.

The courses of the Advanced Certificate in Real Estate Development are designed to ensure that every graduate has a grasp of the essential elements of the real estate development process and the specialized legal, physical, analytical and project management concepts and skills required in the multidisciplinary, creative and entrepreneurial world of real estate development. The 9-credit core curriculum is designed to give students an in-depth mastery of the phases of and the activities performed during the real estate development process including conceptualization, site acquisition, planning, feasibility analysis, design, construction, financing, leasing and asset management. The 6-credit elective course requirement offers students the opportunity to immerse themselves in specialized topics of their choice.

Course	Title	Credits
REAL 5104	The Real Estate Development Process	3
REAL 5106	Real Estate Asset Management	3
REAL 6002	Real Estate Development Feasibility Study	3
6 credits from the list below		6
Total Credits		15

Most 1.5 credit classes run for 7 weeks and 3-credit classes run for 14 weeks.

Real Estate Development Electives

Courses in this group have the REDV attribute.

Course	Title	Credits
REAL 5002	Real Estate Finance	3
REAL 5058	Pre-Construction Project Planning and Development	3
REAL 6004	Adaptive Reuse and Sustainability	1.5
REAL 6006	Development Project Leadership, Management and Communications	1.5
REAL 6008	Affordable Housing	1.5
REAL 6009	Commercial Leasing	1.5
REAL 6010	Development Project Finance	1.5
REAL 6014	Land Use Law	1.5
REAL 6015	Planning and Design for Development	1.5
REAL 6020	Internship	1.5
REAL 6022	Special Topics in Real Estate	1.5
REAL 6051	Advanced Construction Methods and Materials	3

Real Estate Finance (Adv Cert)

The Advanced Certificate offers practical, real-world knowledge and professional skills needed to analyze markets, evaluate income-producing properties, assess financing options, calculate investment returns, and ultimately make informed real estate investment decisions. The certificate focuses on the cash flow analysis, financial modeling, valuation and debt and equity capital structuring skills required in today's real estate investment industry.

Fordham Real Estate Institute graduate-level advanced certificates are 15-credit programs that can be taken after completing a bachelor's, master's, or other advanced degree. These programs are an excellent option for industry professionals who would like to develop a solid background and skills in a particular sector of the industry in a relatively short period of time. Students can pursue an advanced certificate alone or alongside a graduate degree. Students who begin in an advanced certificate program may, with approval, later be admitted to and matriculate in a full graduate degree program in the Real Estate Institute.

About the Fordham Real Estate Institute

The Fordham Real Estate Institute (REI) offers a Master of Science in real estate (MSRE); a Master of Science in real estate development (MSRED); a Master of Science in construction management (MSCM); and a Master of Science in hospitality (MSH); advanced certificates in real estate finance, real estate development, real estate management, construction management, hotel management, and hospitality investment and development; a Bachelor of Science in real estate (BSRE); and a

comprehensive array of noncredit professional certificates and programs online. The programs are offered at the Lincoln Center campus in Manhattan and in Westchester County, New York. Taught and developed by leading industry practitioners, our programs provide real-world skillsets for current and up-and-coming professionals. Flexibility and convenience are program hallmarks. Classes can be taken in person and online at various paces.

To learn more about the Advanced Certificate in Real Estate Finance, visit the PCS section of the Fordham website.

Admissions Prerequisites

Familiarity with Excel is necessary to complete the course work.

Application Submission

The application committee takes a holistic view of the candidates and will evaluate each student's academic performance and professional expertise in deciding their eligibility for the advanced certificate programs. Successful candidates must exhibit a strong understanding of the real estate environment, and depending on the area of study, real estate finance and investment. The committee will also consider the nature and extent of previous work with preference given to those possessing extensive professional experience.

Requirements for Application:

- Bachelor's degree transcript from an accredited university
- Personal statement
- Resume

Optional additional material to submit include: M.B.A. or other graduate degree transcript; GMAT, GRE or other standardized test score; professional real estate or other industry certifications.

The GMAT/GRE is not required for advanced certificate applicants and will be waived for those who would like to matriculate into a graduate degree program and have successfully completed six credits with a minimum grade of B in each course.

Who Should Apply

Ideal candidates include:

- Real estate attorneys, developers, brokers, and management professionals who want to further their professional skills in finance and investment.
- Commercial real estate lenders who want to go to the next level in their career
- Design and construction industry professionals who want to better understand the broader ownership perspective of the real estate finance and investment industry.
- Planners and public agency personnel involved in real estate projects.
- Current or former M.S. in Real Estate and Advanced Certificate in Real Estate Development students who wish to add a specialized designation in Real Estate Finance.

More information about PCS admissions can be found on the Fordham website.

Requirements

The Advanced Certificate in Real Estate Finance is a 15-credit program consisting of four required courses for 12 credits and 3 elective credits. Courses are scheduled for evenings during the fall, spring, and summer terms. You can complete the program at the pace that suits you, whether part-time or full-time.

The courses of the Advanced Certificate in Real Estate Finance are designed to ensure that every graduate will have a grasp of the most important elements of real estate financial analysis, financial modeling, market analysis, lease analysis, real estate valuation, debt and finance, credit analysis, underwriting and real estate capital markets, while the elective credits offers students the opportunity to immerse themselves in specialized topics of their choice.

Course	Title	Credits
REAL 5002	Real Estate Finance	3
REAL 5010	Real Estate Structures and Capital Markets	3
REAL 5012	Real Estate Valuation and Investment Analysis	3
REAL 5108	Real Estate Credit Analysis and Underwriting	3
<i>3 credits from the list below</i>		3
Total Credits		15

Most 1.5 credit classes run for 7 weeks and 3-credit classes run for 14 weeks.

Real Estate Finance Electives

Courses in this group have the REFI attribute.

Course	Title	Credits
REAL 6001	Real Estate Financial Modeling	1.5
REAL 6003	Private Equity	1.5
REAL 6005	Commercial Mortgage-Backed Securities	1.5
REAL 6007	Real Estate Investment Trusts	1.5
REAL 6018	Real Estate Technology	1.5
REAL 6022	Special Topics in Real Estate	1.5

Real Estate Management (Adv Cert)

Overview

The Advanced Certificate in Real Estate Management provides the practical, real-world knowledge and professional skills needed to plan, manage, and optimize commercial real estate properties and corporate workspace for real estate owners, businesses, and third-party management firms. This graduate-level certificate focuses on management proposals and plans, market analysis, leases, operating and capital budgets, financial management, building systems and operations, health and safety issues, insurance considerations, local laws and codes, and tenant and capital improvement projects. This advanced certificate is a 12-credit program, with students completing a 9-credit core curriculum and then 3 credits of elective coursework.

Updated: 09-06-2024

Admissions

Admission to the Advanced Certificate in Real Estate Management is selective. Requirements include superior performance in attaining a bachelor's degree from a regionally accredited institution and 1-2 years of related professional experience. Undergraduate backgrounds in business, economics, accounting, finance, architecture, engineering, mathematics, science, management, and/or the liberal arts are appropriate with the requisite work experience for admission.

Successful candidates must demonstrate strong writing skills with the ability to effectively communicate concepts and ideas subtly and succinctly. Basic verbal, quantitative, and communications skills will be assessed prior to matriculation, and any deficiencies corrected prior to beginning the program's core courses. A GMAT/GRE is not required but may be submitted by students for consideration towards admissions. A resume and personal statement are also required.

Requirements

The 9-credit core curriculum is designed to provide students with an in-depth mastery of the applied functional areas necessary to every real estate management professional's success. The core leaves students with essential analysis, critical thinking, and decision-making skills while creating a common student experience that fosters teamwork and community. These essential, core academic disciplines include real estate financial analysis; debt and equity finance; market analysis; lease analysis; project and property management; building systems, operations, and maintenance; and risk management.

The 3-credit elective curriculum provides students the opportunity to focus on sectors of the real estate management industry that are consistent with their career pursuits. These areas include real estate accounting, law, financial modeling, sustainability, leadership, and construction project management.

Students are permitted to apply 6 credits earned towards this advanced certificate to the Master of Science in Real Estate program (p. 937) or the Master of Science in Construction Management (p. 933).

Course	Title	Credits
Required Courses		
REAL 5002	Real Estate Finance	3
REAL 6009	Commercial Leasing	1.5
REAL 6011	Building Systems, Operations, and Maintenance	1.5
REAL 6013	Real Estate Management	3
Electives		3
Complete 3 elective credits from the list below.		
Total Credits		12

Real Estate Management Electives

Courses in this group have the REAM attribute.

Course	Title	Credits
REAL 5004	Real Estate Accounting and Tax	3
REAL 5006	Real Estate Legal Concepts and Contracts	3
REAL 5008	Real Estate Economics and Market Analysis	3
REAL 5014	Negotiation	1.5

REAL 5051	Advanced Construction Contracts, Claims, and Dispute Resolution	3
REAL 5052	Construction Financial Management	1.5
REAL 5054	Construction Cost Estimating and Bidding Strategies	1.5
REAL 5056	Construction Scheduling and Impact Analysis	1.5
REAL 5058	Pre-Construction Project Planning and Development	3
REAL 5060	Construction Project Delivery	3
REAL 5106	Real Estate Asset Management	3
REAL 6001	Real Estate Financial Modeling	1.5
REAL 6004	Adaptive Reuse and Sustainability	1.5
REAL 6006	Development Project Leadership, Management and Communications	1.5
REAL 6008	Affordable Housing	1.5
REAL 6021	Special Topics in Construction	1.5
REAL 6022	Special Topics in Real Estate	1.5
REAL 6051	Advanced Construction Methods and Materials	3

Attribute Code Index

Attribute code	Description
CONA	Construction Management (Adv Cert) Electives
CONM	Construction Management (M.S.) Electives
HOEL	Hospitality (M.S.) Electives
HMGH	Hotel Management (Adv Cert) Electives
HOID	Hospitality Investment and Development (Adv Cert) Electives
REAM	Real Estate Management Electives
REDA	Real Estate Development (Adv Cert) Electives
REDM	Real Estate Development (M.S.) Electives
REFI	Real Estate Finance Electives

Course Listings

Applied Health Informatics (HINF)

HINF 6101. Concepts in Health Informatics. (4 Credits)

This course provides an overview of the academic discipline of health informatics, which itself is the confluence of the disciplines of healthcare, information science, computer science, and engineering. It provides students with their first hands-on experience with the open source software tools which underpin this applied health informatics program. The first lecture provides a general overview of health informatics, in alignment with the general structure of course topics in this program. Subsequent lectures provide an overview of each topic that is covered in more detail in the other eight courses. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Mutually Exclusive: CISC 6700.

HINF 6103. Models for Clinical Information. (4 Credits)

This course provides a broad perspective on the key concepts, requirements, and standards for modelling clinical information. Creating and managing clinical information using structured models is an essential requirement for many informatics services, including detailed analysis and reporting, decision support, big data analysis, and artificial intelligence. The two key international standards—ISO 13606 and Health Level 7 (HL7)—provide flexible frameworks for representing structured clinical information; an understanding of their scope and capabilities is essential for any student of health informatics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HINF 6105. Electronic Health Records. (4 Credits)

The electronic health record can provide a full cradle-to-grave (longitudinal) record for a patient that is a vital tool to assist the provision of care in any setting: primary, secondary, or tertiary. In addition, a properly structured and coded record can act as a rich source of information for clinical studies and trials. This course provides students with hands-on experience of the requirements and functionality of electronic health records systems. The emphasis is on the use of patient centered record systems that manage structured clinical information. Students learn the importance of the EHR as a repository for clinical information, that has been integrated from many different sources, and the key functional requirements for working with the patient record: clinical data entry, viewing of the full longitudinal record, clinical correspondence, scheduling, ordering, and prescribing. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HINF 6111. The Business of Health Informatics. (4 Credits)

This course aims to equip students with the knowledge needed to apply health informatics for success in allied business environments—whether that environment is a public health service, a care provider organization, hospital, clinic, ancillary service provider, supplier business, or entrepreneurial start-up. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HINF 6113. Engineering Clinical Information Systems. (4 Credits)

This course covers the technology and techniques required to design and implement effective health informatics systems. Starting from the general architecture of clinical information systems and telemedicine systems, students learn how to use relational and "no-SQL" databases to manage structured clinical data and how to design safe and usable clinical user interfaces. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Mutually Exclusive: HADM 6100.

HINF 6115. Healthcare Integration. (4 Credits)

Integration of clinical information that originates from many different sources is a vital requirement for the provision of patient-centred care. With the emphasis placed on the patient, rather than the care provider, clinical information systems users must have access to all relevant patient data, from primary, secondary or tertiary care. Integration is enabled through the use of open standards, for both information and functional interfaces. This course covers the most important open standards and standards profiles for integration and provides hands-on experience with the key technologies. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Mutually Exclusive: HADM 5800.

HINF 6117. Artificial Intelligence in Healthcare. (4 Credits)

Since the advent of artificial intelligence in the 1950s, many researchers have recognized its potential for application in healthcare. In the late 1960s and early 1970s, some of the earliest operational rules-based systems were for clinical decision making, and there was a second wave of interest in the 1980s with healthcare applications in the emerging technologies of Bayesian belief networks and artificial neural networks. Whilst general advances in AI continued into the 21st century, in such fields as natural language processing, image analysis and reasoning engines, it was not until the second decade of this century that mainstream interest in AI in medicine was renewed. This has been fueled by advances in general AI techniques and the growing availability of structured, coded clinical information. This course covers the background and AI techniques for mining linked data, clinical decision support, natural language processing, and decision making using different types of reasoning engines. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Mutually Exclusive: HADM 5200.

HINF 6119. Analysis and Reporting in Healthcare. (4 Credits)

This course provides an overview and practical experience in the key tools and techniques for analyzing and reporting healthcare information. This includes the full longitudinal record for a single patient as well as the combined information set for a cohort of many patients. Those patient cohorts may first be assembled through query of the EHR, to satisfy requirements for reporting of clinical outcomes or measuring the effectiveness of clinical services. Or the cohorts may have been selected as part of clinical studies or trials, which have specific standards and requirements for analysis and reporting. Students learn about statistical techniques that have a long history of use in health informatics, together with newer techniques for analyzing "big data" generated from large scale, structured health records systems. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Mutually Exclusive: CISC 5109.

HINF 6210. XML in Healthcare. (4 Credits)

This course provides a hands-on introduction to the use of XML in healthcare. It starts with the basics of the XML syntax, builds through the introduction of related XML standards, and then takes a look at how XML is used for structured messages, information storage, semantic technologies, and ontologies. The final topics of the course look at the use of XML for Artificial Intelligence in Healthcare and for Electronic Health Records. Each class consists of a lecture, followed by a hands-on exercise that students complete using the machines and software provided, with the assistance of the course tutors.

HINF 6211. Health Data Analytics Leadership. (4 Credits)

This is a course in leadership development. It is geared for both purchasers and sellers of analytics. The goal is to continuously improve the demonstrable value of health care. Each topic covers a vital step in the process to achieve that goal. The objectives are to understand the types and value of health data analytics, appreciate the perspectives of both buyers and sellers of health data analytics, learn how to introduce effective analytics capabilities to a health care organization, and equip students with the skills required to be a chief analytics officer.

HINF 6212. State of the Art in Health Informatics. (4 Credits)

This course covers special topics in health informatics that reflect the current state of the art or lie outside the scope of the other courses offered. As with all the courses, the emphasis is on hands-on experience and applied knowledge of technology. The syllabus for this course is reviewed at regular intervals to ensure that it reflects current trends in the ever-changing field. Reflecting this, guest lecturers are engaged for many of the classes, to bring practical expertise, relevant expertise, and an insight into current practices.

HINF 6213. Model Driven Electronic Health Records. (4 Credits)

This course provides an intensive overview of the technology and standards for creating and deploying open source, model-driven Electronic Health Records (EHR). Each class consists of a lecture, followed by a hands-on exercise that students complete using the equipment and software provided, with the assistance of the course tutors. Learning Objectives The objectives of this course are to: · provide an overview of the concepts of model-driven development · familiarize students with the main open standards used—ISO 13606 and HL7 CDA · gain hands-on experience with the open source Mirth Connect integration engine and cityEHR electronic health records system · explore the application of integration tools and techniques in telemedicine, particularly the integration of clinical information gathered by devices at the point of care.

HINF 6214. Integration for Healthcare and Telemedicine. (4 Credits)

This course provides an intensive study of the technology and standards for integration of information and systems in health care and telemedicine. Each class consists of a lecture, followed by a hands-on exercise that students complete using the equipment and software provided, with the assistance of the course tutors. Learning Objectives The objectives of this course are to: · provide an overview of the requirements and techniques for integration in health care · familiarize students with the main open standards used for integration—HL7 v2, HL7 CDA, HL7 FHIR, and ISO 13606 · gain hands-on experience with the open source Mirth Connect integration engine · Import and export structured records to/from the cityEHR electronic health records system · explore the application of integration tools and techniques in telemedicine, particularly the integration of clinical information gathered by devices at the point of care.

HINF 6300. Special Topics in Applied Health Informatics. (4 Credits)

This course covers special topics in health informatics which reflect the state-of-the-art or lie outside the scope of the other courses offered. As with all the courses, the emphasis is on hands-on experience and applied knowledge of technology. The syllabus for this course is reviewed at regular intervals to ensure that it reflects current trends in the ever-changing field. Reflecting this, guest lecturers are engaged for many of the classes, to bring practical expertise, relevant expertise, and an insight into current practices. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HINF 6497. Research Project/Thesis. (4 Credits)

Upon approval of a proposal developed under the stewardship of a faculty member, students work with a qualified supervisor to conduct research, collect data, analyze, test their hypotheses, and write up their findings. The finished thesis must demonstrate the student's ability to conduct comprehensive research and articulate original ideas and thought processes that make a practical contribution to the existing body of knowledge in the field of real estate. All final papers must meet academic and research standards that are consistent with the requirements of current journals and publications. In order to successfully complete the project, the student's supervisor and one other reader from either academe or industry must approve the thesis.

HINF 6498. Applied Project. (4 Credits)

In this course, which is subject to prior departmental approval, students undertake and deliver a real-world project for active practitioners in a field that is consistent with the student's career pursuits. Under the direction of a supervisor, students select and explore a topic to be developed. Students will then be required to generate a practical application of their findings that demonstrates professional-level mastery of the subject matter involved. The project will be reviewed by the supervisor and one other expert in the field.

HINF 8999. Tutorial. (4 Credits)

This is a tutorial course for students enrolled in the M.S. or Advanced Certificate programs in applied health informatics.

Real Estate (REAL)

REAL 5002. Real Estate Finance. (3 Credits)

This course covers the principles of commercial real estate finance including valuation methodologies, income and expense analysis, derivation of capitalization rates, concepts of commercial leasing, forms of debt and equity, valuation of land and key principles of construction loan finance.

Attributes: CONM, REDV.

REAL 5004. Real Estate Accounting and Tax. (3 Credits)

This course covers accounting concepts, rules, regulations, and reporting requirements for income-producing properties; tax tools for financial statements and real estate investments; accounting principles and income tax analysis for decision-making; and accounting and tax implications of real estate ownership structures and real estate transactions.

Attributes: REAM, REDM.

REAL 5006. Real Estate Legal Concepts and Contracts. (3 Credits)

This course provides an overview of the typical, major legal agreements that are involved with every commercial real estate transaction. The course is broken into four segments: legal overview, purchase/sale agreements, leases, and financing agreements.

Attributes: HMGT, HOEL, HOID, REAM.

REAL 5008. Real Estate Economics and Market Analysis. (3 Credits)

This course discusses economic base analysis, macroeconomic factors influencing metropolitan areas and links connecting economic fundamentals to property market performance. Delineation of market and submarket areas will be stressed, along with the differences arising from specific property types including office, retail, industrial, housing, and hotels. The dynamics of cities will be studied, especially as they relate to property market performance.

Attributes: HMGT, HOEL, REAM.

REAL 5010. Real Estate Structures and Capital Markets. (3 Credits)

The course covers the structure and operation of public and private, debt and equity real estate capital markets and the means by which this capital is channeled into commercial real estate to finance local transactions. Key topics include capital sources, participants, risk and return, tranches, capital asset pricing model (CAPM), CMBS, REOCs and REITs.

Attributes: HOEL, HOID, REDM.

REAL 5012. Real Estate Valuation and Investment Analysis. (3 Credits)

Students in this course evaluate a range of investment opportunities in commercial real estate from the perspective of the investor (equity) and the lender (debt). Students analyze investment assumptions and model cash flows using Excel. Valuation techniques utilized include income capitalization and discounted cash flow analysis. Students examine pricing, returns, investment horizon, hold vs. sell strategies, financial leverage, sizing debt based on lender parameters and the impacts of leverage on returns.

Attributes: HOEL, HOID.

Prerequisites: REAL 5002 and REAL 5004 and REAL 5008.

REAL 5014. Negotiation. (1.5 Credits)

This course introduces negotiation techniques and strategies along with a strong foundation in several key concepts, including the three major roles of the conflict specialist, theories of communication and conflict, approaches to negotiation and their limitations, private versus court-centered approaches to resolving conflict, and psychological biases and barriers in addressing conflict. Students explore new roles for conflict specialists with an eye toward preparing themselves to engage in various negotiation scenarios that arise in the real estate and construction industry.

Attributes: HMG, HOEL, HOID, REAM, REDM.

REAL 5016. Ethical Issues in Real Estate. (1.5 Credits)

Students in this course study how ethics are considered from various points of view: historically, relationally and transactionally. In a series of different situations commonly occurring in the real estate industry, students consider the ethical issues present and then evaluate the adequacy of the real world responses to those issues.

Attribute: REDM.

REAL 5050. Construction Contracts, Claims, and Dispute Resolution. (1.5 Credits)

This course examines the essential elements of commonly used contracts, including the rights, duties, and obligations of the owner and contractor. It offers the legal knowledge to review, understand, and evaluate the terms and conditions of construction contracts to minimize the risk of project disruptions, claims, disputes, and litigation. This course also provides an overview of project delivery methods, the bidding process, contract formation, contract forms, contract conditions, general conditions, subcontracts, privity of contracts, riders, defaults and terminations, changed conditions, changes and extra work, payments, lien law, surety bonds, damages for delay, claims, and methods of dispute resolution. Discussions will include the riskier provisions, including the incorporation by reference clause, the contingent payment clause, the no damage for delay clause, cardinal changes, and terminations for cause and convenience.

REAL 5051. Advanced Construction Contracts, Claims, and Dispute Resolution. (3 Credits)

This course provides students with a comprehensive examination of the commonly used contracts in the construction industry, including the rights, duties, and obligations of the owner and contractor. It offers the requisite legal knowledge to review, interpret, and evaluate the terms and conditions of construction contracts to minimize the risk of project disruptions, claims, disputes, and litigation. Detailed discussions include project delivery methods, the bidding process, contract formation, contract forms, contract conditions, general conditions, subcontracts, privity of contracts, riders, defaults and terminations, changed conditions, changes and extra work, payments, lien law, surety bonds, damages for delay, claims, and methods of dispute resolution.

Attributes: REAM, REDM.

REAL 5052. Construction Financial Management. (1.5 Credits)

The general objectives of this course are for students to gain a comprehensive understanding of the key factors of effective construction financial and cost control. Students will develop cost control and tracking methods to monitor and control project budgets for successful project outcomes. The course covers project cash flow and critical path analysis as it pertains to cost; general conditions, insurance, and risk management; progress payment disbursement; forecasting and trends; and the use of associated reports.

Attributes: REAM, REDM.

REAL 5053. Construction Safety. (1.5 Credits)

This course examines the role of worker and public safety management in construction projects and company success. The course provides a comprehensive review of industry construction safety standards and public safety laws; OSHA regulations; legal and economic aspects of construction safety; insurance and risk management; accident investigation and analysis; the development and management of worker safety programs; and crisis management tactics.

REAL 5054. Construction Cost Estimating and Bidding Strategies. (1.5 Credits)

This course will expose students to the theory, processes, and practices to prepare construction cost estimates and final project bids. Students will begin with an understanding of key terminology and progress into core topics including pre-construction and detailed estimates; planning for the estimate, design, and constructability review; general conditions; predesign; conceptual and preliminary budgets; cost of labor; pricing of material; time/cost analysis design review; unit prices; lump-sum bids; direct and indirect costs; mark-up; overhead; profit; bonds; insurance; and internal and external management considerations. This course will proceed with discussions on the bidding process, the bid package, subcontractor bid comparisons, qualification, bid solicitation, bid leveling and notification, bid analysis, and final bid price. Case studies, problems, and exercises are used extensively.

Attributes: REAM, REDM.

REAL 5055. Business Development. (1.5 Credits)

This course examines business development principles and practices for construction management professionals to grow the prospect base and gain business for the construction firm. The course addresses business building strategies, the market, economic drivers of customer value, supply chain impacts, the connection to marketing, the importance of reputation and a robust network, success during the proposal process, strategic risk management, and data, innovation, and AI in business development.

REAL 5056. Construction Scheduling and Impact Analysis. (1.5 Credits)

This course will expose students to a variety of network-based scheduling principles and tools including advanced Critical Path Method (CPM) construction scheduling techniques and the Precedence Diagramming Method (PDM). The course will cover project resource allocation, resource leveling, schedule development, schedule updating, schedule impacts of date constraints, project time and cost trade-offs, activity duration estimating, work breakdown structures, and an overview of construction contract scheduling specifications. An introduction to other scheduling methodologies and the use of schedules in construction claims will be addressed.

Attributes: REAM, REDM.

REAL 5058. Pre-Construction Project Planning and Development. (3 Credits)

Pre-construction project planning and development efforts play a key role in the overall success of a project, providing an opportunity for discovery, risk assessment, and strategic planning. This early planning can have a significant impact on project outcomes and offer substantial time and cost savings. This course examines the essential planning and analyses performed prior to the construction phase of a project to determine project scope, schedule, and cost estimate. It offers the knowledge to define project objectives, determine feasibility, manage risks, and analyze schedule and cost impacts to ensure optimal project performance and customer satisfaction.

Attributes: REAM, REDV.

REAL 5060. Construction Project Delivery. (3 Credits)

This hands-on, applied course will discuss and employ best practices for construction project administration and execution. Students will be presented with concepts and techniques to coordinate, monitor, and supervise work from construction start up through the commissioning phases of a project with a focus on leadership, scope, schedule, quality control, inspection, safety, and costs.

Attributes: REAM, REDM.

REAL 5102. Real Estate Risk and Portfolio Management. (3 Credits)

This course discusses the theory and principles of investments and portfolio management. Students acquire a working knowledge of the risks associated with individual real estate investments, such as asset-specific underwriting, credit evaluation, and tenant credit risk and then explore advanced topics including portfolio selection, calculation of efficient sets, and portfolio performance evaluation for the holding entity.

Prerequisites: REAL 5002 and REAL 5004 and REAL 5006 and REAL 5008 and REAL 5010.

REAL 5104. The Real Estate Development Process. (3 Credits)

This course provides a practical analysis of the phases of the real estate development process including conceptualization, site acquisition, planning and design, construction, financing, leasing and marketing. Leadership, management and control of the development team are featured issues.

Attributes: CONA, CONM, HOEL.

REAL 5106. Real Estate Asset Management. (3 Credits)

Students learn how to develop an investment strategy and an actionable asset management plan based on that strategy for increasing the value of real estate assets under management on behalf of ownership. Students examine acquisitions, leasing, operations, budgets, capital expenditures, repositioning, refinancing, dispositions and distressed and foreclosure workouts using financial modeling, underwriting, risk analysis, and performance benchmarking concepts and tools. The decision-making process will be examined from the property, asset and portfolio management perspectives.

Attributes: REAM, REDM.

Prerequisites: REAL 5002 and REAL 5004 and REAL 5006 and REAL 5008.

REAL 5108. Real Estate Credit Analysis and Underwriting. (3 Credits)

Students learn how to underwrite and structure commercial real estate (CRE) loans for the acquisition, development and construction of income-producing properties. A combination of market, risk and financial analysis tools will be used to assess commercial investment properties and borrower credit worthiness, and to make prudent, defensible lending decisions.

Attribute: REDM.

Prerequisite: REAL 5002.

REAL 6001. Real Estate Financial Modeling. (1.5 Credits)

Students gain a comprehensive understanding of real estate financial modeling principles and practices to prepare models for income and expense presentation and analysis, direct capitalization, and discounted cash flow (DCF) analysis. Students develop the vocabulary and preliminary critical thinking skills needed to develop real estate financial models. The course will emphasize effective presentation of data and productivity.

Attributes: CONM, REAM, REDM, REFI.

REAL 6002. Real Estate Development Feasibility Study. (3 Credits)

This course examines the components of a real estate development feasibility study report. Students refine leadership, team and presentation skills to deliver a comprehensive and persuasive report on a currently available real estate project.

Prerequisites: REAL 5002 and REAL 5012 and REAL 5104.

REAL 6003. Private Equity. (1.5 Credits)

In this course, students develop an understanding of the taxonomy of different real estate private equity strategies, including core, core plus, value-add, and opportunistic. Students learn how real estate funds are set up and managed, how to align the general partners' fees and incentives with the limited partners' interests, and exit strategies such as initial public offerings (IPOs), recapitalization, and secondary sales. The course examines the role of private equity real estate investments within a portfolio comprising various asset classes, with a focus on performance measurement, diversification gains, and risk measurement.

Attributes: HOEL, HOID, REDM, REFI.

Prerequisite: REAL 5002.

REAL 6004. Adaptive Reuse and Sustainability. (1.5 Credits)

Utilizing sustainable principles and building practices, this comprehensive course challenges students to think critically about reusing existing building stock and maintaining historic structures. It encourages adaptive reuse by owners and developers entering the design review process. The goal is to help developers think critically about the opportunities presented by adaptive reuse.

Attributes: CONA, CONM, HOEL, REAM, REDM, REDV.

REAL 6005. Commercial Mortgage-Backed Securities. (1.5 Credits)

In this course, students learn the history, structure, and key building blocks (commercial real estate loans) of commercial mortgage-backed securities (CMBS), as well as the transaction, ratings, and offering process. The participants, legal documents, and federal regulations that govern CMBS are also examined. Topics covered include the perspectives of originators, structurers, loan sellers, attorneys, ratings agencies, investors, servicers, and special servicers. The course will focus primarily on conduit deals, but will also introduce single-asset and single-borrower transactions and a securitized financing tool used primarily by commercial mortgage REITs: CLOs.

Attributes: REDM, REFI.

Prerequisites: REAL 5002 and REAL 5010.

REAL 6006. Development Project Leadership, Management and Communications. (1.5 Credits)

Gain essential leadership, management and reporting skills and strategies to effectively control the design and construction process, ensuring that every decision is made in the owner's best interest. Become acquainted with different types of reporting, and learn best practices and tools needed to improve performance, standards and timely project delivery.

Attributes: CONA, CONM, HOEL, REAM, REDM, REDV.

REAL 6007. Real Estate Investment Trusts. (1.5 Credits)

Students gain an understanding of the history, operations, and mechanics of REITs, and how REITs are an important link between the real estate capital markets and the property markets. Topics covered include real estate space and asset markets, measurement and determinants of real estate prices, market trends, valuation methods, and returns and benchmarks.

Attributes: REDM, REFI.

Prerequisites: REAL 5010 and REAL 5002.

REAL 6008. Affordable Housing. (1.5 Credits)

In this course, students acquire an understanding of the history and current state of affordable housing in the US in general and NYC in particular. Students learn from a combination of formal lectures and interviews with past and current industry participants and leaders. The focus of the course is examine the multiple factors that must be addressed in the planning and execution of affordable housing projects.

Attributes: CONM, REAM, REDM, REDV.

REAL 6009. Commercial Leasing. (1.5 Credits)

This course will cover all aspects of commercial leasing as it relates to office buildings, retail spaces and industrial properties. Office leases will serve as the base model, while retail and industrial specifics will be discussed throughout the course when the relevant clause/topic is discussed. The instructor will explain each clause of a lease from strategic, legal, operational, and cost-effectiveness points of view, as well as the role such a clause can play in achieving particular investment objectives. The importance of crafting effective leases will be reviewed so that students will understand how to maximize the value of a real estate property or portfolio. Additionally, since many properties are purchased with existing leases, this course will cover best practices to address both the limitations and opportunities associated with an inherited lease, including analyzing existing leases during due diligence. The instructor will review key clauses of a commercial lease in detail to explain why particular clauses exist, as well as their impact on the property operations and their place in the overall strategy for the asset (or portfolio) in both the short term and the long term.

Attributes: CONM, REDM, REDV.

REAL 6010. Development Project Finance. (1.5 Credits)

This course presents the principles of development project finance. Students acquire best practices for submitting a loan request to a lender for interim construction loan project financing, long-term permanent "take-out" financing, and mini-perm financing. Students will become familiar with the presentation of project pro forma, construction loan types, the requirements of a development team, the lender's credit criteria, the loan proposal, hard and soft cost budgets, valuation, project feasibility and documentation. This course includes discussion of privately and publicly funded infrastructure investment considerations.

Attributes: CONA, CONM, REDM, REDV.

REAL 6011. Building Systems, Operations, and Maintenance. (1.5 Credits)

This course is designed to provide a technical baseline—a working knowledge—of the key building systems and infrastructure commonly found in commercial offices and large residential buildings. Topics include heating, ventilation, and air conditioning; electrical; lighting; plumbing; fire alarm; fire protection; and vertical transportation.

Attributes: CONM, HMG, HOEL, HOID, REDM.

REAL 6012. Global Real Estate Investment. (1.5 Credits)

This course provides a comparative and critical approach to undertaking international real estate transactions, investments and development projects by providing a framework for analyzing real estate investments across borders within specific markets.

Attributes: HOEL, HOID, REDM.

REAL 6013. Real Estate Management. (3 Credits)

This course introduces students to the core concepts, key terminology, and specialized competencies and skills needed to professionally plan and manage commercial real estate and corporate workspace for real estate owners, for-profit and not-for-profit businesses, and third-party management companies. Through the study of established management practices with real-world applications, this course introduces students to the field of property management and corporate real estate. Students study ownership goals, the management plan, the management agreement, management organizational structures, ownership obligations, management responsibilities, management fees, operating procedures, repositioning for value creation, budgeting and financial management, market analysis, leasing, tenant relations, staffing, training, supervision, risk management, insurance, leadership, communication, and ethics. Case studies and several real-world applications will be examined. One or more prominent industry guest speakers may visit for part of a class to discuss their experience.

Attributes: CONM, REDM.

Prerequisites: REAL 5002 and REAL 6009 and REAL 6011.

REAL 6014. Land Use Law. (1.5 Credits)

Real estate development is profoundly impacted by land use law and environmental regulations. A successful developer must navigate through land use controls, federal, state and city environmental regulations, landmark and historic preservation restrictions and community concerns, in addition to building and fire codes and other safety regulations.

Attributes: CONM, HOEL, HOID, REDV.

REAL 6015. Planning and Design for Development. (1.5 Credits)

This course presents strategies for optimizing and managing the design phase when undertaking a real estate development project. Concepts covered include site selection, zoning considerations, programming, massing studies, criteria for selecting a design team, steps in the design process, and design successes and failures.

Attribute: REDV.

REAL 6016. Real Estate Entrepreneurship Business Planning. (1.5 Credits)

This course integrates the concepts, tools and practices of entrepreneurship. Students learn to be superior opportunity assessors and shapers, to understand the integration of people and process in entrepreneurship, to write, articulate and present a new venture execution plan, to understand the alternatives and trade-offs in financing, starting and operating a venture, and to gain a better understanding of their personal entrepreneurial capabilities.

Attributes: CONM, HMG, HOEL, HOID, REDM.

REAL 6018. Real Estate Technology. (1.5 Credits)

This course examines the rise of technological applications to collect data and the potential power of employing advanced data analytics to support new hypotheses regarding real estate investments; development opportunities; property operations; construction projects; and environmental, social, and governance (ESG) compliance requirements.

Attributes: REDM, REFI.

REAL 6020. Internship. (1.5 Credits)

Internship.

Attributes: REDM, REDV.

REAL 6021. Special Topics in Construction. (1.5 Credits)

This course, which will be offered periodically, is designed to enhance the student's educational experience by supplementing the standard array of courses with topics that are very highly specialized. Areas of study will include construction technology, law, arbitration, claims, and project management. In most cases, they will be of interest to those students who desire a more intense exposure to a particular field of study within construction.

Attributes: CONA, CONM, HOEL, REAM, REDM.

REAL 6022. Special Topics in Real Estate. (1.5 Credits)

These courses, which will be offered periodically, are designed to enhance the student's educational experience by supplementing the standard array of courses with topics that are very highly specialized. Areas of study will include real estate finance, investment and development. In most cases, they will be of interest to those students who desire a more intense exposure to a particular field of study.

Attributes: CONA, CONM, HMG, HOEL, REAM, REDM, REDV, REFI.

REAL 6024. Construction Quality Control Quality Assurance. (1.5 Credits)

This course explores the essential elements of quality management principles, planning concepts, and techniques employed in the management of construction projects. The course offers practical ways to integrate QC/QA practices throughout the project life cycle to improve quality and schedule, and prevent costly delays in closing out projects.

REAL 6026. Advanced Construction Scheduling. (1.5 Credits)

This course is designed to provide a deeper understanding of the construction scheduling and schedule management techniques covered in the core course Construction Scheduling and Impact Analysis (REAL5056). This course is especially useful for those who would like to master scheduling concepts and techniques.

Prerequisite: REAL 5056.

REAL 6051. Advanced Construction Methods and Materials. (3 Credits)

This course provides a comprehensive examination of the latest methods, materials, and systems used in the construction of the core and shell and interior components of high-rise buildings. Topics include reviewing the working drawings and specifications related to the various components of the systems related to excavation and foundation, structures, facades, interior construction, elevators, plumbing, fire protection, HVAC, and electric.

Attributes: CONA, REAM, REDV.

REAL 6100. Applied Project. (3 Credits)

The Applied Project capstone course provides for a comprehensive application of core, flex core and elective course principles, concepts, and professional practice to real world real estate investment projects.

Prerequisites: REAL 5002 and REAL 5004 and REAL 5006 and REAL 5008 and REAL 5010 and REAL 5012.

REAL 6200. Research Project (Thesis). (3 Credits)

Students work with a qualified supervisor to conduct research, collect data, analyze, test their hypotheses and write up their findings. The finished thesis must demonstrate the student's ability to conduct comprehensive research and articulate original ideas and thought processes that make a practical contribution to the existing body of knowledge in the field of real estate.

REAL 6300. Applied Project. (3 Credits)

This capstone course provides students with the opportunity to demonstrate their professional-level mastery of the subject matter covered in the prior construction management courses by delivering a real-world response for a construction project Request for Proposal (RFP) or proposal solicitation under the guidance of a faculty member or members. Structured as a seminar, the course requires regular class attendance to discuss the RFP response progress, as well as individual meetings with the instructor(s) to discuss specific issues that may impact the RFP response. Lectures will be highly interactive in nature and will largely focus on feedback, discussion, and the monitoring of interim milestone activities precedent to finalizing the RFP response, in addition to discussing best practices and RFP response expectations.

Prerequisites: REAL 5014 and REAL 5051 and REAL 5052 and REAL 5054 and REAL 5056 and REAL 5058 and REAL 5060 and REAL 6051.

REAL 6400. Real Estate Development Applied Project. (3 Credits)

This course provides students with the opportunity to synthesize a hypothetical real estate development project under the guidance of a faculty member. Structured as a seminar, the course requires regular class attendance to discuss and document project progress, as well as individual meetings with the instructor. Lectures will be highly interactive in nature and will largely focus on feedback, discussion, and the refinement of interim milestone submissions, in addition to illustrating best practice examples. Students are expected to regularly visit the Fordham Blackboard online course portal for announcements and course material.

Prerequisites: REAL 5104 and REAL 5006 and REAL 5002 and REAL 5008 and REAL 6051 and REAL 6015 and REAL 6014 and REAL 5058 and REAL 5012 and REAL 6002.

REAL 8999. Independent Study. (1 to 4 Credits)

Independent Study.

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Admissions

Admissions Requirements

- **A bachelor's degree** or its equivalent from an accredited U.S. college or university. International applicants submitting undergraduate or graduate transcripts must also submit an official third-party evaluation of the transcripts.
- **English-language proficiency test scores** (if English is not your first language).
- **Standardized test scores** (vary by program). Please check the specific admissions page for your program of interest.
- **Two letters of recommendation**
- **Statement of purpose** that includes your professional goals and aspirations
- **Resume or CV**
- **Work experience** is preferred, but not required for admission. We do accept qualified candidates without work experience who possess, among other criteria, exceptionally strong academic backgrounds, internships/part-time work, demonstrated leadership, and a strong potential for success.
- **Nonrefundable application fee**
- **Supplemental essay:** Students who do not meet the minimum requirements outlined above may apply with an additional essay stating why they would be good candidates for the program.
- Please visit the admissions page for your specific program for additional details regarding that program.

Financial Aid and Scholarships

The School of Professional and Continuing Studies is pleased to be able to support students in the pursuit of their studies by providing information on opportunities for financial aid.

Graduate students are eligible for financial aid, which may include loans and scholarships. If you are interested in applying for federal student loans to fund your studies, it is important that you complete the Free Application for Federal Student Aid (FAFSA). Our code for the FAFSA is 002722. Once this form is submitted, Fordham University will be able to advise you on your eligibility for financial aid. Should you need help with completing the FAFSA or should you have any questions regarding the financial aid process, please call our Office of Student Financial Services at (718) 817-3800.

Select programs offer scholarships specific to that program. For additional information, visit the scholarship website of your intended program or contact Debbie Lesperance, Director of PCS Admissions, at dlesperance@fordham.edu for further details.

Matriculation

Matriculated PCS graduate students are those individuals who have been accepted into a graduate degree program, registered for classes or the equivalent, and are actively working towards the completion of a graduate degree offered by PCS.

Students are considered matriculated in a program when they first enroll in a course in that program. Students may not be matriculated in more than one degree program simultaneously, whether internal or external to PCS, except in those instances where a joint- or dual-degree program has been formally established.

Non-Matriculated Students

Permission to register as a non-matriculated or non-degree student in the School of Professional and Continuing Studies is granted on an individual basis. Individuals who wish to register as non-matriculated or non-degree students must complete the non-matriculated application located on the School of Professional and Continuing Studies Admissions page. All registrations must be approved by the relevant program office.

Students who qualify for non-matriculated or non-degree registration should hold an undergraduate degree with at least a "B" average in their major field of study and may fall into one of the following categories:

- students not seeking a degree, who wish to take courses for personal enrichment;
- students who wish to take courses pending application to a degree program; or
- students who wish to take courses in order to transfer these credits to another graduate program in which they are matriculated (i.e. Visiting Student status).

In all cases, students will be governed by the tuition rates in effect at the time of enrollment.

Individuals applying as visiting students must also submit a letter from their home institution, indicating that the course to be taken will apply to their graduate program of study. Students who are denied admission to the School of Professional and Continuing Studies as matriculated students may not enroll in courses on a non-matriculated basis without the written approval of the program director or dean.

The School of Professional and Continuing Studies and Fordham University have no obligation to admit any individual who has registered as a non-matriculated student or to grant a degree to such a student, regardless of how many credits have been completed.

Non-matriculated students may take up to 6 graduate credits in the School of Professional and Continuing Studies, with the approval of the program director and the dean. Approval for non-matriculated status for more than 6 graduate credits is not normally granted in the School of Professional and Continuing Studies. If extraordinary circumstances justify non-matriculated status for more than 6 credits, the student must obtain the explicit written recommendation of the program director and the written approval of the dean.

No more than 6 credits taken as a non-matriculated student may ultimately count toward any School of Professional and Continuing Studies program of study; any exception to this policy requires the written approval of the dean. Individuals who wish to matriculate into the program of choice must submit a complete application for consideration.

Conditional Admission, Provisional Admission, and Modified Degree Requirements

Students admitted on a "conditional" basis must maintain a specified grade point average (GPA) or otherwise meet specified coursework requirements to resolve any academic deficiencies in their preparation. Such students are considered matriculated upon their registration. Upon satisfactory completion of the conditions outlined in the student's letter of acceptance, or when specified in a letter to the student from the program director, the student is released from "conditional admission" status, and will remain a matriculated student in good standing provided that the normal requirements of the program are met. The program director in collaboration with the Dean's Office, will determine when the required conditions have been met. Students who do not complete the stated conditions satisfactorily will be reviewed for dismissal from the University. Waivers for any specified conditions must be approved in writing by the Dean's Office.

Students may also be offered "provisional" admission, under which they are required to complete certain conditions, including but not limited to the submission of additional transcripts or test scores, before admission will be granted. Students will not be considered matriculated until these conditions are met. The graduate division of PCS reserves the right to modify degree requirements to include additional coursework for students whose academic preparation is deemed by the faculty/administration in some way to be deficient. Students for whom English is a second language (ESL), in particular, may be required to complete additional English-language coursework prior to or while matriculated.

Readmission

Students dismissed for failure to make satisfactory academic progress or to maintain satisfactory academic performance or for an academic integrity violation, may not reapply.

Students who have withdrawn voluntarily may apply for readmission by submitting an admissions application. In addition, they should direct their inquiries to the relevant department's program director for guidance. The review process for readmission will be a comprehensive one, to include the admissions team, program director and program dean.

Readmitted students must meet the current academic standards of the program, and should consider a proposed plan of study to meet the program's current requirements as they prepare their application. Additional conditions for readmission may be imposed at the time of review based on the individual circumstances of the student.

If students intend to use any courses, examinations, or program requirements from their original matriculation to be applied towards these requirements, the time limits from their prior matriculation will apply. If they are unable to fulfill the requirements for graduation within these original time limits, a request for an extension must be included at the time of reapplication for admission. Students seeking readmission should consult with the program director prior to submitting an application.

Transfer Credit

Students may submit graduate work completed in another graduate program during the five years prior to matriculation in PCS for partial

fulfillment of course requirements, subject to the approval of the program director and the dean.

To transfer credit, students must consult with the program director at the time of the initial registration meeting and complete the Transfer of Credit form. This form must be submitted to the Associate Dean for approval, accompanied by an official transcript of the intended transfer credits. If an official transcript was submitted at the time of application, an additional transcript will not be necessary. Once approved, the applicable transfer credits will be applied to the student's academic records.

Transfer credits applied to a master's degree must reflect a grade of "B" (3.000) or higher. The number of transfer credits will vary based on the graduate program. Transfer credits will not be accepted for graduate programs requiring 30 credits for completion. No more than 6 transfer credits will be accepted for any other degree. Please consult with your program director for additional information.

Grades from transfer credits are not included in the calculation of a student's Fordham GPA.

Tuition and Refunds

The refund of tuition and fee payments, or the cancellation of charges incurred for tuition, fees, or housing are based on schedules issued by Enrollment Services and published on the PCS Admission and Financial Aid website and/or the site of the graduate program or Enrollment Services.

The fee schedule is based on University policy and is not within the purview of any department or program, or of the dean's office. Amounts refunded or canceled are based on the date of withdrawal from courses. If students have evidence that withdrawal from a course occurred on a date different from that indicated in official University records, the student may contest the official charges by writing to the dean's office with supporting documentation.

International Students

Immigration and Visas

The School of Professional and Continuing Studies welcomes international applicants to our programs. International students should pay special attention to deadlines to ensure that all documents will be processed in time for the start of the semester to which they have applied.

If you are an international student, our Office for International Services will help you prepare the documentation that you will need in order to study in the United States.

You should complete the Application for Certificate of Eligibility (AFCOE) and email the completed form to the Office for International Services at oisnewstudent@fordham.edu in order to begin the processing of your I-20.

The Office for International Services maintains a comprehensive website that provides all relevant information for international students preparing to enter the United States.

Academic Advising

The advising process at the graduate level in Fordham School of Professional and Continuing Studies is intended to ensure that students

are well-informed concerning opportunities and requirements at the start of their Fordham academic careers and repeatedly throughout.

It is also intended to foster the development of personal relationships with the professional team in our graduate programs, through frequent interaction, which is encouraged and facilitated, and required at certain key points during the student's enrollment.

Advisement is an ongoing activity beginning with informational materials and counseling during the admissions process and the presentation of a thorough orientation program immediately prior to enrollment. The graduate programs staff provide assistance and advising for the student's first registration for classes. Deans, directors and faculty conduct workshops on topics of interest to new students to extend and reinforce orientation to the new program during the first term of enrollment. The second registration for students is also a "personal" one, in that they are strongly encouraged to consult with a member of the advising team, should they choose, prior to registration. For all subsequent registrations, consultation with deans, directors and faculty is encouraged and facilitated, but, in the interest of convenience for working adults, will not be required for registration clearance as long as students are in good academic standing. Students should be assured that a member of our advising team will be available to assist should questions or difficulties arise.

The deans and directors provide guidance regarding mentoring, professional development opportunities and career services programming, all of which are valuable supplements to the student experience.

Grading System and Policies

Grading System

Permanent Grades

For graduate coursework, PCS assigns letter grades corresponding to a 4-point scale as follows:

Letter Grade	Numerical Equivalent	Grade Description
A	4.000	Outstanding
A-	3.750	Excellent
B+	3.500	Very good
B	3.000	Good
B-	2.750	Pass
C	2.000	Minimal pass
F	0.000	Fail

There are no grades of C+, C- or D.

Fordham University does not allow for grade replacement. All courses taken and all grades earned will be reflected on the transcript and included in GPA calculations.

Other permanent grades include:

AUD	Audit
W	Withdrawal

Temporary Grades

ABS	Missing required or final coursework, or absent from final examination
NGR	No grade reported

INC	Incomplete coursework requirements in addition to the final examination
IMS	(Incomplete Due to Military Service) When a member of the Armed Forces (including reserve components) receives orders to perform a period of service (i.e. active duty, inactive duty training, or state service), the temporary grade of IMS is assigned by the Office of Academic Records. Students who receive a grade of IMS will have the opportunity to complete the given term after the period of service. Service members must provide a copy of their military orders to the Office of Military and Veterans' Services (veterans@fordham.edu) prior to receiving an IMS grade.

Temporary grades automatically changed to permanent grades following the deadlines detailed in the graduate program's academic calendar.

All graduate students in the School of Professional and Continuing Studies must maintain a cumulative GPA of 3.000 to remain in good academic standing.

Absence from Final Examination

Students who are absent from a final examination must have a valid reason for their absence, or their grade for the examination will be assigned as a grade of F. Students should contact the program director to discuss the reason for the absence prior to the examination. The reason provided must be supported by documentation—for example, an official letter from a physician.

If a student possesses a valid reason for her/his absence, and receives approval, the instructor will record an interim grade of "ABS." The program director will assign a new date to take the exam.

Upon completion of the make-up examination, the grade of "ABS" will be removed and replaced by a permanent grade. If the make-up examination is not completed by the specified deadline in the PCS academic calendar (generally four weeks after the officially scheduled final examination) the "ABS" is automatically changed to "F." Only in extraordinary circumstances will this administrative "F" be changed, pursuant to the approval of the dean.

No Grade Reported

The notation "NGR" is used by the Office of Academic Records to indicate that the instructor reported no grade for a student. Instructors may fail to submit a grade if the student is missing assignments.

An "NGR" automatically becomes an "administrative F" at the same time as uncleared "ABS" or "INC" grades. Thus, if students receive "NGR," they should contact the instructor immediately.

Incomplete Coursework

It is expected that the requirements and assignments for a graduate-level course will be completed by the date listed for the final examination in that course.

The status of "incomplete" is assigned **solely in the event of circumstances outside of the student's control**, and will not be approved for students simply wishing to revise graduate work or to be allowed additional time to complete assignments.

Applications for incomplete grades should be made on the official Incomplete Request Form and shall be made no later than the date of the last day of class prior to the final examination in that course.

Requests for an incomplete grade must be made by filling out the Request for Grade of Incomplete Form, and they require approval by the

instructor, program director, and the dean. Documentation of the reason should accompany each request.

Students who are on academic probation or those who have had several previous incomplete grades should submit documentation demonstrating that the circumstances surrounding the request for an incomplete are outside of the student's control, along with their application.

At the time of submission of grades, the instructor will assign a grade of INC to the student. The grade INC indicates that the student has not completed all required coursework. The instructor must detail the course requirements that need to be met and associated deadlines.

Upon completion of all required course requirements, the instructor submits a Change of Grade form to the dean's office. When approved, the INC will be removed and replaced by a permanent grade. If all course requirements are not completed by the date specified in the graduate program's academic calendar for removal of incompletes, the INC will become a permanent "F."

Permission to extend an INC beyond the incomplete deadline stated in the academic calendar requires the written approval of the instructor or program director, and the dean, and reasons offered in support of the application must be substantial. If, following approval of a deadline extension, the requirements are still not met by the new deadline, the grade of INC is automatically changed to an "F" (called an "administrative F"). Only in extraordinary circumstances will an administrative F be changed, pursuant to the approval of the dean and the provost.

Change of Grade

Student grades will be changed only under extraordinary circumstances. This policy also applies to administrative grades.

To change a grade, the instructor must submit a petition to the dean, specifying the reason for the change. If approved by the dean, the grade change request will typically be forwarded to the relevant University office for final approval. If either office deems the reason for change insufficient, the grade will not be changed.

Grade changes are primarily approved for reason of a clerical error; grade changes for extra work or revised work after the end of the semester are not permitted.

Grade Appeal Process

This policy applies to both undergraduate and graduate courses in the School of Professional and Continuing Studies.

Only final grades may be appealed. If students receive a final grade in a course that they wish to appeal, they must appeal the grade prior to the completion of the next semester in which the course was taken—even if they are not in attendance; otherwise, the appeal will not be considered. Once students have graduated and have a degree awarded by the University, a grade appeal will not be considered.

Complete the Grade Appeal Form

Students who believe they have received a grade that does not fairly reflect their academic performance must consider the following before beginning the process of a grade appeal:

1. Double-check the calculation of the final numerical grades for the class based on the percentages each exam/project was worth, as stated in the instructor's syllabus.

2. Objectively assess your attendance record. As partners in learning, students are expected to attend class and contribute.
3. Objectively assess the quality of class participation. If a student's grade appeal is based solely on a difference of opinion about class participation, it will be virtually impossible to resolve this issue, as only the instructor will be able to evaluate this.
4. Compare all of the above with the original class syllabus to determine whether all requirements have been fulfilled, as stated by the instructor.
5. Check that the work submitted met the requirements enumerated by the instructor. For example, if a student submitted a well-written and well-researched paper on the life of Plato, but the instructor specifically asked for a comparative study of the ideas of Plato, Aristotle, and Socrates, the grade will not be reviewed since the student did not follow instructions.

If, after all considerations, a student determines that a grade appeal is warranted, then the following process should be followed:

Level 1: Faculty

Students should contact the instructor to discuss any concerns about their grade **prior** to beginning any grade appeal process. Students should contact the instructor by the email provided on the syllabus to detail the reason for the grade appeal. The student should initiate contact within 10 days of the posting of the final grade for the semester in which the course was taken.

Level 2: Written Appeal to the PCS Grade Appeals Committee

If all attempts to contact the instructor have failed, the student has successfully contacted the instructor in writing and subsequent communication did not resolve the dispute by clarifying the basis on which the grade was given, or the instructor clarified the basis on which the grade was given and the student still disagrees with the instructor's assessment, the student may begin the formal grade appeal process by submitting the appeal to the associate dean for academic programs. The appeal must be received within 10 days of the faculty's response or within 10 days of when the email was sent if no response was received.

Note: A disagreement about the subjective evaluation of the student's performance in the class is **not** grounds for appeal. It is assumed that the instructor, as the subject-matter expert, is the one most qualified to evaluate any and all work submitted. Therefore, in order for an appeal to be considered, students must demonstrate an objective discrepancy between the way in which they were evaluated and the grading policies and procedures outlined in the syllabus.

By submitting a grade appeal, the student acknowledges that, upon review and investigation, the determination may result in a final grade:

- That may be the same as that of the original grade.
- That may be higher than the original grade.
- That may be lower than the original grade.

The associate dean for academic programs will advise the student on what materials they must submit to start the appeal process with the PCS Grade Appeals Committee. The grade appeals committee convenes once a semester, approximately six weeks after the first day of classes, to review all outstanding grade appeals. Students will be notified in writing of the decision within 30 days of the meeting of the committee.

Level 3: Written Appeal to the Dean

If, after receiving the decision in writing from the PCS Grade Appeals Committee, the student remains in disagreement, the final step is to

submit an appeal in writing to the dean of the School of Professional and Continuing Studies **within 10 days of the date on the letter**. Grade appeals must include:

1. A letter to the dean indicating why the decision rendered by the PCS Grade Appeal Committee is being appealed.
2. A copy of the decision letter received from the PCS Grade Appeal Committee.
3. A copy of the supporting materials submitted to the PCS Grade Appeals Committee.

The dean will only consider appeals based on a lack of due process or evidence that relevant information was not taken into consideration. The final decision rendered by the dean will be the grade that appears on the student's official Fordham University transcript. The student must be prepared for a final decision that keeps the original grade, is a higher grade, or lowers the original grade, since **no further grade appeals of the same course at the University will be considered**.

These instructions supersede any prior versions of the PCS grade appeal process.

Academic Progress

The School of Professional and Continuing Studies determines the academic standing of students in terms of two benchmarks:

1. Academic performance;
2. Academic progress.

Academic Performance

Academic performance refers to a student's maintenance of a given cumulative grade point average and is primarily applicable to the grades earned during a student's enrollment degree program. Academic performance is monitored at specific periods during a student's enrollment, generally at the end of each academic term.

Satisfactory Academic Performance

Minimum satisfactory academic performance in a graduate program is defined as having a cumulative grade point average of at least 3.000 in the courses required for the completion of the master's program.

Any student receiving PCS funding in the form of grants or tuition scholarships must also maintain a cumulative average as defined in their offer letters, as a minimal requirement for continuation of aid. Students who fall below the required grade point average must consult with the program director regarding the status of their funding.

Academic Progress

Academic progress refers to a student's continued matriculation and timely completion of degree requirements. Academic progress also measures the progress of students following their satisfactory completion of program coursework. Essentially, the number of credits earned by students as they progress through the program.

In order to be eligible for funding, students must meet both the PCS academic performance and academic progress standards **as well as** the U.S. Department of Education's Satisfactory Academic Progress (SAP) criteria, which identify strict guidelines to assess student eligibility for assistance. Generally, students who fail to meet PCS satisfactory

academic performance and/or progress goals will, in most cases, fail to qualify for federal loans.

Students who do not meet the standards for satisfactory academic performance and/or satisfactory academic progress will be reviewed and may be placed on academic probation. If the deficiency is not corrected, or at the discretion of the dean, in consultation with the Associate Dean or program director, students may be dismissed from the University.

Satisfactory Academic Progress

Markers of satisfactory academic progress include the successful completion of all enrolled classes each term and consistent progress toward completion of all degree requirements within the stipulated five year time period allotted for degree completion.

Markers of unsatisfactory progress may include an excessive number of failed courses, withdrawals, incomplete grades, semesters on maintenance, leaves of absence, or other delays in meeting the requirements for the degree.

Students who do not make satisfactory academic progress toward a degree may be dropped from the rolls of the university, even if they continue to meet satisfactory academic performance requirements and/or have not exhausted their time limit toward the degree.

Enrollment Policies

Registration Procedures

Information for registration will be published each term on the program's website and on the My.Fordham portal, under the Student tab.

Students beyond their first term of enrollment will have the option to register themselves or to meet with the program director each term for registration. We strongly suggest that you schedule an appointment prior to registration to ensure that you are on track for program completion.

It is the responsibility of all students to bring any questions they may have about the registration process to the department or program director. Failure to register during the proper registration periods can have implications for financial aid, tuition scholarships, and/or the cancellation of courses due to low enrollment. Students are encouraged to complete their registration before final exams of the semester preceding the semester for which they are registering.

Students who are on academic probation or who have outstanding official documentation to submit will have holds placed on their registrations and must meet with their advisor to register.

Registration Changes

With program approval, and in accordance with dates specified in the program's academic calendar, students may change their courses without incurring the grade of "W" (Withdrawal), which is typically before the start of the semester or session. After that date, students may add courses only by permission of the instructor and advisor/program director. Students wishing to add or drop a class should contact their department to discuss the academic and financial implications and complete the necessary procedures.

After the appropriate approvals are obtained, students should complete the online Course Withdrawal form from the My.Fordham portal for approval. Please note that dropping a course may affect federal loan eligibility, and part of received loan monies may have to be returned if the

cost of attendance is reduced. Please consult with the Office of Student Financial Services for information on how changing your credit load may impact your financial aid package.

Students will not be permitted to "drop" courses after the add/drop deadline, and will instead incur a grade of "W" (Withdrawal) if they opt to remove themselves from a course. Please note that this policy applies even in cases where withdrawal is made necessary for medical reasons, and that students withdrawing from courses remain responsible for tuition and fees according to the University Institutional Refund Policy.

Veteran students should be aware that if they are using any military education benefit, withdrawal from a class may create a debt with the VA, their Service Branch, or Fordham. Before withdrawing from a class, such students should consult with the VA Certifying Officials in the Office of Academic Records.

Students will incur a grade of "WF" ("Withdrawal Fail") if they withdraw from courses after the date specified in the academic calendar.

Undergraduates in Graduate Courses

Undergraduate seniors with a strong grade point average and good academic standing may be allowed to register in 5000-level courses at the discretion of the graduate program's director and dean. Students should first obtain permission from their advising dean, who should contact the PCS program office to request permission. Registration will be limited to one course per semester. Permission of both the program director and the student's undergraduate dean are required for enrollment.

Undergraduate registration in 6000-level courses in PCS will not be approved.

Graduates in Undergraduate Courses

Graduate students may not take undergraduate courses for graduate credit. Any undergraduate courses taken will not count towards graduate coursework or degree requirements.

Interschool Registration

Students who wish to register for courses offered by another graduate school at Fordham University (Graduate School of Arts and Sciences, Graduate School of Education, Graduate School of Religion and Religious Education, Graduate School of Social Service, Gabelli School of Business (Graduate), and the School of Law) may do so only with special authorization from both PCS and the other graduate school. Permission from the department or program, and from the PCS program director are required.

Students should first consult with their program director before registering for classes at other Fordham graduate schools for clarification on how any courses taken may apply to their degree. In most cases, the credits will not apply to PCS degree requirements.

Students who wish to register for graduate-level courses offered by another Fordham graduate schools must obtain written permission from their program director, contact the other graduate school for permission and provide any details that may be required to finalize the process.

Continuous Enrollment Policy

The School of Professional and Continuing Studies adheres to a continuous enrollment policy, which means that students must register

every fall and spring semester until graduation in order to remain matriculated in their respective graduate and certificate programs.

Students are considered registered when they are enrolled in coursework, or when registered for "maintenance of matriculation." The only exception to the requirement of continuous enrollment is when a student has been granted an approved leave of absence

Lapsed Registration

Matriculated students who are not on an approved leave of absence and who do not register for two consecutive semesters will be dropped from the rolls of the School of Professional and Continuing Studies without notice.

Students who are no longer considered active matriculated students due to non registration and who wish to continue their education at PCS, must apply for readmission by submitting a readmit application and securing the approval of their advisor/program director. Readmission to any program is not guaranteed and is at the discretion of the review committee.

Maintenance of Matriculation

Students may register for maintenance of matriculation to retain continuous enrollment at PCS while away from the University and/or not using University resources, including both faculty and facilities (e.g. library, laboratories, computing technology, online research platforms), and is typically used when a student chooses to spend time away from the University (e.g. in order to take advantage of an employment opportunity or for personal/family reasons).

Time spent registered under "maintenance of matriculation" is counted towards a student's time limit for the completion of her/his degree. Students who are registered for "maintenance of matriculation" cannot be certified as full time.

Students do not have to maintain matriculation if they choose not to register for a summer session.

Voluntary Withdrawal

Students in good standing may voluntarily withdraw from the University by completing the University Withdrawal form. A student who has withdrawn voluntarily who wishes to be reinstated in the graduate school must apply for readmission. Readmission is not guaranteed.

Veteran students should be aware that if they are using any military education benefit, withdrawal from the University (which may involve withdrawal from classes) may create a debt with the VA, their Service Branch, or Fordham. Before withdrawing from the University, such students should consult with the VA Certifying Officials in the Office of Academic Records.

Leave of Absence

Students who encounter circumstances that prevent their continuous enrollment may request a leave of absence through their program director. A leave of absence is typically granted only for extraordinary personal reasons outside the student's control that prevent involvement in graduate studies (e.g. serious medical problems).

For occasions such as outside employment opportunities, students should instead register for "Maintenance of Matriculation."

Leave of absence will not normally be granted for more than one year. Extenuating circumstances for an extension will be considered if initiated by the student.

Time spent on a leave of absence counts towards time limits for the completion of a degree, and will therefore not be granted to students whose time limits expire during the period of their leave. If a student requests a leave of absence as a result of being called to active military duty, time spent on leave *does not* count towards time limits.

Students on academic probation may be granted a leave of absence only on the condition that they correct their academic difficulties during the semester of their return to the University. The program director may recommend additional conditions for a leave of absence whenever a student is on academic probation.

When requesting a leave of absence, students should complete the appropriate leave of absence form and specify the reason and the time period involved. Non-medical leave of absence requests must be submitted two weeks prior to the start of the term. Late requests for such leaves cannot be accepted.

Students requesting a medical leave of absence should complete the appropriate leave of absence form, and include a doctor's letter indicating they are under professional medical care.

The program director will forward the request, and recommendation, to the dean, who will grant, deny, or modify the recommendation. If the request is approved, the dean will inform the program director, the Office of Academic Records, and the University Re-Entry team (for medical leaves), and the student will be administratively registered for "Leave of Absence." There is no charge for this registration.

Students on a medical leave of absence may be required to complete the University Re-Entry process prior to their return and should familiarize themselves with the deadlines and procedures noted on the University Re-Entry webpage.

Communications

The School of Professional and Continuing Studies considers electronic mail ("email") sent to and from a student's Fordham University email account as an official means of communicating important and time-sensitive program related information.

Students are responsible for checking and reading all of their Fordham emails, and PCS will consider students to be in receipt of and informed of all email correspondence sent to their Fordham email accounts.

Students who choose to forward their University emails to a non-University email system will be solely responsible for any consequences arising from such forwarding arrangements, including any failure by the non-University system to deliver or retain University emails. For assistance with forwarding your Fordham email account to another service, students may contact the Fordham IT Service Desk.

Change of Name and/or Address

Correspondence from the University (including but not limited to communication from the Office of Enrollment Services and other non-PCS University offices) will be sent to the individual student's primary mailing address on file in the Fordham University student system (i.e. the information that you provided at the time of application).

It is the student's responsibility to notify the University of any change of address or change in name, so that we may maintain accurate and current records.

Change of Address

You may change your permanent addresses on My.Fordham.edu through the Students or Alumni options. Under the Student Services section, select "Electronic Forms" and "Change of Address." Note: Your Permanent Address is used for official mail correspondence by many university offices, including the Offices of Student Financial Services and Academic Records. Please be sure to include your name and Fordham Identification Number with any correspondence. We require proof of address to be submitted with the request, such as a copy of a license, tax form or utility bill (in the custodial parent/guardian's name if the student is a dependent).

Please visit the Academic Records section of the Fordham University website for additional information.

Academic Policies

Degree Requirements

Candidates for graduate degrees must comply with the requirements of the School of Professional and Continuing Studies. Students must meet PCS requirements, unless granted an exemption by the dean after consultation with the program director.

Students matriculated in the master's degree programs must satisfactorily complete a minimum number of credits in residence in order to obtain the degree.

Additional credits above the requirement may be satisfied by transfer course approval or advanced standing approval. Appropriate procedures must be followed to obtain those approvals within the first semester of enrollment.

Master's students must maintain a "B" average (or 3.000 cumulative GPA) in master's-level coursework to remain in good academic standing and in order to graduate.

All degree requirements must be completed within 5 years of initial enrollment.

Waiver of Courses

Within specific guidelines, graduate students in the School of Professional and Continuing Studies may request the waiver of core level courses only, based on prior academic coursework or proven proficiency in the subject area.

To request a waiver based on prior academic course work, students must:

- complete and submit a Waiver Request Form;
- submit a syllabus of the course; and
- submit an official transcript reflecting the completed course.

The course submitted for waiver must have been completed within 5 years of the waiver request and a grade of at least B (3.000) must have been earned for the course. The request for the waiver may be denied if the course content does not directly parallel the identified core course or if the subject matter has changed significantly since the course was taken.

To request a waiver based on proficiency in the subject area, students must:

- complete and submit a Waiver Request Form; and
- complete a written subject area assessment.

Course waivers will not reduce the number of credits required to complete the degree and if a student is granted a course waiver, that course must be replaced with a course of equivalent credit hours. Students should seek guidance regarding an appropriate replacement course.

All requests for course waivers must be submitted within the first term of enrollment for consideration.

Time Limit on Completion of Degree

Students must complete the requirements for their degree in a timely and expeditious manner: that is, within five years of first matriculation for all master's students.

Time limits on degree completion are rigorously enforced. In addition to having an important academic purpose, the number of years to degree is monitored by the New York State Department of Education (NYSED) and other institutions concerned with graduate programs, and is often one indicator of the quality of a graduate program.

Students who plan to seek an extension to the five-year time limit must apply before the conclusion of their fifth academic year. Such a request must be directed in writing through the program director, and must receive the written approval of the Associate Dean. Requests for extensions must include a timetable, approved by the Associate Dean for the completion of degree requirements. Failure to adhere to the timetable or to meet other conditions may result in dismissal. The length of the extension will be communicated to the student at the time the approval is granted.

Students failing to maintain continuous enrollment (e.g. having voluntarily withdrawn from their degree program) who seek to reenroll such that they would exceed or have already exceeded the original time limits of their degree, must apply for readmission. As part of their application, students must present a timetable for successfully completing all *renewed* degree requirements and/or retaking expired courses. If permission to resume studies is granted, failure to adhere to this timetable could result in dismissal.

Degree Conferral and Commencement

Students who have completed all degree requirements in accordance with the guidelines outlined within the program's curriculum of study will receive degrees conferred by the University.

Degrees are conferred in February, May, and August on students who have completed their degree requirements in the fall, spring, or summer semesters, respectively.

To graduate, students must complete and submit an online Application for Graduation via the My.Fordham.edu portal by the date indicated by the graduate program's office. Failure to submit the online Application for Graduation by the deadline will result in the degree not being awarded in the desired semester, as will failure to complete requirements pending at the time of application for graduation.

Students who miss the deadline for application or fail to complete pending requirements must continue to register and be registered in the

semester directly preceding conferral of the degree, according to the continuous enrollment policy.

Students who receive degrees in August must be registered for the summer session immediately preceding the conferral of their degrees.

Commencement ceremonies are held each May, and include the University commencement followed by diploma ceremonies for each school.

Students who receive their degrees at any time during the preceding academic year are invited to participate. Students who have submitted the online Application for Graduation on time will receive information at their Fordham email account about commencement and about obtaining the proper commencement apparel. Master's candidates who are completing the final requirements of their degree in August may request to participate in the May ceremony prior to their August graduation date. The request must be made to the program director by the deadline for May graduation.

Discipline and Grievance Policies

PCS students are subject to the provisions outlined in Article Six of the University Statutes: University Code of Conduct, including those related to academic integrity.

Academic Integrity Standards

Upholding standards of academic integrity is paramount to the pursuit of academic excellence and intellectual growth. It is integral to fulfilling the University's mission and ensuring the value and reputation of all Fordham graduate degree programs.

PCS students are members of a community whose research, teaching, learning, and knowledge production are based on academic integrity and the pursuit of scholarly activity in an honest, truthful, and responsible manner, carried out in conformance with discipline-specific standards as well as relevant University policies.

Violations of academic integrity include, but are not limited to: plagiarism; cheating; falsification; and inappropriate collaboration. Such transgressions undermine seriously the basis of graduate research degrees, and sanctions levied at this level are severe.

PCS faculty and students are responsible for familiarizing themselves with each of the following violations of academic integrity, which is not intended to be an exhaustive listing:

- **Plagiarism** can be defined as the theft or appropriation of ideas, words, findings, or passages from another that are not common knowledge, for use as one's own and without proper attribution. Plagiarism occurs whether such theft is accidental or deliberate. It can also vary from exact word-for-word duplication to the use of an idea (if not the words), and may involve devices such as paraphrasing without attribution.
- **Cheating** occurs when an individual uses unauthorized or prohibited resources (e.g., cell phones, smart watches, or other similar devices; programmable calculators; copies of prior examinations or assessments) in fulfillment of her/his academic responsibilities or curricular requirements. It may involve misappropriating information from another's examination, test, report, or data. It may also include permitting the misappropriation of one's own information by another.
- **Falsification** occurs when an individual submits or presents statements that are false and/or mislead others. Instances

of falsification include, but are not limited to presenting false identification or credentials to obtain admission into a degree program or course; submitting a falsified excuse for an absence or failing to meet a course or program requirement; or manipulating or falsifying data for an academic assignment or degree requirement.

- **Inappropriate Collaboration** occurs when a student engages in expressly prohibited collaboration with others on academic assessments and submits the resulting work as one's own for the purposes of earning academic credit. Faculty are responsible determining what constitutes permissible collaboration, and students should seek guidance and clarification in advance from their professors regarding this issue.

Academic Integrity Violation Allegations

Allegations of an academic integrity violation involving a PCS student shall be reported in writing by the complainant (e.g., faculty member, course instructor) to the student. The details of the allegations should be specific and clearly described.

Following this initial communication, the student and complainant shall arrange to meet in a timely manner to discuss the allegations. Within ten (10) business days following this meeting, the complainant will make a determination as to whether or not an academic integrity violation occurred and will notify the student in writing of the basis for the determination. If the complainant's allegations are not confirmed, no further action will be taken, and the matter will be deemed closed.

If the complainant's allegations are confirmed, the complainant shall:

1. assign to the student a failing grade for the course as well as the assessment and/or other activities linked to the academic integrity violation;
 - a. **NOTE:** Not every instance of academic integrity violation allegation occurs within the context of a grade. For example, it is possible for the context to include a non-gradable assignment (e.g., a draft assignment). In such cases, an appropriate sanction in collaboration with the Associate Dean (and/or program director) will be levied relative to the nature of the assignment.
2. report the incident in writing to the program director and the Associate Dean for further adjudication. Unless the student elects to appeal the complainant's determination in accordance with the procedures outlined below, the Associate Dean will initiate an investigation to determine the nature and seriousness of the incident, and apply appropriate additional sanctions, which may include suspension or expulsion. The method for conducting the investigation will be at the Associate Dean's discretion in consultation with the program director.

Appealing an Academic Integrity Violation Determination

If students believe the determination reached by the complainant to be flawed or incorrect, they may request in writing, within ten (10) business days of the receipt of said determination, that it be reviewed by the program director.

The program director and Associate Dean shall review the student's appeal in a timely manner and make a determination as to whether there is sufficient evidence to validate the original allegations. In situations where the complainant is also serving in either of these administrative roles, s/he will nominate or otherwise provide a qualified faculty member to carry out the review. Additional information may also be requested

from the complainant and/or the student if necessary. Within ten (10) business days following the completion of the review, the basis for determination shall be communicated to the student in writing to the complainant and the student.

In cases where the Associate Dean and program director's (or faculty reviewer's) determination supports the student's appeal:

- any necessary adjustments will be made to the student's grade;
- no further action will be taken regarding the case; and
- the appeal will be deemed closed.

In cases where the Associate Dean and program director's (or faculty reviewer's) determination upholds the original allegations:

- the failing grade for the course as well as the assessment and/or other activities linked to the academic integrity violation will stand; and
- the Associate Dean and program director shall report to the PCS Dean that the appeal review process upheld the allegations; and shall provide all necessary documentation to the PCS Dean for further adjudication and to apply subsequent appropriate additional sanctions, which may include suspension or expulsion.

If the student is not satisfied with the determination communicated by the Associate Dean and program director, s/he may submit a written request within ten (10) days of the receipt of said determination, to the PCS Dean for a final review of the allegations.

Upon receipt of a written request, the PCS Dean shall convene an Academic Affairs Sub-Committee and invite two independent parties to undertake a timely, final investigation and review of the case. The additional reviewers will be provided with all relevant information and may request additional information from the complainant, Associate Dean, program director, and/or the student if necessary. The reviewers will communicate in writing their determination in a timely fashion, to the PCS Dean with a copy to the complainant, Associate Dean, program director, and the student.

If the determination reached by the reviewers supports the student's appeal:

- any necessary adjustments will be made to the student's grade;
- no further action will be taken; and
- the appeal will be deemed closed.

If the determination reached by the reviewers upholds the original allegations:

- the failing grade for the course as well as the assessment, and/or other activities linked to the academic integrity violation will stand;
- the Academic Affairs Subcommittee Investigators will address the nature and seriousness of the incident and issue a written recommendation to the PCS Dean regarding subsequent appropriate academic sanction(s) to be taken, which may include suspension or expulsion; and
- the PCS Dean shall review the reviewers' recommendation; render her/his decision regarding appropriate academic sanction(s) to be taken; and will notify the student in writing in a timely fashion of her/his decision, which is not subject to further appeal.

NOTE: It may be necessary to make adjustments to the timing of the procedures if an alleged academic integrity violation occurs or is reported

outside of or in close proximity to the commencement or conclusion of the normal academic semester (e.g., summer, holiday, or vacation periods). In such instances, all relevant parties shall be notified and every effort will be made to ensure that the process proceeds in a timely and efficient manner. Students are not permitted to withdraw from the course once the academic integrity violation process has commenced. Refunds will not be issued for any course where the academic integrity determination was not in the student's favor. All other withdrawals will be based on the standard refund schedule.

Non-Academic Discipline

PCS students are expected to abide by the University Code of Conduct and to follow the applicable rules and regulations as detailed in the Student Handbook, issued by the Office of Student Life, excepting where policies directly contradict the School of Professional and Continuing Studies policy. In that case, the PCS graduate policy should be followed.

The Fordham Community to which the Sexual Misconduct Policy and Procedures applies includes all students, employees (including faculty), visitors or third parties, and applicants for admission or employment. A third party is someone who is on campus or participating in a Fordham sponsored program, activity, or event.

Discrimination-Based Grievance Policy and Procedures

Fordham University is committed to maintaining a community in which its members live, work, and learn in a safe and respectful environment that is free from all forms of sex- and gender-based discrimination. This commitment applies to all members of the Fordham community regardless of race, color, national origin, religion, creed, age, ability, sex, gender, gender identity, gender expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, criminal conviction, or any other protected class recognized under federal, state, or local law.

The University's Director of Gender Equity/Title IX Coordinator oversees the University's gender equity and Title IX compliance efforts and is responsible for coordinating the University's response to all reports of sexual and related misconduct, including sex- or gender-based discrimination involving educational programs, gender equity in athletic programs, employment, and admission. The Director of Gender Equity/Title IX Coordinator also collects data from all University reports of sex- and gender-based discrimination to identify and address any patterns or systemic issues that may arise, and collects data to analyze the outcome of reports involving sex- and gender-based discrimination. Fordham will take prompt and effective steps to end sexual and related misconduct, eliminate the hostile environment, prevent its recurrence, and remedy its effects.

Inquiries concerning the application of Title IX and its implementing regulations and/or the application of the gender equity provisions contained in the Sexual and Related Misconduct Policy and Procedures for the Fordham University Community may be referred to the University's Vice President for Human Resources and Interim Title IX Coordinator, Kay Turner, Esq., by email at titleix@fordham.edu or by dialing 718-817-4930.

The Office of Human Resources Management oversees the University's enforcement of anti-discrimination and anti-harassment in employment

(Title VII, New York State Human Rights Law, and New York City and Westchester Human Rights Laws) and non-gender based anti-discrimination and anti-discriminatory harassment of students (Title VI). Inquiries concerning these issues may be referred to the Office of Human Resources Management at hr@fordham.edu or by dialing 718-817-4930.

University Policies

Affirmative Action Policy

The University continues its commitment to affirmative action in employment by providing the means to recruit, employ, and promote women and other underrepresented minorities in the interest of attaining a workplace that closely resembles the available qualified labor pool. The Office of Human Resources Management is available to all employees of Fordham University for consultation, training, and development of those methods and initiatives that advance a diversified workforce, and ensure nondiscrimination, access to equal employment opportunities, and fair treatment of individuals. It is the responsibility of the Vice President of Human Resources to monitor and report regularly on the University's efforts to achieve diversity and compliance with all laws pertaining to nondiscrimination in employment.

Campus Safety

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

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

For more information

Visit the Public Safety web page.

Directory Information

Release of student record information is generally not done at Fordham University without the expressed, written consent of the student. There are, however, some exceptions.

For example, Fordham University, at its discretion, may release the following Directory Information without the student's consent: student's name, address, telephone number, electronic mail address, Fordham ID Number (FIDN), photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g. undergraduate or graduate; full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received (e.g., Dean's List recognition), and the most recent educational agency or institution attended, and other such similar information.

Please note that you have the right to withhold the release of directory information. To do so, you must complete the Educational Record Sharing (FERPA) Block form, also available on the Fordham.edu "Students" page

under "Electronic Forms." Please note two important details regarding placing a "No Release" (FERPA Block) on your record:

- Fordham University receives many inquiries for directory information from a variety of sources outside the institution, including friends, parents, relatives, prospective employers, scholarship programs, the news media and honor societies. Having a "No Release" on your records will preclude release (block the sharing) of such information, even to those people.
- A "No Release" applies to all elements of directory information on your record. Fordham University does not apply a "No Release" differently to the various directory information data elements.

Equity in Athletics Disclosure Act

In accordance with the "Equity in Athletics Disclosure Act," information regarding the intercollegiate athletics program is available for review at the following website:

<https://ope.ed.gov/athletics/#/>

Notice Regarding the Clery Act

Fordham University is committed to the safety and security of members of the Fordham community. As part of this commitment and in fulfillment of our obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Fordham publishes an annual security and fire safety report. The report contains information about the incidence of fires and certain categories of crime on Fordham campuses as well as important information about Fordham University safety and security policies, tips for staying safe, and important telephone numbers. Hard copies of the report are available upon request by contacting the University's Associate Vice President for Public Safety at 718-817-2222 or by writing to:

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

The report can also be accessed through Public Safety.

Recruitment of Jesuits to the Faculty

As a Jesuit, Catholic institution, Fordham University aims to create a community that is ever more diverse, committed, and deeply engaged in New York City and beyond. Grounded in the Jesuit tradition, we seek new ways to live out our mission in contexts very different from that in which Fordham was founded. Moreover, the Society of Jesus, the religious community that has helped sustain Fordham since 1846, itself shares in this attempt to respond to our times with creativity, confidence, and integrity.

Fordham University has been indebted to the presence and work of so many Jesuits throughout its history, and yet it has thrived, especially in the past 50 years, on account of a great variety of colleagues of diverse intellectual, philosophical, cultural, and religious commitments. We hope that all members of the Fordham faculty will find in our Jesuit, Catholic tradition opportunities for joyful and meaningful work.

We do not expect to return to a time when a large part of Fordham's workforce consisted of members of the Society of Jesus. And yet we recognize that excellent Jesuit colleagues, while few, continue to search not only for employment as teachers and scholars but also for a way

specifically to contribute to the mission and identity of places like Fordham. Some have, in fact, been our own students, yet many more come from more national or international contexts than ever before. We continue to seek out those interested in being fine colleagues, teachers, scholars, administrators, pastors, and citizens of the University.

At any point, the number of Jesuits finishing terminal degrees or otherwise prepared to enter an academic position at Fordham is not large. Yet those who are so prepared stand to make an important contribution to our shared purpose and to give unique witness to the kind of educational values Fordham has long embraced.

For this reason, the recruitment and hiring of highly qualified Jesuits is considered an institutional priority. In an effort to clarify and make more transparent processes by which that can be done, a protocol has been established as identifying basic “rules of engagement” for those entities at the University that may wish to recruit a Jesuit for a position. This document applies only to Jesuits considered for full-time academic positions, either tenure-line or non-tenure-line.

The protocol document is available from the Office of the Provost and the Dean of Arts and Sciences.

Reserved Rights

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

Student Records

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords enrolled students certain rights with respect to their education records. A student is considered enrolled at Fordham University as of the first day of classes of the earliest term of the academic year in which the student is registered.

First time applicants to the University are not considered enrolled students until they are officially registered and attend the first day of classes. Requests for inspection of student records under FERPA cannot be considered until an individual is an enrolled student.

These rights include:

1. The right to inspect and review your education records within 45 days of the day Fordham University receives a written request for access. If you want to review your record, you should submit a request to the Office of Academic Records. Indicate the record(s) you wish to inspect. A University official will make arrangements for access and notify you of the time and place where the records may be inspected.
2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University Registrar clearly identifying the part of the record you want changed, and why you believe it is inaccurate or misleading. A University official will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.

3. The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with “legitimate educational interests.” A school official has a legitimate educational interest if the official has a “need to know” of information from your education record in order to fulfill his or her official responsibilities.

- a. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include: Staff employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, contractor, consultant, volunteer, or technology provider), or other outside parties under the direct control of the University with respect to the use and maintenance of education records; a person serving on the Board of Trustees; or a student employed by the University or serving on an official committee, such as on a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

Student Privacy Policy Office (SPPO)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)

FERPA also protects course recordings, as outlined in the Class Recording Notice and Related Policy.

A copy of the Act, more details about your rights, and any University policies related to the Act are available from the Office of Academic Records at this page.

Questions concerning FERPA should be referred to the Office of Academic Records or the Office of Legal Counsel.

Support Services for Students with Disabilities

The Office of Disability Services (ODS) works closely with students, faculty, and administrators to ensure appropriate services for students with documented disabilities in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans and Disabilities Act of 1990. Students who register with ODS will complete the same coursework as their peers, and registration does not become a part of a student’s transcript. The University will make every attempt to provide reasonable accommodations to students who have a documented disability.

Please visit our webpage for new students. There, you will find the application, documentation upload instructions, and how to schedule your intake. If you have further questions, you can contact ODS by calling either our Rose Hill office (718-817-0655) or Lincoln Center office (212-636-6282). Both offices are open Monday to Friday from 9

a.m. to 5 p.m. Please note that a student is not eligible to receive any academic accommodations until formally registered via a completed intake appointment. Accommodations are not made retroactively, so it is best to contact ODS to begin this process the summer before entering Fordham. If a new, incoming student has one of the following types of disabilities: physical mobility, visual impairment, or a hearing impairment, it is essential to contact ODS by July 2 in order to ensure that accommodations can be put in place before classes begin in September. Please do not send documentation of a disability to the admissions office. Any information regarding a student's 504 Plan or IEP must be sent directly to ODS.

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

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

Lincoln Center Campus
Lowenstein Room 408
212-636-6282

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

Westchester or online graduate students should contact the Rose Hill office at 718-817-0655.

For more information

Visit the Disability Services web pages.

Transcript of Record

An official transcript is one bearing the seal of the University and the signature of the University Registrar.

Official academic transcripts may be issued to educational institutions, employers, scholarship/grant/fellowship organizations, application services, government agencies, etc., or to students (for personal use). Students may view their unofficial transcript online by using their credentials on fordham.edu. Official transcripts cannot be faxed to recipients.

Students and alumni who request an official transcript for personal use may not forward it to another party; doing so renders the transcript unofficial. Transcripts should always be issued to the intended final recipient.

The University offers online ordering for secure electronic transcripts as well as for mailed (paper) transcripts. Full details are available from the Office of Academic Records.

Students may request an unofficial transcript listing courses and credits marked "Unofficial." The University accepts no responsibility for the accuracy of an unofficial transcript after it has been issued.

Transcripts may be requested from the University via the National Student Clearinghouse. They should be requested well in advance of the date desired. No transcripts will be issued for students who have account

holds that prevent transcript release. In compliance with New York State law, the University does not withhold transcripts for unpaid financial obligations. Fees apply for specialized transcript mailing services (i.e. certified mail, international mail, express mail). These fees and services are subject to change at any time.

The Office of Academic Records may use its discretion to limit the number of transcripts requested at any one time.

Students who attended (completed any of their coursework) at the University prior to 1990, or at Marymount College prior to Fall 2002, must use this Transcript Request Form and submit it to the Office of Academic Records. Such transcripts cannot be delivered electronically, and can only be delivered via mail (regular or express).

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

University Code of Conduct

Rationale for University Discipline

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

The educational purposes of the university can best be protected through the clear communication and enforcement of certain standards of behavior judged essential to the achievement of those purposes. What follows is a statement of these standards of behavior developed through the cooperative efforts of the students, faculty, and administrative officers.

Jurisdiction

Persons: This Code shall apply to every member of the Fordham University community which includes faculty, students, administrative officials, and staff.

When any individual accused of violation of this University Code of Conduct maintains more than one of the above-mentioned statuses in the University, determination of his/her status in a particular situation will be made in the context of the surrounding facts.

Violations

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

1. All forms of dishonesty including cheating, plagiarism, supplying false information to any University official, as well as forgery or use of University documents or instruments of identification with intent to defraud.
2. Theft from or damage to University property and/or theft of, or damage to the property of another while located on property of the University. Knowingly receiving, retaining or disposing of the lost or mislaid property of a member of the University community or of the University itself.
3. Unauthorized entry, use or occupation of University facilities as well as the unauthorized possession, duplication or use of keys to University facilities.

4. Tampering with or misusing fire alarms, fire-fighting equipment or safety equipment.
5. Harassment (verbal or other) or physical abuse, threatening or attempting to inflict physical injury, or creating substantial risk of such injury to another member of the Fordham University community or to any person on University premises.
6. The unauthorized selling, purchasing, producing, or possessing of any lethal weapons, explosives, fireworks, or incendiary devices.
7. The unauthorized selling, purchasing, producing, possession or use of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or other addictive and illegal drugs or drug paraphernalia.
8. Engaging in, or inciting others to engage in, conduct which interferes with or disrupts any University function, or which prevents or limits the free expression of ideas by others, or which physically obstructs or threatens to obstruct or restrain other members of the University community or visitors.
9. Failing to surrender upon request by clearly identified University personnel (this includes campus security guards) in the performance of their assigned duties, the University identification card which all members of the University community are required to carry.
10. Engaging in lewd, licentious or disorderly conduct.
11. Failing to comply with the direction of clearly identified University personnel (this includes campus security guards) in the performance of their assigned duties.
12. Violation of published University regulations including but not limited to those regarding motor vehicles, residence halls, and the McGinley Center.

For information on Fordham University's participation in the Post 9/11 GI Bill[®] Yellow Ribbon Program, please refer to the Fordham website.

For more information

Visit the University Code of Conduct page.

Veteran Information

Veterans and veteran dependents enrolled at Fordham University utilizing education benefits programs—such as Post 9/11 GI Bill[®], Montgomery GI Bill[®]-Active Duty, Montgomery GI Bill[®]-Selected Reserve, and Survivor's and Dependents' Education Assistance (DEA-Chapter 35)—must present their Certificate of Eligibility (COE) and DD214 (if applicable) to the military/veteran school certifying officials at the time of registration or as soon as possible thereafter. Those utilizing the Veteran Readiness and Employment (VR&E) Chapter 31 benefit should ensure that their counselor has authorized them for the semester and should inform the Fordham school certifying officials. Please refer to the VA website, www.gibill.va.gov, for eligibility criteria as well as type of education or training benefits available under each program. **The VA can also be reached at 888 442-4551.** Veterans who do not have such a letter (COE) must follow the same procedure for payment of tuition as all other students. Specific tuition questions should be directed to the Financial Aid office of your home school.

All students using a VA education benefit will need to complete an **Enrollment Certification Request for Veteran Benefits** form. It is located on the student portal under Electronic Forms. It is to be submitted **after registration is complete for the term**. If you do not submit it, we will not know to certify you with the VA. For access to the form, please refer to:

https://myapps.web.fordham.edu/site/web/content/hyland/veterans_gibill.jsp

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Accounting (Graduate) (ACGB)

ACGB 0001. Fund Act I (Peking Univ). (4.5 Credits)

ACGB 6111. Financial Accounting & Reporting Data Analysis. (3 Credits)

MBA CORE COURSE This core course in accounting is required of all Gabelli graduate students in every concentration. Provides insights into how accounting information can be used by investors and creditors to measure the results of business operations. Students requiring more in-depth accounting knowledge can select electives in financial and/or managerial accounting as their advisers suggest.

Attribute: ASDM.

Mutually Exclusive: MMGB 6111.

ACGB 7045. International Tax and Accounting. (3 Credits)

Introduces the complexities of international taxation by focusing on the U.S. tax system's impact on U.S. companies investing or operating abroad and on foreign companies investing or operating in the U.S. Topics include tax treaties, foreign tax credits, and controlled foreign operations. It also addresses global initiatives with respect to taxation and accounting. TXGB 7010 is recommended as a prior course.

Prerequisite: TXGB 7001.

ACGB 7076. Tax Accounting. (3 Credits)

This course provides an understanding of the application of accounting standard codification (ASC) topic 740: income taxes—focusing on the financial reporting of income tax amounts on the Statement of Operations, Statement of Financial Position, Statement of Stockholders' Equity, and the Statement of Cash Flows; tax footnote; and related disclosures. It also covers audit issues related to income tax balances, disclosures, identifying tax risks, and internal controls to mitigate such risks.

Prerequisites: TXGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

ACGB 7105. Intermediate Financial Accounting I. (3 Credits)

The course is the first of two which focuses on the theory and techniques utilized in corporate financial reporting. It provides an in-depth understanding of current and non-current assets and how they are accounted for in accordance with financial accounting standards. It emphasizes the analysis and understanding of balance sheets, income statements, and statements of cash flow rather than the mechanics of their construction.

Attribute: ABEP.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 7120. Intermediate Financial Accounting II. (3 Credits)

The course is the continuation of ACGB 7105. It examines the standards and pronouncements of the Financial Accounting Standards Board (FASB) and the Securities and Exchange Commission (SEC) with regard to their impact on financial statements. It provides an in-depth understanding of current and noncurrent liabilities and stockholders' equity and their accounting in accordance with the accounting standards. It also covers the intricacies of the cash flow statement and its interaction with the other financial statements. The course emphasizes the analysis and understanding of financial reports rather than the mechanics of their construction, and it is designed primarily, but not exclusively, for the students in the public accounting programs.

Prerequisites: (ACGB 7105 or GBA Waiver Financial Acct with a score of 070) and (FNGB 6411 or GBA Waiver Fin Environment with a score of 070).

ACGB 7125. Financial Statement Analysis. (3 Credits)

Gives students in the general MBA program a better understanding of financial statements and the information they communicate on the operating, investing and financing activities of corporations. Focuses on the impact of financial accounting principles, disclosure standards and alternative accounting practices on financial reports. Examines and evaluates traditional and non-traditional methods of financial statement analysis.

Attribute: ASDM.

Prerequisites: (ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070) and (FNGB 6411 or GBA Waiver Fin Environment with a score of 070).

ACGB 7128. Advanced Financial Statement Analysis. (3 Credits)

Augments the concepts taught in ACGB 7125. Also introduces state-of-the-art tools based on modern financial theory for analyzing financial reports. Topics may include: off-balance-sheet financing; damage assessment and litigation regarding misrepresentation; new reporting standards; and international accounting standards and consolidation issues.

Attribute: ASDM.

Prerequisite: ACGB 7125.

ACGB 7130. Advanced Concepts in Financial Accounting. (3 Credits)

This course critically examines accounting principles and standards for corporate financial reporting with particular emphasis on mergers and other consolidations, asset sales, and divestitures. Additional topics include fund accounting, foreign currency, partnerships, and segment and interim reporting.

Prerequisites: (ACGB 7120 or GBA Waiver Ext FinInfoReprt with a score of 070).

ACGB 7136. International Accounting. (3 Credits)

Provides students with an understanding of accounting problems and issues encountered by multinational corporations (MNCs) operating in an international environment. Most businesses today, large and small, have customers or clients throughout the world. The course covers the general problems facing MNCs, which will prepare students to interpret financial statements of MNCs.

Attribute: ABIB.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 7140. Valuation of Intangibles. (3 Credits)

This class focuses on the identification, economic characteristics, valuation, and accounting of intangible assets and intellectual property (IP). Valuation techniques include the analysis of transactions for comparable assets, discounted projected cash flows from use in operations or from royalty streams, and replication cost. Case studies are used to illustrate how intangible assets and IP are valued in practice and how merger and acquisition transactions can succeed or fail depending on whether intangible assets and IP are properly valued. The accounting analysis focuses on both the determination of cost and the periodic assessment for impairment.

Prerequisites: ACGB 7120 or ACGB 7125 or GBA Waiver Ext FinInfoReprt with a score of 070.

ACGB 7155. Managerial Accounting Analysis. (3 Credits)

MBA FLEX CORE COURSE For students in the general MBA program, focuses on product and service cost determination and using cost analysis in management decision making, control and performance evaluation. Oriented toward the manager as a user and interpreter of accounting information. Teaching includes case analysis and problem-solving.

Attribute: ABEP.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 7160. Internal Reporting & Control. (3 Credits)

The objective of this course is to provide students with an understanding of IT internal controls, including the IT audit function as it relates to Sarbanes Oxley. Emphasizes the identification of information technology control weaknesses as well as their impact on risk management.

Prerequisites: ACGB 7171 or GBA Waiver Audit Acct Sys1 with a score of 070.

ACGB 7171. Assurance and Audit. (3 Credits)

This course familiarizes students with the audit procedures required under Generally Accepted Auditing Standards (GAAS). Among the topics covered are audit planning, evaluating internal control, auditing transaction cycles, and audit reports. It is directed toward students in the public accounting programs who plan to take the Uniform Certified Public Accountant examination.

Prerequisites: ACGB 7105 (may be taken concurrently) or GBA Waiver Financial Acct with a score of 070.

ACGB 7176. Advanced Audit Concepts and Practices. (3 Credits)

This class focuses on audit-testing techniques and the current auditing environment. Audit-testing techniques include statistical sampling and analytical procedures. The class will also cover recent trends in audit litigation, IRS uses of statistical methods, and forensic techniques. Conducted as a seminar, students will work individually and in groups on case studies and a term paper. Oral and written presentations are required.

Prerequisites: GBA Waiver Audit Acct Sys1 with a score of 070 or ACGB 7171.

ACGB 7184. Individual and Business Entity Taxation. (3 Credits)

Explores the sources and ideas underlying tax laws and their development in relation to fiscal and social policy. Emphasizes the application of basic concepts in tax planning for individuals and businesses. Topics include gross income, exclusions, deductions, credits, property transactions, basis and the alternative minimum tax.

Attribute: ABEP.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 7185. Derivatives and Analytics for Accounting. (3 Credits)

This course is designed to provide a broad introduction to both the valuation of derivative securities and the accounting for derivative securities used for both speculative and hedging purposes. Specific accounting standards related to derivatives will be used to provide guidance on the accounting for these securities. Microsoft Excel is used extensively to both value and account for the derivative securities.

Attribute: ISEL.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 719B. Forensic Accounting. (3 Credits)

In this course, we will emphasize financial crimes components of forensic accounting and, as such, address financial statements fraud. We will also examine other financial crimes, such as embezzlement.

Prerequisites: ACGB 7105 or GBA Waiver Financial Acct with a score of 070.

ACGB 719C. Financial Accounting/Financial Statement Analysis. (3 Credits)

This course will provide students with an introduction to concepts, vocabulary, procedures, and uses of financial accounting. We will adopt several different points of view, including that of users, preparers, auditors, regulators, and standard setters.

ACGB 719D. Accounting Information Systems. (3 Credits)

The purpose of this course is to introduce students to the subject of computer-based accounting information systems. The four critical objectives are a sound understanding in business processes, transaction cycles, internal controls and the systems components of each.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 719E. Data-Based Operation Controls. (3 Credits)

The primary focus of the class will be on the use of data-driven analytics to help managers make key operating and strategic decisions. A secondary focus will be on the use of data-driven analytics for the purpose of internal control.

Prerequisite: ACGB 7155.

ACGB 719F. Data Analytics for Managerial Accounting and Controls. (3 Credits)

The primary focus of the class will be on the use of data-driven analytics to help managers make key operating and strategic decisions. A secondary focus will be on the use of data-driven analytics for the purpose of internal control.

Attribute: ASDM.

Prerequisite: ACGB 7155.

ACGB 719G. Audit Data Analytics. (3 Credits)

Introduces audit and accounting students to data analytics foundations, methods and tools. It reviews industry applications and trends. Students will do hands-on projects analyzing audit and other accounting data.

Attributes: ASDM, BUAN, ISEL.

Prerequisite: ACGB 7171.

ACGB 719H. IT Audit and Information Assurance. (3 Credits)

This course will present an overview of the various elements of IT Audit and Information Assurance. Basic IT audit and information assurance concepts will be discussed and analyzed. General IT and application controls will be covered along with how the controls underlie SOX Section 404 Legislation. The course will also examine business processes, technologies and controls relating to financial reporting. Key components of information systems, including operating system security, database controls, network safeguards, systems development and application maintenance will also be covered. Technology processes supported under COBIT 5 will be discussed along with risk assessment techniques. The challenges around information assurance, data governance and privacy will be explored in detail.

Attributes: ASDM, BUAN, ISEL.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 719J. Industry Analysis and Strategic Planning. (3 Credits)

Discusses techniques for analyzing the long-term attractiveness of different industries and develops a framework to understand the nature of competition and the relative competitive position of firms within industries. Emphasizes global factors that affect industry attractiveness and competitive positioning. In particular, highlights the impact of differences in and the competitive advantages of nations and trade, as well as the development of global standards for the long-term profit potential of industries. While this course emphasizes the industry level, it also includes competitive factors of firms within industries to introduce a framework for strategic planning at the firm level.

Attribute: ASDM.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 719L. Sustainability and Environmental Reporting and Disclosure. (3 Credits)

Students will explore the changing landscape of corporate reporting. In particular, they will learn how organizations articulate the material, non-financial and environmental risks, and opportunities facing companies.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 719M. Financial Modeling for Accounting. (3 Credits)

Develops (using Excel) the type of financial models that businesses use every day to analyze a wide range of financial problems and make decisions. Covers modeling of financial statements and models in many other important practical areas, such as time value of money, project evaluation, bonds, investment management and derivatives. Emphasizes using most powerful and useful tools in Excel, such as logical functions, PivotTables, Data Table, Scenario Manager, and Goal Seek to solve problems that closely resemble real-life situations.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 719N. Business Risks In A Global Digital Economy. (3 Credits)

Our global, digital world has created a complex landscape with unprecedented challenges and risks for business. This course analyzes the ever-changing challenges companies face in this new environment. Lectures will discuss government policies, strategies, and tactics driving enforcement activity and outline the most effective approaches for preventing, detecting, and responding to these risks. Students will gain an understanding of these challenges in both the private and public sectors in varying industries.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 719P. Professional Practice Research Seminar. (3 Credits)

The course will seek to expose students to issues and challenges faced by practitioners and regulators involved in financial reporting and capital markets. It intends to develop the ability to identify fundamental problems and frictions and think about approaches to address them. The course will foster critical thinking, identification and problem-solving skills, and ability to locate and analyze academic, professional, and regulatory information, as well as the ability to express oneself clearly and effectively. We will rely on and harness knowledge that participants have acquired in other courses. Some issues and problems of interest may require some form of data analysis. This may include the need to quantify and assess the scope of the issue, its economic magnitude, and its evolution over time. In some cases, the actual question or solution entirely depends on identifying and assessing the cost and benefit of the policy, phenomena, or behavior. Data-driven decision making will be a component of this course.

Prerequisite: ACGB 7105.

ACGB 719R. Programming with Python. (3 Credits)

Do you want to be able to solve business problems through programming/coding? This course introduces key programming concepts, techniques, and tools. Students will learn programming/coding using the widely used Python programming language.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 719S. US/UK Sustainability Communication and Reporting. (3 Credits)

This course will enable students to develop a deeper understanding of the risks and opportunities of being a sustainable business and the similarities and differences of sustainable communications between companies in the U.S. and in the U.K. Students will have the opportunity to travel to the U.K. and hear directly from leaders of industry about the challenges they face when trying to identify, evaluate, and report the issues that will allow them to operate as a sustainable business. Students will research companies in the U.K. and the U.S. to compare and contrast how different companies are handling similar situations with a focus on how they are using the U.N. Sustainable Development Goals to evaluate risk exposure and to communicate to their stakeholders.

Prerequisite: ACGB 6111.

ACGB 719T. Accounting Internship Seminar. (3 Credits)

Internships are experiential learning activities designed to provide students with opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional work environment. This course provides students with the unique opportunity to engage with multi-national service corporations and through the completion of weekly exercises and a final reflection paper, earn academic credit. Students will gain relevant experience and professional connections and ultimately accelerate their career.

ACGB 719U. Sustainability Reporting and Finance. (3 Credits)

Financial decisions worldwide are increasingly influenced by the unique risks of the 21st century. All activities demand focus on sustainability issues—from the looming impacts of climate change and risks associated with health and safety to credit and investment gaps that limit business opportunities and hamper economic progress in many parts of the world. As the challenges of scarcity of resources, the search for profits through efficiency, and impact of climate change continue to mount, environmental, social, and governance (ESG) data become essential for prudent decision-making. Along with several multinational investment banks, Dow Jones has a sustainability index indicating that the search for profitability through efficiency has transcended trends and become the new corporate norm. Students in this course study finance, corporate disclosures, and sustainability reporting practices as integrated subjects, beginning with an introduction to financial and reporting principles and moving through financial analysis and industry-focused disclosures. Additionally, the course covers diverse aspects of sustainable reporting and offers tools for effective risk assessment.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of .

ACGB 7811. Accounting -Internship. (1 to 3 Credits)

This course is intended for students with an Accounting internship for this trimester that wish to receive academic credit for it. The course will begin with an orientation session and will be followed by additional meetings with students. The course instructor will provide additional details to enrolled students.

ACGB 819A. Valuation and Modeling for Accounting. (1.5 Credits)

This course expands on valuation techniques discussed in Modern Financial Analysis and Valuation Techniques. Students will have the opportunity to learn the modeling techniques used by today's Wall Street practitioners associated with Discounted Cash Flow Analysis, Merger Analysis, Purchase Price Allocations and Synergy DCFs.

Attribute: ASDM.

Prerequisite: ACGB 819B (may be taken concurrently).

ACGB 819B. Modern Financial Analysis. (1.5 Credits)

Learn how the financial services industry applies valuation techniques in a deal context! In this mini-course, you will demystify the theory behind the analytics and ultimately appreciate the “art” and “science” of valuation analytics. What is a company worth? What is someone willing to pay? The answers depend on: who the seller is; who the potential buyer(s) is; the context of the transaction and the current market conditions.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 819C. ESG and Purpose Driven Business. (1.5 Credits)

Environmental, social, and governance (ESG) covers a broad range of ever-increasingly essential business issues. ESG concerns are becoming part of mainstream business discussions, and they require that companies consider more than just profit but create value for all stakeholders. Through interactive lectures, games, in-class exercises and reflection, you will finish with a well-grounded approach to making the purpose-driven business a reality.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 8999. Independent Study. (2 to 3 Credits)

Accounting Tutorials.

Accounting (Undergraduate) (ACBU)

ACBU 2000. Accounting Enrichment Seminar. (0 Credits)

The Accounting Enrichment Seminar is a series of sessions providing supplemental support for the primary topics taught in the Financial Accounting (fall) and Managerial Accounting (spring) courses.

ACBU 2222. Principles of Financial Accounting. (3 Credits)

This course covers the basic of financial accounting. Students will learn the accounting cycle and accounting terminology, and they will master the major recognition, measurement and disclosure principles that serve as the foundation for financial accounting. In addition, students are introduced to the basics of analyzing financial statements for decision making.

Attributes: ACMI, BUMI.

Prerequisites: ECON 1200 or ECON 1250.

ACBU 2223. Principles of Managerial Accounting. (3 Credits)

This course covers how to measure and use cost data for internal decision making under uncertainty. Among the topics covered are job costing, process costing, standard costing, activity-based costing, budgeting, balanced scorecard, direct versus indirect cost measures, cost volume profit analysis, and management control systems.

Attributes: ACMI, BUMI.

Prerequisite: ACBU 2222.

ACBU 3421. ST: Accounting Information Systems. (3 Credits)

This course introduces students to computer-based accounting information systems (AIS). Students master the understanding of business processes, transaction cycles and internal controls, as well as their respective current day systems components.

Attributes: ACMI, BUMI, PRQU.

Prerequisites: (INSY 2300 (may be taken concurrently) or INSY 2299) and ACBU 2222.

ACBU 3434. Intermediate Financial Accounting I. (3 Credits)

This course is the first of a two-semester course of intensive study in accounting theory and its applications. Major topics include the conceptual frameworks, special cases of revenue recognition and the accounting standards that pertains to current and noncurrent assets.

Attributes: ACMI, BUMI.

Prerequisite: ACBU 2222.

ACBU 3435. Intermediate Financial Accounting II. (3 Credits)

This course is the continuation of ACBU 3434. The course contains rigorous, in-depth coverage of current and noncurrent liabilities, as well as owners' equity. In addition, the course revisits the cash flow statement for additional pertinent topics.

Attributes: ACMI, BUMI.

Prerequisite: ACBU 3434.

ACBU 3436. Global Financial Statement Analysis. (3 Credits)

This course provides students with the tools necessary to understand, analyze, and use the information provided in corporate financial statements in a global environment. Students learn to analyze complex accounting issues under both domestic and international generally accepted accounting principles.

Attribute: GLBB.

Prerequisite: ACBU 2222.

ACBU 3441. Advanced Concepts in Financial Accounting. (3 Credits)

This course focuses on the preparation of consolidated financial statements stemming from mergers and acquisitions, as well as other types of inter-corporate investments. Also covered are accounting issues pertaining to foreign exchange translations and transactions, as well as accounting for derivatives. Issues pertaining to governmental accounting and to partnerships are also addressed.

Attributes: ACMI, BUMI.

Prerequisite: ACBU 3435.

ACBU 3442. Individual and Business Taxation. (3 Credits)

This course covers the basic principles of taxation of individuals and businesses.

Attributes: ACMI, BUMI.

Prerequisite: ACBU 2222.

ACBU 3443. Assurance and Auditing. (3 Credits)

This course covers the basic concepts and procedures of auditing. Topics include generally accepted auditing standards, internal control, computer-based auditing, the audit report, professional ethics and legal responsibilities.

Attributes: ACMI, BUMI, PRQU.

Prerequisite: ACBU 3435.

ACBU 3444. Advanced Assurance and Auditing. (3 Credits)

(Formerly ACBU 3440.) This course introduces students to the real-life demands of the workplace of public accounting. One part of the course is devoted to requisite "soft skills" that students will need as they enter the workforce. Other parts of the course focus on hands-on auditing skills and audit strategy. This course also contains content relevant to the regulatory context of the audit function, including, for example, laws such as Sarbanes-Oxley.

Attributes: ACMI, BUMI.

Prerequisite: ACBU 3443.

ACBU 3445. Corporate and Partnership Taxation. (3 Credits)

This course provides in-depth coverage of special issues relating to the taxation of corporations ("C" and "S") and partnerships, along with a general review of tax issues related to international/states, estates and trusts, and tax-exempt entities.

Attributes: ACMI, BUMI, ENT.

Prerequisite: ACBU 3442.

ACBU 3449. ST: Process Management and Six Sigma. (3 Credits)

This course focuses on process management and how to improve organizational processes by using a body of knowledge known as Six Sigma. A process is the unity of multiple activities that transform required inputs into desired outputs. Poorly designed processes produce defective goods and services that lead to customer dissatisfaction and a higher level of internal and external failure cost. Therefore, continually improving process performance is critical to organizations' survival and success. Class lectures, discussions, and case studies in the course cover the methods and tools used for a Six Sigma project, such as project selection, process mapping and analysis, data collection, statistical data analysis, root-cause analysis, and creative thinking for both continual and breakthrough improvements.

Prerequisite: ACBU 2223.

ACBU 4435. ST: AIS Consulting Project. (3 Credits)

Students define and implement controls to accurately capture and process data and to protect information assets against internal and external risks. Working in teams and under the guidance of a faculty mentor, students develop solutions rooted in rigorous analysis to client problems. At the end of the term, students will present their project findings to the client and receive client feedback. Students acquire consulting and project management skills, and network with industry professionals in accounting and information system areas.

Attribute: PRQU.

Prerequisites: ACBU 2222 and ACBU 2223 and INSY 2299 or INSY 2300.

ACBU 4436. Accounting for Derivative Securities. (3 Credits)

This course is designed to provide a broad introduction to both valuation of derivative securities and accounting for derivative securities used for both speculative and hedging purposes.

Attribute: AAAF.

Prerequisite: ACBU 3435.

ACBU 4443. Accounting Internship Seminar. (3 Credits)

Internships are experiential learning activities designed to provide students with opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional work environment. This course provides students with the unique opportunity to engage with multi-national service corporations and through the completion of weekly exercises and a final reflection paper, earn academic credit. Students will gain relevant experience and professional connections and ultimately accelerate their career.

ACBU 4444. Sustainability and Environmental Reporting and Disclosure. (3 Credits)

Students will explore the changing landscape of corporate reporting. In particular, they will learn how organizations articulate the material, non-financial and environmental risks, and opportunities facing companies.

Attributes: ACMI, BUMI, PRQU, SOIN.

Prerequisites: ACBU 2222 and ACBU 2223.

ACBU 4500. ST: Contemporary Issues in Financial Forensics. (3 Credits)

This course focuses on the methods of fraud investigation, detection, and prevention. Topics include financial fraud, bankruptcy, and computer forensics, as well as the corresponding professional responsibilities of the Certified Public Accountant (CPA).

Prerequisite: ACBU 3435.

ACBU 4646. Ethics in Financial Reporting and Accounting. (3 Credits)

This course provides students with a framework for understanding the critical need for ethics in professionalism in financial accounting. In addition to readings, case studies, and research, the course incorporates interactive learning techniques such as role playing.

Attributes: ACMI, BLEB, BUMI, GLBB, SOIN.

Prerequisites: ACBU 2222 and BLBU 3443.

ACBU 4706. ST: Honors Thesis II - Acctg. (3 Credits)

Students work with a faculty advisor to develop an original paper that utilizes the analytical, business, and problem-solving skills students developed through the Gabelli School of Business curriculum.

Prerequisite: BABU 4461.

ACBU 4999. Independent Study. (1 to 3 Credits)

Accounting Law (ACGL)

ACGL 0329. Accounting for Lawyers. (2 to 3 Credits)

Studies business accounting with particular emphasis on the preparation and analysis of financial statements and such problems as revenues and costs, tangible and intangible assets, depreciation and amortization, inventory valuation, and surplus and reserves. In addition, discussion is directed to various phases of legal problems and the legal and financial decisions with respect to them. The course is not open to students who have taken accounting in college. <p> The class covers business accounting with particular emphasis on the preparation and analysis of financial statements and such problems as revenues and costs, tangible and intangible assets, depreciation and amortization, inventory valuation, and surplus and reserves. In addition, we will discuss legal problems and the legal and financial decisions with respect to them, including auditor independence and liability, audit committees and the interaction between boards of directors and auditors, and the role of attorneys. <p> The course is NOT open to students who have taken accounting in college or who have significant working experience in accounting. If you have previously taken an accounting class or otherwise have a background in accounting, you need the instructor's permission to receive credit for the class. <p> The class combines a lecture component (2 credits) and an experiential component (1 credit). You MUST register for both parts of the class (CRN 50010 and CRN 50009) and will receive the same grade on both parts.

Attributes: BFF, CORC, CRCP, LAWB.

Prerequisite: ACGL 1329 (may be taken concurrently).

ACGL 1329. Accounting Experiential Skills. (1 Credit)

Accounting Experiential Skills is a one-credit additional component to the Accounting for Lawyers class (CRN 30075). Students must register in both classes concurrently. In the experiential section, students will have the opportunity to draft and analyze financial statements, and other document relating to accounting and financial statement analysis. The goal of the class is to improve familiarity with accounting and financial concepts and attain a high level of financial literacy, which is an important skill in many areas of law practice. <p> The class covers business accounting with particular emphasis on the preparation and analysis of financial statements and such problems as revenues and costs, tangible and intangible assets, depreciation and amortization, inventory valuation, and surplus and reserves. In addition, we will discuss legal problems and the legal and financial decisions with respect to them, including auditor independence and liability, audit committees and the interaction between boards of directors and auditors, and the role of attorneys. <p> The course is NOT open to students who have taken accounting in college or who have significant working experience in accounting. If you have previously taken an accounting class or otherwise have a background in accounting, you need the instructor's permission to receive credit for the class. <p> The class combines a lecture component (2 credits) and an experiential component (1 credit). You MUST register for both parts of the class (CRN 50010 and CRN 50009) and will receive the same grade on both parts.

Attributes: CORC, CRCP, EXP, LLM.

Prerequisite: (ACGL 0329 (may be taken concurrently)).

Administration and Supervision (GSE) (ASGE)

ASGE 0701. Master's Comprehensive Exam/Assessment. (0 Credits)

Master's comprehensive exam or assessment for programs in the Division of Educational Leadership, Administration, and Policy.

ASGE 0702. Performance Assessment Completion. (0 Credits)

Completion of four standards-based performance assessments for programs in the Division of Educational Leadership, Administration, and Policy.

ASGE 0705. HRE Master's Comprehensive Exam. (0 Credits)

Master's comprehensive exam or assessment for programs in the Division of Educational Leadership, Administration, and Policy.

ASGE 0900. Permanent Matriculation. (0 Credits)

Students are admitted to doctoral degree programs on a provisional matriculation basis. During the semester in which provisional doctoral students expect to complete their 12th to 15th credit of doctoral work, they must apply for permanent matriculation status by enrolling in either ASGE 0900, CLGE 0900, CTGE 0900, or PSGE 0900. Students will be evaluated by the faculty of the appropriate division and will be continued in the program only on the recommendation of the faculty of the division and with the approval of the associate dean for academic affairs. Consult your adviser or division chair for additional information on permanent matriculation.

ASGE 0901. Comprehensive Assessment. (0 Credits)

Doctoral comprehensive exam or assessment for programs in the Division of Educational Leadership, Administration, and Policy.

ASGE 0999. ELAP Proposal Acceptance. (0 Credits)

During the semester the dissertation proposal is completed.

ASGE 5112. Administration, Management, and Budgeting. (3 Credits)

This course focuses on how school leaders apply the knowledge, skills, and commitments necessary to improve management, communication, technology, human resources, school-level governance, and operation systems for school operations. The course also focuses on how to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations for effective school functions.

ASGE 5119. Fundamentals of Educational Supervision and Professional Learning. (3 Credits)

This course emphasizes effective means of observation, supervision, support, and professional learning to improve instruction and student achievement and create dynamic and democratic communities of learners. Through this course, students consider the human, technical, educational, and moral aspects of supervision and professional learning and review effective practices while practicing standards-based observation, feedback, and improvement planning.

ASGE 5902. Management of Continuing and Adult Education Programs. (3 Credits)

This course is designed to provide an understanding of current behavior concepts, theories, and processes of management and supervision as applied to adult-education organizations and agencies.

ASGE 6130. Instructional Leadership. (3 Credits)

Development of leadership in optimal staff performance and emphasis on factors that facilitate learning. Students will develop understand their role as instructional leaders using formal and informal observation protocols and practice assessing lessons using a variety of rubrics.

ASGE 6132. Organizational Behavior. (3 Credits)

Focuses on social/psychological forces influencing the behavior of the individual. Topics include communication, perception, motivation, attitudes, values, adult development, leadership, power, and influence.

ASGE 6145. Leading for Equity and Social Justice. (3 Credits)

This course provides understanding and knowledge to promote the success and well-being of each student by developing a supportive, equitable, culturally responsive, and inclusive school culture. The course addresses concepts, issues, and dilemmas related to a multicultural, diverse society from both a historical and contemporary perspective and students learn to apply culturally-responsive and equitable leadership standards as integral to school operations and effectiveness.

ASGE 6150. Partnering with Families and Communities. (3 Credits)

This course recognizes the centrality of working with families and communities to strengthen schools and ensures that social justice leadership and culturally responsive school leadership principles are present in our leadership preparation program. It also envisions families as partners in supporting and facilitating student learning and educational success.

ASGE 6224. The Superintendency. (3 Credits)

Consideration of the chief roles of the superintendent of schools, such as school board relationships; personnel; finance and budgeting; program planning; community relationships; local, state, and federal relationships; and evaluation.

ASGE 6225. Boards of Education. (3 Credits)

The study of the role, responsibilities, power, and legal aspects of dealing with boards of education. Course is designed for board members, and practicing and prospective school administrators.

ASGE 6227. Cases and Simulations in Administration and Supervision. (3 Credits)

This course uses a variety of cases and simulations to provide "situational data" for analysis of issues, problem solving, and leadership development.

ASGE 6322. School Finance. (3 Credits)

Theory and practice of property taxation, tax and educational equity issues, understanding state school aid, and alternatives to existing funding patterns. It also considers the management of financial resources at the district and site level.

ASGE 6325. Education Law, Policy & Advocacy. (3 Credits)

Education policy is examined in the context of historical, philosophical, economic, sociocultural, political, and legal perspectives. The legal status of the pupil, teacher, superintendent, and the role of school boards are examined.

ASGE 6331. Shaping Educational Policy. (3 Credits)

A study of educational management as affected by public policies. Focus on political environments, decision-making processes, and legislation influencing education, as well as strategies and techniques for managing their impact on educational institutions.

ASGE 6338. Ethics of School Administration. (3 Credits)

Using case studies and theoretical analyses, this course examines the ethical issues that school administrators commonly face.

ASGE 6361. Leading Learning in Teams and Organizations. (3 Credits)

This course examines theory, research, and practice on effective team and organizational learning to support planning and change. The course provides opportunities for students to integrate theory, research, and practice by engaging a team in innovative planning for using data and budget information and improving curriculum, instructional, or assessment practices.

ASGE 6362. Understanding and Managing Change. (3 to 4 Credits)

Students learn to scan the internal and external environments to identify challenges and constraints, to understand stakeholders' investments in maintaining or challenging the status quo, to understand and manage change in the context of various change models, and to align business strategies with organizational systems and structures.

ASGE 6371. Hist & Descrip Research. (3 Credits)

Techniques in the use of archival materials, primary sources, and secondary publications will be taught in the framework of educational policy research.

ASGE 6461. Critical Issues in Educational Leadership. (0 to 3 Credits)

This course synthesizes research on enduring and emerging issues in administration and supervision, including retrenchment, special education, finance, and desegregation.

ASGE 6520. Internship I. (3 Credits)

Systematic observation and planned participation in the administrative and supervisory activities of an urban or suburban school. Application must be submitted to the division chairperson by the end of the second month of the semester preceding internship.

ASGE 6521. Internship II. (3 Credits)

Systematic observation and planned participation in the administrative and supervisory activities of an urban or suburban school. Application must be submitted to the division chairperson by the end of the second month of the semester preceding internship.

ASGE 6532. Seminar for Nonpublic School Administrators. (1 to 3 Credits)

This is an individualized, project-centered course in which participants will bring together multiple understandings and competencies developed in earlier courses and focus them in a synthetic way on a major problem or issue.

ASGE 6541. Perspectives on Leadership. (3 Credits)

This course is designed to expose participants to various theories of leadership, to have them examine their own experience in working with a leader, to have them probe their own sources of motivation in seeking to exercise leadership, and to have them develop specific leadership skills and approaches in becoming accountable school leaders.

ASGE 6620. Advanced Statistics in Administration and Supervision. (3 Credits)

Covers statistical inference and prediction in research in educational leadership, administration, and policy, including parametric and nonparametric methods, and concepts of measurement and probability.

ASGE 6720. Research for Educational Change. (3 Credits)

This course is designed to develop school leaders as effective consumers of research and to use inquiry to drive improvement. Students explore how to integrate theory and research on inquiry and organizational change. As part of the course, students plan and carry out a short-cycle, equity-focused school improvement project.

ASGE 7320. Data Analysis & Accountability. (3 Credits)

School administrators are challenged to manage and analyze data to inform instruction and improve student performance. This course teaches the use of data for setting goals, monitoring progress and using data warehousing—thus holding educators accountable for results. Students will analyze and share data in "data cycle" format to inform educators and the public regarding what they receive from the district and/or read in the print and electronic media.

ASGE 7322. Economics and Finance of Education. (3 Credits)

In this course, students study the efficiency, equity, and adequacy of the funding of education—including sources, budgets, uses, and effects—at the federal, state, and local levels. Key concerns are the equity of spending, the efficiency of resource utilization, the productivity of schools in relating fiscal resources to learning opportunities and student achievement, and the privatization of education (e.g., charter schools, vouchers, and school choice).

ASGE 7333. Data Inquiry and Analysis. (3 Credits)

This course is designed to develop students' skills in investigating various sources of quantitative and qualitative data (including large-scale data sets) to explore the complexity of problems of practices, investigate variations in performance within and among groups, and apply data analysis for school accountability, improvement, and reform.

ASGE 7428. Seminar in Leadership. (3 Credits)

Students in this advanced seminar investigate topics and issues in leadership. This course involves the exploration of theoretical frameworks as a means of interpreting problems from the field and suggesting leadership responses to these problems.

ASGE 7429. Social Theories and Educational Institutions. (3 Credits)

This is an in-depth analysis of social theories and their implications for the restructuring of educational and other social institutions. The course focuses on structural-functional theory and other theories and their contemporary critics.

ASGE 7430. Leadership in Educational Policy and Reform. (3 Credits)

In this course, students will deepen their understanding of educational policy and their skills in analyzing and responding to policy challenges as educational leaders and scholars. To gain an understanding of how education policies evolve, students will examine and analyze the political, economic, social, and philosophical processes that contribute to its development, implementation, analysis, and evaluation.

ASGE 7431. Administration and Supervision Seminar. (3 Credits)

An advanced seminar in administration and supervision; exploration and study of comprehensive professional concerns.

ASGE 7432. Seminar in Organizational Theory. (3 Credits)

Focuses on application of organizational theory to school administration. Theories of Weber, Argyris, McGregor, Etzioni, and others will be examined.

ASGE 7435. Strategic Thinking, Planning, and Implementation. (3 Credits)

Every organization needs to grow, and today's organizations need to do so in a competitive and ever-changing environment. The heart of the change process is in the strategy the organization selects to move forward. In this course, students learn to understand their industry, the competition, and their organization's core competencies and values. They learn strategic models, including those of Michael Porter, Treacy and Wiersma, Hamel and Prahalad, Kim and Mauborgne, and Richard D'Aveni. Using Nadler and Tushman's model for Congruence, they learn to align their organizations with the chosen strategy.

ASGE 7436. Transforming Schools, Districts, and Communities. (3 Credits)

Through this course, students explore theory, research, and professional practice in engaging and transforming schools, districts, and communities, particularly to support school improvement and student learning. The course will also explore resource acquisition, management, and use in support of student learning and related political and systems issues.

ASGE 7439. Advanced Seminar for Nonpublic School Administration. (1 or 3 Credits)

This course provides advanced study of administration in nonpublic schools. Issues of finance, curriculum, personnel, physical plant, instruction, and community relations are covered.

ASGE 7440. Seminar in Organizational Behavior. (1 to 3 Credits)

This course focuses on individuals and groups in the organization and on both the micro and macro perspectives of their behavior. The perspective, historical background, methodology, and theoretical framework for the field of organizational behavior will be presented. The emphasis will be on developing leaders with a vision that reflects an understanding of the social and psychological forces influencing the behavior of the individual in organizations and the dynamics, processes, and structures of organizational behavior.

ASGE 7442. Leading Organizational Change. (3 Credits)

This course focuses on the nature of discontinuous change and on managing the paradoxes of change including chaos and order. Several current theories of change will be presented and applied to students' organizational settings. The emphasis will be on developing leadership skills for crafting a vision, mission, and strategic plan for change, as well as for aligning the organization behind the vision.

ASGE 7444. Leading a Learning Organization. (3 Credits)

This course examines the principles of leadership in a learning organization by exploring theory, research, and practice as related to schools and districts. The course provides opportunities for students to integrate theory and research with practice through simulated experiences, group discussions, reading, observations, interviews, action research, and case studies.

ASGE 7445. Leading Instructional Improvement. (3 Credits)

This course focuses on the practice of instructional improvement in schools and school systems, where "improvement" is defined as increasing the equity and quality of instructional practice and student learning over time. The course equips students with skills in observing, analyzing, and understanding teaching and learning that can be coupled with decisions about how to manage and support learning in the PK-12 sector.

ASGE 7446. Seminar in Organizational Culture, Learning, and Change. (3 Credits)

This course focuses on the nature of organizational culture: how it comes into being, how to shape a culture, and how to change a culture. Students explore the role of leadership and use of a systems perspective in creating, shaping, and changing organizational culture.

ASGE 7448. Seminar in Ethics and Social Justice. (3 Credits)

Through this course, students develop an ability to discuss and clarify ethical and social justice perspectives to gain an understanding of these same issues within organizations. The course helps students develop policies and strategies to address social justice and ethical issues within their schools, districts, and communities.

ASGE 7449. Introduction to Inquiry and Improvement Science. (3 Credits)

This course provides an overview to scholarly inquiry and practice, and develops foundational knowledge about research design and methods, reviewing research studies and reading peer reviewed research, research ethics and basic concepts in designed-based research and improvement science.

ASGE 7450. Seminar in the Spirituality of Leadership. (3 Credits)

This course focuses on the nature of spirituality and on leading the building of community within organizations. The course will explore spirituality as it basically relates to education. Throughout the course, spirituality will be differentiated from formal religion. The spiritual dimension of educational practice will be presented as it pertains to building community with educators, families, organizations, and cultures.

ASGE 7460. Community of Inquiry 1: Framing Problems of Practice. (1 Credit)

In this initial course, students begin to identify a problem of practice for their dissertation, learn attributes of universal problems, investigate how to differentiate the problem for various groups, and how to collaborate with others to define and investigate their problem.

ASGE 7461. Community of Inquiry 2: Innovative Solutions. (1 Credit)

Community of Inquiry 2 aims to extend the dissertation work students developed in Community of Inquiry 1. This is a workshop-styled seminar in which students explore solutions for their proposed problem of practice, seeking input and feedback. Specifically, students will learn how to (1) explicate their theory of action, (2) consult the professional knowledge base, (3) develop a theory of action that rests on critical and systematic analysis of the knowledge base, and (4) graphically present the theory of action using a driver diagram.

Prerequisites: ASGE 7449 and ASGE 7731 and ASGE 7721 and ASGE 7460.

ASGE 7470. Design-Based Methods and Improvement Science in Education. (3 Credits)

This course moves students from exploring problems of practice to identifying, designing, and planning for the implementation of promising solutions to address these problems. Specifically, students will investigate and apply design-based and improvement-science methods to address a significant educational problem. Students will develop a design-based research prototype, seek implementation support, develop readiness for change and buy-in, and start their innovation.

ASGE 7471. Implementation Research and Program Evaluation. (3 Credits)

This course provides preparation and guidance on implementation research and program evaluation. Students learn how to monitor implementation and conduct program evaluation, particularly for their dissertation of practice. The course addresses theoretical, organizational change and practical issues, and prepares students to conduct an implementation study and program evaluation and communicate the results.

ASGE 7530. Clinical Practice in Administration and Supervision. (3 Credits)

This course provides students with applied field experiences designed to work out solutions to particular problems of practice.

ASGE 7531. Advanced Qualitative Research. (3 Credits)

This course offers students the opportunity to engage in field research activities that focus on initial research design, data collection, and analysis.

ASGE 7721. Applied Quantitative Research Methods. (3 Credits)

This course provides an overview of quantitative methods and research design, and related statistical techniques. Students can explore how to use these skills to investigate problems of practice.

ASGE 7731. Applied Qualitative Research Methods II. (3 Credits)

This course provides an overview of qualitative research perspectives and methods and their use in investigating applied problems of practice, particularly in observing and interviewing students and staff in school and district settings.

ASGE 8001. Research Apprenticeship. (0 Credits)

Research Apprenticeship.

ASGE 8505. Directed Research in Educational Leadership, Administration, and Policy. (1 to 3 Credits)

Designed for students who are developing research problems or projects for their doctoral studies.

ASGE 8750. Dissertation in Practice Seminar. (3 Credits)

This seminar is for advanced Doctor of Education candidates in the Division of Educational Leadership, Administration, and Policy who have completed all of their coursework. The purpose of the seminar is to assist students in developing an approved dissertation proposal.

ASGE 8751. Dissertation Seminar: Educational Leadership, Administration, and Policy, PhD. (3 Credits)

Seminar for advanced Doctor of Philosophy candidates in the Division of Educational Leadership, Administration, and Policy who have completed all of their coursework. The purpose of the seminar is to assist students in developing an approved dissertation proposal.

ASGE 9990. Independent Study. (1 to 4 Credits)

Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires approval of the professor directing the study, the division chair, and the director of graduate studies.

Administrative Law (ADGL)

ADGL 0206. Law & Administrators. (0 Credits)**ADGL 0302. Administrative Law. (3 or 4 Credits)**

Administrative Law builds on the first-year Legislation & Regulation course. We will study the ways in which Congress, the President, and the courts make sense of federal agency action. Students will finish the semester with a critical understanding of the norms, statutes, judicial opinions, and political economy that define or influence agency action. Students will take a midterm exam in October and a final exam in December.

Attributes: INLJ, LMCO, LPI, PIF.

Prerequisite: FCGL 0129.

ADGL 9999. Student Affairs. (0 Credits)

African and African American Studies (AFAM)

AFAM 1600. Understanding Historical Change: Africa. (3 Credits)

This course introduces students to major themes in Africa's complex history, including early human origins; religion; trade networks; slavery and the slave trade; colonialism; and liberation struggles. We will explore Africa as an idea and field of study, by attending to the major debates that have shaped historical writing about Africa. Significant class time will be devoted to developing student writing and public speaking skills through individual and group presentations, revision writing, and peer review.

Attributes: GLBL, HC, HIST, INST, IPE, ISAF, ISME, MEST, PJRC, PJST.

AFAM 1650. Black Popular Culture. (4 Credits)

Examines creative expressions of everyday life as well as commodified arenas of mass produced popular culture as sites through which African Americans have been represented and through which they represent themselves. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS, PLUR, SSCI, URST.

AFAM 1999. Tutorial. (1 Credit)

Independent Study.

AFAM 2005. American Pluralism. (4 Credits)

Contemporary and historical studies in the racial and ethnic diversity of American (U.S.) society with a special emphasis on the issues of race relations migration, and immigration and their relation to either (1) the distribution of economic and political power or (2) their cultural manifestations in literature, the arts, and/or religion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, APPI, ASHS, HIAH, HIST, HIUL, LALS, LASS, PLUR, URST.

AFAM 2647. Third World and the City. (4 Credits)

This course explores international migration and settlement of third world peoples in urban communities of the United States since 1965. Topics include the impact of globalization on international migration, the formation of ethnic enclaves and informal economies, social networks, employment patterns, undocumented status, and recent immigrant law. Gender and class as well as race form analytical categories within these topics. Students will examine case studies based on the experiences of selected groups, including Chinese, Haitians, Koreans, Southwest Asians, and Dominicans. Recent interdisciplinary research and theoretical perspectives are offered in conjunction with first hand accounts such as immigrant fiction, autobiography and films. Key documentary films are used as supplementary texts and are an integral part of the resources of the class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LALS, LASS.

AFAM 2999. Tutorial. (2 Credits)

Independent Study.

AFAM 3001. African American History I. (4 Credits)

Begins with an introduction to the African background and slave trade. An examination of U.S. slave communities, resistance and rebellion, abolitionism, and institutional development through the Civil War. Readings in original texts from 18th and 19th centuries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, HIAH, HIST, PJRC, PJST, PLUR.

AFAM 3002. African American History II. (4 Credits)

A survey of African American history from the Reconstruction period to the present: the era of accommodation and the origins of the 20th-century protest; Washington-DuBois debate; migration and urbanization; the Harlem Renaissance; the civil rights movement; black power and contemporary issues. Fulfills urban studies requirement in history. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, APPI, ASHS, HIAH, HIST, PJRC, PJST, PLUR.

AFAM 3003. African American Family. (4 Credits)

An intensive examination of the history, economic determinants and lifestyles of the black family in the United States. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS.

AFAM 3030. African American Women. (4 Credits)

A survey of African American women's history using documentary texts, fiction, and social science literature. Examines the multiple jeopardies of race, sex, and economic condition. Explores specific conditions of female slavery, resistance, work, and political activism. Women studied include Sojourner Truth, Anna Julia Cooper, Ida Wells Barnett, Fannie Lou Hamer, Amy Jaques Garvey and Bell Hooks. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, COLI, HIAH, HIST, HIUL, PJGS, PJST, PLUR, WGSS.

AFAM 3033. Women in Hip-Hop. (4 Credits)

This course will explore how women are portrayed in hip hop music and culture, addressing women both as consumers and producers. The course will utilize Black feminist theory, consumption theory, and youth culture theory to interpret and critique the ways in which women are represented in hip hop music, art, fashion and dance, and its surrounding culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PLUR.

AFAM 3034. Black Traditions in American Social Dance. (4 Credits)

This course is an introduction to dance as part of a larger cultural expression. The course introduces some of the chronology, the choreographic approaches and changes in dance techniques which have shaped the way AA moved the Black Dance traditions from the history, to the stage and to the streets. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PLUR.

AFAM 3036. Global Black Youth Cultures. (4 Credits)

Course will explore how adolescent and young adult members of the African Diaspora form youth subcultures and engage with popular culture transnationally. The courses focus is comparative with attention to American, Caribbean, Afro-Latino, and African youth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction .

Attributes: ACUP, ADVD, AMST, ASHS, INST, IPE, ISIN, URST.

AFAM 3037. Being and Becoming Black in the Atlantic World. (4 Credits)

A study of dispersed African communities in the New World in the 19th and 20th centuries. Examines diasporic identity formation, enslavement and resistance, religious movements, anticolonial politics and Pan-African thought. Emphasis is on cross-cultural connections and interactions. Areas studied include Haiti, Brazil, Surinam, the British-held Caribbean, Cuba and the United States. Scholars studied include, James, Du Bois, Gilroy and Hall. Fulfills global studies requirement. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, APPI, ASHS, ASSC, COLI, GLBL, HIGH, HIST, HIUL, INST, IPE, ISAF, ISIN, ISLA, LALS, LASS, PJRC, PJST.

AFAM 3070. African Politics. (4 Credits)

A study of the politics of Africa, including colonial independence struggles, post independence state formation, development paradigms, and grassroots movements. Case studies will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction .

Attributes: AFSS, AFST, HHPA, HUST, MEST.

AFAM 3072. Civil Wars in Africa. (4 Credits)

Examines the main causes and forms of civil wars on the African continent. A central theme of inquiry will be the relationship between the process of state formation and reproduction of political identities. Looks at the reform of these political identities through the definition of citizenship in Post Independence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction .

Attributes: AFSS, AFST, GLBL, HHPA, HUST, INST, IPE, ISAF, MEST, PJST, PJWT.

AFAM 3075. Democracy in Africa. (4 Credits)

Examines African experiences in governance focusing primarily on democracy. An examination of the challenges of building and sustaining democratic governments in various African nations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFSS, AFST, GLBL, INST, IPE, ISAF, MEST.

AFAM 3102. The Black Family. (4 Credits)

An examination of the history of the black family from slavery to the present facing on the social, political, and economic challenges facing this institution. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction .

Attributes: ACUP, ADVD, AMST, APPI, ASHS, URST, WGSS.

AFAM 3110. The Black Athlete. (4 Credits)

An examination of the impact of the black liberation movement, the women's movement, and other currents of political and cultural change in amateur and professional sports in America. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction .

Attributes: ASSC, PLUR, SJOR.

AFAM 3112. The Sixties. (4 Credits)

An examination of the political, cultural and economic changes that took place in the United States during the 1960s. Special attention will be given to the civil rights movement and the Vietnam War in shaping public discourse and in presenting Americans with important political and moral choices. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, ASHS, HIAH, HIST, HIUL, PLUR, URST, WGSS.

AFAM 3115. Martin Luther King Jr. and Malcolm X. (4 Credits)

An examination of the lives, philosophies, and historical influences of Martin Luther King Jr. and Malcolm X. The purpose of this course is to examine the life and thought of Martin L. King Jr. and Malcolm X. Our main goals are to trace the development in their thinking, and to examine the similarities and differences between them. Finally, we will seek to evaluate their contribution to the African-American freedom struggle, American society and the world. Our method of study will emphasize the VERY close reading of the primary and secondary material; the use of audio and videocassettes; lecture presentations and class discussions. But it is important to note that we are not simply interested in the academic study of these two men's political and religious commitment; we are also concerned with how they inform our own political and spiritual lives. Hopefully, we will learn from Martin and Malcolm and be motivated by their passion for justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction .

Attributes: ADVD, AMST, APPI, ASHS, ASRP, ASSC, ISAC, PJRC, PJST, PLUR, REST, RSTE, THEO, URST.

AFAM 3120. Black Religion and Black Politics. (4 Credits)

A study of the African American church and its influence on the lives of black and white Americans. A study of the interaction between African-American religion and politics from Frederick Douglass to Barak Obama. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction .

Attributes: ACUP, ADVD, AMST, APPI, ASRP, ASSC, PJRC, PJRJ, PJST, PLUR, REST, THEO.

AFAM 3130. Racial and Ethnic Conflict. (4 Credits)

This course examines the major sources of tension between ethnic and racial groups in the American city, as well as the political and cultural traditions of various ethnic groups. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, AMST, LALS, LASS, PLUR, URST.

AFAM 3132. Black Prison Experience. (4 Credits)

This course examines the historical and contemporary experience of African Americans in the prison system with a special emphasis on the role of religion as a transforming agent. Students will survey the writings of current and former prisoners and ask what role, if any, spirituality played in their experience of incarceration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, PJRC, PJST, PLUR, REST, URST, WGSS.

AFAM 3133. Performance African Diaspora. (4 Credits)

This course explores how young people of the African diaspora in the United States use expressive culture as a space to creatively respond to social injustice and political marginalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

AFAM 3134. From Rock-N-Roll to Hip-Hop. (4 Credits)

A study of urban youth culture through an examination of musical forms and their evolution from the post WWII era to the present. Begins with Rock and Roll and ends with Rap and Hip Hop. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, ASAM, ASHS, CCUS, COMC, COMM, HIAH, HIST, HIUL, PLUR, URST, WGSS.

AFAM 3135. Contemporary Black Thinkers. (4 Credits)

An examination of the writings of contemporary African-American intellectuals, analyzing their views on race, class, gender, sexuality, politics, and religion. We will discuss the relationship between black intellectuals and the black community, and we will examine how their personal experiences are reflected in their writings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PLUR.

AFAM 3136. U.S. Civil Rights. (4 Credits)

This course examines the history of the dramatic African American social and political movements that took shape in the aftermath of World War II. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, PJRC, PJST, PLUR, URST.

AFAM 3138. Nonviolent Protest. (4 Credits)

This course examines the genesis of non-violent direct action protest in modern history. Starting with the writings of David Henry Thoreau and Leo Tolstoy, the class will focus on Gandhi in South Africa and India. Influenced by these non-violent philosophies and individuals, the course examines the modern Civil Rights Movements in the United States, especially the practice of non-violent direct action of Bayard Rustin, Martin Luther King, members of the Student Non-Violent Coordinating Committee (SNCC) and the Congress of Racial Equality (CORE). Finally the course examines the life and times of Nelson Mandela and Steve Biko of South Africa, looking for the roots of their non-violent philosophies and practices. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS.

AFAM 3139. Buffalo Soldiers: Race and War. (4 Credits)

Buffalo Soldiers examines the intersection of race and military service in the United States, from the American Revolution to the Cold War. The focus of the course is on the role African Americans played in the major military conflicts of this country's history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, ASSC, PLUR.

AFAM 3140. Contemporary Africa. (4 Credits)

An examination of the cultural characteristics of African societies and an analysis of African's significance in world politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFSS, AFST, HIGH, HIST, HIUL, INST, ISAF.

AFAM 3141. Women and Social Change in Africa. (4 Credits)

This course examines the formal and informal participation of African women in politics, their interaction with the state, and their role in society. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFSS, AFST, ASSC, GLOBL, INST, IPE, ISAF, PJGS, PJRC, PJST, WGSS.

AFAM 3142. Women, Power, and Leadership in Africa. (4 Credits)

The experiences of women in power and leadership roles have been largely ignored in the study of Africa. This course examines the experiences of women in power and leadership roles in different sectors of African societies. The course covers pre-colonial, colonial, and post-colonial periods to locate the impact of gender relations and other social and political markers on the roles of women in selected African societies. The goal of this course is to identify, understand, and analyze the structural, societal, and personal factors and circumstances that necessitated women's rise to power and leadership roles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, GLOBL, INST, ISAF, MEST, WGSS.

AFAM 3146. African Immigrants in the United States. (3 Credits)

In this course, students explore the experiences of contemporary African immigrants in the United States. The course is designed to introduce students to contemporary literature, theories, and methodologies on the study of African immigration and the history of recent African immigrants by examining their earlier migratory processes both within the continent and across international borders. This course should be of interest to students who are interested in learning about international migrations, refugee and forced migration issues, globalization, and the formation of transnational identities.

Attributes: ACUP, ADVD, AFSS, AFST, AMST, APPI, ASHS, GLOBL, INST, ISAF, ISIN, PJRC, PJST.

AFAM 3148. History of South Africa. (4 Credits)

This course examines the history of South Africa from the Pre-European encounter to the Post-Apartheid era. Special emphasis will be given to nineteenth and twentieth century racial policies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAH, AFSS, AFST, AHC, GLOBL, HIGH, HIST, INST, IPE, ISAF, PJRC, PJST.

AFAM 3149. South Africa Study Tour. (1 Credit)

A three week study tour of South Africa, exploring the pre-Encourage Cape, the Mineral Revolution area, and the Apartheid High Veld.

AFAM 3150. Caribbean Peoples and Culture. (4 Credits)

An examination of the historical, cultural and contemporary characteristics of various ethnic groups in the Caribbean. Special attention will be devoted to Afro-West Indians. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADV D, AMCS, AMST, APPI, ASHS, ASSC, GLBL, HIGH, HIST, HIUL, INST, IPE, ISAF, ISIN, ISLA, LALS, LASS, URST.

AFAM 3152. Expressive Bodies: Race, Sexuality, and the Arts. (4 Credits)

Using research on race and sexuality the course examines how the socio-cultural lived experience and world view creates distinct expressive capacities especially in movement and dance. Writers studied include Appiah, Charles Johnson, Dunham, as well as Foucault, Butler, and the French feminists. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PLUR.

AFAM 3154. Black, White, and Catholic: Race, Religion, and Civil Rights. (4 Credits)

This course examines the modern Catholic Civil Rights Movement from the late 1890s through the 1970s as Black and White Catholics found their voice and their agency to bring about racial justice within and without the church. This engagement across racial lines gave rise to Catholic Interracialism, which served as a paradigm for future struggles in the quest for racial harmony. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, P, JRJ, PJST, PLUR.

AFAM 3155. Children of Immigrants in America. (4 Credits)

This EP Seminar applies anthropological, sociological and literary texts to explore the experiences of the second generation immigrants in the United States. Diverse immigrant communities from the Caribbean, Africa, the Middle East, Asia and Latin America are covered. The course will draw primarily on contemporary ethnographic examples, but will include historical examples for the comparative perspective. Major debates in migration studies are discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LALS, LASS.

AFAM 3162. Value in Black and White Drama. (4 Credits)

A study and evaluation of dramas with like themes as treated by playwrights from differing ethnic backgrounds. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADV D, AMST, ASAM, ASHS, ASLT, PLUR.

AFAM 3188. Exploring Africa: Encounter, Expedition, and Representation. (4 Credits)

Tarzan, "Deep Dark Africa", lion safaris, diamonds: these words conjure in the western mind the image of a continent not fully comprehended. This course focuses on the exploration, representation, and understanding as well as mis-understanding and mis-representation of the continent from the Fifteenth to Twentieth Centuries, focusing on Nineteenth-century Exploration, Exploitation and Representation of Sub-Saharan Africa. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFSS, AFST, ASSC, GLBL.

AFAM 3190. Mapping Southern Africa. (4 Credits)

This course maps the development of Southern Africa from the late 15th century to the late 20th. While a cartographer's knowledge of the region is the starting point, this course will examine the political, socio-economic, and cultural geography of southern Africa, including Namibia, Zimbabwe, Zambia, Malawi, Botswana, South Africa, Angola, and Mozambique. Emphasis is placed on the colonial and post-colonial evolution of this region in the context of cultural identity, independence movements, and Cold War politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFST, AHC.

AFAM 3210. On the Move: Migration, Labor, and Trans-Nationalism in the African Diaspora. (4 Credits)

Migration has played an essential role in the history of the African Diaspora. The Trans-Atlantic Slave trade, the most famous movement of African descended peoples was involuntary, but many movements after this period were planned and deliberate. The end of slavery in the late 19th century saw mass movements of African descended people throughout the world. In the late 1850s, there was significant movement to the American port cities of New York and Boston. In the 20th century, we see the movement of 8 million blacks from the rural south to Industrial cities in the North. Pan African groups urged blacks to go "Back to Africa." This class examines the theme of migration to the African Diaspora. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADV D, AMST, ASHS, GLBL, INST, ISAF.

AFAM 3510. In "America's Backyard": U.S.-Caribbean Social, Political, and Economic Relations 1850-1950. (4 Credits)

The long history of exchange between the Caribbean and the US has been fraught with complex and at times contradictory policies and events. The US has frequently pursued imperialist interest within the region and played a significant role in its economic and political development. The term "America's Backyard" has often been utilized to discuss the US's sphere of influence. However, this history has not been one of the unilateral American dominance. Caribbean nations used US resources in order to steer their own agendas. This course will examine how these intertwined regions have negotiated with each other by analyzing themes such as race, gender, nationalism, and military intervention. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADV D, AMST, APPI, ASHS, GLBL, LALS.

AFAM 3530. Race, Climate Change, and Environmental Justice in the African Diaspora. (4 Credits)

The close of the 2020 hurricane season saw an all-time high of 30 named storms in the Atlantic region, breaking all previous records and costing \$40 billion worth of property damage and an innumerable loss of human life. As we continue to see the ever-growing effects of climate change, it is important to note that although many countries of Africa and the African diaspora are not the largest consumers or producers of greenhouse gases and carbon emissions, they are the most adversely effected by the ramifications of climate change. As the planet gets hotter, warming seas create a larger number of more powerful hurricanes and tropical storms in the Caribbean, devastating the Black populations of this region every year and making it harder to live and rebuild. Furthermore, on the African continent, according to the World Meteorological Organization, "increasing temperatures and sea levels, changing precipitation patterns and more extreme weather are threatening human health and safety, food and water security and socio-economic development in Africa." In this course, students will examine the ways in which climate change has impacted Africa and the African diaspora, paying close attention to the scholarship surrounding ideas around climate change, race, and environmental justice. An examination of our current climate crisis is essential to an understanding of African and African diaspora studies. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ESEJ, GLBL, PJEN, PJST, PLUR.

AFAM 3560. "We Can't Breathe...": The History of Black Protest. (4 Credits)

In 2020, the murder of George Floyd sparked global demonstrations that spread from Minneapolis, Minnesota, to countries around the world. Black people increasingly disillusioned by police killings of Black people took to the streets to combat issues of police brutality and anti-Black racism. These protests cemented their place in a larger canon of Black radical protest as the largest social justice mobilization in American history. This type of mobilization is part of a longer legacy of Black American and African diaspora history, which has often centered on the struggle for Black liberation. From the Haitian Revolution and the 1917 Silent Parade Against Lynching to more recent Black Lives Matter protests that have been occurring globally since 2013, Black people have revolted, raised their voices, sat in and sat down, and marched against racial injustice and resistance to systems of oppression. An examination of this historical legacy of resistance or the Black radical tradition is essential to an understanding of African diaspora studies. In this course, students will explore the ways in which the Black radical tradition has developed over centuries by analyzing themes such as black rage, violence, non-violent civil disobedience, gender, as well as LGBTQIA+ and intersectional identities. Our course will begin with the period of the trans-Atlantic slave trade and bring us up to present day Black Lives Matter movements. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP3, PJRC, PJST, PLUR.

AFAM 3630. Harlem Century. (4 Credits)

Examines a century of Harlem place-making, politics and culture. Course in history and literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST.

AFAM 3632. Harlem Renaissance. (4 Credits)

A study of the literature of the period known as the Harlem Renaissance. Writers include James Weldon Johnson, Jean Toomer, Nella Larsen, Jessie Fauset, Zora Neale Hurston and Langston Hughes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, ASLT, COLI, ENGL, PLUR, URST.

AFAM 3633. The Bronx: Immigration, Race, and Culture. (4 Credits)

An examination of how immigration and migration shaped Bronx neighborhoods from the Great Depression to the present. Subjects covered will include community building, racial conflict and the ways that the mixing of cultures in Bronx communities inspired cultural creativity and political activism. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, APPI, ASHS, LALS, LASS, PJRC, PJST, PLUR, URST.

AFAM 3634. Film and the African American. (4 Credits)

Examines the representation of African Americans and blackness in visual media, focusing on mainstream, documentary and independent films, and television. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS, ASSC.

AFAM 3637. Black Feminism: Theory and Expression. (4 Credits)

This course examines the history of black feminist/womanist thought as a political practice, an aesthetic sensibility and a scholarly methodology. Combining black feminist theory with literary and cultural works by black women artists, the class will discuss conflicts with black feminists practice as well as the future of black feminism. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASLT, COLI, ENGL, PJGS, PJST, PLUR, WGSS.

AFAM 3663. Minorities in the Media. (4 Credits)

Introduces the study of U.S. minority group representation, participation and employment in media. Minority is defined according to ethnic, religious, national, gender or other social groupings, while media include print, broadcasting, film, music and other cultural manifestations. Students apply analyses from readings in media theory and prepare reports-videos, tapes, graph presentations, etc. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS, COLI, LALS, LASS, URST.

AFAM 3667. Caribbean Literature. (4 Credits)

A broad survey of the literatures of the Caribbean region, including translations from Spanish and French. Primarily 20th-century works will be read against the background of colonial discourse theory. Writers read include Maran, Cesaire, Fanon, Carpentier, Chauvet, Mohr, V.S. Naipaul, Walcott, Brathwaite, Kincaid, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASLT, COLI, ENGL, ENRJ, GLBL, INST, ISAF, ISLA, LAHA, LALS, LASS, WGSS.

AFAM 3669. Racing the City. (4 Credits)

This class will consider the racialization of city spaces as well as the content and dynamics of historical and contemporary constructions of blackness. Primarily grounded in ethnography, the class also uses journalism and media portrayals and discourse rooted in popular culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AFAM 3688. African Literature I. (4 Credits)

The first course in an introduction to precolonial and indigenous oral and literary forms of African peoples. The epics of the West African empire, the Islam-influenced writings of the Western and Northern lands and the development of the Swahili tradition in the East will be the main foci. All materials will be read in English translations. This course does not need to be taken prior to African Literature II. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAH, AFST, COLI, ENGL, GLBL.

AFAM 3689. African Literature II. (4 Credits)

The second course is an examination of the colonial and postcolonial literary production of European-influenced African writers writing in European languages: English, French and Portuguese. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAH, AFST, COLI, ENGL, GLBL.

AFAM 3692. Social Construction of Women. (4 Credits)

This advanced social science course examines the social construction of female identities across cultural contexts. The course will employ an anthropological approach to the study of how ideas regarding what it means to "be female" circulate and gain credence through narratives crafted by popular culture, policy and legislative definitions, science fiction, and modes of cultural consumption, for example, and are mediated by race, social status, age, national identity and cultural context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, COLI, INST, ISAF, ISIN, WGSS.

AFAM 3693. Contemporary African Literatures. (4 Credits)

Contemporary works from around the continent including a selection of anglophone literatures of south, west and east Africa and translations into English from Portuguese, French, Arabic and Kiswahili. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAH, AFST, ALC, COLI, ENGL, GLBL, INST, ISAF, MEST, WGSS.

AFAM 3720. African American Philosophy. (4 Credits)

Using texts by Frederick Douglass, Sojourner Truth, W.E.B. DuBois, Alain Locke, Martin Luther King, Jr., Malcolm X, James H. Cone, Angela Davis, Cornel West, Patricia Hill Collins, Howard McGary, William E Lawson, Leonard Harris, Lucius Outlaw and others, this course will focus on pillars, prophets and prospects for African American philosophy, a 'philosophy born of struggle' created by profound critical and transformative voices from times of chattel slavery to the present that plays an influential role in American philosophy and American society today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASRP, COLI, PHIL, PJSJ, PJST, PLUR, WGSS.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

AFAM 3729. The Black American Novel. (4 Credits)

The evolution of the black American novel from William Wells Brown to Ismael Reed. The novel will be placed in its proper literary, social and political context. The novel will be explored through various themes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS.

AFAM 3939. History of Global Popular Music: From Africa to the Americas and Back. (4 Credits)

Who brought the banjo to the United States? How did jazz get to Paris? Why is reggae so popular in Ghana? In this course, students will learn the history of African and African Diasporic popular music as it has crossed the Atlantic with enslaved Africans, African American soldiers, Caribbean migrants, and students from West Africa. Through primary sources, songs, films, and academic texts, students will examine issues of globalization, consumerism, migration, pan Africanism, race, and gender in the history of Africa and the Black Atlantic. The final project will involve original research in local and online archives, and will be accompanied by a post on the course blog. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, ASHS, HIGH, INST, ISAF, ISIN.

AFAM 3955. Slavery Freedom/Atlantic World. (4 Credits)

The course will cover multiple regions of the Atlantic World—Latin America and the Caribbean, the U.S., Africa, and Europe—to understand slavery and freedom as intersecting global themes across space and time. Starting with indigenous and African slavery in the Spanish and Portuguese empires, we will understand how political and economic institutions, racial ideas, and even Enlightenment concepts about liberty informed a global history of human bondage. The course will look at a variety of materials, from slave narratives to court cases, databases, film, and literature to understand the experience of slavery and the fight for freedom through the perspectives of slaves as well as slave owners, slave traders, and abolitionists. We will also consider the development of African diasporic cultures in the Americas and the legacy of slavery in current debates about memory, reparations, and human trafficking. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, ASHS, GLBL, HIGH, HIUL, INST, ISAF, ISEU, ISIN, ISLA, LALS, LAUH.

AFAM 3999. Tutorial. (3 Credits)

Independent research and readings with supervision from a faculty member.

AFAM 4000. Affirmative Action and the American Dream. (4 Credits)

An examination of the political and legal history of Affirmative Action and an exploration of the moral and economic consequences of the policy as practiced in universities, businesses and government agencies. Fulfills senior values requirement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVN, AMST, APPI, ASHS, EP4, HIAH, HIST, HIUL, LALS, LASS, PJRC, PJST, URST, VAL, WGSS.

AFAM 4105. Queer Caribbean and Its Diasporas. (4 Credits)

This interdisciplinary course (ICC) examines the representation of queer gender, sexual identities, and cultural practices in the Caribbean and its diasporas. It brings together the fields of anthropology, comparative literary studies, and film studies to study the Caribbean as a multicultural, multiracial, multilingual, and transnational space. Through lectures, readings, film screenings, class discussions, and external activities we will compare processes of racialization, gendering, nation building, class stratification, and migration in the formation of queer identities and practices in the Caribbean and its diasporas. Themes will include: gender and sexuality in citizenship formation, impact of colonialism on Caribbean queer identities and practices, queerness and its relationship to nation-building and modernization, queerness in revolutionary processes and revolutionary forms of queerness, Afro-Caribbean spiritual practices and queerness, queerness and urban culture, political and cultural and responses to state and interpersonal violence, the sociopolitical context of the HIV/AIDS epidemic in the region, sexual tourism and globalization, and the impact of migration on queer identities and practices. An upper-level interdisciplinary capstone course (ICC) in Women, Gender, and Sexuality Studies and MLAL, this course is also cross-listed with: Anthropology and Sociology, African and African American Studies, COLI, LALS, and English. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVN, AMST, ANTH, ASHS, COLI, ENGL, ENRJ, ICC, LAHA, LALS, PJGS, PJST, SOCI, SPAN, WGSS.

AFAM 4147. Food and Globalization. (4 Credits)

This course will examine scholarship on food and globalization from a range of disciplinary perspectives, including anthropological, sociological, historical, and literary. It will also examine the interdisciplinary fields of food studies and globalization studies to discuss the development of global exchange networks and their impact on consumer cultures and notions of identity in the United States and beyond. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ESEL, ICC, INST, ISIN.

AFAM 4148. Race, Religion, and Politics: Catholic and Civil Rights. (4 Credits)

This Interdisciplinary Capstone Course examines Catholic Civil Rights through the prisms of race, religion and politics from the New World Encounter of the Fifteenth and Sixteenth Centuries through the Civil Rights struggles of the Nineteenth and Twentieth Century. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ICC, THEO, THHC.

AFAM 4192. Race and Religion in the Transatlantic World. (4 Credits)

This course examines the construction and deconstruction of race policies in the Trans-Atlantic World from the Sixteenth Centuries. Focusing on the socioeconomic, political, theological, and philosophical precepts and practices, students will grapple with the moral and ethical dilemmas presented by race-based policies and beliefs. Using the United States and South Africa as case studies, this course is divided into four historic periods: Colonization and Enslavement (1492-1860's), Separation and Segregation (1890-1940's), and Apartheid, desegregation, and integration (1940-1990's). Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAH, AFST, EP4, INST, ISAF, ISIN, MEST, THEO, THHC, VAL.

AFAM 4600. African Americans and the Law. (4 Credits)

American law has shaped the course of African American history. This class will examine themes such as segregation, civil rights, lynching and capital punishment, racial profiling and race-related sentencing, and state control of black families and reproduction. In order to understand the impact of the law, students will read and analyze cases, Constitutional Amendments and state statutes, as well as primary and secondary historical sources. This course will provide students with an understanding of how U.S. laws and state control were used to oppress African Americans, and how African Americans and other civil rights advocates used the law as a tool to gain citizenship recognition, equal treatment under the law, and equal access to society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, PLUR.

AFAM 4650. Social Welfare and Society. (4 Credits)

An examination of American values and attitudes about poverty, entitlement and dependency and the role of the state, individuals and society in social welfare. Presents an exploration of how experiences such as homelessness, welfare and unemployment are conceptualized in American society and how this thinking affects our values over time. Fulfills senior values requirement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVN, AMST, APPI, ASHS, EP4, HIAH, HIST, LALS, LASS, URST, VAL, WGSS.

AFAM 4800. Internship. (4 Credits)

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

AFAM 4802. Community Research Methods: Oral History. (4 Credits)

This Service-learning course will impart proficiency in the research methods used by anthropologists and oral historians studying marginalized urban communities. Through volunteer work in Bronx community organizations, students will learn how to design a research agenda, how to maintain a field notebook, how to conduct an oral history interview, and how to effectively transcribe oral interviews. A primary course objective will be to enable students to help community members uncover and record the rich cultural, political, economic and religious histories of Bronx residents. Each student will volunteer in a community-based organization in order to 1) help serve the needs of the community; and 2) master the skills of participant observation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PLUR.

AFAM 4890. Research Seminar. (4 Credits)

Intensive course on research techniques appropriate to African and African American studies. Required of all African and African American studies majors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS.

AFAM 4896. Feeling the Funk. (4 Credits)

A comparison of the African-derived musical traditions of Cuba, Jamaica, and the United States from the 1930s, focusing on social origins of musical traditions such as con, reggae, rhythm and blues, and soul music, as well as the reasons for their global popularity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS, URST.

AFAM 4999. Tutorial. (4 Credits)

Independent research and readings with supervision from a faculty member.

AFAM 8999. Caribbean People and Cultures. (0 to 4 Credits)

American Catholic Studies (AMCS)

AMCS 1999. Tutorial. (1 Credit)

Tutorial.

AMCS 2999. Tutorial. (4 Credits)

Independent Study.

AMCS 3101. The Discernment Seminar. (1 Credit)

The seminar serves as a point of entry to the American Catholic Studies certificate program and an opportunity to reflect deeply and critically on the pressing global challenges. Taken in the spring of the sophomore year, the seminar invites students to explore how to deploy their talents in the service of a more just and humane society. In this process, students learn how to communicate effectively and memorably about the multifaceted global issues of our time.

Attributes: AMST, ASRP.

AMCS 3130. Faith in U.S. Politics. (4 Credits)

This course will examine the effects of religion on the contemporary American political landscape. How does religion shape the American political system? In what ways and to what extent should religious considerations be allowed to influence public policy? How does religion affect citizens' voting decisions? Does faith really have an impact on the political behavior of elected officials? Special attention will be paid to the role of religion in the 2008 presidential election and to the influence of the American Catholic Church and Catholic voters. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASRP.

AMCS 3150. Catholics and Popular Culture. (4 Credits)

An exploration of the intersection of popular devotion and popular culture in the experience of American Catholics, examining the ways in which Catholics are portrayed and participate in popular media and consumer society and how this expresses and/or transforms what it means to be both American and Catholic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, ASRP.

AMCS 3160. American Music and Catholic Imagination. (4 Credits)

The course examines the role of Catholicism in shaping the contributions of 20th- and 21st-century American musical artists. It explores how artists negotiate questions of identity, ethnicity, and race while engaging themes of incarnation, community, and redemption. Interdisciplinary in its method, the course demonstrates how the kaleidoscope of American musical styles, such as jazz, rock, pop, salsa, and hip-hop, has been enriched by the expression and interrogation of Catholic symbols and ideas. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: THEO.

AMCS 3200. American and Catholic. (4 Credits)

This course examines the contributions of various Catholic figures and movements from the end of the 19th Century to the start of the 21st. How did the various Catholic generations of the past 110 years understand themselves as Americans and Catholics? And how did subsequent generations change that understanding? This course will give particular emphasis to how younger generations initiated or prompted change, with an eye to discovering how youth culture today might be shaping the future of American Catholic identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASRP.

AMCS 3250. Contemporary Catholic Fiction. (4 Credits)

This course will examine several major Catholic writers of the 20th century (Graham Greene, Flannery O'Connor, Mary Gordon, J.F. Powers, and others). This course will examine Catholic themes and issues in their writings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3251. Labor, Leisure, and God. (4 Credits)

An examination of a variety of philosophical, theological, and aesthetic concepts studying work and play. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASHS, ASRP.

AMCS 3256. Comparative Economic Systems. (4 Credits)

Survey of the salient features of alternative economic systems; the mixed economies of the western world and Japan, the reforms in the former Soviet, Eastern European, and Chinese economies; problems of measuring economic performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, INST, IPE, ISIN, SOIN.

AMCS 3320. The Writing Irish. (4 Credits)

This course will explore the influence of Catholicism on the development on Irish and Irish-American Literature from the early 20th century to the present. Featuring Irish- and American- born writers of Irish ancestry, the course will focus on the work of writers such as James Joyce, Patrick Kavanaugh, Seamus Heaney, Eavan Boland, Mebh McGuckian, F. Scott Fitzgerald, William Kennedy, Elizabeth Cullinan, Frank O'Hara, Alice McDermott, and Michael Donaghy. Through selected historical and critical readings, we will attempt to create a descriptive narrative of what happens when Irish writers wrestle with Catholic identity in the context of 20th-century political and economic struggle, both in Ireland and in America, and a growing culture of unbelief. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, ENGL, IRST.

AMCS 3333. American Catholic Fictions. (4 Credits)

This course explores the narratives created by American Catholic artists and the variety of forms their stories take. Emphasis will be on the 20th Century and contemporary American Catholic novelists and short story writers, such as William Kennedy, John O'Hara, Flannery O'Connor, Ron Hansen, Mary Gordon, David Plante, and Andre Dubus. In addition, students will engage the work of American Catholic filmmakers (such as Coppola and Scorsese), visual artists (including Mapplethorpe and Warhol), and the music & lyrics of Catholic composers/songwriters (such as Bruce Springsteen). We will consider the content of these visual, musical, and literary narratives in light of their grounding in the specific American and Catholic Culture they portray, and we will explore the particular capability of each genre to convey the artist's vision of the possibilities and limitations of the world he or she inhabits and (re)creates. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, ENGL, IRST.

AMCS 3340. Catholicism and Democracy. (4 Credits)

This course will examine the relationship between Catholicism and democracy, placing particular stress on their relevance to contemporary American public life. In this context, Catholicism will be understood not only as a religious institution, but as the source of a tradition of communitarian social and political thought, while democracy will be understood not only as a form of government, but also as an ethos shaping American society. Authors and texts will include Alexis de Tocqueville, Orestes Brownson, Dorothy Day, John Courtney Murray, and relevant documents from Vatican II and the American hierarchy. The historic tension between Catholicism and democracy will be the subject of our conversation as will the possibilities for greater harmony between them. In particular, we will explore the possibility that Catholicism's communitarian orientation might serve as a corrective to American individualism and consumerism, while democratic institutions and practices might have something to offer Catholicism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASRP, ASSC, PJRJ, PJST, POSC, REST.

AMCS 3350. American Catholic Poetry. (4 Credits)

A course focused on poets whose work is grounded in the faith and culture of the Catholic Church in America. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASRP, WGSS.

AMCS 3355. American Catholic Novel. (4 Credits)

The appearance and importance of faith in the work of American Catholic novelists, including J.F. Powers, Alice McDermott, Mary Gordon, Walter Miller, Ron Hansen and John Kennedy Toole. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASLT, ASRP.

AMCS 3359. American Catholic Women Writers. (4 Credits)

An examination of American Catholic women's imaginative writing, looking at Denise Levertov, Flannery O'Connor, Valerie Sayers, Mary McCarthy, and Mary Gordon. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASLT, ASRP, WGSS.

AMCS 3360. Ethnic and Catholic Literature. (4 Credits)

This course engages the question of what it means to be both "ethnic" and "Catholic" in America and explores the ways in which these primary aspects of identity influence the work of writers affiliated with three of the most visible European Catholic ethnic groups that immigrated to the United States in the early 20th Century: the Irish, the Italians, and the Polish. Students will read memoir, fiction, and poetry by representative writers from each group, including work of J.T. Farrell, Elizabeth Cullinan, Don DeBello, Helen Barolini, Czeslaw Milosz and Adam Zagajewski. Through selected historical and critical readings, we will attempt to create a descriptive narrative of what happens when writers wrestle with ethnic and Catholic identity in the context of the 20th century political and economic struggle in America, a predominantly White-Anglo-Saxon-Protestant society, and a growing culture of unbelief. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3450. The Catholic Metropolis. (4 Credits)

A history of Catholicism in the New York metropolitan area focusing on sites of historic significance that inscribed a permanent Catholic presence and shaped an evolving urban culture. Students will explore and research architectural sites, locations of popular devotions, and streetscapes that reveal identities of parishes as urban villages. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3451. Niebuhr in America. (4 Credits)

Focusing on the influential work of liberal Protestant theologian Reinhold Niebuhr, the course will trace the development of major strands of modern American social and political thought and actions including the Social Gospel, Catholic Worker and Settlement House movements—as reactions to nativism, consumerism, industrialism, individualism, and greed. Niebuhr helped shape both contemporary liberalism and Neo-Conservatism and was the architect of a "Christian realism," which influenced American Catholic and Jewish thought. Niebuhr is widely known as the author of the "Serenity Prayer" ("God give us the serenity to accept what cannot be changed...") Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASRP.

AMCS 3535. Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias. (4 Credits)

This course introduces students to the investigation of the role that economic concepts such as profit, work, utility, and exchange play in defining the ideal city as a realizable political project. Students will explore ethical and economic concepts and their interrelation in the debate on the best form of State and government that developed from antiquity to modern American utopian communities. This course includes texts from various sources - philosophical, theological, juridical, and literary. Through these readings, students will learn how theoretical and practical ideas on the best form of society developed in time and still influence modern political thought. The course also focuses on the impact of the socioeconomic doctrines of the Catholic Church in shaping the idea of a possible, realizable, ideal city. Among the texts and authors included are Plato, St. Augustine, Thomas Aquinas, Dante, Boccaccio, Thomas More, Leon Battista Alberti, Tommaso Campanella, Francis Bacon. Taught in English with coursework in Italian for credit in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, APPI, ASHS, ASRP, INST, ISIN, ITAL, ITMA, ITRE, MVPH, MVST, URST.

AMCS 3777. Jesuit Conspiracy in America. (4 Credits)

From colonial times, rumors of Jesuit conspiracies abound in American religious and political rhetoric. Jesuits, it was thought, were plotting to win America for the Pope. This course explores the history of the Jesuits in America and the related topics of anti-Catholicism, separation of church and state, Vatican II, Catholic education, divisions within the U.S. Catholic community, past and present, and how Jesuits real and imagined inhabit these stories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASRP.

AMCS 3975. Catholic Across Cultures. (4 Credits)

A seminar exploring, comparing, and contrasting the Catholic fiction of disparate cultures including Britain, Ireland, France, Brazil and Japan. Authors read will include Waugh, Greene, Percy, Bernanos, Endo and more. American authors will also be considered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASRP.

AMCS 3981. Catholic Studies Seminar I. (4 Credits)

This course is the first half of a year-long interdisciplinary seminar, introducing students to the Catholic Studies concentration, using literary, theological and historical texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3982. Catholic Studies Seminar II. (4 Credits)

This course is the second half of a year-long interdisciplinary seminar, introducing students to the Catholic Studies concentration, using literary, theological and historical texts. NOTE: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASHS, ASRP, IRST.

AMCS 3999. Tutorial. (3 Credits)

Independent Study.

AMCS 4850. Global Synod: Catholic Vision & Jesuit Mission. (3 Credits)

This course examines historical, theological, and practical themes tied to the Catholic Church's Synod on Synodality. It presents a critical historical understanding of Christianity's origins with a focus on mission, apostolicity, and leadership roles as a basis upon which to examine the contemporary issues under discussion at the Synod. The course will also explore Ignatian history and spirituality as a lens to consider the Synod's implications for members of Jesuit institutions in a global context.

Attribute: THEO.

AMCS 4950. Christianity and Gender/Sexual Diversity: Interdisciplinary Perspectives. (4 Credits)

Employing perspectives from history, theological ethics, and LGBT studies, this course will investigate what it means to take queer perspectives on Christianity sexuality, and discipleship. Readings will include biblical, historical, and contemporary materials that seek to illuminate the ways in which Christians and Christian communities have responded to sexual and gender diversity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, ICC, THHC.

AMCS 4990. El Salvador: Revolutionary Faith. (4 Credits)

This course examines social, political, and religious developments in El Salvador from the years following the Second Vatican Council through the end of the civil war (1965-1993) in order to explore a range of issues regarding the nature of religion, politics, and the role of the Catholic Church. The course will include a weeklong trip to El Salvador. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: SL.

AMCS 4999. Independent Study. (4 Credits)

Independent Study.

American Studies (AMST)

AMST 1999. TUTORIAL. (1 Credit)

Independent research and readings with supervision from a faculty member.

AMST 2000. Major Developments in American Culture. (4 Credits)

An interdisciplinary history of American cultural traditions. Students will be introduced to major developments in American culture, arts, literature, folkculture, thought, and media. Course sets transformations in culture in the context of American political, social, religious, and economic history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PLUR.

AMST 2999. TUTORIAL. (2 Credits)

Independent research and readings with supervision from a faculty member.

AMST 3100. Intro to American Culture. (4 Credits)

An introduction to American culture with particular emphasis on the interdisciplinary aims and methods of American Studies. Junior level seminar usually taken in the first semester of junior year. Provides an overview of methods and texts used by different disciplines. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ASHS.

AMST 3610. Special Topics: Women and American Comedy. (4 Credits)

This course explores the history of women and comedic performance in the U.S., from the vaudeville stage of the late nineteenth century to stand-up and the television situation comedy of the 20th and 21st century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ASHS.

AMST 3800. Internship. (1 to 3 Credits)

Internship.

AMST 3999. TUTORIAL. (3 Credits)

Independent research and readings with supervision from a faculty member.

AMST 4010. Approaches to American Studies. (4 Credits)

An introduction to the interdisciplinary perspectives and methods of American Studies. Class will explore the theme of characterizing and defining "America," with attention to how a distinctive interdisciplinary approach to this theme has shaped the field of American Studies. Students will also develop skills to analyze a wide range of primary materials from an interdisciplinary perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASHS, ICC.

AMST 4500. The Senior Seminar. (4 Credits)

A team-taught seminar, drawing on faculty in different areas of American Studies, the seminar provides a focused exploration of some aspect of American history and culture and forms the basis of the senior essay. During their senior year, all majors enroll in this course and, in consultation with the director of the program, research and write their senior thesis. American Studies senior majors only. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMST 4999. TUTORIAL. (4 Credits)

Independent research and readings with supervision from a faculty member.

Anthropology (ANTH)

ANTH 1050. Anthropology Focus. (3 Credits)

A first-year Eloquentia Perfecta seminar in anthropology. Topics are selected by the individual instructor.

Attributes: FRSS, INST, IPE, ISIN, SSCI.

ANTH 1100. Introduction to Cultural Anthropology. (3 Credits)

We live in a shrinking international arena that demands greater sensitivity to the diversity of cultural patterns surrounding us. In this course, students investigate human beliefs and behavior, particularly in regard to forms of communication, marriage and the family, adaptations to the environment and to political, economic and religious institutions in a variety of past and present cultures.

Attributes: FRSS, GLBL, INST, ISIN, SSCI.

ANTH 1200. Introduction to Biological Anthropology. (3 Credits)

This introduction to biological anthropology satisfies a core life science requirement and serves as a general survey of the biological focus of anthropology. The course summarizes the different subdisciplines of biological anthropology and covers the history of evolutionary theories, human genetics and adaptation, primate biology, behavioral ecology and conservation, and an overview of the human fossil record. In particular, we emphasize the variations found in contemporary humans and non-human primates and the biological and cultural changes that took place in our ancestors over the past 7 million years. Lab sessions will provide a practical introduction to human osteology, primate morphology, primate conservation, and comparisons of human fossil morphology.

Attributes: ENST, ESEL, ESL, LSCI.

ANTH 1300. Introduction to Archaeology. (3 Credits)

How do we study society when no living members of that culture remain? Students will examine the ways by which archaeologists have inferred former patterns of behavior from surviving evidence through a survey of traditional methods as well as new scientific techniques. Students will study artifacts from the University's collection and "excavate" their own archaeological site on paper to better understand the process of investigation.

Attributes: CLAS, FRSS, GLBL, IPE, MEST, SSCI.

ANTH 1413. Language and Culture. (4 Credits)

An introduction to linguistic science emphasizing the structure, functions, and origins of languages as the symbolic system of communication peculiar to humans. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, LING, SSCI.

ANTH 1600. Introduction to Human Variation. (3 Credits)

This introductory physical anthropology course explores in detail issues of human biological variation, that is, why humans differ from each other. It satisfies a life science core requirement and examines evolutionary theories, human genetic variations, and human adaptations to environmental stresses. The main focus of investigation of human genotypic and phenotypic variations as observed in contemporary human populations to obtain an understanding of the biological basis for anatomical and physiological variation (incorrectly referred to as 'race' in a social context), including different evolutionary mechanisms that have shaped these variations, and how changing environments may have influenced these directions as well as the emergence of, and adjustment to, various chronic diseases. Lab sessions provide a practical introduction to cellular genetics, population genetics, osteology, anthropometry, statistics, and human evolution.

Attribute: LSCL.

ANTH 1999. Tutorial. (1 Credit)

Tutorial.

ANTH 2202. Anthropology of Performance. (4 Credits)

This course guides students to think about cultural performances such as dance, music, theatre, and verbal arts through a cultural anthropology lens: understanding a performance within its particular context, learning about a society through its cultural productions, and reflecting on what difference reveals about our own familiar cultures. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

ANTH 2343. Witches or Saints: Women in Archaeology. (4 Credits)

Historian Laurel Thatcher Ulrich rightfully wrote: "Well-behaved women seldom make history." It's true that women have been left out of the general historical narrative and were only mentioned when they were exceptional or "ill-behaved." However, archaeology has been recalibrating the balance by unmuting the voices of women, mothers, and other minorities that have been either intentionally or unintentionally left out of the historical narrative. During this course, students will learn how the field has developed innovative research, from advocating for women past and present to a more inclusive field invested in topics of gender archaeology and indigenous archaeologies. Through studies of archaeology, anthropology, theology, and history, this course examines the archaeologies of gender, women, and mothers. The course also focuses on the role of women and mothers in religion, magic, and medicine. Additionally, it studies the material culture of motherhood: infant feeding bottles, figurines, amulets, and shrines. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ANAR.

ANTH 2400. Introduction to Fashion and Culture. (4 Credits)

This introductory lecture course is required for students pursuing the fashion studies minor. In this class, students will be introduced to cultural and media studies concepts that will equip them with the theoretical and methodological tools necessary to explore fashion as a historically situated and context-dependent form of communication and meaning making. The course considers the implications of fashion within systems of power, every day acts of self-presentation, and larger politics of representation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: FASH.

ANTH 2447. Passages: Life Cycles. (4 Credits)

Although the life cycle is biologically based, societies differ in the way they conceptualize the stages of life. This course explores differing concepts of personhood and how a person is linked to moral beliefs and ideologies of power. We examine the way rites of passage (e.g., birth, initiation ceremonies, marriage, parenthood, and death) shape personhood in different cultures. We consider how the perspectives of psychology and anthropology complement, challenge, and enrich our understanding of the life cycle. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISIN.

ANTH 2500. Taboo: Anthropology of the Forbidden. (4 Credits)

Taboo helps identify sources of social danger, establishing prohibitions designed to protect society from that which it considers dangerous or repulsive. Yet, the prohibitions always exert an undeniable attraction, leading to a fascination with transgression. Through exploration of the anthropological notion of taboo and related cross-cultural concepts of impurity, contagion, and transgression this course will explore the extent to which prohibition and danger structure social life. Topics considered will include incest, cannibalism, eroticism, filth, murder, madness, and sin. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, INST, IPE, ISIN, REST.

ANTH 2520. Introduction to Forensic Anthropology. (4 Credits)

The course surveys methods in crime scene investigation and forensic archaeology. Often, the commission of a violent act leaves an unidentifiable corpse, which requires the expertise of a forensic anthropologist to identify the guilty party. Students will learn how forensic anthropologists create biological profiles from deceased individuals (using metric, non-metric, odontological, and genetic information). Notable persons and current research in the field will be introduced through the examination of case studies. The applications and abuse of forensic evidence in the courtroom and popular culture are also explored. Students will come to understand the direct relationship between archaeology, physical anthropology, and forensics in the quest not only to solve "Who Dunnit?", but "Who Was It?" Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ANBA, ASSC.

ANTH 2614. Urbanism and Change in the Middle East. (4 Credits)

This course discusses urban traditions and theories in the Middle East. The course material will cover multiple Middle Eastern cities, old and new. Through ethnography we analyze the impact of colonial policies on the politics of space and place. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, ISAC, ISIN, ISME, MEST.

ANTH 2619. Magic, Science, and Religion. (4 Credits)

Magic, science and religion will be analyzed, compared and contrasted. Problems in the comparative study of these topics, especially of religion, the "supernatural," and world view, are discussed in the context of various cultures. (Every other year). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BESN, BIOE, GLBL, INST, IPE, ISIN, LALS, LASS, REST, RSCS, RSHR.

ANTH 2620. The Anthropology of Cities. (4 Credits)

This course explores the everyday life of cities in a range of international contexts. We will investigate the formation of urban neighborhoods, urban ties based on ethnicity and religious beliefs, multilingualism and changing notions of the city due to globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, IPE, ISIN, URST.

ANTH 2700. You Are What You Eat: The Anthropology of Food. (4 Credits)

As the center of all significant human rituals and ceremonies, food is studied by a range of natural and social scientists. For the anthropologist, food is connected to the human body, health social relations, identity, and even ideology; we are literally what we eat. This course examines the role food plays in shaping cultural practices throughout the world. Students will explore changing concepts of food through time, beginning with early humans, modes of food production, and consumption. Through primary literature, lectures, local ethnic markets, and sharing meals throughout the semester, this class will immerse you in the theoretical and empirical significance of the cross-cultural significance of food. Bon Appetit! Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS, ASSC, ENST, ESEL, ESHC, INST, IPE, ISEU.

Mutually Exclusive: ANTH 2800.

ANTH 2770. Anthropology of Childhood. (4 Credits)

This course will explore the experience of childhood cross-culturally, including, for example, toddlers in New Guinea, North American tweens, and child soldiers in Sierra Leone. We will address issues such as discipline, emotion, authority, and socialization within the broader context of race, religion and gender. Special attention will be given to the effects of war, poverty, and social inequality on children and the recent development of a set of universal human rights for children. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASHS, GLBL, INST, IPE, ISIN.

ANTH 2800. The Anthropology of Food: Community Engaged Learning. (4 Credits)

This course examines food and eating from an anthropological perspective. We will look at the meaning of food, how it gets to our plates, and how people eat and think about food across the world. Through this course, we'll seek to understand how food plays an important role in heritage, history, identity, labor, social hierarchies, gender roles, global economies, and our local communities. How does food both unite and divide us? You will have the opportunity to experiment with anthropological fieldwork methods to answer these questions. Please note that this course involves a required Community Engaged Learning component of site visits and an internship placement with a local food-based organization. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASSC, INST, IPE, IPED, ISIN, SL.

Mutually Exclusive: ANTH 2700.

ANTH 2880. Human Sexuality in Cross-Cultural Perspective. (4 Credits)

Human sexuality in Cross-Cultural Perspective. Human sexuality presents a challenge to anthropology which, as a general practice, continues to divide the biological from cultural. Sexuality depends on biology, but its actual practices arise in specific cultural contexts, which vary widely. In this course, we examine older anthropological theories of sexuality as well as a new emerging interactionist paradigm that recognizes the power of both biology and culture. Specific topics include ethnographic method in the study of sexuality, evolutionary theory, cultural constructivism, heteronormativity, and gay, lesbian, bisexual, and transgender issues, in a range of societies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, IPE, ISIN, WGSS.

ANTH 2885. Anthropology of Economics. (4 Credits)

The purpose of this course is to acquaint students with the major theoretical and methodological perspectives in the anthropological study of human economies, past and present. The course will explore the principles and history of economic analysis in anthropology, including the cultural factors that shape and guide economic behavior in diverse societies from the stone age to modern times. Readings will cover topics in ethnography, human ecology, social theory, political economy, and economic development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

ANTH 2886. Anthropology of Gender and Sexuality. (4 Credits)

Are sex roles biologically determined or culturally defined? A cross-cultural perspective provides a unique opportunity to explore answers to this question through an examination of the roles of men and women in marriage and the family and in economic, political and religious institutions, as well as how such roles are interrelated with conceptions of masculinity, femininity, honor and shame. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, GLBL, INST, IPE, ISIN, PJGS, PJST, WGSS.

ANTH 2888. Gender and Islam. (4 Credits)

This course will examine gender roles, ideologies, and debates in majority-Muslim societies around the world, as well as the global politicization of gender and Islam. Specific topics to be covered include gender in Islamic texts and law and their interpretation over the centuries; the gender question in political movements, ranging from nationalism to Islamism; sex segregation practices and the issue of honor; and Western images of Muslim women. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISAC, ISIN, ISME, MEST.

ANTH 2890. Visual Anthropology. (4 Credits)

Culture affects what and how we see, and what we see affects our culture. Film, still photography and video each enable anthropologists to capture and analyze aspects of this relationship, and of culture in general. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, FITV.

ANTH 2892. Power and Film: The Politics of Representation. (4 Credits)

From Nanook of the North to Harlan County USA to Anthony Bourdain's travels to "Parts Unknown," filmmakers have tried to capture lives and communities that often veer far from their own experiences. But in our current age of global voices, who has the right of representation? How does a visual anthropologist, a documentary filmmaker or a television news correspondent convey cultural differences without condescension, appropriation or exploitation? Through close examination of documentaries and news pieces, this class will examine how the camera lens pretends to show its subjects "as is," but is actually filled with all the complications and challenges of representation. We will look at television footage from natural disasters to war zones to the crime blotter, where tight deadlines, physical danger, and linguistic distance can bend the image, and affect our understanding of conflict and victims. Who gets to tell these stories, how they are told, and how is this changing in a globalized world form part of the politics of representation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 2895. Anthropology of Capitalism. (4 Credits)

What is the 'economy'? Is money a fiction? Does globalization exacerbate inequality? This course will explore key anthropological debates, theoretical frames, and ethnographies of capitalism. In this course, we examine the complexity of economic processes and concepts surrounding us, such as capitalism, money, globalization, markets, and dispossession. Each unit focuses on contemporary economic issues of pressing relevance—including transnational commodity chains, financial crisis, and reparations and piracy—across Africa, the Americas and the Caribbean, Europe, and Asia. By understanding contemporary capitalism as historically situated and culturally mediated, students will consider how 'economics' is in fact intertwined and inextricable from historical, political, and cultural contexts and processes. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, GLOBL, INST, ISIN.

ANTH 2999. Tutorial. (2 Credits)**ANTH 3002. Art and Anthropology. (4 Credits)**

In this class, we will explore the century-long dialogue between anthropology and the creative arts. From Picasso and Matisse appropriating African arts, and Zora Hurston drawing on her anthropological research for her novels, to Michael Taussig's use of fiction as an ethnographical tool, the study of culture and the creation of art have long been closely intertwined. We will read essays, ethnographies, poems, novels, and life histories, tracing the possibilities of anthropology as a creative discipline and a way of understanding creativity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3006. Arab-Americans and the Diasporic Experience. (4 Credits)

This course explores the ways Arab-Americans integrate into the larger immigrant communities in the United States in general and in the larger New York area in particular. Arab-American communities live in urban areas (Dearborn, Michigan; Brooklyn and Queens, New York; Patterson, New Jersey; Los Angeles and San Francisco, California; and Chicago, Illinois). The readings will highlight the intersecting and divergent lives of Arabs and Muslims in the United States, from the early immigrant experiences of the late 19th century to more recent dimensions of life in a post-9/11 America. The profiling and discrimination against Arab-Americans is also associated with an increase in cultural and artistic productions by members of the community. In this multidisciplinary course, students will read writings from the fields of anthropology, sociology, and history as well as literary and visual material that documents the lives and experiences of Arab-Americans. In this Community Engaged Learning course, each student will work with an Arab-American nonprofit organization in the New York/New Jersey area and report to class. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASSC, ISAC, MEST, SL, URST, WGSS.

ANTH 3013. Anthropology of Palestinian Communities. (4 Credits)

In this course, students will be introduced to Palestinian culture and societies by reading anthropological writings from Palestine and the diaspora. The readings will guide students to understand the larger context of society and the qualities of daily life among Palestinians. After reading ethnographic and fieldwork analyses, students will be able to consider how Palestinians have been represented over the past 100 years. Students will gain knowledge that leads them to a multifaceted, nuanced understanding of the political, intellectual, and cultural expression of Palestinians at home and in the diaspora, moving beyond the political rhetoric and controversies of news headlines. The course begins with an orientation to the respective disciplines and a historical overview and then moves across the various zones of Palestine—from the much-studied site of the West Bank to Gaza, inside Israel, Jerusalem, refugees in Arab countries, and the diaspora in the U.S. and elsewhere. The class allows students to explore Palestine as both a symbolic site and as an extended transnational community that constitutes a complex social-cultural-political identity. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, GLOBL, ISAC, ISME, MEST, MLL.

ANTH 3110. Ancient Cultures of the Bible. (4 Credits)

What was it really like in Biblical times? Through an archaeological investigation of the Holy Land, particularly the Canaanite, Israelite and classical cultures of Old and New Testament times, this course provides students with a better understanding of the ancient social and religious background of our modern Judeo-Christian tradition. Extensively slide illustrated. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ANAR, ASSC, CLAS, GLBL, MEST, MVST, PJRJ, PJST, REST, THEO.

ANTH 3111. New World Archaeology. (4 Credits)

What were the Americas like before the arrival of Europeans? This course investigates the prehistory of the western hemisphere with emphasis on the arrival and expansion of hunter-gatherer societies throughout the New World. Explore ancient Native American cultural adaptations from the Ice Age to today's global warming within the diverse and dynamic habitats of early times. Students will gain a broader appreciation of American Indian culture and diversity, as well as its extraordinarily long record of survival and achievement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ANAR, ASHS, GLBL, LALS, LASS, LAUH, MVST.

ANTH 3112. Archaeologies of the Present: Historical Archaeology and Advocacy. (4 Credits)

"The past is never dead. It's not even past." (Faulkner). How can archaeology help us to understand the past as it inhabits the present and haunts the future? This course will use historical archaeology, the study of the modern world as shaped by colonialism, capitalism, and globalization, to excavate present discourses on major issues such as racism, class, and gentrification. We will examine the archaeological production of knowledge and archaeological practice as tools for advocacy in the present and for the future. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ANAR, ASSC.

ANTH 3115. Introduction to Medical Anthropology. (4 Credits)

The interdisciplinary field of medical anthropology focuses on the study of health and healing within cultural, biosocial and cross-cultural contexts. Students will develop an understanding of how to apply core concepts and methods from anthropology to understanding and addressing problems located at the intersection of culture, well-being, disease and death.

Attribute: ASSC.

ANTH 3154. Sports: An Anthropological Perspective. (4 Credits)

Why is sports so pervasive throughout the world? Sports entertains and generates billions in revenue, but it has a more profound role in human society. This course will examine sports as an integral part of human culture that can both reproduce and challenge cultural structures. We will discuss how issues such as race, class, gender, sexuality and nationalism are embodied and performed on the field and in the stands, using the context of multiple sports. While we will take a critical look at sports, this course will also approach the topic with an eye to the common human experience of joy in the game. As Galeano said, "when good soccer happens, I give thanks for the miracle and I don't give a damn which team or country performs it." Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISEU.

ANTH 3180. Ethnographic Methods. (4 Credits)

This course explores the cultural diversity of New York City from an anthropological perspective. The focus will be on how different groups (e.g., ethnic and religious communities within the city and urban subcultures) use urban public spaces. Students will use readings to inform their own ethnographic research on the cultures of New York. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, LALS, LASS, URST.

ANTH 3182. Ethnographic Methods: Cultures of London. (4 Credits)

This module introduces a range of ethnographic research methods and their practice. It allows for practice and experimentation with this suite of methods in the classroom, before these are applied in the planning and completion of a research project that examines an aspect of culture in London. Students will design research projects from scratch and demonstrate their mastery of ethnographic practice, while also finding out more about the fascinating city they are living in. There are also guest lectures from some cutting-edge early careers researchers on their fieldwork practice, and thematic lectures on the anthropology of Britain to help contextualize the setting for these ethnographic projects. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

ANTH 3197. Peoples of South Asia. (4 Credits)

This course explores the people, history, culture and politics of South Asia. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3260. Politics of Reproduction. (4 Credits)

The biological reproduction of the human species is a complex process that engages all major institutions of society: family, religion, morality, health, economy, and government. Using cross-cultural and social historical materials, this course will examine cases in which the control over reproduction is contested, focusing on such issues as family limitation, new reproductive technologies, and child custody. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, BESN, BIOE, GLBL, INST, ISIN, PJGS, PJST, WGSS.

ANTH 3333. Seeing Race: American Visual Culture in Historical Perspective. (4 Credits)

The idea of race, as well as its derivatives of racial difference and racism, is inextricably linked to the human ability to assign meaning to what we see. This course examines the role of photography and other 19th- and 20th-century visual traditions in propelling racial ideologies that continue to permeate American life today. We will draw on readings on critical race, gender, border, and visual theories to interpret a variety of primary sources such as historical photographs, films, posters, cartoons, and performances. Students will be encouraged to use library reference material on regional and global developments such as colonization, slavery, military incursions, displacement, and migration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS, ASSC, LALS, LASS.

ANTH 3339. Irish and Mexican Migration: New York Focus. (4 Credits)

The course will take a comparative look at the historical and contemporary Irish and Mexican migrations to New York City. Special emphasis will be given to ethnographic exploration and analysis of the different communities' migration processes, including how each has impacted on the city, and also transformed the origin populations back home in Ireland and Mexico. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS, ASSC, IRST, LALS, LASS, SOCI.

ANTH 3340. Anthropological Perspectives on Race and Ethnicity. (4 Credits)

A cross-cultural, interdisciplinary consideration of the concepts of race and ethnicity, this course examines racial and ethnic categories and explores how they form, how society gives them meaning and the circumstances under which they change. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, INST, IPE, ISIN, LALS, LASS, PJRC, PJST, PLUR, URST.

ANTH 3343. Ghettos and Gated Communities. (4 Credits)

How do humans order their urban landscapes? Do different cultures segregate certain peoples in the urban landscape? Do cultures exclude certain groups from certain neighborhoods? Students will become acquainted with ghettos and gated communities in different cultures around the world and compare them with their own to discover what they share and don't share. Students will learn how anthropologists study global urban communities. Topics to be covered in this course are urbanization, creation of ghettos and gated communities, influences on the urban landscape from gender, political, economic, social, and global forces. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, GLBL, INST, ISIN, PJRC, PJST, URST.

ANTH 3347. Anthropology of HIV/AIDS. (4 Credits)

This course explores the cultural, historical, political, economic, and public health aspects of HIV/AIDS. We will study the emergence, development, and contemporary meaning of HIV/AIDS in the US and internationally, impacts across multiple sectors of society, experience of affected populations, responses of health, political and social sectors; and varying approaches to prevention and treatment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3351. Comparative Cultures. (4 Credits)

This course will survey the diversity of cultures in the world and the processes that have produced similarities and differences among and within various geographic areas. Some of the central topics of discussion include human adaptation and adaptability, social change, modernization and ideas of development in small scale as well as in complex societies today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS, ASSC, GLBL, INST, IPE, ISIN, ISWH, LALS, LASS, MEST, PJST.

ANTH 3353. Anthropology of Globalization. (4 Credits)

Although globalization began in the 14th century with the voyage of Columbus, it is very much a contemporary concept. More than any other social system, globalization has permeated every institution, structure, and human relationship, thereby generating a whole new structure of values. Even though globalization has resulted in more development, it also brought great inequalities, frustrations, and conflicts among nations. The objective of this course is to provide students with substantive knowledge and understanding of the process from its many anthropological and cultural dimensions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PJST, URST.

ANTH 3354. Race, Identity, and Globalization. (4 Credits)

The course will explore the power of racial discourses in the production of global difference over the last five decades. Particular emphasis will be placed on the work of James Baldwin to understand the insights of the North American civil rights movement, and its global influence since the 1960's. The civil rights movement coalesced at an important moment of global historical questioning, and along with the African and Caribbean national liberation movements, anti-Vietnam war protests, feminist and gay struggles and the student uprisings in Europe and Latin America, marked a particular manner in which to re-think global concepts such as democracy, citizenship, transnational identity, and political consciousness. The objective of the course is to make use of Baldwin's racial, national, and global reflections to understand the global effects of the progressive movements initiated five decades ago. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASRP, INST, ISIN, LALS, LASS, URST.

ANTH 3355. Culture and Anticolonialism. (4 Credits)

In this course students will read and discuss major texts in the anticolonial traditions of Africa, Latin America and the Caribbean. The course will also address how the search for a "native" esthetics marked the cultural production of these regions in the Twentieth Century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, ISAF, ISIN, ISLA, PJRC, PJST.

ANTH 3356. Uprisings: Protest and Resistance Across the Globe. (4 Credits)

This course will examine anthropologies of protest and resistance, with a special focus on urban and transnational social movements. It will offer anthropological tools for understanding resistance and power, as well as ethnographic methods for studying them. It will include case studies (for example, anti-colonial and anti-apartheid movements, the Arab Spring, and indigenous rights activism) and opportunities for students to research protest and resistance in digital media and in New York City. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, GLBL, INST, ISIN.

ANTH 3357. Globalization and Migration. (4 Credits)

From the world wide web to international finance, migration to world music, the signs of globalization are all around us. This course will examine how this globalized world came to be and how we can use anthropological tools to understand how it works today. In particular, we will explore the relationship between the local and global and consider how globalization affects individual lives and experiences—including our own—creating both opportunities and barriers. Paying special attention to the inequalities of globalization, we examine how and why new borders and walls are being built in our global age. Taking advantage of our location in New York, we will explore the way that the city has been shaped by globalization and migration, from the more obvious cultures of food, fashion, and media to the hidden economies and transnational networks that make the city. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, ISIN, LALS, LASS.

ANTH 3364. Anthropology of Social Justice. (4 Credits)

In this course, we will begin by defining social justice and reviewing watershed moments in its recent history. We will then explore how anthropology has always challenged social injustice—and we will also investigate past incursions of racism and colonialism in the field. The anthropology of #MeToo, antiracism, NGOs, and our evolving language practices will be presented. We will appraise current concepts of social justice from religion, finance, and marketing, and learn how to merge social justice theory with real-world action in the field. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

ANTH 3380. Hazards, Disasters, and Human Experience. (4 Credits)

Sandy, Katrina, 9/11. Natural and anthropogenic disasters are not new (consider Pompeii or even Noah's flood), but because of global climate change, the intensity and frequency of storms is increasing along with tragic human suffering and property destruction. Anthropological perspectives are increasingly relevant to disaster prevention and relief efforts, especially since anthropologists participate in inquiry and cleanup in the aftermath of these disasters. By exploring the complexities of recent and past natural and human caused disasters, this course explores the ways in which cultures perceive and respond to disaster. We will identify pragmatic actions which can mitigate or prevent human suffering and improve relief efforts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, ENST, ESEL, ESHC, HHPA, HUST, INST, ISIN.

ANTH 3385. Post-Apocalyptic Societies. (4 Credits)

Humans have a long fascination with cataclysmic events. This course will use post-apocalyptic fiction as ethnography to examine the processes and forms of culture change in the wake of catastrophic events such as nuclear war, viral epidemics, and alien invasions. Using popular culture, we will study how humans adapt to the loss of the familiar structures that shape their lives, and will seek to develop a broad understanding of human cultural formation through these cases of its complete annihilation. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, ISIN.

ANTH 3393. Graffiti: The Challenges and Conundrums of Street Art. (4 Credits)

The course will focus on the history and development of graffiti since its ancient inception in cities like Pompeii to its post-modern expressions. Particular emphasis will be placed on the role of graffiti in resisting and critiquing official state power, and how, over the centuries it has been a focus of state censorship and repression. Scholars and colleagues will also be invited to talk about graffiti from different perspectives. Meanwhile students are expected to carry out a research term paper about the history, development, and unique issues of graffiti in a particular urban center. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, ASHS, ASSC.

ANTH 3394. Horror Americana: Stephen King's and George Romero's Terror Gospels. (4 Credits)

Stephen King and George Romero are two of the most prominent literary and visual artists, respectively, to represent contemporary North American horror. Over the past five decades, both have expressed multiple scenarios of terror as displayed by fantasies of recurring supernatural or human violence, as well as pandemic scenarios that now ring more familiar than ever. In this course, we will look to explore and analyze the multiple strands of their production of Horror Americana, and how it relates and reproduces historical, cultural, economic, and ideological discourses central to the nation. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

ANTH 3395. Horror Films and Globalization: Narratives of Terror, Commodification, and Inequality. (4 Credits)

The course will look to assess how horror films enter into the narrative of globalization, particularly as they provide a grammar to understand and express the experience of terror. This has been quite a modern cinematic tradition since the Italian Giallo horror films and Hitchcock's paradigmatic production. However, more than ever, films of zombies, plagues, and post-apocalyptic scenarios are not seen as mere fiction but rather serve to assess and wonder about our contemporary reality post pandemic. In this manner, the course will explore not only the social but also the political and economic structure of horror film production, since horror films are more than ever a commodity of global consumption. However, unlike their global appeal, they have very limited national production, with countries like the United States, Japan, South Korea, Great Britain, and very few others defining the market. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

ANTH 3470. People and Cultures of Latin America. (4 Credits)

This course surveys the diversity of Latin America as a continent and as a complex mixture of peoples and cultures with an increasing presence in the United States. It will place particular emphasis on the discussion of ethnicity, race, gender, religion, artistic production, and economic and political inequality. The aim of the course is to understand the cultural and social particularities of contemporary Latin America and to place them in a global context. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS, GLBL, INST, ISLA, LAIN, LALS, LASS.

ANTH 3471. Ancient Tales of the Andes: Taki Ongoy, Tin Tin, and Enchaquirado Narratives. (4 Credits)

This course will explore the narratives that were produced about the Andes in the 16th and 17th centuries, placing particular attention to those produced by the chroniclers from Europe but also those produced by Andean subjects both in European and American languages. Particular attention will be placed on the social movements like the Taki Ongoy, ancestral deities like the Tin Tin and El Duende, and transgendered groups like the Enchaquirados. The course will look to understand the syncretic world in which these stories were told and reproduced and the manner in which they expressed and reflect the globalization dynamics in play since the 16th century to our present time. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, LALS, LASS.

ANTH 3476. Latin American Social Movements. (4 Credits)

This course examines past and present social movements across Latin America to develop a deeper understanding of citizenship, the state, and power in the Americas. Stretching across time and geographic space, we will first explore pivotal historical grassroots movements (including the Mexican Zapatistas, the Madres de la Plaza, and Nicaraguan Sandinistas) and also current, emergent movements (including #niunamas, the Migrant caravan, and the Maya Environmental movement). In each of these case studies, we will situate the demands, strategies, and challenges of the movement in its regional historical context and analyze the underlying social problems and history of oppression from which they arise. Students will interact with a variety of media, including classic anthropological theory on social movements and the state, popular media and film, and texts written by the protagonists of the movements themselves. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, HHPA, HUST, INST, ISLA, LALS, LASS, PJSJ, PJST.

ANTH 3482. Reading Latin America: The Colonial Archive. (4 Credits)

The course will assess non-Western theoretical approaches that incorporate ancestral understandings and cosmologies rejected by the colonial onslaught but that still survive in both pre-colonial texts and contemporary Indigenous Andean communities. The course will focus on the earliest 16th century ethnohistoric documents of the region, including: Guamán Poma de Ayala's *La nueva crónica y buen gobierno* by Guamán; Cristóbal de Albornoz' *La instrucción para descubrir las guacas del Pirú y sus camayos y haciendas*; and Gonzalo Fernandez de Oviedo's *La historia natural de las Indias*. Ultimately the course looks to assess how these non-Western Andean theoretical categories might prove useful to understand historical knowledge and social transformation differently. The course will be structured as an upper-class seminar with close reading of the texts, as well as regular class discussion and participation. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

ANTH 3510. Museums: Representing / Engaging Culture(s). (4 Credits)

This course will explore the purposes museums serve and the meanings museums create in New York City and throughout the world. We will consider practices of representation and strategies for community engagement, and cover both the historical development of museums and contemporary museum-related controversies. The course will include visits to New York City museums during and outside of regular class time. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ANAR, APPI, ASAM, ASHS, ASSC, LALS, LASS, URST.

ANTH 3520. Forensic Investigation of the Human Skeleton. (4 Credits)

To understand how the human skeleton is utilized to identify the deceased and sometimes solve crimes, knowledge of skeletal biology and anatomy is paramount. This course has two primary objectives: first to provide basic but solid knowledge of the human skeleton, and second to explain the application of that knowledge to forensic anthropology. Students can expect to obtain a critical understanding of human skeletal anatomy and forensic osteology, as well as the ability to think critically about the recent media glamorization of forensic practice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ANBA, ASSC.

ANTH 3570. Applied Human Rights. (1 Credit)

Most people working on international affairs, and other disciplines internationally oriented, might confront cases of human rights violations. Some international workers try to prevent those directly, or to deal with these impacts, and others need to document, at least partially, those violations as they relate to their core mission (e.g. implement health programs for teenagers in a conflict area, or address displacement of indigenous peoples by corporations). How can we understand the relations between different international programs and human rights works? What are the similarities, differences and intersections? What abilities and methods are required for all international workers confronting human rights violations? What are some of the most recent successes in international law and domestic regulations? In this seminar, we will present diverse examples in several domestic regulations? In this seminar, we will present diverse examples in several countries that intersect with human rights violations. We will describe the professional roles of different team members (lawyers, psychologists, social workers, doctors, community actors, etc.) and the tools and protocols needed in order to successfully register their experiences (in context of warfare, environmental damage, and even in natural disasters). We will listen to the testimonies of survivors and human rights workers, and will present specific cases emphasizing the security needs and the risks involved in those.

Attributes: ASSC, BESN, BIOE.

ANTH 3605. Mothering and Motherhood. (4 Credits)

This course provides an in-depth look at what is often assumed to be the most basic and fundamental building blocks of all human relations: mothering. But what does it mean to be a mother? Who is allowed to mother? Whose motherhood is lost or denied? What qualifications does it take to mother? And how does what appears to be the private practice of motherhood, intersect with larger political processes, gender ideals and hierarchies, science and technology, and public expressions of intimacy? We will explore the concepts of mothering and motherhood to understand its dynamics beyond birth, bake sales, and kissed boo-boos. This course provides an opportunity to question and rethink mothering and motherhood in a variety of social and cultural contexts both within and outside the U.S. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASHS, INST, ISIN, WGSS.

ANTH 3618. Asian America in New York City: An Ethnographic Exploration. (4 Credits)

New York City is home to an estimated 1.2 million Asians and Asian Americans, or 14% of the city's population. This course explores the vast diversity of Asian American life in New York City, from iconic neighborhoods (e.g., Chinatown(s), Koreatown, Jackson Heights) to a range of topical themes such as historical community formation, immigration status, gentrification, post-9/11 surveillance and policing, public education, and community organizations and activism. The course will also incorporate at least two city site visits, depending on the semester, to neighborhoods, museums, political events, and cultural institutions. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, ASSC, PLUR.

ANTH 3620. Border Cultures in the City: Summer in New York. (1 Credit)

The course will explore a migrant New York City normally not visible to most of the native inhabitants of the city. In this manner, the course will allow students to meet and understand the different struggles and lived-in reality of migrants, particularly Mexican ones, as they strive to make a dignified living for themselves and their families. The course will look to assess and discuss the physical, cultural and emotional border culture that migration has created between Mexico and the United States but also between many of the Central and South American nations. To this degree it will also explore the newly invigorated Latino culture in the United States, one that figures more and more prominently in the future of the United States and the continent. Finally, through daily lectures and site visits to migrant organizations and communities students will explore the myriad of manners in which politics of identity and culture have taken shape and have shaped our city.

Attributes: ADVD, AMST, ASHS, ASSC.

ANTH 3650. Africa in the World. (4 Credits)

Is the world map upside down? What is "Africa" and who is African? Is the Global South a place or an ideological project? This seminar introduces students to key debates and intellectual interventions in African studies concerning the politics of knowledge production, geopolitical formation, and Africa's regional and global connections. By critically examining how social categories—such as culture, religion, race, economy, and ideology—have been mapped onto different parts of the world, the course traces how legacies of colonialism and imperialism in Africa continue to inform contemporary perspectives on economic development, capitalism, and globalization. The course will foreground perspectives of people who mobilized to transform them, from anti-colonial fighters and postcolonial scholars to the Third World solidarity movement and contemporary artists. Lastly, the course explores the complexity of "Global South" through Africa's south-south engagements. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, ASSC, HUST, INST, ISAF, ISIN.

ANTH 3710. Bilingualism: Local Practices and Global Perspectives. (4 Credits)

Human beings have produced at least 7,000 languages in the history of the world, many communities support the use of more than one of these within their boundaries and many individuals acquire multiple languages over the course of a lifetime, sometimes switching among tongues within the same conversation even in today's global English. The course examines the many approaches that sociolinguists and linguistic anthropologists have developed for studying how and why humans do this. What are the causes and consequences of retaining more than one language in our domestic lives, cultural institutions, and nation-states? What are the costs and benefits? Why, in short, do humans continue to value and invest in bilingualism, both locally and globally? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISIN.

ANTH 3721. The Currency of Historical Memory. (4 Credits)

The objective of the course will be to discuss and learn about the myriads of ways in which history and memory play essential roles in the production of identities and nation-states today. Historical representations are essential for countries, communities, and individuals to survive in today's global ecumene. For this reason, history and memories have become essential commodities that are produced, consumed, and exchanged on a daily basis and at lightning speeds. These historical productions and consumptions have been normalized to such a degree that we barely are able to understand that this is where we speak from, as well as what defines even what we see as reality. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

ANTH 3725. Anthropological Theory. (4 Credits)

This course covers selected issues in the relationship of human behavior and culture, including the concept of culture, culture and the individual, culture contact, and culture change. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVN, AMST, APPI, ASHS, GLBL, HHPA, HUST, INST, IPE, ISIN, ISWH, MEST.

Prerequisite: ANTH 1100.

ANTH 3726. Language, Gender, and Sexuality. (4 Credits)

This course examines how everyday language use is constituted by cultural ideas about gender, sexuality, power, and identity. Students will analyze various theoretical frameworks through ethnographic case studies from Mexico, Malagasy, Senegal, Hungary, Nepal, and the United States. We will focus on issues such as prestige, politeness, inequality and hierarchy, language shift, multilingualism, code-switching, and literacy. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ANLA, ASSC, INST, ISIN, LING, WGSS.

ANTH 3771. Pyramids, Gods, and Mummies. (4 Credits)

The course looks to explore the myriad of manners in which these politics of identity and culture have taken shape over the last centuries (and even millennia). Through lectures, readings and site visits to archaeological and historical sites around Puebla and Mexico City the course will assess how these migrating notions of culture have served to enable contesting identities across and through the border production between the United States and Mexico. It is particularly useful to view this dynamic from down below to better complete the authoritative picture officially espoused by the governing bodies of both countries. To this degree the value of the course will be to explore, first through lectures, secondly through site visits, and thirdly through small research papers and a final small research project how sometimes similar, and at other times differing, notions of what it means to be American has permeated the landscape of the continent, and continues to fuel our cultural and political identities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVN, AMST, ASHS.

ANTH 3800. Internship. (3 Credits)

Internship.

ANTH 3888. Arab Women and Social Movements. (4 Credits)

This course explores the participation of Arab women in social movements before and after the 2011 "Arab Spring". The course will be examining why and how women contribute to political and social changes, the challenges they encounter, and the changes in their understanding of their roles as citizens in the postcolonial nation-state. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISME, PJGS, PJST, WGSS.

ANTH 3999. Tutorial. (3 Credits)

Independent study.

ANTH 4004. Art Worlds: Anthropology and Sociology Perspectives. (4 Credits)

Incorporating methods and insights from sociology and anthropology, and drawing on the resource of the immediate context of New York City's cultural communities and institutions, this course will analyze many of the arts and artistic communities of New York City. The study of culture generally, and art worlds more specifically, allows us to understand art and culture not only as aesthetic experiences, but also as institutional, economic, social and political phenomena. Our summer mid-day time slot will allow us to avail ourselves of numerous field trips and cultural excursions to support our discussions, readings, and lectures. This course currently fulfills an Interdisciplinary Capstone Core requirements for Fordham College students and is expected to be listed as an EP3 course by Summer 2014. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

ANTH 4006. Palestinian Culture at Home and in Diaspora. (4 Credits)

This ICC course introduces students to Palestinian culture through two disciplines: cultural anthropology and literature in translation, covering fiction, poetry, memoir, and drama. While cultural anthropology guides students to understand the larger context of society and qualities of daily life among Palestinians through reading fieldwork analyses, literature studies guides students to consider how Palestinian authors have represented and expressed responses to the same context and quotidian experiences. The two approaches, in conjunction, will lead students to a multi-faceted, nuanced understanding of political, intellectual, and cultural expression of Palestinians at home and in diaspora, moving beyond the political rhetoric and controversies of news headlines. The course trajectory begins with an orientation to the respective disciplines and an historical overview, and then moves across the various zones of Palestine—from the much-studied site of the West Bank to Gaza, inside Israel, Jerusalem, refugees in Arab countries, and the diaspora in the U.S. and elsewhere—interspersed by several weeks focused on themes that enable anthropology and literature cross-pollination, such as cultural resistance, food, and gender. Interlacing imaginative and expository genres, and testing methods of textual analysis and fieldwork, students explore Palestine as a literal place, a symbolic site, and an extended transnational community that constitutes a complex social-cultural-political identity. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, HUST, ICC, INST, ISME, MEST, PJRC.

ANTH 4114. Anthropology of Health Healing and Social Justice. (4 Credits)

Health and illness will be studied as an interrelationship of biology, ecology, and culture in antiquity and contemporary societies. Among concepts of health and healing explored in Euro-American and non-Western cultures are: What is "normal"? What causes disease? Who can heal? What treatments are provided? What impact does modernization have on these cultural patterns? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASHS, BESN, BIOE, GLBL, ICC, INST, IPE, ISIN, PJSJ, PJST.

ANTH 4200. Climate Change and Culture. (4 Credits)

This course examines climate change in terms of how it has been conceptualized as a crisis, as well as how it is actually lived by communities who inhabit the many worlds that together, but unevenly, constitute life on earth. We will examine the concept of "the Anthropocene"—that humankind has essentially become a geologic force—alongside critiques of this concept. Rather than an expression of a universal human nature, these critiques assert that climate change is the consequence of specific cultures and historic ideologies, including plantation colonialism, industrial capitalism, and technological modernism. Drawing on recent ethnographic research, we will trace and evaluate these various interpretations of climate change through present and emergent confrontations between diverse peoples, cultures, and changing environments. Throughout the semester, we will return to the question: What is the meaning of "the human" in relationship to the Earth, its multispecies inhabitants, and climate change? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ESEL, ESHC, GLBL, HHPA, HUST, INST, IPE, ISIN.

ANTH 4341. Race, Sex, and Science. (4 Credits)

This course introduces students to interdisciplinary debates about the relationship between race, sex, and gender, on the one hand, and science, technology, and medicine, on the other. We will examine two interrelated questions: How do scientific claims influence cultural understandings of race, gender, and sexuality; and how do cultural beliefs about race, sex, and gender influence scientific research and knowledge production? The course will explore the role that understandings of race, sex, and gender have played in the development of Western science; the relationship among race, sex, gender, and scientific research in genomics and health disparities research (among other fields); and finally, the ways in which race, gender, and social inequalities become embodied and affect human biology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AASR, ADVD, AMST, ASHS, ICC, PLUR, SOCI, URST, WGSS.

ANTH 4344. Reproductive Technologies: Global Perspective. (4 Credits)

The interdisciplinary course will focus on issues in technology and reproduction, emphasizing the view that reproduction is not simply a biological process, but one that is laden with symbolic, political, and ideological meanings. Drawing on the fields of anthropology, sociology, history, public health, law, and science, technology and society. We will examine the contested meanings of reproduction, in particular how reproductive technologies are changing lives around the globe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AASR, BESN, GLBL, ICC, INST, ISIN, WGSS.

ANTH 4373. Environment and Human Survival. (4 Credits)

This course is an inquiry into the biological and cultural processes by which human populations have adapted to the world's diverse ecosystems. Particular attention is devoted to issues of group survival in difficult habitats and the environmental impact of preindustrial and recently Westernized cultures. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ANAR, ANBA, APPI, ASHS, ASRP, ENMI, ENST, ENV5, EPLE, ESEL, ESHC, GLBL, HHPA, HUST, ICC, INST, IPE, ISIN.

ANTH 4490. Anthropology of Political Violence. (4 Credits)

Political violence happens everyday, whether we endure it personally or hear about it through the media. But seldom do we ask ourselves what it is. This course investigates the nature of political violence and articulate its many forms from the anthropological perspectives of gender, class, ethnicity, economics, and of course, politics. Specific areas of study include Northern Ireland, Germany, Sudan, Palestine, Mexico, Argentina, China, Australia, and the U.S. The course will discuss the motivations for action (or inaction) by governments, elites, and insurgents, and students will get to know some of the organizations working against political violence. Field trips will include visits to the United Nations, The United Holocaust Museum, and Ground Zero. Podcasts, news broadcasts, movies and audio documentation of events will provide further access to examples of global political violence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, HHPA, HUST, ICC, INST, IPE, IRST, ISIN, PJST, PJWT.

ANTH 4600. Global South Megacities. (4 Credits)

The vast majority of the world's megacities are located in the contemporary Global South, across Asia, Africa, South America, and the Middle East. This seminar explores cultural and political life across megacities in the Global South such as Delhi, São Paulo, Johannesburg, Lagos, Guangzhou, Bogota, Mumbai, Jakarta, Tehran, Dubai, and Mexico City. Through ethnographies, theoretical texts, and popular representations such as films, we will consider colonial and postcolonial histories of urban planning, racialized imaginaries of the Global South, transnational and domestic migration, speculative finance and neoliberalism, infrastructural development and inequality, spatial segregation and policing, and ecological sustainability. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, INST, ISIN, URST.

ANTH 4616. Contemporary Issues in Asian America. (4 Credits)

This course examines historical and contemporary issues facing Asian Americans from the 1960s to the contemporary moment. By drawing on empirical and ethnographic studies, the course will illuminate Asian Pacific American experiences in the U.S. and globally. Major themes include race, class, gender, sexuality, marriage/family, health, aging, work, and transnationalism. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, ICC, PLUR.

ANTH 4700. Economic Theologies. (4 Credits)

As we face the interconnected crises of neoliberal austerity measures, job precarity, and debt, a number of social theorists have turned to theology to justify their vision for a post-work, post-debt society. Seemingly ancient and apolitical concepts like the "Sabbath" and the "Jubilee" have been refunctioned to justify global debt forgiveness and to imagine a world without work. Why do these texts hold so much power? How are these thinkers retooling and reinterpreting ancient religious texts to address today's global economic crises? Where do we situate their arguments in a longer genealogy of social thought concerned with the relationship between "religion" and "economy"? The course will also turn to recent work in the anthropological canon, offering alternative religious and cosmological models for imagining work and rest, (re)distribution and recognition, prosperity and austerity, debt, credit, and charity. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

ANTH 4722. Primate Ecology and Conservation. (4 Credits)

This course is an introduction to primates. Through lectures, readings, discussions, and observation projects, students will investigate the emergence of the order and explore the diversity of primates around the world. The course will address issues of ecological adaptation, social organization, and conservation, especially of the species most threatened by extinction, and it will illustrate how habituation projects make it possible to conduct effective field studies. The evolutionary basis of the special characteristics of primates will be discussed, as well as the question of what nonhuman primate behavior can tell us about ourselves. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ANBA, ENST, ENVS, ESEL, ESHC, ESLS, ESNS, ICC.

ANTH 4802. Archaeology of New York. (4 Credits)

The history of New York City and its environs takes on a completely different feel when the people and times are illustrated using material culture, the artifacts representing the daily activities of previous lives. Borrowing from the university's extensive collection of objects dating from prehistory to the 20th century, the course will examine former times through the lens of the items recovered from archaeological excavations, landfills, subsurface trash accumulations, and construction worksites in order to provide a more personal and intimate view of the past. Historical in the broadest sense, the curriculum will not include a detailed chronology of the city but instead explore the worlds of household, industrial production, urban infrastructure, and other social dimensions that the real objects make accessible. Aspects of conservation and curation of these rare documents of the past will be covered as well. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ANAR, ASSC.

ANTH 4965. Science Fiction and Social Crisis. (4 Credits)

The course presents science fiction as a literary genre, one that does not attempt to give us an image of our future, but rather provides a unique social critique to defamiliarize and restructure our own reified present. Through its strategy of indirection, science fiction reflects on the object and ground of all human life, while itself being a reflection of its time. The genre often draws upon science and technology to create thought experiments of alternate utopian and dystopian worlds. As a literary form, science fiction has evolved from its pulp fiction origins in America for a mass audience to a highly creative art form practiced by some of the most outstanding writers of our time. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 4998. Senior Thesis. (4 Credits)

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

ANTH 4999. Tutorial. (4 Credits)

Supervised individual study project.

Antitrust (ATGL)

ATGL 0204. Global Antitrust Seminar. (2 Credits)

It is hard to think of an area of law as international as antitrust. Over 120 countries have antitrust laws. In a globalized economy, the effects of most mergers and business strategies are rarely felt in a single country, and often transcend jurisdictional boundaries. For those interested in pursuing a career in antitrust, or simply interested in learning more about this fascinating area of law, focusing only on U.S. antitrust law will offer you an important but incomplete view of the area. <p> The goal of this seminar is to provide students with an overview of how key topics in global antitrust are handled today. We will compare different laws and identify to what extent they converge or diverge, and how multiple antitrust laws influence each other and the economies that are subject to them. To achieve this goal, we will review and compare the outcome of major cases in key antitrust jurisdictions, such as Brazil, China, the European Union, Japan, Mexico, and the United States. We will also study recommendations by multilateral organizations such as the International Competition Network (ICN) and the Organisation for Economic Co-operation and Development (OECD). <p> Grading: Grades will be based on class participation (25%) and a seminar paper of at least 20 pages double-spaced (75%). Papers are due on the day of our last class. During this class, students are required to make a brief presentation on the subject of their papers and their conclusions. This presentation will count toward class participation.

Attributes: ICE, LAWB, LAWI, LLM.

ATGL 0230. International Cartel Enforcement: Globalization of Antitrust. (2 Credits)

This course focuses on how different legal systems detect and punish cartel behavior. It will examine public enforcement efforts by competition authorities in the United States and the European Union, as well as private remedies available in both jurisdictions. With respect to public enforcement, the course will consider a number of issues, including investigative tools, amnesty programs, sentencing guidelines, and cooperation and convergence initiatives by competition authorities in both jurisdictions. The course will also examine from a comparative perspective the different systems of private remedies available to injured parties in the U.S. and the EU, taking into account the new EU Directive on rules governing private antitrust damage actions. Among the topics to be considered in this part of the course will be class actions and other mechanisms for collective redress, extraterritoriality, standing issues, and proof of damages. NOTES/MISC: Paper Required.

Attributes: CORC, ICE, LAWI, LIC.

ATGL 0309. Antitrust Law. (3 or 4 Credits)

Examines the federal antitrust laws, primarily the Sherman Act and Clayton Act. Specific topics covered include monopolization, horizontal and vertical arrangements, and mergers. We will also consider suggested changes to federal antitrust laws as described in U.S House of Representative's October 2020 Investigation of Competition in Digital Markets.

Attributes: BFE, CORC, IPIF, LAWB, LAWI, LLM, PIE.

ATGL 0429. Antitrust Litigation: Principles and Applications . (2 Credits)

ATGL 0430. Antitrust Litigation: Principles and Applications. (2 Credits)

Can generic drug manufacturers broaden access to life-saving medicine if it requires striking a deal with brands to keep prices high? Can technology firms block access to proprietary software if it allows consumers a better overall user experience? These are questions of law, economics, politics, and morality. The crossroads at which these disciplines meet is antitrust, and often, the means through which these questions are answered is antitrust litigation. This seminar introduces students to the contours of antitrust litigation, rooted in concepts like competition and monopolization but focused more directly on how disputes concerning the application of these concepts are settled inside (and sometimes just outside) courtrooms. Class readings, exercises, and discussion examine the application of antitrust law using causes of action prescribed by statute and brought to life through the common law. We will start with a brief overview of blackletter antitrust (the Sherman Act, the Clayton Act, and seminal caselaw) but then move quickly to contemporary practice tools—dispositive briefing, motion practice, jury exercises, and expert testimony. The course involves in-depth examinations of both commercial firms and government actions in Big Tech and Big Pharma; topics will include agreements among competitors, joint ventures, mergers, and monopolization.

Attributes: CRCP, LAWB, LAWI, LLM.

ATGL 1017. Antitrust and High Technology. (2 Credits)

ATGL 1018. Antitrust in the Digital Economy. (2 Credits)

Applied Health Informatics (HINF)

HINF 6101. Concepts in Health Informatics. (4 Credits)

This course provides an overview of the academic discipline of health informatics, which itself is the confluence of the disciplines of healthcare, information science, computer science, and engineering. It provides students with their first hands-on experience with the open source software tools which underpin this applied health informatics program. The first lecture provides a general overview of health informatics, in alignment with the general structure of course topics in this program. Subsequent lectures provide an overview of each topic that is covered in more detail in the other eight courses. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Mutually Exclusive: CISC 6700.

HINF 6103. Models for Clinical Information. (4 Credits)

This course provides a broad perspective on the key concepts, requirements, and standards for modelling clinical information. Creating and managing clinical information using structured models is an essential requirement for many informatics services, including detailed analysis and reporting, decision support, big data analysis, and artificial intelligence. The two key international standards—ISO 13606 and Health Level 7 (HL7)—provide flexible frameworks for representing structured clinical information; an understanding of their scope and capabilities is essential for any student of health informatics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HINF 6105. Electronic Health Records. (4 Credits)

The electronic health record can provide a full cradle-to-grave (longitudinal) record for a patient that is a vital tool to assist the provision of care in any setting: primary, secondary, or tertiary. In addition, a properly structured and coded record can act as a rich source of information for clinical studies and trials. This course provides students with hands-on experience of the requirements and functionality of electronic health records systems. The emphasis is on the use of patient centered record systems that manage structured clinical information. Students learn the importance of the EHR as a repository for clinical information, that has been integrated from many different sources, and the key functional requirements for working with the patient record: clinical data entry, viewing of the full longitudinal record, clinical correspondence, scheduling, ordering, and prescribing. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HINF 6111. The Business of Health Informatics. (4 Credits)

This course aims to equip students with the knowledge needed to apply health informatics for success in allied business environments—whether that environment is a public health service, a care provider organization, hospital, clinic, ancillary service provider, supplier business, or entrepreneurial start-up. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HINF 6113. Engineering Clinical Information Systems. (4 Credits)

This course covers the technology and techniques required to design and implement effective health informatics systems. Starting from the general architecture of clinical information systems and telemedicine systems, students learn how to use relational and "no-SQL" databases to manage structured clinical data and how to design safe and usable clinical user interfaces. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Mutually Exclusive: HADM 6100.

HINF 6115. Healthcare Integration. (4 Credits)

Integration of clinical information that originates from many different sources is a vital requirement for the provision of patient-centred care. With the emphasis placed on the patient, rather than the care provider, clinical information systems users must have access to all relevant patient data, from primary, secondary or tertiary care. Integration is enabled through the use of open standards, for both information and functional interfaces. This course covers the most important open standards and standards profiles for integration and provides hands-on experience with the key technologies. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Mutually Exclusive: HADM 5800.

HINF 6117. Artificial Intelligence in Healthcare. (4 Credits)

Since the advent of artificial intelligence in the 1950s, many researchers have recognized its potential for application in healthcare. In the late 1960s and early 1970s, some of the earliest operational rules-based systems were for clinical decision making, and there was a second wave of interest in the 1980s with healthcare applications in the emerging technologies of Bayesian belief networks and artificial neural networks. Whilst general advances in AI continued into the 21st century, in such fields as natural language processing, image analysis and reasoning engines, it was not until the second decade of this century that mainstream interest in AI in medicine was renewed. This has been fueled by advances in general AI techniques and the growing availability of structured, coded clinical information. This course covers the background and AI techniques for mining linked data, clinical decision support, natural language processing, and decision making using different types of reasoning engines. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Mutually Exclusive: HADM 5200.

HINF 6119. Analysis and Reporting in Healthcare. (4 Credits)

This course provides an overview and practical experience in the key tools and techniques for analyzing and reporting healthcare information. This includes the full longitudinal record for a single patient as well as the combined information set for a cohort of many patients. Those patient cohorts may first be assembled through query of the EHR, to satisfy requirements for reporting of clinical outcomes or measuring the effectiveness of clinical services. Or the cohorts may have been selected as part of clinical studies or trials, which have specific standards and requirements for analysis and reporting. Students learn about statistical techniques that have a long history of use in health informatics, together with newer techniques for analyzing "big data" generated from large scale, structured health records systems. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Mutually Exclusive: CISC 5109.

HINF 6210. XML in Healthcare. (4 Credits)

This course provides a hands-on introduction to the use of XML in healthcare. It starts with the basics of the XML syntax, builds through the introduction of related XML standards, and then takes a look at how XML is used for structured messages, information storage, semantic technologies, and ontologies. The final topics of the course look at the use of XML for Artificial Intelligence in Healthcare and for Electronic Health Records. Each class consists of a lecture, followed by a hands-on exercise that students complete using the machines and software provided, with the assistance of the course tutors.

HINF 6211. Health Data Analytics Leadership. (4 Credits)

This is a course in leadership development. It is geared for both purchasers and sellers of analytics. The goal is to continuously improve the demonstrable value of health care. Each topic covers a vital step in the process to achieve that goal. The objectives are to understand the types and value of health data analytics, appreciate the perspectives of both buyers and sellers of health data analytics, learn how to introduce effective analytics capabilities to a health care organization, and equip students with the skills required to be a chief analytics officer.

HINF 6212. State of the Art in Health Informatics. (4 Credits)

This course covers special topics in health informatics that reflect the current state of the art or lie outside the scope of the other courses offered. As with all the courses, the emphasis is on hands-on experience and applied knowledge of technology. The syllabus for this course is reviewed at regular intervals to ensure that it reflects current trends in the ever-changing field. Reflecting this, guest lecturers are engaged for many of the classes, to bring practical expertise, relevant expertise, and an insight into current practices.

HINF 6213. Model Driven Electronic Health Records. (4 Credits)

This course provides an intensive overview of the technology and standards for creating and deploying open source, model-driven Electronic Health Records (EHR). Each class consists of a lecture, followed by a hands-on exercise that students complete using the equipment and software provided, with the assistance of the course tutors. Learning Objectives The objectives of this course are to: · provide an overview of the concepts of model-driven development · familiarize students with the main open standards used—ISO 13606 and HL7 CDA · gain hands-on experience with the open source Mirth Connect integration engine and cityEHR electronic health records system · explore the application of integration tools and techniques in telemedicine, particularly the integration of clinical information gathered by devices at the point of care.

HINF 6214. Integration for Healthcare and Telemedicine. (4 Credits)

This course provides an intensive study of the technology and standards for integration of information and systems in health care and telemedicine. Each class consists of a lecture, followed by a hands-on exercise that students complete using the equipment and software provided, with the assistance of the course tutors. Learning Objectives The objectives of this course are to: · provide an overview of the requirements and techniques for integration in health care · familiarize students with the main open standards used for integration—HL7 v2, HL7 CDA, HL7 FHIR, and ISO 13606 · gain hands-on experience with the open source Mirth Connect integration engine · Import and export structured records to/from the cityEHR electronic health records system · explore the application of integration tools and techniques in telemedicine, particularly the integration of clinical information gathered by devices at the point of care.

HINF 6300. Special Topics in Applied Health Informatics. (4 Credits)

This course covers special topics in health informatics which reflect the state-of-the-art or lie outside the scope of the other courses offered. As with all the courses, the emphasis is on hands-on experience and applied knowledge of technology. The syllabus for this course is reviewed at regular intervals to ensure that it reflects current trends in the ever-changing field. Reflecting this, guest lecturers are engaged for many of the classes, to bring practical expertise, relevant expertise, and an insight into current practices. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HINF 6497. Research Project/Thesis. (4 Credits)

Upon approval of a proposal developed under the stewardship of a faculty member, students work with a qualified supervisor to conduct research, collect data, analyze, test their hypotheses, and write up their findings. The finished thesis must demonstrate the student's ability to conduct comprehensive research and articulate original ideas and thought processes that make a practical contribution to the existing body of knowledge in the field of real estate. All final papers must meet academic and research standards that are consistent with the requirements of current journals and publications. In order to successfully complete the project, the student's supervisor and one other reader from either academe or industry must approve the thesis.

HINF 6498. Applied Project. (4 Credits)

In this course, which is subject to prior departmental approval, students undertake and deliver a real-world project for active practitioners in a field that is consistent with the student's career pursuits. Under the direction of a supervisor, students select and explore a topic to be developed. Students will then be required to generate a practical application of their findings that demonstrates professional-level mastery of the subject matter involved. The project will be reviewed by the supervisor and one other expert in the field.

HINF 8999. Tutorial. (4 Credits)

This is a tutorial course for students enrolled in the M.S. or Advanced Certificate programs in applied health informatics.

Applied Statistics and Decision Making (SDGB)

SDGB 7811. Applied Statistics Internship. (1 to 3 Credits)

This is an experiential elective within the Applied Statistics program, requiring faculty guidance for academic credit from professional training.

SDGB 7840. Applied Regression Analysis. (3 Credits)

Focuses on preliminary data analysis, model formulation and estimation, and reliability and sensitivity analysis to understand causal links between various elements of a relationship as the foundation for effective system design and control. Multivariate regression models and techniques of experimental design provide the basis for exploring these links. Discusses applications to all areas of business.

Attributes: BUAN, BUSA.

Prerequisite: SDGB 7844.

SDGB 7841. Statistical Theory I. (3 Credits)

This course provides an Introduction to mathematical Statistics and a foundation for acquiring the skills to apply advanced statistical models to many important areas of decision-making in business. The course focuses on developing an understanding of random variables, their distribution functions, and sampling theory.

Attributes: BUAN, BUSA.

SDGB 7842. Statistical Theory II. (3 Credits)

This course provides an Introduction to mathematical Statistics and a foundation for acquiring the skills to apply advanced statistical models to many important areas of decision-making in business. The course focuses on developing an understanding of: Hypothesis testing, Nonparametric Statistics, Bayesian Statistics, Multivariate Methods and Linear Models and their applications.

Attributes: BUAN, BUSA.

Prerequisites: DGGB 781A or SDGB 7841.

SDGB 7843. Judgment and Decision Making. (3 Credits)

Decision-making is a central human activity, but how good are we at it? Scientific evidence suggests that our decisions are often biased and flawed, resulting in disappointing or even disastrous outcomes. This course draws upon contemporary research in economics and psychology to answer two questions: (1) how should we rationally approach decision-making, and (2) why is it that our actual decision-making is so often irrational?.

Attributes: BUAN, BUSA.

SDGB 7844. Stat Methods and Comp I. (3 Credits)

This course is designed to introduce statisticians to statistical programming and data analysis. Topics will include: hypothesis testing, regression models, experimental design and simulation. The statistical topics are integrated into the programming content.

Attributes: BUAN, BUSA.

SDGB 7845. Sampling Theory. (3 Credits)

This course provides a foundation in sample design and data collection for decision making. We study theoretical principles and applications, starting with definition of the population characteristic of concern, the frame, sampling methods, sample size, and sampling plan. We study also sampling and non-sampling errors and biases, problems of non-response, the half-open interval, and other methods to assure validity and usefulness of our data.

SDGB 7846. Advanced Financial Econometric. (3 Credits)

This course takes up Bayesian estimation of small-scale financial sector and macro-econometric models. Counter-factual simulations will also be used, as well as Monte-carlo methods for evaluating confidence intervals. In addition to Bayesian estimation, the course will make use of extensive data sets to investigate topics such as contagion effects across countries in financial markets, and neural networks for predictive accuracy. *Subject to NY Approval*

SDGB 7847. Machine Learning for Stats. (3 Credits)

The course will give students an opportunity to implement statistical techniques in "R" to better understand how they work. Emphasis will be on implementation and intuition rather than on background theory and analytical methods. The course will offer a lab-style approach to numerical analysis and optimization methods used to fit statistical models. Topics will include gradient descent/ascent for regression and classification, newton's method, expectation maximization for mixture models, numerical maximum a-posteriori estimation via EM. Students will have the chance to implement techniques and become proficient in "R" by writing functions and classes that perform standard analyses.

Attribute: BUAN.

SDGB 7848. Observational Studies. (3 Credits)

In real-world settings, analysts must draw inferences about causes and effects from observational data, such as those generated from a nonrandomized study. For example, how do we truly determine whether charter schools produce better student outcomes, or whether a marketing campaign for a product has increased consumer awareness? This course will cover select classes of statistical methods to help analysts design and analyze observational studies, for real-world decision-making. Topics will include propensity scores, predictive, modeling, and stimulation-based inference; the R statistical software will serve as the primary computational tool for this course, so a basic knowledge is required.

Attribute: BUAN.

SDGB 7849. Experimental Design. (3 Credits)

This course examines the design, implementation, and analysis of empirical research methods. Topics include experimental and quasi-experimental designs; validity within designs; sampling; and data analysis.

SDGB 7850. Statistical Risk Analysis. (3 Credits)

This course examines various aspects of risk as revealed or concealed in business, society, and personal situations by utilizing tools in probability theory, statistical analysis, decision theory, and cognitive and behavioral sciences. Students will learn basic risk metrics and models, along with methods for risk analysis and management. Through case studies mirroring Western and Chinese societies and ranging from health & safety, social inequality, finance, to sports and entertainment, students will gain deeper understanding of risk and become better decision makers. Interdisciplinary in nature, this course invites students to think unconventionally of problems that are at the frontier of the globalized and information-saturated world.

SDGB 7851. Measurement and Data Visualization. (3 Credits)

Businesses use metrics not only to track, evaluate, and incentivize their employees and customers but also to monitor and improve their organizations. To inform their decisions, they may, for example, look at company records, run an experiment, speak to employees and customers, or make site visits. All of these activities generate data, requiring decisions to be made on how to collect, summarize, analyze, and present these disparate pieces of information. In this course, we consider how to approach these issues, from developing appropriate metrics and heuristics, to thinking about data quality, to creating accessible visualizations.

Attributes: BUAN, BUSA, ISEL.

SDGB 8999. Applied Stats & Decision. (3 Credits)

Arabic (ARAB)

ARAB 1001. Introduction to Arabic. (5 Credits)

This course focuses on four skills—reading, speaking, writing, and listening—that provide students with an introduction to Arabic language and culture.

Attributes: MEST, MVLA, MVST.

ARAB 1501. Intermediate Arabic I. (3 Credits)

Intermediate Arabic I will continue introducing students to the fundamentals of the Arabic language, emphasizing the five main components of language acquisition: reading, writing, listening, speaking, and cultural competence, using a task- and content-based Arabic learning program. Conducted in Arabic.

Attributes: IPE, ISAR, MEST, MVLA, MVST.

Prerequisites: ARAB 1001 or ARAB 1002.

ARAB 1502. Intermediate Arabic II. (3 Credits)

Intermediate Arabic II will continue introducing students to the fundamentals of the Arabic language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based Arabic learning program. Conducted in Arabic.

Attributes: IPE, ISAR, MEST, MVLA, MVST.

Prerequisite: ARAB 1501.

ARAB 1999. Tutorial. (1 Credit)

Independent study.

Attribute: MEST.

ARAB 2001. Arabic Language and Literature. (3 Credits)

This course is designed for students who have a solid knowledge of Arabic language basics, essential vocabulary, and verb forms and tenses. Through coursework, students will focus on developing and expanding their vocabulary, learning new grammatical structures and usages, developing good listening and writing skills, and applying literal and inferential comprehension skills (after reading magazines, newspapers, and short stories, and watching videos and films). Students will practice oral skills through structural exercises during class time, and they will complete written assignments to reinforce their understanding of the concepts studied in class.

Attributes: IPE, ISAR, MEST, MVLA, MVST.

Prerequisite: ARAB 1502.

ARAB 2400. Approaches to Arabic Culture. (4 Credits)

This course is based on the knowledge and skills gained in Arabic Language and Literature II. The main focus is on developing fluency and sophistication in reading, writing, and in oral communication. This course is designed to train students how to evaluate and revise their writing in Arabic, while continuing to review and refine pertinent grammatical structures. It aims to increase the students' familiarity with Arabic culture by working with selected Arabic literary texts and Arabic periodicals. The course will be conducted mainly in Arabic. Pre-req ARAB 2001 or Instructor's Permission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE, ISAR, MEST, PJRC, PJST.

Prerequisite: ARAB 2001.

ARAB 2450. The Short Story of Arabic Literature. (4 Credits)

Students will learn the history of the Arabic short story, and sample a variety of stories from diverse periods and authors. By reading these stories, students will develop their comprehension skills in Arabic, and will also broaden their knowledge of Arab-world literature. Class discussions will be in Arabic, and will focus on conversational skills in the language. Taught in Arabic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: IPE, ISAC, MEST.

Prerequisite: ARAB 2001.

ARAB 2601. Arabic Conversation and Composition. (4 Credits)

Intensive practice of the spoken and written language with emphasis on proper use of idioms and building of vocabulary based on topics of interest and relevance. A basic course for prospective majors and minors. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: IPE, MEST.

Prerequisite: ARAB 2001.

ARAB 2602. Arabic Immersion in Morocco. (4 Credits)

Through this program, you will take an upper-level Arabic language/literature/culture course based at AMIDEAST's Study Center in Rabat, Morocco. Classes will meet for one month during Fordham's Summer Session I and will be primarily taught in Arabic. This course counts towards your requirements in the Arabic minor at Fordham University. In addition to your class work, you will participate in a number of cultural visits during your stay, including a weekend excursion to Fez. Rabat is one of Morocco's "imperial cities," and its modern capital. It is home to the leading educational institutions in the country and offers students opportunities to move from the shops and cafes of the "European" city to the winding alleys and exciting markets of the old "medina" in a few minutes' walk. Students in the program live with Arabic-speaking Moroccan families and attend classes with Fordham faculty at AMIDEAST's facilities in the bustling Agdal area of the city.

Attribute: IPE.

ARAB 2650. Business Arabic I. (4 Credits)

This course examines the norms of Arab business culture and helps prepare students for work with Arabs in the Arab world. In particular, the course focuses on improving business and speaking skills as well as appropriate forms of presentation through personalized training, role-playing, and business pitches. Beyond incorporating the essentials of business vocabulary, we will explore every aspect of public speaking and efficient communication—from grammatical accuracy and clarity to using body language and physical space. Students will prepare resumes and cover letters, conduct interviews, negotiate, and build up experience and self-confidence in handling real-life situations. Invited guests from the Arab business and entrepreneurial community in New York City will share their experiences with students and provide opportunities to practice new skills and learn more about bilingual business opportunities. This course is taught in Arabic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: ARAB 2001.

ARAB 2999. Tutorial. (2 Credits)

Independent study.

Attribute: MEST.

ARAB 3000. Topics in Arabic Cultures. (4 Credits)

A broad survey of Arabic cultures through the study of some of its major literary figures and texts. The course will examine representative texts from artistic movements in Egypt, Syria, Lebanon, and Libya, such as romanticism, realism, and postmodernism. By the end of the course students will be able to define the main characteristics of these movements. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, IPE, ISAC, ISME, MEST.

Prerequisite: ARAB 2400.

ARAB 3010. Human Rights in Arabic Literature. (4 Credits)

This class explores issues of race, gender, class and social justice in Arabic Literature. It focuses on the terminology and concepts related to human rights and the law, with all readings and class discussions held in Arabic. Students will also learn about sharia law and its implications for social justice. This class is especially relevant for students studying political science, Middle East studies and international studies or who wish to minor in Arabic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, IPE, ISAC, ISME.

Prerequisite: ARAB 2400.

ARAB 3040. Topics in Arabic Literature. (4 Credits)

This course is dedicated to Arabic literature (al-Adab al-'Arabi) and the Arabic renaissance, or "al-Nahda" literary production (poetry, Maqamat, epic literature, diaries, Romantic literature, Islamic scholarship, and women's literary salons and societies in the Arab world). We will focus on the most important writers, thinkers, artists, and scientists of those times (i.e., Ibn al-Muqaffa, ibn Hazm, ibn Battutah, al-Hariri, Jabra Ibrahim Jabra, Mikha'il Na'ima, Nazik Al-Malaika, Nizar Qabbani, Mahmoud Darwish, and Nawal el-Saadawi) and engage in close readings of seminal works, with the intent of uncovering and investigating the major problems engendered by the birth of Arab countries. We will also discuss the fundamental cultural, political, and social roles that courtiers, writers, and scientists play in the Arab world. Please note: This course is taught in Arabic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, ISAC.

Prerequisite: ARAB 2400.

ARAB 3999. Tutorial. (3 Credits)

Independent study.

Attribute: MEST.

ARAB 4999. Tutorial. (4 Credits)

Independent study.

Attribute: MEST.

ARAB 9101. Introduction to Arabic I. (0 Credits)**ARAB 9151. Intermediate Arabic I. (0 Credits)****ARAB 9152. Intermediate Arabic II. (0 Credits)****ARAB TEST. TEST. (1 Credit)**

TEST.

Art History (ARHI)

ARHI 1100. Art History Introduction: World Art. (3 Credits)

This course is an introduction to the study of art history, approached from a global perspective. It reaches back to Cycladic art (c. 3300 to 1100 BCE) and ends with the present. Because most human societies have created art, this course looks at works created in Europe, the Americas, Asia, and Africa. And since art objects can and do move across cultural boundaries, it also looks at the cross-cultural transmission of artworks. Students will learn about how peoples across space and time created works of art and architecture in response to social crisis, as an aid to or container of ritual, and to express norms and ideals of gender. Students will come to understand how and why abstraction and naturalism emerged at different times and places.

Attributes: FACC, FRFA, GLBL, INST, ISIN.

Mutually Exclusive: ARHI 1101.

ARHI 1101. Introduction to Art History: Europe. (3 Credits)

An introduction to the study of the art of Europe through key paintings, sculpture architecture, and other arts. Form, style, context, function, and the changing role of the artist in society are explored.

Attributes: FACC, FRFA, INST, ISEU.

Mutually Exclusive: ARHI 1100.

ARHI 1102. Introduction to Art History: Asia. (3 Credits)

This course offers a survey of Asian art spanning from ancient to contemporary periods. It encompasses the exploration of arts and monuments representing major religions, including Buddhism, Hinduism, and Islam, as well as the important visual traditions such as Mughal miniature paintings, Chinese landscape paintings, and Japanese woodblock prints. Additionally, it covers contemporary popular culture, such as Bollywood films and Japanese animation. Utilizing critical art historical scholarship, the course seeks to examine art through various perspectives, including gender, sexuality, transcultural dialogues, and diasporic experiences, while also confronting difficult histories, including colonialism, racism, and war. Students will be assessed based on their proficiency in three key areas: 1. Delivering visual analyses effectively. 2. Demonstrating familiarity with significant Asian art objects, artists, art movements, and historical chronology. 3. Engaging in close examination of scholarly literature; encompassing understanding of historical contexts, theoretical concepts, and scholarly arguments; and expressing synthesized insights in an organized manner.

Attributes: AHGL, FACC, FRFA, GLBL, INST, ISAS.

ARHI 1103. Introduction to Art History: Americas. (3 Credits)

A survey of the art and architectural traditions of the Americans from 3000 BCE to the present. This course explores artistic productions in both North and South America and considers how architecture and visual works have been used to express ideas about American identity and the place of the Americas in the world.

Attributes: ACUP, AHGL, AMST, ASAM, FACC, FRFA, GLBL, INST, ISIN, ISLA, LAHA, LALS.

ARHI 1104. Introduction to Art History: Africa and African Diaspora. (3 Credits)

This course covers textiles, cinema, photography, architecture, sculpture, and paintings from Africa as well as the African diaspora in North America, Latin America and the Caribbean, and Europe.

Attributes: AHGL, FACC.

ARHI 1105. Introduction to Art History: Architecture. (3 Credits)

This course aims to provide students with an introduction to the study of architecture from antiquity to the present. We will cover residential architecture from around the world and discuss the sociopolitical contexts in which these works were built and used.

Attributes: AHGL, FACC, GLBL.

ARHI 1298. Art History AP. (3 Credits)

Students who have taken AP Art History exam and have scored a 4 or 5 can have this score count like a course, fulfilling the Fine Arts core requirement.

Attributes: FACC, FRFA.

ARHI 1999. Tutorial. (1 Credit)

Independent Study.

ARHI 2100. History of Architecture. (4 Credits)

A consideration of the language of design and structure of key architectural monuments from ancient times until the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHMO.

ARHI 2211. The Arts and Visual Culture of China and Beyond. (4 Credits)

This course examines Chinese art and visual culture from ancient to contemporary periods. Going beyond the materials conventionally covered in the survey of Chinese art, this course will also explore the global significance of Chinese art by examining objects in the Americas, Europe, and other countries in Asia that were influenced by Chinese aesthetics through transcultural dialogues. Additionally, the course will examine cultural products created by Chinese diasporas. Through the analysis of cultural products both within and outside China, the course will pay special attention to themes such as religion, socio-economic class, gender, sexuality, imperialism, war, orientalism, transnational dialogue, migration, and racism. Furthermore, through visits to museums and galleries in New York City, the class will discuss curatorial practices. At the end of the course, students will submit a proposal for an exhibition featuring Chinese objects. Throughout this course, students will develop skills in visual analysis, familiarize themselves with major Chinese art objects, engage with prominent scholarly writings, learn to conduct basic art historical research, and consider how to present their research to the general public through exhibition curation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHGL, CNST, GLBL, INST, ISAS.

ARHI 2221. Japanese Visual Culture: Prehistory to Present. (4 Credits)

An examination of Japanese visual culture from prehistory to contemporary society. Issues and material explored: the development and spread of Buddhism, temple art and architecture, narrative art and prints, the interaction of art and popular culture, manga, anime, and contacts with western society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHGL, COLI, GLBL, INST, ISAS.

ARHI 2223. Art and Violence in Modern Asia. (4 Credits)

This course considers intersections between art and violence in modern Asia. It will focus on propaganda art from Japan, China, South Korea, and North Korea, and examine how violence is advocated through visual language in relation to differing political ideologies, such as imperialism, fascism, communism, and nationalism.

Attributes: AHGL, GLBL.

ARHI 2230. Islamic Art. (4 Credits)

This course presents an overview of some of the most important episodes of Islamic art and architecture from their origins to the 18th century. We will focus on the monumental mosques, mausolea, and palaces of the great dynasties, as well as the most prized of more delicate artistic traditions such as calligraphy, manuscript painting, textiles and ceramics. Emphasis will be given equally to visual/interpretive analysis and critical thinking, and will entail readings from an introductory textbook as well as more in-depth scholarly writings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHAM, AHGL, GLBL, ISAC, MEST, MVAM, MVST, REST.

ARHI 2250. Ancient American Art. (4 Credits)

Introduction to the art of Mexico, Central America and Peru from its beginnings to the time of its contact with Europe. Examination of architecture, sculpture, ceramics, and paintings in the context of such cultures as Olmec, Teotihuacan, Maya, Aztec, Chavin, Mochica, Tiahuanaco and Inca. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AHAM, AHGL, AMST, ASAM, GLBL, LAHA, LALS, MVAM, MVST.

ARHI 2254. Topics in Global Art. (4 Credits)

In this course, students will examine topics in non-European art before 1500. Topics may include Islamic art, African and African diasporic art, Asian Art, and/or art of the Ancient Americas. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHAM, AHGL.

ARHI 2257. Modern Latin American Art. (4 Credits)

In modern period, Latin American nations, the by-product of European colonization, developed artistic traditions that grew out of their own distinct realities. This course looks at two great shaping forces of modern Latin American Art: nationalism, which called on visual art to both create a national identity and to reflect it; and modernism, an aesthetic movement that insisted on artistic autonomy. In more recent years, the political integrity of Latin American nations has been challenged by oppressive governments and imperialism, leading artists to seek new ways of expressing ideas and identity within and beyond the national sphere. We will also be seizing the many opportunities that New York offers to see Latin American art first hand at sites that include El Museo del Barrio, Sotheby's, and the Cecilia de Torres Gallery. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHGL, AHMO, AMST, ASAM, GLBL, INST, ISLA, LAHA, LALS, SPAN.

ARHI 2260. Global Modern Architecture. (4 Credits)

What do we think of when we see such words as "modern," "modernism," and "modernity"—especially as they pertain to architecture and the built environment? How can we reinterpret and challenge existing views of these terms when we start from the regions of the world (sometimes called the non-west and the global south) that are home to the majority of the world's people? In this course, we'll examine the production of space in Asia, Africa, and Latin America from the mid-19th to mid-20th centuries as breaks from the past, yet inextricable from the colonial encounter. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHGL, AHMO.

Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103 or ARHI 1105.

ARHI 2305. Gods, Monsters, Heroes, and Mortals: Narrative in Greek Art. (4 Credits)

In this course, students will examine the development of storytelling on Greek painted pottery and sculpture. The course is structured thematically, rather than chronologically or by medium, and relies on the study of primary source material, ancient works of art, and literature. This class meets at the Metropolitan Museum of Art every Friday during the designated time of 1 to 2:15 p.m. and at Rose Hill on Tuesday. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHAM, CLAS, OCAH, OCST.

ARHI 2311. Athens and Ancient Greece: Athens and Pericles in the Fifth Century BC "Golden Age". (4 Credits)

Long remembered as a political and artistic highpoint in the western traditions of art, architecture, history, philosophy, politics and theatre, this course takes a holistic look at the challenges and opportunities of writing about 5th century BC Athens. Students will analyze a range of writing about Athens, and its most famous statesman, Pericles. Genres from modern scholarship on technical evidence (such as stone inscriptions and archaeological field reports) to 19th century poetry seeking to evoke a lost "golden age" of art and democracy will all inform students' own writings. This wide range of modern texts and ancient evidence will allow us to consider all parts of Athenian society. A final project will require students to alter their writing for a more general audience, by devising, writing, and shooting a short animated film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHAM, CLAS.

ARHI 2313. Greek Art and Architecture. (4 Credits)

The purpose of this course is to provide an overview of the artistic and architectural achievements of ancient Greek culture, broadly understood. We will study monuments of architecture, sculpture, painting, and the minor arts ranging over more than a millennium and located throughout the Mediterranean. Particular attention will be paid to the social, political, and religious aspects of Greek art, and to how Greek art objects worked in the physical contexts of their display. Special emphasis will be placed on students learning to think and write as art historians. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CLAS.

ARHI 2314. Ancient Architecture and New York City. (4 Credits)

This course offers a survey of Egyptian, Greek, and Roman architecture. Students will study structures from the Old Kingdom pyramids to late antique churches, synagogues, and mosques. It uses the many buildings of New York City that draw on ancient architectural traditions to reconstruct how they worked in their own time, and why modern architects and publics still rely on these old formal vocabularies. The course will take two basic approaches to the buildings we encounter. 1) What did the building feel like to use, and what created these effects? 2) How did/does the building support or break down existing power structures? These questions will lead students to understand ancient architecture as a way of making and thinking that still has direct relevance to understanding key social issues of modern-day New York. Students taking the class should expect to spend significant time encountering New York architecture, from war memorials and arches to community spaces and parks. Sketching buildings will be required, but this is not a drawing class, and drawing skill will not be assessed. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHAM.

ARHI 2315. Roman Art. (4 Credits)

This course is a survey of the art and architecture of Rome from the Republican and Hellenistic periods through the era of Constantine (fifth century BCE to fourth century CE). The course tries to understand why and how Roman art changed as Rome itself changed, from a small city-state republic to one of history's largest empires. The course covers the following themes in Roman art: the power of images in the ancient world; the place of monuments, artists, and patrons in Roman society; Roman ways of thinking about art and representation; art as a way to spread or resist Roman imperialism; and the influence of Roman art on almost every later artistic style or movement. The course takes as one of its primary pathways through this material the figure of Cleopatra, from Ptolemaic Egypt through Roman Imperial art to her appearances in contemporary film and media.

Attributes: AHAM, CLAS, OCAH, OCST.

ARHI 2320. The Fall of Ancient Rome: A Material Culture Investigation. (4 Credits)

An interdisciplinary investigation of the period ca. 300–800 AD. The traditional model of Gibbon's "Decline and Fall of the Roman Empire" will be considered in the light of modern conceptions of "Late Antiquity" by scholars such as Peter Brown, who see this as a period of sometimes dramatic cultural and political transformation, defined by the growth of the vibrant new kingdoms of Western Europe, and the development of Christianity and Islam. Using the methodologies of Ancient History, Archaeology, Art History and Classics, the course will consider these two approaches through the lens of material culture. How and why did cities, sculpture, religious art, pottery, textiles, military equipment and luxury goods change during this period, and what do they all reveal about how and why Rome fell—if it did at all?.

Attributes: AHAM, CLAS, MVAM, MVST, REST.

ARHI 2341. Medieval Desire and Devotion. (4 Credits)

Medieval Europe was the site of a complex social network built on relationships that crisscrossed heaven and Earth. This course explores how people of divergent status—kings and clerics; men and women; rich and poor; Christians, Jews, and Muslims—used works of art and architecture to draw closer to those whose presence they desired most: God, the saints, and one another. Our investigations will range widely over the period: from the catacombs of late antique Italy to the cathedrals of high medieval France and England; from the courts of early medieval Germany to the cities of late medieval Spain and Flanders. Case studies will include churches, mosques, shrines, reliquaries, and devotional imagery in multiple media—sculpture, panel painting, book illumination—for contexts both public and private. Frequent comparisons between "sacred" objects associated with piety and "secular" objects associated with pleasure will provide a broader view of the manifold desires that shaped medieval society. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHAM, ITAL, MVAM, MVST, OCAH, OCST.

ARHI 2360. Illuminated Manuscripts. (4 Credits)

Before the invention of the printing press in the 15th century, every book was a precious, hand-produced object. Often these manuscripts were richly decorated with painting, called illumination. This course examines the development of manuscript illumination over the length of the Middle Ages in Europe (circa 300 to 1500). Issues examined include illuminated manuscripts and the establishment of the church, illumination and royal power, manuscripts and popular devotion, relations between Christians and Jews, and the role of the artist as illuminator. This course includes site visits. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHAM, MVAM, MVST, OCAH, OCST.

ARHI 2365. Medieval Art and the Museum. (4 Credits)

Works of art from medieval Europe were not made to be seen in museums. The luxurious sculptures, paintings, and manuscripts of the Middle Ages (circa 400 to 1400) mostly were created for the eyes of kings, queens, or priests, and the makers and original users of these objects never could have imagined the diverse museumgoers of today in the U.S. But in the early 20th century, American collectors avidly pursued medieval artworks, amassing the collections that later would be donated to museums like the Cloisters, the Metropolitan Museum of Art, and the Morgan Library & Museum. In this course, students learn about the development of European medieval art (from the end of the Roman Empire through the Gothic era); study the history of museums in Europe and the U.S., with a focus on medieval exhibitions; and consider the meanings medieval art holds for viewers in this country, where every royal or liturgical object serves as a relic of a geographically and temporally remote past. This course includes site visits. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHAM, MVAM, MVST.

ARHI 2370. Art and Science in the Middle Ages. (4 Credits)

This course investigates intersections of art and science from the Carolingian period through the 14th century and the historical role images played in the pursuit of epistemic truths. Science in the Middle Ages included a broad range of intellectual pursuits into both the supernatural and natural worlds, and scholars have classified these pursuits in various ways (i.e., experimental or theoretical science, practical science, magic, and natural philosophy). A particular focus of this course is placed on the assimilation of Greek and Islamic scientific advances in cartography, cosmology, and optical theory into the Latin theological tradition. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHAM, MVAM, MVST.

ARHI 2410. Northern Renaissance Art. (4 Credits)

Northern Renaissance art draws inspiration from the cultural and social developments of the early modern era (circa 1400-1600). Painters strove to depict the bustling energy of expanding cities, sculptors fabricated dynamic ensembles aimed at making tangible the subtleties of church doctrine, and illuminators and printmakers created precious and personal works that enhanced the domestic sphere. In this course we will explore such phenomena, considering how masters—including Jan van Eyck, Albrecht Dürer, and Hieronymus Bosch—experimented and innovated in an age of artistic revolution. This course includes site visits. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHRB, MVAM, MVST.

ARHI 2415. Italian Renaissance Art. (4 Credits)

The history of Renaissance painting and sculpture in Florence, Venice and Rome from the 14th through the 16th centuries. The course will focus on the leading artists of this era: Donatello, Masaccio, Fra-Angelico, Bellini, Botticelli, Leonardo, Raphael, Michelangelo, Giorgione, and Titian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHRB, ITAL.

Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103 or ARHI 1105 or ARHI 1298.

ARHI 2418. Gender and Sexuality in Renaissance Art. (4 Credits)

This course explores the role of gender and sexuality in the art of the European Renaissance. We will consider how the visual arts both constructed and reflected ideals of feminine and masculine identity, homosocial relations, and erotic desire. Investigating the roles and identities of women and men as patrons, creators, viewers, and subjects of early modern art, we will also consider discourses of feminism, gender, and sexuality both in the early modern period and in contemporary academic practice. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHRB, WGSS.

Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103 or AP Art: Art History with a score of 004.

ARHI 2430. Renaissance Portraits. (4 Credits)

Is a picture really worth a thousand words? What can the record of a person's physical appearance tell us about his or her character, and the values of his or her society? During the Italian Renaissance, portraits were test-cases of artistic skill, tools in marriage negotiations, and vehicles for the expression of friendship and political power. This class will consider the role of portraiture in defining, communicating, and preserving individual identity. Examining the concepts of "portrait" and "self-fashioning" in both the literary and visual spheres, we will read authors including Castiglione and Machiavelli, and study artists including Leonardo da Vinci and Raphael. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHRB.

ARHI 2432. Renaissance Centers. (4 Credits)

Covering the period from 1400-1600, this course examines the concept of the "Renaissance" in artistic production and reception in a variety of European centers. We will consider the role that different forms of government and styles of social life played in the development of Renaissance art in Italy and in its reception outside the traditional "centers" of the Italian Renaissance art. The course aims both to offer a comprehensive survey of fifteenth and sixteenth century Italian art and to provide an in-depth analysis of particular centers, both urban and courtly. Topics that will be covered include antiquarianism, the role of religious institutions, private patronage, the impact of political change on artistic practice, and the concepts of "center" and "periphery" in defining the Renaissance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHRB, ITAL.

Prerequisites: ARHI 1101 or ARHI 1102 or ARHI 1103 or ARHI 1100.

ARHI 2450. 17th Century Art. (4 Credits)

This course surveys artistic developments in Europe in the Seventeenth Century and their relationship to the shifting political and intellectual landscape. The art of the Baroque is characterized by an interest in emotional appeal, visual immediacy, and the articulation of power. Major artists include Caravaggio, Bernini, Velázquez, Rubens, Poussin, Rembrandt, and Vermeer. The themes we will explore include the relationship of art production and reception to the political and religious environment, the development of national styles, the intersection of art, nature and science, and the emergence of academies as systems for artistic training and political control. In addition to introducing students to the visual arts of the Seventeenth Century, this course will emphasize the critical analysis of works of art and of art-historical scholarship. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHRB.

Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103 or ARHI 1105.

ARHI 2510. 18th Century Art. (4 Credits)

The development, dominance, and decline of the international rococo style in painting and sculpture will be examined with special attention devoted to Watteau, Boucher, Fragonard, Chardin, Tiepolo, Canaletto, Guardi, and Gainsborough. A study of the Enlightenment sensibility and the rise of neoclassicism will follow Hogarth, Reynolds, and David, among others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHMO, ITAL, REST.

ARHI 2520. American Art. (4 Credits)

This course will examine the development of American painting, sculpture and architecture from colonial times to the early 20th century, with an emphasis on painting. Major artists will be discussed in depth (Copley, West, Allston, Cole, Church, Bierstadt, Mount, Bingham, Homer, Eakins, Cassatt, O'Keeffe and others). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AHMO, AMST, ASAM.

ARHI 2525. Museums from Revolution to Restitution (1793-present). (4 Credits)

This course considers the past and future roles of museums in our global society. Beginning with the founding of the Louvre in the wake of the French Revolution, we will explore the relationships between museums, their collections, and their diverse publics—people who build them and work in them, the artists whose works they display, the audiences who visit them, and the communities they surround. Issues examined include theories of collecting; the practices and ethics of exhibition; empire and nation-building; colonial theft and restitution; and forms of institutional critique and anti-colonial action. This class will incorporate site visits to institutions in Manhattan and the Bronx. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHMO.

ARHI 2526. Art and the Black Atlantic. (4 Credits)

This course considers the circulation of art and material culture between Africa, the Americas, and Europe from the early modern era to our current moment of globalization. Of central focus is the ways art makes space for understanding situations of diaspora, enslavement, empire, and redress that have shaped the Black Atlantic world. Students will engage a variety of works across media as well as literature on the conceptual and historical formation of the "Black Atlantic" to reflect on the ways members of the African diaspora have negotiated questions of belonging, retention, loss, and identity through artistic practice across time and space. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AFAM, AHGL, AHMO, AMST, ASAM, GLBL.

ARHI 2527. London Monuments: Power, Protest, and Public Space. (4 Credits)

For centuries, London was the seat of the British Empire, which spanned all corners of the globe and perpetrated devastating histories of colonialism, violence, and enslavement. Today, it is one of the most multicultural and ethnically diverse cities in the world, a reality linked to its imperial past. In this course, students explore how these intertwined histories are made visible in the built environment, with specific focus on the city's many monuments—from the statue-filled halls of Westminster Abbey to high-profile commissions by contemporary artists including Yinka Shonibare, Kara Walker, and Lubaina Himid. Why and for whom are monuments important? How have they been used to assert political and social power? And how do audiences and publics respond to, protest, and refuse their presence today? Put simply: What is at stake in the construction of a monument, or conversely, its toppling? We will examine these questions through a series of object-based case studies and in-person site visits in order to better understand the place of monuments in modern life: in relation to the afterlives of colonialism and slavery, and, more urgently, the promise of more equitable anti-colonial futures. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHGL, AHMO, GLBL.

ARHI 2528. Asian American Art. (4 Credits)

What does it mean to study “Asian American art”? Although the term Asian American is itself relatively new, having emerged through activist movements in the 1960s, work by artists of Asian descent has long circulated in the Americas, from the 1565 opening of the Manila-Acapulco Galleon trade onward. This class explores the diverse histories of Asian American art in what is now known as the United States, across a range of topics and themes, including mercantile trade networks and “export art”; immigration, exclusion, and diaspora; Orientalism; World's Fairs; modernism, abstraction, and postmodernism; and popular culture. Throughout, we will pay special attention to the work of Asian American artists in New York, both historical and contemporary, with visits to museums, galleries, and studios in the city. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, AHGL, AHMO, PLUR.

ARHI 2530. 19th Century Art. (4 Credits)

A survey from ca. 1790 through Impressionism with emphasis on the medium of painting and on artistic developments in France. Focuses on the changing role of the artist in society and on emerging art institutions of the modern state. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHMO.

ARHI 2534. The Victorian City: Art and Architecture in the 19th Century London. (4 Credits)

The class will consider the political, literary, social and spiritual forces that have driven artistic production in the Victoria era (from 1837 to 1901), while considering how human concerns are addressed and refined in the art that we study. The classes will balance lectures with discussions and assignments, presentations by students and site visits to various museums and galleries, historic houses, landmark buildings, and monuments in addition to a range of walking tours. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHMO.

ARHI 2535. History of Photography. (4 Credits)

The history of photography from 1839 to the present. The work of leading European and American photographers will be studied in the light of the technical, social and aesthetic issues of their time.

Attributes: AHMO, PLUR.

ARHI 2545. Museum Architecture. (4 Credits)

How does architecture support (or undermine) the museum's goals to display objects for the public and preserve these objects for the future? Is the museum building a monument or a type of public infrastructure, and who should pay for it? What new considerations for museum design have emerged in the face of climate change? In this course, we'll explore these questions through a historical analysis of museum design, connecting the construction of cutting-edge spaces to a longer tradition of building public museums. We will pay special attention to museums in New York City, including the Metropolitan Museum of Art, the Museum of Modern Art, the Guggenheim, the American Museum of Natural History, and the National Museum of the American Indian. We'll also consider buildings that no longer exist, such as the former home of the American Folk Art Museum, and buildings that have housed the collections of multiple institutions, such as the Breuer building, to practice reading architecture to better understand museums and their varied missions. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHMO.

ARHI 2550. 20th Century Art. (4 Credits)

A study of major trends in modern western art from the late 19th century to the late 20th century with an emphasis upon developments before 1930. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AHMO, AMST, ASAM, ASHS, INST, ISIN.

ARHI 2552. Modern Asian Art. (4 Credits)

This upper-level art history course will examine pivotal artwork produced since the late 19th century in Asia, particularly in India, China, and Japan. The classes will consider art produced in the time of colonialism, war, modernization, and globalization and examine works by such artists as Gutai, Xu Bing, and Amrita Sher-Gil. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHGL, AHMO, GLBL, INST, ISAS.

ARHI 2553. Art, Gender, and Sexuality in Asia. (4 Credits)

This upper-level art history course probes into artistic and cultural representations of bodies in Asia in relation to such themes as sex, gender, sexuality, race, nationhood, war, and post-humanity. Through thematic examinations of diverse bodily representations, students will learn a broad range of interpretive tools and frameworks to appreciate artistic objects. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHGL, AHMO, GLBL, WGSS.

ARHI 2565. Architecture and the Environment. (4 Credits)

How has the natural environment shaped the design of the human-made environment? How have buildings, in turn, been constructed to mitigate unwanted climatic effects and provide comfort to their inhabitants? Most pressingly, how should the construction industry respond to the climate crisis? In this class, we will examine the history of architecture not as a series of stylistic developments, but in relation to structural and mechanical technologies of climate control. We'll trace how fossil fuels transformed how we build, and the complicated histories of passive design, alongside a discussion of how thinkers from ancient times to the present have connected climate with what it means to be human, to understand the politics, economics, and cultural features of environmentally responsive design. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHGL, AHMO.

ARHI 2571. Topics in Modern Art. (4 Credits)

This course will address selected topics in 20th century art, broadly defined. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHMO.

ARHI 2575. Visualizing Black Queer Feminisms. (4 Credits)

This course explores contemporary visual culture through the lens of queer and Black feminist artists, activists, and scholars. What does it mean for Black women and queer artists to garner unprecedented mainstream visibility but Black queer feminism is still marginalized in art criticism? How can we study art history in such a way that this separation is remedied? Together we study Black lesbian and queer feminist texts alongside 21st century new media art, photography, cinema, sculpture, and painting. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHMO.

ARHI 2620. Introduction to Fashion History. (4 Credits)

This course surveys developments in fashion from antiquity to the modern era, with particular attention paid to the impact of technology and the social contexts of fashion makers and consumers. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHMO, FASH.

ARHI 2621. Art and Fashion in the Modern Age. (4 Credits)

A course that examines the intersections of art, design, and fashion from the 20th century to the present. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: FASH.

ARHI 2999. Tutorial. (2 Credits)

Independent research and readings with supervision from a faculty member.

ARHI 3100. Museum Methods. (4 Credits)

Exploration of materials and techniques of the visual arts and a study of the different types of modern institutions for their exhibition. The course relies on field trips to museums, galleries and other institutions, mainly in New York City. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHMO, AMST, ASAM, URST.

ARHI 3110. Can Museums Be Decolonized?. (4 Credits)

In this course we will become familiar with decolonial theory and practice, taking the museum as our site in inquiry. Through readings and conversations with museum professionals with very different views on the subject, we will grapple with the question posed in the course title. Among other concerns, we will examine representation in the museum, restitution and repatriation of cultural objects, and the role of the museum in larger processes of reparative justice. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHGL, AHMO.

Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103 or ARHI 1105.

ARHI 3200. Museum Studies in Ancient Art. (4 Credits)

This class examines the display of Ancient Art using the collection at Fordham as a foundation. The class considers the aesthetic issues of exhibiting ancient objects and addresses the ethical concerns of collecting "un-provenanced" antiquities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHAM, CLAS.

ARHI 3300. Art Crime and the Law. (4 Credits)

Art law is a rapidly expanding area of legal inquiry. Issues in the news today range from WWII era looting to high profile thefts from museums to the international market in antiquities to the destruction of cultural property in the Middle East. This course exposes students the legal aspects of these phenomena. Readings range from scholarship to journalism to legal briefs. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHMO.

ARHI 3316. Art and Architecture of Rome. (4 Credits)

(Course to be offered as part of Fordham's study abroad program in Rome.) Rome once ruled the entire Mediterranean world, and its cultural legacy looms large in Western civilization. At the heart of this legacy is the city that gave its name to the ancient empire. For almost two thousand years, Rome has been more than a literal place—it is an icon of culture, expressing many different characters depending on the era. In the ancient world, the city epitomized the earthly splendor of Roman civilization. In the Medieval period, its political importance waned, and the city was reduced to a symbolic, spiritual center—the city's decaying pagan edifices signaling the triumph of Christianity. In the Renaissance, humanists and the papacy sought to reclaim the city's classical past and rework it into a new vision of the city as both spiritual and temporal "caput mundi" (head of the world). This course will examine the art, architecture, and culture of three epochs of the city's history—ancient, medieval and Renaissance/Baroque—through the lens of its monuments. Indoor class time will be minimal and our primary mode of exploration will be site visits. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHAM, AHRB, CLAS, OCAH, OCST.

ARHI 3350. Age of Cathedrals. (4 Credits)

Gothic cathedrals were the skyscrapers of the Middle Ages. These impossibly tall and profusely decorated buildings were center points for urban life in northern Europe between circa 1150 and 1400. This course explores the architectural innovations behind the Gothic style as well as the extensive adornment of Gothic structures (especially sculpture and stained glass) and objects that were used in them (such as illuminated manuscripts and metalwork) in relation to their sacred, political, social, and economic meanings. Issues examined include the technology of Gothic architecture, the use of images to shore up the power of the church, images and the social status of women, relations between Christians and Jews, and encounters between Europeans and Africans. Site visits will be included when possible. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHAM, MVAM, MVST, REST.

ARHI 3455. Michelangelo. (4 Credits)

This course surveys the life, times, and works of Michelangelo Buonarroti (1475-1564). We will trace his development from his origins in fifteenth-century Florence to his role as the leading artist of sixteenth-century Rome and his ultimate fate as the "divine" artist memorialized by Giorgio Vasari. Our primary goal is to examine his major projects in painting, sculpture, and architecture, and analyze the social, artistic, political, and religious context that informed their production and reception. Throughout the course, we will be attentive to the "myth of Michelangelo" promoted by his principal biographers, Giorgio Vasari and Ascanio Condivi, and by the artist himself. We will test their histories of Michelangelo's career against evidence drawn from other sources, including contemporary documents and modern scholarship. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHRB, ITAL.

Prerequisites: ARHI 1101 or ARHI 1102 or ARHI 1103 or ARHI 1100.

ARHI 3480. Art and Architecture in London. (4 Credits)

London is one of the most exciting cultural capitals of the world. Its museums, churches and monuments will supply the rich resources for our art historical studies. While the emphasis will be upon the modern era from the late 18th century onward, earlier museum treasures and major architectural monuments will provide deep historical background for our study of the modern period. Class lectures will be supplemented by visits to The British Museum, The Courtauld Institute of Art, The National Gallery, Tate Britain and Tate Modern, The Victoria and Albert Museum, along with galleries and auction houses. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHMO, FACC, INST, ISEU.

ARHI 3540. Seminar: Contemporary Architecture. (4 Credits)

Readings in the theories and criticism of architecture since 1970, including such tendencies as late modernism, post-modernism, new urbanism, neo-rationalism, deconstructivism, neo-vernacular, etc. Consideration will be given to the current discourse in journals, exhibitions, projects, and reviews. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHMO.

ARHI 3555. Contemporary Art. (4 Credits)

A survey of recent art, concentrating on work since World War II. The modern European and American roots of contemporary art will be examined as well. Directions such as Abstract Expressionism, Pop Art, Minimalism, Post-Minimalism, Earth Art and Conceptual Art will be emphasized. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AHMO, AMST, ASAM.

Prerequisites: ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 3565. Issues: Contemporary Art. (4 Credits)

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

Attribute: AHMO.

ARHI 3621. Museum Collaboration. (4 Credits)

Museum Collaboration courses are offered in conjunction with museums or related institutions throughout New York City and beyond. Combining museum studies with topics in art history, visual culture, or related fields, they might be co-taught by instructors from Fordham with colleagues affiliated with partner institutions, and some class meetings might take place at those institutions. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHMO, FASH.

Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102.

ARHI 3999. Tutorial. (3 Credits)

Independent research and readings with supervision from a faculty member.

ARHI 4100. Contemporary Art in Exhibition. (4 Credits)

Using the art galleries, museums, and artists' studios in New York City as field sites, this course provides an introduction to the theoretical and practical aspects of contemporary art and exhibition design. In recent decades, enormous shifts have occurred in exhibition practices as art itself changed from objects on display, to protected images on the walls of the museum, to temporary installations outdoors, and eventually moved into virtual reality. We will study an array of contemporary exhibition, museum installations, art fairs, international biennials, and websites. During this seminar, we will examine how issues such as patronage, the art market, globalization, identity politics, and environmental and social justice issues have brought museums and other exhibition spaces into question. We will be meeting with a range of artists and art professionals. During the term students will create a virtual exhibition. The process of building this online exhibition will equip students with several skills, including writing for a public audience, the creation of effective and informative wall labels and educational programming, visual and digital literacy, and a basic understanding of copyright law and fair use guidelines.

Attribute: AHMO.

Prerequisites: ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 4230. Art and Ethics: Articulating Function in the Visual Arts. (4 Credits)

This course will examine the inter-disciplinary dialogue between art and ethics. What exactly do the terms "art" and "ethics" denote... and connote? Can one nudge the terms together into some kind of binary concept, like "ethical art" or "artful morality" (!)? Or do these terms relate at some other, deeper level, with a common ontological foundation? In the course of the semester, we will consider the relationship between art and ethics, as they have surfaced in philosophy, in theology, in history, in the history of art, and in art criticism from antiquity to the present era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, EP4, VAL.

ARHI 4250. Aztec Art. (4 Credits)

This course will examine the art created by the Aztecs, one of the last of the two great pre-Columbian cultures. Holding sway over much of Mexico at the beginning of the 16th century, the Aztec empire was brought to collapse by the arrival of the Spanish conquistadors. We will focus on the primary source, both Aztec and Spanish, as keys to understanding the art. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHAM, AHGL, AHRB, AMST, ANTH, ASAM, GLBL, ICC, LAHA, LALS, REST.

Prerequisites: ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 4435. Art of the Tudor Courts. (4 Credits)

This course coincides with the Metropolitan Museum of Art's major exhibition of art at the Tudor courts. Focusing on the rich visual culture of the English court from 1485 to 1603, it investigates the power of art to support the dynastic claims of the Tudor dynasty. We will explore the intersection of art and politics during the reigns of Henry VIII and Elizabeth I. Classes will meet both on campus and at the museum. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHRB, HIEH, HIST, HIUL, ICC.

Prerequisites: ARHI 1101 or ARHI 1100 or ARHI 1102 or ARHI 1103.

ARHI 4530. Gender and Modern Art. (4 Credits)

This seminar will examine the role of women as artists and subjects in the history of modern art. We will discuss the social and educational impediments that both inhibited and shaped women's careers. We will also investigate the cultural construction of gender difference in works of art by men and women artists, and read theoretical texts on the issues involved. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHMO, AMST, ASAM, WGSS.

ARHI 4535. Contemporary Black and Indigenous Art. (4 Credits)

This course investigates global contemporary art with a focus on the Black and Indigenous artists who some would say form the vanguard of the 20th and 21st century art world. We examine exhibitions, art criticism, biennales, and art fairs that have positioned Blackness and Indigeneity at the forefront. We will consider the limits of representation in our present moment of neoliberal globalization while analyzing the strategies in which Black and Indigenous artists resist the demands of racial capitalism. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHMO.

ARHI 4540. Seminar: Modern Art. (4 Credits)

A study of the major movements of Modern Art. This course will also involve various field trips to exhibitions and museums in New York City. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AHMO, AMST, ASAM.

ARHI 4555. Art & Ecology in the 19th, 20th & 21st century. (4 Credits)

This course investigates the work of artists, writers, and filmmakers who have dedicated themselves to creating solutions to specific environmental problems or whose works have broadened public concern for ecologically degraded environments. Students will participate in a wide variety of discourses about the personal, public, and ethical dimensions of current environmental issues. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHMO, ENST, ESEL, ESSD, ICC.

Mutually Exclusive: ARHI 5555.

ARHI 4562. Art and the Second World War. (4 Credits)

This upper-level art history seminar will examine the production, circulation, and reception of art about World War II in Europe, North America, and Asia. We will look at paintings, sculptures, posters, and architecture from Germany, Italy, Russia, Japan, and China from the 1930s and 1940s, and analyze them in relation to the ideologies of fascism, anti-fascism, and communism. We will also scrutinize images that represent the violent consequences of the global conflict, such as the Holocaust, the Nanking Massacre, comfort women (sex slaves managed by the imperial Japanese government), and the atomic bombings in Hiroshima and Nagasaki. Questions will include how we define propaganda and what it looks like; what kinds of messages art tried to propagate; what artistic styles and theories were employed; what our ethical responsibilities are in dealing with artworks that served to justify violence; and what we can learn from the art to be mindful about propaganda today. Through discussions of artworks from the most turbulent and globally devastating period of the 20th century, this class will consider the moral dimensions of art appreciation. This is a reading-, writing-, and speaking-intensive course. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHGL, COLI, EP4, GLBL, ISAS, ISEU, ISIN, VAL.

ARHI 4600. Senior Seminar. (4 Credits)

As the capstone seminar for art history majors, this seminar has several goals: to give art history majors an introduction to the principal thinkers who shaped the field of art history; to explore some of the key methodological approaches to art history today; to hone students' skills in critical reading and viewing; and to provide students the opportunity to conduct independent research on an art historical topic of their own choosing. Offered fall semesters only; required for majors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 4610. Senior Capstone Project. (4 Credits)

This course allows students to hone research skills and conduct a semester-long project on an art-historical topic of their own choosing. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: ARHI 4600.

ARHI 4900. Internship. (1 to 4 Credits)

A department-sponsored professional experience for art history majors and minors only.

ARHI 4999. Tutorial. (4 Credits)

Independent research and readings with supervision from a faculty member.

ARHI 5100. Contemporary Art in Exhibition. (4 Credits)

Using the art galleries, museums, and artists' studios in New York City as field sites, this course provides an introduction to the theoretical and practical aspects of contemporary art and exhibition design. In recent decades, enormous shifts have occurred in exhibition practices as art itself changed from objects on display, to protected images on the walls of the museum, to temporary installations outdoors, and eventually moved into virtual reality. We will study an array of contemporary exhibition, museum installations, art fairs, international biennials, and websites. During this seminar, we will examine how issues such as patronage, the art market, globalization, identity politics, and environmental and social justice issues have brought museums and other exhibition spaces into question. We will be meeting with a range of artists and art professionals. During the term students will create a virtual exhibition. The process of building this online exhibition will equip students with several skills, including writing for a public audience, the creation of effective and informative wall labels and educational programming, visual and digital literacy, and a basic understanding of copyright law and fair use guidelines.

ARHI 5555. Art and Ecology. (3 Credits)

This course investigates the work of artists, writers, and filmmakers who have dedicated themselves to creating solutions to environmental problems or whose works have broadened public awareness of ecologically degraded environments. Students will participate in a wide variety of discourses about the personal, public, and ethical dimensions of current environmental issues.

Mutually Exclusive: ARHI 4555.

ARHI 8999. Tutorial. (1 to 6 Credits)

Asian American Studies (AAST)

AAST 2528. Asian American Art. (4 Credits)

What does it mean to study "Asian American art"? Although the term Asian American is itself relatively new, having emerged through activist movements in the 1960s, work by artists of Asian descent has long circulated in the Americas, from the 1565 opening of the Manila-Acapulco Galleon trade onward. This class explores the diverse histories of Asian American art in what is now known as the United States, across a range of topics and themes, including mercantile trade networks and "export art"; immigration, exclusion, and diaspora; Orientalism; World's Fairs; modernism, abstraction, and postmodernism; and popular culture. Throughout, we will pay special attention to the work of Asian American artists in New York, both historical and contemporary, with visits to museums, galleries, and studios in the city. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHGL, AHMO, PLUR.

AAST 3000. Introduction to Asian American Studies. (4 Credits)

This course surveys major touchstones in the interdisciplinary field of Asian American studies, including perspectives from history, literature, sociology, gender and sexuality studies, and other disciplines. Moving beyond the Black-white binary, it examines the specificities of Asian racialization in a variety of contexts: U.S. war and empire in Asia and the Pacific Islands, settler colonialism, global capitalism, migration and diaspora, and popular culture. What does it mean to be Asian American? How has "Asian America" as a political construction changed over time? How can various academic disciplines add to our understanding of Asian American identity as a historical process, a social relation, an analytical method, and a political project? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PLUR.

Mutually Exclusive: ENGL 3356.

AAST 3280. Representing Asians in Journalism and Media. (4 Credits)

From traditional to social media, from the "yellow peril" stereotype in the 19th century and the model minority discourse in the 20th century to #StopAsianHate during the COVID-19 pandemic in the 21st century, the media have played and continue to play an important role in the history of Asian Americans. Media activities, whether in the processes of media production, representation, or consumption, have largely shaped how the Asian American identity is perceived and how the Asian American community is evolving. At the same time, many Asian Americans are media producers themselves, telling their stories across media platforms. Through class materials, discussions, and projects, this course provides an opportunity for students to study the roles and practices of various mediums, such as news media, popular media, and digital media, as well as their implications for Asian Americans and beyond. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CELP, CMST, COMC, DTEM, JETH, JOUR, JPLH, PLUR.

AAST 3357. Writing Asian America. (4 Credits)

What does it mean to be Asian American? How have Asian Americans grappled with the racist assumptions about Asian-ness imposed by US national culture? What ethical modes of being have Asian Americans imagined, what global histories have they uncovered, what social and political possibilities have they dreamt of, and what can they teach us about the historical present? What does it mean to write Asian America? Fulfills the Pluralism and Advanced Literature Core requirements of the core curriculum. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, COLI, ENRJ, PJRC, PJST, PLUR.

AAST 3359. Asian Diasporic Literatures. (4 Credits)

"To be rooted," Simone Weil once wrote, "is perhaps the most important and least recognized need of the human soul." If so, what does uprootedness do to the human soul? How does diaspora, the often violent loss of a native land, challenge the arts of poetry, drama, and storytelling? What geo-historical forces go into creating such violent dislocations? With what ethical and political dilemmas do they confront the diasporic subject? How does diasporic trauma manifest itself across generations? What role can literature play in healing the wounds of the uprooted? This course addresses these questions by examining Asian diasporic literatures of roughly the last half century. Previous writers have included Maxine Hong Kingston, Lê thi diem thúy, Jessica Hagedorn, Jhumpa Lahiri, Min Jin Lee, Li-Young Lee, and Ocean Vuong.

Attributes: ACUP, ADVD, ALC, AMST, ASHS, ASLT, COLI, ENRJ, EP3, INST, ISAS, ISIN, PJRC, PJST, PLUR.

AAST 3428. Asian American Immigration and Community Organizing. (4 Credits)

This course explores the birth of Asian American studies within the lens of U.S. immigration policy and race-based exclusion. The first portion of the course will review the institutional exclusion and discrimination that Asians faced within the U.S. immigration system prior to the 1960s. We will examine Asian agricultural laborers, specific court cases, anti-miscegenation laws, naturalization, and the lack of family reunification. The second portion will examine the political and ethnic organizing that led to the birth of the term "Asian American studies" in the 1960s. Special attention will be given to the ties to cross-racial coalition building, community organizing, and examining major events such as the LA Uprisings and the murder of Vincent Chin. The last portion of the course will evaluate what the Asian American studies movement has achieved in the last fifty years and the future of the movement. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AAST 3618. Asian America in New York City: An Ethnographic Exploration. (4 Credits)

New York City is home to an estimated 1.2 million Asians and Asian Americans, or 14% of the city's population. This course explores the vast diversity of Asian American life in New York City, from iconic neighborhoods (e.g., Chinatown(s), Koreatown, Jackson Heights) to a range of topical themes such as historical community formation, immigration status, gentrification, post-911 surveillance and policing, public education, and community organizations and activism. The course will also incorporate at least two city site visits, depending on the semester, to neighborhoods, museums, political events, and cultural institutions. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, PLUR.

AAST 3647. Seeing Stories: Reading Race and Graphic Narratives. (4 Credits)

This course reveals how American writers of color (Asian American, Native American, African American, Latinx, etc.) have transformed the genre of the graphic narrative to speak to issues of racial difference and social inequality. How do these authors both entertain us and push us to engage in rigorous, critical interpretations of their wildly fanciful texts? Some potential course selections include: Thi Bui's "The Best We Could Do," Kyle Baker's "Nat Turner," Mira Jacob's "Good Talk," Lila Quintero Weaver's "Darkroom," and Jonathan Nelson's "The Wool of Jonesy." Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, ENRJ, LAHA, LALS, PJRC, PJST, PLUR.

AAST 3838. Postcolonial Literature and Film. (4 Credits)

This class introduces students to creative works of literature and film from formerly colonized nations in South Asia, Africa, and the Caribbean. How do such works respond to, critique, and resist the continuing effects of colonialism? How do they navigate the tensions between colonial and indigenous traditions of representation? By the end of the semester, students will understand the cultural, political, and historical contexts of these works, as well as key concepts in postcolonial studies, such as identity, hybridity, discourse, power, and migration. Authors and filmmakers may include Arundhati Roy, Bapsi Sidhwa, Tsitsi Dangarembga, Wole Soyinka, Jamaica Kincaid, Shani Mootoo, Mira Nair, Deepa Mehta, Hanif Kureishi, Stephen Frears, and others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENRJ, PJRC, PJST.

AAST 3929. History of Chinese in the Americas. (3 Credits)

In this course, students explore the history of Chinese people and culture in the Americas from a wide range of perspectives. Units will examine the history of Chinese migrations to North and South America from East and Southeast Asia, representations of Chinese in American media, diasporic Chinese gender identities, diasporic Chinese cuisines, Chinese-American literature, labor history, and the history of Chinese people and culture in New York City, among other topics. This course will embed the history of Chinese in the Americas in a global history of political, economic, and cultural flows and open up questions of "Which China?" and "Which America?" to historical scrutiny. Students will engage with primary materials to conduct original research and collaborate with others to apply historical methods.

Attributes: ACUP, ADVD, AHC, AMST, ASHS, CNST.

AAST 4150. Race and Contemporary Film. (4 Credits)

This course examines contemporary cinema in an effort to understand the racial present. Drawing on theories and methods from sociology, anthropology, history, and literary theory, we will develop a provisional model of interdisciplinary cultural analysis that will help us better understand how representations of race function in our own historical moment. At the same time, we will investigate exactly what constitutes "our own historical moment." What is the historical present? How and why does it differ from one racial group to the next? And how do these competing racial temporalities affect present-day racial politics? With such questions in mind, we will conduct a series of case studies in racial representation. Each case will be organized around a recent film, and each film will be examined from a variety of disciplinary perspectives, with particular emphasis on how various academic disciplines both illuminate and obscure various aspects of the racial representation at hand. NOTE: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ENGL, ENRJ, ICC, PJRC, PJST, PLUR.

AAST 4600. Anger in Asian American Literature and Culture. (4 Credits)

Ever since the first Chinese immigrant carved a protest poem into the walls of the Angel Island detention center, Asian American literature has been suffused with anger—both the anger Asian Americans feel as minoritized subjects and the anger they are forced to absorb in a virulently racist, white supremacist society. Drawing on scholarship from philosophy, psychology, anthropology, and literary and cultural studies, this interdisciplinary course asks what Asian American anger can teach us about both the lived experience and the structural conditions of race. Treating anger less as a character flaw than as a social product, we will explore several interrelated questions. How does the production of anger relate to the processes of racialization? How might Asian American anger complicate the Black-white binary that dominates U.S. racial discourse? In what ways might it enable a global understanding of race? What aesthetic and ethico-political problems does it pose? What possibilities does it open up? How have Asian American artists and writers grappled with those problems? And how have they sought to actualize the possibilities of Asian American anger? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASLT, COLI, ENRJ, ICC, PJRC, PJST, PLUR.

AAST 4603. Asian American Critique. (4 Credits)

This capstone course explores canonical and cutting-edge research in the interdisciplinary field of Asian American Studies. Examining the field's interventions in disciplines such as history, sociology, media studies, and literary studies, we will discover how Asian Americanists have enunciated a distinct set of themes, methods, analyses, historical narratives, and ethico-political projects. Topics may include Asian American critiques of racial capitalism; neoliberalism; biopolitics; environmental devastation; human-animal relations; contemporary aesthetic categories; the Asian Century; and the intersections of race, class, gender, sexuality, and ability. This course fulfills the ICC and pluralism requirements of the common core. Previous exposure to ENGL 3356, "Approaches to Asian American Studies," or ENGL 3359, "Asian Diasporic Literature," is encouraged but not required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASLT, COLI, ENRJ, ICC, INST, ISAS, ISIN, PJRC, PJST, PLUR.

AAST 4616. Contemporary Issues in Asian America. (4 Credits)

This course examines historical and contemporary issues facing Asian Americans from the 1960s to the contemporary moment. By drawing on empirical and ethnographic studies, the course will illuminate Asian Pacific American experiences in the U.S. and globally. Major themes include race, class, gender, sexuality, marriage/family, health, aging, work, and transnationalism. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ANTH, ICC, PLUR.

AAST 4999. Tutorial. (4 Credits)

This course will include independent research and readings with supervision from a faculty member.

Banking (BKGL)

BKGL 0129. Global Banking Law. (3 Credits)

The purpose of this course is to examine the international banking regulation to contribute to a critical understanding of the subject matter through the analysis of the most relevant issues. This subject has become very topical in response to the financial crisis, which has brought the issues of regulation, supervision and crisis management to the forefront of legal, economic and policy debate. The course provides a contextual approach to the study of banking regulation, drawing on a comparative study of the law in relevant jurisdictions, such as the US, UK, EU as well as on the increasing corpus of international financial 'soft law' (such as the Basel capital rules). Focus is on the public regulation of national and international markets. The course goes beyond the description of the black letter law of the various jurisdictions considered and explains the underlying economic and political forces which bring that law into being. <p> The course also explores relationships between financial markets and institutions, governments, central banks and other agencies that regulate and supervise them.<p> The following issues will be analyzed: Why do governments need to regulate financial markets? What are the particular interests at stake and why unregulated free trade and party autonomy are insufficient to satisfy them? Also, the various stages of the supervisory process and the available supervisory practices and techniques at each individual level will be investigated followed by the analysis of the various dynamics at work in relation to the unfolding of systemic financial crises and instruments of crisis management such as the lender of last resort role of the central bank, deposit insurance, resolution and insolvency proceedings. The examination of the history and functions of central banks, their independence and accountability and their role in the pursuit of monetary stability and financial stability is also explained. The organizational structure of supervision is also considered, in particular the recent reforms in the US, UK and EU and the increasing emphasis given to macro-prudential supervision.

Attribute: LLM.

BKGL 0206. Financial Analysis and Valuation. (2 Credits)

This course helps students understand how firms communicate through financial statements. The course is designed for students who want to obtain an introduction to the business and legal implications of financial analysis and accounting. The successful student will obtain a grasp of financial analysis and the significance of such issues to corporations. We will use the tax law, anti-trust, and SEC reporting as windows to apply accounting factors to the legal impact of financial analysis to corporate reporting and transactions.<p> Students will not need any prior accounting course work or experience.

Attributes: LAWB, LLM.

BKGL 0213. Banking Litigation. (3 Credits)

Banking litigation is an enormous field. In 2013, The Wall Street Journal described global banks as facing a legal tab greater than \$100 billion resulting from litigations "tied to the mortgage meltdown, the financial crisis and the rate-rigging scandal." This course deals with these topics and others, as well as legal trends and disputed issues in banking litigation.<p>The goal of the course is to prepare students for a career involving banking litigation, whether at a law firm or in-house at a global bank. Some other topics covered include service of process on international banks; jurisdiction as applicable to international banks; New York's separate entity doctrine and the current split among courts regarding its ongoing validity; legal issues relating to electronic fund transfers; foreign and domestic banking secrecy acts, including litigation regarding the banking regulatory privilege and the confidentiality of SARs; litigation regarding sanctioned entities; litigation implicating foreign sovereigns; and litigation involving Know-Your-Customer requirements. This course will also consider recent trends of Anti-Terrorism Act litigation focusing on international banks, and the problem of litigation arbitrage (where banks are forced to confront conflicting discovery and confidentiality requirements).<p>The course will include guest speakers from leading international banks and private practice, providing opportunities for students to meet and discuss these issues with practicing attorneys. This is a skills course open to both JD and LLM students. Professors Geoffrey Sant and Lanier Saperstein .

Attributes: LAWB, LIDR.

BKGL 0224. Regulation of Financial Institutions. (3 Credits)

The Regulation of Financial Institutions focuses on the regulation of financial institutions and financial markets. It will address the regulation and supervision of banks, securities firms, insurance companies and other asset managers.

Attributes: BFE, CORC, CRCP, JD, LAWB, LLM.

BKGL 0291. Financial Regulation and Innovations. (2 or 3 Credits)

The Financial Regulation and Innovation course will introduce students to the regulations and institutions in the financial sector and contrast regulation of legacy institutions with technological breakthroughs such as cryptocurrencies, defi, and fintech. The course will discuss financial holding companies, the role of the Federal Reserve, broker-dealers, shadow banking, derivatives, asset managers, money markets, cryptocurrencies, digital assets, decentralized autonomous organizations, defi (decentralized finance), and fintech developments. The course will cover a broad range of subject areas, including jurisdictional issues, practical regulatory requirements, and obligations imposed on traditional financial institutions and fintech firms. The course is designed for students preparing to practice business law and technology, including financial transactions, federal securities regulation, banking law, international financial regulation, regulation of fintech and crypto-transactions, and derivatives regulation. By the end of this course, you will be able to understand the principal capital and financial market theories, learn to apply them to practical regulatory requirements, familiarize yourselves with the basics of blockchain technology, explore how blockchain is applied in financial markets, understand the risks and benefits of defi and centralized payment systems, understand the nature of self-regulatory organizations (SROs) and the fintech version of SROs, apply your knowledge to new business organizations such as Decentralized Autonomous Organizations (DAOs), anticipate weaknesses and violations in policies of traditional and innovative financial institutions, analyze liability implications, interpret cases, statutes, regulations, and other legal materials.

Attributes: CORC, CRCP, EXP, LAW, LAWB.

BKGL 0311. Financial Institution: Banking. (3 Credits)

The relationship between banks and other financial services institutions will be examined in this course, along with bank and bank holding company powers, restrictions and abilities to enter new fields. The course will review the laws affecting commercial banks and thrift institutions, the functions of the various federal and state regulatory agencies, the development of innovative forms of financial services, the effects of electronic technology upon banking law and interstate banking. You cannot take this course if you have taken Financial Institutions I.

Attributes: BFE, CRCP, LAWB.

BKGL 0312. Global Banking and Financial Law. (2 Credits)

The purpose of this course is to examine the international banking and financial regulation to contribute to a critical understanding of the subject matter through the analysis of the most relevant issues. This subject has become very topical in response to the global financial crisis as well as the crisis caused by the Covid-19 pandemic, which have brought the issues of regulation, supervision and crisis management to the forefront of legal, economic and policy debate. Likewise, sustainability in banking and finance has acquired over the last years increasing importance and now ranks at the top of the policy-makers' agenda. The course provides a contextual approach to the study of banking and financial regulation, drawing on a comparative study of the law in relevant jurisdictions, such as the US, UK, EU as well as on the increasing corpus of international financial 'soft law' (such as the Basel capital rules). Focus is on the public regulation of national and international markets. The course goes beyond the description of the black letter law of the various jurisdictions considered and explains the underlying economic and political forces which bring that law into being. The course also explores relationships between financial markets and institutions, governments, central banks and other agencies that regulate and supervise them. The following questions will be addressed. Why do governments need to regulate financial markets? What are the particular interests at stake and why unregulated free trade and party autonomy are insufficient to satisfy them? Also, the various stages of the supervisory process and the available supervisory practices and techniques at each individual level will be investigated followed by the analysis of the various dynamics at work in relation to the unfolding of systemic financial crises and instruments of crisis management such as the lender of last resort role of the central bank, deposit insurance, resolution and insolvency proceedings. The examination of the history and functions of central banks, their independence and accountability and their role in the pursuit of price stability and financial stability is also explained. The organizational structure of supervision is considered, in particular the increasing emphasis given to macro-prudential supervision. Previous knowledge of banking and financial law/regulation, economic theory and finance is not required. This course is addressed to those students who wish to get a good and broad understanding of international banking and financial regulation. Class meets: 25 March: 9:30 - 12:30 26 March: 9:30 - 12:30 and 2:00 - 4:00 1 April: 9:30 - 12:30 2 April: 9:30 - 12:30 and 2:00 - 4:00 8 April: 9:30 - 12:30 9 April: 9:30 - 12:30 and 2:00 - 4:00 The course will have a take-home exam.

Attributes: BFE, CRCP, ICE, LAWB, LAWI.

BKGL 0330. Financial Institutions Banking. (2 or 3 Credits)

This course focuses on federal regulation of banking, particularly regulation aimed at keeping banks financially sound. It examines the evolution of U.S. banking, banks' financial structure and special vulnerabilities, the process for forming or acquiring banks, the businesses in which banks can and cannot engage, safety and soundness safeguards (e.g., net worth requirements), affiliations between banks and other firms, deposit insurance, bank failure, systemic risk, and regulators' authority to examine banks and take enforcement action against unsound practices.

Attributes: BFE, CORC, CRCP, LAWB.

BKGL 0332. Financial Institution: Non-Banking. (2 to 3 Credits)

This course examines nonbank financial institutions and the regulatory framework in which they operate. The course gives particular attention to insurance companies and SEC-registered investment companies (e.g., mutual funds). It also examines hedge funds, private equity funds, and investment advisers.

Attributes: BFE, CORC, CRCP, LAWB.

BKGL 0402. Fundamentals of Private Equity Fund Formation. (2 Credits)

The course will bring the student through the legal preparation, negotiation and closing of a private equity fund. The course will include teaching the fundamental regulatory and compliance aspects of forming a private equity fund, including Investment Company Act of 1940 exemptions, Securities Act of 1933 private placement exemptions and Investment Advisors Act of 1940 compliance. During the course of the class we will prepare draft terms for a new private equity fund, draft disclosure materials for the fund, including select sections of a private placement memorandum, including risk factors, investment track record, and securities law implications and conflicts of interest disclosure. Students will also help draft select provisions of the definitive fund documentation including provisions of a limited partnership agreement on the basis of the proposed terms in the private placement memorandum. Students will also participate in the negotiation of the final legal and business terms of the new fund. In addition, the underlying reasons for institutional investors seeking certain terms in private fund investments will be explored, and the drive for investors to align their investment interests with the interests of the fund sponsor and general partner. The course will conclude with an overview of the fundamental economic and legal terms of the private fund sponsor entities, including the general partner and investment manager.

Attributes: LAWB, LAWI, LLM.

Prerequisite: (SCGL 0417).

BKGL 0602. Professionalism - Understanding Financial Statements. (1 Credit)

This course, taught in collaboration with faculty from Fordham's Gabelli School of Business, examines the fundamentals of interpreting the financial statements of publicly-traded companies. The course will cover: (i) the macro context within which companies operate in today's world, (ii) the conceptual nature of accrual basis accounting upon which all financial statements are prepared, and (iii) the vocabulary, concepts, and building blocks for analyzing financial statements and their accompanying footnotes.

Attributes: CRCP, LAWB, LLM.

BKGL 0615. Investment Management Regulation and Compliance. (2 or 3 Credits)

This pragmatic course will compare how investment advisers' obligations to registered investment companies (such as mutual funds) differ from obligations to private funds (such as hedge, private equity and real estate funds). Students will explore relevant duties (and available exemptions) under the Investment Company Act of 1940, the Advisers Act of 1940 and other federal acts, rules and regulations. Topics covered include SEC registration, disclosure, custody, valuation, affiliate transactions, governance, leverage, compliance manual and code of ethics. Guest speakers from regulatory agencies, the investment management industry and private practice will provide practical insight. Active class participation is expected.

Attributes: CORC, CRCP, LAWB.

BKGL 0694. Private Funds: Hedge Funds and Private Equity. (2 Credits)

This introductory course to legal, business and certain regulatory issues related to private funds will cover core concepts in private equity funds, hedge funds, hybrid funds and other highly negotiated structures in the private investment world. The course will cover domestic, offshore and cross-border structures, the key legal issues for management companies advising private funds and the allocation of risk between investors and managers. The course curriculum will include some focused work on key economic elements of the private fund structures, including those related to performance compensation, as well as selected topics in fund taxation. Guest lecturers with specialist backgrounds and knowledge will supplement the core curriculum.

Attribute: LLM.

Bankruptcy (BRGL)

BRGL 0122. International Insolvency Law. (2 Credits)

Today's bankruptcy practice seldom centers around one debtor filing one case in a single nation's bankruptcy court. Most corporations of any size have operations and assets in more than one country. In addition, many troubled corporations are part of a "corporate group" that includes affiliated entities operating in numerous countries, many of which will file their own insolvency proceedings in their countries of incorporation. The most obvious example of this trend is the Lehman Brothers group of companies: approximately 80 Lehman affiliates commenced insolvency proceedings in 16 countries. International Bankruptcy is a course designed to deal with this world of multi-jurisdictional insolvency. <p>The course consists of an introductory session followed by two modules, Managing Cross Border Cases and Comparative Insolvency Law. The introductory session summarizes aspects of United States bankruptcy law that are applicable to many cross-border issues and are relevant to the comparative law portion of the course. The Managing Cross-Border Cases module consists of seven sessions. The first four sessions will focus on chapter 15 of the U.S. Bankruptcy Code. Chapter 15 is based upon the Model Law on Cross-Border Insolvency promulgated by UNCITRAL (United Nations Commission on International Trade Law). Chapter 15 provides a mechanism by which U.S. courts can be accessed by foreign representatives charged with the administration of insolvency proceedings pending in other countries. If the foreign insolvency proceeding satisfies the requirements for recognition under chapter 15, litigation against the debtor can be stayed, U.S. business operations can be continued, information can be gathered, and assets can be collected and administered—all in aid of the administration of the foreign insolvency proceeding. Chapter 15 also facilitates cooperation among courts in countries in which related insolvency proceedings are pending. The fifth Managing Cross-Border Cases session will focus on the use of U.S. Chapter 11 by foreign entities. The last two sessions of the Managing Cross-Border Cases module focus on the European Union's insolvency regulation that co-ordinates insolvency proceedings pending in EU nations. The Comparative Insolvency Law module consists of five sessions. This module surveys the insolvency laws of Mexico, Canada, Western Europe (Austria, France & Germany), England and Wales, China and Japan. Common topics include prerequisites that must be satisfied before an insolvency case can be filed, whether an automatic stay of collection and other proceedings exists, how the case is administered (judicial, administrative or other), and whether the system is focused on liquidation or permits reorganization. <p>Each class session includes assigned reading materials, resource materials, and questions that will be posted in advance on the course's TWEN site. PowerPoint presentations accompanying the lectures will also be posted on TWEN. The syllabus contains a short description of the subject matter of each session along with the names and affiliations of the planned lecturers (Please note that the listed lecturers might be changed). A more detailed description is listed on the syllabus.

Attribute: LLM.

BRGL 0312. Bankruptcy. (3 Credits)

This introductory course begins with a review of creditor claims and rights outside of bankruptcy and then analyzes debtors' rights and the treatment of creditor claims in bankruptcy. We will review and discuss the principles that determine which property is included in a bankruptcy estate; the application of the automatic stay; the rights of secured creditors; the types of claims that are given priority treatment in bankruptcy; the principles that affect the discharge of claims; the rights of a trustee or a debtor-in-possession to undo certain unperfected liens or prior transfers of property; and the basic principles of chapter 7, chapter 13, chapter 11 and chapter 15 cases, and how they differ from each other. Students will be assigned problems from the casebook to report on during class, and the professors will discuss the problems as well as issues that arose during cases that the professors handled.

Attributes: BFE, LAWB, PIE.

BRGL 0323. Advanced Business Bankruptcy. (2 Credits)

A chapter 11 bankruptcy case of a large business can create contentious dynamics among the debtor, its creditors, and a host of other parties-in-interest. This class explores those relationships at various stages of the restructuring with a focus on the economic incentives driving the actions of the stakeholders. In the first part of the semester, we explore the early stages of a chapter 11 case. Large business debtors often need additional financing to cover ongoing operational expenses and administrative costs associated with the bankruptcy case. Adding post-bankruptcy loans to an already distressed capital structure can create friction among the existing creditors and new lenders. Other critical decisions in the early stages of the bankruptcy include whether the debtor will assume, assign or reject executory contracts such as business leases, and whether business assets should be sold through a Court-approved sale process. In the latter part of the semester, we learn about the process of negotiating a plan of reorganization. The goal of every corporate debtor should be to create consensus among stakeholders as to the distributions to be made under the plan. Given that large companies tend to have complicated capital structures with creditors holding varying rights, creating consensus can prove challenging. In the absence of consensus, the debtor (or a different plan proponent) must create strategic alliances to move forward with a nonconsensual "cramdown" plan. Twice during the semester, each student will be assigned a party to represent in a simulated chapter 11 restructuring scenario. For each simulation, students will negotiate with each other and provide a written submission outlining the strategies used and results obtained. Some working knowledge of the Bankruptcy Code is assumed. Therefore, the prior completion of a bankruptcy course is mandatory.

Attributes: LAWB, LAWI, LLM.

Prerequisites: (BRGL 0312 or BRGL 0336).

BRGL 0336. Corporate Reorganization in Bankruptcy. (3 or 4 Credits)

This is a course about corporation reorganizations under Chapter 11 of the Bankruptcy Code. Unlike the typical Bankruptcy course, the emphasis will not be on mastering all of the intricacies of the Code, though to be sure students will be required to learn and understand key Code provisions and apply them to fact patterns. Rather, the course will approach corporate reorganization in a manner that considers not only legal rules, but also the important issues of financing that arise when a firm is in distress. In this way, the course should be useful to any student who intends to advise corporate clients on financial transactions and deal structuring, as well as to students who intend to work primarily as bankruptcy practitioners. Prerequisite or Corequisite: Corporations. Previous studies in Bankruptcy are not required.

Attributes: BFE, LAWB, LAWI.

Prerequisite: (BUGL 0201).

Biological Sciences (BISC)

BISC 0900. M.S. Thesis Defense. (0 Credits)

In the semester of their thesis defense, M.S. in Biological Sciences students register for this course, which records the outcome of their thesis defense.

BISC 0911. Master Thesis Preparation. (0.5 Credits)**BISC 0912. Requirement Preparation. (0 Credits)**

For Ph.D. and master's students, registration is necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, master's thesis, or dissertation submission. Students who are studying for comprehensive examinations while still completing coursework do not need to register for any special status; however, if they are neither registered for coursework nor taking comprehensive examinations during the semester in question, they must register for Requirement Prep.

BISC 0914. Requirement Preparation in Summer. (0 Credits)

For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

BISC 0930. PhD Comprehensive Examination-Biology. (0 Credits)**BISC 0936. Master's Comprehensive Examination-Biology. (0 Credits)****BISC 0950. Proposal Development. (1 Credit)****BISC 0960. Proposal Acceptance. (3 Credits)****BISC 0970. Dissertation Mentoring- Biological Sciences. (0 Credits)**

The Biological Sciences PhD. student is required to register for Dissertation Mentoring, which has a 3 credit fee, the semester after the student's proposal is accepted.

BISC 1000. Life on the Planet Earth. (3 Credits)

A course designed for non-majors. A survey of animal and plant biology evolutionary history, ecology and conservation biology. Lectures complemented by experiments, demonstrations and slide presentations.

Attributes: BESN, BIOE, ENST, ESLS, ESNS, LSCI.

BISC 1001. Human Biology. (3 Credits)

A course designed for non-majors. The biology of humans, emphasizing cells and molecules, reproduction and development, structure and function of the body, inheritance and evolution. Lectures are complemented by scheduled laboratory work.

Attributes: BESN, BIOE, LSCI.

BISC 1002. Ecology: A Human Approach. (3 Credits)

A course designed for non-majors. Ecological concepts and how they relate to critical contemporary issues: air and water pollution, radiation, energy, world hunger. Includes experiments, demonstrations and field trips.

Attributes: AMST, APPI, ASHS, BESN, BIOE, ENST, ESLS, ESNS, INST, ISIN, LSCI, PJEN, PJST, SOIN, URST.

BISC 1005. Aids: A Conspiracy of Cells. (3 Credits)

A course designed for non-majors. Emphasizes the biological roots of acquired immunodeficiency syndrome (AIDS). The disease is discussed in the context of genetics, cell biology, and evolution. Consideration is given to fundamental aspects of infection, immunology and virology. Laboratory exercises center on agents of opportunistic infection and the body's response to them.

Attribute: CO09.

BISC 1008. The Finch, the Seed, and the Storm: Adventures in Contemporary Evolution. (3 Credits)

Students will learn about the theory of evolution, with a focus on evolutionary ecology, selection, adaptation, and contemporary evolution, and will use this theory as a way of understanding the process of science and biological principles. Students will learn to think, write and speak scientifically and about science.

Attribute: MANR.

BISC 1010. Foundations of Biology. (3 Credits)

In this introductory course for non-science majors, a general survey of the characteristics of life is presented, including such topics as cellular biology, metabolism, organ systems, genetics, development, evolution, behavior, and ecology. All forms of life will be studied, with emphasis on the human body and human evolutionary history.

Attributes: BESN, BIOE, LSCI.

BISC 1403. Introductory Biology I. (3 Credits)

An introduction to the chemistry of life; the structure, function and metabolism of the cell; heredity and molecular aspects of genetics; principles of evolution; biology of bacteria; protists and fungi; and plant evolution.

Attributes: BESN, ENST, ENVS, ESLS, ESNS, NEUR.

Corequisite: BISC 1413.

Mutually Exclusive: NSCI 1403, NSCI 1423.

BISC 1404. Introductory Biology II. (3 Credits)

An introduction to the biology of flowering plants and a systematic study of the major animal phyla involving aspects of their biology which suit them to their environment. Emphasizes the life support systems of mammals and humans, and addresses interactions among organisms; as well as between them and their environment.

Attributes: ENST, ENVS, ESLS, ESNS, NEUR.

Prerequisites: BISC 1403 and BISC 1413.

Corequisite: BISC 1414.

Mutually Exclusive: NSCI 1404, NSCI 1424.

BISC 1413. Introductory Biology Lab I. (2 Credits)

A laboratory course designed to illustrate topics discussed in BISC 1403. Lab fee.

Attributes: ENVS, NEUR.

Corequisite: BISC 1403.

Mutually Exclusive: NSCI 1413, NSCI 1433.

BISC 1414. Introductory Biology Lab II. (2 Credits)

A laboratory course designed to illustrate topics discussed in BISC 1404. Lab fee.

Attributes: ENVS, NEUR.

Prerequisites: BISC 1403 and BISC 1413.

Corequisite: BISC 1404.

Mutually Exclusive: NSCI 1414, NSCI 1434.

BISC 2539. General Genetics. (3 Credits)

A study of the gene in all its aspects; its structure, its informational nature; how this information is inherited unchanged; how this information is expressed in terms of an organism's structure and function; how this information can be altered; and how expression of this information is regulated so that environmentally appropriate responses are made. The unifying position of genetics in the study of biology is emphasized.

Attributes: ENSE, ENVS, GEAB, NECM, NEUR.

Prerequisites: BISC 1404 and BISC 1414 and CHEM 1322 and CHEM 1332.

Corequisite: BISC 2549.

Mutually Exclusive: NSCI 3133.

BISC 2549. General Genetics Lab. (2 Credits)

A laboratory course designed for a hands-on experience in the usage of various scientific methodologies and experiments in the field of basic genetics. Lab fee.

Prerequisites: BISC 1404 and BISC 1414 and CHEM 1322 and CHEM 1332.

Corequisite: BISC 2539.

Mutually Exclusive: NSCI 3833.

BISC 2561. Ecology. (3 Credits)

An introduction to the theories and applications of ecology including evolution, resources, population dynamics, life histories, competition, community structure, ecosystem processes, island biogeography, human impacts on ecosystems and conservation. An introduction to the theories and applications of ecology including evolution, resources, population dynamics, life histories, competition, community structure, ecosystem processes, island biogeography, human impacts on ecosystems and conservation.

Attributes: ENST, ENVS, ESLS, ESNS, GEAB, INST, ISIN.

Prerequisites: BISC 1404 and BISC 1414 and CHEM 1322 and CHEM 1332.

Corequisite: BISC 2571.

BISC 2571. Ecology Lab. (2 Credits)

Laboratory and field studies designed to provide hands-on experience with habitats and organisms, ecological experiments, and data analysis. (4 hour field trips).

Attributes: ENVS, GEAB.

Prerequisites: BISC 1404 and BISC 1414 and CHEM 1322 and CHEM 1332.

Corequisite: BISC 2561.

BISC 3000. Environmental Science. (3 Credits)

This course covers the biological, chemical, and geological components of world ecosystems. The causes of both air and water pollution will also be covered. The interactions between the atmosphere, lithosphere, hydrosphere, and biosphere will be described. The relationship between global change and the effects of human activities will be addressed as well.

Attributes: BIEL, ENST, ESNS, ESPS, INST, ISIN.

Prerequisites: BISC 1404 and BISC 1414 or (NSCI 1404 and NSCI 1414) and CHEM 1322 or NSCI 1322.

BISC 3010. Scientific Communication. (4 Credits)

Students develop skills in written and oral communication needed to produce scientific articles, monographs and presentations that are accomplished in both form and content. The course covers both the use of LaTeX to produce work that meets the highest standards of design and typography, and the techniques of writing, organization, and scholarly citation needed to ensure that this work accurately embodies, effectively communicates, and professionally documents the author's scientific thought. Students will learn the ins and outs of generating and using copyright material, and how to present data in forms of pictures, tables, graphs, or schematics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

BISC 3132. Human Physiology. (3 Credits)

The basics of human body functions from cellular to organ system levels. A review of the general principles of whole body regulation is included. Internal responses to various physical stresses will also be discussed.

Attributes: BIEL, GEAB, NECM, NEUR.

Prerequisites: BISC 1404 and BISC 1414 and CHEM 1322 and CHEM 1332.

Corequisite: BISC 3142.

BISC 3142. Human Physiology Lab. (2 Credits)

Laboratory exercises demonstrating principles of the human cardiovascular, nervous, respiratory and urinary systems. Brief review of human anatomy and histology. An introduction to some of the diagnostic instrumentation and procedures used in medicine.

Prerequisites: BISC 1404 and BISC 1414 and CHEM 1322 and CHEM 1332.

Corequisite: BISC 3132.

BISC 3221. Human Anatomy. (3 Credits)

A lecture course which examines cell, tissue, and gross anatomy of the major organ systems of the human body as they relate to life processes in health and disease.

Attributes: BIEL, GEAB, NECM, NEUR.

Prerequisites: BISC 3132 and BISC 3142 and CHEM 1322 and CHEM 1332.

Corequisite: BISC 3231.

BISC 3231. Human Anatomy Lab. (2 Credits)

A laboratory course employing slides, models and gross dissection to study the structure of the major organ systems of the human body.

Prerequisites: BISC 3132 and BISC 3142 and CHEM 1322 and CHEM 1332.

Corequisite: BISC 3221.

BISC 3244. Evolutionary Biology. (3 Credits)

The course covers both Micro-and Macro-Evolution ranging in focus from population, genetics and molecular evolution to the fossil record and major patterns of organismal diversity. Other topics include natural and sexual selection, the ecological context of adaptation, genomic and developmental mechanisms of evolutionary innovation, speciation, phylogeny reconstruction, and human evolution.

Attributes: BIEL, ENSE, ENVS, GEAB.

Prerequisites: BISC 2539 and BISC 2549 and CHEM 1322 and CHEM 1332.

BISC 3405. Plant Biology. (3 Credits)

A survey of the major groups of plants and related organisms. Topics include physiology, morphology, ecology, taxonomy and systematics and human uses of plants.

Attributes: BIEL, ENVS, GEAB.

Prerequisites: BISC 2539 and BISC 2549 and CHEM 1322 and CHEM 1332.

Corequisite: BISC 3415.

BISC 3415. Plant Biology Lab. (2 Credits)

A laboratory and field course that uses hands-on experience and student-directed research to explore current issues in plant biology. Laboratory activities will emphasize plant physiology, morphology, and taxonomy and systematics. Field trips will highlight human uses of plants, and plant diversity and ecology in urban settings.

Attribute: ENVS.

Prerequisites: BISC 2539 and BISC 2549 and CHEM 1322 and CHEM 1332.

Corequisite: BISC 3405.

BISC 3466. Urban Ecology & Evolution. (3 Credits)

Most humans now live in cities, and urban environments are an increasingly important influence on the Earth. Urbanization has large effects on the physical environment and ecology of organisms that live in cities. This course examines ecology in cities (e.g., what species live in cities, how these species interact with one another, and how urban populations differ from nonurban populations), the ecology of cities (e.g., how biology, infrastructure, and human communities interact as an urban socio-ecological system), and ecology for cities (e.g., how we can use ecological knowledge to produce a more sustainable and equitable future for urban residents). A recent surge of evidence has also indicated that urbanization influences the evolution of populations within cities. In this course we will investigate both nonadaptive and adaptive evolution of urban-dwelling organisms. Given Fordham's Rose Hill location, course content will highlight how urban ecology and evolution relate to the Bronx and the broader New York City area. Students will visit New York City field sites and participate in hands-on urban ecology activities with community partners.

Attributes: BIEL, ENSE, ENVS, SL.

Prerequisites: BISC 1404 and BISC 1414 and CHEM 1322 and CHEM 1332.

Mutually Exclusive: NSCI 1322, NSCI 1332, NSCI 1404, NSCI 1433, NSCI 1434.

BISC 3521. Biochemistry. (3 Credits)

A lecture course on the principles of biochemistry and molecular biology. Topics include the chemistry and function of carbohydrates, lipids, proteins, and nucleic acids; enzymology; metabolism; bioenergetics; and gene structure and expression.

Attributes: BIEL, GEAB, NECM, NEUR.

Prerequisites: (BISC 2539 and BISC 2549 and CHEM 2522) and (CHEM 2532 or CHEM 2542).

BISC 3643. Microbiology. (3 Credits)

Detailed study of microbial metabolism and physiology; microbial roles in maintaining earth's ecosystems and human health; global environmental change and effects on emerging infectious diseases, epidemiology, and public health.

Attributes: BIEL, ENSE, ENVS, GEAB.

Prerequisites: BISC 2539 and BISC 2549 and CHEM 1322 and CHEM 1332.

Corequisite: BISC 3653.

BISC 3653. Microbiology Lab. (2 Credits)

Laboratory exercises are designed to develop skills in: sterile culture techniques for isolating bacteria and fungi from natural substrates; microscopy and staining techniques for visualization, identification and quantification of microbes.

Prerequisites: BISC 2539 and BISC 2549 and CHEM 1322 and CHEM 1332.

Corequisite: BISC 3643.

BISC 3752. Molecular Biology. (3 Credits)

Principles and regulation of gene expression; nucleic acid structure/function, replication, transcription, RNA processing, translation; experimental and recombinant DNA methodologies and approaches.

Attributes: BIEL, GEAB, NECM, NEUR.

Prerequisites: BISC 1404 and BISC 1414 and CHEM 1322 and CHEM 1332.

Mutually Exclusive: NSCI 4176.

BISC 3754. Cell Biology. (3 Credits)

Presents fundamental principles of cell structure and function important to an understanding of cellular interactions in the development, maintenance, and reproduction of multicellular organisms. Aberrations of cell structure and function that contribute to human disease are discussed extensively.

Attributes: BIEL, GEAB, NECM, NEUR.

Prerequisites: BISC 2539 and BISC 2549 and CHEM 1322 and CHEM 1332.

Mutually Exclusive: NSCI 3154.

BISC 3893. Introduction to Virology. (3 Credits)

An introduction to the significance of viruses as agents of disease, and as tools to understand basic life processes. The course will cover the structural and biochemical properties of viruses, viral replication strategies virus-cell interactions, viral pathogenesis and host immune reactions. Emphasis will be on animal viruses but the properties and replication strategies of prokaryotic and plant viruses will also be explored.

Attributes: BIEL, GEAB.

Prerequisites: BISC 2539 and BISC 2549 and CHEM 1322 and CHEM 1332.

BISC 4035. Ecology and Economics of Food Systems. (4 Credits)

This course begins with a historical analysis of food as a catalyst for social and economic development. The associated costs of food production from both ecological and economic prospects are investigated with particular emphasis placed on important global food crops. Major discussions will include the ability to balance global equitability of food distribution and environmental sustainability. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BESN, ENST, ESEC, ESEL, ESHC, ICC, SL, URST.

BISC 4530. Cancer Biology and Signaling. (3 Credits)

Course covers the basic biology of cancer at the cellular and molecular levels with special emphasis on aberrant signal transduction pathways in cancer cells.

Attributes: BIEL, GEAB.

Prerequisite: BISC 3754.

BISC 4532. Neuroscience. (3 Credits)

Study of the anatomy, biochemistry and physiology of neurons and neural pathways that comprise the peripheral and central nervous systems and their relationship to behavior.

Attributes: BIEL, GEAB, NEUR.

Prerequisites: BISC 2539 and BISC 2549 and CHEM 1322 and CHEM 1332.

Mutually Exclusive: NSCI 2030, NSCI 4630.

BISC 4575. Conservation Biology. (4 Credits)

Theory and practice of conservation biology. Topics will include maintenance of species diversity, design of reserves, captive management, genetic considerations, and factors affecting extinction rates. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BIEL, ENSE, ENST, ENV5, ESEL.

Prerequisites: BISC 1404 and BISC 1414 and BISC 2539 and BISC 2549 and CHEM 1322 and CHEM 1332.

BISC 4642. Animal Behavior. (4 Credits)

Introduction to animal behavior; evolution, genetics, physiology and ecology of behavior; sexual/mating/reproductive behavior; habitat selection, feeding behavior, anti-predator defenses, social behavior, human behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BIEL, ENSE, ENV5, GEAB, NECM, NEUR.

Prerequisites: BISC 1404 and BISC 1414 and CHEM 1322 and CHEM 1332.

BISC 4693. Developmental Biology. (3 Credits)

An introduction to animal development with emphasis on molecular aspects of gametogenesis, fertilization, and organogenesis. Current models of normal and abnormal cellular differentiation will also be considered.

Attributes: BIEL, GEAB, NECM, NEUR.

Prerequisites: BISC 1404 and BISC 1414 and CHEM 1322 and CHEM 1332.

BISC 4792. Senior Thesis Research. (4 Credits)

This is a two-semester practical mentored research course taken during senior year that will result in a thesis. A grade and credits are given only upon completion of the thesis. Preliminary work before senior year is required. Students must have a Fordham faculty member as a mentor. Students are required to work an average of 3-4 hours per week per credit hour. Students should submit a request to their mentor to register the student for the course before the end of the add/drop period. Other details may be obtained in the departmental office.

Attributes: BIEL, GEAB.

Prerequisites: BISC 1404 and BISC 1414 and CHEM 1322 and CHEM 1332.

BISC 4999. Research Tutorial. (0 to 4 Credits)

This tutorial course provides hands-on participation in a faculty member's research program. Students must have a Fordham faculty member as a mentor. Students are required to work an average of 3-4 hours per week per credit hour. Students should submit a request to their mentor to fill in the Research Tutorial form to register the student for the course before the end of the add/drop period.

Attribute: BIEL.

Prerequisites: BISC 1404 and BISC 1414 and CHEM 1322 and CHEM 1332.

BISC 5510. Conservation Biology. (3 Credits)

Theory and practice of conservation biology. Topics will include maintenance of species diversity, design of reserves, captive management, genetic considerations, and factors affecting extinction rates.

Attributes: ABGS, CEED, CENS.

BISC 5511. Conservation Law and Policy. (3 Credits)

This course provides an introduction to the practice of both law and policy analysis, with a focus on issues associated with the conservation of biodiversity. Part I focuses on the law, and students will learn the basics of legal research, legal reasoning, and legal analysis. Part II focuses on policy analysis, and students will learn the basics of the policy process and basis policy analysis. This course will examine a wide range of laws, policies, regulations, treaties, and institutions designed to address local, national, and global conservation problems. Topics to be covered include protection of biodiversity, regulatory approaches to conservation, and international conservation law.

Attributes: CEED, CENS, HECS, URSG.

BISC 5512. Freshwater Algae Identification. (0 Credits)

This course will embark on a study of the largest, most diverse, and arguably the most important group of plants on earth: the algae. Algae form the base of aquatic food webs, and are both the cause of water quality issues and tool in ecological assessments used to protect inland waters.

BISC 5642. Animal Behavior. (3 Credits)

Introduction to animal behavior, including evolution, genetics, physiology, and ecology of behavior; sexual, mating, and reproductive behavior; habitat selection and anti-predator defenses; and feeding, social, and human behavior.

BISC 6525. Biostatistics. (3 Credits)

This course covers principles and applications of statistical methods for biologists, with an emphasis on the creation of sampling design and hypothesis testing.

BISC 6535. Ecological Methods. (4 Credits)

Methods and principles of ecological research, combining field and laboratory approaches, statistical and graphical data analysis, as well as modeling. Exercises emphasize techniques used to estimate the abundance and dispersion of organisms, describe habitat variables, estimate biomass, and production, characterize stoichiometric properties, and quantify energy fluxes. Assignments include research reports, data analysis and peer-review of research papers. All assignments emphasize benefits and limitations of specific techniques as well as interpretation of results in a theoretical context.

Prerequisites: BISC 7501 and BISC 7503.

BISC 6734. Cell Biology of Eukaryotes. (4 Credits)

The focus will be on major principles of cell organization as related to cell function in multicellular organisms with emphasis on animal cells. Physiological and biomedical aspects of cell structure and function will be discussed. Experimental approaches employing diverse microscopic, biomedical, and biophysical techniques will also be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: BISC 7502.

BISC 6999. Research for M.S. in Biological Sciences. (1 to 6 Credits)

Faculty-mentored independent M.S. research.

BISC 7501. Population and Community Biology. (4 Credits)

The course focuses on the evolution and ecology of populations, including both intra- and interspecific interactions. Particular emphasis is placed on evolution, species, speciation, gene flow, adaptation, behavior ecology, life histories, population growth, community structure, species diversity, niche theory, and competition, predation, parasitism, and mutualisms within and among species. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

BISC 7502. Eukaryotic Molecular Biology. (4 Credits)

The course will explore principles of gene structure and expression in eukaryotes. It starts with the review of structure of biopolymers (DNA, RNA, proteins) and techniques employed in Molecular Biology. Further topics will include genome organization (nucleosomes, chromatin, and chromosomes), genome maintenance (replication, mutability, and repair), genome expression (transcription and translation), and genome regulation (regulatory proteins and RNAs). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: DATA.

BISC 7503. Community and Ecosystem Ecology. (4 Credits)

Focus on biotic and abiotic interactions in ecosystems. Emphasis is placed on food webs, habitat selection, succession, spatial variation in species diversity, species diversity and ecosystem functions, patterns and processes associated with ecosystem function and energy flow. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: BISC 7501.

BISC 7529. Principles of Geographical Information Science. (4 Credits)

This course covers basic concepts and theories of Geographical Information Science (GISc), and provides actual hands-on experience with a Geographical Information Systems (GIS) software package for computer mapping and data analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: DATA.

BISC 7530. Principles of Geographical Information Science II. (4 Credits)

This course will explore in depth topics of GIS for the Natural Sciences and will give students the opportunity to design and conduct an independent GIS project. Through a series of discussions, demonstrations, hands-on exercises, and the development of a GIS project, students will learn more advanced spatial techniques and their applications to the Natural Sciences. The course is intended to provide the student with a solid grounding in GISc research design and methodology by designing and conducting an independent GIS project. Class session will be conducted as seminars, with discussion regarding the use of GISc in current research, and weekly group feedback on project design and implementation issues. Projects are to be substantive and original research efforts conforming to generally acceptable professional geographical practices and techniques. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

BISC 7801. Methods in Cell and Molecular Biology. (1 Credit)

Study of methodologies employed in the field of cell molecular biology.

BISC 7804. Techniques in Molecular Biology. (4 Credits)

In this course, we will study and practice methodologies employed in the analysis of proteins, RNA and DNA, as well as other molecular techniques. This four-credit course meets for up to 600 minutes per week, which includes time for instruction as well as time for class preparation and time spent performing lab-based projects.

Prerequisite: BISC 7801.

BISC 7999. Research for Ph.D. in Biological Sciences. (1 to 6 Credits)

Faculty-mentored independent Ph.D. dissertation research. Thirty credits required for Ph.D.

BISC 8051. Project and Internship. (3 Credits)

With supervision and approval of a participating ecology faculty member, a student will develop an independent project or work in some form of on-the-job internship in conjunction with a collaborating conservation agency, such as, The American Museum of Natural History, Wildlife Conservation Society, New York Botanical Garden, NYS Department of Environmental Conservation, Natural Resource Council, Bronx River Alliance, Riverkeeper, US Environmental Protection Agency, or NYC Department of Environmental Protection.

BISC 8530. Seminar: Ecology/Evolution I. (1 Credit)

Discussion of current topics in ecology and evolution.

BISC 8710. Seminar in Genetics. (3 Credits)

Lectures and discussion of current genetics research and research design.

BISC 8750. Seminar in Cell Biology. (3 Credits)

Lectures and discussion of current cell biology research and research design.

BISC 8801. Biological Colloquium I. (0 Credits)

This colloquium features lectures by outside speakers on current research topics.

BISC 8999. Independent Study. (1 to 4 Credits)

Faculty-mentored independent research tutorial.

BISC 9999. Dissertation Direction. (1 Credit)

Direction of PhD dissertation research after 30 credits of BISC 7999 have been completed.

BISC MTNC. Maintenance-Biology. (0 Credits)

GSAS Administrative registration to maintain matriculation while away from the University with no contact with faculty, staff or advisors.

Business Administration (BABU)

BABU 4461. Honors Seminar I. (1.5 or 3 Credits)

A survey of research techniques in business introducing students to methodologies of inquiry employed in the various business disciplines in presentation for Honors Seminar II. Students will choose a discipline of primary interest and write a paper reviewing the use of one or more research techniques as evidence by the recent professional literature of that discipline. Open only to students invited and accepted into the Honors Program.

BABU 4463. Honors Seminar III. (1.5 Credits)

Students work with a faculty advisor to develop an original paper that utilizes the analytical, business and problem solving skills students developed throughout the Gabelli curriculum.

BABU 4706. Honors Thesis II. (3 Credits)

Selection of honors thesis topic. Monitoring of progress on the thesis over the term. A module in advanced communication is included. Students will complete their thesis and present them to the seminar.

Business Analytics (BYGB)

BYGB 7811. Finance Analytics Internship. (3 Credits)

Financial planning and analysis to consolidate disparate data sources.

BYGB 7967. Machine Learning for Business. (3 Credits)

Machine Learning, a branch of Artificial Intelligence, is concerned with constructing computer programs capable of learning from data. This course covers the core concepts, theory, algorithms, and business applications of machine learning. Topics include supervised learning (e.g., regression and classification), unsupervised learning (such as association rules models), and an introductory overview of Deep Learning. Students engage in hands-on model building exercises using machine learning libraries and software tools.

BYGB 7973. Data Management and SQL. (3 Credits)

This course covers the basics of database management including modeling and structured query language (SQL), a critical element of all IT organizations. Databases are the foundation for operational/transaction systems and for analytics and management decision-making. Topics include database analysis and data modeling, database design with entity-relationship and relational models, and SQL. Additional managerial topics include data administration, data warehousing and ETL, security and privacy, distributed and no-sql databases and the Internet database environment.

BYGB 7975. Data Visualization. (3 Credits)

This course introduces the concepts of business analytics and data visualization and the various related concepts and techniques including business intelligence, data analytics, data science, the scientific method, visualization, visual storytelling, and brief overviews of statistical and machine learning analytics. It explores the process, contents, and context of managerial decision making and looks at how business analytics can help in improving management decision-support effectiveness in the various functional areas of business such as marketing, finance, and manufacturing. Managers in general and not just IT individuals stand to gain from the discussion. We'll also discuss the managerial issues of data ethics, ownership, governance, standards, privacy, and security. Further, we'll discuss analytics in different industries (e.g., supply chain, health, customer, sustainability, etc.). Class members working individually and in teams will gain hands-on experience in implementing an analytics project. You're expected to apply primarily visualization, with additional statistical and machine learning models in the project.

BYGB 7977. Natural Language Processing and Applications. (3 Credits)

This course introduces the concepts of processing, analyzing, extracting, and generating insights from rich text data. You will explore a range of important topics in text analytics, including basic natural language processing techniques, sentiment analysis, text classification and clustering, information extraction, probabilistic topic models, social media analysis, and text visualization. The course combines lectures with case studies and student projects to offer a well-rounded learning experience. You will use Python throughout the course and become proficient in NLP packages such as NLTK.

BYGB 7978. Web Analytics. (3 Credits)

Web analytics is the science of accessing and analyzing the vast swaths of Internet data to create business value. Typical data types include content (user queries in search engines, discussion threads in online forums, chats in social media), linkage (webpage links and social network links), and website usage logs (clickthrough data). This course also covers two core components of web analytics in modern businesses. First, you build skills that extract and integrate data from online sources for actionable business insights. Second, you learn conceptual and hands-on approaches to analyzing web content, linkage, and usage, including how search engines work, how online marketing web works, and how to model and analyze population-scale networks. You will use Python throughout the course and become proficient in Google Analytics.

BYGB 7988. Business Performance Analytics. (3 Credits)

This course aims to develop a good understanding of knowledge required and techniques available to enable managers to measure and manage business performance and risk within their organization. The role of business analytics in enabling business performance and risk management is emphasized. The application of analytics to such concepts as balanced scorecard strategy maps, KPI, corporate metrics, risk analysis, corporate governance information communication and dissemination, compliance and regulation assessment and reporting and information assurance is the hallmark of this course. The social, ethical, and behavioral dimensions of the role of technology in analytics and performance management are discussed.

BYGB 7990. Cloud Computing for Analytics. (3 Credits)

Many of the world's biggest discoveries and decisions in science, technology, business, medicine, politics, and society are now being made based on analyzing massive data sets. Those typical datasets include millions of online customer reviews, social comments from Facebook, Twitter, and other popular social platforms, shopping transaction records, mobile messages, financial news, climate data, IoT data, and others. Today's organizations face the key challenge of analyzing massive data to gain key insight to make informed decisions. This course provides a broad and practical introduction to Big Data from three perspectives: (1) introduction to the Big Data problem, current challenges, trends, and applications; (2) technologies for Big Data management, Big Data technology and tools, special consideration made to the MapReduce paradigm and the Hadoop ecosystem; (3) algorithms for Big Data analysis, mining and learning algorithms that have been developed specifically to deal with large datasets. Technology is still evolving very rapidly. Therefore, there is a level of experimentation with new material that will take place during the semester.

Prerequisite: BYGB 7967.

BYGB 8999. Tutorial. (3 Credits)

Tutorial in Business Analytics.

Business Economics (BEGB)

BEGB 6220. Econ Analysis & Bus Decisions. (3 Credits)

MBA CORE COURSE Presents economic theories to examine business pricing, production, marketing, and profits within different market structures and environments. Topics include: consumer choice and demand; the behavior of firms; market power and structure; the efficiency of competitive markets; externalities and social costs; information and behavior under uncertainty. The course also discusses social costs and benefits of business actions and related ethical and regulatory issues. (Formerly Managerial Economics)

Attribute: BUAN.

BEGB 7240. Money Credit Interest Rates. (3 Credits)

Studies the role of money, credit and interest rates in the efficient and ethical functioning of domestic and global financial markets. This building-block course assumes a background in macroeconomics and finance, and it establishes a foundation for further study in all areas of finance. Topics include: flow of funds and interdependency within the financial system; the Federal Reserve System and its role in money creation; interest rates; the links between interest rates and the growth of money; and the effects of inflation and term structure. Prerequisites: BEGB 6220 and FNGB 6411. Also offered as FNGB 7441.

Attribute: ABEP.

Prerequisites: (FNGB 6411 or GBA Waiver Fin Environment with a score of 070).

BEGB 7243. Contemp Issues Global Fin. (3 Credits)

Explores current issues relevant to the global financial system, including international commercial and investment banking and international investments. Emphasizes the underlying conditions and fundamental trends in various sectors of international finance. Also offered as FNGB 7458.

Attribute: ABIB.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

BEGB 7244. Global Finance. (3 Credits)

The first half of the course focuses on the theories and practices of world trade, including comparative advantage, the changing trade competitiveness of nations, and protectionism. The second half focus shifts to developing countries: including foreign investment and technology, and investment and trade opportunities, policies and regulations. For SATURDAY / HYBRID sections of this course, there will normally be 4 class meetings, and the balance on-line / contact the professor for further detail. Prerequisite: BEGB 6220.

Attribute: ABIB.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

BEGB 7251. Intl Trade & Development. (1.5 or 3 Credits)

The first half of the course focuses on the theories and practices of world trade. Topics include comparative advantage, the changing trade competitiveness of nations and protectionism. During the second half, the focus shifts to developing countries: the process of economic development, including the contribution of foreign investment and technology as well as investment and trade opportunities, policies and regulations.

Attributes: ABGS, ABIB.

Prerequisites: BEGB 6220 or GBA Waiver Managerial Eco with a score of 070.

BEGB 7300. TMBA: Global Managerial Eco. (3 Credits)

TMBA: Global Managerial Eco.

BEGB 8999. Tutorial. (3 Credits)

Independent study.

Business Law (Gabelli Graduate) (BLGB)

BLGB 6310. Business Law I. (3 Credits)

MBA FLEX CORE COURSE Introduces the fundamental concepts and legal principles that are applicable to the American legal system, its development and inherent ethical considerations. Discusses the basis and structure of business contracts; the creation and characteristics of agencies, partnerships, limited liability companies and corporations; and the rights and liabilities of agents, partners, directors and shareholders. Students analyze cases and discuss and solve problems.

BLGB 6321. Markets, Business, and Society. (3 Credits)

MBA CORE COURSE Markets, Business, and Society is about the responsibilities of businesspeople. It is based on the assumption that business, like law and medicine, is a profession whose practitioners carry out an important role in society. When individuals enter the profession, they take on a distinctive set of responsibilities that go with the role. The purpose of the course is to provide a realistic understanding of these responsibilities and a set of practical tools to help students carry them out. This is the only course at the MBA program focusing on the question: what is the right thing to do in business? Other courses explore the causes and consequences of wrongdoing and the institutions that regulate conduct in business. This course will also consider these empirical topics but only as background. Instead, the focus of Markets, Business, and Society is normative reasoning about gray area problems in business, which involve conflicts of values, clashing responsibilities, ambiguous standards, factual uncertainties, aggressive stakeholders, and intense time pressures, among others. The course will help students develop their decision-making principles and devise implementation plans that meet relevant economic, legal, and ethical responsibilities and fulfill the organization's values and commitments. Deciding on a course of action will require careful analysis, thoughtful deliberation, and, in some instances, difficult trade-offs. By working through the choices and dilemmas presented in the course, students will hone their skills in decision making and action planning while also building their own decision-making frameworks.

BLGB 7320. Business Law II. (3 Credits)

Examines the legal aspects of business and focuses on personal property, sales, product liability, secured transactions, insurance, negotiable instruments, banking and bankruptcy. Students analyze applicable provisions of the Uniform Commercial Code and cases and problems on the above topics.

Attribute: ABEP.

Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 7325. Law of Trad & New Media. (3 Credits)

Analyzes the legal parameters and constraints on freedom of expression that govern traditional and new communications technologies. Probes the various constitutional, statutory and regulatory protections accorded the Internet and more traditional media, such as print, broadcast and cable, as well as governmental attempts to regulate certain aspects of these technologies. Topics include modern First Amendment interpretation, defamation, privacy, commercial speech, indecency/obscenity, contracts, intellectual property and e-commerce. Also offered as CMGB 7556.

Attribute: ABEB.

BLGB 739C. International Business Ethics. (3 Credits)

In this course we analyze global business activities from a moral perspective. Also, we will examine debates about what it means for a multinational firm to compete successfully in the world marketplace with moral integrity, and what obligations it has to respect transnational laws, codes of conduct and ethical guidelines.

Attributes: ABGS, ABIB.

Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 739F. Contemporary Iss Int'l Bus Law. (3 Credits)

A study of the contemporary issues of international business law.

Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 7400. TMBA: International Business Law and Ethics. (3 Credits)

TMBA:Intrnt'l Bus Law & Ethics.

BLGB 839A. Contemporary Ethical Issues in Business. (1.5 Credits)

This course explains various ethical schools of thought and their application to business.

Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 8999. Independent Study. (3 Credits)

Business Law (Gabelli Undergraduate) (BLBU)

BLBU 2234. Legal Framework of Business. (3 Credits)

This course covers the fundamental concepts and legal principles applicable to the American business community and the international environment. Topics include: sources of the modern legal system; legal ethics and governmental regulation; creation and discharge of contractual rights and liabilities; characteristics of agencies, partnerships, limited liability companies and corporations, including the rights and liabilities of agents, partners and corporate management.

Attributes: BUMI, LPBC.

BLBU 3436. Commercial Transactions. (3 Credits)

This course completes the legal background of the student and considers the commercial issues in the law of sales, bailments, suretyship, negotiable instruments, insurance, creditor's rights and bankruptcy.

Attribute: BLEA.

Prerequisite: BLBU 2234.

BLBU 3443. Ethics in Business. (3 Credits)

This course aims to help students recognize the moral dimension of business decision-making and to provide these students with tools to navigate the potential ethical issues that they are likely to face in the business world.

Attributes: CBVC, PHIL.

BLBU 3444. ST: Business and Ethics Issues in Sports Entrepreneurship. (3 Credits)

This course will provide an overview of the strategic process of building a sports-centric business. In particular, the course will provide an overview of marketing principles, consumer behavior, sponsorship, licensing, promotions, endorsements and industry ethics. Students will gain an understanding about the operational structure and processes of sports organizations. They will be able to apply theories and strategies to formulate new business plans. They will also be able to critically analyze existing organization to recognize strategic.

Prerequisite: BLBU 3443.

BLBU 3455. ST: DEI and Sports. (3 Credits)

This course will focus on business and ethical issues related to diversity, equity, and inclusion (DEI) in professional, amateur, and international sports from the point of view of various stakeholders: athletes, teams, leagues, sports organizations, and fans. The course is primarily based on readings from general and academic sources rather than textbooks, and it has a strong case study component. Students will learn about the existing business structures of various sports organizations and the respective powers of stakeholders in the sports industry. Then, the course will cover the legal and moral bases for DEI, focusing on race, nationality, gender, and sexual orientation. Case studies will include the power relationships among many of these stakeholders and how sports organizations can create more diverse environments. Class projects will focus on crafting effective policies for expanding DEI and for dealing with the nuances of what constitutes "gender" or "race" or "nationality."

Prerequisite: BLBU 2234.

BLBU 3456. ST: DEI and Constitutional Law for Business. (3 Credits)

The course centers on the U.S. Constitution, exploring the interface between diversity, equity, and inclusion initiatives and the legal and moral issues they pose for business. The course provides principled frameworks that enable students to engage in legal, moral, political, economic, and cultural debate in a balanced, professional, and non-ideological way. Open exploration and discussion of opposing viewpoints on DEI-related constitutional questions are fostered through the critical examination of alternative philosophical frameworks, consideration of various interpretive approaches to law, and practical application of relevant legal doctrines and moral theories to real-world dilemmas and challenges arising in today's business contexts.

Prerequisite: BLBU 2234.

BLBU 4431. ST: White-Collar Crime. (3 Credits)

This course will focus on the contemporary legal and ethical issues involving the topical and scandalous field of white-collar crime that is increasingly in the business world spotlight with such cases as those of Bernie Madoff, Enron and insider-trading networks. The focus will be on the substantive law regarding such crimes as conspiracy, mail fraud, pyramid schemes, bribery, extortion, insider trading, RICO, perjury, Sarbanes-Oxley Act violations; and money laundering statutes.

Attribute: BLEA.

Prerequisite: BLBU 2234.

BLBU 4434. ST: Business Organizations Law. (3 Credits)

This course covers the fundamental concepts and legal principles applicable to business organizations. Topics covered include agency, partnerships, corporations, and limited liability companies. Special attention will be paid to: the default rules governing the formation, management and financing of business entities; how contractual agreements can alter default rules; and fiduciary duties.

Attribute: BLEA.

Prerequisite: BLBU 2234.

BLBU 4435. ST: Environmental Law and Business. (3 Credits)

This course will begin with basic information on how climate change, water shortages and water quality degradation, solid waste overload and other critical issues are affecting business. It will then focus on understanding how the law relates to these issues; and whether there are ethical and business reasons for going beyond the law and dealing with them. Questions of how the legal responsibilities of officers and directors to their shareholders affect their response to impending environmental problems will be addressed, as will the ethical principles of environmental justice and sustainability.

Prerequisite: BLBU 2234.

BLBU 4436. ST: Business and Ethics of Sports. (3 Credits)

This course is an introduction to the basic business and ethics issues that govern professional and amateur sports in the United States and internationally. It will discuss issues of structure and governance, business models, revenue generation, facilities, and international competition. Ethics issues like doping, race and gender discrimination and amateurism will be a centerpiece of the course.

Attribute: BLEA.

BLBU 4437. ST: International Bus Ethics. (3 Credits)

The course is designed to stimulate critical thinking and ethical argumentation on contemporary ethical issues and professional challenges encountered in international commercial activity. Examines international business within a broad socio-cultural, legal, political and economic context. Critically examines the nature, moral and legal status, and purpose of multinational business enterprise. Attention is given to the impact of developments in human rights initiatives and emerging forms of global governance affecting business decision-making, corporate responsibility and ethics. Topics covered include ethical issues arising in regard to global supply chains, intellectual property protection, sustainable development, microfinance, poverty and distributive justice, migration shifts, and public health and education.

Attributes: BLEA, PJEC, PJST.

Prerequisite: BLBU 3443.

BLBU 4438. ST: Law, Business and the Arts. (3 Credits)

Law, Business and the Arts will cover issues such as business structure, marketing, and legal issues involving the visual and performing arts. Topics include: freedom of speech, indecency/obscenity, non-profit entities, marketing and sales, contracts, labor rules, intellectual property, ownership, the "me, too" movement, and new technologies that will affect how the arts are distributed.

Attribute: BLEA.

BLBU 4449. ST: Sports and the Law. (3 Credits)

Hardly a day goes by when sports and law do not make news. Professional and amateur sports have attained great importance in American society. Concomitant with this growth are the increasing number and complexity of legal issues in sports. This class will discuss the major legal issues involving the sports industry. Included are labor-management relations, free agency, professional and amateur league governance, agents, contracts, antitrust, personal injury law, discrimination, broadcasting, Internet. This class will discuss and analyze the applicable rules, both internal and governmental, governing the amateur and professional sports industries and the controversies and policy considerations surrounding those rules. This course may be the only one where students will be encouraged by a professor to read Sports Illustrated.

Attributes: BLEA, SJOR.

BLBU 4450. ST: Employment Law. (3 Credits)

This course studies the emerging theories of employer-tort liability. Areas emphasized are discrimination, including discrimination based on race, age, disability and sex with emphasis on sexual harassment, the employment at will doctrine, negligent hiring, fraud and misrepresentation, defamation and invasion of privacy resulting from intrusive testing procedures. While the course provides a background in established areas of employer liability, it emphasizes recent developments and the public policies driving such developments. The course will also discuss strategies for avoiding exposure to tort liability in the workplace.

Attribute: BLEA.

BLBU 4452. ST: Securities Law. (3 Credits)

This course offers an intensive introduction to the Securities Act of 1933 and the Exchange Act of 1934, i.e., the laws that govern the offering of stocks and bonds by corporations. Topics to be covered include: (1) the definition of a security; (2) the initial public offering (IPO); (3) private placements; (4) the obligations of those that possess material non-public information; (5) material misstatements in filings; and (6) civil remedies.

Attribute: BLEA.

BLBU 4706. Honors Thesis II - B'Law. (3 Credits)

In this course, students select their honors thesis topic, complete their thesis, and present it to the seminar. A module in advanced communication is included.

BLBU 4999. Independent Study. (1 to 3 Credits)

Business Ph.D. (BPHD)

BPHD 0001. Year 1 Comprehensive Exam. (0 Credits)

The Year 1 comprehensive exam is a written exam designed to measure a student's fundamental understanding of business, with an emphasis on economics, management, and quantitative and empirical methods.

BPHD 0002. Year 2 Comprehensive Exam. (0 Credits)

The Year 2 comprehensive exam is a written field exam. Students work with advisers to determine two appropriate reading lists at the end of Year 1 and read for the exam during Year 2. The field exam measures knowledge of the field(s) and determines readiness to move on to the dissertation phase.

BPHD 0003. Year 2 Paper. (0 Credits)

At the conclusion of Year 2, students present a paper to the faculty during a doctoral program workshop. The paper may be an extension of a course paper or a research paper pursued independently. This paper provides an opportunity for students to build presentation and workshop skills, and should ideally serve as an eventual component of the dissertation.

BPHD 0004. Dissertation Proposal Acceptance. (0 Credits)

Students defend their dissertation proposal to their prospective dissertation committee at the conclusion of Year 3.

BPHD 0005. Dissertation Defense. (0 Credits)

The dissertation is a large-scale, closely supervised research project typically consisting of three to four article-length papers, preferably along a similar topic, with extensive research, writing, and revision expected. Students offer regular progress updates to their dissertation committee members, who in turn meet with the doctoral program director to ensure sufficient progress. Upon successful completion and defense of the dissertation, students are awarded a Doctor of Philosophy in Business (Ph.D.).

BPHD 8001. Philosophy of Science. (3 Credits)

Provides an understanding of the philosophy, history, theory, and institutions of doctoral-level research in business.

Attribute: BPD1.

BPHD 8002. Research Methods. (3 Credits)

Provides an understanding of the key elements of theory building, research design and methods.

Attribute: BPD1.

BPHD 8003. Intro to Micro & Macro. (3 Credits)

Introduction to micro and macroeconomics.

Attribute: BPD1.

BPHD 8004. Financial Econometrics. (3 Credits)

This course covers estimation of parametric and non-parametric techniques commonly used in finance, applying high-frequency financial databases. We will discuss properties of financial data; linear time-series data analysis; and the basic theory of statistical inference with linear models, general linear models, conditional Heteroskedasticity models, nonlinear models, and Bayesian inference and estimation. Students will develop advanced skills in statistical analysis and will be able to apply econometric methods to financial data. This course will address both advanced empirical research methods and select models of cutting-edge finance theory.

Attribute: BPD3.

BPHD 8005. Empirical Capital Markets. (3 Credits)

Provides an understanding of the key elements of the study of capital markets.

Attribute: BPD3.

BPHD 8006. Data Analysis. (3 Credits)

Provides an understanding of the key elements of contemporary data analysis.

Attribute: BPD1.

BPHD 8007. Econometrics. (3 Credits)

Overview and in-depth analysis of econometrics theory and practice.

Attribute: BPD1.

BPHD 8008. Fundamentals of Acct 1. (3 Credits)

Provides insights into how accounting information can be used by investors and creditors to measure the results of business operations.

Attribute: BPD3.

BPHD 8009. Quantitative Issues in Capital Markets. (3 Credits)

In-depth study of the key quantitative issues in capital markets.

Attribute: BPD3.

BPHD 8010. Raising Capital & Inv in Glob. (3 Credits)

Provides a comprehensive overview of the going-public decision. Examines the strategies and process of corporate restructuring and investing activities, such as mergers and acquisitions, corporate diversification, spin-offs, carve-outs, asset sell-offs, tracking stock, exchange offers, and debt restructuring.

Attribute: BPD3.

BPHD 8011. Seminar in Corporate Theory. (3 Credits)

In-depth study of a variety of topics in corporate theory.

Attribute: BPD2.

BPHD 8012. Quantitative Methods. (3 Credits)

This course provides advanced knowledge of quantitative methods for finance research. The course will consider empirical research and theory side by side. Topics addressed may include descriptive statistics, probabilities, advanced data analysis, hypothesis generation and testing, estimations, variance, linear regressions, and other issues relevant for business modeling.

Attribute: BPD3.

BPHD 8013. Managerial Accounting Analysis. (3 Credits)

In-depth study of managerial accounting analysis.

Attribute: BPD3.

BPHD 8014. Financial Statement Analysis. (3 Credits)

An understanding of financial statements and the information they communicate on the operating, investing and financing activities of corporations. Focuses on the impact of financial accounting principles, disclosure standards and alternative accounting practices on financial reports. Examines and evaluates traditional and non-traditional methods of financial statement analysis.

Attribute: BPD3.

BPHD 8015. Economic Analysis and Business Decisions. (3 Credits)

Presents economic theories to examine business pricing, production, marketing, and profits within different market structures and environments. Topics include: consumer choice and demand; the behavior of firms; market power and structure; the efficiency of competitive markets; externalities and social costs; information and behavior under uncertainty. The course also discusses social costs and benefits of business actions and related ethical and regulatory issues.

Attribute: BPD3.

BPHD 8016. Investment Banking. (3 Credits)

In-depth study of investment banking.

Attribute: BPD3.

BPHD 8017. Seminar in Banking & Finance. (3 Credits)

In-depth study of research questions, theory, and methodology in banking and finance.

Attribute: BPD2.

BPHD 8018. Research in Economics. (3 Credits)

In-depth study of research in economics.

Attribute: BPD3.

BPHD 8019. International Accounting. (3 Credits)

In-depth study of international accounting.

Attribute: BPD3.

BPHD 8020. Empirical Research in Accounting and Capital Markets. (3 Credits)

In-depth study of a variety of topics in accounting and capital markets.

Attribute: BPD3.

BPHD 8021. International Corporate Tax. (3 Credits)

Introduces the complexities of international taxation by focusing on the U.S. tax system's impact on U.S. companies investing or operating abroad and on foreign companies investing or operating in the U.S. Topics include tax treaties, foreign tax credits and controlled foreign operations.

Attribute: BPD3.

BPHD 8022. Web Analytics. (3 Credits)

Web analytics— also referred to as Web metrics, e-Metrics, or e-analytics — is the science of Internet audience measurement and analysis. It deals with the identification, gathering and formatting of Web usage data, the computation and presentation of metrics, and the exploitation of the results, in order to measure website success. Meaningful insight is gained from traffic and visitor analytics data. It not only covers the unique measurement challenges associated with segmentation, but also comes with strategic recommendations for focusing the entire analytics process — from where to begin to what your larger, overall web analytics goals should be (Google Analytics, IBM ShowCase Web Analysis).

Attribute: BPD3.

BPHD 8023. Fixed Income Analysis. (3 Credits)

Introduces techniques for valuing fixed income securities and their derivatives. Emphasizes pricing and risk-measurement for government, corporate and mortgage-backed instruments. Analyzes embedded options using the binomial model. Develops fixed-income trading and portfolio management techniques, including the use of repo, futures, options, swaps and credit derivatives. Examines theory and empirical evidence on the term structure of interest rates, including the derivation of spot and implied forward yield curves.

Attribute: BPD3.

BPHD 8024. Quantitative Issues in Management and Finance. (3 Credits)

This course is dedicated to preparing Ph.D. students for the complex world of modern financial scholarship and practice. We will cover current trends in theoretical and empirical corporate finance and management science, with up-to-date research, literature, and reflection, while providing a solid foundation of the established theory. Students will be exposed to frequent data projects, as well as presentation and discussion of academic literature and the writing of an independent research paper.

Attribute: BPD3.

BPHD 8025. Corporate Finance. (3 Credits)

Studies corporate finance and its specific decisions. Topics include evaluating capital expenditure proposals, forecasting financing requirements and selecting sources of financing. The course also discusses working capital management, dividend policy and contingency planning, and addresses the additional challenges of multinational firms.

Attribute: BPD3.

BPHD 8026. Big Data Analytics. (3 Credits)

This course provides students with an understanding of big data analytics, research, and methods.

Attribute: BPD3.

BPHD 8028. Empirical Research in Accounting: Financial Instruments, and Debt Contracting. (3 Credits)

This course provides advanced knowledge of banking, financial instruments, and debt contracting.

Attribute: BPD3.

BPHD 8029. Empirical Research in Financial Accounting. (3 Credits)

This course provides advanced knowledge of financial accounting.

Attribute: BPD3.

BPHD 8030. Macro-Finance. (3 Credits)

This course covers advanced topics at the intersection of macroeconomics, monetary economics, banking, and international finance.

Attribute: BPD3.

BPHD 8033. Financial Accounting. (3 Credits)

Students in this course develop the ability to analyze and interpret financial statements and study the effects of alternative accounting standards and practices on income statements, balance sheets, and statements of cash flows.

Attribute: BPD3.

BPHD 8034. Applied Microeconometrics. (3 Credits)

The primary goal of this course is to improve students' ability to conduct high-level empirical research, combining economics, econometrics, and data. The course will cover instrumental variables estimation, regression discontinuity, propensity score matching, control function approach, randomized control trials, static panel data models, and dynamic panel data models. The course is intended to be particularly useful for advanced Ph.D. students and master's students planning to write or currently writing a thesis. The course will mainly draw on a series of high-quality journal publications from the field of applied microeconomics that use the aforementioned applied econometric techniques for causal inference.

Attribute: BPD3.

BPHD 8035. Seminar in Theoretical Corporate Finance. (3 Credits)

This course considers the theoretical underpinnings of corporate finance, with particular attention paid to the history of corporate finance and contemporary theoretical studies. The course seeks to address the core issues related to funding, capital structure, firm value, and how these abstractions inform our empirical view of corporate finance today.

Attribute: BPD2.

BPHD 8036. Fintech & Machine Learning. (3 Credits)

A comprehensive survey of the tools related to the burgeoning fields of financial technology and machine learning in a business context. The course addresses technology and innovation and their relationship to financial services, as well as the algorithms and statistical models that may be deployed to help build these systems.

Attribute: BPD3.

BPHD 8037. Financial Modeling. (3 Credits)

This course helps students develop the type of Excel-based financial models that businesses use every day to analyze a wide range of financial problems and make decisions. Students deliver written and oral presentations of their models and practice skills critical for a successful career in finance.

Attribute: BPD3.

BPHD 8038. Advanced Corporate Finance. (3 Credits)

This course teaches students the art of applying corporate finance theory, providing them with tools and techniques essential to strategic decision-making in critical real-life situations faced by organizations. The course enhances students' understanding of corporate finance by providing a comprehensive examination of selected advanced topics, such as alternative valuation methods, real options in corporate finance, decision trees, international operations, mergers and acquisitions, risk arbitrage, debt capacity and leveraged buyouts, private equity, warrants and convertibles, and ethical issues.

Attribute: BPD3.

BPHD 8039. Fundamentals of Strategy. (3 Credits)

Students in this course focus on defining an organization's mission, establishing its objectives, developing strategies for achieving those objectives, and assuring implementation and continual updating of long-term plans. This course integrates the knowledge and skills developed in the core courses.

Attribute: BPD3.

BPHD 8040. Seminar in Strategic Management. (3 Credits)

This course involves intensive study of strategy, with a focus on theory, research, and methodology. Topics covered may include organizational theory, behavior, sustainability, green technology, energy, business and government relations, nonmarket strategy, and social media. Techniques will include statistical analysis, case study review, and other deep-dives.

Attribute: BPD2.

BPHD 8041. Global Risk Management. (3 Credits)

This course covers market risk and volatility, calculation of VaR (value at Risk), Monte Carlo Simulation, credit risk and use of credit derivatives, operational risk, counterparty risk, and other topics. It discusses risk regulations, including Basel II, recent developments in Basel III, and recent regulations on the banking industry in the U.S.

Attribute: BPD3.

BPHD 8042. Equity Analysis. (3 Credits)

This course will feature a series of guest lecturers who are highly regarded experts in their respective areas. The course will cover wealth management, private equity, equity analysis in general, and analysis within specific industry sectors such as retail, media, insurance, etc. We are looking for highly motivated students who will ask lots of questions and who will engage the guest lecturers in meaningful dialogue during the discussion periods.

Attribute: BPD3.

BPHD 8043. Advanced Global Portfolio Management. (3 Credits)

The course will review (1) basics of modeling of securities' returns and volatility in the context of portfolio management / "buy-side"; (2) theoretical basis and empirical evidence of risk-return tradeoff and investor preferences; (3) main approaches to portfolio construction and challenges with their practical application; (4) performance evaluation, and other relevant portfolio management topics.

Attribute: BPD3.

BPHD 8044. Machine Learning. (3 Credits)

This course covers the mathematical and algorithmic underpinnings of core methods in machine learning. Students learn to develop and implement classifiers and learners, using calculus and linear algebra, and they consider learning on fully labeled, partially labeled, and unlabeled data. Students also analyze and implement dimensionality reduction methods. Topics include gradient ascent/descent, support vector machines, neural networks, hidden Markov models, information criteria, factor/component analysis, and expectation-maximization.

Attribute: BPD3.

BPHD 8045. Financial Intermediation. (3 Credits)

This seminar course provides an exposure to recent research on key topics in banking, and more generally, in financial intermediation. The course begins with the fundamentals of managerial decision-making in modern financial institutions and its impact on the flow of funds in the community and financial markets. The course also focuses on the functions of depository financial institutions, their operational issues, regulatory environments, and risk management strategies. The seminar additionally emphasizes the theoretical underpinnings and empirical frontiers in the field.

Attribute: BPD2.

BPHD 8046. Industrial Organization and Market Structure. (3 Credits)

This seminar covers a variety of micro- and macro-economic issues. It provides advanced understanding of economic fundamentals associated with consumers, firms, industry, and markets. The course may additionally address the challenges of aggregate economies, with issues covered including employment, inflation, trade, boom, recession, and/or crisis.

Attribute: BPD2.

BPHD 8047. Seminar in Empirical Corporate Finance. (3 Credits)

The course aims to improve doctoral students' empirical skills in corporate finance research. We will first spend five sessions covering Python, natural language processing, and the use of unstructured textual data in corporate finance. The rest of the sessions focus on the most widely used databases and identification strategies in empirical corporate finance.

Attribute: BPD2.

BPHD 8048. Research Methods & Design. (3 Credits)

This course will aid students in developing their dissertation work and perfecting their presentation and interview skills. It will cover new software for aiding dissertation work, Latex and Beamer, and data presentation strategies. It is intended for Ph.D. students who have completed their comprehensive exams and the Research and Writing course.

Attribute: BPD2.

BPHD 8049. Deep Learning. (3 Credits)

This course is an introduction to deep learning, a branch of machine learning typified by deep neural networks. Deep learning is behind many recent advances in AI, ranging from text mining and image recognition to machine translation, planning, and even game playing and autonomous driving. In this course, we will cover a range of topics including basic neural networks, Convolutional network, RNN, LSTM, GAN, Autoencoder, and Restricted Boltzmann Machine (RBM). Various learning techniques such as Adam, Dropout, BatchNorm, Xavier initialization, CD-K sampling, etc., will also be explored throughout the course. This is a programming intensive course. Students are required to be proficient in Python programming and have knowledge of basic machine learning algorithms and techniques.

Attribute: BPD3.

BPHD 8050. Advanced Quantitative Modeling I. (3 Credits)

This course is an in-depth study of the current modeling techniques used in finance research. The course will expand students' understanding of most contemporary empirical research methods in financial economics and banking, including skills in programming and designing empirical tests. Methodology and theory may both be covered. The course will offer rigorous hands-on exercises and train students in developing significant academic papers.

Attribute: BPD3.

BPHD 8051. Advanced Quantitative Modeling II. (3 Credits)

This course continues its in-depth study of the current modeling techniques used in finance research. The course will expand students' understanding of most contemporary empirical research methods in financial economics and banking, including skills in programming and designing empirical tests. Methodology and theory may both be covered. The course will offer rigorous hands-on exercises and train students in developing significant academic papers.

Attribute: BPD3.

BPHD 8052. Advanced Quantitative Modeling III. (3 Credits)

This course continues its in-depth study of the current modeling techniques used in finance research. The course will expand students' understanding of most contemporary empirical research methods in financial economics and banking, including skills in programming and designing empirical tests. Methodology and theory may both be covered. The course will offer rigorous hands-on exercises and train students in developing significant academic papers.

Attribute: BPD3.

BPHD 8053. Advanced Quantitative Modeling IV. (3 Credits)

This course continues its in-depth study of the current modeling techniques used in finance research. The course will expand students' understanding of most contemporary empirical research methods in financial economics and banking, including skills in programming and designing empirical tests. Methodology and theory may both be covered. The course will offer rigorous hands-on exercises and train students in developing significant academic papers.

Attribute: BPD3.

BPHD 8090. Dissertation 1. (3 Credits)

Supervised dissertation hours.

BPHD 8091. Dissertation 2. (3 Credits)

Supervised dissertation hours.

BPHD 8092. Dissertation 3. (3 Credits)

Supervised dissertation hours.

BPHD 8093. Dissertation 4. (3 Credits)

Supervised dissertation hours.

BPHD 8094. Dissertation 5. (3 Credits)

Supervised dissertation hours.

BPHD 8095. Dissertation 6. (3 Credits)

Supervised dissertation hours.

BPHD 8096. Dissertation 7. (3 Credits)

Supervised dissertation hours.

BPHD 8097. Dissertation 8. (3 Credits)

Supervised dissertation hours.

BPHD 8098. Dissertation 9. (3 Credits)

Supervised dissertation hours.

BPHD 8099. Dissertation 10. (3 Credits)

Supervised dissertation hours.

BPHD 8100. Dissertation 11. (3 Credits)

Supervised dissertation hours.

BPHD 8101. Dissertation 12. (3 Credits)

Supervised dissertation hours.

BPHD 8102. Dissertation 13. (3 Credits)

Supervised dissertation hours.

BPHD 8103. Dissertation 14. (3 Credits)

Supervised dissertation hours.

BPHD 8999. Independent Study. (3 Credits)

Independent study for Ph.D. students in business with a faculty adviser on an agreed-upon topic. In close collaboration with their advisers, students use the independent study to develop, research, and write an academic paper.

BPHD 9001. Topics in Business Research 1. (1.5 Credits)

In-depth study of a variety of theoretical and empirical topics in business disciplines.

Attribute: BPD1.

BPHD 9002. Topics in Business Research 2. (1.5 Credits)

In-depth study of a variety of theoretical and empirical topics in business disciplines.

Attribute: BPD1.

BPHD 9003. Topics in Business Research 3. (1.5 Credits)

In-depth study of a variety of theoretical and empirical topics in business disciplines.

Attribute: BPD1.

BPHD 9004. Topics in Business Research 4. (1.5 Credits)

In-depth study of a variety of theoretical and empirical topics in business disciplines.

Attribute: BPD1.

BPHD 9005. Topics in Business Research 5. (1.5 Credits)

In-depth study of a variety of theoretical and empirical topics in business disciplines.

Attribute: BPD1.

BPHD 9006. Topics in Business Research 6. (1.5 Credits)

In-depth study of a variety of theoretical and empirical topics in business disciplines.

Attribute: BPD1.

BPHD 9007. Empirical Issues in Business Research. (3 Credits)

Provides an understanding of empirical issues in business research.

Attribute: BPD2.

BPHD 9008. Quantitative Analysis I. (1.5 Credits)

In-depth study of quantitative analysis.

Attribute: BPD3.

BPHD 9009. Quantitative Analysis II. (1.5 Credits)

Continuing in-depth study of quantitative analysis.

Attribute: BPD3.

BPHD 9010. Empirical Issues in Research 2. (3 Credits)

Provides a continuing understanding of empirical issues in business research.

Attribute: BPD2.

BPHD 9011. Empirical Issues in Business Research 3. (3 Credits)

This course provides a continuing understanding of empirical issues in business research.

Attribute: BPD2.

BPHD 9012. Topics in Business Research 7. (1.5 Credits)

This course offers an in-depth study of a variety of theoretical and empirical topics in business disciplines.

Attribute: BPD1.

BPHD 9013. Topics in Business Research 8. (1.5 Credits)

This course involves in-depth study of a variety of theoretical and empirical topics in business disciplines.

Attribute: BPD1.

BPHD 9014. Blockchain. (1.5 Credits)

Students in this course will explore the role currency plays in the economy; the emerging technologies pioneering new forms of digital money; and the impact these technologies will have on currency, the economy, and the broader category of capital.

Attribute: BPD3.

BPHD 9015. Digital Currencies. (1.5 Credits)

This course will explore specific examples of new technologies being used to develop new forms of currency and digital money, and redefine the broader category of capital. The course will use real products and services to explore these topics.

Attribute: BPD3.

BPHD 9016. Empirical Issues in Business Research 4. (3 Credits)

This course provides a continuing understanding of empirical issues in business research.

Attribute: BPD2.

BPHD 9017. Empirical Issues in Business Research 5. (3 Credits)

Provides a continuing understanding of empirical issues in business research.

Attribute: BPD2.

BPHD 9030. Machine Learning and Text Mining 1. (1.5 Credits)

This course covers technical topics of web and text mining methodologies and research studies in the area of design science and social computing.

Attribute: BPD3.

BPHD 9031. Machine Learning and Text Mining 2. (1.5 Credits)

This course covers technical topics of web and text mining methodology and research studies in the area of design science and social computing.

Attribute: BPD3.

BPHD 9039. Learning from Established Scholars. (3 Credits)

This course puts students in direct conversation with established international scholars. Through a series of lectures, seminars, workshops, and other modules, students will receive instruction on a variety of topics from visiting scholars who are among the very best in their field. Research performed during this course may lead to further collaboration and independent work.

Attribute: BPD3.

BPHD 9040. Acting. (1.5 Credits)

This course covers acting techniques for doctoral business students. It includes empathetic listening, assertive influence, sense of space, expressive power, and other key concepts. The course provides students with knowledge and skills that may later be used for presentations, classroom teaching, and other contexts in which ideas will be delivered.

Attribute: BPD3.

BPHD 9041. Learning from Established Scholars 2. (3 Credits)

This course continues to put students in direct conversation with established international scholars. Through a series of lectures, seminars, workshops, and other modules, students will receive instruction on a variety of topics from visiting scholars who are among the very best in their field. Research performed during this course may lead to further collaboration and independent work.

Attribute: BPD3.

BPHD 9042. Learning from Established Scholars 3. (3 Credits)

This course continues to put students in direct conversation with established international scholars. Through a series of lectures, seminars, workshops, and other modules, students will receive instruction on a variety of topics from visiting scholars who are among the very best in their field. Research performed during this course may lead to further collaboration and independent work.

Attribute: BPD3.

BPHD 9043. Learning from Established Scholars 4. (3 Credits)

This course continues to put students in direct conversation with established international scholars. Through a series of lectures, seminars, workshops, and other modules, students will receive instruction on a variety of topics from visiting scholars who are among the very best in their field. Research performed during this course may lead to further collaboration and independent work.

Attribute: BPD3.

BPHD 9050. Ethics. (1.5 Credits)

This is an intensive course focused on issues related to ethics. Students may consider issues of morality, value, and virtue, among other topics, and they will consider the notion of ethics both in a general philosophical sense and in the specific context of their own business studies and research.

Center for Ethics Education (CEED)

CEED 0912. Requirement Preparation. (0 Credits)

Ethics and Society master's student registration is necessary to maintain continuous enrollment while preparing for a milestone requirement.

CEED 0914. Requirement Preparation in Summer. (0 Credits)

For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

CEED 1999. Tutorial. (1 Credit)

CEED 2999. Tutorial. (2 Credits)

Independent study.

CEED 3600. Ethics in Action: Intercollegiate Ethics Bowl. (4 Credits)

This course uses the format of the Intercollegiate Ethics Bowl competition to engage in deep exploration and discussion of a wide variety of issues in applied and practical ethics. The Intercollegiate Ethics Bowl is a collaborative, debate-like educational event that promotes constructive, productive conversation about controversial and complex issues in ethics—including personal, social, political, and professional moral dilemmas. By analyzing a set of cases, engaging in extensive conversations with fellow classmates about the underlying ethical issues, and preparing to compete in the Northeast Regional Ethics Bowl, students in this course will develop their capacity to think carefully and critically about issues in practical and theoretical ethics, to make mature and reflective decisions, and to deliberate with others about important matters of public and private concern—with an emphasis on practical questions involving power, privilege, and justice. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, BIOE, EP3.

CEED 3856. Introduction to Bioethics. (4 Credits)

This course introduces students to contemporary bioethics topics through (a) an overview of different meta-ethical approaches to understanding moral status and personhood, b) discussion and readings on how these approaches can be applied to unraveling the complex threads of contemporary bioethics arguments related to the treatment/care/use of individuals, animals and the environment; and (c) introduction to the legal and social contexts in which bioethics public policies are framed. In addition to engaging a substantial amount of theological and philosophical literature, students will also be exposed to multidisciplinary perspectives (in the form of both texts and guest speakers) from disciplines such as biology, psychology, sociology, feminism, and ecology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BIOE, PJGS, PJST, REST, THEO.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1400.

CEED 3999. Tutorial. (3 Credits)

Independent study.

CEED 4245. Ethics in Research. (4 Credits)

This course will examine approaches to responsible research practices across the natural and social sciences, with particular attention to research involving human participants. The course will provide an overview of the research process, foundations in research ethics, and provide examples of research across disciplines that exemplify scientifically valid and ethically sound research methods planning, implementation, and dissemination. In particular, the course will draw on long-standing research traditions in the field of sociology, and psychology in order to provide a foundation upon which ethical issues can be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BIOE, ICC, PYCA.

Prerequisite: PSYC 1200.

CEED 4999. Tutorial. (4 Credits)

Independent study.

CEED 5050. Ethics and Society: Cross Disciplinary Perspectives. (3 Credits)

This introductory course will present methods of ethical inquiry from different disciplines and will demonstrate how these disciplines interactively and independently apply these methods to issues of contemporary social import. Relevant moral and ethical frameworks will be introduced, along with background on issues of current social importance. The intent of this course is to provide students with an introduction to the knowledge and critical thinking skills that will enable them to identify and understanding the ethical decisions that affect the welfare of individuals and society and the integrity of their professions.

Attributes: HECH, HECS, HUHR, PMMA, PSIC, PSJH.

CEED 5100. Healthcare Ethics. (3 Credits)

The aim of this course is to explore issues in healthcare from the point of view of ethical theory. Some of the issues to be examined are the role of the medical practitioner within the context of healthcare currently, medical experimentation, informed consent, ethical questions surrounding life and death, and justice in the healthcare system.

Attributes: HECS, PSIC.

CEED 5200. Philosophy of Medicine: Practitioners, Conscience, and Moral Responsibility. (2 Credits)

The aim of this course is to examine the role of the medical practitioner within the context of current medicine. First, we will consider the history of the medical profession and the role of bioethics in medicine. Next, we will consider the ethical practice of medicine and the role of conscience. Finally, we will take up questions of moral responsibility in medicine, focusing on two challenging practical situations.

CEED 5250. Special Topics and Case Studies in Contemporary Bioethics. (3 Credits)

This course will provide students with interdisciplinary perspectives on contemporary issues in bioethics and medical ethics. Class readings and discussions will provide students an understanding of the fundamental principles of bioethics, and their application to a range of pressing issues and case studies in public health and health sciences, technology, research, and/or clinical practice.

Attributes: BIOE, CEMP, HECH.

CEED 5367. Ethical Din. of Financial Risk. (3 Credits)

This course will provide a critical, historically-informed introduction to ethical theories and their relevance for financial risk management. The course will introduce students to the theoretical foundations and practical implications of ethics-related concepts in so far as they are relevant to financial risk management; for example the notion of fiduciaries and fiduciary relationships.

CEED 5600. Special Topics in Ethics and Society. (3 Credits)

This course will provide students with interdisciplinary perspectives on contemporary issues in ethics and society across the humanities and the social and natural sciences. Class readings and discussions will provide students with the tools to apply ethical principles, theories, and decision-making to issues of social import across diverse contexts and populations.

Attributes: CETH, PSIC.

CEED 5800. Moral Foundations of Capitalism. (3 Credits)

This course will provide an interdisciplinary examination of alternative- and largely incompatible-twentieth-century defenses of the morality of capitalism, with a concentration on economic, Objectivist, and Christian arguments, considered historically, economically, politically, and philosophically. Readings from Adam Smith, Karl Marx, authors for and against slavery, John Maynard Keynes, Theodore Roosevelt, Herbert Hoover, Austrian School economists, Milton Friedman, Dinesh D'Souza., and George Gilder. The course will include a reading of Ayn Rand's *Atlas Shrugged* and conclude with an application of studies theories to a few recent public policy issues.

Attribute: PSIC.

CEED 5900. Ethics and Society Field Practicum. (3 Credits)

The goal of practicum is to provide an opportunity for advanced students in Fordham's Master's in Ethics and Society to spend one day per week during a semester for "shadowing" professionals who are engaged in services that require ethical decision-making. Students selected for the practicum will first be required to complete relevant ethics and society coursework and/or possess relevant experience. Throughout the semester, students will meet with the director of the master's program on a bi-weekly basis to discuss their experiences. Enrollment is by special permission only.

Attribute: CETH.

Prerequisite: CEED 5050.

CEED 6000. Health Care Ethics Capstone. (3 Credits)**CEED 6010. Research Ethics and Soc Justic. (3 Credits)**

This course will examine approaches to responsible research practices in socio-behavioral research, with particular attention to research involving human participants. The course will provide foundations in research ethics and methods in research ethics decision-making that exemplify scientifically valid and ethically sound research method planning, implementation, and dissemination.

Attribute: URSG.

CEED 6015. HIV/Drug Abuse Prevention Research Ethics. (3 Credits)

This course will introduce students to ethical issues and solutions encountered in social science, public health, and medical research on HIV and drug abuse involving vulnerable populations in the United States and developing countries. Lectures are taught by an interdisciplinary faculty. Topics informed consent, confidentiality and disclosure, assessing population sensitive risks and benefits when using qualitative, survey, epidemiological in-person and online methodologies.

Attributes: CENS, PSYC.

CEED 6100. Theories and Applications in Contemporary Ethics. (3 Credits)

This intensive, three-day, graduate-level course is designed to provide cross-disciplinary perspectives on moral theory and applied ethics. Using a team-teaching approach, this course brings together faculty from at least six different disciplines to provide foundational knowledge about moral theory with contemporary applications. In addition to seminars on foundations in moral philosophy, moral theology, and moral psychology, the course features lectures and case discussions on issues of current social importance. Previously, students have focused on the following topics: decisions at the end of life, economic social justice, and responsibility in conducting research with vulnerable populations. Course requirements include a mastery of the reading materials, active participation, and topic-oriented thought papers during the three-day workshop. In addition, successful completion of the course requires a post-workshop paper summarizing the integration of course material into the students' graduate work.

Attribute: PMMA.

CEED 6290. Health Disparities and Social Justice in Research and Practice. (3 Credits)

This course focuses on the psychosocial correlates and consequences of health disparities involving individuals and groups that have been historically marginalized by society and in some cases by the health sciences and professions. Readings and class discussions will examine the relationship of contextual factors such as poverty, racial/ethnic discrimination, environmental hazards, incarceration, institutionalization, and public policy to social and health inequities faced by children and adults with HIV/AIDS, mental illness, intellectual disabilities, and substance abuse disorders. The role of psychology in the emerging health and human rights paradigm in the United States and globally will also be explored.

Attributes: CENS, HECS, PSIC, URST.

CEED 6322. Natural Law: The Nature, Foundations and Content of Justice. (3 Credits)

This course will examine the theoretical foundations and practical implications of natural law theory. Because "natural law theory" is often taken to mean many different things, one of the course's first aims will be to establish a common vocabulary for identifying and distinguishing the various kinds of natural law theory (e.g. "natural law theory" as a kind of moral theory, as a kind of legal theory, and as kind of theory about human rights). Our ensuing discussion will open onto a series of questions that will guide us through the rest of the course: "What is the nature of justice?" "What are the different kinds of justice and what does it mean to have a right?" "What do rights and justice have to do with one another?" "What is the nature of law?" "What is the difference between positive law and natural law?" "Is law reducible to the will of the strongest, or is it the case-as the natural law traditions holds-that unjust law is no law at all?" "What is meant by 'the good' and 'the common good'?" "What is the nature, scope, and justification of authority (both legal authority and other kinds of authority)?" "What is the nature and purpose of punishment?" "And how are we to make sense of the natural law tradition in light of our contemporary understandings of autonomy, governmental neutrality, and reasonable pluralism?" The course will not only introduce the classical natural law tradition (based mainly on the thought of Aristotle and Aquinas), but will place this classical tradition in dialogue with contemporary thinkers. The ultimate aim of the course will be to achieve an understanding of the natural law tradition and its relevance for a variety of contemporary legal issues. No prior acquaintance with philosophy or jurisprudence is assumed; the relevant concepts will be developed in class.

Attributes: CEMP, HUHR.

CEED 8999. Independent Study. (1 to 4 Credits)

CEED MTNC. Maintenance - CEED. (0 Credits)

Maintenance of Matriculation Status.

Chemistry and Biochemistry (CHEM)

CHEM 0900. Chemistry Seminar. (0 Credits)

CHEM 1102. Drug Discovery: From the Laboratory to the Clinic. (3 Credits)

A rigorous course for non-science majors on the scientific, public policy, and ethical considerations of drug development and commercialization. Topics include an introduction to basic concepts of chemical structure and bonding as applicable to medicinal chemistry, computational structure-based drug design methods, drug testing and approval process, economics of drug commercialization, and public policy issues.

Attributes: MANR, PSCI.

CHEM 1104. Chemistry and the Artistic Image. (3 Credits)

This is a lecture/laboratory course intended for non-scientists as an introduction to the chemistry of artist materials and their interaction with light. Fundamental concepts of general chemistry are presented with an emphasis on such applications as recipe formulation, color science, preservation, and analytical technique. The course includes a laboratory component featuring experiments that explore the physical nature of color and basic photochemistry.

Attribute: PSCI.

CHEM 1109. Chemistry of the Environment. (3 Credits)

An introduction to the principles of chemistry within the context of environmental and societal issues. These principles are introduced via sequential discussion of theories of matter and its transformation (chemical reactions), chemical sources of energy, and methods of testing and analysis. Specific applications, such as toxicity, pollution, and methods of remediation are discussed in conclusion.

Attributes: ENST, ESNS, ESPS, PSCI, SOIN.

CHEM 1110. Forensic Science. (3 Credits)

An introductory lecture and laboratory course designed for non-science majors who have not taken chemistry. A study of the methods and techniques in forensic science. Topics include fires, explosions, drugs, forensic toxicology, glass and soil, paints, fibers, hair, blood, body fluids, fingerprints, toolmarks, and firearms. Several short lab experiments will be required.

Attribute: PSCI.

CHEM 1311. General Chemistry I Recitation. (0 Credits)

Recitation to accompany General Chemistry I.

Corequisite: CHEM 1321.

CHEM 1312. General Chemistry II Recitation. (0 Credits)

Recitation to accompany General Chemistry II.

Corequisite: CHEM 1322.

CHEM 1321. General Chemistry I. (4 Credits)

This course covers the fundamental laws and theories of chemistry including chemical equations, atomic structure, gas laws, and chemical bonding (three-hour lecture and one-hour recitation). Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ENVS, ESNS, ESPS, NEUR.

Corequisites: CHEM 1311, CHEM 1331.

Mutually Exclusive: NSCI 1321.

CHEM 1322. General Chemistry II. (4 Credits)

(3-hour lecture and 1-hour recitation) A continuation of CHEM 1321, including kinetics, equilibrium, elementary thermodynamics and electrochemistry. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENVS, NEUR.

Prerequisite: CHEM 1321.

Corequisites: CHEM 1312, CHEM 1332.

Mutually Exclusive: NSCI 1322.

CHEM 1331. General Chemistry Lab I. (2 Credits)

(4 hour laboratory) A series of experiments selected to illustrate the topics covered in CHEM 1321. Lab fee.

Corequisites: CHEM 1311, CHEM 1321.

Mutually Exclusive: NSCI 1331.

CHEM 1332. General Chemistry Lab II. (2 Credits)

(4-hour laboratory) A selection of experiments designed to correspond to the material covered in CHEM 1322. An abbreviated qualitative analysis is also included. Lab fee.

Prerequisites: CHEM 1331 and CHEM 1321.

Corequisite: CHEM 1322.

Mutually Exclusive: NSCI 1332.

CHEM 1990. Introduction to Research. (0 Credits)

This course serves as an introduction to scientific research. The goals of the course are to introduce students to the process of scientific research by direct involvement. Students will participate in aspects of data collection, analysis, interpretation, and presentation. Open to all majors. First years and sophomores only. Registration only with permission of faculty mentor.

CHEM 2511. Organic Chemistry I Recitation. (0 Credits)

Part of Organic Chemistry I. Weekly review of topics covered in lecture.

Corequisite: CHEM 2521.

CHEM 2512. Organic Chemistry II Recitation. (0 Credits)

Part of Organic Chemistry II. Weekly review of topics covered in lecture.

Corequisite: CHEM 2522.

CHEM 2521. Organic Chemistry I. (4 Credits)

(3-hour lecture, 1 hour recitation) An introduction to bonding, structure and reactivity of organic compounds including aliphatic and aromatic hydrocarbons, alkyl halides and alcohols. Concepts include orbital hybridization, stereochemistry, equilibrium reactions, transition state theory and kinetics. Determination and discussion of reaction mechanisms will be emphasized. Chemical and spectral methods for structure elucidation, including NMR, IR, UV and MS will be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENVS, GEAC.

Prerequisites: CHEM 1322 and CHEM 1332.

Mutually Exclusive: NSCI 3121.

CHEM 2522. Organic Chemistry II. (4 Credits)

(3-hour lecture, 1-hour recitation) A continuation of CHEM 2521. Concentrates on the chemistry of aromatic, carbonyl and amino compounds, with particular emphasis on reactive mechanisms and synthesis. Includes descriptive chemistry of biologically important molecules such as carbohydrates, proteins and lipids. Aspects of synthetically important cycloaddition reactions will also be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENSE, ENVS, GEAC, NECM, NEUR.

Prerequisites: CHEM 2521 and (CHEM 2531 or CHEM 2541).

CHEM 2531. Organic Chemistry Lab I for Chem Majors. (2 Credits)

A laboratory course introducing the student to the experimental techniques of organic chemistry.

Corequisite: CHEM 2521.

CHEM 2532. Organic Chemistry Lab II for Chem Majors. (2 Credits)

A continuation of CHEM 2531.

Prerequisite: CHEM 2531.

Corequisite: CHEM 2522.

CHEM 2541. Organic Chemistry Lab I. (2 Credits)

(4-hour laboratory, 1-hour lecture) A laboratory course introducing the students to the experimental techniques of organic chemistry. Lab fee.

Corequisite: CHEM 2521.

Mutually Exclusive: NSCI 3821.

CHEM 2542. Organic Chemistry Lab II. (2 Credits)

(4-hour laboratory, 1-hour lecture) A continuation of CHEM 2541. Lab fee.

Prerequisites: CHEM 2541 or CHEM 2531.

Mutually Exclusive: NSCI 3822.

CHEM 3141. Methods of Biochemical Research. (3 Credits)

The art and practice of scientific data collection, its compilation and synthesis, and its dissemination.

Attribute: EP3.

Prerequisites: (CHEM 2521) and (CHEM 2531 or CHEM 2541) and (CHEM 2522) and (CHEM 2532 or CHEM 2542) and (CHEM 4221).

CHEM 3621. Physical Chemistry I. (4 Credits)

This course provides an introduction to quantum mechanics and spectroscopy. Topics include the postulates of quantum mechanics, model quantum mechanical systems, the electronic structure of atoms and molecules, and different types of spectroscopy as applied to chemical systems. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAC.

Prerequisites: CHEM 1322 and PHYS 1702 and MATH 1207.

Corequisite: CHEM 3631.

CHEM 3622. Physical Chemistry II. (4 Credits)

This course introduces students to statistical mechanics, thermodynamics, and kinetics. Topics include the properties of gases, classical and statistical thermodynamics, phase and chemical equilibria, and kinetics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENSE, ENVS, GEAC.

Prerequisite: CHEM 3621.

CHEM 3631. Physical Chemistry Lab I. (2 Credits)

This laboratory course is focused on applications of quantum mechanics and spectroscopy to chemical systems. Topics include electronic, vibrational, and rotational spectroscopy; electronic structure calculations; and other areas of contemporary physical chemistry.

Corequisite: CHEM 3621.

CHEM 3632. Physical Chemistry Lab II. (2 Credits)

This is a laboratory course focused on applications of thermodynamics and kinetics to chemical systems. Topics include the properties of gases, calorimetry, electrochemistry, the determination of rate laws, and other areas of contemporary physical chemistry.

Attribute: ENVS.

CHEM 3721. Quantitative Analysis. (4 Credits)

This lecture and laboratory course is devoted to the fundamental theory and practice of analytical chemistry, including volumetric, gravimetric, potentiometric, and spectrophotometric methods. (The class meets for 3 hours of lecture and 4 lab hours weekly.) Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENSE, ENVS, GEAC.

Prerequisites: CHEM 1322 and CHEM 1332.

CHEM 3722. Instrumental Analysis. (4 Credits)

This lecture/laboratory course introduces students to the principles of chemical instrumentation, including instrument design and instrumental methods of chemical analysis. Topics include data generation, spectroscopic methods of analysis, and separation techniques. Three hours of lecture plus four hours of lab are required weekly. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENSE, ENVS, GEAC.

CHEM 3990. Directed Research. (1 Credit)

Students will work in the laboratory of a faculty mentor on an agreed upon project. Students will learn data collection, analysis, interpretation, and presentation techniques. Open to all majors. Sophomores, juniors, and seniors only. Registration only with permission of faculty mentor.

Attribute: ENVS.

CHEM 4030. Chemistry Seminar. (0 Credits)

A colloquium of contemporary chemical and scientific research. Completion of each of the four semesters during a major's junior and senior year required for graduation.

CHEM 4221. Biochemistry I. (3 Credits)

An introduction to the chemistry of biological polymers (carbohydrates, proteins, polynucleic acid), their monomeric constituents and lipids, emphasizing their biosynthesis and role as biostructural building blocks. Other specialized topics to be covered include enzyme kinetics, mechanism and regulation; energy conversion and dynamics; pre-biotic chemistry and theories of life's origin.

Attributes: BIEL, GEAC, NECM, NEUR.

Prerequisite: CHEM 2522.

Mutually Exclusive: NSCI 4153.

CHEM 4222. Biochemistry II. (3 Credits)

Chemistry of the main constituents of living matter, nature, and mechanisms of biochemical processes, enzymes.

Attribute: GEAC.

Prerequisite: CHEM 4221.

CHEM 4231. Biochemistry Lab I. (1 Credit)

A laboratory course covering techniques used in the quantification, isolation and characterization of proteins, lipids, carbohydrates and nucleic acids. Exercises include spectrophotometry, chromatography, gel electrophoresis, protein assays, enzyme purification and kinetics, thermodynamic measurements, and DNA manipulations.

Corequisite: CHEM 4221.

Mutually Exclusive: NSCI 4853.

CHEM 4241. Biomimetic Chemistry. (3 Credits)

A study of biological polymers and molecular assemblies as molecular devices. The biological structures specifically adapted to catalysis, energy/signal transduction, and mechanical behavior will be examined in the context of modern mimetic and supramolecular chemistry.

Attribute: GEAC.

Prerequisite: CHEM 4221 (may be taken concurrently).

CHEM 4251. Physical and Computational Models of Biochemical Systems. (3 Credits)

Introduction to quantitative modeling of biochemical systems using physical principles of statistical thermodynamics and kinetics, mathematical principles of probability, random processes, statistical inference, and dynamical systems, and relevant computational simulation methods. Case studies include: viral replication dynamics; bacterial genetics and evolution of drug resistance; analysis of super-resolution microscopy and cryo-electron microscopy data; stochastic simulation of gene expression; epidemic modeling; analysis and design of cellular control circuits (e.g., feedback, homeostasis, genetic switches, and the mitotic clocks).

Attributes: GEAC, ICC.

Prerequisites: MATH 1207 and CHEM 1322.

CHEM 4340. Environmental Chemistry. (3 Credits)

An introduction to environmental chemistry for science majors covering chemical phenomena in both the geosphere and anthrosphere. Lecture topics include descriptive chemistry of the environment, analytical procedures, and the technology of remediation.

Attributes: ENSE, ENVS, GEAC.

Prerequisite: CHEM 3721.

CHEM 4422. Inorganic Chemistry. (3 Credits)

A comprehensive course dealing with the chemistry, preparation and properties of common elements.

Prerequisite: CHEM 3621.

CHEM 4432. Inorganic Chemistry Lab. (1 Credit)

A laboratory course to accompany CHEM 4422, including synthesis and characterization of inorganic compounds. Required of those students seeking ACS certification.

CHEM 4621. Bionanotechnology and Introduction to Nanomedicine. (4 Credits)

The course offers enhancement of the chemistry curriculum in response to extensive recent advances and investments in materials science with particular emphasis on developments in nanotechnology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: CHEM 2522.

CHEM 4625. Computational Chemistry. (3 Credits)

An upper level course on computational techniques in chemistry. The course will provide introductions to molecular mechanics in small and large systems and computational approaches to quantum chemistry, including ab initio, semi-empirical, and DFT methods.

Prerequisite: CHEM 3621.

CHEM 4990. Independent Research. (0 to 3 Credits)

Students will work with a faculty mentor on an agreed upon project. Students will cooperate with the faculty mentor on the project definition, data collection, analysis, interpretation, and the presentation of results. A comprehensive paper demonstrating a student's accomplishments during independent research is required. Open to all majors. Juniors and seniors only. Registration only with permission of faculty mentor. The course does not count as a chemistry major elective.

Attribute: ENVS.

Prerequisite: CHEM 3990.

CHEM 4999. Independent Study. (0 to 4 Credits)

Independent research and readings with supervision from a faculty member.

Civil Law (CVGL)

CVGL 0101. Civil Procedure. (4 to 5 Credits)

The study and critical evaluation of principles applicable to the litigation of civil cases. The course considers the structure of an individual law suit and provides an introduction to judicial systems, including both the relationship of state court systems to each other and the role of the Federal courts in our system of federalism. The course places particular emphasis upon the Federal Rules of Civil Procedure and on basic principles of jurisdiction including both personal jurisdiction and federal subject matter jurisdiction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JD.

CVGL 0260. Law of the City of New York. (2 Credits)

The Law of the City of New York: Law plays a central, if often unheeded, role in nearly every aspect of the life and governance of New York City. This course will delve into the many ways in which questions of authority, individual rights, and other legal concerns play out across a set of critical policy domains that define the City, including race, immigration, access to justice, education, public safety, land use, housing, and public health. The course will also explore themes in contemporary urban theory and their relevance to understanding law. Student grades in this seminar will be based on a series of short (3-5 page) research memoranda over the course of the semester as well as class participation.

Attributes: LLM, PIE.

CVGL 0262. Conflict Management Systems Design. (2 Credits)

This seminar is an interactive workshop designed to introduce students to the theory, principles and practice of conflict management systems design with the goal of training students to assume this new and creative professional role. Lawyers are increasingly being called upon to act not simply as litigators or deal-makers, but also as process architects to create dispute resolution programs for institutions, organizations and governments. In addition, attorneys are being asked to design, tailor and manage systems to handle multiple disputes in an effective and efficient manner, such as those arising from mass torts, employment, natural disasters, land use, human rights, government programs and technology. <p> Students will be expected to read, write, discuss, critique and participate in simulated exercises. After an overview of conflict management theory and principles, students will, through readings and critique, study seven actual dispute systems (e-Bay, South Africa, Canadian Indigenous Residential Schools, a Community Relations Initiative, the National Institute of Health, Maryland's ADR Program and Cure Violence). Then through a series of hands-on role plays and exercises, students will have the opportunity to develop systems design skills. Students will work on teams during class time and develop practical consulting skills in their simulated roles as dispute systems designers, including making presentations to a hypothetical client. The policy and ethical implications of systems design work will be explored, as well as opportunities for synthesis of systems design skills into legal practice. <p> The class meets early in the semester for two weekends on Saturday and Sunday from 10AM – 5PM on each of the four days. Due to the intensive and interactive nature of the seminar, timely attendance at all class sessions is mandatory. Grades will be based on class participation and a 10-page final client memorandum analyzing a current dispute system or designing a new system, on a topic of the student's choice. Final deliverables for the Seminar will be due before Spring Break .

Attributes: EXP, LDE.

CVGL 0291. Electronic Discovery and Information Governance. (2 Credits)

Long gone are the days when discovery meant endless hours wading through boxes of paper documents. In today's world litigation is all about electronically stored information, which includes email, but also text messages, social media, databases and any other kind of digital content, wherever and however stored, iPhone or Cloud, business or personal. This digital transformation and the explosion in the volume of data has led to major overhauls of the Federal Rules of Civil Procedure as recently as December 2015, as well as new Federal Rules of Evidence and volumes of case law. The course teaches you the law and practice of electronic discovery, a subject matter that is far more broad than its name suggests. Although the course focuses on discovery in the context of litigation, it also covers pre-litigation information governance and records management, the duty to preserve and the evidentiary admissibility of electronic information, among other things. Data privacy and security play key roles. Guest lecturers including judges, in house practitioners, technology experts and more have traditionally been featured throughout the course. <p> No prior knowledge or experience with technology or evidence law required.

Attributes: CORC, LDF, LIDR.

CVGL 0299. Law of Democracy. (2 Credits)

This course surveys the theory and law governing elections, politics, and access rights to democratic political institutions by examining a series of the most important cases in election law, and the political theories underpinning them. Topics covered include voter ID laws, redistricting, campaign finance reform, and laws governing who determines the rules of political parties. The class will focus on key Supreme Court cases in election law and looks at the shift of the ideas governing democracy over history. Grades will be based on a paper or a take home final examination (80%) and class participation (20%), which includes one or more in-class presentations. <p> Laptops are permitted in class. Students who wish to write a 4,000-6,000 word term paper instead of a final examination may do so, but they must commit to the paper and confirm a paper topic by March 15th. Word limits on both sides are strict. <p> The basic textbook is *The Law of Democracy: Legal Structure of the Political Process*, by Issacharoff, Karlan, and Pildes (IKP). Students should read Richard Hasan's Election Law Blog (<http://electionlawblog.org/>) for current events.

Attribute: LLM.

CVGL 0321. Conflict of Interest, Corruption, and Bias. (2 Credits)

A variety of circumstances can lead people and organizations to act contrary to their obligations or others' expectations. The actors can have conflicting financial interests, affiliations, or intellectual commitments. However, there has been little systematic or comparative analysis regarding appropriate legal rules in this area. Instead, there is a hodgepodge of different legal treatments, including outright prohibitions, mandated disclosures, and simple reliance on markets and reputation. This seminar will explore conflicts of interest as a distinctive problem for the law. Take-home exam with a paper option.

Attribute: INLJ.

CVGL 0337. Disability Law: Long Term Illness. (2 Credits)

This course examines the history, application, and current limitations of disability civil rights law in the United States, with a particular focus on the Americans with Disabilities Act ("ADA"). The ADA is a federal statute that prohibits discrimination against individuals with disabilities in many areas of life, including higher education, licensing, employment, telecommunications, and access to private and public services. The ADA was enacted by Congress more than 30 years ago and subsequently amended in 2008 after courts narrowed the broad scope of protection intended to be afforded by the statute. There have been a number of regulatory and case law developments since 2008 and the intersection of disability, socioeconomic status, gender, and race is clearer than ever before. This seminar is designed to encourage interactive discussion and develop the knowledge and practical skills that students will need to evaluate claims of disability discrimination.

Attributes: JD, LAWJ, LLM, LMCO.

CVGL 0342. Federal Courts. (3 to 4 Credits)

The course covers congressional regulation of federal jurisdiction, case or controversy issues including advisory opinions, standing, mootness, and ripeness, constitutional and statutory federal question jurisdiction, appeals from state courts to SCOTUS including the independent and adequate state grounds doctrine, federal sovereign immunity, state sovereign immunity, implied federal statutory and constitutional rights of action, section 1983, and official immunity. It does not cover diversity jurisdiction, the Erie doctrine, federal common law, Article I courts, federal habeas review, or abstention.

Attributes: LDF, LIDR, PIF.

Prerequisites: FCGL 0102 and CVGL 0101.

CVGL 0343. Anti-Discrimination Law. (2 or 3 Credits)

Antidiscrimination Law examines legal and policy responses to questions of inequality affecting a host of identities and protected classes, including race, ethnicity, sex, and disability. We will consider the statutory, regulatory, and constitutional law used to address discrimination in several contexts, such as housing, employment, public accommodations, education, criminal administration of justice, voting, etc. The course is interdisciplinary, examining case law, legal writings, as well as social science research, and multimedia sources. Classes will include lecture, group discussion, exercises, and presentations by attorneys practicing in relevant areas of anti-discrimination law. Student grades will be based upon classroom participation and a scheduled final exam.

Attributes: INLJ, LLM, LWR, PIE.

CVGL 0402. Comparative Approaches to Conflict Resolution, Justice, and Peace Building. (2 Credits)

The course will address conflict resolution from a legal and political perspective. The seminar will present a comparison of the Northern Irish and Israeli-Palestinian conflicts. Besides, it will discuss the grassroots causes of these conflicts and their impact on basic human rights. It will also examine the successes or failures of conflict resolution efforts. The seminar will further review the political and social movements which promote various approaches to peacebuilding and the steps necessary for reconciliation and transitional justice such as truth commissions, reparations, and more. The seminar will invite activists and scholars involved in conflict resolution as guest lectures. Students will be required to submit a weekly short essay/report and write a paper at the end of the semester.

Attributes: INLJ, LLM.

CVGL 0405. Conflict of Laws. (2 or 3 Credits)

A study of the principles and rules applicable when courts adjudicate transactions connected with more than one jurisdiction. Problems of choice of law, jurisdiction, and recognition of judgments are considered in light of traditional and modern analyses and the constitutional limitations.

Attributes: LDF, LIDR, LLM, LMCO.

CVGL 0408. Discovery and Pre-Trial Practice. (1 to 2 Credits)

This is an advanced civil procedure course that focuses on the pretrial process, from the client interview through pretrial motions, with an emphasis on discovery and its role in the pretrial process. As a skills class, students will have oral and written assignments through out the semester. In addition, in lieu of one class session, the students will observe proceedings in the United States District Court in Newark, NJ.

Attributes: JD, LAW, LDE.

CVGL 0414. New York Practice. (3 Credits)

This course will address recent developments in New York civil practice. It will focus on laws and rules in New York practice that have been identified as content topics for the new New York Law Examination portion of the recently adopted Uniform Bar Examination. Topics include: jurisdiction; the Commercial Division; statutes of limitation; pleadings; starting the suit and service; joinder, intervention and class actions; motion practice, including summary judgment; disclosure and e-discovery; settlement; contribution and indemnity; provisional remedies; special proceedings; appeals; and ethics and sanctions. Our course combines a lecture format with a lively give and take discussion examining both practical and policy aspects.

Attributes: LDF, LMCO.

CVGL 0415. Firearms Law. (2 Credits)

The course will examine the constitutional, political and sociological debate over gun rights, incorporating perspectives of race, gender, class, and regional culture.

Attributes: INLJ, JD, LAWJ, LLM, PIE.

CVGL 0420. Complex Litigation. (3 Credits)

A significant part of modern civil litigation practice involves complex cases with numerous parties and claims. Such cases arise in a wide range of substantive fields, including product liability, antitrust, civil rights, employment discrimination, environmental harm, and securities. As a procedural matter, some of these cases are adjudicated or settled as class actions, while others are handled through various forms of non-class aggregate litigation. This course examines the theory and practice of complex multiparty cases. Readings and discussions will focus on class actions and other advanced procedural topics including multidistrict litigation, mass settlements, and phased trials.

Attributes: JD, LDF.

Prerequisite: CVGL 0101.

CVGL 0429. The Role of the Attorney General in Civil Litigation. (2 Credits)

This course explores the State Attorney General's role as the chief legal officer of the State and the assertion of State interests through civil litigation by the Office of the Attorney General. The course is taught by two New York Assistant Attorneys General, one who specializes in defense of the State's health-related agencies, and another, who focuses on environmental litigation. By reading and analyzing well known cases on the constitutional, procedural and administrative dimensions of civil litigation involving the State, including more recent court decisions drawn from the pandemic era, students will acquire a sophisticated understanding of the daily work of the "State's lawyer" - in state and federal courts, and both as a plaintiff and a defendant. Students will be assessed with a short writing assignment that simulates a litigation matter that may be handled by the Office of Attorney General, and through a final examination.

Attribute: LLM.

CVGL 0615. Appellate Advocacy and Civil Rights. (1 Credit)

This is an appellate advocacy course that will focus on developing advocacy skills within the framework of four important civil rights cases.

Throughout this country's history, the Supreme Court and other appellate courts have decided civil rights cases that have fundamentally impacted our lives – upholding, for example, the exclusion of Japanese-Americans (including U.S. citizens) from the West Coast; ordering the integration of our schools and changing the course of race relations; considering whether soldiers have a First Amendment right to protest a war they believe to be immoral; and barring discrimination in employment on the basis of sexual orientation. Appellate advocates and judges played a critical role in these developments. We will study four civil rights cases – *Korematsu v. United States*, 323 U.S. 214 (1944) (upholding military orders excluding individuals of Japanese descent, including American citizens, from the West Coast); *Meredith v. Fair*, 298 F.2d 696 and 305 F.2d 343, 361 (5th Cir. 1962) (holding that James Meredith was denied admission to the University of Mississippi because of his race and ordering his admission); *Cortright v. Resor*, 447 F.2d 245 (2d Cir. 1971) (rejecting First Amendment claim by a soldier alleging retaliation by the Army for opposing the Vietnam War); and *Zarda v. Altitude Express, Inc.*, 883 F.3d 100 (2d Cir. 2018) (holding that Title VII bars discrimination in employment based on sexual preference). We will review the briefs, arguments, and decisions in these cases and consider issues such as: persuasiveness; candor; judicial decision-making; the impact of external pressures (such as national security concerns and societal expectations); and the en banc process. Drawing on what we learn from our consideration of the four civil rights cases, we will focus on developing brief writing and oral argument skills. Students will write an appellate brief and present oral argument (in a Second Circuit courtroom at the Thurgood Marshall United States Courthouse). From time to time, we will also discuss cases being heard in the Second Circuit and listen to audio recordings of the arguments, with a discussion of the quality and effectiveness of the presentations. The class will be limited to 16 students.

Attribute: EXP.

Prerequisite: CVGL 0616 (may be taken concurrently).

CVGL 0616. Appellate Advocacy and Civil Rights Experiential. (1 Credit)

This is an appellate advocacy course that will focus on developing advocacy skills within the framework of four important civil rights cases.

Throughout this country's history, the Supreme Court and other appellate courts have decided civil rights cases that have fundamentally impacted our lives – upholding, for example, the exclusion of Japanese-Americans (including U.S. citizens) from the West Coast; ordering the integration of our schools and changing the course of race relations; considering whether soldiers have a First Amendment right to protest a war they believe to be immoral; and barring discrimination in employment on the basis of sexual orientation. Appellate advocates and judges played a critical role in these developments. We will study four civil rights cases – *Korematsu v. United States*, 323 U.S. 214 (1944) (upholding military orders excluding individuals of Japanese descent, including American citizens, from the West Coast); *Meredith v. Fair*, 298 F.2d 696 and 305 F.2d 343, 361 (5th Cir. 1962) (holding that James Meredith was denied admission to the University of Mississippi because of his race and ordering his admission); *Cortright v. Resor*, 447 F.2d 245 (2d Cir. 1971) (rejecting First Amendment claim by a soldier alleging retaliation by the Army for opposing the Vietnam War); and *Zarda v. Altitude Express, Inc.*, 883 F.3d 100 (2d Cir. 2018) (holding that Title VII bars discrimination in employment based on sexual preference). We will review the briefs, arguments, and decisions in these cases and consider issues such as: persuasiveness; candor; judicial decision-making; the impact of external pressures (such as national security concerns and societal expectations); and the en banc process. Drawing on what we learn from our consideration of the four civil rights cases, we will focus on developing brief writing and oral argument skills. Students will write an appellate brief and present oral argument (in a Second Circuit courtroom at the Thurgood Marshall United States Courthouse). From time to time, we will also discuss cases being heard in the Second Circuit and listen to audio recordings of the arguments, with a discussion of the quality and effectiveness of the presentations. The class will be limited to 16 students.

Attribute: EXP.

Prerequisite: CVGL 0615 (may be taken concurrently).

CVGL 0780. Congressional Investigations. (2 Credits)

This course will focus on the scope and contours of Congress's oversight authority and how it has evolved over time. It will also examine the interplay between congressional investigations and the separation of powers between the Legislative, Judicial, and Executive branches of government and how such investigations can impact private actors. Topics covered will include, among others, committee jurisdiction and grants of authority, interaction with the Executive Branch and claims of Executive Privilege, judicial review of congressional oversight activities, the impact of congressional oversight on parallel investigations and proceedings, the applicability of constitutional and common law privileges, the congressional contempt power, and current trends in congressional investigations in light of a changing political dynamic in Washington (including the role of the minority party and specially-constituted investigative commissions).<p> The world of congressional investigations is truly interdisciplinary—these high-stakes investigations often involve overlapping, and at times competing, considerations of law, legislation, lobbying, policy, politics, public relations, and media. Rarely does a congressional investigation occur in a vacuum; for an issue to attract a congressional committee's attention, it is often necessarily subject to parallel criminal and civil proceedings. Therefore, students will be challenged to assess the spectrum of risk a subject or witness might face, including criminal exposure, impact on parallel litigation, administrative or regulatory issues, media scrutiny, reputational and economic risk, and negative legislative results. Students will also consider the myriad objectives of a congressional investigation, including evaluating compliance with the law, supporting or opposing legislation, or advancing a particular political agenda. Grades will be determined based on class participation (15%) and a take-home final exam (85%).

Attributes: INLJ, LLM.

CVGL 0929. Current Issues in Police Refor. (2 Credits)

Civil Rights (CIGL)

CIGL 0204. Diversity and Inclusion in Law Practice. (1 Credit)

Diversity is empowering. Studies show that more diverse and inclusive environments lead to greater creativity and productivity. Yet, the legal profession remains one of the least diverse professions in the United States. Why is embracing diversity such a challenge for the legal profession? Through the readings and class discussions this course will explore the topics of diversity, inclusion, cultural competence, and U.S. workplace practice. We will then examine some of the barriers faced by the legal profession such as "covering" and "unconscious bias". Finally, we will examine the challenges law firms and their clients face with diversity and inclusion and innovative ways law firms and clients are advancing diversity and inclusion.

Attributes: INLJ, LLM.

CIGL 0229. Children and Immigration Law. (2 Credits)

This seminar on Children and Immigration Law uses an interdisciplinary approach to explore emerging law, policy, research, and practice related to migrant children and their families. Following a human rights-based approach, classes will survey the key international and federal legal frameworks impacting children and their families in the context of migration. Students will be exposed to the complexity of legal issues that affect migrant children and youth as immigration law intersects with many other systems, including child welfare, juvenile and criminal justice, education, health, and employment, and will apply the law to individual case study scenarios as well as complex policy questions. Comparisons will be drawn to laws and policies in other countries. Guest speakers will be invited to present and participate in classes, emphasizing innovative strategies for promoting children's rights in practice.

Attribute: INLJ.

CIGL 0230. Critical Race Theory. (2 or 3 Credits)

In the mid-1980s, a new scholarly movement developed in legal academe, Critical Race Theory ("CRT"). Early advocates of CRT including Derrick Bell, Mari Matsuda, Charles Lawrence, Richard Delgado, Kimberle Crenshaw, and Patricia Williams challenged both the substance and style of conventional legal scholarship. Contrary to the traditional notion that racial subordination represents a deviation from the liberal legal ideal, this body of work recasts the role of law as historically central to and complicit in upholding racial hierarchy as well as other hierarchies of gender, class and sexual orientation. The goal of this seminar is to examine the genesis of CRT and, in light of its theoretical commitments, to explore CRT's possibilities and limitations with a close examination of the jurisprudence and application of its approaches with experiential learning classroom exercises and student discussion. The Final Grade calculation will be based on class room participation in the class discussions (quality, frequency, and attendance), a short Op-Ed drafting assignment, and a Take Home Examination Paper. Students may submit a Research Paper in lieu of the Take Home Examination Paper, only after having the paper topic certified with the Professor. The Research Paper can also be considered for Upper Class Writing Requirement certification only by those students meeting the additional submission requirements for WR credit. If the course becomes oversubscribed, students who are closed out but interested in being placed on a Waitlist for this class of 20 should email Professor Hernandez at THernandez@law.fordham.edu directly with a one paragraph statement of interest explaining why you would like to enroll in the course.

Attributes: INLJ, JD, LLM, LWR, PIF.

CIGL 0231. Critical Race Theory Experiential Learning. (1 Credit)

Critical Race Theory Experiential Learning is a one credit additional component to the Critical Race Theory two credit seminar. Students must co-register for the two credit "Critical Race Theory" seminar (CRN 33660). The organizing principle for the experiential add on to the Critical Race Theory (CRT) course is to hone each student's capacity for cultural competency in their work as lawyers. Cultural competency is something that the American Bar Association and a growing number of state bar admission requirements highlight as a crucial professional skill. However, the CRT Experiential Learning component purposely avoids duplicating exercises already available to students in the clinic context and traditional simulation courses. Instead, CRT's in-depth focus on cultural competency is designed to engage the students in learning how to anticipate and address professional issues of bias and cultural misunderstanding.

Attributes: EXP, LLM, PIF.

Prerequisite: CIGL 0230 (may be taken concurrently).

Corequisite: CIGL 0230.

CIGL 0298. Writing/Righting Race in the Public Sphere Experiential. (1 Credit)

When it comes to matters of Race Law (the body of anti-discrimination laws, regulations, remedies, policies and cases) legal stakeholders (judges, juries, legislators etc.) are often very influenced by how issues of race and racism are discussed public discourse. As a result, lawyers working within the domain of racial equality jurisprudence must be proficient Public Intellectuals in addition to their roles as litigators, lobbyists and strategists. Short form expository writing in accessible language is critical to making effective contributions to the public debates on racial justice issues, and will be the focus of this course. The aim of the course is to hone the skill of writing about race and contributing to the production of knowledge that can aid the creation, implementation and enforcement of effective Race Law. <p> The course is organized to first explore the particular challenges of writing about racial issues in a productive manner. This will be done by reading and analyzing collections of OpEds by influential racial discrimination scholars. When possible, the scholars will visit the classroom to engage students in conversation about their own perspectives doing the work of Race Law Public Intellectuals. In addition, a select number of class sessions will be devoted to the workshopping of a rotation of class participant Op-Ed submissions. <p>Please note, that this course serves as a complement to the introductory Critical Race Theory seminar course and can in many respects be viewed as an Advanced Critical Race Theory II course. However, there are no prerequisites for the course, and a brief review of Critical Race Theory jurisprudential precepts will be provided. Critical Race Theory ("CRT") is a response to the inadequacy of the traditional legal interrogation of race and racism that has been limited to formal equality and resistant to addressing structural and systemic inequality. It seeks to reveal and transform the relationship among race, racism, and power in the pursuit of meaningful substantive racial equality with an anti-subordination approach.<p> An optional 3rd course credit for WRW credit (Upper Class Writing Requirement) can also be pursued with the additional submission of a 25-page research paper, after the paper topic is authorized by the Professor. Course Learning Outcomes:
 1) Identify and apply Critical Race Theory methodologies and approaches to Race Law issues to be racially-literate and culturally competent for navigating complex issues of racial inequality
 2) Engage in sound legal analysis with critical evaluation of what contributions Critical Race Theory brings to law and social justice
 3) Develop strong writing skills that contribute to the lawyer's role as Public Intellectual .

Attribute: LLM.

Prerequisite: CIGL 0299 (may be taken concurrently).

CIGL 0299. Writing/Righting Race in the Public Sphere. (1 Credit)

When it comes to matters of Race Law (the body of anti-discrimination laws, regulations, remedies, policies and cases) legal stakeholders (judges, juries, legislators etc.) are often very influenced by how issues of race and racism are discussed public discourse. As a result, lawyers working within the domain of racial equality jurisprudence must be proficient Public Intellectuals in addition to their roles as litigators, lobbyists and strategists. Short form expository writing in accessible language is critical to making effective contributions to the public debates on racial justice issues, and will be the focus of this course. The aim of the course is to hone the skill of writing about race and contributing to the production of knowledge that can aid the creation, implementation and enforcement of effective Race Law. <p> The course is organized to first explore the particular challenges of writing about racial issues in a productive manner. This will be done by reading and analyzing collections of OpEds by influential racial discrimination scholars. When possible, the scholars will visit the classroom to engage students in conversation about their own perspectives doing the work of Race Law Public Intellectuals. In addition, a select number of class sessions will be devoted to the workshopping of a rotation of class participant Op-Ed submissions. <p>Please note, that this course serves as a complement to the introductory Critical Race Theory seminar course and can in many respects be viewed as an Advanced Critical Race Theory II course. However, there are no prerequisites for the course, and a brief review of Critical Race Theory jurisprudential precepts will be provided. Critical Race Theory ("CRT") is a response to the inadequacy of the traditional legal interrogation of race and racism that has been limited to formal equality and resistant to addressing structural and systemic inequality. It seeks to reveal and transform the relationship among race, racism, and power in the pursuit of meaningful substantive racial equality with an anti-subordination approach.<p> An optional 3rd course credit for WRW credit (Upper Class Writing Requirement) can also be pursued with the additional submission of a 25-page research paper, after the paper topic is authorized by the Professor. Course Learning Outcomes:
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 2) Engage in sound legal analysis with critical evaluation of what contributions Critical Race Theory brings to law and social justice
 3) Develop strong writing skills that contribute to the lawyer's role as Public Intellectual .

Attributes: INLJ, LLM, PIE.

Prerequisite: CIGL 0298 (may be taken concurrently).

CIGL 0521. Race and the Law. (3 Credits)

This course provides an overview of race in the American legal system. Moving from topics such as slavery and the early treatment of Native Americans to the modern era, the course traces the evolution and development of current legal doctrine pertaining to race and racial discrimination. Students will gain an understanding of the foundations of modern antidiscrimination law, as well as an appreciation of the predominant critiques of the U.S. Supreme Court's jurisprudence in race cases. In addition, students will be encouraged to assess current and proposed approaches to race and racial discrimination by looking at the operation of race in a number of contexts, including the criminal legal system, employment, education, medicine, recent cases of everyday discrimination (BBQ Becky, etc.), and intersectional discrimination. Classes will include discussion of case law as well as academic and popular press articles, supplemented by multimedia sources, and presentations by academics and practicing attorneys engaged in racial justice litigation.

Attributes: INLJ, JD, PIF.

CIGL 0551. Poverty Law. (2 or 3 Credits)

This seminar will examine poverty, including how it is measured, its root causes, and the legal response. Our examination will include the historical development of social welfare policy, the role of systemic and individual discrimination on the basis of race, gender, and disability, and will provide a window onto contemporary poverty law practice, including housing and homelessness, health, anti-hunger, and re-entry work. In addition to class participation and three short advocacy proposals, students will be graded on a take-home exam or longer paper option.

Attributes: JD, PIE.

Classical Languages and Civilization (CLAS)

CLAS 0912. Requirement Preparation. (0 Credits)

For Ph.D. and master's students, registration is necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, master's thesis, or dissertation submission. Students who are studying for comprehensive examinations while still completing coursework do not need to register for any special status; however, if they are neither registered for coursework nor taking comprehensive examinations during the semester in question, they must register for Requirement Prep.

CLAS 0914. Requirement Preparation in Summer. (0 Credits)

For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

CLAS 0930. PhD Comprehensive Examination-Classics. (0 Credits)**CLAS 0936. Master's Comprehensive Examination. (0 Credits)****CLAS 0950. Proposal Development. (1 Credit)****CLAS 0960. Proposal Acceptance. (3 Credits)**

Proposal Acceptance.

CLAS 0970. Dissertation Mentoring - Classics. (0 Credits)

The Classics PhD. student is required to register for Dissertation Mentoring, which has a 3 credit fee, the semester after the student's proposal is accepted.

CLAS 1210. Understanding Historical Change: Ancient Greece. (3 Credits)

A political, social, and intellectual history of ancient Greece from its origin to the death of Alexander the Great.

Attribute: HC.

CLAS 1220. Understanding Historical Change: Ancient Rome. (3 Credits)

Introduction to Roman History focusing on problems and sources.

Attribute: HC.

CLAS 1999. Tutorial. (1 Credit)

Independent research and readings with supervision from a faculty member.

CLAS 2000. Texts and Contexts. (3 Credits)

An introduction to the literary analysis of texts and the cultural and historical contexts within which they are produced and read. Significant class time will be devoted to critical writing and to speaking about literature. Each section of Texts and Contexts will have a focus developed by the individual instructor and expressed in its subtitle. This course fulfills the Core requirements for the second Eloquentia Perfecta seminar.

Attributes: EP2, TC.

Prerequisite: ENGL 1102.

CLAS 2800. Internship. (2 Credits)

Internship.

CLAS 2999. Tutorial. (2 Credits)

Independent research and readings with supervision from a faculty member.

CLAS 3030. Athenian Democracy. (4 Credits)

A historical overview and morphological description of democracy as it was practiced in Athens from 508 BCE until 322 BCE. In addition to survey how Athenian democracy evolved and an overview of its most salient features, we will also investigate how classical Athenian democracy was imagined and criticized by leading thinkers contemporary with it. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, EP3, PJCR, PJST, POSC.

CLAS 3031. The Spartan Mirage. (4 Credits)

Beginning with a survey of the Ancient Sparta imagined by modern historians who strive to depict Sparta "wie es eigentlich gewesen" ("as it actually was"), we will examine select representations (both Ancient and Modern) of what the French historian, Francois Ollier famously termed "le mirage Spartiate." From its influence on Plato's political idealism to how Ancient Romans, French Revolutionaries, German Nationalists and modern mass media have each imagined Sparta we will review and critique these visions as exercises in cultural construction and appropriation in order to better understand the importance of what and how people choose to remember and forget – and why. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, EP3.

CLAS 3032. The Economies and Economics of the Greco-Roman World. (4 Credits)

This course is an historical survey of the economies of the Greco-Roman world. Beginning with the "Archaic" Period of Ancient Greece c. 800 BCE and culminating with the economic regulations promulgated by the Roman emperor Diocletian in the late 3rd century CE (285 CE), this course will survey the varied methods, means, and modes of production, consumption, and distribution developed and utilized by select Greek and Roman communities. In order to appreciate the economic constraints, possibilities, and challenges presented by and to the people and the environment, we will devote ample time to surveying the physical landscape, natural resources, as well as institutional arrangements, technological development, and stores of economically significant knowledge that defined and bounded economic activity broadly within the region and its various peoples while examining the wide variety of economically significant responses, adaptations, and innovations that affected economic performance. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CLAS 3033. Slavery in Ancient Greece. (4 Credits)

Ancient Greeks universally and uncritically practiced slavery. This course examines how and why slavery arose and persisted throughout the Ancient Greek world. Our survey will specifically focus upon the conception, practice, and institutionalization of slavery within the Greek communities, particularly Athens and Sparta, from the beginning of the "Archaic" period c. 900 BCE until the end of the Athenian "democracy" in 322 BCE. From Homeric representations of slaves and enslavement to manumission declarations dedicated to Apollo at Delphi on votive tablets in the 4th century BCE, this course will survey a wide range of literary, legal, historical, and epigraphic materials to reconstruct slavery as Greeks conceived, practiced, and perpetuated it as a social practice, economic system, and political ideology. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIST, HIUL, PJST.

CLAS 3034. The Rhetoric of Athenian Democracy. (4 Credits)

Citizens of the Athenian Democracy (507 BCE – 322 BCE) enjoyed two fundamental civic privileges: *ἰσηγορία* ("equal right to speak") and *ἰσονομία* ("equality before the law"). This course will examine how rhetoric, the formal codes and conventions governing persuasive speech before formally constituted mass audiences (i.e. the Assembly and the "People's Court" in Democratic Athens), became an indispensable instrument for citizens to exercise these two fundamental civic privileges. We will also consider how rhetoric became codified and rhetorical expectations ingrained within mass audiences and thereby refined and transformed the democratic discourse in the Ancient Athenian context. This course will do so primarily by surveying both the development of "forensic" (e.g. "judicial") and "deliberative" (e.g. "political") rhetoric and their practice in Athens from in the 5th and 4th centuries BCE.

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

Attributes: ASSC, PJMJ.

CLAS 3040. Law and Society in Greece and Rome. (4 Credits)

A survey of the systems of law in ancient Greece and Rome, focusing on the relation of the law to social values and to politics. The course ranges from law in Homer to the changing legal position of early Christianity in Roman society. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, ASSC, EP3, POSC.

CLAS 3050. Pagans and Christians. (4 Credits)

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

Attributes: AHC, COLI, MVST, REST.

CLAS 3141. Love, Fate, and Death in the Ancient Novel. (4 Credits)

This course will provide an intensive introduction to the Ancient Novel. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CLAS 3999. Tutorial. (3 Credits)

Independent research and readings with supervision from a faculty member.

CLAS 4020. The Classical Tradition in Contemporary Fiction and Film. (4 Credits)

This course provides a survey of classical works from ancient Greece and Rome and their reception in contemporary literature and film. The objective is threefold: first, to learn about patterns of narrative intrinsic to the representation of myth and history in classical literature; then to observe how these patterns function both in works of the classical period and also in contemporary fiction and film; and finally, to consider why classical antiquity has proved an enduring source of inspiration for writers and film-makers of today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ICC.

CLAS 4040. The Birth of Learning: Classical Education Then, Now, and in New York City. (4 Credits)

This course offers a survey of classical education from antiquity through its reception in late antiquity among early Christian writers and into the present day. It is also an integrated service-learning seminar that requires on-site investigation into current approaches to teaching the Classics in several schools in NYC. We will use the traditional entry into the liberal arts-Trivium-to structure our readings and focus our inquiry into the purpose and value of an education in the humanities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, VAL.

CLAS 4045. Sex and Gender in the Ancient World. (4 Credits)

This course explores issues of sex and gender in the ancient Mediterranean world and considers from an ethical perspective how they relate to contemporary life and culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: OCST, WGSS.

CLAS 4050. Ancient Roman Cities. (4 Credits)

This course offers a survey of ancient Roman cities in context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

CLAS 4051. Ancient Greece: Classical Study Tour. (4 Credits)

This course provides a selective historical and on-site survey of ancient Greece it is structured in two parts: first, we will meet four times in lengthy, two-hour seminars over the course of the semester to prepare ourselves for the actual study-tour on the Greek mainland in May. In Greece itself we will take advantage of on-site visits to enrich our understanding of important ancient sites from the bronze age until the period of Roman occupation. As an interdisciplinary capstone course, this seminar will focus primarily on exploring the complex relationship between history, art, and archaeology. To that end, we will aim to understand the monuments and material culture we study - e.g. buildings, sculpture, painting, inscriptions, cult sites, etc. - in relation to developments in architecture, politics, literature, religion, philosophy, artistic production, and the study of antiquity. In addition, we hope to gain a sophisticated appreciation for how ancient Greece grew and survived over time and how they have preserved, lost, and regained in the modern era. By focusing on the ancient period in the long life of Greece, we will engage key questions in urban history and archaeology and the study of the Greek world: for example, what are the relationships among social and political structure -e.g. religion, gender, government - and the physical structures of the city? How does the Mediterranean context and Greece's intermittent role as imperial power - Athens, Alexander the Great - shape its development. Who were the ancient Greeks; how did they live; and how can we come to know about them? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, THAM, THEO, THHC.

CLAS 4055. Race and Ethnicity in Antiquity and Today. (4 Credits)

This course offers an in-depth study of race and ethnicity in the ancient world and explores from an ethical perspective how ancient conceptions of race influence modern ones. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, OCST, PJRC, PJST, PLUR.

CLAS 4545. Bath Cultures and Bathing Rituals From Antiquity to Brooklyn. (4 Credits)

This course draws on the two disciplines of history and anthropology to examine the culture of bathing in the Greco-Roman world and its reception in Byzantium, medieval Islam, and concludes with a look at its "Orientalized" fetishizing in the contemporary US. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, ISAC, MEST, OCST, REST.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401.

CLAS 4999. Tutorial. (4 Credits)

Independent research and readings with supervision from a faculty member.

CLAS 5050. World of Late Antiquity: Introduction to History, Art, and Culture. (4 Credits)

This course offers an introduction to the history, art, and culture of the Late Antique world from the third to the sixth century. We will explore the older narratives of decline in this period alongside powerful alternatives proposed by scholars more recently, drawing on both primary sources and monuments and critically examining the secondary literature that studies them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MVST.

CLAS 6400. Matter and Gender in Classical Antiquity. (3 Credits)

In the face of the rising popularity of "new materialisms," this class examines the emergence of the notion of "matter" in classical antiquity. We will undertake close readings of key ancient primary texts, including various Presocratics; Plato's *Timaeus*; Aristotle's *Physics*, *Metaphysics*, and *Generation of Animals*; and Lucretius' *De Rerum Natura*, tracing the discourses of materiality that arise in concert with tropes of sex and gender. The guiding question here is: What can matter's genealogical ties to the feminine tell us about the materialization of bodies and genders? At the same time, we will attend to the topographies and texture of ancient thinking about nature and materiality more broadly. Alongside a narrative of "emergence" we will also consider hermeneutic questions: What are the ethico-political stakes of "retrieval" of antiquity and how can we determine our relationship to these distant texts? And how does a consideration of ancient modes of thought help to enrich contemporary discourses of matter and gender? To help orient our study we will draw on contemporary thinkers including Irigaray, Kristeva, Loraux, Sallis, Caverero, as well as critically engaging Bachofen's 19th century conception of *Mutterrecht*. Some background knowledge of psychoanalytic theory is advised, as is knowledge of Greek, however all readings will be in translation.

CLAS 6466. Late Latin Poetry. (3 Credits)

A survey of late- antique Latin poetry, in particular Claudian, Ausonius, Rutilius, and the *Centones*.

CLAS 6535. Introduction to Digital Literary Studies. (3 Credits)

This graduate seminar introduces students to the digital tools, resources, and methods used in producing publishable data-driven scholarship in classical philology and literary criticism. The course provides a forum for students to develop hands-on skills in computer programming for literary studies (using Python), focused primarily on string manipulation, text mining and analysis, and data visualization, and with a strong emphasis on research design, reproducibility and replicability, and changing modes of scholarly communication in the Humanities. The course culminates in a series of Digital Classics "case studies," through which students will be invited to use the skills acquired in the course to reproduce landmark data-driven studies in Classics by N. A. Greenberg, D. Packard, D. Clayman, and the *Tesseræ* Project, among others. The course is open to students with no prior programming experience. While the case studies will be drawn largely from scholarship in Classics, the training acquired in the class will be useful to any GSAS student at Fordham working with digitized corpora and textual data. Moreover, students will have the opportunity to work on material in Latin, Ancient Greek, English, and/or, with the permission of the instructor, another language of their own choosing.

CLAS 7000. Latin Survey at NYU. (3 Credits)

A survey of Latin literature offered by NYU.

CLAS 7440. The City of Rome: The Archaeology, History, and Topography of an Imperial City. (3 Credits)

Topics in Roman Art and Archaeology: The City of Rome: The Archaeology, History, and Topography of an Imperial City (at CUNY)

CLAS 7556. Island Archaeology. (3 Credits)

This graduate seminar focuses on the practice of classical archaeology on Mediterranean island sites.

CLAS 7580. The Trajanic Moment. (3 Credits)

This course explores the reign of the Roman emperor Trajan from a variety of different perspectives.

CLAS 7800. Greek Orators. (3 Credits)

In this course, students will read one or more examples of oratorical works from Classical Athens in the original Greek. We will also read extensively from other ancient sources in translation and from a broad range of modern scholarship on Athenian oratory to examine the different types and purposes of oratory in Athens, as well as the social, historical, legal, and cultural milieux in which such speeches were transmitted.

CLAS 7999. Proseminar: Classics as a Profession, Methods and Ethics.. (3 Credits)

This weekly seminar invites participants to think deeply and critically about the breadth of the field of classics and how both personal and shared ethics intersect with our methods and approaches. A sample of possible weekly topics includes: (1) What is Classics? What's wrong with "Western Civ"?; (2) Our Disciplinary Histories; (3) Race, Ethnicity, and Reception Studies; (4) Gender, Politics, and Classics; (5) Sexualities, Then and Now; (6) Disability Studies, Trauma Awareness, and Accessibility; (7) Intersections Between Religions and Classics; (8) Material Culture and Cultural Heritage; (9) Papyrology and its Ethical Questions; (10) Numismatics and its Ethical Questions; (11) The Evolving Field of Language Teaching and Language Textbooks; (12) Demystifying Peer-Review and Role of Public Scholarship in the 21st Century; (13) Researching in Community: Grants, Large Projects, and the Ethics of Professional Collaboration and Interactions. Throughout the course, we will return repeatedly to the question of how to cultivate healthy mentee/mentor relationships and peer-to-peer support systems. Alternate weekly topics may be developed in collaboration with enrolled students. The seminar will have a limited number of guest participants, but will emphasize discussion of pre-circulated readings, over lecture-style presentations. Students will have wide latitude in developing a final project appropriate to their individual career goals. This might be a traditional term paper, or could include such projects as developing future class curriculum, preparing a grant proposal or fellowship application, creating sample job market materials, writing abstracts for submission to various conferences, or preparing a previous term paper for submission to a journal for peer-review.

CLAS 8802. Ecphrasis. (3 Credits)

At NYU.

CLAS 8803. Education in Greece and Rome. (3 Credits)

At NYU.

CLAS 8804. Greece and the Med in the Archaic and Classical Periods: Materials Methods and Debates. (3 Credits)

At NYU.

CLAS 8806. Homer's Iliad at CUNY. (3 Credits)

Classic Consortium.

CLAS 8807. Homer's Odyssey. (3 Credits)

This course offers an in-depth study of the Odyssey.

CLAS 8811. Pindar. (3 Credits)

At CUNY.

CLAS 8818. Survey of Greek Literature. (3 Credits)

CUNY course in graduate Classics consortium.

CLAS 8819. Third Sophistic. (3 Credits)

From the Second to the Third Sophistic: history, culture, and religion (at NYU)

CLAS 8824. Greek Prose Composition at CUNY/NYU. (3 Credits)

CUNY/NYU course in graduate Classics consortium.

CLAS 8825. Vergil, Aeneid. (3 Credits)**CLAS 8829. Horace: Odes. (3 Credits)**

At CUNY.

CLAS 8830. War Diplomacy Finance 323-30 at NYU. (3 Credits)

NYU course in graduate Classics consortium.

CLAS 8831. Callimachus. (3 Credits)

At CUNY.

CLAS 8833. Modern Approaches to Ancient Historiography. (3 Credits)

At CUNY.

CLAS 8835. Greek Tragedy in the Mediterranean World. (3 Credits)

At NYU.

CLAS 8837. The Athenian Acropolis. (3 Credits)

At NYU.

CLAS 8839. Persian Empire. (3 Credits)

At NYU.

CLAS 8840. Ovid's Metamorphoses: Consortium Course. (3 Credits)

Course in Fordham-CUNY-NYU Classics consortium offered at CUNY or NYU.

CLAS 8841. Latin Prose Composition. (3 Credits)

At NYU.

CLAS 8842. Latin Composition at CUNY. (3 Credits)

Classics Consortium Course.

CLAS 8843. Aristophanes. (3 Credits)**CLAS 8845. Archaic Greek Sculpture and Sanctuaries. (3 Credits)**

At NYU.

CLAS 8847. Augustus and the Creation of the Roman Empire. (3 Credits)

At NYU.

CLAS 8848. Rome and the Hellenistic East. (3 Credits)**CLAS 8849. Literary Theory. (3 Credits)**

At NYU.

CLAS 8850. Hellenistic Poetry. (3 Credits)**CLAS 8853. Aristotle Ethics and Politics. (3 Credits)**

At CUNY.

CLAS 8855. Greek Drama in Performance. (3 Credits)

At NYU.

CLAS 8856. Letters in Plautus. (3 Credits)

This course focuses on the epistolary motif in Plautine comedy, exploring the complex dynamics engendered when text appears on stage.

CLAS 8857. Euripides. (3 Credits)

At NYU.

CLAS 8858. Roman Family. (3 Credits)

A survey of the Roman family from the republican period through the empire with a particular emphasis on law and legal history.

CLAS 8859. Roman Law. (3 Credits)

At NYU.

CLAS 8860. Cicero's Rhetoric and Rhetorical Theory. (3 Credits)
At CUNY.

CLAS 8861. Vergilian Geopoetics. (3 Credits)
At NYU.

CLAS 8862. Thucydides. (3 Credits)
at CUNY.

CLAS 8864. Polytheism(s) and Society in the Ancient World. (3 Credits)
at NYU.

CLAS 8865. Roman Architecture. (3 Credits)
at CUNY.

CLAS 8866. Plato, Symposium Phaedrus. (3 Credits)
at NYU.

CLAS 8867. Presocratic Philosophy. (3 Credits)
A survey of the presocratic philosopher in Greek.

CLAS 8869. Sophocles' Poetics. (3 Credits)
An in-depth study of the poetics in Sophocles' tragedies.

CLAS 8870. Commentaries and the Classical Tradition. (3 Credits)
At CUNY.

CLAS 8871. Cognitive Theory and Classics. (3 Credits)
An overview of cognitive theory and its use in Classics.

CLAS 8872. Greek Hymns. (3 Credits)
An overview of Greek hymns down through the Hellenistic period.

CLAS 8873. Cleopatra Between East and West: Archaeology of the Twilight of the Ptolemies. (3 Credits)
An in depth study of Cleopatra and the end of the Ptolemies.

CLAS 8874. Future of the Past: Classics Then and Now. (3 Credits)
A survey of classical scholarship from the beginning of the discipline to the present day.

CLAS 8875. The Hetaira or Grief and Mourn. (3 Credits)
This course will focus on the theme of grief and mourning in Greek Literature.

CLAS 8876. Conceptions of History and the Linguistic Turn. (3 Credits)
This course will explore the different conceptions of history in antiquity and the impact of the linguistic turn on the study of history.

CLAS 8877. Virgil's Eclogues. (3 Credits)
This course will focus on the poetry and poetics of Virgil's Eclogues.

CLAS 8878. Greek Elegy and Iambi. (3 Credits)
This course will offer an overview of both elegy and iambic poetry in Greek Literature.

CLAS 8879. Aristotle's Metaphysics. (3 Credits)
An in-depth study of Aristotle's Metaphysics.

CLAS 8880. Aeschylus. (3 Credits)
An overview of Aeschylean tragedy.

CLAS 8882. The Process of Reading, Writing, and Delivering. (3 Credits)
An in-depth study of information was managed in the Greek and Roman World.

CLAS 8883. Greek and Roman History From/In the Arts. (3 Credits)
A study of the relationship between Greek and Roman History with the Arts. At CUNY.

CLAS 8884. The Architecture of Landscape. (3 Credits)
At NYU.

CLAS 8885. Archaeology of Maritime World. (3 Credits)
Survey of the archaeologies of the Maritime World.

CLAS 8886. Antiquity at Risk: Conflict Archaeology. (3 Credits)
This course explores the risk of studying classical antiquity in dangerous places. It emphasizes conflict archaeology, conservation, international law and cultural heritage.

CLAS 8887. Ancient Science. (3 Credits)
A survey of ancient science in ancient Greece and Rome.

CLAS 8888. Papyrology. (3 Credits)
Consortium course taught at CUNY.

CLAS 8889. Hesiod and the Homeric Hymns. (3 Credits)
Consortium course taught at CUNY.

CLAS 8890. Race, Ethnicity, and Power in the Ancient World. (3 Credits)
Consortium course taught at CUNY.

CLAS 8891. Archaeologies of Greek Landscape. (3 Credits)
Consortium course taught at NYU.

CLAS 8892. Catullus. (3 Credits)
Consortium course taught at NYU.

CLAS 8893. Short Third Century in Roman History. (3 Credits)
Consortium course taught at NYU.

CLAS 8894. Roman Geopoetics. (3 Credits)
Consortium Class at NYU.

CLAS 8895. Poetics of the Early Empire. (3 Credits)
Consortium class at CUNY.

CLAS 8998. Classics Internship. (1 to 3 Credits)
This course offers Classics graduate students (MA/PhD) the chance to work in an area of the discipline of Classics outside the conventional curriculum of the MA/PhD tracks. The number of credits (1-3) will be determined and approved in advanced by the Chair of Classics.

CLAS 8999. Tutorial. (0 to 4 Credits)

CLAS 9999. Dissertation Direction. (1 Credit)

CLAS MTNC. Maintenance-Classics. (0 Credits)

Clinic (Law) (CLGL)

CLGL 0003. Externship Fieldwork. (3 Credits)

CLGL 0092. Externship: New York City Law Department - Environmental Law. (2 Credits)

CLGL 0099. New York City Law Department - Environmental Law. (1 Credit)

CLGL 0105. Advanced Seminar in Legislative and Policy Advocacy. (1 Credit)

This seminar will employ two formats: Discussions of readings (selected by the professor and the students) and Rounds. We will use the experience gained in students' first semester in the clinic to more deeply explore the legal, strategic, ethical, political, and social justice ramifications of engaging in legislative and policy advocacy as attorneys.

Attributes: JD, LLM.

CLGL 0106. Externship: NYC OIP Seminar. (1 Credit)**CLGL 0120. Externship: Seminar (SPC). (1 Credit)****CLGL 0123. Rule of Law Clinic Casework. (3 Credits)****CLGL 0129. Pro Bono Scholar Seminar. (2 Credits)****CLGL 0132. International Cooperation and Justice Clinic Fieldwork . (3 Credits)**

For the fieldwork component, students will be assigned to work in teams to research and work on a concrete project.

Attributes: EXP, PIS.

CLGL 0199. Investor-State Arbitration Practice. (2 or 3 Credits)

This course will provide an overview of investment arbitration, a practice area that comprises principles of international law, dispute resolution, treaty law and public policy. Special distinguishing features of investor-state arbitration disputes will be highlighted and explored, including the importance of nationality, consent to jurisdiction, defenses and damages.

Among the arbitration procedures examined will be those arising from bilateral investment treaties (BITs) and multilateral investment treaties (MITs), such as the Energy Charter Treaty (ECT) and the North American Free Trade Agreement (NAFTA), as well as public contracts. The course will also consider issues related to investment disputes under ICSID, UNCITRAL and ICC rules.

Attributes: ICE, JD, LAWB, LAWI, LDE, LIDR.

CLGL 0204. Access to Justice Seminar. (2 to 3 Credits)

This seminar will focus on lawyers' roles in not-for-profit organizations when pursuing justice system policy change on behalf of individuals, communities, and institutions. Students will study recent and ongoing policy change initiatives that employ the diverse tools of policy advocacy, and hear from practitioners carrying out these initiatives, including efforts to rein in court-imposed fines and fee and to end cash bail in the criminal process; to secure access to civil justice for people seeking to protect their homes, income, and families; and to accommodate the millions of litigants who navigate the courts without legal representation. Additionally, students will write a series of short papers identifying and analyzing a justice problem and envisioning a policy advocacy campaign to bring about a viable solution. Classes will be divided between conversations with guest speakers and discussions of readings and students' writings. A more detailed course description is available from the professors. <p> Bruce Green (room 7-168) is the Stein Chair and Director of the Stein Center for Law and Ethics. David Udell (room 7-165) is the Executive Director of the National Center for Access to Justice (NCAJ).

Attribute: PMMA.

CLGL 0211. Clinic Sem: Pres. Succession. (2 Credits)

For more details, select desired clinic of interest at http://www.fordham.edu/info/23920/clinics_directory

Attributes: JD, LAW, LLM, PIS.

Corequisite: CLGL 0212.

CLGL 0212. Clinic Cswk: Pres Succession. (2 to 3 Credits)

For more details, select desired clinic of interest at http://www.fordham.edu/info/23920/clinics_directory

Attributes: JD, LAW, LLM.

Corequisite: CLGL 0211.

CLGL 0213. Prospectives on the Trial Process. (2 Credits)

This is a seminar course for those law students whose passion is to try lawsuits. This not a course in the ABC's of Trial Practice or a checklist of do's and don'ts. This course will be about what works in the courtroom, the why and the how. It will be interactive and taught not just from books but from many years of real trial experience out of the mouths of some of the Nation's very best jurists and trial lawyers.
 Final Examination. There will be a take home assignment or exercise in a format to be determined.
 Classroom Participation. In-class participation is a vital part of this class. To be fully prepared it is critical that you read the assigned materials which I believe you will find both enlightening and enjoyable. I intend this seminar class to be highly interactive and your questions will be as important as your answers to my questions. There are no perfect answers in this material because there is no right way to try a case. I expect each of you to attend all or most of the class sessions because this material really cannot be absorbed just from reading a book.<p> Course Material:
 Winning At Trial: Insights From The Bench And Leading Litigators
 Law Journal Press 2014
 The Trial Lawyer: What It Takes To Win
 by David Berg
 American Bar Association 2003 .

CLGL 0215. Clinic Seminar: Corporate and Social Responsibility. (2 Credits)

Efforts to promote corporate social responsibility are vital to the promotion of human rights and environmental sustainability. From the use of energy and natural resources for general operations to source material extraction and the processing, shipping, selling and, ultimately, disposing of products, to the terms of employment throughout these networks and effects on neighboring communities and global consumers alike, human rights and the environment are impacted by most every aspect of corporate activity. With these myriad touch points, corporations have a key role to play in the development and evolution of these important areas of law. With their wide reach, businesses have the potential to improve environmental and human rights conditions worldwide: They possess the technological and research capacities to innovate new methods of sourcing, production and disposal to promote greater health and safety for people and the planet alike. Indeed, corporate social responsibility cannot be achieved without the creativity, innovation and cooperation of the business community. The Corporate Social Responsibility (CSR) clinic, directed by Professor Paolo Galizzi is designed to introduce students to the law and practice of corporate social responsibility, and expose them to the challenges and prospects for maximizing social and environmental outcomes alongside profits. Opportunities to promote sustainable development in global industry abound. Focusing on the intersection of industry, society and environmental sustainability, clinic participants will work on real-world projects to identify promising openings for early adopters and first-to-market innovators of sustainable policies, technologies, and business models. The seminar portion of the clinic will introduce students to the theory and practice of corporate social responsibility law. With guest lecturers who are experts in the field, students will learn about the history and modern development of CSR in the countries in which they will be working, as well as practical skills such as project research and design, stakeholder consultation, interview techniques, and proposal drafting and development. For the fieldwork component, participants will research and design a concrete CSR project in cooperation with national and international partners.

Attributes: CORC, EXP, ICS, INLJ, JD, LAWB, LAWI, PIS.

CLGL 0219. Clinic Casework: Corporate and Social Responsibility. (3 Credits)

Efforts to promote corporate social responsibility are vital to the promotion of human rights and environmental sustainability. From the use of energy and natural resources for general operations to source material extraction and the processing, shipping, selling and, ultimately, disposing of products, to the terms of employment throughout these networks and effects on neighboring communities and global consumers alike, human rights and the environment are impacted by most every aspect of corporate activity. With these myriad touch points, corporations have a key role to play in the development and evolution of these important areas of law. With their wide reach, businesses have the potential to improve environmental and human rights conditions worldwide: They possess the technological and research capacities to innovate new methods of sourcing, production and disposal to promote greater health and safety for people and the planet alike. Indeed, corporate social responsibility cannot be achieved without the creativity, innovation and cooperation of the business community. The Corporate Social Responsibility (CSR) clinic, directed by Professor Paolo Galizzi is designed to introduce students to the law and practice of corporate social responsibility, and expose them to the challenges and prospects for maximizing social and environmental outcomes alongside profits. Opportunities to promote sustainable development in global industry abound. Focusing on the intersection of industry, society and environmental sustainability, clinic participants will work on real-world projects to identify promising openings for early adopters and first-to-market innovators of sustainable policies, technologies, and business models. The seminar portion of the clinic will introduce students to the theory and practice of corporate social responsibility law. With guest lecturers who are experts in the field, students will learn about the history and modern development of CSR in the countries in which they will be working, as well as practical skills such as project research and design, stakeholder consultation, interview techniques, and proposal drafting and development. For the fieldwork component, participants will research and design a concrete CSR project in cooperation with national and international partners.

Attributes: EXP, ICS, INLJ, JD, LAW, LLM, PIS.

CLGL 0222. Ireland Summer Ext Seminar. (1 Credit)**CLGL 0223. Rule of Law Clinic Seminar. (2 Credits)****CLGL 0224. Clinical Externship: Housing Litigation. (2 Credits)****CLGL 0229. Externship: Voting Rights Fieldwork. (2 Credits)**

Students in this externship will learn about the multi-faceted approach to protecting core rights of political participation. In conjunction with the course instructor, students will work on vote suppression or vote dilution matters. At a minimum, students can expect to draft pre-litigation memoranda providing the results of their investigation and addressing potential claims, defenses, and making a recommendation that considers potential legislative solutions, including political strategic considerations; and public education activities that may help overcome the diagnosed barriers. Students will perform a variety of lawyering skills, including fact investigation; assessment of the need for expert testimony; legal research and writing, case evaluation; and ethical, social justice, and political considerations. To enroll in this course, you must apply through the focused externship application form on LawNet.

Attribute: EXP.

CLGL 0232. International Cooperative & Justice Clinic Seminar. (2 Credits)

In an increasingly globalized and interconnected world, international cooperation is essential to address many of the challenges international communities and nations face in the 21st century. To promote social, cultural, and economic development, justice, and peace, and to address challenges caused by such things as migration, climate change and global pandemics, the international community has developed legal institutions, rules, and activities to ensure these challenges are addressed effectively. Cooperation is critically important to take advantage of the many opportunities offered by an interdependent world. From trade to travel, from investments to educational opportunities, more and more States and people cooperate to advance social and economic progress worldwide. Lawyers, whether working in government, private practice, corporations, non-profit organizations, or civil society organizations, inevitably deal with institutions and rules that cut across nations. <p> The International Cooperation and Justice Clinic (ICJC) aims to prepare students to work as lawyers in a globalized world, where legal services are becoming more and more "internationalized." Working on hands-on projects in partnership with governmental institutions, NGOs, advocacy organizations students, and students from partner law schools, the ICJC is designed to expose students to the realities and challenges of international cooperation. It is expected that the projects will focus on challenges faced primarily in selected Caribbean and African countries. <p> Projects might include the following:
 # Monitoring and advancing the work of the United Nations and regional bodies and its agencies (in particular the UNHCR and possibly the UNFPA)
 # Giving specialized advice to international institutions, governments, and human rights organizations on best practices to identify and address challenges, including immigration, cooperation in economic and social matters, access to justice and electoral management and reforms.
 # Assessing laws, policies, regulations, and activities that address issues identified with partner institutions to promote global cooperation in striving for social, cultural, and economic development and peace. <p> The seminar portion of the clinic will introduce students to the law and theory of international cooperation as well as such practical skills as project research and design, proposal drafting, and interview techniques to support the fieldwork students will engage in.

Attributes: EXP, PIE.

CLGL 0239. Alternative Dispute Resolution: Comparative Perspectives. (3 Credits)**CLGL 0241. Access to Justice Seminar. (3 Credits)**

Our justice system—including our criminal and civil legal systems—should offer everyone an equal opportunity to secure the protection of fair and just laws. It does not live up to that ideal. This seminar will consider its deficiencies, analyze policy advocacy campaigns that bring about its change, and explore the tools that advocates rely on to achieve their intended goals. Students will study recent and ongoing policy change initiatives that employ the diverse tools of policy advocacy, and hear from practitioners carrying out these initiatives, including efforts to rein in court-imposed fines and fees and to end cash bail in the criminal process; to secure access to civil justice for people seeking to protect their homes, income, and families; and to strengthen the rights of the millions of litigants who navigate the courts without legal representation. <p> In this course students will choose an access to justice problem in New York State or New York City as the focus of a proposed policy advocacy campaign that they will develop during the semester and describe in all its parts. Students will also simulate some of the elements of an advocacy campaign, including power-mapping, writing an op-ed, writing policy testimony, and creating other tools to make change. <p> Classes will be divided between conversations with guest speakers and discussions of readings and students' writings. A more detailed course description is available from the professors.

CLGL 0244. Clinical Externship: Housing Litigation Seminar. (1 Credit)

In the Housing Litigation Externship, students will perform fieldwork at either Bronx Legal Services or Housing Conservation Coordinators, Inc., representing low income tenants who are facing eviction. The externship will include direct client contact and court appearances in New York City Housing Courts, providing tenant defense under the supervision of experienced housing attorneys. <p> The seminar portion of the Externship will complement the fieldwork. Students will explore, among other topics, the history of rent regulation in New York City and the historic new legislation providing the right to counsel for low income tenants facing eviction in New York City's Housing Courts. The basic principles of landlord-tenant law will also be covered in the seminar.

Attribute: EXP.

Prerequisite: CLGL 0224 (may be taken concurrently).

CLGL 0291. Externship: Voting Rights Seminar. (1 Credit)

Students in this externship will learn about the multi-faceted approach to protecting core rights of political participation. In conjunction with the course instructor, students will work on vote suppression or vote dilution matters. At a minimum, students can expect to draft pre-litigation memoranda providing the results of their investigation and addressing potential claims, defenses, and making a recommendation that considers potential legislative solutions, including political strategic considerations; and public education activities that may help overcome the diagnosed barriers. Students will perform a variety of lawyering skills, including fact investigation; assessment of the need for expert testimony; legal research and writing, case evaluation; and ethical, social justice, and political considerations. To enroll in this course, you must apply through the focused externship application form on LawNet.

Attribute: EXP.

CLGL 0292. Clinic Seminar: Consumer Litigation. (1 to 2 Credits)

Interested in litigation or wondering if you might be? Want experience with drafting pleadings, motions, and briefs, and appearing in court? Looking to join the community of public interest and private lawyers who are enforcing the rights of low-income consumers against unscrupulous merchants, lenders, assignees, and credit reporting agencies? In the CONSUMER LITIGATION CLINIC, students represent consumers in federal, state and local courts against lenders, debt collectors, and merchants. Our clients are often victims of identity theft, sued on debt they do not owe, or have judgments rendered against them in procedurally defective collection suits. Our clinic advocates for these consumers by raising available defenses and sometimes in affirmative litigation against debt collectors or merchants who have violated their rights under common law, the federal Truth in Lending Act (TILA), the Fair Debt Collection Practices Act, the Fair Credit Reporting Act, the FTC Holder Rule, and other federal and state consumer protection statutes. Working under the close direct supervision of a full-time attorney professor, students are expected to take primary responsibility for all aspects of their cases – drafting pleadings, motions and briefs, appearing in court for oral argument and hearings, interviewing and counseling clients, negotiating with opposing counsel, and researching the law to evaluate the merits of claims and defenses. You will also join volunteer lawyers from throughout New York City (including many Fordham Law alums) to provide to unrepresented consumer defendants both limited representation through the Volunteer Lawyer of the Day program, and advice and assistance at CLARO (Consumer Legal Assistance and Referral Office), both located in the NYC Civil Court.

Attributes: BFS, INLJ, JD, LDF, LDS, PIS.

Prerequisite: CLGL 0350 (may be taken concurrently).

CLGL 0293. Clinic Casework: Consumer Litigation. (1 to 3 Credits)

Interested in litigation or wondering if you might be? Want experience with drafting pleadings, motions, and briefs, and appearing in court? Looking to join the community of public interest and private lawyers who are enforcing the rights of low-income consumers against unscrupulous merchants, lenders, assignees, and credit reporting agencies? In the CONSUMER LITIGATION CLINIC, students represent consumers in federal, state and local courts against lenders, debt collectors, and merchants. Our clients are often victims of identity theft, sued on debt they do not owe, or have judgments rendered against them in procedurally defective collection suits. Our clinic advocates for these consumers by raising available defenses and sometimes in affirmative litigation against debt collectors or merchants who have violated their rights under common law, the federal Truth in Lending Act (TILA), the Fair Debt Collection Practices Act, the Fair Credit Reporting Act, the FTC Holder Rule, and other federal and state consumer protection statutes. Working under the close direct supervision of a full-time attorney professor, students are expected to take primary responsibility for all aspects of their cases – drafting pleadings, motions and briefs, appearing in court for oral argument and hearings, interviewing and counseling clients, negotiating with opposing counsel, and researching the law to evaluate the merits of claims and defenses. You will also join volunteer lawyers from throughout New York City (including many Fordham Law alums) to provide to unrepresented consumer defendants both limited representation through the Volunteer Lawyer of the Day program, and advice and assistance at CLARO (Consumer Legal Assistance and Referral Office), both located in the NYC Civil Court.

Attributes: BFS, INLJ, JD, LDF, LDS, PIS.

CLGL 0298. Immigration Policy and Advocacy Clinic Casework. (2 or 3 Credits)

Provides students with an opportunity to provide direct legal representation to individuals in a range of immigration matters. In doing so, students are able to respond to a vital need for quality representation for indigent non-citizens who are facing deportation and/or seeking legal status in the United States. Students in the IRC generally work with a student partner over the course of the semester. The team will assume direct responsibility for all aspects of their cases and engage in a full range of lawyering skills. This may include client and witness interviewing, legal research and writing, fact investigation and development, counseling, affidavit drafting, motion practice, advocacy, production of evidence, witness preparation and trial work. You may also have an opportunity to work on litigation and advocacy projects in collaboration with community organizations <p> The classroom instructional component of the course will employ a Rounds-based pedagogy frequently used in clinical legal education. We will meet for Rounds on a regular basis - to be scheduled at a later time. <p> For more details, select desired clinic of interest at https://www.fordham.edu/info/23685/clinics

Attributes: EXP, ICS, INLJ, JD, LAW, LAWI, LDF, LDS, PIS.

Corequisite: CLGL 0299.

CLGL 0299. Immigration Policy and Advocacy Clinic Seminar. (2 Credits)

provides students with an opportunity to provide direct legal representation to individuals in a range of immigration matters. In doing so, students are able to respond to a vital need for quality representation for indigent non-citizens who are facing deportation and/or seeking legal status in the United States. Students in the IRC generally work with a student partner over the course of the semester. The team will assume direct responsibility for all aspects of their cases and engage in a full range of lawyering skills. This may include client and witness interviewing, legal research and writing, fact investigation and development, counseling, affidavit drafting, motion practice, advocacy, production of evidence, witness preparation and trial work. You may also have an opportunity to work on litigation and advocacy projects in collaboration with community organizations For more details, select desired clinic of interest at http://www.fordham.edu/info/23920/clinics_directory

Attributes: EXP, ICS, INLJ, JD, LAWI, LDF, LDS, PIS.

Prerequisite: CLGL 0350.

Corequisite: CLGL 0298.

CLGL 0301. Mediation and Alternative Dispute Resolution Research and Writing. (1 Credit)

Students will examine legal, ethical and policy issues associated with mediation and ADR processes in both court-connected and private programs. They will produce writings that will be helpful to stakeholders (judges, parties, lawyers, mediators and arbitrators). In addition to law review and journal articles, students may produce writings that include "best practices" standards, practice manuals for mediators, guidelines for pro se parties etc. Permission of the instructor is required for admission to the course. Preference will be given to students who have completed or are currently enrolled in an ADR course or the Mediation Clinic or who have a strong interest in the field of dispute resolution.

CLGL 0303. Externship: Fieldwork. (2 or 3 Credits)

Students in the General Externship Program secure their own field placement, approved by the Externship Program, and are required to complete a minimum number of fieldwork hours each week for 13 weeks during the semester (8 weeks in the summer). The minimum number of hours required depends on the number of fieldwork credits the student opts to be enrolled in. Students in the program must also be enrolled in an externship seminar course appropriate to their placement. Each seminar will focus on guided self-reflection on issues including ethics, the development of one's professional identify, and practical skills such as legal research. Students may not register themselves for the Externship Program courses, and must apply through the program to be approved to enroll.

Attributes: EXP, JD.

Prerequisite: CLGL 1303 (may be taken concurrently).

CLGL 0305. Externship: Criminal Justice Fieldwork. (2 or 3 Credits)

Students in the General Externship Program secure their own field placement, approved by the Externship Program, and are required to complete a minimum number of fieldwork hours each week for 13 weeks during the semester (8 weeks in the summer). The minimum number of hours required depends on the number of fieldwork credits the student opts to be enrolled in. Students in the program must also be enrolled in an externship seminar course appropriate to their placement. Each seminar will focus on guided self-reflection on issues including ethics, the development of one's professional identify, and practical skills such as legal research. Students may not register themselves for the Externship Program courses, and must apply through the program to be approved to enroll.

Attributes: EXP, JD, LDS, PIS.

Corequisite: CLGL 1305.

CLGL 0307. Externship: Judicial Fieldwork. (2 or 3 Credits)

Students in the General Externship Program secure their own field placement, approved by the Externship Program, and are required to complete a minimum number of fieldwork hours each week for 13 weeks during the semester (8 weeks in the summer). The minimum number of hours required depends on the number of fieldwork credits the student opts to be enrolled in. Students in the program must also be enrolled in an externship seminar course appropriate to their placement. Each seminar will focus on guided self-reflection on issues including ethics, the development of one's professional identify, and practical skills such as legal research. Students may not register themselves for the Externship Program courses, and must apply through the program to be approved to enroll.

Attributes: EXP, JD, LDS.

Corequisite: CLGL 1307.

CLGL 0311. Externship Stein Scholars Out-Of-Town Fieldwork. (2 or 3 Credits)

Stein Scholars with civil fieldwork placements located in NYC or the NYC metropolitan area may apply to register for this course. See the Externship Program web page at <http://law.fordham.edu/externship.htm> for the Course Registration Application. Class meetings: There are no class meetings for this course but students are required to also be registered for the Stein Scholars Civil Externship Seminar (Course ID CLGL1311).

Attribute: EXP.

CLGL 0312. Externship: Out-Of-Town Fieldwork . (2 Credits)

Students with qualifying fieldwork placements located outside of the NYC metropolitan area may apply to register for this course. Applications are due no later than April 7, 2009. See the Externship Program web page at <http://law.fordham.edu/externship.htm> for the Course Registration Application. Class meetings: There are no class meetings for this course but students are required to also be registered for an Out of Town Externship Seminar (Course ID CLGL1312).

Attribute: EXP.

CLGL 0313. Externship: First Fieldwork. (1 or 3 Credits)

Students in the General Externship Program secure their own field placement, approved by the Externship Program, and are required to complete a minimum number of fieldwork hours each week for 13 weeks during the semester (8 weeks in the summer). The minimum number of hours required depends on the number of fieldwork credits the student opts to be enrolled in. Students in the program must also be enrolled in an externship seminar course appropriate to their placement. Each seminar will focus on guided self-reflection on issues including ethics, the development of one's professional identity, and practical skills such as legal research. Students may not register themselves for the Externship Program courses, and must apply through the program to be approved to enroll.

Attributes: EXP, IPIS, JD.

CLGL 0321. Mergers and Acquisitions Agreement. (2 Credits)

This is an agreement - centered mergers & acquisitions course. It covers mergers & acquisitions law through a study of the provisions of acquisition agreements and customary ancillary documents. This course is intended to build skills for those intending to practice, or simply to understand, mergers & acquisitions transactions. The course will emphasize private company M&A, although public M&A will be discussed. The course is aimed at LLM students and accordingly will cover cross-border transactions. Both group projects and individual assignments are used. The course culminates in a mock acquisition exercise, including in-class negotiations. There will be no final exam. Readings will cover practical drafting issues and M&A issues, will include fewer cases than most courses and will include business school cases as well. There are no prerequisites, as all necessary financial analysis, accounting, fiduciary duty and contracts principles will be covered in the course.

Attributes: LAW, LAWI, LLM.

CLGL 0322. Arbitration: Domestic and International Perspectives. (2 Credits)

This course presents a review of domestic and international commercial arbitration from both a theoretical and practical perspective. As well as examining the statutory underpinnings of arbitration and related case law, the course focuses on the practical aspects of serving as counsel in business arbitrations, based on Professor Moxley's over 35 years as an arbitrator in hundreds of cases with the American Arbitration Association and a trainer of counsel and arbitrators for the New York State Bar Association. The course will include as guest lecturers partners from major law firms specializing in international arbitration. <p> Students should emerge from the course confident in their ability to advise clients as to whether to choose litigation or arbitration and able to pick up an arbitration file and know best how to represent their client in the case. The course should also be helpful to students competing in arbitration moot court competitions. <p> Students may choose between a (1) take-home open book exam and (2) a 25-page paper, which can be used to satisfy the writing requirement.

Attributes: ICE, JD, LDE, LIDR, LLM, LWR.

CLGL 0335. Clinic Sem: Mediation. (2 or 3 Credits)

In the fieldwork portion of the course, students mediate cases in Small Claims Court under faculty supervision. The types of disputes which students typically mediate include those between landlords and tenants and employers and employees, as well as claims of defective goods and services. In the seminar, students explore the legal, policy and professional responsibility issues of mediation practice. Primary emphasis is placed on the non-adversarial role of the lawyer-mediator. Students also consider the role of the attorney advocate in mediation. The course requirements include submission of weekly case journals, an oral class presentation and the option of either a take-home final exam or a research paper. For more details, select desired clinic of interest at http://www.fordham.edu/info/23920/clinics_directory target="_blank">http://www.fordham.edu/info/23920/clinics_directory

Attributes: EXP, JD, LDF, LDS, LIDR.

CLGL 0336. Mediation Clinic Casework: Bronx, Manhattan, or Queens. (1 to 2 Credits)

In the fieldwork portion of the course, students mediate cases assigned from Small Claims Court. Mediations are conducted via zoom under faculty supervision. The types of disputes which students typically mediate include those between landlords and tenants and employers and employees, as well as claims of defective goods and services. In the seminar, students explore the legal, policy and professional responsibility issues of mediation practice. Primary emphasis is placed on the non-adversarial role of the lawyer-mediator. Students also consider the role of the attorney advocate in mediation. The course requirements include submission of case journals, an oral class teaching presentation, theory presentation, and the option of either a take-home final exam or a paper. Students are required to attend additional skills training on Thursday evening during the month of September.

Attributes: EXP, JD, LAW, LDF, LDS, LIDR, LLM.

CLGL 0339. Alternative Dispute Resolution. (2 or 3 Credits)

Traditionally, law students are invited to consider adjudication as the most significant and acceptable, if not the sole means of resolving disputes. Yet, we know that the resulting picture distorts the social reality and the role of the lawyer in contemporary America. Other processes are available, and are increasingly turned to for resolving disputes. Moreover, even in ordinary litigation, most cases are never finally adjudicated but are settled after negotiation between the parties or with the helping nudge from the judge. This course will give the student both a survey and a chance to work through simulations of the variety of dispute resolving processes that are currently employed by lawyers and others in America today. Notes/Miscellaneous: Take-home exam.

Attributes: JD, LDE, LIDR, LLM.

CLGL 0344. Introduction to the Deal. (3 Credits)

This practice-oriented course introduces students to business and legal issues common to commercial transactions, whether a multi-million dollar M&A deal, a license agreement, or a public offering. Among the topics covered are (i) how to draft a term sheet, (ii) how to translate a term sheet into contract provisions, (iii) how to use due diligence to identify business and legal issues, (iv) how to understand and draft provisions with financial language, (v) how to negotiate a business deal, (vi) how to understand and draft opinion letters and (vii) closings. The course is conducted partly through lectures and partly through in-class exercises and in-class role plays that are designed to help students develop some of the skills required to represent clients in commercial transactions effectively. This course can be used to satisfy the skills requirement.

Attributes: BFS, JD.

CLGL 0350. Fundamental Lawyering Skills. (3 Credits)

In the Fundamental Lawyering Skills course, students learn fact analysis, interviewing, counseling, negotiation, case theory and planning. Teaching methodologies include lecture, demonstrations, student role plays and critiques. Students are required to submit written materials in connection with the role plays. This course and Trial Advocacy provide students with a basic understanding of lawyering skills. Fundamental Lawyering Skills is a pre-requisite or co-requisite for all of the live client clinics. Notes/ Miscellaneous: Pre-requisite: Civil Procedure .

Attributes: EXP, JD, LAW, LDS.

Prerequisite: CVGL 0101.

CLGL 0357. Fed Lit Cln Administration. (0 Credits)**CLGL 0358. Clinic Sem: Fed Litigation. (2 or 3 Credits)**

Three-credit fieldwork in federal criminal defense of those accused of felonies, as well as in federal civil actions involving civil rights and intellectual property. Two-credit seminar covering topics related to fieldwork is a co-requisite. For more details, select desired clinic of interest at http://www.fordham.edu/info/23920/clinics_directory

Attributes: JD, LDF, LDS, LIDR, LLM, PIS.

Prerequisite: CLGL 0350 (may be taken concurrently).

Corequisite: CLGL 0359.

CLGL 0359. Clinic Cswk: Fed Litigation. (3 Credits)

Three-credit fieldwork in federal criminal defense, federal civil defense and intellectual property. Students deal with high stakes matters and are involved in strategy, discovery, brief drafting, deposition taking, oral argument and other court appearances as well as a myriad of other critical lawyering tasks. Two+ credit seminar covering topics related to fieldwork is a co-requisite. Fundamental Lawyering Skills is a co-requisite. For more details, select desired clinic of interest at <https://www.fordham.edu/info/23685/clinics>

Attributes: INLJ, JD, LDF, LDS, LLM, PIS.

Prerequisites: CLGL 0350 (may be taken concurrently) and TXGL 0348 (may be taken concurrently).

Corequisite: CLGL 0358.

CLGL 0365. Family Defense and Advocacy Clinic Seminar. (2 Credits)

The Family Defense Clinic is a partnership between Fordham's clinical program and the Center for Family Representation ("CFR") <https://cfmy.org/> CFR is a holistic, multi-disciplinary legal services organization whose mission is to keep families together through legal representation and social work support to prevent children from entering the foster care system or minimize their time away from home. <p> Law and social work students enrolled in the clinic will collaborate to engage in litigation and reform efforts on behalf of families and communities facing increased surveillance, policing, and disruption by the family regulation system. <p> Students in this clinic work together with CFR advocacy teams to provide direct representation of parents in family court and fight for systemic change and racial equality through policy reform and advocacy with the City and State.

Attributes: INLJ, JD, LDF, LDS, LLM, PIS.

Corequisite: CLGL 0366.

CLGL 0366. Family Defense and Advocacy Clinic Casework. (2 to 4 Credits)

The Family Defense Clinic is a partnership between Fordham's clinical program and the Center for Family Representation ("CFR") <https://cfmy.org/> CFR is a holistic, multi-disciplinary legal services organization whose mission is to keep families together through legal representation and social work support to prevent children from entering the foster care system or minimize their time away from home. <p> Law and social work students enrolled in the clinic will collaborate to engage in litigation and reform efforts on behalf of families and communities facing increased surveillance, policing, and disruption by the family regulation system. <p> Students in this clinic work together with CFR advocacy teams to provide direct representation of parents in family court and fight for systemic change and racial equality through policy reform and advocacy with the City and State.

Attributes: EXP, INLJ, JD, LDF, LDS, LLM, PIS.

Corequisite: CLGL 0365.

CLGL 0370. Arbitration Practice. (2 to 3 Credits)

"I have expanded the number of credits for this course in order to provide students with more skills development with respect to the drafting of arbitration agreements, distinguishing arbitration from other ADR processes, and conducting arbitration hearings, including the pre-hearing stage. Grades will be based on class participation and a final paper and/ or take home examination. The Paper may satisfy the school's writing requirement. I expect to be assisted in the course by Adjunct Professor Joel Davidson and several outside speakers, including the present and former general counsel of the American Arbitration Association." .

Attributes: JD, LAWB, LAWI, LDE, LLM.

CLGL 0372. Clinic Sem: Criminal Defense. (2 Credits)

IN THE CRIMINAL DEFENSE CLINIC (CDC), students are out front representing clients in Manhattan Criminal Court. From the outset, CDC students take complete responsibility for the representation of their clients. Under the supervision of faculty members with extensive experience in criminal practice, students interview and counsel clients and investigate their cases - including visiting alleged crime scenes, interviewing witnesses and drafting subpoenas. Students gain experience drafting motions and other legal documents, as well as arguing those motions in court. They develop case theory and strategy and negotiate with Assistant District Attorneys. The CDC also pursues reform-orientated litigation and projects such as civil and administrative proceedings that grow out of the many civil consequences that arise out of the criminal charges our clients face. Another component of our work encompasses the representation of clients convicted of serious offenses seeking parole, affirmative civil rights litigation and habeas litigation on behalf of clients indefinitely imprisoned by the U.S. military at Guantanamo Bay, Cuba. Further, CDC students benefit from interdisciplinary collaboration with a graduate fellow in Forensic Psychology supervised by Dr. Barry Rosenfeld and Social Work graduate students supervised by Kathy Ho, LMSW, LCSW. This partnership permits students to understand and address the social and psychological issues that are so often part of their clients' cases. For more details, select desired clinic of interest at http://www.fordham.edu/info/23920/clinics_directory

Attributes: EXP, INLJ, JD, LDF, LDS, LIDR, LLM, PIS.

Prerequisite: CLGL 0350 (may be taken concurrently).

Corequisite: CLGL 0373.

CLGL 0373. Clinical Casework: Criminal Defense. (1 to 3 Credits)

IN THE CRIMINAL DEFENSE CLINIC (CDC), students are out front representing clients in Manhattan Criminal Court. From the outset, CDC students take complete responsibility for the representation of their clients. Under the supervision of faculty members with extensive experience in criminal practice, students interview and counsel clients and investigate their cases - including visiting alleged crime scenes, interviewing witnesses and drafting subpoenas. Students gain experience drafting motions and other legal documents, as well as arguing those motions in court. They develop case theory and strategy and negotiate with Assistant District Attorneys. The CDC also pursues reform-orientated litigation and projects such as civil and administrative proceedings that grow out of the many civil consequences that arise out of the criminal charges our clients face. Another component of our work encompasses the representation of clients convicted of serious offenses seeking parole, affirmative civil rights litigation and habeas litigation on behalf of clients indefinitely imprisoned by the U.S. military at Guantanamo Bay, Cuba. Further, CDC students benefit from interdisciplinary collaboration with a graduate fellow in Forensic Psychology supervised by Dr. Barry Rosenfeld and Social Work graduate students supervised by Kathy Ho, LMSW, LCSW. This partnership permits students to understand and address the social and psychological issues that are so often part of their clients' cases. Notes/Miscellaneous: Coregister for Criminal Defense Clinic Sem. Prerequisite: Fundamental Lawyering Skills. Recommended: Criminal Procedure, Professional Responsibility, Trial Advocacy and/or Evidence. For more details, select desired clinic of interest at [http://www.fordham.edu/info/23920/clinics_directory/](http://www.fordham.edu/info/23920/clinics_directory)

Attributes: INLJ, JD, LDF, LDS, LIDR, LLM, PIS.

Prerequisite: CLGL 0350 (may be taken concurrently).

Corequisite: CLGL 0372.

CLGL 0378. Advanced Client Counseling. (3 Credits)

This three-credit offering offers in-depth exploration of client counseling. Building upon Fundamental Lawyering Skills, students probe the complexities of the decision-making process in client representations. Demonstrations and in-class role plays afford students the opportunity to assess challenges that confront the lawyer as counselor. Drawing upon cutting-edge legal scholarship, this course will elucidate the advantages and limitations of the conventional traditionalist/paternalist and client-centered/client-autonomous counseling modes and will champion the emerging school of "engaged client-centeredness," a model which represents a reasoned compromise between extremes on the continuum. Through adherence to the experiential learning approach, the class will realistically replicate the practice setting. All course simulations find their roots in actual representations that have been minimally modified to safeguard continuing attorney-client privilege and/or work product doctrine obligations. Upon completion of this seminar, students will possess a more robust understanding of, and appreciation for, an all-too-often underdeveloped skill of transactional and litigation/courtroom practice. Prerequisite: Fundamental Lawyering Skills. This course may be used to satisfy the skills requirement.

Attributes: EXP, JD, LAW.

Prerequisites: CLGL 0350 or SKGL 0299.

CLGL 0381. Clinic Seminar: Securities Litigation and Arbitration. (2 Credits)

This clinic allows students to represent clients in securities arbitrations at the Financial Industry Regulatory Authority (FINRA). FINRA was created in July 2007 through the consolidation of National Association of Securities Dealers (NASD) and the member regulation, enforcement and arbitration functions of the New York Stock Exchange (NYSE). Students are given the opportunity to advocate for clients at arbitrations, negotiate with opposing counsel, participate in mediations, prepare witnesses to testify, including expert witnesses, interview prospective clients, analyze stockholder and investment documents, counsel clients, draft legal documents and develop their advocacy skills while deepening their substantive knowledge of securities laws and becoming acquainted with the functioning of the securities industry. For more details, select desired clinic of interest at [http://www.fordham.edu/info/23920/clinics_directory/](http://www.fordham.edu/info/23920/clinics_directory)

Attributes: BFS, EXP, JD, LAW, LAW, LDF, LDS, LLM, PIS.

Prerequisite: CLGL 0350 (may be taken concurrently).

Corequisite: CLGL 0382.

CLGL 0382. Clinic Casework: Securities Litigation and Arbitration. (1 to 3 Credits)

This clinic allows students to represent clients in securities arbitrations at the Financial Industry Regulatory Authority (FINRA). FINRA was created in July 2007 through the consolidation of National Association of Securities Dealers (NASD) and the member regulation, enforcement and arbitration functions of the New York Stock Exchange (NYSE). Students are given the opportunity to advocate for clients at arbitrations, negotiate with opposing counsel, participate in mediations, prepare witnesses to testify, including expert witnesses, interview prospective clients, analyze stockholder and investment documents, counsel clients, draft legal documents and develop their advocacy skills while deepening their substantive knowledge of securities laws and becoming acquainted with the functioning of the securities industry. For more details, select desired clinic of interest at [http://www.fordham.edu/info/23920/clinics_directory/](http://www.fordham.edu/info/23920/clinics_directory)

Attributes: BFS, JD, LAW, LAW, LAW, LDF, LDS, LLM, PIS.

Prerequisite: CLGL 0350 (may be taken concurrently).

Corequisite: CLGL 0381.

CLGL 0390. Externship: NYC Council Fieldwork. (2 Credits)

Through an externship with the New York City Council, you'll have the opportunity to work directly with the lawyers who serve the City's legislative body. You'll gain valuable experience in government and improve your legal skills, particularly in the areas of research and drafting. Working at the Council, you'll not only conduct legal research, draft legal memoranda and legislation, but also attend Council meetings and hearings, and prepare sections of Committee briefing papers. Most importantly, you'll participate in the legislative and policy decision-making process with Council staff. In the New York City Council Externship Seminar, you'll learn about the City's legislative process, including the roles played by the City Council and the Mayor's Office. You will study the relevant portions of the City Charter and Administrative Code and analyze state and federal preemption doctrines and case law relating to the powers of the Council. Moreover, you will have the opportunity to draft a piece of legislation and raise questions relating to fieldwork conducted on behalf of the Council. Contact the Externship Program to apply.

Attributes: EXP, LPI.

Corequisite: CLGL 1390.

CLGL 0391. Community Economic Development Clinic Seminar. (2 Credits)

FORDHAM'S COMMUNITY ECONOMIC DEVELOPMENT CLINIC REPRESENTS GROUPS FIGHTING FOR SOCIAL JUSTICE IN LOW-INCOME COMMUNITIES AND LOW-WAGE WORKFORCES. As general counsel, the Clinic helps to sustain effective organizations and build institutions -- childcare centers, health clinics, workers centers, co-ops-- that empower participants while providing desperately needed services and opportunities. It supports local efforts to shape development, limit gentrification and win community benefits agreements. It helps small grassroots groups to incorporate, write bylaws and obtain tax exemption. You will learn basic skills of transactional business lawyering in a nonprofit social justice setting. You take charge of work for nonprofit start-ups and join teams with faculty and outside counsel on more complex projects. You meet with clients and present to their members. You interview, counsel, negotiate, advocate, mediate, facilitate, and organize. You write legal documents, policy papers and community legal educational materials. You learn to collaborate with each other and with clients, community activists, and other lawyers. For more details, select desired clinic of interest at http://www.fordham.edu/info/23920/clinics_directory

Attributes: INLJ, JD, LLM, PIS.

Prerequisite: CLGL 0350 (may be taken concurrently).

Corequisite: CLGL 0392.

CLGL 0392. Clinic Cswk: Comm Econ Dev. (2 to 3 Credits)

FORDHAM'S COMMUNITY ECONOMIC DEVELOPMENT CLINIC REPRESENTS GROUPS FIGHTING FOR SOCIAL JUSTICE IN LOW-INCOME COMMUNITIES AND LOW-WAGE WORKFORCES. As general counsel, the Clinic helps to sustain effective organizations and build institutions -- childcare centers, health clinics, workers centers, co-ops-- that empower participants while providing desperately needed services and opportunities. It supports local efforts to shape development, limit gentrification and win community benefits agreements. It helps small grassroots groups to incorporate, write bylaws and obtain tax exemption. You will learn basic skills of transactional business lawyering in a nonprofit social justice setting. You take charge of work for nonprofit start-ups and join teams with faculty and outside counsel on more complex projects. You meet with clients and present to their members. You interview, counsel, negotiate, advocate, mediate, facilitate, and organize. You write legal documents, policy papers and community legal educational materials. You learn to collaborate with each other and with clients, community activists, and other lawyers. For more details, select desired clinic of interest at http://www.fordham.edu/info/23920/clinics_directory

Attributes: INLJ, JD, LLM, PIS.

Prerequisite: CLGL 0350 (may be taken concurrently).

Corequisite: CLGL 0391.

CLGL 0402. Clinical Externship: Government, Civil Litigation Seminar. (1 or 2 Credits)

The Government Civil Litigation Externship is conducted in conjunction with the Civil Division of the United States Attorney's Office for the Eastern District of New York. Students will have the opportunity to experience firsthand civil litigation and learn about the pros and cons of public service. The sheer diversity of the Office's work will provide exposure to many of the legally and socially significant issues of our time. Students also will be exposed to the various aspects of litigation, including depositions, settlement negotiations, witness interviews, arbitrations, trials, and appeals. Every semester, some students have the opportunity to argue a motion in court. <p> The seminar is designed to expose students to the day-to-day practical aspects of civil litigation. Students will discuss, among other topics, issues arising in their cases and the strategic and tactical, legal, and ethical considerations that confront government attorneys in their daily practices. In addition, students will develop their lawyering skills through simulations and will draft a complaint, an answer, deposition outlines, and an opening statement. The seminar is separate from, but complementary to, the EDNY fieldwork. <p> Students selected for the program will be required to pass a security background check.

Attribute: EXP.

Prerequisite: CLGL 0422 (may be taken concurrently).

CLGL 0413. Global Antiracism Clinic Seminar. (2 Credits)**CLGL 0414. Global Antiracism Clinic Casework. (3 Credits)****CLGL 0417. Externship: CED/Transactional Seminar. (1 to 2 Credits)****CLGL 0419. Trial and Arbitration Advocacy. (3 Credits)**

Sections of this course are taught by trial lawyers. The course deals with techniques and strategies in civil and criminal litigation. Students face typical problems from all phases of trial practice with an emphasis on methods of developing facts, including direct examination, cross examination, exhibit introduction, impeachment, opening statements and closing arguments. Video lectures and demonstrations of the above skills are shared with all students enrolled in Trial & Arbitration Advocacy. Students meet once a week with their individual instructor practicing skills and receiving critique, using professional actors as witnesses and performance coaches. The class culminates in a full trial in a real courthouse before a real jury. Evidence is a PRE-requisite for all Trial & Arbitration Advocacy sections. If a student wants to take Evidence as a CO-requisite in the same semester as Trial & Arb. Advocacy, the student must get express permission from Moore Advocacy Center Director Adam Shlahet. <p> For FALL 2024, SECTION CRN: 51165:
 This course is taught by two trial lawyers, who are both former Assistant United States Attorneys in the Southern and Eastern Districts of New York. This course is for students who want hands-on and practical experience on how to try cases, including learning to deliver opening statements and closing arguments, examine witnesses, introduce exhibits into evidence, and make and respond to evidentiary objections. This will be a highly interactive class and questions will always be welcomed. The work required in advance of class will consist of reading and absorbing the case study, preparing witnesses (professional actors) outside the classroom, and preparing for jury addresses and other exercises. <p>The work during class will involve role-playing while conducting witness examinations and jury addresses, as well as incorporating feedback from the professors and classmates. The more focus and effort that is put into preparing for this class, the more everyone will get out of the exercises.<p> Throughout the semester, we will help each student improve their skills of organization, strategy, communication, public speaking and thinking on their feet. Our hope is that, by the end of the semester, each student will feel comfortable and prepared to be an effective oral advocate for their clients.

Attributes: EXP, JD, LAW, LDF.

Prerequisite: EDGL 0202.

CLGL 0420. Externship: NYC Special Federal Litigation Fieldwork. (2 to 4 Credits)

Under the supervision of counsel in the Special Federal Litigation Division, students represent the City of New York in connection with federal civil rights lawsuits against members of the NYPD. The students will be assigned a case in teams of two and have primary responsibility for all aspects of their case, including preparing pleadings, conducting discovery, including taking and defending depositions, negotiating settlements, and drafting motions. Students will also appear and speak on the record at in-person and telephone conferences in federal court.

Attribute: EXP.

CLGL 0421. Externship: NYC Special Federal Litigation Seminar. (1 to 2 Credits)**CLGL 0422. Clinical Externship: Government, Civil Litigation Fieldwork. (2 Credits)****CLGL 0423. Advanced Trial Advocacy Competition Teams. (2 or 3 Credits)**

*exact meetings during the posted times to be announced.

Attributes: EXP, JD, LAW, LDS.

CLGL 0424. Corporate Practice: Financial and Strategic Tools. (2 Credits)

<i>Corporate Practice: Financial and Strategic Tools </i> aims to offer students the practical multi-disciplinary financial and strategic tools that corporate lawyers need to master in order to be effective problem solvers for their clients. Starting from the premise that the primary mission of corporate counsel is to assist firms in taking the calculated risks that are necessary to achieve their commercial objectives, this course will seek to develop a practical understanding of the financial and strategic concepts that underpin the main corporate practices: capital markets, finance, project finance, mergers and acquisitions, and general corporate advisory work. The course will explore through case studies the key challenges that lawyers in transactional practices face.<p> The course begins with an exercise in developing a nuanced understanding of the legal and commercial risks of an hypothetical firm with a view to gain a granular appreciation of the multifaceted role that business lawyers play in different contexts, including as negotiators of commercial contracts, crafters of equity and debt financings and deal makers in acquisitions and divestitures. Based on that general perspective, we will then move on to study what corporate lawyers do on a day-to-day basis to support their clients.

Attributes: LAW, LAWI.

CLGL 0425. Adv Trial and Arb Advocacy. (2 or 3 Credits)

Students learn advanced techniques (in comparison with the introduction in Trial & Arbitration Advocacy) in direct and cross-examination, argument to the Court and jury, submission of effective trial memoranda, and other skills of the litigator. The emphasis is on student performances in class by the student-advocate's handling of relatively complex evidentiary and tactical problems during trial. This course satisfies the professional skills requirement. Prerequisite: Trial & Arbitration Advocacy .

Attributes: EXP, JD, LAW, LDF.

Prerequisite: EDGL 0202 (may be taken concurrently).

CLGL 0426. Advanced Appellate Advocacy. (2 or 3 Credits)

The Advanced Appellate Advocacy class is designed to refine students' overall mastery of the art of appellate advocacy. This course supports and supplements the activities of the Moot Court Board in covering all aspects of appellate work, with a particular focus on developing oral advocacy. The substance of the course will be presented through three types of class days. First, at the beginning of every semester, a research librarian from the Fordham Law Library will present a tutorial targeted to address the unique issues arising in different legal areas. This will include identifying and accessing authorities such as rare treatises, as well as helping students to locate and review decisions from courts with specialized experience. This will give the students a foundation for both the written and oral arguments that they will be making. At this first class, the students must also sign up to judge selected rounds of oral arguments, or to present oral arguments later in the semester if they are competitors. The second type of class will encompass the practice of oral arguments using the Mulligan or Wormser problems. The professor will discuss how researching and writing briefs is the foundation for the later oral presentation. Competitors will give their oral arguments with their fellow classmates acting as judges. This will be followed by the professor and the students giving their comments and suggestions on the material. The end of the class will be reserved for the students to work together either as a whole or in groups on particular oral argument skills, such as introductions, conclusions, answering questions directly, roadmapping, or developing policy arguments. The third type of class will require the competition teams to present their oral arguments as practice for the actual competitions. The judges will be those students who signed up at the first class. This will be followed by comments from the professor and the students. Finally, the class will, either as a whole or in breaking up into groups, workshop the competitors' arguments. Registration is with the permission of the professor and is limited to the Editorial Board, competitors, and competition editors.

Attributes: JD, LAW.

CLGL 0430. Clinic Cswk: Intl Human Rights. (2 or 3 Credits)

The Walter Leitner International Human Rights Clinic aims to train a new generation of human rights lawyers and to inspire results-oriented, practical human rights work throughout the world. The clinic works in partnership with grassroots justice organizations on international human rights projects, including mobile legal aid clinics, legal and policy analysis, public interest lawsuits, submissions before human rights bodies, fact-finding and report writing, and human rights trainings. Students enrolled in the clinic participate in casework and a companion weekly seminar course that provides training in human rights advocacy skills and encourages critical reflection regarding the theory and practice of human rights. For more details, select desired clinic of interest at http://www.fordham.edu/info/23920/clinics_directory

Attributes: ICS, INLJ, JD, LLM, PIS.

Corequisite: CLGL 0431.

CLGL 0431. International Human Rights Clinic Seminar. (2 Credits)

THROUGH REAL-WORLD HUMAN RIGHTS LAWYERING EXPERIENCES, the Walter Leitner International Human Rights Clinic trains Fordham Law School students to be strategic, reflective, and creative social justice advocates. The Clinic works in partnership with grassroots justice organizations on human rights projects focused on the sexual health and rights of marginalized populations and access to justice. The Clinic employs a range of advocacy methods including legal and policy analysis, human rights trainings, public interest lawsuits, submissions before human rights bodies, and direct legal assistance. For more details, select desired clinic of interest at http://www.fordham.edu/info/23920/clinics_directory

Attributes: CORC, EXP, ICS, INLJ, JD, LLM, PIS.

Corequisite: CLGL 0430.

CLGL 0436. Moot Court Editorial Board. (3 Credits)**CLGL 0449. Mediation and Negotiation Practicum. (2 Credits)**

This seminar is designed to provide an overview of negotiation and mediation theory and a forum in which to hone negotiation and mediation skills. The focus of the course will be on learning, practicing, and sharpening negotiation and mediation skills through simulated exercises. Registration is with the permission of the Professors and is limited to members of the Dispute Resolution Society. This seminar supports and supplements the activities of the Dispute Resolution Society in preparing the Vis International Arbitration Moot team in brief writing and oral argument preparation. The fall semester we will start with an overview of international commercial law and arbitration theory and practice, and discuss the representation of clients in this respective process. The seminar focuses on learning, practicing, and sharpening arbitration knowledge and skills through the Vis competition problem. Eight hours of class time in the fall semester will be conducted on an interactive online learning platform, with free access to the platform provided by the professor.

Attributes: EXP, JD, LAW, LDE.

CLGL 0459. Advanced Mediation and Negotiation Practicum. (1 or 2 Credits)**CLGL 0510. Clinic Seminar: Policy and Legislation. (1 or 2 Credits)**

Students represent and work with community-based organizations as policy advocates. We assess and recommend changes in law, regulations and public policy based on the needs of our clients and our analysis of the law. Our projects are subject to change, but we currently are working with organizations that work on issues concerning environmental justice and child & family rights. Through our seminar and our fieldwork, students will have the opportunity to develop a range of lawyering skills, which may include: interviewing and counseling clients; conducting legal research and analysis; drafting proposed legislation, state and local regulations, legislative memos, and community-oriented educational materials; developing a *case theory* (i.e., a plan of action) based on the identified community needs; and advocating before and meeting with state and local elected officials, members of appropriate executive departments, community leaders, bar leaders, and others who may have an impact on our clients' desired goals. Notes/Miscellaneous: Must coregister for Urban Policy Clinic Fieldwork. Pre- or co-requisite: Civil Procedure; Fundamental Lawyering Skills. For more details, select desired clinic of interest at http://www.fordham.edu/info/23920/clinics_directory

Attributes: INLJ, JD, LLM, PIS.

Prerequisites: CLGL 0350 (may be taken concurrently) and CVGL 0101 (may be taken concurrently).

Corequisite: CLGL 0520.

CLGL 0512. Clinic Casework: Legislative and Policy Advocacy. (2 Credits)**CLGL 0513. Intellectual Property Clin Sem. (2 Credits)****CLGL 0514. Intellectual Property Clin Cwk. (3 Credits)****CLGL 0515. Immigration Policy and Advocacy Clinic Casework. (3 Credits)****CLGL 0516. Immigration Policy and Advocacy Clinic Seminar. (2 Credits)****CLGL 0520. Clinic Casework: Policy and Legislative. (2 or 3 Credits)**

Students represent and work with community-based organizations as policy advocates. We assess and recommend changes in law, regulations and public policy based on the needs of our clients and our analysis of the law. Our projects are subject to change, but we currently are working with organizations that work on issues concerning environmental justice and child & family rights. Through our seminar and our fieldwork, students will have the opportunity to develop a range of lawyering skills, which may include: interviewing and counseling clients; conducting legal research and analysis; drafting proposed legislation, state and local regulations, legislative memos, and community-oriented educational materials; developing a *case theory* (i.e., a plan of action) based on the identified community needs; and advocating before and meeting with state and local elected officials, members of appropriate executive departments, community leaders, bar leaders, and others who may have an impact on our clients' desired goals. Notes/Miscellaneous: Must coregister for Legislative and Policy Advocacy Clinic Seminar. Pre or co-requisite: Civil Procedure Fundamental Lawyering Skills. For more details, select desired clinic of interest at <https://www.fordham.edu/info/23685/clinics>

Attributes: INLJ, JD, LLM, PIS.

Prerequisites: CLGL 0350 (may be taken concurrently) and CVGL 0101 (may be taken concurrently).

Corequisite: CLGL 0510.

CLGL 0523. Externship: Immigration Law Seminar. (1 to 2 Credits)**CLGL 0559. Arbitration Practicum. (2 Credits)**

The Arbitration Practicum is only open to DRS students and it prepares them for competing in the International VIS arbitration competition in Hong Kong and Vienna. In addition to covering the basics of international arbitration, the course covers the CISG, the United Nations Convention on Contracts for the International Sale of Goods. This will include domestic arbitration but the course is only opened to DRS students as it was created specifically to help the competitors.

Attribute: ICS.

CLGL 060. ADVANCED ARBITRATION PRACTICUM. (1 or 2 Credits)**CLGL 0629. Law and Technology Clinic Seminar. (2 Credits)**

The seminar focuses on lawyering as it relates to the practice of Intellectual Property and Information Law. Topics include challenges in representing individual and corporate clients, trademark applications, patent applications, litigation strategies, and negotiating IP agreements. There is a simulation component to the seminar that goes through common issues IPIL attorneys may face and has four writing assignments. The seminar also devotes time to allow students to share information about their matters and get the perspective of their fellow students on how a problem the student is facing may be solved. For more details, select desired clinic of interest at <https://www.fordham.edu/info/23685/clinics>

Attributes: IPIE, JD, LAWT, LDF, LDS, LLM.

Prerequisites: CLGL 0350 and IPGL 0135 or IPGL 0130 or IPGL 0304 or IPGL 0131.

Corequisite: CLGL 0639.

CLGL 0639. Law and Technology Clinic Casework. (2 to 3 Credits)

The Clinic has a wide range of clients seeking assistance, including entrepreneurs, small business owners, authors, artists, musicians, actors, playwrights, designers, inventors, and non-profit organizations. The Clinic assists these clients in a variety of matters that fall into one of five categories: Litigation, Deals, Risk Counseling, and Patent applications and Trademark registrations. • Litigation. Clinic students may represent people in court, usually on the defendant side, but it is possible that we will represent plaintiffs. Students may also represent non-parties in a litigation, most commonly as amicus curiae. The majority of the Clinic's cases are in federal court but the Clinic may also appear in state court to protect a client's privacy. • Deals. Clinic students assist clients in negotiating and drafting agreements that have an IP component such as trademark licenses, copyright assignments, ghostwriting contracts, software developer agreements, and non-disclosure agreements. • Patent applications and Trademark registrations. Students assist clients in all aspects of obtaining federal trademark and patent protection, including counseling on the availability of a mark or patentability of an invention, filing an application, and responding to inquiries or refusals made by the USPTO. • Risk Counseling. In addition to counseling clients as part of the above matters, Clinic matters include advising clients on how to avoid or mitigate risk. Most commonly, this takes the form of counseling clients on the steps to take to protect IP rights through trade secrets laws, what privacy rights clients may have, whether clients are infringing someone else's IP rights, and how fair use may be used to avoid infringing another person's rights. For more details, select desired clinic of interest at <https://www.fordham.edu/info/23685/clinics>

Attributes: IPIS, JD, LAW, LDF, LDS, LLM.

Prerequisites: CLGL 0350 (may be taken concurrently) and IPGL 0135 (may be taken concurrently) or IPGL 0130 (may be taken concurrently) or IPGL 0304 (may be taken concurrently) or IPGL 0131 (may be taken concurrently).

Corequisite: CLGL 0629.

CLGL 0671. Advanced Clinical Mediation Practicum. (2 Credits)

Students mediate cases from Small Claims Court on zoom and mentor beginning mediators from the Mediation Clinic. <p> Students attend a 2 hour seminar consisting of case rounds and discussion of outstanding ethical and practical issues. <p> Prerequisite: Students must have completed the Mediation Clinic. Registration by permission of Professor only.

Attribute: EXP.

Prerequisite: CLGL 0335.

CLGL 0694. Leadership for Lawyers. (1 Credit)

This is a one credit course and will meet approximately eight or nine times during the semester.<p> Lawyers often assume leadership roles, sometimes relatively early in their careers. We will explore the responsibilities and challenges lawyers face in leadership roles across various practice settings including public interest organizations, law firms, government offices and businesses. The course will help students think about, analyze and develop key aspects of effective leadership. <p> Topics will include styles and characteristics of leadership; methods of effective leadership; forms of influence; management of conflicts; elements of effective communication; articulation of vision and leadership of teams. <p> Students will assess their own leadership abilities and style and will engage in exercises, readings, discussions, and reflections to develop their own strengths and build their skills. Students will also interact with lawyers who currently serve in leadership roles. There are no pre-requisites for this seminar nor do you have to have had a leadership role in the past.

Attribute: LLM.

CLGL 0699. Domestic Arbitration Practicum. (2 Credits)

This seminar is designed to provide an overview of arbitration theory, practice and ethics, and a forum in which to hone arbitration skills. The focus of the course will be on learning, practicing, and sharpening arbitration skills through simulated exercises in preparation for arbitration competitions. Registration is limited to members of the Dispute Resolution Society.

CLGL 0712. Clinic Seminar: Democracy and The Constitution. (2 Credits)

The Clinic on Democracy and the Constitution studies and promotes nonpartisan reforms to strengthen democratic institutions in the United States. In the clinic's fieldwork, students collaboratively (1) engage in legal research, analysis and writing, (2) conduct fact finding through interviews with experts, such as current and former government officials and scholars, and (3) undertake initiatives to promote the clinic's work to the public, journalists and government officials. The seminar focuses on developing the lawyering skills that are essential the clinic's work, such as collaboration, interviewing, and advocacy. It also provides a platform for discussing the clinic's projects and furthering understanding of the substantive issues implicated in the clinic's work.

Corequisite: CLGL 0722.

CLGL 0722. Clinic Casework: Democracy and The Constitution Casework. (3 Credits)

The Clinic on Democracy and the Constitution studies and promotes nonpartisan reforms to strengthen democratic institutions in the United States. In the clinic's fieldwork, students collaboratively (1) engage in legal research, analysis and writing, (2) conduct fact finding through interviews with experts, such as current and former government officials and scholars, and (3) undertake initiatives to promote the clinic's work to the public, journalists and government officials. The seminar focuses on developing the lawyering skills that are essential the clinic's work, such as collaboration, interviewing, and advocacy. It also provides a platform for discussing the clinic's projects and furthering understanding of the substantive issues implicated in the clinic's work.

CLGL 0730. Poverty, Tax, and Justice Clinic Casework. (3 Credits)

Students in this experiential offering will have the opportunity to engage with legislators and their staff, legal and policy experts, and others, to craft legislative solutions to provisions found in the NYS Tax Code that disproportionately affect low-income New Yorkers. The classroom instructional component of the clinic will be scheduled at a later date and will employ a Rounds-based pedagogy frequently used in clinical legal education.

Attribute: EXP.

Prerequisites: (CVGL 0101 and CLGL 0350).

CLGL 0750. Clinic Seminar: Entrepreneurial Law. (2 Credits)

New for Fall 2017, students will help in the Entrepreneurial Law Clinic's formation—representing clients, participating in community outreach, and providing services to entrepreneurs via pop up clinics. The clinic assists early stage traditional start-ups and social enterprises with a range of legal issues, including entity formation, structuring internal compensation structure for founders, negotiating investment or loan agreements, as well as drafting shareholder, operating, vendor and/or service agreements.

Attributes: BFS, EXP, LAW, LAW, LLM.

Prerequisites: CLGL 0350 (may be taken concurrently) and BUGL 0201 (may be taken concurrently).

CLGL 0752. Clinic Casework: Entrepreneurial Law. (2 to 3 Credits)

New for Fall 2017, students will help in the Entrepreneurial Law Clinic's formation—representing clients, participating in community outreach, and providing services to entrepreneurs via pop up clinics. The clinic assists early stage traditional start-ups and social enterprises with a range of legal issues, including entity formation, structuring internal compensation structure for founders, negotiating investment or loan agreements, as well as drafting shareholder, operating, vendor and/or service agreements.

Attributes: BFS, EXP, LAW, LAW, LLM.

Prerequisites: CLGL 0350 (may be taken concurrently) and BUGL 0201 (may be taken concurrently).

CLGL 0807. Lawyers as Facilitators. (3 Credits)

This course is designed to help students develop skills and an understanding of the practice of facilitation, mediation and arbitration in the legal, business and community contexts. Lawyers work on matters that require groups of people to work together in order to solve problems, reach decisions and resolve conflicts. The course will focus on opportunities for students to develop the skills necessary for acting as a facilitator, whether as a facilitator of meetings, people in conflict or with problem solving. Through simulations, exercises, readings and discussions in a range of contexts from facilitations in religious institution reorganizations, to mediations for breaches of contract and employment agreements to sports arbitration, students will practice and explore some of the challenges inherent in these different methods of resolving disputes. Students will be graded based on simulations, group exercises and brief written assignments. Professor Feerick is the founder of the Law School's Center for Social Justice, a member of the faculty for many years, and former Dean of the Law School. He has enjoyed a wide experience in domestic and international conflict resolution and former partner at Skadden Arps. Professor Lindal Gerstel is a general commercial litigator with Anderson Kill. As a member of various mediation court panels, and member of the Commercial panel of the American Arbitration Association, Professor Gerstel's focus of practice is in the field of ADR.

Attributes: EXP, JD, LDE, LIDR, LLM.

CLGL 0870. Externship: Queens District Attorney Seminar. (1 to 4 Credits)

In the Queens DA Externship, students will learn how to ethically and professionally pursue justice while remaining sensitive to the trust, bestowed uniquely upon the prosecutor, to speak in the name of the People, and to persuade the court to deprive a person of that most fundamental of human rights: the right to liberty. The externship will immerse students in the resolution of criminal cases from inception through sentence. Students will work with prosecutors in making crucial determinations about whether to charge a person with a crime, and if so, what charges to bring. Students will interview police officers, witnesses and crime survivors, comply with discovery obligations and prepare for and conduct hearings to determine whether constitutional rights of the accused have been violated in the gathering of evidence. Along with the faculty and the office's supervisory staff, students will pursue the District Attorney's innovative, problem solving approach to case resolution, including diversion from traditional prosecution and treatment based alternatives to incarceration. For those cases that are trial bound, students will develop case theory, craft arguments, help to prepare witnesses for trial and assist trial prosecutors at counsel table.

Attributes: EXP, INLJ, JD, LDF, LDS, LIDR, PIS.

CLGL 0873. Externship: Queens District Attorney Fieldwork. (2 to 4 Credits)

In the Queens DA Externship, students will learn how to ethically and professionally pursue justice while remaining sensitive to the trust, bestowed uniquely upon the prosecutor, to speak in the name of the People, and to persuade the court to deprive a person of that most fundamental of human rights: the right to liberty. The externship will immerse students in the resolution of criminal cases from inception through sentence. Students will work with prosecutors in making crucial determinations about whether to charge a person with a crime, and if so, what charges to bring. Students will interview police officers, witnesses and crime survivors, comply with discovery obligations and prepare for and conduct hearings to determine whether constitutional rights of the accused have been violated in the gathering of evidence. Along with the faculty and the office's supervisory staff, students will pursue the District Attorney's innovative, problem solving approach to case resolution, including diversion from traditional prosecution and treatment based alternatives to incarceration. For those cases that are trial bound, students will develop case theory, craft arguments, help to prepare witnesses for trial and assist trial prosecutors at counsel table.

Attributes: EXP, INLJ, JD, LDF, LDS, LIDR, LLM, PIS.

CLGL 0921. Federal Tax Clinic Seminar. (2 or 3 Credits)

Although students are under the supervision of attorney-professors, you are expected to take primary responsibility for all aspects of their cases. This may include interviewing and counseling clients; gathering and analyzing facts and evidence; conducting legal research; drafting memoranda; preparing pleadings, motions and other court papers, and meeting with the IRS to negotiate a settlement. If settlement efforts fail, the student may have the opportunity to take the case to trial. Students do not need to have extensive experience with tax law to enroll and succeed in this Clinic. Through the seminar and supervision, you will be given the tools necessary to advocate on behalf of your clients. This Clinic provides legal representation only. We do not prepare tax returns, provide bookkeeping or other accounting services. For more details, select desired clinic of interest at http://www.fordham.edu/info/23920/clinics_directory

Attributes: BFS, JD, LAW, LAW, LDF, LDS, LLM, PIS.

Prerequisites: CLGL 0350 (may be taken concurrently) and TXGL 0348 (may be taken concurrently).

CLGL 0923. Federal Tax Clinic Casework. (2 to 3 Credits)

Although students are under the supervision of attorney-professors, you are expected to take primary responsibility for all aspects of their cases. This may include interviewing and counseling clients; gathering and analyzing facts and evidence; conducting legal research; drafting memoranda; preparing pleadings, motions and other court papers, and meeting with the IRS to negotiate a settlement. If settlement efforts fail, the student may have the opportunity to take the case to trial. Students do not need to have extensive experience with tax law to enroll and succeed in this Clinic. Through the seminar and supervision, you will be given the tools necessary to advocate on behalf of your clients. This Clinic provides legal representation only. We do not prepare tax returns, provide bookkeeping or other accounting services. For more details, select desired clinic of interest at http://www.fordham.edu/info/23920/clinics_directory

Attributes: BFS, EXP, JD, LAW, LAW, LDF, LDS, LLM, PIS.

Prerequisites: CLGL 0350 (may be taken concurrently) and TXGL 0348 (may be taken concurrently).

CLGL 0926. Right to Housing Litigation Clinic Seminar. (2 Credits)

The Right to Housing Litigation Clinic seminar and coursework explore issues of housing law that sit at the intersection of race, gender, disability, poverty and access to justice from a critical perspective. The seminar is designed to prepare you as a student attorney with the substantive and theoretical underpinnings to represent clients facing persistent issues of housing inequality. These issues include lack of affordable housing in the city, segregation and historical redlining practices, and other forms of discrimination, including on the basis of source of income and disability, and the criminalization of poverty. Student attorneys in the clinic hone the lawyering skills developed in their Fundamentals of Lawyering class while working on matters facing tenants and individual homeowners from marginalized groups. Often that work will include litigating cases, which means preparing them to be heard in a court.

Attribute: EXP.

Prerequisites: (CLGL 0350 (may be taken concurrently) and CLGL 0927 (may be taken concurrently)).

CLGL 0927. Right to Housing Litigation Clinic Casework. (3 Credits)

The Right to Housing Litigation Clinic seminar and coursework explore issues of housing law that sit at the intersection of race, gender, disability, poverty and access to justice from a critical perspective. The seminar is designed to prepare you as a student attorney with the substantive and theoretical underpinnings to represent clients facing persistent issues of housing inequality. These issues include lack of affordable housing in the city, segregation and historical redlining practices, and other forms of discrimination, including on the basis of source of income and disability, and the criminalization of poverty. Student attorneys in the clinic hone the lawyering skills developed in their Fundamentals of Lawyering class while working on matters facing tenants and individual homeowners from marginalized groups. Often that work will include litigating cases, which means preparing them to be heard in a court.

Attribute: EXP.

Prerequisites: CLGL 0926 (may be taken concurrently) and (CLGL 0350 (may be taken concurrently)).

CLGL 0936. KOREA SUMMER EXTERNSHIP FIELDWORK. (1 to 3 Credits)**CLGL 0937. Ireland Summer Externship fld. (2 or 3 Credits)**

Externship placements in Dublin (other than courts) through the Ireland Summer Program.

Attribute: JD.

CLGL 0938. Ghana Summer Internship. (0 to 3 Credits)

Following the academic course session, students may stay on for internships under the auspices of the Program's internship program. Internships are a minimum of 5 weeks and provide law students with the opportunity to learn and work in the Ghanaian legal system. Internships begin Monday, June 5 and continue through Friday, July 8, at a minimum. Depending on the host organization, it may be possible to arrange for a longer internship than the minimum 5-weeks required. Students MUST participate in the academic portion of the program in order to qualify for an internship. <p> Participants have the option of either a non-credit internship upon payment of a \$500 internship placement fee OR a for-credit internship for three ungraded credits at an additional cost of \$2250. Placements are limited and highly competitive, so interested applicants are encouraged to submit their applications as early as possible. While the program has been able to place every student who has applied for an internship to date, the earlier you apply, the greater your chances of receiving your first choice. For-Credit Internships For-credit placements are available with the Judicial Service of Ghana and require a minimum of 5 weeks (200 hours) and participation in weekly seminar. These placements begin on Monday, June 5 and end Friday, July 7 at the earliest. For-credit placements are available throughout the Ghanaian court system: Interns are assigned to individual justices and judges of the Supreme Court of Ghana, the Court of Appeal, and the High Court of Justice (which includes several specialized divisions, such as Human Rights, Land, Tax, and Commercial Court). Intern responsibilities are similar to those one would have as a judicial clerk in the United States and generally include conducting legal research, observing court proceedings, and drafting addresses and opinions; however, please keep in mind that there may be substantial differences in the work and culture in Ghana. <p> Non-Credit Internships Placements are also available for students who do not want to take an internship for credit. Non-credit interns may apply for the same Judicial Service placements as are available under the for-credit program, although for-credit students receive priority. Non-credit internships may also be arranged outside of the judicial service, with leading law firms, government commissions, and non-governmental organizations. As with the for-credit placements, it may be possible to arrange for a longer internship than the minimum 5-weeks required. Students interested in non-JSG placements should contact the Faculty Director as soon as possible to discuss possible options.

CLGL 0939. Clinical Fieldwork: Corporate Social Responsibility. (3 Credits)**CLGL 0991. Global Anti-Racism Clinic Seminar. (2 Credits)**

Through the seminar and clinic projects, students will be immersed in the theory and practice of international law, they will also work with existing and developing anti-racism international and regional mechanisms. Students will employ the full range of lawyering skills, including interviewing, legal research, writing, and analysis, strategic advocacy, and legal assistance. <p> In particular, Clinic students will support the work of UN Committee on the Elimination of Racial Discrimination (CERD) expert member and co-director of the Global Antiracism Clinic, Gay McDougall, currently a Distinguished Scholar-in-Residence at Fordham Law School's Leitner Center and Center on Race, Law and Justice.

Attribute: EXP.

CLGL 0992. Global Ant-Racism Clinic Casework. (3 Credits)

Through the seminar and clinic projects, students will be immersed in the theory and practice of international law, they will also work with existing and developing anti-racism international and regional mechanisms. Students will employ the full range of lawyering skills, including interviewing, legal research, writing, and analysis, strategic advocacy, and legal assistance. <p> In particular, Clinic students will support the work of UN Committee on the Elimination of Racial Discrimination (CERD) expert member and co-director of the Global Antiracism Clinic, Gay McDougall, currently a Distinguished Scholar-in-Residence at Fordham Law School's Leitner Center and Center on Race, Law and Justice.

Attribute: EXP.

CLGL 10001. Advanced Practicum Condensed. (1 Credit)

Course meetings:
 1/4 10:30am - 11:30am
 1/9 10:00am - 1:00pm
 1/12 10:00am - 1:00pm
 1/13 5:00pm - 8:00pm
 1/17 10:00am - 1:00pm
 1/18 9:00am - 12:00pm<p> This course is designed to support and supplement the Dispute Resolution Society in preparing the ABA Arbitration Competition team for the finals in January 2021. The course will focus on arbitration theory and practice in the ABA Arbitration Competition context. In conjunction with the learning of this theory, students will participate in exercises and moots to help solidify the theory and skills learned. <p> **LEARNING OBJECTIVES**
 1. Learn, practice, and sharpen arbitration advocacy skills in preparation for the NYSBA Competition.
 2. Understand and apply domestic arbitration law and the AAA rules and procedures
 3. Develop the ability to critique your own performance.

Attribute: EXP.

CLGL 1129. Pro Bono Scholar Fieldwork. (10 Credits)**CLGL 1130. Pro Bono Scholar Casework. (10 Credits)****CLGL 1205. Pro Bono Scholars Fieldwork: Lit.. (10 Credits)****CLGL 1215. Corporate Social Responsibility. (2 Credits)**

The Corporate Social Responsibility Law and Policy Seminar is designed to introduce students to the law and practice of corporate social responsibility, and expose them to the challenges and prospects for maximizing social and environmental outcomes alongside profits. The seminar will introduce students to the theory and practice of corporate social responsibility law as well as explore the intersection of industry, society, human rights, labor rights and environmental sustainability. Guest lecturers will share their experience and expertise working in this field at the international and domestic law levels.

Attributes: LAW, LLM.

CLGL 1303. Externship:Seminar. (1 Credit)

Students in the General Externship Program secure their own field placement, approved by the Externship Program, and are required to complete a minimum number of fieldwork hours each week for 13 weeks during the semester (8 weeks in the summer). The minimum number of hours required depends on the number of fieldwork credits the student opts to be enrolled in. Students in the program must also be enrolled in an externship seminar course appropriate to their placement. Each Intro Seminar is for students in their first externship field placement, except those in a judicial placement, and will focus on guided self-reflection on issues including ethics, the development of one's professional identity, and practical skills such as legal research. Students may not register themselves for the Externship Program courses, and must apply through the program to be approved to enroll.

Attributes: EXP, JD.

Corequisite: CLGL 0303.

CLGL 1305. Externship: Intro Seminar. (1 Credit)

Students in the General Externship Program secure their own field placement, approved by the Externship Program, and are required to complete a minimum number of fieldwork hours each week for 13 weeks during the semester (8 weeks in the summer). The minimum number of hours required depends on the number of fieldwork credits the student opts to be enrolled in. Students in the program must also be enrolled in an externship seminar course appropriate to their placement. Each Intro Seminar is for students in their first externship field placement, except those in a judicial placement, and will focus on guided self-reflection on issues including ethics, the development of one's professional identify, and practical skills such as legal research. Students may not register themselves for the Externship Program courses, and must apply through the program to be approved to enroll.

Attributes: EXP, JD, LDS, PIS.

Corequisite: CLGL 0305.

CLGL 1307. Externship: Judicial Seminar. (1 Credit)

Students in the General Externship Program secure their own field placement, approved by the Externship Program, and are required to complete a minimum number of fieldwork hours each week for 13 weeks during the semester (8 weeks in the summer). The minimum number of hours required depends on the number of fieldwork credits the student opts to be enrolled in. Students in the program must also be enrolled in an externship seminar course appropriate to their placement. Each Intro Seminar is for students in their first externship field placement, except those in a judicial placement, and will focus on guided self-reflection on issues including ethics, the development of one's professional identify, and practical skills such as legal research. Students may not register themselves for the Externship Program courses, and must apply through the program to be approved to enroll.

Attributes: EXP, JD, LDS.

Corequisite: CLGL 0307.

CLGL 1311. Externship: Stein Scholar Seminar. (1 Credit)

In this seminar, Stein Scholars who are participating in criminal justice externship fieldwork placements will explore issues such as: ethical issues in practice; biases in the legal profession; alternatives to litigation in resolving disputes; tools for effective research and writing; and balancing the demands of personal and professional life. Students also must be registered for Clinical Externship: Stein Scholars Criminal Justice Externship Fieldwork (Course ID CLGL0311). Class meetings: Four class meetings, dates TBA.

Attribute: EXP.

CLGL 1312. Externship Stein Scholars Out-Of-Town Seminar . (1 Credit)

Students with qualifying fieldwork placements located outside of the NYC metropolitan area may apply to register for this course. Applications are due no later than April 7, 2009. See the Externship Program web page at <http://law.fordham.edu/externship.htm> for the Course Registration Application. Class meetings: There are no class meetings for this course but students are required to also be registered for an Out of Town Externship Seminar (Course ID CLGL1312).

Attribute: EXP.

CLGL 1313. Externship: Seminar. (1 Credit)

Students in the General Externship Program secure their own field placement, approved by the Externship Program, and are required to complete a minimum number of fieldwork hours each week for 13 weeks during the semester (8 weeks in the summer). The minimum number of hours required depends on the number of fieldwork credits the student opts to be enrolled in. Students in the program must also be enrolled in an externship seminar course appropriate to their placement. The Advanced Seminar is for students receiving credit for a second or third externship field placement. Each seminar will focus on the study of the legal profession at an institutional level. Seminar discussions will identify common themes and patterns that cut across the various practice sites of the students' diverse field placements while also allowing students to understand how lawyers' services are distributed amongst organizational and individual clients, and how various sectors of American society and government experience and interact with law and the legal system. Students may not register themselves for the Externship Program courses, and must apply through the program to be approved to enroll.

Attributes: EXP, IPIS, JD.

CLGL 1321. Clinical Externship: Intellectual Property Seminar. (1 Credit)

Under the supervision of a mentor field attorney, students observe and assist in the lawyering process. Students must secure their own field placements, approved in advance by the Externship Program. Depending on the field placement, experiences may include research, writing, drafting, and observation. Externs must complete 10 hours of fieldwork a week for 13 weeks during (20 hours a week for 8 weeks during the summer) over their semester. Students must also be enrolled in the seminar appropriate to their placement. The seminar will focus on guided self-reflection on issues including ethics, copyright and trademark law, the development of one's professional identify, and practical skills such as legal research and drafting. Students must sign up through the Externship Program and be approved to enroll.

Attribute: IPIS.

CLGL 1339. Dispute Resolution in the U.S.. (2 Credits)**CLGL 1390. Externship: NYC Council Seminar. (1 Credit)**

Through an externship with the New York City Council, you'll have the opportunity to work directly with the lawyers who serve the City's legislative body. You'll gain valuable experience in government and improve your legal skills, particularly in the areas of research and drafting. Working at the Council, you'll not only conduct legal research, draft legal memoranda and legislation, but also attend Council meetings and hearings, and prepare sections of Committee briefing papers. Most importantly, you'll participate in the legislative and policy decision-making process with Council staff. In the New York City Council Externship Seminar, you'll learn about the City's legislative process, including the roles played by the City Council and the Mayor's Office. You will study the relevant portions of the City Charter and Administrative Code and analyze state and federal preemption doctrines and case law relating to the powers of the Council. Moreover, you will have the opportunity to draft a piece of legislation and raise questions relating to fieldwork conducted on behalf of the Council. Contact the Externship Program to apply.

Attributes: EXP, LPI.

Corequisite: CLGL 0390.

CLGL 1936. KOREA SUMMER EXTERNSHIP SEMINAR. (1 Credit)**CLGL 1937. No Ireland Belfast Externship. (1 or 2 Credits)**

Externship placements in Belfast through the Ireland Summer Program.

CLGL 9999. Clinic Casework Room Reservation. (0 Credits)

College at 60 (CASP)

CASP 1100. Religion and Culture. (0 Credits)

Looks at various topics in the intersection of religious beliefs and traditions and broader societal issues.

Attribute: CL60.

CASP 1110. Art of Film. (0 Credits)

Study of film genres, film periods and aesthetics of film making.

Attribute: CL60.

CASP 1111. Film Fridays. (0 Credits)

This course will include film presentations and a discussion/lecture about films and how they illuminate the course themes. Course themes will vary from term to term.

CASP 1120. Creative Writing. (0 Credits)

Workshop in various kinds of creative writing- memoir, drama, short prose and poetry.

Attribute: CL60.

CASP 1130. Studies in Philosophy. (0 Credits)

Examination of different theories and philosophers in various cultural and historical settings.

Attribute: CL60.

CASP 1140. Studies in American Literature. (0 Credits)

CASP 1160. Studies in English Literature. (0 Credits)

Analysis of texts by prominent British authors from various periods and genres.

Attribute: CL60.

CASP 1170. Studies in Irish Literature. (0 Credits)

CASP 1180. Studies in Comparative Literature. (0 Credits)

Analysis of texts by prominent authors from various cultural backgrounds and historical periods.

Attribute: CL60.

CASP 1190. Literary Studies. (0 Credits)

This course will focus on different topics, genres, and authors in English, European, and global literature. The topics will vary from semester to semester.

CASP 1200. Issues in Psychology. (0 Credits)

Topics and issues in psych theory and practice will be explored. Current research, film, and personal narrative will be used.

Attribute: CL60.

CASP 1210. Europe's Past. (0 Credits)

A look at European history by exploring various periods, events, movements, and figures.

Attribute: CL60.

CASP 1220. America's Past. (0 Credits)

A look at American history by analyzing important figures, movements, and issues.

Attribute: CL60.

CASP 1230. Issues in Mideast History. (0 Credits)

Each semester, a non-credit course in a new topic in Mideast History will be explored.

CASP 1234. test course - do not use. (3 Credits)

test course - do not use.

CASP 1240. Topics in Economics. (0 Credits)

An exploration of issues, problems, and analyses of important economic concepts, crises, and topics.

Attribute: CL60.

CASP 1250. Topics in History. (0 Credits)

Topics in History.

Attribute: CL60.

CASP 1260. Studies in Social Science. (0 Credits)

Studies in Social Science.

Attribute: CL60.

CASP 1270. Issues in Political Science. (0 Credits)

Students in this course will explore various contemporary issues in political science, law, and society. Topics will vary from semester to semester.

CASP 1300. Topics in Art/Architecture. (0 Credits)

Analysis of prominent artists and their works in architecture, painting, and sculpture.

Attribute: CL60.

CASP 1301. Studies in Art History. (0 Credits)

Studies in Art History.

Attribute: CL60.

CASP 1310. Studies in Music History. (0 Credits)

Examination of important works of classical music in various historical periods and cultures, the artists and their influences.

Attribute: CL60.

CASP 1320. Theatre History. (0 Credits)

CASP 1400. Topics in Science. (0 Credits)

An exploration of topics in current scientific inquiry in biology, chemistry, and physics.

Attribute: CL60.

CASP 1500. Cultural Studies. (0 Credits)

CASP 1510. Classical Studies. (0 Credits)

CASP 1520. Special Topics. (0 Credits)

The Special Topics courses will vary from semester to semester. Course content will be drawn from areas that reflect contemporary issues and which allow the faculty to creatively design course content based on feedback from our student community.

Attribute: CL60.

CASP 1530. Topics in Theology. (0 Credits)

This course studies the principal themes, historical framework, geographical setting, and literary background of Christian teaching, including Christian texts.

Attribute: CL60.

CASP 1540. Topics in Legal Studies. (0 Credits)

An interdisciplinary, liberal arts approach that engages the meanings, values, practices, and institutions of law and legality.

Attribute: CL60.

CASP 1550. Topics in World History. (0 Credits)

Courses in this subject area examine the major events and turning points of world history from ancient times to the present.

Attribute: CL60.

Commercial Law (COGL)

COGL 0204. State Financial Services Regulation. (2 Credits)

Financial services touch the lives of every American, whether it be one's mortgage, bank account, auto insurer or health insurance company. Since the 18th century, banks and insurance companies have been regulated by government agencies and the states have played a leading role in this regulatory oversight and enforcement. The insurance industry is almost entirely regulated at the state level and the states have exercised commanding roles in banking regulation and enforcement in recent years. Issues of data privacy and the advent of fintech, insurtech and cryptocurrency companies have only made the states' role even more important. <p> The goal of this course is to prepare students for a career in financial services regulation and enforcement, whether in the private sector or government, and whether the student's interest is in transactional work or litigation. This course will provide a survey of financial services regulation at the state level. Topics will include the dual banking system and the respective roles of federal and state regulators; the financial crisis, Dodd-Frank, state regulation of mortgage lenders and servicers, and recent de-regulation efforts at the federal level; the role of the states in licensing nonbank companies including fintech companies, cryptocurrency exchanges and payment transmitters; the longstanding state-based system of insurance regulation since McCarran-Ferguson; the Affordable Care Act and the states' differing views and key role in health insurance regulation; the enforcement of anti-money laundering laws and the Bank Secrecy Act at the state level either alone or in conjunction with federal agencies and state prosecutors; data privacy and cybersecurity regulation at the state level; the states' focus on consumer protection, including the oversight of student loan servicers, credit reporting agencies and payday lenders. Throughout the course, federalism and preemption principles will be discussed, along with policy choices at the state level based on changing policies at the federal level. <p> This course will be taught by Maria Vullo, who until very recently served as Superintendent of Financial Services for the State of New York. As Superintendent, Ms. Vullo led the most prominent state regulatory agency in the country, with broad jurisdiction, responsible for the supervision and enforcement of laws regarding all New York state-chartered banks, branches of foreign banks, all insurance companies and agents licensed to do business in New York, and non-depository institutions licensed in New York including money transmitters, check cashers and cryptocurrency exchanges. In this role, Ms. Vullo interacted with numerous federal regulators, as well as the insurance and bank commissioners of the other 49 states and U.S. territories. Guest speakers in the field will be invited to speak to the students during certain classes. <p> This course is intended to provide students with concrete knowledge about the complex system of financial services regulation in the United States today, including the evolving roles of the federal and state regulatory systems. It is intended to better prepare students for a career in financial services, in either the private or public sectors, and to provide students with an understanding of the importance of state regulation in broad economic sectors relevant to their careers.

COGL 0206. Topics in Entrepreneurial Law. (2 or 3 Credits)

The world continues to become more and more shaped by entrepreneurs who start innovative businesses around new technology, rapidly changing how we live and work. How can lawyers be better trained and prepared to meet the needs of these entrepreneurs? What are the potential issues and solutions facing lawyers who practice Entrepreneurial Law? The legal profession also needs to become more entrepreneurial in identifying the visionary leaders of the future, and becoming their trusted advocates and advisers. This course will focus on case studies, with input from a variety of guest speakers, including entrepreneurs, venture capitalists and lawyers.

Attribute: LAWB.

COGL 0213. Commercial Technology and Intellectual Property Transactions. (2 Credits)

This course covers intellectual property issues arising as companies grow and commercialize products. The course addresses important intellectual property issues in a company's growth cycle from start-up to mature entity. Licensing is covered in some depth as the foundation for other intellectual property transactions. Additional topics to be covered include the creation and acquisition of intellectual property, various other IP transactions and the role played by intellectual property in bankruptcy. Although most of the course is general and not industry specific, two classes will focus on some of the issues faced specifically by computer and consumer products businesses. Students will gain practical exposure to the transactions and documents themselves through several exercises in which students will act in real world roles to review, markup and/or draft actual agreements. <p> Prerequisites: There are no prerequisites for the course. <p> There will be a one-hour end-of-the year examination. The student's grade for the course will be based primarily on the exercises and final exam, but will also take into account overall class participation.

Attributes: IPIE, JD, LAWT, LLM.

COGL 0232. Legal Technology, Artificial Intelligence and Entrepreneurship. (2 Credits)

Class meets January 2, 6 - 9, 2020 at 6:00- 8:30 pm; January 4 at 9:30 am-12:30 pm & 2:00-5:00 pm, January 13 at 6:00-8:00 pm in room 8-01<p> January 11, class meets at 20 Gramercy Park South 1:00-4:30 pm<p> This course will train the next generation of Chief Innovation Officers: attorneys who design, manage and create novel tech-driven solutions to legal problems. You will gain exposure to the variety of cutting-edge legal technology disrupting the industry and work in teams to design a legal tech solution to a high-impact problem for a hypothetical non-profit client interested in environmental whistleblowing. The main prerequisites for the course are that students bring their imagination, creativity and sense of teamwork. Chief Innovation Officer is among the most coveted legal roles, but also one of the hardest to get because it requires a special, diverse skill set. The legal industry tends towards tradition, not innovation. As an aspiring Chief Innovation Officer, you will have to sharpen key design and business skills that go against the grain of traditional legal education and training. <p> The course will have a (minor) traditional classroom component that involves a survey of available legal technology, related professional ethics issues and entrepreneurial legal trends. Next, you will be introduced to the hypothetical non-profit 'client' and the legal/environmental problem it wants you to solve. The focus of the course will be in learning how to design a legal app. Teams of students will compete in presenting their designs in a shark-tank style finale before a panel of judges that includes entrepreneurs, investors and attorneys. Since the course involves group projects, class attendance is required. No coding or special technological skills are required. There will be no exam, but students will have regular individual assignments related to phases of the design process. <p> Class Meeting Dates: DATE LOCATION TIME OF DAY Thursday, January 2, 2020, Fordham: room 8-01, 6:00-8:30
 Saturday, January 4, 2020, Fordham: room 8-01, 9:30-12:30 & 2-5:00
 Monday, January 6, 2020, Fordham: room 8-01, 6:00-8:30
 Tuesday, January 7, 2020, Fordham: room 8-01, 6:00-8:30
 Wednesday, January 8, 2020, Fordham: room 8-01, 6:00-8:30
 Thursday, January 9, 2020, Fordham: room 8-01, 6:00-8:30
 Saturday, January 11, 2020, Remote - 20 Gramercy Park South, New York, 1:00-4:30
 Monday, January 13, 2020, Fordham: room 8-01, 6:00-8:00

Attribute: LLM.

COGL 0299. Entrepreneurial Law. (2 or 3 Credits)

This course will cover legal issues that arise when taking an entrepreneurial venture from conception, through formation, financing and growth. It will provide students with a basic understanding of the legal and economic considerations and principles involved in, and the role of lawyers in counseling, early stage companies and their founders and investors, including the major issues a lawyer is likely to encounter in the course of such representation. Topics to be covered include company formation (such as LLCs, C Corporations, Public Benefit Corporations), tax and employment law considerations, intellectual property, and the basics of capital raising transactions, including convertible debt offerings, SAFEs and KISS offerings, equity rounds of financing, and crowdfunding. We will also discuss the use of SAFTs (simple agreement for future tokens) and ICOs (initial coin offerings) in capital raising. Students will learn how to draft and negotiate term sheets. The class will include reading a textbook and articles, drafting and negotiating documents, guest lectures, mock transactions, and negotiation exercises. Prerequisites: Corporations.

Attributes: JD, LAWB, LLM.

Prerequisite: BUGL 0201.

COGL 0315. Commercial Arbitration. (2 Credits)

This course is offered to students interested in acquiring knowledge of arbitration as it relates to business disputes. The course will also explore mediation, mini-trial, court-annexed arbitration and negotiation, systems that are vital to a contemporary lawyer's practice. It will also focus on the emerging legislative challenges to mandatory predispute arbitration clauses in consumer and employment contracts.

Attributes: JD, LAWB, LDE, LIDR, LLM.

COGL 0316. Commercial Finance. (3 Credits)

Deals with the use and operation of the major credit devices employed in modern commercial financing. The course involves an intensive study of the law as it affects secured transactions, securitizations, installment selling, discounting trade paper, inventory and receivables financing and the use of documents as security. The rights and liabilities of the parties, unsecured creditors, the trustee in bankruptcy, and other third parties are considered. A detailed and complete study of the structure and operation of Revised Article 9 of the Uniform Commercial Code is included.

Attributes: JD, LAWB, LLM.

COGL 0318. Commercial Transactions. (3 Credits)

This course covers Article 2 (contracts for the sale of goods) and Article 9 (secured transactions) of the Uniform Commercial Code. It enhances understanding of the law of contracts as applied to the rights and duties of buyers and sellers in contracts for the sale of goods (Article 2 of the UCC). It also covers Article 9 of the UCC, which governs the law of secured transactions. .

Attributes: BFE, JD, LAWB, LAWI, LLM, LMCO.

COGL 0321. Commercial Finance - Secured Transactions. (3 Credits)

Deals with the use and operation of the major credit devices employed in modern commercial financing. The course involves a practical approach to the law of secured transactions including examples relating to inventory and receivables financing, equipment leasing, project financing and securitizations. The rights and liabilities of debtors, secured and unsecured creditors, the trustee in bankruptcy, and other third parties are explored, as well as issues arising in international financing transactions. A detailed and complete study of the structure and operation of Revised Article 9 of the Uniform Commercial Code is included.

Attributes: BFE, JD, LAWB, LLM, LMCO.

COGL 0327. Technology and E-Commerce. (2 Credits)

This lecture course will cover Internet-based electronic commerce from the perspective of both business to business and business to consumer transactions. Subject areas covered will include protection of copyrighted content, trademark issues in online transactions, enforceability of online and other standard form agreements, liability of interactive service providers, subject matter and personal jurisdiction in online transactions, and emerging issues in data security and privacy. Issues raised by emerging communications technologies such as VoIP, blogs, RSS and podcasting will be discussed. Consideration will be given to typical agreements involved in online commerce, including Web site development and hosting agreements, Web site privacy policies, Web site terms of use and end user license agreements.

Attributes: IPIE, JD, LAW, LLM.

COGL 0402. Comparative Entrepreneurial Law. (2 Credits)

What are the legal challenges of establishing a startup? How does the law support or hinder innovation and the development of new businesses? To what extent do jurisdictional variations in such laws affect the growth of entrepreneurship in those jurisdictions? <p> This course will examine these questions by comparing the laws of the United States and Israel – the two countries with the highest and second highest number of NASDAQ listed companies. <p> During the first part of the course, students will attend classes to develop a comparative perspective to entrepreneurial law, by learning about entrepreneurial law in both countries. Students will also be required to submit reaction papers regarding relevant topics.<p> This will prepare them for site visits during spring break to either Silicon Valley or Tel-Aviv. While there, students will visit companies, law firms, and/or venture capital firms to discuss the course's topics from both a legal and business perspective. <p> After returning to New York, students will present on a topic relevant to the course that is informed by their site visits (in lieu of a final exam). Students must cover the expense of traveling to the site visits on their own. A total of 20 students may enroll in the course, but students must indicate their preferred site visit location, and no more than 10 students can sign up for each location. To enroll in the course, students should fill out a pre-enrollment form, which is available here at: <https://forms.gle/ZX4NsqliRKQn9jQ6>. Students will need to be logged into their Fordham gmail account to complete the form.

Attribute: LLM.

COGL 0602. Antitrust and New Technologies. (2 Credits)

This intensive course will explore the application of antitrust and competition law to high-technology industries, focusing on how the law addresses disruptive innovation. The course will examine cutting-edge topics in the application of antitrust to multi-sided platforms, search neutrality, net neutrality, big data, and the sharing economy. Take-home exam .

Attributes: LAWI, LAWT, LLM.

COGL 0929. Doing Well by Doing Good: Social Entrepreneurship and the Question of Corporate Purpose. (2 Credits)

Can corporations – and, by extension, those advising them – be both "good" and profitable? That is the question at the core of this seminar. It also leads to other inquiries that lawyers often fail to consider (notwithstanding the significant role corporations play in many lawyers' practice). For example, why do corporations exist? What purposes do they serve? Are they obligated solely to pursue profit for their shareholders or can they (and should they) take into account broader social issues such as the need to address climate change? What are the legal and practical challenges facing those who seek both to do well by earning profits through traditional corporate forms and to "do good" for society? The course will explore these questions from a variety of perspectives. We will, for example, look at the historical, philosophical and legal roots of corporations as well as the growing tension between, on the one hand, increased focus on corporate sustainability and the growing role of shareholder "activists" on the other. We will also look at a number of current efforts to grapple with these issues, including the rise of "impact investing" and alternative corporate forms such as "Benefit Corporations" (or "B-Corps"). In exploring these questions, we will be focused on the issues that arise for lawyers looking to advise companies and boards. The course will feature interactive discussions as well as insights from guest speakers who confront these issues on a daily basis. Students will be required to prepare three short write-ups concerning assigned topics that arise from the weekly discussions as well as a final term paper. Evaluations will be as follows: final paper (60%); write-ups (30%); and class participation (10%).

Attribute: LAWB.

Communication and Culture (COMC)

COMC 1101. Communications and Culture: History, Theory, and Methods. (4 Credits)

An introduction to the history, theory and methods of Communication Studies, Media Studies, and Cultural Studies. This serves as the required introductory course for the major in Communication and Culture. It provides students with a basic theoretical foundation for understanding the interdisciplinary traditions of our field, an historical examination of key paradigms and theorists, and an overview of the methodological approaches used by scholars of mediated communication. We will explore the ways in which theory and methodology are inextricably intertwined and how their relationship shapes both inquiry and analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, ASHS, DISA, DTEM, DTMM.

Prerequisites: COMM 1000 or COMM 1010.

COMC 1999. Tutorial. (1 Credit)

Independent research and readings with supervision from a faculty member.

COMC 2111. Theories of Human Communication. (4 Credits)

This course introduces students to the study of human communication through a variety of theories that focus on language, meaning, symbols, performance, gender, race, culture, and political economy, among others. Students develop an awareness of the varied perspectives from which communication has been studied; ethical issues and complexities of human and mediated communication in the 21st century; and how communication concepts and theories help us better understand our lives, relationships, culture, and society. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, CCMS, LING.

COMC 2112. Strategic Communication: Theory and Practice. (4 Credits)

Introduction to strategic communication for students interested in advertising, public relations, health communications, social advocacy and political campaigns. Presents today's best practices used to research, design, implement and evaluate campaigns. Topics include: impact of the evolution of technology and the digital environment on delivery of campaigns, basic elements of a strategic media plan, ethics and regulation of strategic communications, and role of strategic communications in the process of marketing products, people, ideas, and social causes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, NMAC, NMDD.

COMC 2113. Interpersonal Communication. (4 Credits)

An introduction to the basic tools of behavioral research as applied to the study of interpersonal communication. Topics such as human relationships, communication competence, conflict negotiation, intercultural communication, communication and gender, and mediated interpersonal communication are covered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, JOUR.

COMC 2117. Language, Consciousness, and Culture. (4 Credits)

In this course, we examine how we use words and symbols as tools for thought and guides for action, and how the structures of language and symbolic communication relate to the structures of consciousness and culture. We analyze the role of language in understanding our world, constructing reality, and evaluating messages and information. Pragmatic strategies for avoiding misevaluation and misunderstanding, resolving conflict, and improving clarity of communication through awareness of language habits in interpersonal, organizational, and mediated contexts are emphasized. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, LING.

COMC 2146. Introduction to Health Communication. (4 Credits)

Students in this course will receive a broad overview of the health communication discipline. The course will begin with a discussion of how health and illness are conceptualized in various contexts to open doors to the diversity of health communication research and careers. Students will explore health-related topics as they appear in interpersonal, organizational, and mediated forms of communication. Topics include provider/patient communication, medical decision-making, health campaigns, medicine on TV, and more. Students are also invited to explore their own health-related interests through course assignments and discussions. While this course is a good match for students interested in medical careers, it does not require any specific science-related knowledge and aligns with a wide range of other career paths and backgrounds including nonprofit work, law, journalism, and strategic communication. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, CCUS.

COMC 2159. Communication Technologies and Society. (4 Credits)

This course surveys the history of mass media, from Gutenberg's invention of the printing press until today. We will focus on the technological aspects of media. However, a key focus of this course will also be on how the development of new tech gained later widespread adoption, how these technologies directly and indirectly affected the contemporaneous socio-cultural environment, as well as their continued effect on society today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, DTEM.

COMC 2166. Media Advocacy. (4 Credits)

Media advocacy is the strategic use of communication channels for the purpose of social justice and influencing public policy. Social marketing seeks to develop and integrate marketing concepts with other approaches to influence behaviors that benefit individuals and communities for the greater social good. Guided by ethical principles, social marketing seeks to integrate research, best practices, theory, and audience and partnership insight to inform the delivery of competition-sensitive and segmented social change programs that are effective, efficient, equitable, and sustainable. This course offers a strategic framework for developing a social media advocacy program, using social and digital media to help shape public debate, mobilize public action, and speak directly to those with influence to help bring about social change. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CCMS.

COMC 2175. Persuasion and Public Opinion. (4 Credits)

(Formerly COMM 2701): An examination of the theories and research on persuasion and attitude change, the strategies and techniques used by persuaders and the reception skills needed to be a critical consumer of persuasive messages. Topics such as the psychology of attitude formation and change, interpersonal influence, rhetoric, language and symbol use, culture and persuasion, persuasive campaigns and movements, political communication, advertising and propaganda, the sociology of mass persuasion and the ethics of persuasion are covered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, JOUR, SSCI.

COMC 2223. Comic Books and American Culture. (4 Credits)

This course charts the historical development of the comic book in America, from the Great Depression of the 1930s to the present day. It will examine the comic book's defining characteristics as a unique visual/narrative medium, and evaluate comic books' value as a vivid historical record of the preoccupations and anxieties of American society. This course will chart the medium's shifting cultural status, from earning widespread public condemnation in the 1950s to its literary rehabilitation as the "graphic novel" in the 1980s. It will also consider how the commercial demands and economic structures of America's comic-book industry have shaped comics' artistic development and critical reception. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCUS, CMST.

COMC 2234. Media and the Arts. (4 Credits)

This course offers a wide-ranging survey of various art forms and the technologies that produce them. Primary emphasis will be placed on visual culture, although we will talk about the ways in which media and art mobilize multisensory responses. We will begin with a consideration of mechanical reproduction and the possibilities of mass dissemination of art that was previously considered to be esoteric and belonging to the domain of specialists. We will also cover a range of other topics such as photography, video art, graphic novels, performance, animation, digital art, and public art. Throughout the sessions, we will maintain a critical humanist perspective and explore media and art forms as they intersect with questions of power, gender, race, and class. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCUS, CMST, URST.

COMC 2236. The Rock Revolution in Music and Media. (4 Credits)

From transistor radios to digital downloads, from AM to FM through the rise of MTV, and from Elvis to the Beatles to Woodstock, this course examines the media's role in the evolution of rock 'n' rock and its impact on our society. We explore the often symbiotic relationship among the music, technology and personalities of an era that still reverberates today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, ASHS, CCUS, CMST.

COMC 2277. Media and Sexuality. (4 Credits)

By all accounts, we have witnessed an explosion of LGBTQ representation in the media over the last decade. This course critically examines the terms of this new visibility, and inquires into the exclusions that accompany the recognition of certain queer and trans subjects. Through the study of media, film and popular culture, we will explore how representations of sex and sexuality are also central to the construction of ideas about race, class, gender, and nation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCUS, CELP, COLI, EP3, FIID, PJGS, PJST, WGSS.

COMC 2278. Media, Culture, and Globalization. (4 Credits)

What is the role of the media in shaping our understanding of a globalized, interconnected world and our position within it? This course explores these questions by studying the role of the media in both producing and resisting forms of power, violence and inequality associated with contemporary globalization. In particular, we will examine how the media structures and mediates our relationship to others, and communicates powerful meanings about citizenship, national identity, security, and criminality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCUS, CMST, GLBL, INST, ISIN.

COMC 2279. Contemporary Asian Media Cultures. (4 Credits)

As a geopolitical entity, the Asian continent is culturally, linguistically, and ethnically diverse, and so are its media forms. Contemporary global flows and transnational exchanges further complicate this search for a singular Asia. This course begins with the premise that we cannot understand contemporary Asian media cultures without accounting for formal and informal infrastructures of production, circulation, and consumption. We will focus both on media objects and texts—including but not limited to cinema, television, and the internet—as well as the cultural and historical contexts in which they are produced. Each week focuses on a conceptual theme that is aimed at broadening our horizons of understanding both the meanings of Asia and the work that media does in and through Asia. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCUS, CMST, DTEM, GLBL.

COMC 2329. Media Industries. (4 Credits)

This course presents an introduction to the critical study of media industries. Students will not only survey institutional, social, and technological histories of the media industries, they will be introduced to scholarly approaches to studying issues such as media organization, the political economy of media, and media governance and regulatory policy. By engaging with recent writing and debates in the field, students will develop the skills necessary to examine media institutions, analyze their operations, and assess their impact on society. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, CMST, JOUR, SSCI.

COMC 2377. Mass Communication and Media Effects. (4 Credits)

(Formerly COMM 2610) This class will introduce students to the study of mass communication through an examination of the structure of mass media and the perceived effects of media on individuals and society. Students will examine the history of mass media, from the formation of the public sphere to electronic mass media forms such as radio and television, while exploring its intersection with the emergence of communication scholarship. Students will also consider debates over the impact of these mass media forms, analyzing case studies and theoretical claims regarding concepts such as propaganda, agenda-setting, and mainstreaming. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASAM, CCMS, CMST, PLUR, SSCI.

COMC 2999. Tutorial. (2 Credits)

Independent research and readings with supervision from a faculty member.

COMC 3114. Effective Speaking. (4 Credits)

(Formerly COMM 2501): A study of principles of effective communication with emphasis on the role of public speaking skills in professional life, the importance of critical thinking to communication and its significance in a democratic political system. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, JOUR.

COMC 3115. Performance for Broadcast Media. (4 Credits)

This course will improve students' performance skills in broadcast media (as well as give industry insight), whether they are on the path to sports broadcasting, hard news, comedy, the boardroom, or the latest viral web-show or podcast. A different on-air challenge will be presented each week where students will work on—then self-critique—their vocal delivery, body mechanics, and writing style. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, JOUR.

COMC 3171. Orality and Literacy. (4 Credits)

An examination of oral and literate modes of communication and their relationship to culture, consciousness and social organization. Topics include the nature of non literate cultures, oral tradition and mnemonics, the historical development of writing systems and their social and psychological impacts, theories and debates on oral and literate cultures, and mindsets. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, CCMS, JOUR.

COMC 3172. Principles of Advertising. (4 Credits)

(Formerly COMM 3502): A study of advertising strategies and promotional appeals. Professional guidance in the creation of advertising: the planning, designing and writing of campaigns for all media and for multimedia campaigns with special emphasis on copywriting. Juniors and Seniors only. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, CCMS, JOUR, NMAC, NMDD.

COMC 3174. Public Relations. (4 Credits)

(Formerly COMM 3501): Provides knowledge of the basic concepts of public relations and instruction in the use of various media in reaching specific publics. Through lectures, writing assignments, and in-class workshops, students will learn the basic concepts of public relations and the methodology of using various media to reach specific audiences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, FASH, JOUR, PJCR.

Prerequisites: COMM 1000 or COMM 1010.

COMC 3179. Crisis and Reputation Management in PR. (4 Credits)

Through case studies and class assignments, this course will investigate best practices for responding to disruptive and unexpected events which might damage a business brand or threaten an organization's mission. Students will identify and strengthen the skills necessary to deliver key messages into public discussions via traditional and social media channels for the purpose of establishing or maintaining a brand or organization as an authority and industry leader. Students will also learn public relations tactics to deal with crisis scenarios and ongoing reputation building. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, CCMS, CMST.

Prerequisites: COMM 1000 or COMM 1010.

COMC 3186. Sports Communication. (4 Credits)

This course provides a survey of sports communication from analytical and practical perspectives. Written assignments address topics covered, including sports reporting and writing, advertising, and public relations. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, CCMS, JOUR, SJOR.

Prerequisites: COMM 1000 or COMM 1010.

Mutually Exclusive: COMC 3187.

COMC 3187. Sports Communication in the Field. (4 Credits)

A survey of sports communication from analytical and practical perspectives. As part of the class, students will make visits to sports organizations in the New York area, and so those enrolling should allow travel time before and after the course meeting. There will be three to five field trips during the semester, which students must attend. Assignments will address topics covered, including sports reporting and writing, advertising, and public relations, and may relate to the specific organizations visited. Students may not take this course and COMC 3186, Sports Communication. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, CCMS, JOUR, SJOR.

Mutually Exclusive: COMC 3186.

COMC 3232. Class, Taste, and Popular Culture. (4 Credits)

In this course, students examine cultural hierarchy and conflicting notions regarding the "ideal" form and content of the symbolic environment. Drawing from various critiques of the mass media, this course explores the ways in which debates about cultural and aesthetic standards reflect socioeconomic and political concerns. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, APPI, ASAM, CCUS, COLI, PLUR, URST.

COMC 3233. Promotional Culture. (4 Credits)

Promotional industries like advertising, marketing, and public relations have grown into a nearly ubiquitous presence in our lives. They do much more than sell products, however. These professions influence the ways politicians are elected, activists strive for social change, and individuals perform their identities both in person and online. Through a critical look at the histories, institutions, practices, and ideologies of promotion, this class explores life living in a promotional culture. We will use a historicized understanding of promotion to address contemporary issues such as disinformation, online bots, trolling, citizen journalism, self-branding, and emergent technologies of publicity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCUS, CMST.

COMC 3235. Popular Music as Communication. (4 Credits)

Current issues in popular music studies—mediation, globalization, authenticity, identity, community, etc.—covering a wide range of popular musics in North America. Regular reading and listening assignments. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, CCUS, COLI, URST.

COMC 3240. Photography, Identity, Power. (4 Credits)

Contemporary social life is structured in part around the unprecedented circulation of personal photography. With the rise of internet-enabled devices that capture and upload photographs in the blink of an instant, new and old ethical quandaries arise with regard to the role of photography in civil society and community life. This course will explore the intertwining of power, identity, and photography thematically, building students' understanding of theoretical foundations alongside contemporary scholarship. Students will learn about legal issues around copyright, manipulated photography, privacy rights, and censorship. They will probe the relationship between identity construction, self-styling, self-portraiture, and context collapse. They will consider the ethics of photography in activism and movement building. Across themes, contemporary issues will be paired with historical examples. For instance, the circulation of images and videos of police violence, which have served as catalysts in the contemporary international movement against racial injustice, will be contextualized within a longer history of the circulation of images of Black trauma, from lynching postcards to the Civil Rights Movement. To explore self-portraiture, students will consider historical examples of subversive self-portraiture, from queer self-fashioning in 19th-century vernacular photography to 20th-century artists' use of the form, alongside selfie culture on Instagram. Students will self-assess their own photographic practices and develop skills in historical research to complete an original research project using primary photographic sources. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, CCUS, CELP, CMST, DTEM, DTEV, EP3, FIID, JOUR, PJMJ, PJST, PLUR, PPWD.

COMC 3247. Race and Gender in Media. (4 Credits)

This class analyzes representations of social class, racial and ethnic identity, and gender and sexuality in media. We begin our work with two assumptions. First, that media both shape and are shaped by social conceptions. Second, that these categories—race, class, and gender—are embodied, that is, they describe different physical bodies that inhabit real, lived environments. From there, students learn to identify central themes and problems in representing differences of race/ethnicity, social class, and sexuality in fiction and nonfiction media. The class will use a mixture of hands-on activities with contemporary media (such as blogging, journaling, and online discussion) plus more traditional readings about theories of representation and embodiment. The course is intended as a learning environment where students are able to do more than simply identify stereotypes. Rather, they intervene in these representations, actively critiquing stereotypes and moving past them toward a reflective attitude about the relationship between society as it is lived for people of different racial, sexual, and class groups—and the image of those groups as depicted in media. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AFAM, AMST, APPI, ASAM, ASSC, CCUS, CMST, COLI, DISA, HCWL, HUST, JOUR, PJMJ, PJST, PLUR, WGSS.

COMC 3260. Media Regulation. (4 Credits)

This course explores the history and grounding of U.S. telecommunications regulation in the precedence of utilities, emphasizing private control while developing a national infrastructure, as opposed to the European model of media as social agency. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCUS, CELP, JOUR, JPLH.

COMC 3268. Media and National Identity. (4 Credits)

(Formerly COMM 3681): An examination of case studies showing how national identity is inferred and organized by mass media. Questions include: How is nationalism produced by media discourse? How are outsiders portrayed? Who draws the boundaries between inside and outside, and how? Texts will include television, radio, print journalism, music and films. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASAM, ASHS, ASRP, ASSC, CCUS, COLI, GLOB, INST, ISIN, JOUR, LALS, LASS, PJMJ, PJST.

COMC 3272. History and Culture of Advertising. (4 Credits)

An examination of advertising practices. A review of the social and technological history of American advertising beginning with the print media. Social and interpersonal meanings imbedded within the publicity images of both print and television are examined as well as the continuing penetration of advertising and marketing strategies in media culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, APPI, ASAM, CCMS, CCUS, CMST, JOUR, WGSS.

COMC 3280. Representing Asians in Journalism and Media. (4 Credits)

From traditional to social media, from the “yellow peril” stereotype in the 19th century and the model minority discourse in the 20th century to #StopAsianHate during the COVID-19 pandemic in the 21st century, the media have played and continue to play an important role in the history of Asian Americans. Media activities, whether in the processes of media production, representation, or consumption, have largely shaped how the Asian American identity is perceived and how the Asian American community is evolving. At the same time, many Asian Americans are media producers themselves, telling their stories across media platforms. Through class materials, discussions, and projects, this course provides an opportunity for students to study the roles and practices of various mediums, such as news media, popular media, and digital media, as well as their implications for Asian Americans and beyond. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, CELP, CMST, DTEM, JETH, JOUR, JPLH, PLUR.

COMC 3310. Ethics and Popular Culture. (4 Credits)

For many people, popular culture – specifically television and film – is their first exposure to complex ethical issues and resulting decision-making processes. Yet, despite the fact that pop culture plays a large part in shaping our moral standpoint, it is often overlooked as a source of academic ethical discourse. This course will examine the relationship between ethics and popular culture throughout the past century: from sideshows and Vaudeville to reality shows and social media. It will look at ethical issues in the entertainment industry and media, how we learn about ethics from pop culture, and how to be an ethical consumer of a variety of media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CELP, CMST, JOUR.

COMC 3328. Media Logistics. (4 Credits)

This course introduces students to advanced topics in the study of media industries by examining the logistics of media operations. Students will explore how media industries organize, refine, and administer the “supply chains” of media technologies, while examining the ways in which media technologies are themselves critical to global logistical flows and communication networks—along with the environmental and social impacts they entail. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, CMST.

COMC 3329. Media Archaeology. (4 Credits)

Media Archaeology is a field of research that attempts to understand the conditions of contemporary media by looking to their past—with a particular interest in the forgotten, obsolete, obscure, or otherwise dead media technologies, forms, and formats left behind along the way. From music for vinyl records, wax cylinders, and Tefifons, to programs broadcast on cathode ray televisions and recorded on BETAMAX, to games played on Atari and oscilloscope, this course introduces students to the skills and resources necessary for excavating and theorizing the place of seemingly dead media. Learning Objectives: • Develop skills necessary for media archaeology research, both technical skills like soldering, and the scholarly habits required for relevant word, image, and sound archives. • Understand the various theories of media archaeology, their critiques, and criticisms, including writings from Friedrich Kittler, Jussi Parikka, Wolfgang Ernst, and Jonathan Sterne. • Demonstrate the ability to restore, operate, or re-engineer historic media artifacts in order to re-contextualize the pathways of their underlying economic, political, and technical networks for contemporary media culture. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CMST, DTEM.

Prerequisite: COMM 1000.

COMC 3330. Peace, Justice, and the Media. (4 Credits)

(Formerly COMM 3110): This course analyzes the ways in which the media represent the issues of peace and justice. Considering the relevance of peace and justice for democratic practices, the variety of media depictions of such issues will be analyzed. Topics such as environmental and economic justice, poverty and the poor, race and gender, war and peace, and media ethics and values will be covered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASAM, CELP, CMST, HCWL, HUST, JOUR, PJIN, PJMJ, PJST.

COMC 3350. Media Law. (4 Credits)

This course is designed to introduce the communication and media studies major to the basic issues in the field of media law. Examined here are the Constitutional principles underlying the major Supreme Court cases that have established the parameters governing the use of communication technologies in the country. Special focus will be given to the various legal changes posed by new media. Juniors and Seniors only. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASAM, ASHS, ASSC, CELP, CMST, DTPL, JOUR, JPLH, NMDD.

COMC 3370. Ethical Issues in Media. (4 Credits)

(Formerly COMM 3476): Review of some basic ethical principles and examination of media related issues such as freedom of expression, the right to privacy and the public's right to know. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASAM, ASSC, BEHR, CELP, CMST, JETH, JOUR, LPGP, NMDD, NMDE, WGSS.

COMC 3375. Children and Media. (4 Credits)

(Formerly COMM 3309): This course explores the controversy surrounding children's media. Topics such as the role of media in socialization and learning, the effects of media content and communication technologies on children's behavior, thought and emotions are examined. The functions that media perform for children, and the efforts to design media specifically for children are considered. Various forms such as television, popular music, film, video games, fairy tales and children's literature are explored. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASAM, ASHS, ASSC, CELP, CMST.

Prerequisites: COMM 1000 or COMM 1010.

COMC 3378. Media, Youth Culture, and Civic Discourse. (4 Credits)

This course will discuss how media, politics, and other civic institutions are evolving in the digital era; how politicians, journalists, and other civic groups are trying to reach out to millennials and members of Generation Z; and how young citizens are creating their own modes of civic discourse. Throughout, we will investigate: (1) the millennial/Gen Z media consumer/citizen, (2) the space of public (old and new) media, (3) the character of our political discourse, and (4) the state of civic engagement. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASAM, CMST, JOUR, JPLH.

COMC 3380. International Communication. (4 Credits)

(Formerly COMM 3106): Comparative study of media systems of different countries. The role of the media in the formation of the concept of nationality. Theories of communication development and the debate around the international flow of information. How the media informs us about other countries and how, through the media, we form our conception of the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, CELP, CMST, GLBL, HCWL, HUST, INST, IPE, ISIN, JOUR, LALS, LASS, NMDD, NMMI.

COMC 3999. Tutorial. (3 Credits)

Independent research and readings with supervision from a faculty member.

COMC 4114. Speaking for Change. (4 Credits)

This advanced public speaking course trains students in a variety of long-form presentation scenarios in an effort to develop sophisticated techniques of storytelling and persuasion in a contemporary communication landscape. The course will emphasize rehearsal and performance techniques, storytelling structures, visual aids, speaking without notes, and exploration of societal issues and values of great personal importance. Students' practice will culminate in a 20-minute public speaking engagement for the Fordham community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, PJMJ, PJST.

Prerequisites: COMC 3114 or COMM 2501.

COMC 4115. Communication and the Food System. (4 Credits)

This course focuses on the relationships between contemporary food systems, communication and media systems, culture, and social change. It explores the unique contributions that perspectives from communication and media theory can bring to the study of agriculture, food, and society. It also considers how these perspectives can inform actionable practices that aim to bolster long-term nutritional health, economic equity, and global environmental sustainability. The course covers a diverse set of topics, including food and its relationship to human civilization, identity, journalism, marketing, entertainment, animals, the environment, labor, nutrition, technology, policy, ethics, etc. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASHS, CCMS, CCUS, ENST, ESEL, ESHC, PJEN, PJST.

COMC 4146. Health Communication and Social Justice. (4 Credits)

Blending the fields of interpersonal communication, media studies, critical rhetoric, and medical sociology, this course offers students a background in health communication from critical cultural perspectives. We will explore a wide range of health-related topics including mental health, sexual health and reproduction, the diagnostic process, death and dying, and disability justice. The course will analyze theoretical perspectives on health communication as well as research methods and processes through which knowledge in this field is produced and disseminated. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, CCUS, DISA, DIUL.

COMC 4170. Dissent and Disinformation. (4 Credits)

An exploration of the moral and ethical conflict between conscience and convention, principle and group loyalty, received wisdom and freshly perceived evidence, from disparate disciplines which converge on the continuity of ancient religious and political dissent with modern forms of dissent and the social control measures they provoke in modern mass-mediated society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASAM, CCMS, CELP, JOUR, JPLH, SRVL.

COMC 4211. Media and Modernity. (4 Credits)

Drawing from Marx's claim that in modernity "all that is solid melts into air," we will use perspectives from economics, history, sociology, communication and cultural studies to examine the dialectic of creation and destruction at the center of modern life. Modernity is characterized by numerous paradoxes, including the tensions between tradition and change, progress and discontinuity, universalism and atomization, the religious and the secular, and private and public life. How are these paradoxes manifested in our culture? What have we gained as a result of the processes of modernity, and what have we lost? How might we make sense of modernity? How might we engage modern life? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, CCUS, CMST, ICC.

COMC 4222. Media and the Environment. (4 Credits)

This course looks at the variety of ways in which media depict the natural world through stories, narratives, and images of nature and the environment in both fiction and non-fiction formats, as well as persuasive forms of communication. In assessing how our relationship with nature is mediated through culture and media, we will look at a broad spectrum of genres from films, documentary, TV, magazines, advertising, environmental journalism and conservation campaigns. We will compare such media images and narratives to key environmental texts on major topics in ecology, finding points of convergence and difference and assessing the consequences. We will examine the ways in which popular formulations of the natural world influence public opinion, human behavior and environmental policy. Using case studies we will examine informational, educational, and persuasive campaigns designed around topics such as transportation, chemical production, food and agricultural practices, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, CCUS, CMST, ENST, ESEL, ESHC, ICC, JOUR, PJEN, PJMJ, PJST.

COMC 4241. Communication, Popular Culture, and Philosophy. (4 Credits)

(Formerly COMM 4711): This course will draw from the fields of Communication and Philosophy, exploring the ways in which the two disciplines complement and inform one another, each offering a route to a deeper understanding of issues of concern to both fields. Our terrain of inquiry will be contemporary popular culture, in the forms of mass, digital and social media. Calling upon a diverse range of scholarship from both intellectual traditions, we will examine the ways in which popular forms of mediated communication can help to engage a mass audience in timeless philosophical issues, as well as inviting us to ponder newer kinds of philosophical questions, unique to our time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCUS, ICC, URST.

COMC 4246. Media, Disability, Futurity. (4 Credits)

This interdisciplinary capstone course explores the theme of futurity through the lenses of media studies, disability studies, and narrative studies. Futurity is not just the stuff of science fiction, but is rather an integrated part of the rhetoric we use when imagining the kind of world we want to build. Media and other digital technologies are often a part of this narrative imagining, and with those tools we often imagine which bodies we might repair, represent, or rebuild. Using a variety of interpretive and analytical methods, students will ask what futures are available to which bodies and why; how bodies are figured as legibly human, and how dominant narratives enable or foreclose the full expression of a range of embodiments. The object of analysis is simultaneously representative, linguistic, narrative or historical: this course argues that any critical examination of embodiment necessarily touches upon not only key cultural studies categories such as race, class, gender and sexuality, but also upon the question of technology's relationship to the body and its narrative figuring of health and flourishing. Students will finish the course with a nuanced understanding of how contemporary texts both visual and linguistic determine a shared cultural imagining of a better world, and how we might work to craft that image in a more inclusive and socially just way. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCUS, COLI, DISA, DIUL, ENGL, ICC, PJSJ, PJST.

COMC 4266. Communicating Revolution. (4 Credits)

In the past four centuries, there have been attempts at social and political revolution, all of which have been made possible by media. The interdisciplinary course will concentrate primarily on the past revolutions including the American, French, Russia and Cuban Revolutions, asking how did the idea arise that it might be possible to create a new society, with greater justice and equality for all, by overthrowing the old, and what was the role of the media in defining that idea? How has each revolution partially succeeded and partially failed, and what part has the media played in either promoting or opposing it? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCUS, JOUR.

COMC 4268. Media and the Social Construction of Reality. (4 Credits)

What does it mean to have "social awareness"? How is our reality constructed? How do our media, society, and culture, and our own particular upbringing affect our ideas of reality? What role(s) do media play in our being socially aware? This course explores these and other questions through both media ecological and sociological lenses. Students will examine the relationship between media and social awareness and how different media interact with our social awareness. The course explores the ways we receive and evaluate images, narratives, representations of events, and depictions of peoples and groups. Students investigate the production of media representations across a broad spectrum of outlets, formats, genres, and programming in print, broadcast, and new media. The course also focuses on the roles and functions of media in society and culture, as well as the public's need for information and knowledge in a 21st-century environment of globalization, convergence, and technological and economic change. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, APPI, CCUS, ICC, PJMJ, PJST.

Prerequisites: COMM 1000 or COMC 1101.

COMC 4338. American Political Communication. (4 Credits)

(Formerly COMM 4706): This survey course addresses political communications in the American context. Students will examine the activities of key political actors (elected officials, institutions, organizations, public and the media) and will engage with key works in the field to assess how political actors use mediated public practices to bolster narratives, create consensus, and allocate power and resources. Major topics for consideration include: the public sphere and public opinion; propaganda and public relations; presidential rhetoric; electoral politics and campaigning; journalism, the news, political humor, and public life; research on media and new media effects; meditation of identity politics (age, religion, race, gender, and sexual orientation); and political advocacy, civic engagement, and social movements. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, CMST, JOUR.

COMC 4340. Freedom of Expression. (4 Credits)

The opposing historical trends of authoritarian centralism and libertarian pluralism are traced through a variety of political orders, philosophies, and communication systems. The interplay of technological forms of communication predominant social values is examined and specific cases are subject to evaluative judgments. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, APPI, ASAM, ASHS, ASRP, CCMS, CELP, CMST, DTEM, DTPL, ICC, JOUR, JPLH, LPGP, NMDD, NMMI, PJMJ, PJST.

COMC 4348. Religion, Theology, and New Media. (4 Credits)

(Formerly COMM 4411): An interdisciplinary capstone course, this course examines the historical and theoretical significance of the intersection between communication, technologies and religious communities. Drawing on the disciplinary methods and assumptions of both communication and media studies and theology, the course will ask students to critically and theoretically explore the significance of religion as a cultural phenomenon as well as to take seriously the theological significance of media practices as articulated by religious subjects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, ASRP, CCMS, CMST, DTEM, ICC, JOUR, THEO.

COMC 4360. Communication Ethics and the Public Sphere. (4 Credits)

(Formerly COMM 4004): This course deals with the policy decisions and ethical issues facing society in the telecommunications age. Of special concern are the ethical issues raised by the melding together of heretofore discrete media into vertically integrated, profit oriented, corporations. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASAM, CCMS, CELP, CMST, DTEV, EP4, HCWL, HUST, JETH, JOUR, PJMJ, PJST, URST, VAL.

COMC 4370. Ethical Controversies in 21st Century Media. (4 Credits)

Mass media have long played a significant role not only in the ways society informs and communicates with itself, but also in the manner in which it reproduces its social mores and reality. With the rise of digital and social media, these dynamics are both disrupted and deepened, even as they continue to evolve. Students who plan to pursue careers in the media (professional and academic) will be faced with an unusually challenging array of difficult choices that carry with them potent ethical repercussions. This course explores contemporary ethical debates in media on the levels of theory, institutions, audiences and practices. It strives to equip future media professionals with sensitivity to moral values under challenge as well as the necessary skills in critical thinking and decision-making for navigating their roles and responsibilities in relation to these challenges. For all students, the class also hopes to hone ethical insights as media consumers as well as participating citizens in media-saturated societies.

Attributes: CELP, CMST, DTEV, EP4, JETH, JOUR, NMDD, NMDE, VAL.

COMC 4380. Media and Moral Philosophy. (4 Credits)

This senior values EP4 seminar examines public discourse through the lens of moral philosophy. Debate in the public sphere often uses moral narratives to make sense of difficult issues or events. When something grips the national attention—such as a school shooting, a hotly contested election, or an environmental disaster—we don't just need to know what happened, we also need to grapple with why. We want to understand whether and how this changes who we are as a society and our place in history. To this end, news and social media create diverse and often contradictory narratives about who is blameworthy and who is a victim, about what moral goods are at stake and the best way to protect and promote them. Understanding these narratives in moral terms is crucial to becoming an ethically informed public citizen, because it helps us grasp the deeply human stakes underlying what may often seem like endless newsfeed chatter. Each iteration of the course focuses on a different issue. In this version of the course, we will be looking at the moral narratives around gender. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, ASRP, CCMS, CCUS, CMST, EP4, VAL, WGSS.

COMC 4999. Tutorial. (4 Credits)

Independent research and readings with supervision from a faculty member.

Communication and Media Management (Gabelli Graduate) (CMGB)

CMGB 6550. Advanced Business Communication. (3 Credits)

Communicating effectively is essential to successful management, yet many managers lack an understanding of their own communication skills. This course instructs students on what effective management communication means for teams and leadership styles, including communicating change, managing stakeholders, empowering others, and presenting compelling ideas. Students learn how to provide constructive feedback and how to examine their own communication style, applying theories and concepts via practical means in course activities and assignments.

Attribute: MOE.

Mutually Exclusive: CMGB 7550.

CMGB 7500. Media Systems and Markets. (3 Credits)

Introduces students to all of the key elements that constitute contemporary media systems and to the key stakeholders in—and evolving dynamics of—contemporary media markets. Includes comparative analyses of international media systems and the economic, technological and regulatory parameters under which they operate. Also provides historical, economic and technological perspectives on the evolution of media systems and markets. PREVIOUSLY TITLED: MEDIA & COMMUNICATION INDUSTRIES.

Attributes: ABEB, PMMA.

CMGB 7525. Cross Cultural Negotiation and Communication. (3 Credits)

Explores how cultural differences and international settings affect business communication and negotiation—key skills for managers who seek to get solutions accepted and implemented. The dimension of culture is used to increase the student-managers' self-awareness and reflection and to build flexibility in their conceptual understandings and skills. Emphasizes specific strategies, styles, and techniques that help the negotiator/communicator.

Attributes: ABGS, ABIB, BLEB, GSSE, PMMA.

CMGB 7530. Innovation in Media Business Models. (3 Credits)

This course examines the factors that have contributed to the emergence, institutionalization, and decline of traditional media business models, as well as to exploring, assessing, and critiquing the wide range of new and innovative business models that are emerging in the contemporary media environment. Students will draw upon these analyses to develop new business models or innovative variants of existing business models for discussion and critique.

Attribute: ABEP.

CMGB 7531. Comm Corp Image Responsibility. (3 Credits)

Demonstrates the value of pragmatic public relations activities through basic principles, case studies and guest speakers. Examines how inept communications and resulting public perceptions can create or deepen corporate crises. Stresses criteria for selecting outside counsel, establishing relationships with the media and communicating with employees and stockholders. Also offered as MKGB 7782.

Attributes: ABGS, MEMG.

CMGB 7534. Public Relations. (3 Credits)

This course examines the use of public relations strategies to replace or augment more traditional communications efforts. It will feature agency publicists and company representatives who will discuss this trend. This course will also include case studies that illustrate how techniques such as video press releases, expert spokespeople, and inventive news pegs are used as part of an overall communications plan.

Attributes: MEMG, PMMA.

CMGB 7537. Crisis Communication and Leadership Strategies. (1.5 to 3 Credits)

Every organization faces crises. Yet, how crisis is handled is critical to helping its brand move forward. Students learn theoretical conceptualizations, public relations and crisis management skills to handle real world crises. Students assess how public-relations fits into the strategic management and decision-making of an organization during a crisis situation. Possible remedies for crisis are examined by applying best strategies for specific situations, using both traditional and new media, while also focusing on strategies and approaches for crisis prevention.

Attributes: ABIB, MEMG, MOE, PMMA.

CMGB 7540. The Business of Music. (3 Credits)

This course has a rotating focus each semester that it is offered, but each instance will involve an intensive focus on a single industry sector. Specific sectors that will be the subject of semester-long intensive analysis include the television industry, the music industry, and the motion picture industry. Students will apply the analytical skills and conceptual understandings developed in other courses in the curriculum as part of an effort to achieve a detailed understanding of the challenges and opportunities facing an individual media sector. Students will also gain a detailed understanding of the history, evolution, economics, and key stakeholder dynamics of these individual industry sectors.

Attributes: MEMG, PMMA.

CMGB 7541. Applied Project. (3 Credits)

This course provides students the opportunity to apply their skills to a project with a real client. Students will gain real-world experience as they learn how to manage a project and client relationship virtually as they maintain effective client engagement. Students will be responsible for managing their project and the client relationship, as well as submitting deliverables on time. During this course, we will discuss effective project management and the importance of stakeholders. We will review the various deliverables for this project, including the project management deliverables and final presentation deliverable.

CMGB 7550. Leadership Communication. (3 Credits)

MBA FLEX CORE COURSE A leader's success hinges on the ability to communicate effectively with diverse stakeholders in divergent settings. This applied course introduces students to academic theories that describe, explain, and predict effective and ineffective leadership communication behaviors. Throughout the semester students solicit candid and constructive feedback about their leadership communication strengths and improvement opportunities. Then, they apply practical strategies, validated by academic research, to improve their communication effectiveness as leaders. Previously titled Management Communication.

Mutually Exclusive: CMGB 6550, MMGB 6650.

CMGB 7554. Consumer Adopt of New Med. (3 Credits)

Examines new communications technologies using guest speakers, videotapes and case studies. Surveys cable, video, satellite transmission, digital television, Internet media and other new and emerging forms of information transmission, with particular emphasis on their interaction and impact on society and business. PREVIOUSLY TITLED: NEW MEDIA AND MASS COMMUNICATIONS.

Attributes: ABEB, PMMA.

CMGB 7556. Law of Trad & New Media. (3 Credits)

Analyzes the legal parameters and constraints on freedom of expression that govern traditional and new communications technologies, focusing on the Internet. Probes the various constitutional, statutory and regulatory protections accorded the Internet and more traditional media, such as print, broadcast and cable, as well as governmental attempts to regulate certain aspects of them. Topics include modern First Amendment interpretation, defamation, privacy, commercial speech, indecency/obscenity, contracts, intellectual property and e-commerce. Also offered as BLGB 7325.

Attributes: ABEB, MEMG.

CMGB 7561. New Media Product Dev Prac I. (3 Credits)

Intended to help students understand the practical application and integration of compelling content and the various formats of modern media in business application. The course includes most forms of video, audio, and social media. Students will develop a media strategy, delivery plan, and create actual media to solve communications challenges for real companies.

Attribute: MEMG.

CMGB 7563. Ethics & Soc Resp in Media Ent. (3 Credits)

This course explores the wide range of ethical issues affecting contemporary media enterprises and the role that social responsibility should play in the operation of these unique and influential enterprises. Specific issues addressed in this course include consumer privacy, codes of conduct and self-regulatory principles, the concepts of the 4th and 5th estates and their evolving role in the operation of media enterprises, and issues of media effects and how such potential effects should factor into decision-making.

Attribute: ABGS.

CMGB 759B. Sports Media& Promotional Comm. (3 Credits)

Sports Media and Promotional Communication examines the mass media industry in relation to the sports field. The sports industry is unique in its economic structure and its consumers – the sports fans. The course focuses on the "off-the-field" industries of television, digital communication, advertising, sponsorship, marketing, and public relations that greatly impact all sports. The course looks at various sports as well as various forms of media and various promotional communication strategies. Students will get an understanding of the industry today, as well as learn about the history of the sports media and the pivotal people who helped shape the field.

Attribute: PMMA.

CMGB 759L. Comm for Entrepreneurs. (3 Credits)

This advanced course, granted an "Entrepreneurship and Venture Initiation" (ENT) designation, will help you launch your venture. Specifically, this class will help you: (1) Pitch your ideas with clarity and confidence. (2) Sell your ideas to critical stakeholders. (3) Brand yourself and establish your credibility in less than 60 seconds. (4) Spin your ideas so they "stick" in a crowded marketplace. (5) Gain valuable feedback about your ideas, brand, and expertise.

Attribute: ABEP.

CMGB 7590. International Comm & Neg. (3 Credits)

Addresses three broad topics: 1. Culture and Behavior: How culture, and cultural differences, affect human behavior in general and communication in particular. 2. Culture and business communication needed adaptations in correspondence, presentations, and meeting behavior to accommodate cultural differences 3. Culture and Negotiation. How culture becomes a factor in business negotiations, how it changes "the game".

CMGB 759R. Social Media. (3 Credits)

Study and application of social media communication and strategy, including social media platforms and user devices, message distribution, and personal and professional online, social environments. The course examines relationships between the technical affordances of technology and the social norms, and how to understand emerging technologies (and social media that doesn't exist yet!). Students will also gain practical social media skills: understanding the landscape, learning "best practices," and using different social media technologies throughout the class to create and propagate content.

Attributes: ABEP, MEMG, PMMA.

CMGB 759Z. Gaining Global Bus Pers:Galway. (3 Credits)

This course provides students the opportunity to travel to Galway, Ireland and participate in a week-long study program that will focus on global business from an Irish perspective. The objectives of the course include: Understand the business environment in Ireland Understand the role of multinational versus start-up organizations within Ireland; Identify benefits to investing in Ireland; Practice key communication skills for global business. The course will include academic sessions and industry site visits. Participants of the course will include Executive MBA students, MBA students, eligible MS students, and executive education participants. Please click here for more information. Please contact Francis Petit, Associate Dean at petit@fordham.edu for additional information on registration, logistics and cost. Professor Dr. Meghann L. Drury, Ph.D., M.A., H.Dip.B.S. Assistant Professor, Communication and Media Management.

Attribute: ABIB.

CMGB 75AA. Media Executive Playbook. (3 Credits)

This course will take an in-depth look at the strategies, plans, and programs developed and implemented by media industry executives to help their businesses survive and thrive in an increasingly changing and competitive media industry environment. The course will include case studies, topic-specific projects, and reviews of current industry trends, issues, and opportunities. Media industry executives and subject matter experts will be asked to guest lecture certain classes to provide a practical perspective about how to address and solve industry challenges. The class will look at the business' audience and marketplace dynamics, content offerings, media distribution and delivery platforms, branding, marketing, business models, and operations. We will also review how a business' mission, vision, strategic plan, goals, strategies, priority initiatives, operating plans, financials, etc., create a successful business. The course includes lectures, discussion and guest speakers along with current articles and other readings, video materials, and digital sources. Whenever possible, the course draws on Fordham's unique setting in New York City, the media capital of the world.

Attribute: PMMA.

CMGB 75AB. The Power of Open Knowledge. (3 Credits)

This is a hybrid course and include active participation in MOOC (Massive Open Online Learning Course). The goal of this course is to prepare business students to the foundations of open knowledge creation, use, dissemination, and evaluation, to collaborate with professionals from other cultures and disciplines, and to work effectively in rapidly changing knowledge environments. It has been designed to help students develop a high level of self-determination in their own learning, which is a critical skill for future professional success.

CMGB 75AC. Organizational Comm & Theater. (3 Credits)

In this course students critically analyze theatrical works about business and leadership issues using through the lens of organizational communication theories. Throughout the semester students analyze a range of theatrical works and performances through readings, guest lectures, and attendance at theatrical events outside of class. Upon completion of the course students will have developed a unique perspective on how theatrical works bring organizational communication concepts and theories to life.

CMGB 75AD. The Storytelling Project. (3 Credits)

In this course students apply narrative theories from multiple disciplines - communication, psychology, literature, neuroscience, and theater - to critically analyze the anatomy of effective and persuasive stories. Investigating historical folklore and contemporary narrative paradigms from the 21st century, students analyze why some stories and forms are more persuasive, inspiring, and mythic than others. Through practice and developmental coaching, students enhance their own repertoire of persuasive storytelling abilities and discover their own authentic and rhetorical voices.

CMGB 75AE. Graduate Study Tour Poland. (3 Credits)

Media and technology industries in Poland and Central Europe Study Tour Course for Graduate Business students Krakow, Poland.

CMGB 75AF. Business and Entertainment. (3 Credits)

This course will give students the opportunity to analyze different entertainment artifacts (television programs, movies, theatrical productions, and written publications) using a curated body of academic organizational communication theories.

CMGB 75AG. The Business of TV. (3 Credits)

Television has been one of the cornerstones of media for more than 75 years and has become a medium through which we understand and study our culture. From the first moon landing to "Who Shot JR," from the White Ford Bronco chase involving OJ Simpson to the 2016 presidential election, television has helped to shape our industrial paradigms, social trends, and culture, and has served as a mirror to society. This class will study the sociocultural issues and effects associated with television by looking at it from various angles—including social, economic, political, and entertainment perspectives—and by reviewing the past, present, and future of television.

Attribute: PMMA.

CMGB 75AH. Professional Communication. (3 Credits)

This course will prepare you for communicating in the workplace with multiple levels in an organization. We will examine group communication, decision making in organizations, professional presentations, and strategic communication, including issues and solutions for each. This course is appropriate for multiple levels in an organization, and you do not need a background in communication. It will help you better communicate at work whether you are a seasoned communicator or a novice wanting to improve.

CMGB 75AJ. Financial Media. (3 Credits)

Financial Media examines the complex interactions between business, politics, and the press. The course is designed to help students achieve a better understanding of how business content is delivered and retrieved in the current media environment. The course focuses on the dynamics of reporting about companies and business industry leaders who are using the media to deliver critical messages to several stakeholder groups, including investors and consumers. The course provides numerous examples of business or political leader interactions with the media and debates their communication strategy as well as their outcomes.

Attribute: PMMA.

CMGB 75AK. Persuasive Corporate Communications. (3 Credits)

Business professionals have long known that the ability to influence is a critical business skill. Developing long-term relationships with clients and developing an effective corporate culture is highly valued. Students will critically examine contemporary scholarship from the academic and applied field detailing effective and ineffective practices for persuading stakeholders at various levels. Students will examine how different communication channels can impact the degree to which an audience is persuaded. The course will focus on internal and external organizational communication.

Attributes: MOE, PMMA.

CMGB 75AL. Investor Relations. (3 Credits)

A corporate Investor Relations program formulates and communicates the financial performance and strategic direction of diversified corporations to the global investment community. Investor Relations professionals are well versed in accounting, compliance, finance, governance, marketing and communications. They collaborate with senior management and the Board of Directors to convey and interpret corporate matters to the public. This course will teach students the skills and competencies required to become a corporate Investor Relations professional. The course utilizes a course textbook, case studies, investor relations guest speakers and participation in investor relations events.

CMGB 75AM. Sponsorship. (3 Credits)

Total global sponsorship spending is now an estimated \$60 billion annually with most major companies employing sponsorship as a way to achieve a variety of brand goals. This course focuses on the unique advantages of sponsorship as a form of marketing communication. Students will understand how and why sponsors choose certain properties, how properties prospect, recruit, and retain sponsors, the unique opportunities for brand exposure and brand recall, the brand image opportunities created through a brand association, and the importance of product category exclusivity. Special attention will be placed on sponsorship activation and the development of a flexible, customizable sponsorship to fulfill specific brand goals. The course will also focus on evaluation and measurement in determining the effectiveness of the sponsorship.

CMGB 75AN. Digital Media Sales Technologies and Strategies. (3 Credits)

This course will provide a thorough understanding of the technologies underpinning digital media sales and advertising technology (Adtech) and the strategies by which publishers maximize monetization. Students will learn about the full life cycle of digital advertising and all the different technologies and ad impression funnels. The course will cover the different types of ad capabilities and monetization strategies that are available on all existing types of digital content, such as websites, apps, social platforms, and OTT. Students will be challenged to synthesize all aspects of ad tech and provide a critical analysis toward potential monetization strategies and the upcoming industry predictions.

Attribute: PMMA.

CMGB 75AP. Business of Media and Entertainment. (3 Credits)

An introduction to the substantive business operations and media economics issues in the publishing, broadcasting, recorded music, new media, and film industries. A required project links the course to the student's specific business discipline.

CMGB 75AQ. Financing New Media Ventures. (3 Credits)

This course is designed for students to learn how to launch new business lines in large media corporations or new startups directly to market. Learn the critical thinking processes of venture fund managers and corporate innovation leaders in charge of dispensing capital to finance new media ventures. Students will also master effective channels of communication with key stakeholders and champions while utilizing venture capital metrics to quantify and evaluate strategic market opportunities.

CMGB 75AR. Influencing Through Content and Communication. (3 Credits)

There's a battle raging in digital media today for attention, with power shifting from organizations to individuals to the tune of \$3.7 billion a year. Now consumers control the narrative, "media" is in the mind of the beholder, and influencers shape the messaging. So, it's essential to understand the best way to work with influencers and to know how to make influencer-worthy content yourself in order to get communications out to the right audience. In this hands-on course, you'll learn the skills needed to execute innovative and disruptive content that drives advocacy and influence, to think differently to foster originality, to implement impactful influencer content plans, and to look to the future for breakthrough solutions right now.

CMGB 75AS. Visual Business Communication Design. (3 Credits)

A hands-on, workshop-style class that teaches students how to design effective business communication assets such as decks, one-pagers, and data visualizations. Students will be introduced to the foundational elements of visual communication. In this learn-by-doing model, weekly student projects will explore design techniques to graphically communicate through persuasive messaging and storytelling.

CMGB 75AT. Managing Diversity in Media. (3 Credits)

Today's media managers find themselves at a critical moment in which audiences and communities are rapidly becoming more and more diverse. Managing diversity as a media executive comes with unique considerations that extend beyond the employee composition of the firm, as both audiences and the content distributed play a role in maintaining diversity and inclusion. In this course, students will learn about how to better understand the race, ethnicity, and cultural backgrounds of media audiences; the social, political, and economic effects of creating content that features diverse topics, casts, and themes; and the value of having a diverse workforce of artists, producers, and managers. Over the course of the semester, students will develop a strategic diversity plan for a real-world media firm that includes a stakeholder register; PEST analysis; business need and justification; diversity goals and metrics; and specific recommendations, actions, and tactics with which the firm should proceed.

CMGB 75AU. Designing Your Life. (3 Credits)

This course teaches design principles for building an intentional, fulfilling life and career. In the same way that designers solve problems to build technology, products, and spaces that serve the needs of their users, participants will employ design thinking to develop their personal and professional lives. The class offers a framework, tools, and, most importantly, a place and a community of peers and mentors where we'll work on these issues through assigned readings, reflections, and in-class exercises. Topics include the integration of work and worldviews, ideation techniques, a portfolio approach to thriving, designing to increase balance and energy, and prototyping all aspects of your life. We also touch on the realities of engaging the workplace and practices that support vocation formation throughout your life. This is an experiential class that includes seminar-style discussions, personal written reflections, and individual mentoring/coaching.

CMGB 75AV. Going Viral: Best Practices for Communication Leaders. (3 Credits)

This course is designed to help students develop skills to address one of the most requested yet misunderstood directives for content today: "Make it go viral!" This course demystifies such "viral content" by analyzing it as a utility (vs. fad). Instead of studying influencers who are often famous for being famous, this course elucidates best practices for content as implemented by unknown copywriters and indie filmmakers as well as content creators from the tourism, startup, sports, and entertainment fields.

CMGB 75AW. Forecasting Trends in Media Industry. (3 Credits)

This discussion and project based course is designed to interrogate new technologies and trends for media professionals (and consumers). By taking this course, students will understand how the digital revolution has upended traditional media and study examples of innovative media and technology. We will systematically explore the future of media and technology in order to forecast it so that we might all make better professional decisions in the present. In teams, students will use strategic foresight and trend analysis to conceive, develop, and pitch scenario-based strategic responses.

CMGB 7811. Media Management Internship. (1 to 3 Credits)**CMGB 8999. Independent Study. (3 Credits)**

Communication and Media Management (Gabelli Undergraduate) (CMBU)

CMBU 2664. Business Communications: GSB Integrated Core Only. (1.5 Credits)

This course offers a chance to improve basic competency in written and verbal business communication skills. The ability to communicate well is crucial to career success. Corporate cultures, international communications, conversational strategies, timed writing, interviewing, problem solving, business style are discussed.

CMBU 2665. Business Communication. (3 Credits)

This course offers a chance to improve basic competency in written and verbal business communication skills. The ability to communicate well is crucial to career success. Corporate cultures, international communications, conversational strategies, timed writing, interviewing, problem solving, business style are discussed.

Attribute: BUMI.

CMBU 2666. Business Communications: GSB Integrated Core Only. (1.5 Credits)

This course offers a chance to improve basic competency in written and verbal business communication skills. The ability to communicate well is crucial to career success. Corporate cultures, international communications, conversational strategies, timed writing, interviewing, problem solving, business style are discussed.

CMBU 3434. Fundamentals of Integrated Marketing Communication. (3 Credits)

Advertising is the most pervasive element of the marketing mix: the average American family of four is exposed to 1,500 advertising messages a day! Students will study the role of advertising in the marketing communications mix, allocating the promotional budget and developing advertising strategy: product positioning, creative development, media planning, research and control, legal issues and ethical considerations. Students will apply theories to case discussion and develop a full-fledged competitive advertising campaign for a potential "client." Note for Gabelli students: Since MKBU 3434 is an upper-level business course, credit for this course (for transfer students) can come only from accredited business schools (AACSB guidelines) and not from similarly titled courses at liberal arts colleges.

Attributes: CCMS, COMC, COMM, NMAC, NMDD, NMMI.

Prerequisite: MKBU 3225.

CMBU 3810. Applied Business Communications. (3 Credits)

The emerging professionals' Institute for Applied Business Communication will promote the related skills that matter most in the professional workplace. Communications strategies reviewed will follow a pedagogy designed to empower participants through the use of simulated business experience .

Attribute: SOIN.

CMBU 4411. ST: Comm for Entrepreneurs. (3 Credits)

Successful entrepreneurs are effective communications. This advanced course will help students launch their ventures by demonstrating effective communication skills. Specifically, this class will help students: (1) pitch their ideas with greater clarity and confidence; (2) sell their ideas to critical stakeholders; (3) brand themselves and establish their credibility; (4) spin their ideas so they stick on a crowded marketplace; and (5) gain valuable feedback about their ideas, brand and perceived expertise.

Attribute: ENT.

CMBU 4412. ST: Understanding Audiences/Users. (3 Credits)

Understanding Audiences and Users examines how media audiences/users of digital media are measured, what we know about audience behavior and effects, and related ethical and policy questions. The course covers the challenges and techniques of measuring audience and user behaviors, including how this has changed and is still changing. Measurement systems studied include those used for "mass" media such as television, as well as digital and mobile media. It also explores what we know about how people use, and are affected by, various media. The class also tackles the regulatory and ethical questions that surround audience and user measurement, including questions of privacy, trust, and consent.

Attributes: CCMS, CMST, COMC.

CMBU 4413. Digital Media & Promo Comm. (3 Credits)

Digital Media and Promotional Communication focuses on how companies, organizations, and individuals are using digital media to communicate and connect with all of their various stakeholder groups, including consumers. As the media environment changes with new technological capabilities to distribute and retrieve messages, companies promotional communication strategies must adapt as well. This course seeks to understand this media environment and apply it to the decision-making involved in a promotional communication context in terms of both message content development and message placement. Students will analyze digital media campaigns that companies have conducted in terms of their promotional communication brand goals. They will also develop their own digital media promotional communication campaigns. This course is examined through theoretical and practical means applied to current events and people affecting the world today.

Attributes: NMAC, NMDD.

CMBU 4414. Global Perspectives. (3 Credits)

Global Perspectives for International Careers is a general introduction to international business practices and expectations. Students are introduced to international communications, law, and treaty agreements. Students will learn from case studies the cultural, historical, and financial dynamics within an international business environment. This course includes site visits within the financial and banking industry and also relevant social and cultural events.

CMBU 4415. ST: Intensive Sector Analysis: TV. (3 Credits)

Television has been one of the cornerstones of media for over 75 years and has become a medium through which we understand and study our culture. From the Moon Landing to "Who Shot JR", to the White Ford Bronco chase, to the 2016 presidential election, television has helped to shape our industrial paradigms, social trends, and culture, and has served as a mirror to society. This class will study the sociocultural issues and effects associated with television by looking at it from various angles—including social, economic, political, and entertainment perspectives—and by reviewing the past, present, and future of television.

CMBU 4416. ST: The Business of Video Games. (3 Credits)

Topics covered in this course include the two economic crashes of the industry, gaming business models from the first generation (NES) to the ninth generation (PS5, Xbox Series X, Switch), as well as a forecast of new technologies, monetization models, and industry trends. Students will also learn the importance of ESG (environmental, social, and governance) frameworks within the gaming industry through analysis of political calls for censorship of violent video games after the release of *Mortal Kombat 2*, video game addiction among consumers, and the negative effects of compulsory overtime practices (i.e., "the crunch").

CMBU 4420. ST: Entrep Comm & Neg. (3 Credits)

This course is designed to develop practical communication and negotiation skills for entrepreneurs. Key areas of instruction include: deal-making; personal selling and reputation building through business plan presentation; and use of communication and negotiation to develop effective social networks. Complementing theory with practice, the class will consist of hands-on stimulations and exercises as well as readings and materials from textbooks, practitioner journals, and case studies.

Attribute: ENT.

CMBU 4440. ST: Theatre in Business. (3 Credits)

This course is a highly practical application of theatre skills that support and develop innovative and entrepreneurial business thinking and practice. Experiential and accelerated learning techniques that include storytelling, improvisation, advanced presentation skills, play texts and performance that are used to develop: decision making, problem solving, risk taking and advanced leadership communication.

CMBU 4443. ST: Personal Leadership. (3 Credits)

This is a course that covers the topic of leadership in a personal way. The class starts with the premise that leadership is personal because it is manifested and comes through you, a human with a unique persona. The second premise is that generic lectures about attributes of leaders are less useful than helping you find an approach to leadership that fits your strengths. This helps you spend your time trying to become the best version of yourself rather than a mediocre copy of someone else. Not only do we all not have to lead the same way, followership is just fine as well and perhaps you learn a style of followership that works for you and adds value to others as well. The goal of the course is to help students develop their own style for their careers and their lives. The core of the course is the contribution that has been made to the leadership literature from the domain of research on emotional intelligence.

CMBU 4445. ST: Global Media Business. (3 Credits)

This course examines the profound changes in the current media landscape. Through the business lens students will learn, discuss and evaluate forces affecting media business. In particular this class will cover how media are created, distributed and exhibited in the new digital world, to give students an insider's perspective how global media business operate.

CMBU 4453. Social Media. (3 Credits)

Social Media examines social media innovations and the disruptive force they have on traditional, established business, as well as how companies across various industries are handling these "new rules". A key goal of the course is to understand social media through case studies, projects and using social media. In this course students will learn how social media works; why social media matters to business; and how to successfully use social media in a professional capacity.

Attributes: ENT, JOUR, JSME, NMAC, NMDD.

CMBU 4454. Digital Media Sales Technologies and Strategies. (3 Credits)

This course will provide students with a thorough understanding of the technologies underpinning digital media sales and advertising technology (ad tech) and the strategies by which publishers maximize monetization. Students will learn about the full life cycle of digital advertising and all the different technologies and ad impression funnels. The course will cover the different types of ad capabilities and monetization strategies that are available on all existing types of digital content, such as websites, apps, social platforms, and OTT. Students will be challenged to synthesize all aspects of ad tech and provide a critical analysis of potential monetization strategies and industry predictions.

CMBU 4455. Communicating Corporate Image Responsibility. (3 Credits)

This course demonstrates the value of pragmatic public relations activities through basic principles, case studies, and guest speakers. Students examine how inept communications and resulting public perceptions can create or deepen corporate crises. The course stresses criteria for selecting outside counsel, establishing relationships with the media, and communicating with employees and stockholders.

CMBU 4456. ST: Global Corporate Communication. (3 Credits)

The ability to influence is a critical skill for business professionals in any industry, including consulting. This course focuses on corporate communication, including both internal and external communication and includes sessions with faculty and industry professionals. We will first define corporate communication and persuasion to better understand how organizations develop long-term relationships with clients, as well as internal and external stakeholders. We will discuss how to assess corporate communication, as well as various modes of effective corporate communication. Students will demonstrate their ability to assess stakeholders and audit an organization's communications. They will also gain experience in developing communication plans.

CMBU 4458. ST: Introduction to Public Relations. (3 Credits)

Strategic and tactical approaches to public relations as a business and as a business/management tool. Emphasis on planning and executing public relations programs and activities including relations with the news media and other external communications as well as internal/organizational communication. (This course is cross registered with MKBU 4458-Intro to Public Relations)

Prerequisite: MKBU 3225.

Corequisite: ACBU 2223.

CMBU 4470. ST: Business of Media and Entertainment. (3 Credits)

An introduction to the substantive business operations and media economics issues in the publishing, broadcasting, recorded music, new media and film industries. A required project links the course to the student's specific business discipline.

CMBU 4471. ST: Business of New Media. (3 Credits)

An introduction to New Media industries covering matters of economics, technology and regulation; convergence in media and entertainment industries as well as social and cultural consequences. A required research paper or project links the course to the student's specific business discipline.

Attributes: DTEM, ENT, NMAC, NMAT, NMDD, NMMI.

CMBU 4472. Persuasive Communication. (3 Credits)

This course provides students with insights into the process of influencing attitudes and behavior, with opportunities to hone their own persuasion skills. The latest research findings are applied to practical business situations. The ability to persuade is prized in corporate America. In the role of a manager, influence has replaced authority as the preferred means to lead. This course also prepares students for the many career paths in which persuasion is the key skill required, such as in media and corporate sales.

CMBU 4474. ST: Exploration of Business Through Media. (3 Credits)

This course uses documentary films as texts to stimulate discussions of contemporary issues in Business Communications and Media Management. The effects of media depictions of businesses and corporations, and how corporations respond to the challenges presented by these media depictions and the role of "social responsibility" in contemporary corporate culture as depicted by media will be discussed.

Attribute: ENT.

CMBU 4477. ST: Cross Cultural Negotiation. (3 Credits)

This course exposes students to the legal, ethical, and practical challenges of negotiating globally. It develops negotiation skill sets and enhances appreciation of the impacts of cultural difference and international institutional settings on business negotiations. Case-based simulations offer the opportunity to refine in practice the concepts learned in readings and films. Students will emerge from the course better prepared to work in multi-cultural teams and business settings.

CMBU 4488. ST: Business of Sports Media. (3 Credits)

This course will offer students the opportunity to develop a broader understanding of the multiple playing fields within the sports industry via in-depth study of leading media coverage primarily through the SportsBusiness Journal and the SportsBusiness Daily.

Attributes: JOUR, SJOR.

CMBU 4489. ST: Managing Diversity in Media. (3 Credits)

Today's media managers find themselves at a critical moment in which audiences and communities are rapidly becoming more and more diverse. Managing diversity as a media executive comes with unique considerations that extend beyond the employee composition of the firm, as both audiences and the content distributed play a role in maintaining diversity and inclusion. In this course, students will learn about how to better understand the race, ethnicity, and cultural backgrounds of media audiences; the social, political, and economic effects of creating content that features diverse topics, casts, and themes; and the value of having a diverse workforce of artists, producers, and managers. Over the course of the semester, students will develop a strategic diversity plan for a real-world media firm that includes a stakeholder register; PEST analysis; business need and justification; diversity goals and metrics; and specific recommendations, actions, and tactics with which the firm should proceed.

CMBU 4706. Honors Thesis II -Comm Media. (3 Credits)

Honors project in Comm Media.

CMBU 4995. Internship Group. (0 Credits)**CMBU 4998. Summer Internship. (0 to 6 Credits)****CMBU 4999. Independent Study. (1 to 6 Credits)**

Independent Study.

CMBU 75AS. Visual Business Communication Design. (3 Credits)

A hands-on, workshop-style class that teaches students how to design effective business communication assets such as decks, one-pagers, and data visualizations. Students will be introduced to the foundational elements of visual communication. In this learn-by-doing model, weekly student projects will explore design techniques to graphically communicate through persuasive messaging and storytelling.

Communication and Media Studies (COMM)

COMM 0010. Observer Ed Board. (0 Credits)**COMM 1000. Fundamentals of Communication and Media Studies. (3 Credits)**

This course provides students with an introduction to the fundamental approaches, theories and perspectives essential for an understanding of mediated communication, the industries that make it possible. Throughout the term we will explore many ways in which our symbolic environment both reflects and shapes life in the 21st century, from interpersonal to international relations, and everything in between.

Attributes: FRSS, SSCI.

Mutually Exclusive: COMM 1010, COMM 1010.

COMM 1010. Introduction to Communication and Media Studies. (3 Credits)

An introduction to the major approaches, theories and perspectives in the study of Communication and the Media.

Attributes: FRSS, SSCI.

Mutually Exclusive: COMM 1000.

COMM 1999. Tutorial. (1 Credit)

Independent research and readings with supervision from a faculty member.

COMM 3701. Summer Media Internship Seminar. (3 Credits)

In this course we explore the development of a life's work in the context of broader issues in the contemporary media workplace, broadly defined. Through asynchronous discussion, exercises, readings, and reflections, we will examine students' own experiences in contemporaneous internships, exploring subjects including finding meaning in your work, diversity in the workplace, connecting with mentors and role models, identifying your workplace values, and more. As much as possible, this course will cater to the particular needs and professional ideals of the students enrolled.

Attributes: CMST, COMC, DTEM, FITV, JOUR.

COMM 4000. Communication and Media Studies Honors Seminar. (4 Credits)

An invitation-only course for the top students in the majors of the Department of Communication and Media Studies. The course topic will rotate every year, as will the instructor. Offered at both campuses. Counts as an elective towards any CMS major. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, CCUS, CMST, COMC, DTEM, FITV, JOUR.

COMM 4701. Internship Seminar. (4 Credits)

Juniors and Seniors only. Intern duty and seminar meetings during which students analyze their work experience in terms of the mass media as a whole. Written projects and selected readings geared to each student's internship will be assigned. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CMST, COMC, DTEM, FITV, JOUR.

COMM 4999. Tutorial. (4 Credits)

Independent research and readings with supervision from a faculty member.

COMM MTNC. Maintenance-PCOM. (0 Credits)

Communications Law (CMGL)

CMGL 0204. Communication Skills Boot Camp. (1 Credit)

Building your career requires building relationships. Building relationships requires solid, effective communication skills. In this course, you will hone your ability to listen well to the needs of others, craft clear messages, tell stories that support your argument, present information with impact, lead meetings effectively, and brainstorm creative solutions. You will increase your awareness of your innate Personal Communication Style, and will learn and practice the five attributes of innovative thinkers. This course involves interactive exercises, including video recordings of role play scenarios. There is no paper or final exam. As in life, 100% of the grade is based on participation.

Attributes: EXP, LAW, LLM.

CMGL 0299. Cyber Crimes. (2 Credits)

This course will examine unique aspects of computer or "cyber" crime. It will survey federal statutes pertaining to computer and internet-related crimes and their application -- both domestically and internationally -- such as identity theft, hacking and economic espionage, online threats and harassment, child pornography and enticement, and human trafficking. The course will also cover practical aspects of computer crime investigation and current computer forensic examination capabilities. Finally, the course will explore sentencing issues, and first amendment and fourth amendment issues that arise in this context.

Attributes: CORC, CRCP, IPIE, LAWI, LAWT.

CMGL 0320. First Amendment and the Evolution of Media. (2 Credits)

The media are more complex, varied and pervasive – for better and worse – than they have ever been. This seminar focuses on the First Amendment protection for speech and the press, and its role in the evolution of media. Class readings include both seminal 20th century First Amendment decisions and important recent cases. By writing short papers and participating in class discussion, students learn how to analyze First Amendment questions that arise in the rapidly changing media landscape. For example, can the government impose a prior restraint on speech? Should any form of media have different or stronger First Amendment rights than any other? To what extent does the First Amendment protect speech that is deemed dangerous or threatening? What about false speech? Do the owners of media platforms have the exclusive right to control their content, or do users of the platforms have a right to make their speech heard? How do courts address the tension between First Amendment rights and privacy rights? Questions like these have influenced each form of media, from print, broadcast radio and television, to cable TV, the Internet and social media. They will be asked with equal or greater urgency as new media continue to develop.

Attributes: INLJ, IPIE, JD, LAWT, LLM.

CMGL 0341. Information Privacy Law. (2 to 4 Credits)

This interdisciplinary course is about us, our data, and the myriad ways in which websites, the government, and even our friends pose threats to our privacy. We will touch on the development of tort, contract, statutory, and constitutional law, and we will address several questions throughout the class, including: How, if at all, can we protect information known to some others? How has technology changed our relationships with each other and with the government? Can traditional privacy rules and laws accommodate today's needs? We will begin by discussing theories of privacy to which we will refer throughout the entire course. Then, we will discuss issues of privacy and disclosure by the media and by other private citizens. We will then turn to privacy and law enforcement and discuss issues related to police surveillance, abuse of power, safety, and the Fourth Amendment. Then we take up questions of consumer privacy, data aggregation, notice and choice, predictive algorithms and artificial intelligence, and the "black box" of data analytics. Assessment will be based on class participation, in class activities, and a take home exam.

Attributes: CORC, CRCP, IPIF, JD, LAWT, LLM.

CMGL 0368. Journalism and the Law. (2 to 4 Credits)

A study of the scope of First Amendment protection of a free press and the current regulatory framework of the mass media. Specific topics include defamation, privacy, prior restraints, reporters' privileges, access to governmental information, the free press/ fair trial conflict, access to the media, regulation of broadcast and cable television, and commercial speech and advertising.

Attributes: IPIE, JD, LAWT, LLM.

CMGL 0399. Information Law Survey. (2 or 4 Credits)

Digital communication technologies make it easier than ever to distribute information. The survey course in Information Law addresses the way in which law, legal institutions, and private actors control the flow of information. The course will take up these themes in the areas of intellectual property, free speech, open government, search, informational privacy, cloud storage, cybersecurity, and communications. ...

Attributes: CORC, CRCP, IPIF, JD, LAWT, LLM.

CMGL 0929. Comparative Personal Data and Privacy Law. (1 Credit)

Course will have a Take-home Exam.

Attributes: CORC, LLM.

Community Engaged Learning (SERV)

SERV 0099. Community-Engaged Learning. (1 Credit)

Through the Community-Engaged Learning Interdisciplinary Seminar offered each semester, students independently make the connection between a course they are enrolled in and service to the community. By completing 30 hours of service, attending a series of interdisciplinary seminars, and writing integrative essays, students deepen course concepts connecting to societal issues through ongoing dialogue and reflection. After successful completion of all requirements, students may earn 1 additional credit for the course with which they are connecting the community-engagement experience. To participate in this interdisciplinary seminar, students must: 1. Pre-register for SERV 0099 and choose the section for their home campus. 2. Choose which course and service agency with which they would like to partner (Center for Community-Engaged Learning staff can assist with placement at an agency). 3. See the seminar instructor for required agreement forms and additional seminar parameters.

Attribute: SL.

SERV 1000. Community Health Program in Cali, Colombia. (1 Credit)

The Fordham College at Rose Hill Spring Break Community Health Program in Cali, Columbia is a service abroad program designed for students in the services with an interest in health issues in developing countries; the government, societal, and environmental, cultural factors that influence healthcare; and international health issues and programs. Students should expect to learn about overcoming challenges in healthcare from the context of a developing country.

Comparative Literature (COLI)

COLI 1220. Poetry and Poetics. (3 Credits)

The goal of this course is to extend the student's reading experience by demonstrating the interconnection between literature and culture in its widest sense. Students will also learn the techniques of poetry and close reading.

COLI 1230. History and the Novel. (3 Credits)

Not a history of the novel, this course invites students to view the novel and history not as separate fields of study but as mutually informing ways of representing the world. To this end, it will examine representative novels and historical analyses that deliberately cross boundaries presumed to define literature and history.

COLI 1413. Fiction and Human Rights. (4 Credits)

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

COLI 1800. Internship. (1 Credit)**COLI 1999. Tutorial. (1 Credit)**

Tutorial.

COLI 2000. Texts and Contexts. (3 Credits)

An introduction to the literary analysis of texts and the cultural and historical contexts within which they are produced and read. Significant class time will be devoted to critical writing and to speaking about literature. Each section of Texts and Contexts will have a focus developed by the individual instructor and expressed in its subtitle. This course fulfills the Core requirements for the second Eloqentia Perfecta seminar.

Attributes: ENGL, EP2, TC.

Prerequisite: ENGL 1102.

Mutually Exclusive: .

COLI 2800. Major Enrichment Internship. (4 Credits)

Supervised course in which a student's major-relevant internship is combined with regular meetings with a professor, with the aim of producing a research paper about some aspect of the institution with which the student is interning. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 2999. Tutorial. (2 Credits)

Independent Study.

COLI 3000. Literary Theories. (4 Credits)

This course explores big questions of literary study, questions that we don't usually slow down to ask, such as: What is literature? Why do we call some texts "literary"? How does language work? And for that matter, how does the human mind work? What are the different ways that we read and interpret literature? What are the most relevant contexts for understanding literature and the broader field of culture, and how do we relate literary and artistic works to those contexts? How do categories such as race, class, gender, sexuality, and religion play out in literary form? This course starts from the premise that literary theory is not just about literature, and that its tools are eminently useful in analyzing other cultural phenomena. With this in mind, across the semester we'll look at theory that informs the ways we read texts, and we'll look at theory that takes those tools and applies them to cultural objects more broadly. For more information about the particular section of "Literary Theories" you are signing up for, please look at that class's "notes" in Banner. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASLT, ENGL.

COLI 3003. Intercultural Theory. (4 Credits)

In this course, we will explore the "contact zone" as a theoretical concept and a site of encounters, conflicts, and negotiations. In her book "Imperial Eyes: Travel Writing and Transculturation" (1992), Mary Louise Pratt describes the contact zone as "the space in which peoples geographically and historically separated come into contact with each other and establish ongoing relations, usually involving conditions of coercion, radical inequality, and intractable conflict." Like Pratt, the contact zones we study will not only stress ideas of coexistence and interaction but also insist on "asymmetrical relations of power." Over the course of the semester, we will focus in particular on the following themes: home/displacement, temporality, personhood/community, translanguaging/transculturation/translation, and recycling/adaptation/appropriation/imitation. In this course, we will also envision the classroom as a multilingual, multicultural, and multidisciplinary contact zone that fosters creative responses through a series of activities and collaborative projects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MLL.

COLI 3006. Trauma Theory. (4 Credits)

This course will introduce trauma theory, an approach meant to shed light on the event and aftermath of extreme violence and describe a "structure of experience" characterized by belatedness. This course will also reflect on the structural limits of trauma theory and ask how trauma translates beyond a Eurocentric horizon. We will read classic texts such as Freud's "Beyond the Pleasure Principle," post-Freudian interventions, as well as non-European texts. In seeking answers to the theoretical conundrums, we will also weave in readings of literary and cinematic works from the Chinese context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CNST, MLL, PJST, PJWT.

COLI 3010. Politics and Poetry in the Middle Ages: The Rise of Vernacular Culture in the Mediterranean. (4 Credits)

This course analyzes the development of vernacular culture and literature in the Mediterranean during the Middle Ages. Students will explore the political, historical, and linguistic context within which vernacular languages and cultures emerged between the 11th and 13th centuries. Following Dante's *On Vernacular Language*—the first linguistic and poetic "map" of the Middle Ages—students will retrace the interrelations linking the Italian vernacular culture to the other traditions within the "romance" domain in the Mediterranean. With the imperial court of Frederick II in Sicily, the Pope in Rome, and the most powerful centers of trade and finance in Florence and other Italian city-states, the Italian peninsula provides a special standing point for the analysis of the relationship between poetry and power in different political contexts: the court of the emperor Frederick II and the powerful communal republics in center and northern Italy will be the focus of the course. Among the texts, authors, and movements included are: Provençal and Italian troubadours; the "Sicilian School" and the encyclopedic culture at the court of the emperor Frederick II (poetry, law, philosophy, medicine, astronomy, translations); religious literature and the Tuscan School of poetry (S. Francis, Jacopone da Todi, Guittone d'Arezzo); and the "New Sweet Style" (Guido Guinizelli, Guido Cavalcanti, Dante Alighieri). Fulfills the Advanced Literature requirement of the core and satisfies the requirement of Minor and Major in Italian. Cross-listed with MVST and MLAL. Taught in English with coursework in Italian for credit in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ITAL, MLL, MVLI, MVST.

COLI 3031. Medieval Monsters. (4 Credits)

St. Augustine once wrote that the word "monster" derived from the Latin word "monstro," to show, implying that monstrous beings were meant to reflect divine creativity. Over time, this word for unusual beings has taken on a more sinister flavor, even within the Middle Ages. This course will explore the medieval taste for the exotic, from ferocious giants and dog-headed men to the peace-loving sciapod. In this course we will examine the discourse of monstrosity as a complex critical lens through which premodern writers asked important questions of race, religion, civic virtue, and human morality. In our study, we will read selections from Pliny, Augustine, and others before moving through a range of medieval texts, including the *Beowulf* manuscript, medieval romances, and Mandeville's account. Please note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENGL, ENHD, ENRJ, EP3, MVLI, MVST.

COLI 3102. Notre Dame de Paris: The Cathedral in Art, Literature, Culture, & History. (4 Credits)

This course examines the cultural importance of Paris's great gothic cathedral, Notre Dame de Paris. We will examine the cathedral through history, with a focus on its creation and significance for the Middle Ages and on its future after the devastating fire of 2019. We will read some of the medieval French literature that illuminates its stained glass windows and sculpture. Reference will also be made to some of the other great cathedrals of 12th- and 13th-century France, especially Notre Dame de Chartres. Our study of Notre Dame de Paris will include its use through history, from the Revolution and Napoleon to its presence in contemporary film and literature. In French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FRME.

Prerequisite: FREN 2600.

COLI 3112. Italian Neorealist Cinema. (4 Credits)

This course will examine the different narrative styles and themes characterizing Italian cinema in the 1940s and 1950s and its relation to the social and political situation of postwar Italy. We will also review the critical debate on the definition and chronology of neorealism and the differences between neorealist cinematic and literary experiences. Screenings will include classics by Visconti, Rossellini, De Sica, and De Santis. This course is taught in English, with coursework in Italian to receive credit in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ITAL, ITMO.

COLI 3116. Social Issues in Italian Literature and Film. (4 Credits)

Focusing on various aspects of visual language and verbal narratives, this course explores in depth the ethical and moral aspects of historical and socio-political events as evidenced in cinematic and literary works by such authors and directors as Fellini, Pirandello, Lampedusa, Visconti, Salvatores, Carlo Levi, Elsa Morante, Sorrentino, and Camilleri, among others. Taught in English. Italian studies majors and Italian minors in the course are expected to complete the readings as well as writing assignments in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3119. Contemporary Middle East Film and Literature. (4 Credits)

Examines contemporary Middle-Eastern and North African film and literature, considering postcolonial films and literature as efforts to forge complex new identities in the context of a newly re-mapped region. Particular focus on representations of gender and Islam. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, MEST.

COLI 3122. The Eternal Feminine in Literature and Film. (4 Credits)

In this course, we will study the myth of the Eternal Feminine, understood as a source of mystery, fear and fascination bringing many myths of women together. Deeply rooted in our collective imaginary, this complex representation will be analyzed throughout a selection of literary works written from the end of the 18th century (when Goethe uses the expression for the first time) and films that will allow us to discuss the adaptation of the classical texts on screen; the creation and spreading myth through literature, opera, and cinema; and the impact of the feminist critic of the myth in contemporary representations of women. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

COLI 3123. Surviving the Barbarians in Early Medieval Britain. (4 Credits)

This course explores the literature of ancient and early medieval Britain from the age of the Roman Empire to the time of "Beowulf," with glances south to the Mediterranean and west to Ireland. It considers the contact and conflict between populations long resident in Britain like the Britons and Picts and invaders like the Romans, the Irish and the Saxons—groups who would be subjected to their own invasions later. How did certain groups come to view others as "barbarians," and what was it like to grapple with that label? This course will introduce students to the changing material culture of Britain and to several postcolonial and critical race studies perspectives on the medieval evidence. Readings will be translated from Latin, Old and Middle Welsh, Old English, and Old Norse. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENGL, ENHD, ENRJ, IRST, MVLI, MVST.

COLI 3134. 20th Century Art: Modernism and Modernity. (4 Credits)

A survey of the major developments of modern art from the late 19th century until today, with an emphasis on work done before 1940. This course will undertake the larger task of understanding modernism in art as a visual response to the conditions of modernity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VART.

COLI 3135. Irish and British High Medieval Literature: Connections and Comparisons. (4 Credits)

This course covers the literature of the period 1000 to 1330 in England, Wales, Ireland, and Northern France in the context of spiritual reform, artistic innovation, political consolidation, and cultural exchange. Readings will include selections from all the major genres of high medieval literature: Arthurian romance and other courtly fictions, history and saga, the outrageous lives and afterlives of the saints, and lyric poetry in English as well as translated from Latin, Welsh, Irish, and French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENGL, ENHD, IRST, MVLI, MVST.

COLI 3137. World Cinema Masterpieces. (4 Credits)

World Cinema Masterpieces provides a close analysis of style, narrative, structure and visual texture in selected masterworks of major European, Asian, and American directors. Directors under consideration include: Renoir, Carne, Lang, Welles, Ophuls, Hitchcock, Bresson, Kurosawa, Ray, Bergman, Rossellini, Fellini, Truffaut, Tarkovsky, Kieslowski, Fassbinder and Altman. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASAM, ENGL, INST, ISEU, ISIN.

COLI 3143. World Cinema Masterpieces 1960-1980. (4 Credits)

World Cinema Masterpieces, 1960-1980 explores major works of the French New Wave, expressionism, surrealism, epic, and New German cinema—all produced during a twenty year period of extraordinary diversity and experiment. Among the European, North American and Asian directors we will consider are: Truffaut, Rohmer, Trakovsky, Bunuel, Antonioni, Teshigahara, Bergman, Kurbrick, Fassbinder and Malik. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASAM, INST, ISEU, ISIN.

Prerequisites: ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

COLI 3145. Medieval Love in Comparison: Christian, Jewish, and Muslim Perspectives. (4 Credits)

The concept of romantic love preoccupies contemporary society and art, as it has done for hundreds of years. Ideas of romantic love have their roots in the literature and ideas of medieval Muslims, Jews, and Christians, who were themselves responding to even earlier ideas about love and sex. In this class, we will ask: What were the discourses of love among Christians, Jews, and Muslims in the Middle Ages, and how do they impinge on our understanding of love in the present? Readings will include selections from classical poetry, the Bible, and medieval poetry in English or translated from Latin, Occitan, Arabic, Hebrew, and French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, GLBL, JWST, MVLI, MVST.

COLI 3146. Science and Magic in Medieval Literature. (4 Credits)

This course considers the entanglements of language, literature, and knowledge about the natural world during the Middle Ages. We will look at medieval practices of what we would come to call natural and biological science, consider medieval understandings of nature's "occult" power, and explore medieval literature about spells, wonders, witches, and demons. By the course's end, students will better understand the connections between language, culture, and scientific facts, and they will have learned about the long history of magic in the Middle Ages. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENGL, ENHD, MVLI, MVST.

COLI 3200. Machiavelli's Utopia. (4 Credits)

In this course we will analyze The Prince as well as Machiavelli's creative work (e.g., his theatrical piece The Mandrake Root and his short story Belfagor. By adopting an interdisciplinary approach for the examination of both the historical and the artistic context in which Machiavelli lived, we will address the question of how and why The Prince was misinterpreted by Italian and European intellectuals and humanists of Machiavelli's time, leading to a misperception of many of the text's core ideas in an historical moment in which Europe was steadily transforming itself into a domain of absolutism (we will read Reginald Pole, Innocent Gentillet, Erasmus, Montaigne, among others). We will retrieve the original cultural context in which Machiavelli wrote: a climate of strong limitation of political creativity and liberty, which lead Machiavelli to compose The Prince (1513 ca.) inspired by an utopian desire for a new leader who could reconcile all the contradictions of Italy. Course taught in English. Coursework in Italian for credit in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ITAL, ITRE.

COLI 3202. Ariosto to Galileo: The Invention of Modernity in Renaissance Italy. (4 Credits)

Ariosto and Galileo represent two chronological ends of a revolutionary intellectual period in the Italian Renaissance culture. Between the years 1516 (date of the first edition of Ariosto's Orlando Furioso) and 1610 (date of edition of Galileo's Sidereus Nuncius), Italian civilization contributed significantly to the shaping of a new idea of reality. The course is dedicated to the study of this particular period in which masterpieces such as the Furioso, Torquato Tasso's pastoral poem Aminta, and his epic poem Jerusalem Delivered, as well as Galileo's works (Sidereus Nuncius, Copernican Letters, Dialogue Concerning the Two Chief World Systems) become the founding texts of a new realism that questioned and distrusted appearances and, by doing so, prepared the intellectual background where Galileo could develop his new scientific method and discover intellectual models useful for his innovative comprehension of the natural world (with strong implications about the separation of theology and science). Recent scholarship insists on the deep influence that literary humanism had on Galileo's mind who, no surprise, was a reader, a writer of literature and also a literary critic (for example he wrote about Ariosto and also an incomplete commentary on Tasso's Jerusalem). The course is therefore dedicated to the study of the relationship of literature to the History of Science with close reading of the above mentioned works and also following an interdisciplinary approach devoted to the exploration of the artistic civilization around Ariosto, Tasso, and Galileo. Taught in English with coursework in Italian for credit in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

COLI 3210. The Adolescent as Hero. (4 Credits)

Study of literary works and films dealing with adolescence and coming of age. Authors may include Balzac, Gide, Goethe, Mann, Musil, Proust and Rimbaud. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3211. Evil in Literature. (4 Credits)

Evil as perceived in literature from the late 18th century to the end of the twentieth. Authors may include Balzac, Baudelaire, Bronte, Genet, Laclos and Wilde. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3215. The War Novel. (4 Credits)

The course focuses on how the 20th century war novel translates the experience of war into fiction (World War I and II, and the Vietnam War). Readings may include Hemingway, Remarque, Celine, Claude Simon, Tim O'Brien. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3216. Lost Illusions. (4 Credits)

The shift in Western Civilization from the idea of inevitable progress to the more modern mode of uncertainty will be studied through selected literary texts and films. Authors may include Boll, Celine, Duras, Flaubert, Fontane, Hemingway, and Musil. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3220. The Stage and Society. (4 Credits)

This course focuses on the social issues, class relationships, ideals and ideologies, gender issues, justice and diversity issues, and the human emotional and cultural universe as they are represented in the dramatic works of authors/playwrights from Machiavelli (Renaissance) to Dario Fo (21st century). Features of dramatic language, such as stage setting, organization of scenes, and character development, among others, will be discussed as well. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ITAL, MLL, THEA.

COLI 3230. Women in Italian Movies. (4 Credits)

This course will examine the importance that women had in the development of the Italian film industry as producers, directors, and actresses interpreting unforgettable roles, from the earliest pioneer Elvira Notari to Lina Wertmuller and beyond. The construction of femininity and the representation of gender and sexuality in the visual discourse of cinema will be explored in films by both women directors and screenwriters such as Lina Wertmuller, Francesca Archibugi, Liliana Cavani, and men such as Federico Fellini, Michelangelo Antonioni, and Paolo Sorrentino, among others. The female characters portrayed by these filmmakers are refreshingly realistic: They are not defined by their relationship with men or by their appearance. They are complex, dynamic individuals whose stories are integral to the overall visual narratives of Italy's postwar cinema. Icons such as Anna Magnani, Claudia Cardinale, Silvana Mangano, Sofia Loren, and their superb acting skills will be analyzed. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ITAL, MLL.

COLI 3250. Represent Sp Civil War. (4 Credits)

This course situates the socio-historical and ideological issues surrounding the Spanish civil war (1936-39) as a broad introduction to 20th century history and culture, beginning with a brief intro to the history of the civil war. Students explore how the war has been represented in media (film, poetry, novel, photography, poster art, journalism, letter and memoir). A brief theoretical intro highlights the concept of history as a text subject to interpretation, while also questioning the relationship between governments and the histories they chose as representative. By studying varied representations of the war, students learn about the many different wars fought- over ideology, class, land, religion, military supremacy, and national history. A research project at the Abraham Lincoln Brigade Archives requires students to analyze the relationship between history and representation in texts from the war. Students analyze reactions of artists and writers to the Spanish civil war through a multinational, multidisciplinary approach to understand the relationship between art and politics in 20th century culture. Authors and artists include Luis Bunuel, Ernest Hemingway, Robert Capa, Pablo Picasso, George Orwell, Langston Hughes, Cesar Vallejo, Pablo Neruda, and Ken Loach. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LAHA, LALS.

COLI 3357. Writing Asian America. (4 Credits)

What does it mean to be Asian American? How have Asian Americans grappled with the racist assumptions about Asian-ness imposed by U.S. national culture? What ethical modes of being have Asian Americans imagined, what global histories have they uncovered, what social and political possibilities have they dreamt of, and what can they teach us about the historical present? What does it mean to write Asian America? This course fulfills the Pluralism and Advanced Literature Core requirements of the core curriculum. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, ACUP, ADVD, ALC, AMST, ASLT, ENGL, PLUR.

COLI 3359. Asian Diasporic Literatures. (4 Credits)

"To be rooted," Simone Weil once wrote, "is perhaps the most important and least recognized need of the human soul." If so, what does uprootedness do to the human soul? How does diaspora, the often violent loss of a native land, challenge the arts of poetry, drama, and story-telling? What geo-historical forces go into creating such violent dislocations? With what ethical and political dilemmas do they confront the diasporic subject? How does diasporic trauma manifest itself across generations? What role can literature play in healing the wounds of the uprooted? This course addresses these questions by examining Asian diasporic literatures of roughly the last half century. Previous writers have included Maxine Hong Kingston, Lê thi diem thúy, Jessica Hagedorn, Jhumpa Lahiri, Min Jin Lee, Li-Young Lee, and Ocean Vuong. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, ACUP, ADVD, ALC, AMST, ASHS, ASLT, ENGL, ENRJ, EP3, INST, ISAS, ISIN, PJRC, PJST, PLUR.

COLI 3364. Novels of Ideas: 19th Century. (4 Credits)

An intensive study of four major novels from the second half of the nineteenth century: Melville's *Moby Dick*, Tolstoy's *Anna Karenina*, Dostoevsky's *The Brothers Karamazov*, and Hardy's *Jude the Obscure*. In exploring the ideological texture of these works, the course will consider the influence of such seminal figures as Schopenhauer, Marx, Darwin, Nietzsche, Zola, and Frazer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENGL, OCST.

Mutually Exclusive: ENGL 3364.

COLI 3365. Novels of Ideas: High Modernism. (4 Credits)

Drawing on works of philosophy, psychology, aesthetics and literary theory, the course will develop close, contextualized readings of five Modernist masterpieces, all published with a twenty year span: Proust's *Swann's Way* (1913), Lawrence's *Women in Love* (1920), Svevo's *Confessions of Zeno* (1923), Mann's *The Magic Mountain* (1924), and Faulkner's *Light In August* (1932). The class will require approximately 2,700 pages of reading—about 200 pages per week. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, ISEU.

COLI 3400. Modern Jewish Writing. (4 Credits)

From the nineteenth century to the recent past, this course uses literary study to explore the Jewish encounter with modernity in Europe and Russia. Through readings in fiction and poetry, the course explores literary responses to emigration to the U/S/ and elsewhere, the impact of the Shoah, the establishment of the State of Israel, and the current Israeli-Palestinian conflict. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENGL, INST, ISEU, JWST.

COLI 3407. Foreignness & Translation: Multilingual Autobiography Writing in Contemp Latin-Am & Latino Lit. (4 Credits)

This course studies manifestations of multilingualism in contemporary Latin-American and Latino literature, more particularly multilingualism that creates a tension between mother tongue and adoptive language when one of the languages is Spanish. It focuses on narratives and memoirs written by authors whose roots are in the Southern Cone (Argentina and Chile: Manuel Puig, Sylvia Molloy, Paloma Vidal, Ariel Dorfman...), the Caribbean (Pérez Firmat, Judith Ortiz Cofer...) and México (Richard Rodríguez, Gloria Anzaldúa, Ilan Stavans...). The paradoxes of multilingualism will be approached formally (categories of multilingualism: alternating between languages, self-translation, code switching...; rhetorical patterns, central tropes), thematically (identity construction and the perception of the self, the affective function of language) and sociologically (the difficulties to publish real bilingual texts as a consequence of unequal relationships of power between North and South). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, LAHA, LALS, SPAN.

Prerequisite: SPAN 2500.

COLI 3423. Modern European Drama. (4 Credits)

A survey of the rise of modernist drama in the work of such playwrights as Buchner, Ibsen, Strindberg, Checkhov, Shaw, Pirandello, Brecht, Synge, Lorca, Genet, Ionesco, and Beckett. The course will frame close readings of about fourteen plays, tracing the 19th century and early 20th century intellectual influences and exploring a variety of contemporary theoretical perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3424. Romanticism and Their World. (4 Credits)

In this course we will study British Fiction, Non-fiction and poetry from the late eighteenth to the mid-nineteenth centuries. As a counterpoint to this examination of traditional romantic literature, we will pursue traits of romanticism beyond the usual region and places, and search out their permutations in a variety of media, cultures, and historical conditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3426. Romantic Encounters. (4 Credits)

This course considers a wide array of fiction and non-fiction from the Romantic period that concerns themes of cultural and national difference, exploration, and tourism. Drawing from British, French, and German traditions, we will look at how authors discussed the pleasures, dangers, and scandals of travel. Through poems, novels, guidebooks, periodical essays, exploration narratives, and travel journals, the course asks why journeying – whether actual or imaginary – is so central to the Romantic identity and how it mediates the relationship between self and other. Students will emerge with an understanding of the connection between the idea of foreign and the role of the writer in the Romantic period and will be introduced to theories of gender, representation, and discourse analysis. Authors will likely include Charles Baudelaire, Novalis, Percy Shelley, Mary Wollstonecraft, Mary Shelley, Ann Radcliffe, Mungo Park, and James Cook. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3431. From Realism to Modernism. (4 Credits)

A study of the 19th and early 20th century novel with particular attention to the development of the genre in the context of issues of representation and narration. Works by Balzac, E. Bronte, Dostoyevsky, Eliot, Flaubert, James, Joyce, Proust. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3434. The Avant-Gardes: Europe and Latin America. (4 Credits)

An in-depth introduction to the various collective literary and artistic movements that prevailed in 1920s and 1930s Europe, Spanish-America, and Brazil. We will read poems, manifestoes, chronicles, essays and short stories by the likes of Breton, Picabia, Marinetti, Carrington, Borges, Gironde, Huidobro, Mario and Oswald de Andrade. Course material will also draw from the visual arts, especially painting, photography, and film (Dali, Magritte, Bunuel, Rivera, Xul Solar, Amara). This course will delve into the cultural and political implications of the avant-gardes in a transatlantic context, with particular emphasis on a comparative exploration of notions of center and periphery, imitations and parody, art and politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, LAHA, LALS.

COLI 3438. American Modernism. (4 Credits)

This course introduces forms of literary experimentation associated with the modernist movement, including authors such as F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, Gertrude Stein, Nella Larsen, Jean Toomer, and others. We'll examine such contexts as the Harlem Renaissance, American writers in Paris, southern agrarianism, and others, as a way of grasping modernism's fascination with difficulty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, ENGL.

COLI 3440. Arabic Literature in English Translation. (4 Credits)

A survey of Arabic literature from the sixth century A.D. to the present, this course will explore the development of the literary genres of the Arabic canon while keeping a keen (and critical) eye on the political, cultural, religious, and social circumstances that have accompanied—and, in many cases, given rise to—their development. What is considered literature in the Arabic canon? What is the relationship between literature and politics? What impact has the Quran had on Arabic literature?

What is the role of women in the Arabic literary tradition? What kind of dialogue has there been between Arabic and Western literatures? What is commitment in contemporary Arabic literature? Class discussions will be conducted in English. All readings will be translated into English. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ARAB, GBLB, INST, ISME, MEST, MLL, MVLI, MVST.

COLI 3450. The City in Literature and Art. (4 Credits)

The structures, spaces, people, and life patterns of cities in the imagination of writers and visual artists from the end of the nineteenth century to the present. We will focus on Berlin, Paris, and New York, using the work of Walter Benjamin as a stimulus to thinking about our own relationship to the urban environment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASAM, ASLT, ENGL, INST, ISEU, ISIN, URST.

COLI 3451. The City in Literature. (4 Credits)

A study of urban life through the close reading of fiction, poetry and drama, focusing mainly on New York, but also London, Paris, and Cairo. Discussion of films and photographs will also play a part in the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: URST.

COLI 3455. Literature, Ecstasy, and Popular Culture. (4 Credits)

In this course, we will examine the extent to which the experience and representation of ecstasy may be seen to create, reflect, counteract or otherwise impinge upon traditions and trajectories of historical and contemporary popular cultures. Framed by Wordsworth's Lyrical Ballads, our comparative study will include texts in various media from Plato to Almodovar. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3462. Sympathy and Sensibilite. (4 Credits)

A study of these concepts in French and British texts (novels, plays, essays, medical treatises, etc.) in the 18th century. Authors will include: Crebillon fils, Diderot, Mackenzie, Marivaux, Smith, Sterne, Swift, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: FFPM.

COLI 3463. Diderot. (4 Credits)

From generative and scientific speculations on the body and life and the encyclopedic organization of all knowledge, to visual and theatrical tableaux and the deployment of dissonant narrative strategies, Diderot's literary, aesthetic, and scientific work make him one of the most important and interesting writers of the 18th century and force us to rethink the understanding of the body, the novel, the play, and the work of art in the 18th century and beyond. Diderot has also informed some of the most innovative texts in contemporary theory, philosophy, and art. In this seminar we will examine multiple works from Diderot's interdisciplinary corpus to gain intimate knowledge of his poetics and of his unique articulation of key Enlightenment issues in the discourses of science, aesthetics, music, fiction, and race. Works can be read in English or French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FFPM, FREN, FRMI.

COLI 3464. Medicine and Literature in Ancient Regime. (4 Credits)

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

Attribute: FFPM.

COLI 3466. Discovering French Cinema. (4 Credits)

With over 2000 movie theaters, an average of 200 feature films produced annually and over 50 international co-production agreements, France's film culture and industry remain strong. Every year, major international film festivals feature French films and filmmakers. But what is French cinema? What defines its "Frenchness"? This course examines how and why French cinema successfully positioned itself as a lasting international reference, looking at the work of a few iconic and revolutionary filmmakers. It also aims at questioning the conscious (re)construction of "Frenchness" in and through cinema over time. To that end, we will consider the role various social, cultural, political, and industrial forces have played in defining, establishing, and promoting a certain idea of French cinema. We will also discuss filmmakers who have used cinema to question such reifications, by continuously re-imagining its contours, reclaiming narratives, and challenging expectations. You will have opportunities to enjoy NYC's francophile and cinephile culture since high-profile annual French film festivals take place in the city every Spring, including Animation First at FIAF/Alliance Française and Rendez-vous with French Cinema at Film at Lincoln Center. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FITV, FRMO, INST, IPE, ISEU.

Prerequisite: FREN 2600.

COLI 3471. Luigi Pirandello in Context: The Subject and Its Masks. (4 Credits)

A study of the narrative, theatre and theoretical essays of Luigi Pirandello (1867-1936; Nobel Prize 1934) in the context of the literary, cultural, and social developments in early 20th-century Italy and Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENGL.

COLI 3476. Conflict and Violence in Francophone African Cinemas. (4 Credits)

The development of film industries across Africa has been inextricably tied with colonial history. We will focus here on the cinematic production of former French colonies, from Algeria, Morocco and Tunisia in North Africa to sub-Saharan countries, including Senegal, Burkina Faso, and Tchad. Often trained in Western film schools, African and North African filmmakers started making films in the 1950s and 1960s, a time also marked by repeated struggles for independence from colonial domination. There is no single way to look at such a diverse and extraordinarily rich corpus. We will look more specifically at how different filmmakers have addressed, performed and questioned the notions of conflict and violence, both physical and psychological, literal and symbolic, at different time periods and in different regional contexts. Ousmane Sembène, Abderrahmane Sissako, Mahamat Saleh Haroun, Nabil Ayouch, Sarah Maldorore will be among the filmmakers included in our discussions. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, GLBL, INST, ISAF, ISME.

COLI 3480. Francophone Caribbean Literature. (4 Credits)

This course examines a variety of literary, historical, cultural and linguistic aspects of the francophone Caribbean between 1791 (the beginning of the Haitian Revolution) and today. Topics include articulations of political sovereignty in colonial and post-colonial contexts, francophone Caribbean literary movements, alternative narratives provided by Afro-diasporic voices, and Caribbean feminisms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, COLI, FRAN, FRMO, GLBL, IPE.

Prerequisite: FREN 2600.

COLI 3500. Advanced Literary Theory. (4 Credits)

This course is designed to give students an in-depth study of multiple topics in literary theory not generally covered in the introductory-level course. Emphasis will be placed on reading theoretical texts in relation to the historical and political conditions under which they were produced. Topics will vary by semester but may include: Franz Fanon and the Algerian war; Herbert Marcuse and the Black Panther Party; Gilles Deleuze and May '68; and Eve Sedgwick and the AIDS epidemic. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENGL.

Prerequisites: COLI 3000 or ENGL 3000.

COLI 3519. Writing and Rewriting Seduction. (4 Credits)

This class examines the theme of seduction and its relation to writing in European literature pre-1789. Writers include among others: Heloise and Abelard, Boccaccio, Marguerite de Navarre, Marvell, Castiglione, Lafayette, Casanova, Bastide, Crebillon fils, Laclos, and Sade in addition to critical works by Baudrillard, Paglia, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: FFPM.

COLI 3522. Strange Memories, Strange Desires. (4 Credits)

The course will use the image of the strange to make less familiar our concept of the Americas as a whole an coherent. Readings will span across the continents, valuing what we could describe as unsettling, weird, and bizarre. This concept of the "strange" will be considered alongside thematics of historical memory and desire in various novels. Short stories by: Hawthorne, Poe, and James. Authors may include: Faulkner, Bowles, Rulfo, Sandra Cisneros, Junot Diaz, Puig, Borges, Pynchon, and Garcia Marquez. The course will be divided into thematic sections as follows: Strange Lands; Strange Love; Strange Worlds; and The Memory of Sex. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, DVD, AMST, ASLT, ENGL, LAHA, LALS.

COLI 3530. Trauma Memory Narrative. (4 Credits)

"Trauma, Memory, and Interrupted Narrative" considers what it means to live and write in the aftermath of trauma. Topics will include personal (rape, abuse, incest, violence, Aids) as well as historical traumas (the Holocaust, genocide, war). Authors might include Freud, Caruth, Laub, Felman, Phelan, Taussig, Sontag, Erikson. Literature by Morrison, Duras, Kincaid, Didion, etc. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3531. Unhappy Families. (4 Credits)

Unhappy Families: Trauma, Secrecy, and Testimony. Secrets can hold families together or tear them apart. In recent years, American culture has become increasingly fixated on representations of secrecy in families, specifically those concealing psychological trauma. Contemporary literature, film, theatre, and the visual arts have become fearless in their exploration of the internicine warfare within the familial construct. Though alcoholism, adultery, and revolt against patriarchy have marked much of 20th century cultural output, these newer portrayals shatter the paradigm and reveal previously taboo fragments. Thus, things that were once off limits are now fair game, such as dysfunctional communication and alienation, inappropriate sexualization, longing and nihilism, suicide and murder. Reading texts on the literature of and about psychological trauma, various narrative strategies will be analyzed with an eye to identifying connections between theory, fiction, and memoir. The three major objectives will be to familiarize students with theories of trauma, apply these theories to the analysis of selected works both fictive and real, and finally, to consider the ways in which family trauma is repressed or concealed, remembered, revealed, dramatized, framed, and staged. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASLT.

COLI 3535. Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias. (4 Credits)

This course introduces students to the investigation of the role that economic concepts such as profit, work, utility, and exchange play in defining the ideal city as a realizable political project. Students will explore ethical and economic concepts and their interrelation in the debate on the best form of State and government that developed from antiquity to modern American utopian communities. This course includes texts from various sources - philosophical, theological, juridical, and literary. Through these readings, students will learn how theoretical and practical ideas on the best form of society developed in time and still influence modern political thought. The course also focuses on the impact of the socioeconomic doctrines of the Catholic Church in shaping the idea of a possible, realizable, ideal city. Among the texts and authors included are Plato, St. Augustine, Thomas Aquinas, Dante, Boccaccio, Thomas More, Leon Battista Alberti, Tommaso Campanella, Francis Bacon. Taught in English with coursework in Italian for credit in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, APPI, ASHS, ASRP, INST, ISIN, ITAL, ITMA, ITRE, MVPH, MVST, URST.

COLI 3553. 21st Century Romantics. (4 Credits)

In this course, contemporary (i.e., 20/21st century) romantic lyric, prose, and film will be examined in historical context, and compared with traditional (i.e., 18/19th century) romantic texts. We will explore the evolution of the term "romantic" within popular culture. The making of lyrical icons, or the popular romanticization of the author/artist figure, will be a chief theme throughout the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3575. Painting the Empire: Understanding the Spanish Empire Through Art and Literature. (4 Credits)

The Golden Age of Spanish art and literature (known as "el Siglo de Oro") coincided with the configuration of Spain as a global empire after the rise of the Habsburg dynasty to the Spanish throne (from around 1550 to around 1650). This course proposes a study of the main social, political and cultural conflicts that conformed that empire from a multidisciplinary perspective that combines the works of the empire's most famous painters (El Greco, Diego Velázquez, José de Ribera, among others) with the works of its most representative writers (Lope de Vega, Miguel de Cervantes, María de Zayas, among others); topics such as the symbolic construction and shaping of space, gender, national identity or social and religious relationships will be approached through a combination of visual and textual representations. The course will also take great advantage of the important collections of Spanish Renaissance and Baroque painting held at several New York institutions such as the Metropolitan Museum of Art of the Hispanic Society of America, including visits to those institutions and field work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, LALS.

Prerequisite: SPAN 2500.

COLI 3585. Transnational Asian Cinema. (4 Credits)

With its over-the-top action movies, riveting crime thrillers, sweeping historical romances, and unabashed melodramas, Asian cinema is one of the most exciting sites of cultural production in the world today. This capstone course will draw on theories and methods from film studies, literary studies, and sociology in an effort to develop an interdisciplinary model for analyzing Asian cinemas in a global context. The remainder of the course will focus on Asian cinema as a way of testing "the transnational cinema" hypothesis: the proposition that, thanks to the machinations of global capitalism, even seemingly "national cinemas" must now be understood in "post-national" terms. The course will culminate in a series of screenings at the annual New York Asian Film Festival at the Film Society of Lincoln Center. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3624. Music and Nation in the Arab World. (4 Credits)

Though music is a domain of individual expression, it may also reflect or respond to social, cultural, and historic influences of a time and place. This course explores the ways in which music acts as an expression of national identity in the Arab world. It considers this relationship in a region where the idea of nation has multiple meanings, and where conflicting factors such as regional diversity and the notion of pan-Arabism exists. Specifically, the course focuses on how particular types of music, including the Aleppian, Waslah, Al-Qasida al-ghinai, and Al-Muwashah, have affected the development and embodiment of national identity in the 20th century. Course materials are presented in English, however students of Arabic language are encouraged to enroll. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ARAB, INST, ISME, MEST, PJRC, PJST.

COLI 3652. Contemporary French Philosophy. (4 Credits)

This course introduces the work of French thinkers from the 20th and 21st centuries. Themes under consideration might be subjectivity, violence, justice, embodiment, and epistemology. Figures covered may include Badiou, Deleuze, Derrida, Foucault, Irigaray, Kofman, Le Doeuff, Lyotard, Merleau-Ponty, and Ranciere. Reference may also be made to recent developments of French theory in the Anglo-American context, including in feminist theory and social and political philosophy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASRP, INST, ISEU, PHCO, PHIL.

COLI 3663. Philosophies of Translation. (4 Credits)

In this course we will study different theories of translation, reading historical and contemporary texts primarily from Anglo-American, European, and African traditions of philosophy. Particular attention will be paid to ethical and political issues connected to translation, and to the relationship between translation and philosophical thought and practice. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1003.

COLI 3668. Caribbean Identities. (4 Credits)

This course explores the literature of the Caribbean in terms of socio-historical Creole identities, diaspora and colonial legacies in the Spanish, French, and English speaking Caribbean. We will read in contemporar and late twentieth century texts the manners in which this history shapes the understanding of Caribbean identities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LAHA, LALS.

COLI 3689. African Literature II. (4 Credits)

The second course is an examination of the colonial and postcolonial literary production of European-influenced African writers writing in European languages: English, French and Portuguese. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAH, AFST, ENGL, GLBL.

COLI 3690. Women Writing Africa. (4 Credits)

This course will consider the representation of Africa in the writing of women authors coming from different literary, cultural, and national traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3691. 20th Century African-American and African Women. (4 Credits)

"20th-Century African-American and African Women Writers" considers the political, social, racial, and other related contexts in which these women write. Authors include Larsen, Hurston, Morrison, El Saadawi, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASLT.

COLI 3692. Anglophone African Literature. (4 Credits)

This course (sub-titled "America in Africa") offers students an opportunity to learn about Africa and how America and Americans are represented by authors of the African continent writing in English. Using a range of texts in which America and/or American characters are represented, the course will encourage students to ask and answer questions such as: how is America (and Americans) represented abroad? And why? Simultaneously, students will also be learning about other places, peoples, cultures, and beliefs. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASLT.

COLI 3802. Literature and Imperialism. (4 Credits)

This course explores key debates in the study of literature and in the history of imperialism. Attention will be paid to the importance of literary form and historical representation as well as the relation between the two. A major concern of the course will be to examine the problems posed for any study of culture by legacies of imperialism. Readings will likely include Joseph Conrad, Mahasweta Devi, Naruddin Farah, Rudyard Kipling, Salman Rushdie, Tayeb Salih, Olive Schreiner, and Pramodya Ananta Toer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AASR, ALC, ENRJ, GLBL, INST, ISIN, PJST, PJWT.

COLI 3803. Empire and Sexuality. (4 Credits)

For many years now, critical queer and trans scholars have traced the intersections between gender and sexual identity formations and the modern exercise of state power. In particular, this body of scholarship has excavated the complicities between the mainstream LGBTQ movement and structures of empire-building, neoliberal capital and racial governmentality. This literature course engages with these conversations by exploring how literary works stage the role of gender and sexuality within racial, colonial, and imperial projects. Rather than surveying the world for manifestations of trans and queer identity, we will attend to gender and sexuality as sites of power, subjection, and subject formation. In so doing, we will explore how sexuality is central to the formation of racial categories, as well as the management and control of populations. As we read texts set within and responding to various systems of colonial and neo-colonial rule, our focus will be on connecting the interpersonal and intimate to institutions and structures. We will consider how literary texts offer challenges to liberal conceptions of identity as well as alternative imaginings of desire, subjectivity, kinship, and sociality. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENGL, GLBL, INST, ISIN, PJGS, PJST, WGSS.

COLI 3839. Postcolonial Literatures. (4 Credits)

In this course, we will examine postcolonial literatures, a rich and complex body of writing. The term postcolonial primarily refers to those parts of the world that emerged in the 20th century from European colonial empires. Each formerly colonized region has been shaped by the violence of colonization. As a result, the literatures of these regions are animated by political and creative struggles, including anti-colonialism, resistance, liberation, nationalism, neocolonialism, globalization, diasporic migration, and linguistic contest. We will study these and other phenomena, while also looking at history, literature, and literary theory from the period of decolonization. The main regions covered will include the Caribbean, Africa, South Asia, and Southeast Asia. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, GLBL.

COLI 3840. Latin American Culture Through Film. (4 Credits)

Major topics of Latin American cultural criticism through an examination of Latin American and Latino film production, with a special emphasis on the documentary as an alternative to mainstream cinema and television. Latin American media theories and cultural criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, FITV, GLBL, INST, ISLA, LAHA, LALS.

COLI 3910. US Latino Film Making. (4 Credits)

Examination of the major topics and genres of Latino film making in the U.S. Film makers studied may include Rodriguez, Valdez, Ichaso, Troyano, Muniz, and Sayles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ENGL, LAHA, LALS, PLUR.

COLI 3912. Literature of the Americas. (4 Credits)

Literature of the Americas— Spanning North, Central, and South America, this class will read novels across time and space. Whether this literature can produce a coherent vision of "America" in the 21st century will be considered alongside questions of race, class, gender, and sexuality. We will also examine the complexities of the aesthetic: Not only what makes a novel "American" but also what makes an American novel valuable. Authors include Pynchon, Cisneros, Garcia Marquez, Burroguhs, and Fuentes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASLT, LAHA, LALS.

COLI 3999. Tutorial. (3 Credits)

Independent Study.

COLI 4011. Narrating Childhood. (4 Credits)

In this seminar, we will study the explorations of childhood experience that are to be found in literary, theoretical and cinematic texts. We will examine the construction in language of the child's point of view and voice and we will consider literary and psychoanalytic views of the significance of childhood experience to adult life. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, PJRC, PJST, WGSS.

COLI 4014. Jean Rhys: Rewriting English. (4 Credits)

The seminar offers an intensive study of the work of Caribbean-born English writer Jean Rhys, from the early stories and novels of the 1930s to the last and most famous novel, "Wide Sargasso Sea," published in 1966. We pay particular attention to the way Rhys' writing reimagines the linguistic, literary, and cultural coordinates of English, not only in her last novel's rewriting of Charlotte Bronte's "Jane Eyre," but also in the early novels "Quartet" (1928), "After Leaving Mr Mackenzie" (1930), "Voyage in the Dark" (1934), and "Good Morning, Midnight" (1939). The seminar studies Rhys' work within the comparative contexts of European modernism, mass media and popular culture, feminist and gender theories, and postcolonial studies. The seminar fulfills both English (elective) and comparative literature (senior seminar) major requirements. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENGL.

COLI 4016. Rewriting the Mediterranean (20th and 21st Centuries). (4 Credits)

Historically the Mediterranean has been a region where different ethnicities, cultures and religions have emerged, dissolved or coexisted. The enduring encounter of East and West, North and South on its shores and in its waters, however, has been far from peaceful. In this seminar, we will discuss contemporary writers and intellectuals from the Mediterranean, who build on the rich artistic heritage and vital cultural traditions of the region to confront the legacy of centuries-old political and religious divisions. We will analyze the modern construction of the ideas of "Mediterranean culture" and "Mediterranean identity" in the current post-national context by examining fiction and essays by Vincenzo Consolo, Assia Djebar, Juan Goytisolo, Amin Maalouf, Orhan Pamuk and Abraham B. Yehoshua, among others. By telling stories set in the Southern and Eastern Mediterranean – from Italy and Spain to Turkey, Israel and the Middle East – these writers reimagine early civilizations and recast their histories in the present to critique modernity's narratives of socio-economic and political control, cultural domination and religious exclusion, and offer novel forms of cultural production and critical practice fostering cross-cultural interaction and intercultural understanding. We will conduct our analyses within the conceptual frameworks provided by historians Fernand Braudel, Iain Chambers, David Abulafia and Ian Morris, anthropologist Talal Asad, sociologists Franco Cassano and Edgar Morin, economist Serge Latouche, literary scholar Predrag Matvejevic, and cultural critic Edward Said. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ITAL, ITMO, MEST, OCST, PJRC, PJST.

COLI 4018. Cuba: Revolution, Literature and Film. (4 Credits)

This interdisciplinary capstone course will study the representation of the Cuban revolutionary process in literature, history, and film. It will explore some of the major topics on the Cuban revolutionary process from the vantage point of historical, literary and cinematic accounts: the relationship of intellectuals to the state, the revision of the past as antecedent to the Cuban revolution and its policies, the place of race, gender and sexuality in revolutionary culture, the Mariel exodus and the revolution's relationship to Cuban diasporic communities, the critique of revolutionary rhetoric during the post-Soviet "special period" and issues related to consumption, gender, sexuality, race, urban development and subjectivity during the current period of economic and cultural transition from socialism. It will use an interdisciplinary historical, literary and cinematic approach to examine the Cuban revolutionary process. Conducted in English with texts in Spanish and English translation. Coursework in Spanish for credit toward the Spanish major and minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCUS, COMC, COMM, FITV, GLBL, ICC, INST, ISLA, LAHA, LALS.

COLI 4020. Literature, Film and Development. (4 Credits)

Development and underdevelopment are terms we now associate with the relative industrialization/financialization of any given part of the world and the comparative disposition of their economic structures. They are used to differentiate the haves from the have-nots (North/South, First and Third Worlds; metropole and postcolony). We will study Development and its discourse as it has emerged since the 18th century within humanist frameworks of philosophy/science (the animal-human divide); literature (stories/narrative as colonial inscription); and technology (as techne and prostheses manifest in photography, film and video). We will explore the ways it inflects our perceptions and ways we read our own and other worlds. In particular, we will focus on how Development/development has constructed and shaped the many significations of "the human" from the early modern to contemporary times. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ASAM, ENGL, ENRJ, ICC, INST, ISIN, PJSJ, PJST.

COLI 4021. The Classical Tradition in Contemporary Fiction and Film. (4 Credits)

This course provides a survey of classical works from ancient Greece and Rome and their reception in contemporary literature and film. The objective is threefold: first, to learn about patterns of narrative intrinsic to the representation of myth and history in classical literature; then to observe how these patterns function both in works of the classical period and also in contemporary fiction and film; and finally, to consider why classical antiquity has proved an enduring source of inspiration for writers and film-makers of today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

COLI 4055. Race and Ethnicity in Antiquity and Today. (4 Credits)

This course offers an in-depth study of race and ethnicity in the ancient world and explores from an ethical perspective how ancient conceptions of race influence modern ones. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, INST, ISIN, OCST, PJRC, PJST, PLUR.

COLI 4125. Kieslowski in Theory and History. (4 Credits)

This semester will focus on a close analysis of the Decalogue, the 10-film cinematic masterpiece of the Eastern European director, Krzysztof Kieslowski. The films will be paired with some key texts in critical and film theory and discussed in multiple contexts; the rest of Kieslowski's oeuvre; the works of other Eastern European filmmakers; and the historical context of Poland in the 1980s. Capstone seminar for Comparative Literature majors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENGL.

COLI 4150. Race and Contemporary Film. (4 Credits)

This course examines contemporary cinema in an effort to understand the racial present. Drawing on theories and methods from sociology, anthropology, history, and literary theory, we will develop a provisional model of interdisciplinary cultural analysis that will help us better understand how representations of race function in our own historical moment. At the same time, we will investigate exactly what constitutes "our own historical moment." What is the historical present? How and why does it differ from one racial group to the next? And how do these competing racial temporalities affect present-day racial politics? With such questions in mind, we will conduct a series of case studies in racial representation. Each case will be organized around a recent film, and each film will be examined from a variety of disciplinary perspectives, with particular emphasis on how various academic disciplines both illuminate and obscure various aspects of the racial representation at hand. NOTE: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, ENRJ, ICC, PJRC, PJST, PLUR.

COLI 4204. Joseph Conrad and the Future of English. (4 Credits)

A study of works by Joseph Conrad and their relevance for the changing landscape of English literature within the comparative linguistic, literary, and cultural context of the twentieth and twenty-first centuries. Besides select works of Conrad (including *Almayer's Folly*, "Heart of Darkness," *Lord Jim*, *Nostromo*, *The Secret Agent*, and *Under Western Eyes*), other works to be studied may include: Ngugi wa Thiong'o, *A Grain of Wheat*, V.S. Naipaul, *A Bend in the River*, Tayeb Salih, *Season of Migration to the North*, Nuruddin Farah, *Maps*, Jessica Hagedorn, *Dream Jungle*, Pramoedya Ananta Toer, *This Earth of Mankind*. CAPSTONE SEMINARE FOR COMPARATIVE LITERATURE MAJORS. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4206. Comparative Studies in Revolution. (4 Credits)

This interdisciplinary capstone seminar engages students in a series of literary and historical studies of revolutionary (and counter-revolutionary) movements (e.g. the Haitian revolution of 1791, the Indian Rebellion of 1857, and the events of 1965 in Indonesia). Examining historical documents, works of fiction, literary theory and historiography, the seminar will investigate how the disciplines of history, literary criticism, and cultural studies more generally, seek to explain revolutionary historical change. Particular attention will be paid to the authority of textual evidence placed within interdisciplinary, cross-cultural, and multi-media contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASAM, ASHS, ASLT, ENGL, ENRJ, GLOBL, ICC, INST, ISIN, PJSJ, PJST.

COLI 4207. Comparative Studies in Empire. (4 Credits)

This interdisciplinary capstone seminar will study the interrelation between different imperial formations (e.g. Roman, Ottoman, Mongol, British, Chinese, and American) and the various linguistic, literary, and cultural traditions that give them imaginative and historical shape. Attention will be paid to the importance of literary form and historical representation. Juxtaposing historical and fictional texts from different cultural and historical moments, the seminar will explore how these texts foreground problems of historical documentation and textual authority. The seminar will also study how these foundational problems, shared by the disciplines of history and literary criticism, are embodied in other media, notably music and film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, APPI, ASHS, ENGL, ICC, IRST.

COLI 4210. Comparative Studies in Atlantic Revolutions. (4 Credits)

This interdisciplinary seminar engages students in a series of literary and historical studies of revolutionary (and counterrevolutionary) movements that took place in the Atlantic world (e.g., the English Civil War, the American, French, and Haitian revolutions, uprisings of enslaved people in Curaçao and Jamaica, and the Spanish American wars for independence). Examining historical documents, works of fiction, literary theory, and historiography, the seminar will investigate how the disciplines of history and literary criticism, and cultural studies more generally, seek to understand revolutionary historical change. Particular attention will be paid to the authority of textual evidence placed within interdisciplinary, cross-cultural, and multimedia contexts. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, ENHD, ENRJ, EP3, GLBL, PJRC.

COLI 4211. Empire and Sexuality. (4 Credits)

For many years now, critical queer and trans scholars have traced the intersections between gender and sexual identity formations and the modern exercise of state power. In particular, this body of scholarship has excavated the complicities between the mainstream LGBTQ movement and structures of empire-building, neoliberal capital, and racial governmentality. This interdisciplinary women's, gender, and sexuality studies course explores how two disciplines—literature and political science—study the role of gender and sexuality within racial, colonial, and imperial projects. We will examine and compare how these two disciplinary approaches pose their own questions and employ distinct methodologies to produce scholarly knowledge. As we read works of literature, policy documents, and legal documents, the course charts how sexuality is central to the formation of racial categories, as well as the management and control of populations. Following a central insight of decolonial feminism, we will work to connect interpersonal and intimate violence to the political: institutions, structures of power, and their relevant histories. Our course texts offer challenges to Eurocentric conceptions of identity, as well as alternative imaginings of desire, subjectivity, kinship, and sociality. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, ENRJ, GLBL, ICC, INST, ISIN, PJGS, PJST, WGSS.

Mutually Exclusive: COLI 3803, ENGL 3803.

COLI 4217. Health, Self, and Capital: The Art of Living and Its Discontents. (4 Credits)

This course draws on the two disciplines of history and literary studies to examine the intersection of health, self, and capital in Western ideas about the art of living over four seminal and interrelated moments—antiquity, the Enlightenment, the early 20th-century Lebensreform movement, and today's \$4.5 trillion global wellness industry. The course is divided into two parts. In the first, we take an analytical and critical approach to the theories and history of ideas about the art of living and wellness. In the second, students will apply the methodological approaches and tools we have developed in the first half of the course to complete collaborative research projects and deliver presentations addressing the discontents of traditional conceptions of the art of living and articulating new trajectories. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, ICC.

COLI 4320. Reading the Indian Ocean World. (4 Credits)

A new area of study has emerged in the last decade known as Indian Ocean Studies. It uses interdisciplinarity to study the cultural flows and encounters over time of the peoples and traffic of the Indian Ocean. This course will focus on the literature, writing, and expressive practices (including film, music and performance) that this confluence of peoples has created. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, GLBL, ICC, INST, ISAF, ISAS, ISIN, WGSS.

COLI 4412. Representing Art in Literature. (4 Credits)

Art and its literary representation in 17th and 18th century France and England. In this seminar, we will examine the literary representation of art (portraits, landscape, etc.) in novels. What is the status of these representations? In what ways does this status change from the 17th to the end of the 18th centuries? In order to analyze the import of visual representation in literary texts, we will also read a number of works of early art criticism both in England and France as well as contemporary criticism and theory. As such, we will try to determine the interrelation between history of the visual and literary culture in the early modern period. Texts can be read in the original language if desired. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: FFPM.

COLI 4420. Ethics and Intelligence. (4 Credits)

This seminar will engage students in an intensive examination of the history, literature, and ethics of secret intelligence. Tracing the historical emergence of contemporary intelligence agencies from the early modern period up to the present, and with special attention to literary works from contrasting cultural traditions, the seminar will focus on three areas of expertise that have historically shaped the articulation and administration of both clandestine and public intelligence and information: the work of translators, the work of missionaries, and the work of government agencies.

Attributes: ENGL, EP4, VAL.

Prerequisites: ENGL 1102 and ENGL 2000 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

COLI 4570. Films of Moral Struggle. (4 Credits)

(Formerly COLI 4001): The course studies the portrayal of human values and moral choices both in the narrative content and the cinematic technique of outstanding films. Class discussion tends to explore ethical aspects of each film's issues, while numerous critical analyses of the films are offered to develop the student's appreciation of the film's artistic achievements. A lab fee is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, ASRP, BEHR, BEVL, CELP, EP4, FITV, PJMJ, PJST, REST, VAL.

COLI 4600. Anger in Asian American Literature and Culture. (4 Credits)

Ever since the first Chinese immigrant carved a protest poem into the walls of the Angel Island detention center, Asian American literature has been suffused with anger—both the anger Asian Americans feel as minority subjects and the anger they are forced to absorb in a virulently racist, white supremacist society. Drawing on scholarship from philosophy, psychology, anthropology, and literary and cultural studies, this interdisciplinary course asks what Asian American anger can teach us about both the lived experience and the structural conditions of race. Treating anger less as a character flaw than as a social product, we will explore several interrelated questions. How does the production of anger relate to the processes of racialization? How might Asian American anger complicate the Black-white binary that dominates U.S. racial discourse? In what ways might it enable a global understanding of race? What aesthetic and ethical-political problems does it pose? What possibilities does it open up? How have Asian American artists and writers grappled with those problems? And how have they sought to actualize the possibilities of Asian American anger? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, ACUP, ADVD, AMST, ASLT, ENGL, ENRJ, ICC, PJRC, PJST, PLUR.

COLI 4603. Asian American Critique. (4 Credits)

This capstone course explores canonical and cutting-edge research in the interdisciplinary field of Asian American Studies. Examining the field's interventions in disciplines such as history, sociology, media studies, and literary studies, we will discover how Asian Americanists have enunciated a distinct set of themes, methods, analyses, historical narratives, and ethico-political projects. Topics may include Asian American critiques of racial capitalism; neoliberalism; biopolitics; environmental devastation; human-animal relations; contemporary aesthetic categories; the Asian Century; and the intersections of race, class, gender, sexuality, and ability. This course fulfills the ICC and pluralism requirements of the common core. Previous exposure to ENGL 3356, "Approaches to Asian American Studies," or ENGL 3359, "Asian Diasporic Literature," is encouraged but not required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, ACUP, ADVD, AMST, ASLT, ENGL, ENRJ, ICC, INST, ISAS, PJRC, PJST, PLUR.

COLI 4800. Internship. (4 Credits)

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

COLI 4998. Senior Thesis Tutorial in Comparative Literature. (4 Credits)

Practical application of comparative techniques and research methods. Supervised independent work culminating in an original research paper in the area of comparative literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4999. Tutorial. (4 Credits)

Independent research and readings with supervision from a faculty member.

Compliance (Law) (CPGL)

CPGL 0099. Crisis Management. (3 Credits)**CPGL 0101. Human Rights Compliance. (2 Credits)**

The relation of the corporation to human rights has changed dramatically over the past decade. For many years, company responses to the human rights impacts of their business operations consisted largely of voluntary corporate and social responsibility programs. Today, multiple regulations and guidelines, both domestic and international, create increasing obligations for corporate actors in the field of human rights. Not surprisingly, ethics and compliance professionals are now called on by their employers to assess human rights-related risks, develop programs to address those risks, and to publicly report on the company's performance on human rights. <p> The Human Rights Compliance Course will provide students with a comprehensive understanding of the current framework for human rights compliance for companies. The Course will examine emerging and expanding regulatory efforts within different jurisdictions that establish human rights obligations on companies. The Course will also explore developing international guidelines that seek to establish global human rights standards for all businesses, including the UN Guiding Principles on Business and Human Rights. Students will learn critical skills in the areas of human rights due diligence, disclosure and reporting. Finally, students will examine how shareholders, lenders, consumers, and the public evaluate corporate efforts to address human rights.

CPGL 0102. Internal Investigations. (1 to 2 Credits)

Dig into many corporate scandals and you will find bungled internal investigations that fail to address a festering compliance program. But done well, internal investigations can protect against risks, and strengthen a culture of compliance. This course will explore the structure of an internal investigation from the decision to commence one through completion. The goal of the course is to teach students to understand how to prepare for and conduct an effective internal investigation. Taking a practical and interactive approach, the class will cover, among other things, investigation plans, sources of information, interviewing techniques, privacy issues, and potential regulatory consequences of an investigation.

Attribute: LLM.

CPGL 0103. Employment Law. (2 Credits)

This online 1-credit course will provide students with a high-level overview of the most significant employment laws and principles that should guide employers through the employer-employee relationship—from the initial decision to fill a position to the ultimate decision to terminate the employer-employee relationship. Topics covered may include the appropriate classification of individuals who perform services in exchange for compensation, the tracking of employee time under the Fair Labor Standards Act, avoiding workplace discrimination, common employer pitfalls during the recruiting process, the navigation of interactive process that must inform reasonable accommodations, workplace harassment, the Family and Medical Leave Act, workplace privacy, and terminations.

Attributes: CORC, CRCP, LLM.

CPGL 0123. Constructing Next Generation Compliance Programs. (1 Credit)**CPGL 0127. Writing for Compliance Professionals. (1 to 2 Credits)****CPGL 0129. Corporate Social Responsibility: Practical Applications. (1 Credit)****CPGL 0156. Banking Regulation. (2 to 3 Credits)**

This course provides a comprehensive overview of banking regulation and enforcement in the United States. The goal of the course is to provide students with broad and practical knowledge of U.S. banking regulation, including the U.S. system of financial oversight and regulation of banks, and financial crime and consumer compliance regulation and enforcement regarding the banking industry, in order to prepare students for careers in either the private or public sector, in litigation and/or transactional work where knowledge of banking regulation is increasingly important. <p> Course topics will include the history of the U.S. dual banking regulatory system and the roles of the various regulatory agencies; the Federal Reserve system and its multiple roles; deposit insurance and the Federal Deposit Insurance Corporation; federal and state prudential regulators in the dual-banking system, including the Office of the Comptroller of the Currency and the New York State Department of Financial Services; the statutory frameworks for the supervision of banks for safety and soundness; the basics of a bank's business and the businesses in which banks can and cannot engage; regulatory requirements to protect against risk, including reserve, capital and liquidity requirements; the 1929 stock market crash and the 1933 banking reforms; the relationship between commercial/savings banks and the securities industry, including the Glass-Steagall Act of 1933, the Gramm-Leach-Bliley Act of 1999, and affiliate rules; the 2007-08 financial crisis and the Dodd-Frank Act of 2010; the impact of COVID-19 on the banking industry and Federal Government responses; the 2023 bank failures and the roles of deposit insurance, interest-rate risk, and regulatory oversight versus management responsibility; systemic risk, bank failures, the Financial Stability Oversight Council, and orderly liquidation authority; the role and authorities of the Consumer Financial Protection Bureau, and related consumer protection and fair lending laws enforceable against both banks and nonbanks; the Community Reinvestment Act; international banking and the oversight of foreign bank branches in the U.S.; financial crime compliance, including the Bank Secrecy Act, the USA Patriot Act and the Anti-Money Laundering Act of 2020, FinCEN's role, and enforcement actions; U.S. economic sanctions requirements applicable to banks, OFAC's role, and enforcement actions; the use of artificial intelligence and bank compliance models; the regulation of nonbanks, including money services businesses and nonbank lenders and debates regarding "fintech" licensing and regulation; the banking industry and the regulation of cryptocurrency firms, stablecoins, and central bank digital currencies; climate change and the banking industry; and cybersecurity regulation related to the banking industry. <p> This course is taught by Adjunct Professor Maria Vullo, who has extensive experience in the banking industry in both the public and private sectors. Professor Vullo served as Superintendent of Financial Services for the State of New York, where she led the agency responsible for the supervision and regulation of New York's banking and insurance industries. She also served as Executive Deputy Attorney General for Economic Justice in the Office of the New York Attorney General, was a partner in a major law firm for many years and served as chief legal officer of a bank. In addition to teaching both banking and insurance regulation at Fordham Law School, Ms. Vullo consults on financial services regulation, serves on boards of directors, and is Regulator-in-Residence at the FinTech Innovation Lab NYC. <p> This course will utilize a textbook as well as practical, supplemental reading materials provided by Professor Vullo.

CPGL 0202. In-House Corporate Compliance Practice. (2 Credits)

This course provides a general overview of the real-world practice of in-house corporate compliance professionals. Drawing on the experiences of a practicing in-house compliance counsel, the course examines the many challenges and compromises that accompany this practice. Students will learn how to balance value-based decision-making with strategic and tactical corporate priorities and accompanying budgetary constraints. Course meets Oct. 4, 5, 11, 12, 18, 25, Nov. 1, 8, 2024 .

Attribute: JD.

CPGL 0203. Health Law Compliance. (2 to 3 Credits)

The healthcare industry is governed by numerous statutes that are actively enforced by Federal and State regulatory bodies. This Healthcare Regulations Compliance course focuses on the Federal and State statutory and implementing regulatory provisions enacted to detect and deter healthcare fraud, waste, and abuse. Over the course of the semester, students will cover, among other compliance laws and regulations, the following fraud and abuse laws: (i) the Federal and State False Claims Act; (ii) the Physician Self-Referral ("Stark") Law; (iii) the Anti-Kickback Statute; (iv) the Civil Monetary Penalty Law; and (v) the Criminal Health Fraud Statute. Students will also learn the required elements of an effective compliance of ethics program and how to perform a risk assessment, including risk identification, scoring, and prioritization. In addition to the foregoing, the course will cover corporate governance, human subject research compliance, record management, as well as patient privacy and data security under the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and the data breach notification provisions under Health Information Technology for Economic and Clinical Health Act ("HITECH") provisions of the American Recovery and Reinvestment Act ("ARRA") of 2009.

Attributes: CORC, CRCP.

CPGL 0206. Compliance, Technology, and Financial Services. (2 to 3 Credits)

Emerging technologies provide opportunities for new and efficient ways to conduct business, but they can also raise a variety of potentially complex legal and compliance challenges. This class will provide an overview of the legal and regulatory context for current technology issues facing both large and small companies, including privacy, information security, electronic recordkeeping and employee supervision. Course content will focus primarily on the financial services sector; however the core compliance concepts included in the class will be broadly applicable across industries. Through analysis of regulations, interpretive guidance, case law and settlements, students will explore questions such as how do businesses use social networking systems like Facebook and Twitter, while dealing with obligations to store and supervise their electronic communications? What challenges are posed by domestic and international privacy and information security requirements when companies want to take advantage of cloud computing services, or deploy business systems across multiple jurisdictions or continents? How can a "bring your own device" policy permit an employee's personal device, such as an iPhone, to be used to conduct business and store proprietary information without undue risk? Course Materials and Meetings Course Materials: Course materials will be posted on TWEN. No materials are required to be purchased. Attendance and Participation: Attendance is mandatory. Please notify us in advance if you cannot attend class due to religious observance, illness, family emergency or other legitimate reasons. Class Participation: Classes will generally be conducted as a mix of presentation and discussion. You will be expected to have read preparatory materials, and to participate actively in class. Laptops: Laptops are permitted, but we encourage you to limit note taking and memorization in favor of class participation, with a focus on appreciating the principles emerging from our analysis and discussions. Although legal materials will be used in this course, our emphasis is understanding how Compliance functions work, and the skills needed by Compliance staff to help translate legal and business requirements into cogent, documented and sustainable business processes and associated policies, procedures and supporting technologies. Recording: You are not permitted to record class sessions using a smartpen, dictation software or any other method. Email: We may periodically send you emails via TWEN. You may reach us by email or phone during business hours via our contact information above. Course Evaluation Your grade will be based on a take-home examination, which you can take anytime during the exam period. Class participation will be taken into consideration as part of your final grade.

Attributes: CORC, CRCP, IPIE, JD, LAWT, LLM.

CPGL 0209. The Role of Compliance in Mergers & Acquisitions. (2 Credits)**CPGL 0210. Corp Political Compliance. (1 to 2 Credits)****CPGL 0211. Adv Crisis Management. (1 Credit)****CPGL 0212. Global Trends in Compliance. (2 Credits)**

This course provides an overview on global trends in corruption, fraud, money laundering, sanctions and the growing use of financial statecraft and cybercrime issues facing the financial services industry. The impact of the invasion of Ukraine on the business model of Environmental, Social and Governance as it evolves to a new ESG model: Energy, Sanctions and Geopolitics, will be explored. The course provides an overview of the regulatory requirements for AML including the BSA, Patriot Act, 2021 AMLA, and FATF and FinCEN guidance, and the latest on initiatives to address kleptocracy and corruption as well as FCPA and sanctions compliance in light of the invasion of Ukraine. The emerging challenges in complying with US regulations such as the Uyghur Forced Labor Prevention Act and steps targeted at disincentivizing compliance with U.S. and other foreign laws, including the enacting of the Provisions on the Unreliable Entity List ("UEL"), Measures on Obstructing the Unjustified Application of Foreign Laws and Measures (the "Blocking Measures"), the Anti-Foreign Sanctions Law ("AFSL"), and Data Security Law and Personal Information Protection Law. The course will also provide an overview of the interrelationship between corruption, illicit finance stemming from human, wildlife and arms trafficking and market manipulation and investigatory techniques to analyze illegal activity. The SEC and Self-Regulatory Organization structure will be provided regarding AML, market manipulation and other illicit activity. Trends and typologies of cybercrime and regulatory responses will be discussed. The use of data, data governance, know your vendor requirements and related technology driven solutions including the use of Sandbox regulatory initiatives and financial innovation hubs will be discussed. The evolution of compliance and the three lines of defense and emerging "green" lines of defense and enterprise risk management will be discussed. The impact of "gamification" of the stock market and social media on compliance will also be discussed.

CPGL 0213. Econom Sanction Compliance. (1 Credit)**CPGL 0219. Privacy & Cybersecurity . (3 Credits)****CPGL 0225. Working with U.S. Regulations. (1 Credit)****CPGL 0226. Global Compliance Comparative Programs. (1 Credit)****CPGL 0239. Emerging Technology Tools for Compliance Programs . (1 Credit)****CPGL 0262. Introduction to Corporate Compliance. (3 or 4 Credits)**

This course will explain the major features of an "effective" corporate compliance program. Students will have an opportunity to learn the fundamentals of rolling out a program for a global corporation and updating and refocusing a current program. Students will examine various areas of law, regulation and policy, as well as various industries to adapt the compliance protocols for the global corporation. This course will be skills oriented.

Attributes: CORC, CRCP, ICE, JD, LAW, LAW, LAW, LAW.

CPGL 0291. Corporate Compliance in Developing Brazil, Russia, India, China, and Underdeveloped Countries. (2 Credits)

The class will cover the compliance programs of companies doing business in the Developing (BRIC countries of Brazil, Russia, India and China) as well as Underdeveloped Countries. It will be a workshop class with assignments that will focus on a portfolio of documents necessary to update or refocus a compliance program in these countries and will include case studies on the BRIC countries.

CPGL 0302. Internet Transaction Safeguards and Evidence. (2 Credits)

In this seminar environment, students will utilize new analytical frameworks to think through cybersecurity and other data protection issues where laws, regulations and industry practices are outstripped by the speed of technological innovation. This is a practice-ready class in which the practical is never far from the theoretical, and so we will focus on how to provide the best counsel where the law is in a constant state of change. As the class is designed for practice, there are no exams. Instead, students will prepare four short written assignments that will be similar to those they would face as first-year lawyers in a law firm, corporate legal department or government agency. A premium is also placed on class participation, given the seminar structure of the course. Students learn as much from each other as they do from the professor as they discuss differing notions of "personal information" in cybersecurity and privacy and how data protection laws and regulations impact the daily interfaces essential to e-commerce and the management of data in healthcare, finance, education and other regulated areas. All e-commerce is global once the organization's website goes live, so the impact laws of other jurisdictions, such as the EU General Data Protection Regulation on US business, will also be explored.

Attributes: CORC, CRCP, IPIE, JD, LAW, LAW, LDE, LIDR, LLM.

CPGL 0305. Creating Effective Training Programs. (1 Credit)**CPGL 0310. Corporate Sustainability: Complying with Evolving Global Framework & Regulations. (2 Credits)****CPGL 0311. Global Comparative Compliance. (1 Credit)****CPGL 0312. Leading with Purpose – Key Skills and Qualities for Success in Your Compliance Career . (1 Credit)****CPGL 0313. Anti-Money Laundering. (1 to 4 Credits)**

Fall 2019 semester: This course provides a comprehensive overview of the regulations and laws that govern the requirements for financial institutions in the United States in order to address the risk of money laundering and terrorist financing through banks and other financial institutions. Students will gain an understanding of controls implemented by financial institutions to combat the flow of illicit funds. By the conclusion of this course students should have an appreciation of the culture of compliance within financial institutions and understand the rules, regulations, and laws in place to combat money laundering and terrorist financing. <p> Spring 2020 semester: This course provides a comprehensive overview of the regulations, and laws that govern the requirements for Financial Institutions both in the United States and globally in order to address the risk of money laundering and terrorist financing through banks and other financial institutions. Students will gain an understanding of controls implemented by financial institutions to combat the flow of illicit funds. By the conclusion of this course students should have an appreciation of the culture of compliance within financial institutions and understand the rules, regulations, and laws in place to combat money laundering and terrorist financing.

Attributes: CORC, CRCP, INLJ, LAW, LAW, LLM.

CPGL 0321. bldg Effect Ethic & Compliance. (2 Credits)**CPGL 0333. Compliance Innovation & Technology . (1 Credit)****CPGL 0349. Business Organizations and the Foreign Corrupt Practices Act. (1 or 2 Credits)**

Anti-bribery and corruption laws – particularly the US Foreign Corrupt Practices Act (FCPA) – have for many years been the subject of vigorous enforcement activity, making the FCPA and other anti-corruption laws a top legal concern for business organizations across all industry sectors doing business in the global marketplace. Thus, developing a pair of "FCPA goggles" is a fundamental skill-set for lawyers and compliance professionals. In this course, students will elevate their knowledge of the FCPA, including its anti-bribery, books and records, and internal controls provisions, and how the Department of Justice and Securities and Exchange Commission enforce the FCPA. In addition, students will gain practical skills by learning how to build strong Anti-Bribery and Corruption compliance programs that prevent, detect, and deter potentially illegal conduct.

Attributes: CORC, CRCP, LAWB.

CPGL 0369. Bitcoin, Blockchain, and the Law. (1 Credit)**CPGL 0399. Compliance Seminar. (2 Credits)**

In this course, students will learn how to apply the learnings from behavioral ethics and other fields to the design and implementation of ethics and compliance programs that not only meet government standards of effectiveness, but also serve a company's broader long-term objectives. The course will also explore the practical challenges compliance officers face in building compliance programs and the nuanced decision-making and practical skills required to successfully address those challenges.

Attributes: CORC, CRCP.

CPGL 0402. Insurance Compliance. (2 Credits)

Insurance involves a contract in which an insurer agrees to compensate or indemnify another party for fortuitous event causing loss or damage in exchange for consideration. The underwriting process for this contract is heavily regulated in the United States in order to protect consumers. One aspect of consumer protection is ensuring the insurer's solvency so that it may pay claims. <p> It is important that students gain an understanding of compliance in the US insurance industry, given the industry's importance. Insurance in the United States is considered the world's largest insurance market by premium volume. Of the estimated \$4.640 trillion of gross premiums written worldwide, \$ 1.274 trillion were estimated to be written in the United States. <p> The insurance industry in the United States is regulated almost exclusively by individual state governments. The state-based insurance regulation system allows each state to operate independently to regulate their own insurance markets, typically through a state department of insurance or division of insurance. Through the years, federal regulation has now and then encroached upon the state regulatory system, challenging the current model to evolve, look for efficiencies, and to grow. Today, disruptors and innovators have entered the insurance market, with an influx of capital, challenging current insurance processes, norms, including the emergence of the insurance digital experience for consumers. Some experts believe that the digital impact will ultimately revolutionize the current insurance model and the regulatory environment that governs it. <p> Grading based on:
 Final Examination – 50%
 Case Study Exercise – 35%
 Class Participation – 15%.

Attributes: CRCP, LLM.

CPGL 0409. Cosmetics Regulation. (2 Credits)

Do you know what you are slathering on yourself when you shower? Does your government? This course will cover the governmental, industrial, and societal regulation of cosmetics and other personal care products. Topics will include the history of cosmetic regulation, the definition of cosmetics versus drugs, cosmetic misbranding and adulteration requirements under the 1938 Federal Food Drug and Cosmetic Act (FDAC) and additional Federal statutes, local regulations for select states, and how the FDAC is enforced. The course will consider issues that cosmetic companies regularly face, such as creating a brand identity; the importance of developing a safe and efficacious product; creating a robust quality program as a brand protection measure; the role of the FTC and their coordination with the FDA; complying with domestic and international guidelines across distribution channels as they relate to product formulation, label, and marketing; and social media and digital marketing strategies in the e-commerce era. The class will scrutinize current pending legislation for new U.S. regulations, and discuss industry trends, such as transparency in cosmetic ingredients and private company task forces to combat counterfeit cosmetics. At the end of the course, you will have a firm grasp on the U.S. cosmetic regulatory scheme and basic cosmetic company considerations.

Attributes: LAWF, LLM.

CPGL 0422. Compliance Colloquium. (1 Credit)

Online MSL students will complete a three-day colloquium at Fordham Law School's Manhattan campus. Students will engage with senior compliance officers and discuss current and emerging issues in the field of corporate compliance. Networking events will give students ample opportunity to meet each other and compliance professionals from the New York City area and beyond. This course will take place each August. Students join this course during the last summer term in which they will be enrolled.

Attribute: CORC.

CPGL 0521. Risk and Responsibility in Organization. (2 Credits)

Ethics and compliance has emerged as a key discipline in preventative law, gathering increasing attention and corporate resources. With this growth, and as corporations face unprecedented lack of trust and scrutiny of their conduct, questions about how businesses manage their overall approach to integrity have become more pressing. Companies are increasingly grappling with questions of ethics and integrity that challenge the primacy of shareholder value approaches and expand the remit of governance, risk and compliance approaches into stakeholder trust, organizational culture, and voluntary CSR and human rights standards. <p> This course will introduce key dimensions of organizational risk and responsibility – (sometimes called non-technical or non-financial risk). The focus is practical, not theoretical – what does evidence about how companies organize and manage themselves tell us about how risk and responsibility concepts are applied? It will cover a range of established and emerging integrity, ethics and compliance issues, including corruption, political risk, human rights, CSR, leadership, culture and behavior. The course will include academic and business readings as well as interactive case studies exploring the actions of real companies in pharmaceuticals, mining and telecoms. Students will apply practical solutions to real risk and corporate integrity challenges faced by multinational organizations in a variety of sectors, and explore the consequences for the compliance function and the core business.

Attributes: CORC, CRCP.

CPGL 0592. International Financial Crime. (2 or 3 Credits)

The line dividing legitimate international financial activities and illicit conduct is becoming increasingly blurred. This has meant that substantive legal and regulatory standards and enforcement and redress techniques have had to develop and adapt for use against those involved in using private organizations and financial institutions for criminal activities. <p> This course examines a selection of currently relevant criminal activities. We will focus on insider trading, market manipulation, money laundering, government corruption and bribery, and related topics. The primary focus will be US laws and regulation, but with consideration for international dimension of criminal activity and enforcement. The class will emphasize the role of private lawyers in advising clients about the prevention of criminal charges and in-house compliance policies and procedures, rather than the strategic choices to be made in the course of criminal trials. <p> Course Objectives
 The goal of the course is to help students to understand several key financial criminal areas, attendant regulatory environment and consider steps that financial industry can take through a well-considered compliance program to minimize the risk of such crime occurring. During the course we will explore the practices and hurdles to achieve a more fair and effective international financial system. Through the example of criminal areas considered students will acquire a familiarity with construction and operation of a financial industry compliance program. <p> Attendance Requirement
 Attendance at all class sessions is required. Enrolled students who do not attend the first class session will be dropped. Students seeking to enroll in this course must attend the first class session. <p> Course Requirement
 Students are expected to research and write a 15-20 page paper (double spaced) covering at least one of the topics covered in our syllabus. References should be in Blue Book format.
 Basis of Course Grade
 The student's grade will be determined as follows:
 • 25% for class participation (classroom discussion and collaborating with classmates/colleagues); and
 • 75% for the term paper .

Attributes: CORC, CRCP, LAWI.

CPGL 0615. Regulation of Broker Dealers: A Practitioner Perspective for Compliance Officers. (2 or 3 Credits)

The primary objective of the course is to provide the student with a comprehensive understanding of the regulatory framework that a U.S. broker-dealer operates in and how to practically apply this knowledge in managing a compliance function in a securities firm. The course will review the relevant securities rules and regulations with a focus on those of the SEC and Finra, but it will also include other regulatory requirements that are relevant to securities firms such as the Bank Secrecy Act and the USA Patriot Act. An overview of certain applicable non-securities' rules and regulations, such as anti-money laundering regulations, will demonstrate the application of these regulatory requirements in the control structure of a broker-dealer and link these requirements to those of the securities regulator. <p> After completing the course, the student will have a solid knowledge base of the various regulatory requirements and their relationships with each other. This regulatory understanding will be supplemented with examples of constructive and relevant market practices which can be used to design and manage a successful compliance program in a broker-dealer firm. In addition, the course content will include an overview of the financial responsibility rules, margin requirements and regulatory reporting aspects of a broker-dealer that a compliance professional needs to be familiar with to effectively execute a compliance program. These financial and operational topics would be of interest to financial professionals. As such, this course would be particularly relevant to senior accounting students who have an interest in regulatory accounting matters in the securities industry and could be cross-listed with an accounting stream. In summary, the course will prepare the student to undertake greater responsibility as a compliance professional in a securities broker-dealer.

Attributes: CORC, CRCP, LAWB, LLM.

CPGL 0616. Regulatory and Compliance Environment. (2 Credits)**CPGL 0618. Environmental Law. (3 Credits)****CPGL 0620. Compliance Risk Assessment. (2 to 3 Credits)**

The course is designed to provide an overview of the basic elements of the Compliance Risk Assessment and how the Assessment functions within an overall Compliance Program. In addition, it presents an overview of the key compliance risk and themes across the financial services industries, as well as certain key topical areas. The course also encourages critical about developing and conducting a Compliance Risk Assessment with a particular understanding of its strengths and its weaknesses.

Attributes: CORC, CRCP, EXP, INLJ, LLM.

CPGL 0629. Business Ethics. (1 to 2 Credits)**CPGL 0630. Ethics Oversight in Finance. (1 Credit)****CPGL 0701. Market Regulation. (1 Credit)****CPGL 0708. Leading with Purpose – Key Skills and Qualities for Success in Your Compliance Career . (1 Credit)****CPGL 0780. Corruption. (2 Credits)**

Corruption is broadly defined as the misuse of trusted authority for personal gain and includes such crimes as bribery, extortion, embezzlement and fraud. In recent years, corruption has played a central role in geopolitical movements and in United States politics and government. And yet, both the phenomena of corruption and the laws prohibiting it are not widely understood. The course will explore the laws governing corruption, the anatomy of the crime of corruption and corruption as social and political phenomena. We will examine current corruption cases, investigations and coverage in the media, including in relation to the Trump Administration, the Mueller Investigation, the prosecution of Sheldon Silver, former Speaker of the New York Assembly, and other prominent domestic matters; and in China, Afghanistan, the Ukraine and other areas of the world. The course will also cover practices to prevent, investigate and remedy corruption in the private sector and government. Course Materials: Course readings will include original materials from corporate, government and non-governmental organizations sources media reports; and case law, treatise and legal articles on key applicable areas of the law. We will also draw on the primary course text: *Confronting Corruption: Past Concerns, Present Challenges, and Future Strategies*, Fritz Heimann and Mark Pieth. Method of Evaluation: Grading will be based on written assignments on class topics and readings; and a final examination Class participation is an integral part of the course and students enrolling in the course should be prepared to engage in active discussion of the course materials and in-class presentations.

Attribute: LLM.

CPGL 0901. Introduction to Corporate Compliance. (3 Credits)

This course will explain the major features of an "effective" corporate compliance program. Students will have an opportunity to learn the fundamentals of rolling out a program for a global corporation and updating and refocusing a current program. Students will examine various areas of law, regulation and policy, as well as various industries to adapt the compliance protocols for the global corporation. This course will be skills oriented.

Attributes: CORC, LLM.

CPGL 0909. Policymaking Through Government Settlements and Enforcement. (2 Credits)

This seminar, taught by Martin J.E. Arms, a retired Partner and present Of Counsel at Wachtell, Lipton, Rosen & Katz, examines the recent proliferation of large-scale settlements between private corporations and government prosecutors and regulators. Such settlements include the \$200+ billion multistate tobacco settlement, the UBS off-shore tax shelter case, BP Deepwater Horizon, the VW diesel controversy, and the \$25 billion National Mortgage Settlement and certain other large settlements arising out of the fiscal crisis. The seminar will look at (i) the manner in which such settlements have arisen and been structured; (ii) the laws (such as New York State's Martin Act, the federal FIRREA statute, class action laws, and state tort laws) that help force such settlements; (iii) various challenges to reaching such settlements; (iv) aspects of such settlements that require changes to the settling corporation(s)' business practices, as opposed to mere financial payment, and whether requiring such changes through the threat of prosecutorial action is appropriate; (v) the rise of the Independent Monitor construct; and (vi) legal, political and business consequences arising from such settlements.

Attributes: CORC, CRCP, LLM.

CPGL 0992. Compliance Programs. (1 Credit)**CPGL 0993. Antitrust Compliance. (1 to 2 Credits)****CPGL 1031. Disability Compliance. (2 Credits)****CPGL 1033. Compliance Mindsets: What Are They Thinking? . (1 Credit)****CPGL 9807. Compliance Seminar: Building Effective Ethics and Compliance Programs. (2 Credits)**

In this course, students will learn how to apply the learnings from behavioral ethics and other fields to the design and implementation of ethics and compliance programs that not only meet government standards of effectiveness but also serve a company's broader long-term objectives. The course will also explore the practical challenges compliance officers face in building compliance programs and the nuanced decision-making and practical skills required to successfully address those challenges.

Attributes: CORC, LLM.

Computer and Information Sciences (CISC)

CISC 0900. Computer Science Seminar. (0 Credits)**CISC 0912. Requirement Preparation. (0 Credits)**

For Ph.D. and master's students, registration is necessary to maintain continuous enrollment while preparing for a milestone requirement, such as a comprehensive exam, master's thesis, or dissertation submission. Students who are studying for comprehensive examinations while still completing coursework do not need to register for any special status; however, if they are neither registered for coursework nor taking comprehensive examinations during the semester in question, they must register for Requirement Prep.

CISC 0914. Requirement Preparation in Summer. (0 Credits)

For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

CISC 0931. Ph.D. Qualifying Exam: Computer Science. (0 Credits)

The dean's office will register computer science doctoral students for the Ph.D. Qualifying Exam (CISC 0931) for the semester in which they complete all three parts of the qualifying exam. Each student must complete a qualifying exam and research project course before they will be permitted to proceed to develop a dissertation proposal.

CISC 0940. Python Placement Test. (0 Credits)

Students in some graduate programs offered by the Department of Computer and Information Science must take a Python programming course or earn a passing score on a Python placement test. Students seeking to be waived from the Python programming course register for this 0-credit, pass/fail placement test registration to record the result of their test.

CISC 0950. Dissertation Proposal Preparation. (4 Credits)

Student will prepare a dissertation proposal and identify their dissertation adviser.

Prerequisite: CISC 0930.

CISC 0960. Proposal Defense Computer Science. (0 Credits)

Student will defend dissertation proposal.

Prerequisite: CISC 0950.

CISC 1100. Structures of Computer Science. (3 Credits)

An introductory course in the discrete structures used in computer and information technology. Emphasis will be placed on the ability to solve problem and develop logical thinking. Topics such as sets, functions, elementary combinatorics, discrete probability, logic, Boolean algebra, recursion and graphs will be covered through the use of algorithmic and concrete construction. The learned materials are reinforced by computer laboratory assignments. This course also fulfills the Mathematical Reasoning requirement of the Core Curriculum.

Attributes: INSC, MCR.

CISC 1400. Discrete Structures. (4 Credits)

This course covers basic materials in discrete structure and algorithms which are used in computing science, information technology, and telecommunications. Topics include sets, permutation/combinations, functions/relations/graphs, sum/limit/partition, logic and induction, recursion/recurrence relation, system of equations and matrices, graphs/digraphs/networks, searching and sorting algorithms, database structure and data analysis. Practical examples of applications will be shown and programming will be used to reinforce understanding of the concepts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INSC, MCR.

CISC 1600. Computer Science I. (3 Credits)

Introductory course designed for the beginning students. It will define the computing concepts using a high-level programming language. Emphasis will be placed on program design, coding, debugging and documentation of programs. This course together with Structures of Computer Science (CS 1100) serve as the introductory courses for both the computer science and the computer systems management applications major.

Attributes: CYSC, INSC, LING, MCR, NEUR.

Corequisite: CISC 1610.

CISC 1610. Computer Science I Lab. (1 Credit)

A series of programming and laboratory assignments to reinforce the materials learned in CISC 1600.

Attributes: CYSC, INSC.

Corequisite: CISC 1600.

CISC 1800. Introduction to Computer Programming. (3 Credits)

This course introduces students to the foundational knowledge in computing and programming via a scripting languages such as Python. This course covers the following topics: principles of computing, control structures, functions, recursion, file systems, web applications, and object-oriented programming. The students will learn how to apply computing concepts, structures and algorithms to solve real world problems.

Attributes: LING, MCR, NEUR.

Corequisite: CISC 1810.

CISC 1810. Introduction to Computer Programming Lab. (1 Credit)

Introduction to computer programming LAB : to reinforce the materials learned in CISC 1800.

Corequisite: CISC 1800.

CISC 1999. Tutorial. (1 Credit)

Independent Study.

CISC 2000. Computer Science II. (3 Credits)

A second-level programming course with concentration on object-oriented programming techniques. Topics include: classes, subclasses and inheritance, polymorphism; class hierarchies; collection classes and iteration protocols.

Prerequisite: CISC 1600.

Corequisite: CISC 2010.

CISC 2010. Computer Science II Lab. (1 Credit)

A series of programming and laboratory assignments to reinforce the materials learned in CISC 2000.

Corequisite: CISC 2000.

CISC 2011. Programming for Math and Science. (4 Credits)

Basic Python programming and scripting and basic algorithms of linear algebra. Students will develop their own Python implementations of these algorithms, which form the basis of many computational methods in the sciences. The course is accessible to students in the physical and social sciences, computer science and math. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: NESY.

Prerequisites: CISC 1600 or CISC 2000.

CISC 2100. Discrete Structures II. (3 Credits)

Students will study fundamental mathematical structure and logic principles that are essential to computer science. Students will develop a sound foundation upon which to build a deeper understanding of the elements of computing. Predicate logic, proof techniques, and essential topics in calculus and discrete probability will be covered. Problems and examples will be drawn from various subjects of computer science and programming activities will be introduced to reinforce the learning and application of mathematical subjects.

Prerequisites: (CISC 1100 or CISC 1400 or MATH 2001) and (MATH 1206 or MATH 12AB or MATH 12BC).

Corequisite: CISC 2110.

CISC 2110. Discrete Structures II Lab. (1 Credit)

Discrete Structure II LAB : to reinforce the materials learned in CISC 2100.

Corequisite: CISC 2100.

CISC 2200. Data Structures. (4 Credits)

A survey and analysis of the major types of structure in programs that handle data: arrays, stacks, queues, linked lists, trees and graphs; recursive, iterative, search and sort techniques. Methods of organizing and manipulating files will be referenced. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: CISC 2000.

CISC 2201. Systems Analysis. (4 Credits)

Analysis and design of computerized information systems. Topics include planning and design of information systems, configuration analysis, cost analysis, proposal development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: INSC.

Prerequisites: CISC 1600 or CISC 2000.

CISC 2261. Computer Graphics Applications. (4 Credits)

Computer graphics is widely used in many fields, including data visualization, engineering design, computer imaging and video gaming and other multimedia entertainment. This course is an introduction to computer-based graphical techniques. Basic programming and mathematical concepts related to computer graphics are covered as needed, assuming little or no background in these areas. The emphasis in this course will be on the hands-on implementation of software applications which employ graphics. Applications for laptop/desktop computers and for mobile devices will be covered. Topics covered will include bitmap filtering, color manipulation, shading, animation and three-dimensional projections. Application areas covered will include biomedical engineering, visual identification, engineering design and global positioning systems. Having taken this course, a student can expect to have a basic understanding of computer graphics and its widespread applications; they will be able to design simple computer graphics applications to suit their own objectives, and they will be able to implement and test these applications. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 2350. Information and Web Programming. (4 Credits)

Using a process of incremental development, students will learn the latest technologies used in developing dynamic, database-driven websites. Principles of good web design will be covered, as well as techniques and languages for layout and scripting. The course is open to students of all backgrounds. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INSC, NMDD, NMMI.

CISC 2500. Information and Data Management. (4 Credits)

This course will introduce the fundamentals of information storage, access and retrieval using a variety of structures, formats, and systems in computing, internet and information technologies. Projects and case studies will be drawn from the sciences, social sciences, arts and humanities and professional studies in medicine and health, business and commerce, justice and law, and education. Students will have hands-on experience in the acquisition and management of information from a diverse on-line and remote database. (e.g. Gene Bank, digital archives). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CYSC, INSC, NEUR, NMDD, URST.

CISC 2530. Digital Video and Multimedia. (4 Credits)

This course introduces students to the technology of digital video and multimedia with special emphasis on the web and games. Topics covered include: digital representation of sound, images, video and graphics, compression, multimedia scripting, mixing graphics and video. Practical laboratory exercises include working with Javascript and integrated multimedia systems (e.g. Macromedia Director). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAT, NMDD, NMMI.

CISC 2540. Introduction to Video Game Design. (4 Credits)

This course provides a gentle and fun introduction to the design and production of computer-based video games, for students with no prior programming experience. Students will learn principles of game design, and apply them to create an actual computer game. Students will also research aspects of games and/or the game industry, write term papers about their topics, and give presentations on them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COMM, DTEM, EP3, NMAC, NMAT, NMDD.

CISC 2850. Computer and Data Analysis. (4 Credits)

Over the past decade, methods for analyzing data and extracting useful information from data in several application domains have increasingly relied on "intelligent" computer systems. In this course we will review these methods and systems and apply them to real-world problems, using state-of-the-art data analysis/data mining tools including basic algorithms and statistics. It is intended for social sciences, business and other science majors who have a strong desire and/or urgent need to analyze data using computers in their disciplines and at work after graduation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INSC, NEUR, NMAC, NMDD, NMMI.

CISC 2999. Tutorial. (2 Credits)

Independent Study.

CISC 3010. Scientific Communication. (4 Credits)

Students develop skills in written and oral communication needed to produce scientific articles, monographs and presentations that are accomplished in both form and content. The course covers both the use of LaTeX to produce work that meets the highest standards of design and typography, and the techniques of writing, organization, and scholarly citation needed to ensure that this work accurately embodies, effectively communicates, and professionally documents the author's scientific thought. Students will learn the ins and outs of generating and using copyright material, and how to present data in forms of pictures, tables, graphs, or schematics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PPWD.

CISC 3020. Computer Graphics. (4 Credits)

A rigorous introduction to computer-based graphical techniques. Core programming and mathematical concepts related to computer graphics are covered as needed. The emphasis in this course will be on the hands-on implementation and synthesis of software applications which employ graphics. Applications for laptop/desktop computers developed within Visual Studio/VB.net IDE environments will be synthesized and analyzed. Topics covered will include bitmap filtering, color manipulation, shading, animation and three-dimensional projections, opcode color composition and decomposition, resolution, interpolation, and coordinate transformations. After completing this course, students will be proficient in developing and implementing graphics modules, have an understanding of software and hardware interfaces relating to continuous accessing of visual screen objects, able to understand GUI interfaces, and have a working knowledge of the major mechanisms which comprise 2-d and 3-d computer graphics development which include animation, projection and color migrations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAC, NMAT, NMDD, NMMI.

CISC 3060. Introduction to Robotics. (4 Credits)

This class is an introduction to robotics and AI for students with a background in programming. Students will work in small groups to build and program robots from kits. They will learn the basics of embedded programming, using sensor information to control motor activity for a variety of tasks such as wall following, obstacle avoidance, and simple navigation of a maze. Students will learn algorithms and data structures for representing and reasoning about space and motion, for working in robot teams, and for planning to achieve a goal. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NESY, NEUR.

Prerequisites: CISC 1600 or CISC 1800 or CISC 2000.

CISC 3130. Unix Systems Programming. (4 Credits)

An introduction to systems programming under the UNIX operating system, using the C and C++ programming languages. UNIX concepts include processes and scheduling, I/O and queues, and standard system utilities and functions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 1600 or CISC 2000.

CISC 3250. Systems Neuroscience. (4 Credits)

This course studies integrative neuroscience from a holistic view at the systems and network level. It covers the cells of the nervous system and how they process information as well as the interconnection of neurons and how they aggregate information. It also covers networks of interactive networks or modules and how they produce cognitive functions and behavioral tasks such as vision, memory, perception and emotion. Computing and informatics techniques are used and various examples are illustrated using modeling, simulation, visualization and imaging modalities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: NEUR.

Prerequisites: (CISC 2500 or CISC 1800) and (BISC 1404 or NSCI 1404 or NSCI 1424 or HPLC 1604).

CISC 3280. Machine Learning Methods for Neural and Biological Data. (4 Credits)

This course will introduce undergraduate students to introductory machine learning and statistics concepts for use on scientific data, with an emphasis on neuroscience and biological and medical examples. This class is open to students studying both computer science/data science as well as neuroscience and natural science. Students are expected to be familiar with scientific computing in python, and basic ideas in calculus and probability and statistics (derivatives and integrals, as well as random variables, common probability distributions, mean and variance). Some familiarity with linear algebra (e.g., matrix and vector notation and multiplication) is expected. As such, students must have taken introductory calculus, as well as a course in data analysis/statistics and a course in algorithmic modeling. If students have not taken these classes but believe they have sufficient background, permission from the instructor is needed. Familiarity with neuroscience concepts is helpful but not required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: NESY.

Prerequisites: (MATH 1203 or MATH 1206) and (NSCI 2040 or CISC 4631 or PSYC 2000 or CISC 2850) and (NSCI 3101 or CISC 4020 or CISC 2011 or CISC 1800 or CISC 1600 or CISC 2000).

CISC 3300. Internet and Web Programming. (4 Credits)

This course covers web programming in the Internet and interactive environment. Students will gain understanding of operating system usage on a server and interactive web system design. Languages used include PERL, HTML, CGI and JAVA script. (Formerly titled Programming for the Web). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 1600 or CISC 2000.

CISC 3400. Java Programming. (4 Credits)

This course covers Java programming and internet computing with various applications. Topics include: Java programming, object-oriented programming, graphical user interfaces (GUI's), applets and applications, multimedia, files and streams, and server communications. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: CISC 2200.

CISC 3440. JavaScript. (4 Credits)

This course is an in-depth introduction to the JavaScript language. JavaScript is one of the most popular languages, and it is the only language that is in use when developing client-side interactivity on the web. The class will include controlling browser objects DOM; creating dynamic web content; using cookies, sessions and local storage; using Ajax, creating web services; and writing Object-oriented JavaScript. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 3500. Database Systems. (4 Credits)

This course begins with the introduction of the characteristics of the data base approach and the advantages of using data base systems. Course topics include the basic concepts and architecture of data base systems, the Relational Data Model concepts, integrity constraints, schemas, views, SQL, data modeling using the Entity-Relationship (ER) model as well as using the Enhanced ER model, UML diagram, practical data base design methodology, normalization process, physical design and system implementation and tuning. Data base security issues will also be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: INSC.

Prerequisites: CISC 1600 or CISC 2000.

CISC 3580. Cybersecurity and Applications. (4 Credits)

This course provides an introduction to cybersecurity concepts, technologies, and related applications. It covers cybersecurity basics, public and private key cryptosystems, access control, firewalls, security protocols, malware detection, cyber attacks, and related topics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CYSC.

CISC 3593. Computer Organization. (4 Credits)

This course introduces students to basic concepts in computer organization. It covers binary, octal, and hex arithmetic; digital logic and optimization; digital electronics; assembly language programming; and processor architecture, including CPU data paths, cache, pipelining, and multi-processors. Students are expected to have had an introductory class in programming and one in discrete math. Course assignments focus on both theoretical and practical issues and include programming assignments and digital electronics labs. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: (CISC 1600 or CISC 2000) and (CISC 1400 or MATH 2001 or CISC 1100).

CISC 3595. Operating Systems. (4 Credits)

The objective is to develop an understanding of the role of operating systems in the management of the hardware used to process application programs. Problems of resolving deadlock, exclusion, and synchronization, and inter-process communication, queuing, and network control are covered. Topics include: memory management, device management, interrupt systems and systems programming. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 2200 and CISC 3593.

CISC 3598. Software Engineering. (4 Credits)

Emphasis is placed on software design process, software implementation, software testing and maintenance. System and software planning, requirement analysis and software concept will be discussed. Topics covered include detailed design tools, data structure-oriented design, program design, program implementation and testing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: CISC 2200.

CISC 3600. Secure Cyber Networks. (4 Credits)

This course covers the essentials of designing and building a secure local area network, incorporating all elements of the seven layers of ISO-OSI Model. Students will learn the capabilities, limitations, and vulnerabilities of a cyber network. Students will gain hands-on experience by implementing a secure network environment that is robust in preventing various adversary actions including, among others, extreme backing and virus propagation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CYSC.

Prerequisites: CISC 1600 or CISC 2000.

CISC 3650. Forensic Computing. (4 Credits)

Computing and digital technology has transformed society and the way we live. Today, our world is filled with an array of complex multi processing and interconnected machines that we have all become accustomed to. This course studies technologies and practices for investigating the use, misuse and the adversarial potential of computing systems and digital devices. It will provide insight into the digital forensics and legal world, emphasized with practical lab projects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CYSC.

Prerequisites: CISC 1600 or CISC 2000.

CISC 3800. Internship Computer Science. (3 Credits)

Internship.

CISC 3850. Information Retrieval Systems. (4 Credits)

The basic concepts and principles of information retrieval, covering the definition, nature and needs of information systems. Course topics include the design of IRLs, algorithms for document and request translation, natural to descriptor language transformation, semantic information data base organization and feedback problems in information retrieval systems. Application in MIS and expert systems will be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INSC, NMDD, NMMI.

Prerequisites: CISC 1600 or CISC 2000.

CISC 3999. Tutorial. (3 Credits)

Independent research and readings with supervision from a faculty member.

CISC 4001. Computers and Robots in Film. (4 Credits)

This course will examine how historical, socio-economic and psychological factors impact the portrayal of robots and computers in film. The course will focus on a small number of key questions, such as: why are computers and robots so often portrayed as trying to take over the world and what is the role of humans in our increasingly computerized society. The class will require the viewing of 10-15 films and extensive class discussion of these films. This course satisfies the ICC requirement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, CCUS, COMC, COMM, DTEM, ICC, NMDD, NMMI.

CISC 4006. Brains and Behavior in Beasts and Bots. (4 Credits)

This course is an interdisciplinary, comparative study of human, animal and robot behavior, in which both Psychological and Computer Science disciplines provide mutually enriching and contrasting ways to understand behavior. This course will focus on several key questions and issues in natural animal and human behaviors taken in relation to the 'designed' behaviors of single and multiple robot systems as well as to human-robot behaviors. It offers students a hands-on opportunity to design and build robot behaviors using robotics kits – an Engineering or Computer Science perspective, and then experimentally evaluate behaviors and compare with similar human and animal behaviors, a Psychological perspective. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, NESY.

CISC 4020. Bioinformatics. (4 Credits)

This course involves the study of the sequence, structure and function of genes and proteins in all living organisms. The machine learning, data mining, information fusion and computational techniques for analyzing large biological data sets will be presented. Topics include: genomics, proteomics, phylogenetics, microarray and gene expression, disorder and disease, virtual screening and drug discovery, databases, data mining, and ethical, societal, and legal issues. This course will have a laboratory component and exercises. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INSC, NESY, NEUR.

Prerequisites: CISC 1600 or CISC 1800 or CISC 2500.

CISC 4080. Computer Algorithms. (4 Credits)

The study of a broad variety of important and useful algorithms for solving problems suitable for computer implementation. Topics include mathematical algorithms, sorting and searching, string processing, geometric algorithms, graph algorithms, combinatorial optimization techniques, and other advanced topics; average and worst-case analysis, time and space complexity, correctness, optimality, and implementation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 2200 and (CISC 2100 or MATH 2001).

CISC 4090. Theory of Computation. (4 Credits)

An introduction to the classical and contemporary theory of computation: finite state automata and regular expressions, context-free languages and pushdown automata, computability by Turing machines and recursive functions; undecidability problems and the Chomsky hierarchy; introduction to computational complexity theory and the study of NP-complete problems. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 2200 and (CISC 2100 or MATH 2001).

CISC 4400. Mobile Device Programming. (4 Credits)

This course provides a hands-on introduction to mobile device (smartphone, tablet) programming, with a focus on Android based devices. Based on conceptual understanding of the Android operating system and its API frameworks, students practice with Android application development through projects with features including user interface design, multimedia, web application, sensor access, and networking. Design criteria such as energy awareness, security, and privacy will be emphasized in all projects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 2000 or CISC 3400.

CISC 4510. Computer Security Systems. (4 Credits)

Topics include vulnerabilities of operating systems and data bases, types of attacks, hardware aids, administrative responsibilities, classical and public-key encryption, and disaster recovery and planning. Pre-req CISC 2200 required or by permission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CYSC.

Prerequisite: CISC 4500.

CISC 4515. Advanced Database Systems. (4 Credits)

Emphasis is placed on effective data base design. Topics include concurrency control, recovery techniques, security, and integrity considerations. Concepts and design principles, distributed data base systems, and data base machines will also be presented. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 3500 or CISC 2200.

CISC 4597. Artificial Intelligence. (4 Credits)

Definition and rationale of heuristic approach; cognitive processes; objectives and scope of artificial intelligence; general information processing and problem solving, including learning, representation, adaptation and use of knowledge; analysis and simulation of inductive and deductive process; natural language processing; robotics: man-machine interaction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NESY, NEUR.

Prerequisite: CISC 2000.

CISC 4615. Data Communications and Networks. (4 Credits)

The course presents the basic concepts of data communications: data transmission, data encoding, data link control, multiplexing, error detection techniques. It covers communication networking techniques: switching, protocols line control procedures, local networks. Communication carrier facilities and systems planning considerations will also be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CYSC, INSC.

Prerequisites: CISC 1600 or CISC 2000.

CISC 4621. Machine Learning. (4 Credits)

This course covers methods, models and algorithms used in the exploratory data analysis and knowledge discovery of large-scale data sets and multi-model databases in complex living or artificial systems. Topics include induction logic reasoning, statistical inference, support vector machines, graph algorithms, neural networks, and evolutionary computation. Practical projects will be drawn from information engineering, computing and information retrieval. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NESY, NEUR.

Prerequisite: CISC 2000.

CISC 4625. Wireless Networks. (4 Credits)

This course covers the architecture, protocols, and applications of wireless communications and networks. Topics include: wireless networking, routing, standards including 802.11, Bluetooth and others; embedded operating systems, programming tools, power consumption, mobility, resource management, operating systems and security. Examples and experiments will be drawn from ad-hoc and sensor networks, wireless LAN, satellite networks, networking and human-machine interactions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: CISC 4615.

CISC 4631. Data Mining. (4 Credits)

This course introduces data mining methods for extracting knowledge from data. It balances theory and practice—the principles of data mining methods will be discussed, but students will also acquire hands-on experience using state-of-the-art software to solve real-world problems. Covered topics include: data preprocessing, classification and prediction (decision trees, neural networks, etc.), association analysis, and clustering. Additional specialized topics of interest may also be covered (e.g., web and text mining). Applications are drawn from a variety of areas, such as: marketing, business, economic forecasting, and bioinformatics. Non-majors are encouraged to take this course since the methods are applicable to a wide range of disciplines. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HCWL, HUST, INSC, NEUR.

Prerequisites: CISC 1600 or CISC 1800 or CISC 2000.

CISC 4641. Wireless Sensor Data Mining. (4 Credits)

This course surveys the emerging field of wireless sensor networks and in, the use of cell phones and other mobile devices as platforms for collecting sensor data. This class will also focus on how sensor data can be mined in order to produce useful knowledge. Topics will include geo-spatial data mining, automatic customization of devices, biometrics, and ubiquitous computing. Various sensor modalities will be studied, including accelerometer data, GPS data, audio data, image data and the data generated from a variety of scientific equipment. This research-oriented course will have students read 2-3 papers a week and write short summaries of each paper. Each student, working individually or in small groups, will be expected to work on a related course project. Android cell phones will be made available to students for collecting sensor data and for the course projects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 4650. Cyberspace: Issues and Ethics. (4 Credits)

This Senior Values/Eloquentia Perfecta 4 course explores issues of personal and social morality in the context of the technological developments related to the use of information and communication technology. We will survey a range of issues raised by the Internet and the World Wide Web, such as freedom of expression, privacy, intellectual property, and cybercrime. We will look at the influence of applications such as electronic mail, search engines, social media, e-commerce, and cryptography on the well-being of society and individuals. This course will equip the student with the tools needed to navigate the ethical complexities of life in the information age, whether as a professional in a field related to information technology or as a consumer of this technology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASAM, COMM, DTEV, EP4, HCWL, HUST, NMDD, NMDE, VAL.

CISC 4660. Minds, Machines, and Society. (4 Credits)

While assuming no mathematical or computer background, this course examines modern computing and its impact on society. Perceptions of technology are challenged while discovering how technology affects our daily interactions. The notion of computer intelligence is studied in depth and the effect of such technology on making both moral and practical decisions in the future is examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, CCUS, COMC, EP4, NMDD, NMDE, VAL.

CISC 4700. Network and Client Server. (4 Credits)

This course deals with network computing the client/server environment. Topics include: operation systems, network protocols, network architecture, network security and network computing using languages such as PERL, Visual Basic and Java. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: CISC 2200.

CISC 4750. Scientific Computation Using Matlab. (4 Credits)

An introduction to computer science concepts, programming skills, and algorithmic problem-solving in MATLAB. Assumes basic programming background. Design and analysis of numerical algorithms including numerical integration, numerical differentiation, curve fitting and differential equations. Introduction to Monte Carlo methods. Application of MATLAB in computational science and computational engineering. Solution of linear systems and eigenvalue problems. Complex numbers algebra. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: EP3.

Prerequisites: CISC 1600 or MATH 1207.

CISC 4800. Project and Internship. (4 Credits)

Students will work in teams on large projects selected from practical problems in the public or private sector. Students also gain on-job experience by working as interns in the field of computer science and information technology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 4900. Seminar and Directed Study. (4 Credits)

Students attend seminars given by outside professionals, read technical articles, and present their study under the guidance of the instructor. Student will gain state-of-the-art knowledge and information in computer and information science. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 4999. Tutorial. (4 Credits)

Independent Study.

CISC 5002. Discrete Structures. (3 Credits)

An introduction to Discrete Mathematics; propositional and predicate logic, first and second principle of mathematical induction, sets, counting, inclusion/exclusion principle, binomial theorem, relations and functions, introduction to matrix algebra, introductory graph theory.

CISC 5004. Computer Programming C++. (3 Credits)

C and C++ programming: The course will focus on object-oriented programming using C++. Topics include objects, methods, Abstraction, Encapsulation, Inheritance and Polymorphism. Particular emphasis will be given to real-life programming problems.

Attribute: ASDM.

CISC 5006. Data Structures. (3 Credits)

This course provides a survey and analysis of the major types of structures in programs that handle data; arrays, stacks, queues, linked lists, trees and graphs. Recursive, iterative, search and sorting techniques are also studied. This "bridge" course is intended for graduate students lacking an undergraduate CS degree and will not be counted toward the requirements for the MSCS degree.

CISC 5008. Computer Organization. (3 Credits)

Study of the design of a computer system, including instruction decoding and execution, memory organization, caching, I/O channels and interrupt systems. RISC and CISC paradigms. Microcoding, pipelining, multiple instruction issue and multiprocessing.

CISC 5009. Network Essentials. (3 Credits)

This graduate course covers the essentials of designing, building and maintaining a local area network, incorporating all elements of the seven layers of the ISOOSI Model. Students will learn various aspects of networking fundamentals including TCP/IP, network topology, network design, hardware configuration, software configuration, installation, and maintenance. Students will gain hands-on experience by performing the tasks necessary to engineer a working network from the ground up.

Attributes: CSCY, DATA.

CISC 5020. Computer Graphics. (3 Credits)

This course provides a rigorous introduction to computer-based graphical techniques. Core programming and mathematical concepts related to computer graphics are covered as needed. The emphasis will be on the hands-on implementation and synthesis of software applications that employ graphics. After completing this course, students will be proficient in developing and implementing graphics modules; have an understanding of software and hardware interfaces relating to continuous accessing of visual screen objects; be able to understand GUI interfaces; and have a working knowledge of the major mechanisms related to 2D and 3D computer graphics development, including animation, projection, and color migrations.

CISC 5030. Internet and Web Programming. (3 Credits)

This course covers web programming in the internet and interactive environment. Students will gain understanding of operating system usage on a server and interactive web design. Languages used will include PERL, HTML, CGI, and JavaScript.

Attributes: CSNS, CSSO.

CISC 5040. JavaScript. (3 Credits)

This course is an in-depth introduction to the JavaScript language. JavaScript is one of the most popular languages, and is the only language that is in use when developing client side interactivity on the web. The class will include controlling browser objects DOM, creating dynamic web content, using cookies, sessions, local storage, using Ajax, making Web Services, and writing Object oriented JavaScript.

Attributes: CSSO, DATA.

CISC 5100. Foundations of Comp Sci. (3 Credits)

This course is designed to give a solid foundation for the study of computer science at the graduate level. It covers a wide variety of subjects including recursion and induction, analysis of algorithms, graph theory, pattern searching and processing, logic, complexity and optimization.

CISC 5109. Big Data Analytics. (3 Credits)

This course focuses on solving big data analytics problem in real world such as finance, healthcare, and social media, by applying state-of-the-art big data analytics techniques and tools. It also aims to fostering and enhancing students' data analytics and software development capabilities in handling big data. After taking this class, students should be able to employ big data management and analytics tools to conduct problem solving and investigation in big data fields. The following topics will be covered in this class: Principle of big data analytics, Apache Spark, Spark machine learning, high-frequency trading, EHR and TGGA data mining, social network data analytics, and big data visualization techniques, etc. This course assumes students grasp at least one programming language (e.g. Python/R)

Attributes: CSAI, CSDA.

Mutually Exclusive: HINF 6119.

CISC 5120. Optimization Methods. (3 Credits)

This course deals with numerical methods for convex optimization problems that arise in information sciences. The study begins with properties of convex sets and analyzes a number of unconstrained and constrained extremal problems. There will be a review of linear systems and introduction to practical implementation aspects for large-scale, nonlinear problems. The course will also consider optimality criteria, duality theory, and applications in machine learning and modeling.

CISC 5200. Computer Language Theory. (3 Credits)

An introduction to computer language theory; finite state automata and regular expressions, pushdown automata and context-free languages, Turing machines, undecidability problems and Chomsky hierarchy; and an introduction to computer complexity and the study of NP-complete problems.

Attributes: CSFQ, CSFT.

CISC 5310. Video Game Design and Development. (3 Credits)

This course offers a thorough introduction to the world of video game design and development. Using the Godot 4 game engine, students will learn the fundamentals of how to create 2D and 3D video games for any platform. Topics may include systems architecture, programming patterns, introductory 3D modeling, animation, UX/UI, and iterative design processes. The course is project-focused and students will create a variety of games. Game design is a collaborative art form, and as such group work will be a major component of the class. Prior game design or development experience is not necessary, but fluency with at least one programming language is required. Students who do not ultimately pursue video game design will still benefit from the experience gained in systems thinking and design, iterative design and development, and team collaboration and communication.

Attribute: CSSO.

CISC 5325. Database. (3 Credits)

With the proliferation of abundant data, knowledge of database systems has become a key requirement of employers across many industries and sectors. Topics covered in this course include the basic concepts and architecture of database systems, the Relational Data Model concepts, integrity constraints, schemas, views, SQL, and the several sets of skills needed to automate database queries. This class includes hands-on experience in the classroom, exercising key skills in SQL such as aggregation, organizing, filtering, and table joining. It includes the use of popular systems such as Pandas/Python/Jupyter Notebook and others to interface to popular databases. Automation of query operations is addressed, including automating data preparation; cleaning; SQL statements for data insertion; updating, aggregating, filtering, merging, organizing, and funneling results seamlessly into forms ready for visualization and analysis; and SQL parameter tuning based on data. Some skills in Excel for database-related work are also covered.

Attribute: EDDS.

CISC 5352. Machine Learning in Finance. (3 Credits)

This course introduces machine learning applications in finance. The primary focus is on developing computational models to identify/forecast economic regimes, factor-based smart beta, strategic risk budgeting, and trading decisions. The course offers both theory and hands-on experience in quantitative finance and risk management, including financial market microstructure, types of arbitrage, and principles of modeling the price dynamics of financial assets and market risk. The topics covered in this course will help students gain theoretical knowledge and practical skills to work with global financial firms across different asset classes. Students are required to be proficient in Python programming and have knowledge of basic data mining algorithms and techniques.

Attributes: CSDA, CSID, DATA.

Prerequisites: (CISC 5380 or Data Sci Python Waiver Exam with a score of 1) and CISC 5790.

CISC 5380. Programming with Python. (3 Credits)

This course is an introduction to the Python programming language for students without prior programming experience. Students will learn how to use Python both interactively and through a script. The topics covered include variables, strings, numbers, control statements (conditional statements and loops), lists and sequences, functions, dictionaries, recursive functions, classes, and iterators and generators. Python is a programming language with a relatively simple syntax and a powerful set of libraries. After completion of this course, students will be competent in using Python libraries to process numerical and textual data. Working with Python packages for statistical and numerical data analysis, as well as the natural language processing problems, is explored. Matplotlib, a Python 2D plotting library which produces publication-quality figures in a variety of hard-copy formats, is used throughout the course.

CISC 5410. Mobile Device Programming. (3 Credits)

This course provides a hands-on introduction to mobile device (smartphone, tablet) programming. Students will learn about mobile operating systems and API frameworks and will develop mobile programs with an emphasis on user interface design, multimedia, web application, sensors, and networking. Design criteria such as energy awareness, security, and privacy will be emphasized.

Attributes: CSNS, CSSO.

CISC 5420. Applied Statistics and Probability. (3 Credits)

This course provides an introduction to applied statistics and probability theory. It is intended for students who may have some basic background in probability, at the level of CISC 5002 Discrete Structures, but not a full semester course in statistics. This course will cover discrete random variables, probability distributions, sampling schemes, the central limit theorem, confidence intervals, hypothesis testing, correlation analysis, and Analysis of Variance (ANOVA). Students will also gain experience using a statistical package.

CISC 5450. Mathematics for Data Science. (3 Credits)

This course is an introduction to the mathematical concepts that are essential to data science. Course content covers three fundamental areas of mathematics: probability, statistics, and linear algebra. Topics include probability spaces, conditional probability, independence, discrete and continuous random variables, multivariate random variables, expectation, descriptive statistics, Bayesian statistics, hypothesis testing and inference, set theory, binomial theory, vector spaces, inner product and norms, matrix operations, Eigenvalues, graph connectivity, and combinatorial space.

Attributes: CSDA, CYAI, CYSM, DATI, DCDF.

CISC 5500. Data Analytics Tools and Scripting. (3 Credits)

This course teaches the basic tools used in data science, particularly the scripting skill in a few widely used languages: Bash, SQL, and R. Starting with their syntax features, we will proceed from how to use these tools' automating data-wrangling tasks to making use of data analysis and visualization libraries. For Bash, the focus is common system administration tasks, including job controlling. For SQL, we introduce the fundamental concepts of relational databases, as well as common tasks of data querying, data manipulation, and data definition. For R, we emphasize its data-centered features and how to utilize a large variety of packages. The class includes many hands-on practices in projects of various scales. With this training, students will be well prepared for more advanced and specialized topics in data science.

Attributes: DATI, DCDF, EDDS, PMTM.

CISC 5520. Programming Languages. (3 Credits)

This course introduces the basic concepts behind programming languages, illustrating those concepts with concrete examples, and exploring the reason why languages were designed in certain ways. Languages using static and dynamic typing and functional and object-oriented languages are compared. Students completing this course will be able to learn new programming languages quickly and choose the most appropriate language for a given task. Students will be exposed to several diverse programming languages.

Attribute: CSSO.

CISC 5550. Cloud Computing. (3 Credits)

This course provides the needed knowledge to understand the technologies and services that enable cloud computing, discusses different types of cloud computing models and investigates security and legal issues associated with cloud computing. Topics include Cloud infrastructure components and interfaces, essential characteristics of Cloud platforms, common deployment modes, techniques for deploying and scaling cloud resources and security implication of cloud resources.

Attributes: CSNS, CSSS, CYAI, CYSM, DATA, EDDS.

CISC 5595. Operating Systems. (3 Credits)

This course studies how operating systems manage computer hardware, thereby supporting application programs. Topics covered include multiprogramming, synchronization, inter-process communication, memory management, file systems and I/O device management. The concepts and theories presented in this class are reinforced by actual system programming projects.

CISC 5597. Distributed Systems. (3 Credits)

A distributed computing system consists of many computing nodes that are located on different networked computers, which communicate and coordinate their actions by passing messages to one another. The distributed computing techniques have been adopted in various industrial systems, e.g., Amazon Web Services, Google Cloud Platform, and Blockchain. This course covers basic concepts of distributed computing systems (e.g., manager-worker architecture), distributed algorithms (e.g., consensus), cluster management (e.g., load balancing algorithm, kubernetes), internal system design (e.g., communication models), transaction management (e.g., synchronization, concurrency), and implementation, as well as distributed applications (e.g., Kafka, Flume). The course addresses the challenges of the distributed computing paradigm, including heterogeneity, interoperability, concurrency, transparency, scalability, and security. This course involves intensive programming labs on cloud platforms, and students are expected to have a solid foundation in programming.

Attributes: CSNS, DATA.

CISC 5640. Nosql Database Systems. (3 Credits)

This course will introduce the students to the core concepts of NoSQL, a new class of non-relational database management systems. NoSQL databases are used to perform CRUD operations over massively distributed big data systems. This course will explore the limits of RDBMS and the technical scenarios where NoSQL databases triumph over RDBMS. We will study the core concepts of four different NoSQL databases: key-value, column family, document, and graph. For each of these databases, we will take a closer look at their technical aspects including their business needs for different big data systems. This course has several hands-on labs accompanied by relevant projects designed for learning DynamoDB for key-value, MongoDB for document, Cassandra for column family, and Neo4j for graph NoSQL databases. Finally, we will discuss the techniques for choosing one of the four NoSQL databases to meet the requirements of a specific use case.

Attributes: CSDA, CSNS, CSSS, DATA, EDDS.

CISC 5650. Cybersecurity Essentials. (3 Credits)

This course provides a holistic perspective on the structure of the cyber space ecosystem, the interoperability of the physical and social networks, and methods and techniques in building a functional cyber space which is secure and sustainable. Topics include global networking and communication, data mining and information fusion, secure cyber network and intrusion detection, forensic computing and investigation, incident response and risk management, security and privacy, security and privacy, and policy and assurance. The course also features expert lectures and case-based projects on cyber security in several areas including health care, finance, media, government, defense, and critical infrastructures.

Attributes: CSCY, DATA.

CISC 5660. Data Science for Cybersecurity. (3 Credits)

Cybersecurity attacks have typically involved enormous amounts of data, and the need for more sophisticated methods and tools for analyzing that data has only increased with the advent of more sophisticated and varied attacks. This course will introduce data science (machine learning and data mining) methods for manipulating, visualizing, and analyzing large amounts of data, with specific applications to cybersecurity. The methods will cover classification (decision trees, naïve Bayes, neural networks, etc.), clustering (K-means), and anomaly detection, and applications will be drawn from the following cybersecurity areas: malware and spam detection; phishing attacks; intrusion detection; web security; authorization attacks; and behavioral biometrics. Students will become familiar with data science toolkits and will apply the methods they learn to real world data sets. No prior machine learning or data mining experience is required, although students should have familiarity with computer programming.

Attributes: CSCY, CYAI, CYSC, CYSM.

CISC 5700. Cognitive Computing. (3 Credits)

This course covers method, practices and appreciations of cognitive computing. Topics include: structured vs. unstructured information management, data correlation vs. information diversity, concepts vs. keyword search, description vs. predictive analysis, NLP and semantic integration, deep Q&A, and computing data rest vs. in motion.

Attributes: CSAI, CSDA, CSID, DATA, PMTM.

CISC 5710. Introduction to Behavioral and Physical Biometrics. (3 Credits)

The need to ensure the security of computer systems and information is of paramount importance in our increasingly digital world. However, traditional passwords and keys often do not provide an adequate level of security, and consequently, biometric authentication and identification methods are becoming increasingly popular. This course will survey a wide variety of physiological and behavioral biometric methods and technologies. The physiological biometrics that will be covered include fingerprints, face, iris, retina, and ear shape, while the behavioral biometrics covered are based on gait, keystroke dynamics, voice, signature analysis, and general usage/activity patterns. The relative strengths and weaknesses of the various forms of biometrics will be evaluated. Other topics that will be covered include implementation issues, the use of machine learning for building biometric models, metrics for biometric evaluation, spoofing, privacy and ethical issues, the relation to forensic science, and the use of biometrics in the judicial system. Students will also gain hands-on experience through laboratory and homework exercises and a course project.

Attributes: CYAI, CYSM, DCCF.

CISC 5728. Security of e-Systems and Networks. (3 Credits)

This course deals with the fundamental concepts and tools of security of e-based systems and networks and its range of applications. Among the topics to be covered in this course include: security of e-commerce, e-business, e-service, e-government, authentication of users, system integrity, confidentiality and digital signature, e-security tools such as public key infrastructure (PKI) systems, bio-metric-based security systems, trust management systems in communications networks, intrusion detection systems, protecting against malware and computer network security risk management.

Attributes: CSCY, CSNS, CYOP, CYSM.

CISC 5750. Information Security and Ethics. (3 Credits)

The goal of this course is to give students a comprehensive introduction to information security and its applications in relations to ethics. It covers topics in cryptography, access control, network and operating system securities, software security, database security, cyberlaw and ethics. The students are assumed to have basic knowledge in programming and discrete structures.

Attributes: CSCY, DATA.

CISC 5770. Intelligence in Cybersecurity. (3 Credits)

This course will focus on the role of intelligence in cybersecurity. Students will become familiar with the application of cyber-threat intelligence in an enterprise environment, and how organizations employ this discipline to formulate cybersecurity strategies and strengthen defenses. The course will examine the intelligence cycle and its role in enterprise cybersecurity, with an emphasis on the analysis phase. The class will consider sources of threat intelligence, including open and paid feeds, open source intelligence (OSINT), and vendor services, and will develop an understanding of the uses of each. Through a series of practical exercises, students will learn about structured analysis methods, and will be introduced to analytic tools that include the Cyber Kill Chain, Diamond Model of Intrusion Analysis, and MITRE ATT&CK framework. Students will learn to use these tools to analyze cyber intrusions and threat-actor tactics, techniques, and procedures (TTPs), and to apply them across the tactical, operational, and strategic levels of intelligence. Upon completion of the course, students will have a solid foundation in the skills necessary to analyze, contextualize, and prioritize a variety of cyber threats.

Attributes: CSCY, CYMP, CYSM.

CISC 5790. Data Mining. (3 Credits)

This course introduces concepts, algorithms, and techniques of data mining as well as the practical issues that arise when applying these algorithms to real-world problems. The students will learn various aspects of data mining, including classification, regression, ensemble methods, association rules mining, sequence mining, time series mining, and cluster analysis. The homework assignments consist of both theory (written) and programming components. The class project involves building a predictive model using real-world data.

Attributes: ASDM, CSDA, CSID, DATI, IPED, PMTM.

CISC 5800. Machine Learning. (3 Credits)

This course covers the mathematical and algorithmic underpinnings of core methods in machine learning. Students learn to develop and implement classifiers and learners, using calculus and linear algebra, and they consider learning on fully labeled, partially labeled, and unlabeled data. Students also analyze and implement dimensionality reduction methods. Topics include gradient ascent/descent, support vector machines, neural networks, hidden Markov models, information criteria, factor/component analysis, and expectation-maximization.

Attributes: CSAI, CSDA, CSID, CSIQ, DATI, NESY.

Prerequisites: CISC 5450 and (CISC 5380 or Data Sci Python Waiver Exam with a score of 1) and (CISC 5790 or CISC 6930).

CISC 5825. Computer Algorithms. (3 Credits)

The study of a broad variety of important and useful algorithms for solving problems suitable for computer implementation. Topics include mathematical algorithms, sorting and searching, string processing, geometric algorithms, graph algorithms, combinatorial optimization techniques, and other advanced topics; average and worst-case analysis, time and space complexity, correctness, optimality, and implementation.

Attribute: CSFT.

CISC 5835. Algorithms for Data Science. (3 Credits)

This course is an introduction to algorithms, especially those that are essential to data science. This course covers algorithms for sorting and searching, as well as greedy algorithms, dynamic programming, and graph algorithms. In addition, this course will focus on time and space analysis of algorithms (including big-O time and space analysis), recurrences, loop invariants, lower bounds, hashing, and NP-completeness. Some advanced data structures—such as trees, stacks, and queues—will be reviewed. MSCS students should not take this course.

Attributes: DATI, EDDS.

CISC 5850. The Social Network. (3 Credits)

This course is an introduction to social networks which entails the structure, the function, and various applications. Topics include the Internet, information networks and the World-Wide Web, information retrieval and search engine optimization, social media analysis, crowd sourcing, social activity and voting, graph theory and social networks, network dynamics, text mining, natural language processing, and concept search. Emphasis will be on the social network itself.

Attributes: CSDA, CSSO, CYMP, CYSM.

Prerequisites: CISC 1600 or CISC 1400.

CISC 5900. Information Fusion. (3 Credits)

A study of the structure and function of information fusion. Efficient and effective combination of data or information from a variety of diverse sources, sensors, features, and decisions. Applications and case studies of information fusion and decision making to a plethora of disciplines including science and engineering, cybersecurity and digital networks, medicine and health, social choices and human cognition, business and finance, and management and innovation.

Attributes: CSAI, CSDA, DATI, DCDF, EDDS, PMTM.

Prerequisites: CISC 5790 or CISC 6930.

CISC 5920. Compiler Construction. (3 Credits)

An introduction to syntax-directed translation of high-level languages into executable code. This course covers both theoretical and practical aspects. Topics include lexical analysis, syntax analysis, intermediate code generation, and optimization; time permitting, object code generation and memory use will be covered. Students who take this course should have completed courses in discrete mathematics and data structures (it is recommended to have also completed a course in computer language theory/theory of computation).

CISC 5950. Big Data Computing. (3 Credits)

This course covers various topics in big data processing, such as Apache Hadoop, Spark technologies, as well as their ecosystems in the context of mining big data. It provides students both theoretical background (e.g., fairness) and hands-on computing techniques (e.g., in-memory data processing) in big data analytics and their applications. The students will learn how to collect, query, and analyze data in large sizes. Topics include Hadoop core technologies (HDFS, MapReduce, Yarn), Spark Streaming, MLlib, Clustering, and Spark SQL. The main programming language will be Python.

Attributes: CSDA, CSID, DATI, DCDF, EDDS.

Prerequisites: CISC 5380 or Data Sci Python Waiver Exam with a score of 1.

CISC 6000. Deep Learning. (3 Credits)

This course is an introduction to deep learning, a branch of machine learning typified by deep neural networks. Deep learning is behind many recent advances in AI, ranging from text mining and image recognition to machine translation, planning, and even game playing and autonomous driving. In this course, we will cover a range of topics including basic neural networks, Convolutional network, RNN, LSTM, GAN, Autoencoder and Restricted Boltzmann Machine (RBM). Various learning techniques such as Adam, Dropout, BatchNorm, Xavier initialization, CD-K sampling, etc., will also be explored throughout the course. This is a programming intensive course. Students are required to be proficient in Python programming and have knowledge of basic Machine Learning algorithms and techniques.

Attributes: CSAI, CSDA, CSID, DATA, EDDS.

Prerequisite: CISC 5800.

CISC 6070. Red Teaming. (3 Credits)

The intent of this course is to provide students, who are familiar with the foundational knowledge of cybersecurity and penetration testing, with the skills and technology necessary to conduct sophisticated attacks against well-resourced defenders. Students will learn and practice techniques to gain initial access, establish persistence, move laterally, and gain high-level privileges in order to complete objectives. Throughout the course, discussions of modern defensive techniques and capabilities will be discussed as well as known countermeasures. Students who successfully complete the course will be able to participate in red team operations across verticals and be prepared to perform research into discovering and improving techniques. Most importantly, students will be able to understand and improve in-place cybersecurity defenses utilizing an attacker-oriented mindset.

Attributes: CSCY, CYOP, CYSM.

CISC 6080. Capstone Project in Data Science. (3 Credits)

The goal of this class is to sharpen students' skills in data science by designing and implementing a capstone project. Through this class, students should gain a deep understanding of state-of-the-art data science technologies and current knowledge. Students are required to finish a large capstone project and are expected to present and write one or more research papers in this class.

CISC 6081. Data Science Practicum. (3 Credits)

This course is for students who desire experience in applying the knowledge and skills acquired in their coursework and laboratory sessions. Students are responsible for arranging a practicum/internship with a business or organization that is related to data science.

CISC 6085. Master's Thesis in Data Science I. (3 Credits)

Students have the option to pursue a master's thesis. This course serves as the first of the two required courses for completing an M.S. thesis. Students are responsible for finding a thesis advisor and collaboratively selecting a thesis topic. The work undertaken should sufficiently demonstrate the student's mastery of the subject matter. Additionally, an oral defense is mandatory as part of the completion process.

Mutually Exclusive: CISC 6080, CISC 6081.

CISC 6086. Master's Thesis in Data Science II. (3 Credits)

Students have the option to pursue a master's thesis. This course serves as the second of the two required courses for completing an M.S. thesis. Students are responsible for finding a thesis advisor and collaboratively selecting a thesis topic. The work undertaken should sufficiently demonstrate the student's mastery of the subject matter. Additionally, an oral defense is mandatory as part of the completion process.

Mutually Exclusive: CISC 6080, CISC 6081.

CISC 6090. Capstone Project in Cybersecurity. (3 Credits)

The goal of this class is to sharpen students' skills in Cybersecurity by designing and implementing a capstone project. After this class, students should gain a deep understanding in state-of-art cybersecurity, technologies and knowledge. Students are required to finish a large capstone project and are expected to present and write one or more research papers in class.

CISC 6091. Cybersecurity Practicum. (3 Credits)

This course is for students who desire experience in applying the knowledge and skills acquired in their course work and laboratory sessions. Students are responsible for arranging a practicum/internship with a business or organization that is related to cybersecurity.

Attribute: CYSM.

CISC 6095. Master's Thesis in MSCY I. (3 Credits)

Exceptional students may choose to write a master's thesis. The thesis topic must be approved by the Department Graduate Committee. The work should adequately demonstrate the student's proficiency in the subject material. A thesis supervisor will be assigned by the department and an oral defense is required.

CISC 6096. Master's Thesis in Cybersecurity II. (3 Credits)

Exceptional students may choose to write a master's thesis. The thesis topic must be approved by the Department Graduate Committee. The work should adequately demonstrate the student's proficiency in the subject material. A thesis supervisor will be assigned by the dept. and an oral defense is required.

CISC 6098. M.S. Computer Science Thesis I. (3 Credits)

Exceptional students may choose to write a master's thesis. The thesis topic must be approved by the Department Graduate Committee. The work should adequately demonstrate the student's proficiency in the subject material. A thesis supervisor will be assigned by the department and an oral defense is required. The student should take this course as the first of two thesis courses.

CISC 6099. M.S. Computer Science Thesis II. (3 Credits)

Exceptional students may choose to write a master's thesis. The thesis topic must be approved by the Department Graduate Committee. The work should adequately demonstrate the student's proficiency in the subject material. A thesis supervisor will be assigned by department and an oral defense is required. The student should take this course as the second of the two thesis courses.

CISC 6100. Software Engineering. (3 Credits)

Emphasis is placed on software design process, software implementation, software testing and maintenance. System and software planning, requirement analysis, and software concept will be discuss. Topics covered include detailed design tools, data structure-oriented design, program design, program implantation, and testing.

Attributes: CSSQ, CSSS.

CISC 6150. Programming Languages. (3 Credits)

The principles and practices of programming languages are examined. Students gain experience in applying models of languages in varied contexts. Topics include static and dynamic typing models; object-oriented, procedural, logic, and functional programming models; decision constructs and core data structures; and unique (language specific) high-level constructs. The emphasis is on language design, use, and implementation.

Attribute: CSFT.

CISC 6170. Special Topics in Data Science. (3 Credits)

This course concentrates on special state-of-the-art topics in the field of data science. The course content will change from semester to semester.

CISC 6200. Computer Elements & Arch. (3 Credits)

Study of the structure, behavior and design of computers; review of the organization of a computer to the gate, register and processor levels, processor design including parallelism, control design and microprogramming, memory organization, computer system organization including multiple CPU systems. The hardware,software interface and its implications for operating system design will be addressed.

CISC 6210. Natural Language Processing. (3 Credits)

Natural language processing (NLP) is one of the most important technologies of the information age, and a crucial part of artificial intelligence. It is the branch of machine learning and data science that deals with text and speech. This course is designed to introduce how to use computational and statistical methods to give insight into observed human language phenomena and make computers perform various tasks with human languages. The learning outcomes for students are to learn about major NLP issues and solutions, to become agile with NLP programming, and to be able to design, implement, and understand their own NLP applications. Topics include (but are not limited to): Syntactic Parsing, Semantic Analysis, Summarization and Information Extraction, Machine Translation and Neural Networks Models for NLP (RNN, CNN, etc.)

Attributes: CSAI, CSAT, DATA, EDDS.

Prerequisite: CISC 5800.

CISC 6345. Advanced Database Systems. (3 Credits)

In this course, students examine the theoretical framework of database management systems and conduct extensive hands-on experiments to handle large-scale database operations. This course will cover the fundamental components of different database technologies, including relational database management systems, state-of-the-art implementation technique, design decision of high-performance database systems, scalable components of database systems, non-relational database technologies, and technologies used in online transaction processing systems (OLTP) and large-scale analytical systems (OLAP). The class will perform several experiments as programming assignments stressing both the efficiency and correctness of query processing on a large-scale database.

Attributes: CSSQ, CSSS.

CISC 6352. Advanced Computational Finance. (3 Credits)

Sophisticated mathematical models, whose solutions often require computer programming, have become important in finance. This course helps students who wish to become quantitative financial analysts. It will serve as an introduction to standard mathematical approaches in computational finance, such as integration of differential equations, Black-Scholes, ARIMA, Markov-switching vector autoregressions, Monte Carlo, and related topics of research interest. The course provides a comprehensive view of financial forecasting, economic research, portfolio construction, trading strategies, risk management, and some of the key foundations of quantitative finance, including but not limited to solving large-scale portfolio optimization, factor-based trading strategies, and options strategies. This course assumes students have proficiency in Python or equivalent programming knowledge. The knowledge in quantitative finance models is recommended but not required. Students are required to complete several large projects and present their results in class.

Attributes: CSAT, CSSQ, DATA.

Prerequisites: (CISC 5380 or Data Sci Python Waiver Exam with a score of 1) and CISC 5790 and CISC 5450.

CISC 6375. Object Software Design. (3 Credits)

This course is designed as an advanced course in Software Engineering. It includes the following: Short introduction to Object Oriented (OO) technology; Comparisons of C++ and Smalltalk for OO development; the definition of system requirements using OO techniques; the evaluation and selection of OO methods, techniques, and management tools; the collection analysis and testing and use of project metrics; the establishment of requirements for testing and quality assurance. The course will use examples of OO technology in the development of Information Systems and of Real-Time Systems.

Attribute: CSSO.

CISC 6376. Software Design Patterns. (3 Credits)

This programming-intensive course provides an in-depth view of software design patterns, which are reusable solutions to common software problems. The course will begin by providing the rationale and benefits of software design patterns. Example problems will then be studied to investigate the development of good design patterns. Specific design patterns, such as the Observer, State, Adapter, Strategy, and Abstract Factory patterns, will be discussed and utilized in significant programming assignments. Students will become familiar with common design patterns, learn to use design patterns appropriately, and improve their object-oriented design and programming skills. Students will also learn to work collaboratively on significant programming projects. Prior knowledge of Object-Oriented Programming is required; CISC 6375 Object Software Design is recommended.

Attribute: CSAT.

CISC 6400. Robotics and Animation. (3 Credits)

This course presents students with a thorough background in the method and practice of designing and programming advanced robotic and graphical systems, and will include topics such as motion planning, navigation and mapping, visual perception, depth perception (sonar, stereovision, laser ranging), sensor fusion, behavior-based systems, action planning, and multi-agent systems.

Attributes: CSAI, CSSO.

CISC 6500. Bioinformatics. (3 Credits)

This course studies the relation of (interaction between) molecular biology and information science and the impact and applications of combinatorics, computing, and informatics on the biomedical sciences and clinical processes. Topics include: DNA sequence and alignment, database searching and data analysis, phylogenetic analysis and evolution, genomic and proteomics, structure and function, gene regulatory networks and metabolic pathways, microarray technology, and gene expression algorithms.

Attributes: CSAT, CSDA, DATA.

CISC 6525. Artificial Intelligence. (3 Credits)

Introduction to the study of the ideas and techniques that enable computers to function intelligently; heuristic approach, cognitive processes, general information processing and problem solving, learning and reasoning; representation, adaptation and use of knowledge; analysis and simulation of inductive and deductive processes, natural language, robotics and man-machine interaction.

Attributes: CSAI, CSID, CSIQ, DATA, DCDF, EDDS, NESY.

CISC 6550. Systems Neuroscience. (3 Credits)

This is an introductory course in the study of the structure and function of the brain at the cellular, systems, and cognitive levels. It covers the cells of the nervous systems and how they process information such as electrical and chemical signals. It studies the aggregate, or networks, of neurons, how a brain develops and establishes its complex circuitry, and how they produce higher brain functions such as vision, movement, memory, and learning, perception, emotion, and consciousness. Both invertebrate and vertebrate nervous systems will be included.

Attributes: CSAI, CSAT, CSDA, DATA.

CISC 6597. Capstone Project in Computer Science. (3 Credits)

The goal of this class is to provide the practical opportunity for students to combine skills they have learned during their computer science program and use them to design and implement a capstone project. Students are required to address all design, implementation, testing, and evaluation aspects of a large capstone project. They are expected to present and write one or more research papers in class detailing this work. Through this class, students should gain a deep understanding of state-of-art computer science technologies and knowledge, how they can be deployed in a practical application, and how they can be professionally documented and communicated.

CISC 6600. Cloud Computing Security. (3 Credits)

Cloud computing has evolved as a very emerging computing model and is now becoming a backbone of the IT industry and business, opening the opportunity for on-demand, highly elastic, and infinite computing power with scalability and supporting the delivery of mission-critical enterprise applications and services. Security poses significant challenges in cloud computing environments. This course starts with ground-up coverage on the high-level concepts of cloud landscape, architectural principles, techniques, and real-world best practices applied to cloud service providers and consumers. Then, the course will describe the cloud security architecture, security problems, and techniques, and explore the guiding security design principles and industry security standards. Finally, the course delves deep into the secure cloud architectural aspects, including comprehensive data protection, end-to-end identity management and access control, and monitoring and auditing processes. The course will have project works on important problems providing exposure to scientific research in cloud computing security.

Attributes: CSCY, CYAI, CYOP, CYSM, DCCF.

Prerequisite: CISC 5650.

CISC 6625. Educational Data Mining and Learning Analytics. (3 Credits)

Educational data mining (EDM) is concerned with the analysis and mining of large-scale data that comes from educational settings, with the goal of better understanding students, the learning process, and the factors that impact learning. This course will survey current work in the field and cover techniques (classification, clustering, network/graph mining, visualization, sentiment analysis, social network analysis, and recommender methods) as they are applied to EDM, as well as specific applications (grade prediction, instructor and student assessment, course and major recommender systems, tutoring systems, online learning, and intelligent tutoring systems). There will be prepared lectures by the instructor, and each student will be expected to present at least one topic and complete a course project.

Attributes: CSAT, CSDA, DATA.

CISC 6630. Wireless Security. (3 Credits)

The goal of this course is to provide students a theoretical foundation and robust technical details in wireless security. It covers topics in wireless network basics, principles of wireless network attacks, wireless intrusion detection systems, deploying wireless networks, defense for securing wireless networks, malwares in wireless networks, Rogue wireless network detection, cloud-based wireless solutions, and related techniques.

Attributes: CSCY, CSNS, CSSS, CYOP, CYSM.

CISC 6635. Exploratory Data Analysis and Visualization. (3 Credits)

Data may be essential and helpful to inform decision-making and impact public or corporate policy, never the less when visualized with proper context, data has the power to make a change in the world. This course explores the underlying theory and practical concepts in creating visual representations of large amounts of data. It covers core topics in data visualization including: data representation, visualization toolkits, information visualization, flow visualization, and volume rendering techniques. This course will include a significant project component that will typically require programming.

Prerequisite: CISC 5500.

CISC 6640. Privacy and Security in Big Data. (3 Credits)

This course targets the security and privacy issues associated with systems that process and store large amounts of data. The main concern is to process this data in a timely manner without compromising security and privacy of the users. Real world examples will be studied and analyzed to enable students to apply the suitable technological tools and techniques to protect the system and evaluate the suggested solutions. Covered topics include access control mechanisms, privacy protocol and methods, data confidentiality and integrity, security challenges and attacks on big data systems.

Attributes: CSAT, CSCY, CYAI, CYSM, DATA.

Prerequisite: CISC 5650.

CISC 6650. Forensic Computing. (3 Credits)

Computing and digital technology has greatly transformed society and the way we live. Today, our world is filled with an array of complex multiprocessing and interconnected machines that we've all become accustomed to. This course studies technologies and practices for investigating the use, misuse and the adversarial potential of computing systems and digital devices. It will provide unparalleled insight into the digital forensics and legal world, emphasized with practical laboratory projects.

Attributes: CSCY, CYMP, CYSM, DATA.

CISC 6660. Applied Cryptography. (3 Credits)

This course provides an introduction to cryptographic primitives and techniques that comprise the heart of secure protocols that are used in computer and network security. The course has the target of introducing students to the practical applications of cryptography with an overview of its theoretical basis. Students are expected to have some programming familiarity and basic mathematical skills. Covered topics include steganography, block and stream ciphers, secret key encryption (DES, AES, RC-n), primes, random numbers, factoring, and discrete logarithms; Public key encryption (RSA, Diffie-Hellman, Elliptic curve cryptography); Key management, hash functions, digital signatures, certificates and authentication protocols.

Attributes: CSCY, CSFT, CYAI, CYOP, CYSM, DCCF.

CISC 6670. Artificial Intelligence for Cybersecurity. (3 Credits)

This course provides a broad and rigorous introduction to AI approaches for addressing challenging cybersecurity problems. The primary focus is on applying AI and machine learning/deep learning techniques to enhance a system's cybersecurity. The course will introduce the essentials of AI and machine learning methods and tools that are relevant to cybersecurity (e.g., adversarial reasoning and search, linear and logistic regression, support vector machines, decision tree, [deep] neural networks, ensemble learning) and their implementations using Python programming. The students will then learn how to apply these AI methods to various cybersecurity scenarios, including intrusion detection, fraud detection and prevention, authentication, social engineering, and adversarial machine learning. The material will be reinforced by extensive practical demonstrations and hands-on implementations. The applications covered in this course span many areas, including computer networks, the "internet of things," cyber-physical systems, and online social networks. Students are expected to be familiar with computer programming and cybersecurity fundamentals.

Attributes: CSCY, CYAI, CYSM, DCCF.

Prerequisite: CISC 5660.

CISC 6680. Intrusion Detection and Network Forensics. (3 Credits)

This course provides students both theoretical knowledge and hands-on techniques in identifying intrusion detection and network traffic analysis. The students will learn how to identify different attacks through different traceback techniques and grasp network analysis methods and tools to conduct information retrieve from a network forensic standing point. This course covers topics in network forensics, intrusion detection and response, malware forensics, case studies, and related topics in cyber law and ethics. This class assumes the students have basic knowledge in network, and Linux/Unix operating systems. The students are expected to complete several programming oriented team projects and present their results.

Attributes: CSCY, CSNS, CYOP, CYSM, DATA.

CISC 6690. Cybersecurity in Business. (3 Credits)

Special emphasis on understanding the value cybersecurity and computer science professionals play in a business organization through the review of the major components and roles in a typical business and the demands and expectation of each. Business components studied include: marketing and sales; production and/or delivery; supporting functions (e.g IT, HR, etc.) and governance and control. Subject areas covered are the understanding of information assets, vulnerabilities and threat vectors related to those assets and the decision-making process supporting investments and maintenance of cybersecurity best practices. Students will better understand their role in a business organization and have a ready framework for cybersecurity decision making as a result of the class. In addition, students can expect to develop an appreciation for the characteristics of a business that best aligns with their personal goals and objectives.

Attributes: CSCY, CYMP, CYSM.

CISC 6700. Medical Informatics. (3 Credits)

Databases, information systems, and computer-based approaches have greatly transformed the research of medicine and the practice of physicians in the proper diagnosis and management of patients with a variety of common diseases and disorders. This course will cover the development and evaluation of methods for managing medical data and the integration of diverse and multifaceted hardware and software systems to provide enhanced value in medicine and healthcare. Informatics is not only embraced for imaging and diagnosis but also for clinical practice, decision making, quality and safety, and clinical research.

Attributes: CSAT, CSDA.

Mutually Exclusive: HINF 6101.

CISC 6725. Computer Networks. (3 Credits)

This course provides an introduction to computer networks, network components, and message transport technologies; transmission links and protocols, SDLC, X.25, BSC, and start/drop; and network architectures, topological design and analysis, local area network design, voice and integrated networks, and network reliability.

Attribute: CSNS.

CISC 6735. Wireless Networks. (3 Credits)

This course covers the fundamental techniques in the design, operation, and evaluation of wireless networks. Among the topics covered: first, second, third, fourth generation wireless systems, fifth generation-LTE systems cellular wireless networks, medium access techniques, physical layer, protocols (AMPS, IS-95, IS-136, GSM, SPRS, EDGE, WCDMA, cdma2000, etc.) satellite systems, fixed wireless systems, personal area networks (PANs) including Bluetooth and HRF systems, wireless local area networks, (WLAHs) technologies, architectures, protocols, and standards, mobility management, wireless sensor networks, and cognitive radio networks and advanced topics. This course is intended for graduate students who have some background on computer networks.

Attribute: CSNS.

CISC 6745. Data Visualization. (3 Credits)

Data visualization provides decision-makers with a visual representation of their analytics, which makes data easier to understand, parse, and act upon. With its foundations rooted in statistics and computer science, practitioners in almost every field use visualization to explore and present data. In this course, students will learn how to become an expert at communicating business-relevant implications of data analyses using Tableau and D3.js, the industry-leading software that provides reliable, flexible, and repeatable methods for analyzing real-world data. In particular, students will experiment and compare different visualization tools and learn to identify appropriate techniques through exposures to various data sets and particular requirements imposed by the data. Advanced techniques, including dashboard, interactive, and animated displays, will be covered in the course, as well as how to assess design choices around data visualization.

Attributes: CSDA, DATA, DCDF, EDSD.

CISC 6750. IOT Forensics and Security. (3 Credits)

With the exponential growth of Internet of Things (IoT) technology, the forensic examination and security of these objects has garnered increased attention. Moreover, digital forensic examiners have been presented with a unique set of challenges in order to understand how such devices secure, store and process data. This course is structured utilizing modules which will provide students with extensive hands experience in an interactive lab environment that will delve into the issues in IoT forensics and security. Through experimental testing participants will investigate and review the security of home IoT devices. The testing will include: traffic capture, device scanning and the analysis of wireless signals. In addition, a review and analysis of privacy exposure will be conducted, outlining the security vectors and malware used to attack and control IoT devices. Subsequent modules will be comprised of explanation, theory and numerous hands on exercises, culminating in discussion regarding the IoT technology stack and how it impacts digital forensics. Through use of existing digital forensic tools and methodology, we will introduce students to the application of digital forensics in the IoT framework by examining ordinary home devices. Examinations will provide students with hands on experience into a hunt for artifacts, identifying formats of stored data, encoding methods, while documenting their efforts throughout the process. Respective analysis of collection techniques, device workflow and the object data repositories will provide participants with an understanding of the full forensic value of these devices.

Attributes: CSCY, CSNS, CSSS, CYOP, CYSM.

CISC 6795. Java Programming. (3 Credits)

This course covers Java programming and internet computing with various applications. Topics include: Java programming, object-oriented programming, graphical user interfaces (GUI's) and Applications, multimedia, files and streams, and server communications.

Attribute: CSSO.

CISC 6800. Malware Analytics and Software Security. (3 Credits)

This course is the introduction to the fields of the malware analytics and software security at the early graduate level. It covers one of the most important aspects of the cybersecurity - the software perspective of the issue. It approaches the issue from mainly two ends, namely analyzing malicious software, which is intended to compromise the security requirements, and the software development strategies and tactics to prevent vulnerability in the face of attacks. This course will have enough technical details in exemplary scenarios for the students to dissect real world problems, but the main purpose is to establish enough theoretical and background knowledge so that they know where to start an endeavor and how to make an effective investigation or design for new software security problems.

Attributes: CSCY, CYAI, CYOP, CYSM, DCCF.

CISC 6850. Leadership and Management in Cybersecurity. (3 Credits)

In the highly interconnected and instrumented society, big data with great volume, variety and velocity can be an asset but also a liability for individuals and organizations. This course covers a variety of technological, systematic, and policy issues in the management of cyber risk for individual citizens, governmental organizations, and business enterprises. Students will meet with global leaders in cyber security on projects and case studies related to best practices and real life experiences.

Attributes: CYMP, CYSM.

CISC 6860. Cybersecurity: Technology, Policy, and Law. (3 Credits)

This course will examine a selection of issues stemming from the internet and the global adoption of technology for communications, commerce, statecraft, and cyber operations. Throughout the semester, the course will analyze the growth of the internet from its technical foundations of the ARPANET, to the modern world wide web. The topics will include the use and retention of data, the development and implementation of internet-connected devices, encryption and digital privacy, the growth of cryptocurrencies and blockchain technology, and the role of technology in democracy. Further, the course will analyze international law and the use of force in cyber warfare, evolving forms of cybercrime, the growth of artificial intelligence, and the ethics of autonomous systems. The course will provide a framework to understand these technological developments, contextualize the threats, and understand the existing policies and laws governing their development and implementation in society. Students will gain an understanding of these topics through in-class lectures, discussions, case studies, writing assignments, and intensive research. The course will build a vocabulary of technical terms and put them into context through class discussions. No technical knowledge is required for the course. While certain technical topics will be discussed, the focus will remain on international law and policy.

Attributes: CYMP, CYSM, GSSE.

CISC 6880. Blockchain Technology. (3 Credits)

A blockchain consists of participants who generate transactions, miners who aggregate the transactions and forge blocks for the chain, and the blockchain itself. The blockchain is updated based on some algorithm predetermined by group consensus, and it acts as a decentralized, immutable database. This course will cover fundamentals and advanced topics in blockchain technology. We will discuss each component in a blockchain system, how the components interact, and the general structure and functions of a blockchain. The course will also discuss security mechanisms of blockchain, blockchain system design, blockchain applications and implementations, cryptocurrencies, smart contracts, and the challenges of blockchain.

Attributes: CSAT, CSNS, CYMP, CYOP, CYSM, DATA, DCCF, HUCB.

CISC 6890. Advanced Computer Algorithms. (3 Credits)

This second class in computer algorithms will survey techniques for designing efficient algorithms, as well as a variety of specific algorithms and their application to a wide range of application domains. Topics will vary based on instructor and student interest, but will include many of the following: advanced data structures, string algorithms, linear programming, approximation algorithms, parallel algorithms, randomized algorithms, numerical and semi-numerical algorithms, optimization algorithms, streaming algorithms, and cryptographic algorithms. Students are expected to have previously completed a (graduate or undergraduate) full semester course in computer algorithms; students unsure if they have sufficient background should consult the instructor.

Attributes: CSFQ, CSFT, CSSO, DATA.

Prerequisite: CISC 5825.

CISC 6910. Data and Information Fusion. (3 Credits)

This course covers the application of data mining and information fusion techniques to real-world problems. The class is hands-on and each student will complete a substantial software project.

Attributes: CSID, CSIQ.

CISC 6920. Incident Response and Risk Management. (3 Credits)

The goal of this course is to provide students knowledge and hands-on forensic techniques in incident detection, analysis, response, and risk management. The course covers topics in incident handling procedures, forensic evidence collection techniques, forensic report writing, investigations in trademark and copyright infringement, corporate espionage, and related topics in cyber law and ethics. The students are assumed to have basic knowledge in Forensic computing. Students are expected to finish team projects, write research paper and present their results.

Attributes: CSCY, CYMP, CYSM.

CISC 6935. Advanced Distributed Systems. (3 Credits)

This course will cover the foundations of distributed systems and the practical applications built on top of these systems. The topics include distributed architectures, scalability, consistency, quorums, fault tolerance, fairness, resource optimization, system security, etc. The course also involves a hands on project that requires substantial programming skills. The students are expected to put their knowledge into practice by building a distributed system on the cloud and evaluate their systems. The course will involve research paper reading, discussions, and presentations.

Attributes: CSNS, CSSQ, CSSS, DATA.

CISC 6991. Internship. (0.5 to 3 Credits)

This internship course offers students the opportunity to exercise the computer science skills they have learned in a professional environment. Students will be asked to write one or more reports on their internship as the semester proceeds, culminating in a final project report.

CISC 7010. Formal Methods. (3 Credits)

This course is an introduction to formal methods, the application of theoretical computer science techniques and procedures used to address problems in hardware and software specification, verification, and automatic synthesis. It will cover the basic mathematics involved, including several forms of logic, mu-calculus, automata theory, lattices, and fixpoints. It will introduce the three main avenues of automatic verification: model checking, theory proving, and static analysis, presenting examples and algorithms for each. The course will briefly cover common tools, such as SPIN, Z3, Clang, Java Pathfinder, etc., but it is primarily a theory rather than a tools-oriented course. It will also address the theory and implementation of synthesis methods, such as Piterman, Pnueli, and Sa'ar (2006) synthesis for R(1) LTL specifications.

Attributes: CSFQ, CSFT.

CISC 7050. Penetration Testing. (3 Credits)

The course introduces principles and methods in penetration testing and related techniques. This course focuses on understanding and implementing state-of-the-art penetration testing technologies. This course covers topics in penetration testing methods and framework, scanning techniques, penetration test techniques for different network threats and related topics. Students are expected to finish several large team projects, write research paper, and present their results.

Attributes: CSCY, CYOP, CYSM.

CISC 7070. Research Methods. (3 Credits)

This course will cover a variety of topics related to conducting research in computer science in an effective and ethical way. Topics covered include a literature review and evaluation, defining a research problem and relating it to the literature, theory-building, designing and conducting experiments, human subjects in CS research, measuring performance, statistics, data analysis, building evidence, writing papers, presenting results, and participating in the CS research community. Assignments will allow students to practice different research skills and methodologies covered during the lectures.

CISC 7075. Research Project. (3 Credits)

In this course, students will design and carry out a research project using the methods and practices detailed in CISC 7070. The student will meet the course instructor individually and/or with other students who are completing this practical research experience course on a weekly basis. The course will include supplemental readings to facilitate the students' independent research. The final report for the research project in a seminar setting must be completed within 24 months of matriculation in the program. The report must detail research of publishable quality, as demonstrated, for example, by having the paper be accepted by a selective conference. The student must also complete a presentation on the project, which should include a thorough review of the literature in the area.

Prerequisite: CISC 7070.

CISC 7076. Research Paper. (0 Credits)

Students should register for this course to get credit for completing the research paper requirement for the Ph.D. program in computer science. When the paper is accepted by the department as having satisfied the requirement, the student registers for this course, which is graded P/F. A student must complete this requirement within their first 24 months in the program.

CISC 7090. Doctoral Pedagogy Seminar. (3 Credits)

This course will review the theory and practice of college teaching with a focus on computer science. Topics will include lecturing, demonstrations, labs, assessment methods, out-of-class writing and programming assignments, syllabus preparation, local requirements, and values.

CISC 7110. Advanced Computer Networks. (3 Credits)

The goal of this class is to develop an understanding of some fundamental techniques used to model and analyze communication networks. Compared to data communications and networks, the emphasis in this course will be more on developing analytical tools and conceptual models and less on describing the protocols used in current networks. However, some current protocols will be used to illustrate the concepts. These analytical tools are used to analyze the performance of various networks. More importantly, understanding this material can help one to develop intuition about some of the important issues in networking, and provide the background needed to conduct research in this field.

Attributes: CSSQ, CSSS.

CISC 7120. Robotics. (3 Credits)

This is a hands-on introduction to the issues of programming robots. It is an interdisciplinary course that will involve computer science, engineering, and mathematics. It introduces the specification and use of kinematics for stationary robot arms, mobile ground robots, and quadcopter drones using hands-on examples in the open-source robot operating system (ROS) with 3D simulated robots, as well as physical platforms. The basic algorithms for processing the common kinds of sensory information available to a robot, including ultrasound, laser, and RGB-D sensor, are covered, leading to the probabilistic algorithms for mapping and localization. Local and global navigation techniques are presented and contrasted. The three-level robot architecture is described and several examples from the literature will be presented. The challenges of building action planning systems that operate well under the uncertainty in robotics are discussed and example algorithms will be studied.

Attribute: CSAT.

CISC 7510. Computer Vision/Image Recognition. (3 Credits)

This course captures the natural structure of our visual world to perform diverse functions in data mining and artificial intelligence, covering the mathematical representations of objects, scenes, and actions. Static picture and dynamic video data will be considered, as well as the underlying 3D physical world. The course will introduce methods for image reconstruction, image recognition, and detection of objects within visual space and time. Students will implement standard and novel visual algorithms.

Attribute: CSAT.

CISC 7580. Computer Science Teaching Experience. (2 Credits)

Ph.D. candidates are required to take training in computer science pedagogy and participate in the teaching mission of the University. Training in pedagogy will be fulfilled by completing the department Pedagogy Seminar (CISC 7090), and teaching as a teaching assistant, fellow, or associate for four (4) semesters. A doctoral candidate must register for this course for each semester of teaching experience taken for the doctoral curriculum. Students registered for this course will meet regularly with each other and with faculty members to share experiences and best teaching practices. Doctoral candidates are also encouraged to participate in the Preparing Future Faculty (PFF) program; the Jesuit Pedagogy Seminar; and other opportunities.

Prerequisite: CISC 7090.

CISC 7610. Research Seminar in Computer Science. (3 Credits)

In this course, students will take part in a series of structured presentations and discussions with the instructor, as well as with researchers and practitioners in ethically informed, responsible, and trustworthy research and development in computer science. They will also take part in workshops, lectures, and conference discussions organized by professional societies and distinguished lecture series, including ACM and IEEE. Finally, students must complete a written project in the cognate area and make a presentation in the class. Students are required to have completed at least 27 credits of coursework.

Prerequisites: CISC 7070 and CISC 7075.

CISC 7650. Cybersecurity Operations. (3 Credits)

Throughout the course students will be taught the theories and concepts behind a security operation. Extensive hands-on lab assignments will give students the experience with the technology necessary to protect live networks and systems. In the scope of the course we will also go in-depth into the architecture of building a secure system design from the ground up. Building in security practices while in the design phase enables organizations to have deeper insight and resistance into threats. Information Security does not have a single solution to prevent attackers, the most secure organizations can still be compromised. The course will present a methodology that will enable systems and networks to be resilient to cyber-attacks. This reduces the attack surface and the damage an attacker could do to a system if compromised.

Attribute: CSAT.

CISC 7999. Dissertation Research in Computer Science. (4 Credits)

This is a faculty-mentored independent dissertation research course. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: CISC 0960.

CISC 8050. Projects and Internships. (3 Credits)

A course designed to concentrate on special and state-of-the-art topics in computer science; topics are changed from time to time to reflect the rapid change of computer and information technology.

CISC 8070. Projects& Internships in Cyber. (3 or 4 Credits)**CISC 8100. Special Topics in Comp.Science. (3 Credits)**

A course designed to concentrate on special and state-of-the-art topics in computer science; topics are changed from time to time to reflect the rapid change of computer and information technology.

CISC 8150. Special Topics in Cybersecurity. (3 Credits)

A course designed to concentrate on special and state of the art topics in cybersecurity; topics are changed from time to time to reflect the rapid change of cybersecurity technology and knowledge.

Attribute: CYSM.

CISC 8998. Experiential Learning. (1 to 6 Credits)

This course recognizes credits for professional knowledge in the area of cyber security acquired by the student prior to entering the graduate program.

CISC 8999. Tutorial. (0.5 to 4 Credits)

Each student either takes an internship at one of the medical schools, hospitals and health organizations or works on a project related to method and practice at the intersection of Biomedicine and Informatics. Students also attend a weekly seminar on a variety of topics in biomedical informatics featuring speakers from academia, industry, and government with diverse perspectives in business, technology, and management.

CISC MTNC. Maintenance-Comp.Science. (0 Credits)

Maintenance course.

Consulting Project GBA (CPGB)

CPGB 7000. MBA Capstone Consulting Project. (3 Credits)

FT MBA CORE COURSE The Business Consulting Project is an experiential course whereby students apply the functional knowledge and skills learned throughout the MBA program to real business issues faced by client firms. Working in teams and under the guidance of a faculty mentor, students develop business solutions rooted in rigorous analysis to client problems. Throughout the course, students develop consulting and project management skills, deepen their understanding of a specific industry, and network with industry professionals in their field of interest. At the end of the term, students present their findings to the client and receive client feedback on their deliverables.

CPGB 7100. Gabelli Capstone Experience. (1 Credit)

PMBA CORE COURSE The Gabelli Capstone Experience is a two-session, all-day, immersive experience that allows students to use cross-disciplinary knowledge and skills in a way that 'ties' the Professional MBA (PMBA) Program together in a meaningful way and tackle business dilemmas. Only those PMBA students who have completed at least 39 credits can enroll in this class.

Prerequisites: (BEGB 6220 or GBA Waiver Managerial Eco with a score of 070) and (DGGB 6820 or GBA Waiver Statistics with a score of 070) and (ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070) and BLGB 6321 (may be taken concurrently) and (ISGB 6910 or MKGB 6710 or LPGB 6613 or FNGB 6411 or OPGB 6627 or SAGB 7660 or CMGB 7550 or ACGB 7155 or BLGB 6310).

CPGB 7101. ST: Launch Your Startup. (3 Credits)

The Fordham Foundry provides students throughout the entire Fordham community opportunities for experiential learning around start up businesses, entrepreneurship and critical thinking. This 15 week course will put students through a rigorous curriculum which will allow students to create and grow their potential business ideas while collaborating with their peers. At the end of the semester, students will present their business to a panel of Fordham faculty and members of the New York startup and venture capital ecosystem. The course will consist of a weekly lecture, roundtable discussions and one on one mentorship sessions. At the conclusion of the course, students will have build their "StartUP Portfolio" which will enable them to continue to develop their business after the practicum.

CPGB 8999. ST: Consulting Project. (0 to 3 Credits)

The project is organized around a societal sustainability challenge represented by the needs of an outside partner, such as a corporate or non profit organization that serves as sponsor of the practicum. The students meet with organization executives, alumni mentors, Fordham faculty and staff who guide them through the process of designing innovative solutions that meet the needs of the challenge.

Consulting Projects (CPBU)

CPBU 4000. ST: Consulting Project. (3 Credits)**CPBU 4001. Fair Trade and Microfinance 1. (3 Credits)**

This course examines the structure of Fair Trade as an alternative form of commerce which specifically expresses solidarity with the poor. The course is concerned with running all aspects of a small Fair Trade business. The class acts as employees on a team which seeks to make profit sustainably, yet effectively. Readings support a greater understanding of the realities of poverty.

Attributes: ENT, PJEC, PJST.

CPBU 4002. Fair Trade and Microfinance 2. (3 Credits)

The second semester of this course looks at ways to invest the profit we have created from selling our Fair Trade goods, and all the varieties of microcredit. We investigate new partners and new products. As a further motivation for managing the business (the university is basically out niche market), we continue to absorb new information about the causes of economic injustice.

CPBU 4003. Spirituality and Fair Trade. (3 Credits)

This course is designed to ignite a spiritual awareness of economic injustice which ultimately motivates action, large or small. We begin by exploring the mechanisms of poverty, and looking at alternative forms of commerce. We look at why Fair Trade is able to answer some of the human rights issues associated with poverty. Readings highlight spiritual leaders from the past, and the models for action that their life stories provide. How should business students evaluate their lives and their careers? What might "solidarity with the poor" mean, in variety.

Attributes: ENT, PJEC, PJRJ, PJST.

CPBU 4004. Entrepreneurship and Fair Trade. (3 Credits)

This course focuses on the entrepreneurial response to economic injustice, as expressed in the Fair Trade movement. The class will be divided into teams, to consult with emerging Fair Trade businesses in the New York area, ongoing throughout the semester. Against this backdrop we learn from problems solving methods of entrepreneurs who have involved themselves with using business structures as a means of fighting poverty.

Attributes: ENT, PJEC, PJST.

CPBU 4005. ST:Fair Trade Entrepreneurship. (3 Credits)

Fair trade is a global response to social injustice and poverty. Whether it is capital for “startups” or markets for fair trade coffee, the fair trade movement promotes socially and environmental responsibility business practices here and abroad. This course reviews the fair trade movement’s successes and failures to find alternatives to business as usual that reduce poverty and build a sustainable global economy. Students focus on country specific examples of fair trade and microfinance social innovation that reduce poverty by creating viable livelihoods. Marketing, insurance, finance and management can all be applied to build a socially justice and sustainable global economy. “We urgently need a humanism capable of bringing together the different fields of knowledge, including economics, in the service of a more integral and integrating vision” Pope Francis argues in his recent Encyclical Letter, this course explores this vision.

Attributes: ENT, PJEC, PJST.

CPBU 4999. ST: Consulting Project. (0 to 3 Credits)

The project is organized around a societal sustainability challenge represented by the needs of an outside partner, such as a corporate or non profit organization that serves as sponsor of the practicum. The students meet with organization executives, alumni mentors, Fordham faculty and staff who guide them through the process of designing innovative solutions that meet the needs of the challenge.

Contemporary Learning And Interdisciplinary Research (CLAIR) (CLGE)

CLGE 0900. Permanent Matriculation. (0 Credits)

Students are admitted to doctoral degree programs on a provisional matriculation basis. During the semester in which provisional doctoral students expect to complete their 12th to 15th credit of doctoral work, they must apply for permanent matriculation status by enrolling in either ASGE 0900, CLGE 0900, CTGE 0900, or PSGE 0900. Students will be evaluated by the faculty of the appropriate division and will be continued in the program only on the recommendation of the faculty of the division and with the approval of the associate dean for academic affairs. Consult your adviser or division chair for additional information on permanent matriculation.

CLGE 0999. CLAIR Proposal Acceptance. (0 Credits)

Proposal for dissertation approved.

CLGE 6100. Special Topics in Contemporary Learning and Interdisciplinary Research. (0 to 3 Credits)

Special topics for CLAIR program.

CLGE 6101. Special Topics in Contemporary Learning and Interdisciplinary Research. (0 to 3 Credits)

Used with unique course title each time offered.

CLGE 6102. Special Topics in Contemporary Learning and Interdisciplinary Research. (1 Credit)

This module will focus on analyzing data gathered in mixed method research.

CLGE 6103. Special Topics in Contemporary Learning and Interdisciplinary Research. (1 Credit)

This module will focus on writing up and presenting mixed methods studies.

CLGE 6104. Special Topics in Contemporary Learning and Interdisciplinary Research. (0 to 3 Credits)

This course shall be used with unique course titles and descriptions each time it is offered.

CLGE 6105. Interview Analysis. (1 Credit)

This module will focus on analyzing interview data.

CLGE 6106. Academic Writing. (1 Credit)

This module will focus on writing for academic purposes.

CLGE 6107. CLAIR Proseminar. (3 Credits)

This one-semester offering is designed to provide students, particularly those with less of an undergraduate and master’s-level background in research, with an overview of key skill areas that they will need to master throughout their graduate career. These skill areas include developing research questions; research methodologies; data analysis; written and oral expression; and referencing style. The course will culminate in the development of a research project for the group to design as a cohort. The course will be graded as Pass/Fail, whereby a Pass will be awarded for active engagement in the class discussions and activities throughout the semester, and for successful completion of the final project.

CLGE 6140. Foundations of Interdisciplinary Research I. (3 Credits)

Representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to develop an understanding of diverse research traditions.

Attribute: TE.

CLGE 6142. Foundations of Interdisciplinary Research II. (3 Credits)

During this two-semester seminar, doctoral students will be immersed in representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to develop an understanding of diverse research traditions. Participants will explore research designs and processes in published studies for posing questions, and collecting, analyzing, and interpreting data from quantitative and qualitative perspectives. Drawing on the knowledge bases informing an interdisciplinary understanding of learning, we will design our individual and collaborative studies using hypothesis testing and hypothesis-generating stances, mindful of the ethical dimensions of these endeavors.

CLGE 6240. Global Perspectives on Language, Culture, and Equity. (1 to 3 Credits)

Provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language.

CLGE 6280. Multicultural Competencies and Tools of Awareness, Transformation, and Advocacy. (3 Credits)

Grounded in interdisciplinary theory, research, and practice implications for effective learning, this course is designed to develop: (a) foundational multicultural competencies, particularly in the self-awareness components of empathic resources and hidden biases, and (b) culturally relevant tools for promoting educational achievement for all students, including those vulnerable to discrimination. Students will be challenged to reflect on their own cultural biases, expand their conception of appropriate professional roles, and develop awareness, knowledge and skills necessary to facilitate effective learning opportunities with diverse students. This course incorporates didactic, experiential, cognitive, affective, individual, and small group models of learning.

CLGE 6380. Standardized and Alternate Assessments for Students at Risk or With Disabilities. (3 Credits)

Focus on practices and policies related to the use of standardized and alternative assessment approaches for understanding and supporting student learning, instructional planning, and policy making.

Attribute: TE.

CLGE 6400. Learning Through Language. (3 Credits)

An interdisciplinary course focusing on the relationship for teachers and supervisors between language as a tool for learning and language as evidence of learning. Particular emphasis will be placed on the relationship between these concerns and the need for improving the reading and writing proficiencies of students in all levels of education.

CLGE 6440. Understanding Contemporary Literacies. (3 Credits)

Introduces various frameworks of literacy in the contemporary world.

CLGE 6540. Development in Context. (1 to 3 Credits)

This course will review current thinking in developmental psychology as reflected in prevailing developmental theory and current areas of research.

CLGE 6545. Structural, Philosophical and Psychological Examinations of Argument. (0 to 3 Credits)

Explores the form and function of arguments in writing and discourse.

CLGE 6550. Motivation to Learn. (1 to 3 Credits)

This course will focus on taking an in-depth look at achievement motivation from a psychological perspective.

CLGE 6555. Becoming Leaders of Contemporary Learning. (0 to 3 Credits)

Examine contemporary learning through the forces that are generally attributed to reshaping education in the 21st century.

CLGE 7150. Program Assessment and Evaluation II. (1 to 3 Credits)

This course focuses on how to assess the effectiveness of educational service delivery systems, both in schools and other human service settings.

CLGE 7152. Prgm Assess & Eval II. (1 to 3 Credits)

Focuses on how to assess the effectiveness of educational service delivery systems, both in schools and other human service settings.

CLGE 7175. Internship in Contemporary Learning and Interdisciplinary Research. (0 to 3 Credits)

Students shall engage in professional experiences in the schools and/or education related agencies as interns.

CLGE 7190. Advanced Seminar in Interdisciplinary Research I. (0 to 3 Credits)

Team taught, two semester will scaffold the skills and learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, and empirical research studies.

CLGE 7192. Advanced Seminar in Interdisciplinary Research II. (0 to 3 Credits)

Team-taught, two semester seminar will scaffold the skills and learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, and empirical research studies.

CLGE 7194. Adv Sem Interdis Res III. (0 to 1 Credits)

Three semester seminar will scaffold the skills & learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, & empirical research studies.

CLGE 7220. Closing the Opportunity/Achievement Gap. (3 Credits)

Provides educators, leaders, and policy makers with the skills, knowledge, and dispositions to work with diverse youth populations.

CLGE 7240. Multilingual Literacy: Exploring Literacy in Multiple Languages and Cultures. (3 Credits)

Provides theoretical and research foundations to the intersection of language and culture across literacy practices in multiple educational, social, and geographical contexts.

CLGE 7340. Contemporary Interventions for Struggling Readers and Writers. (3 Credits)

It is estimated that more than 10 million children in the United States have some degree of oral-language-based reading disability. Roughly 80 percent of children referred for special services require support services in reading, writing, and oral language. Best contemporary practices rely on interdisciplinary teams to assess difficulties and plan interventions. This interdisciplinary course draws from the fields of literacy, learning disabilities, psychology, and neuroscience in examining theories and research in reading and writing processes and best practices for universal design.

CLGE 7490. Teaching Composition in the 21st Century: Theory and Practice. (1 to 3 Credits)

This course will explore cognitive and sociocultural perspectives of writing and ask students to consider and practice methods for teaching and researching issues of composition in the 21st century.

CLGE 7520. Cognition, Technology, and Innovation. (0 to 3 Credits)

Overall objective of course is to gain and apply knowledge of human information processing, motivation, and creativity to the design of effective instruction.

CLGE 7570. Positive Trajectories: Resilience and Adaptation. (1 to 3 Credits)

CLAIR. Provides an overview of the extant research on the individual, community, and cultural qualities that facilitate optimal development amount "at risk" learners.

CLGE 8001. Capstone Research Proj. (0 Credits)

To establish candidacy, CLAIR doctoral students are required to work on a capstone project and schedule a hearing with the capstone committee.

CLGE 8002. Capstone Research Project. (0 to 1 Credits)

To establish candidacy, CLAIR doctoral students are required to work on a capstone project and schedule a hearing with the capstone project committee. The function of the project is to demonstrate the breadth and depth of scholarship, and the unique talents and experiences of each student. As such, this project should be tailored to the student's interests and ideally tied to the dissertation. During this experience, the student will select and work closely with a mentor, who will help in the development of the capstone project. This mentor can be the student's academic advisor or another faculty member with whom the student has research interests in common. Successful defense of the capstone project will establish doctoral candidacy.

CLGE 8003. Capstone Research Project. (0 Credits)

Capstone research project.

CLGE 8110. Dissertation Seminar: Contemporary Learning and Interdisciplinary Research. (3 Credits)

Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

CLGE 8111. Dissertation Seminar: Contemporary Learning and Interdisciplinary Research. (3 Credits)

Seminar for advanced doctoral students. PRE-REQUISITE: CLGE 8001.

CLGE 9990. Independent Study. (0 to 3 Credits)

Independent Study.

Contracts Law (CNGL)

CNGL 0104. Contracts. (4 to 5 Credits)

Studies the fundamental principles governing the formation and operation of contracts, the rights and liabilities of third parties, discharge of contracts by virtue of impossibility of performance, the Statute of Frauds, the parol evidence rule, and other defenses. The provisions of the Uniform Commercial Code relating to contracts are also considered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JD.

CNGL 0204. Business Contracts. (4 Credits)

This seminar will survey how contracts can be designed to solve or avoid problems in a variety of business contexts. For example, we may read about joint ventures in technological innovation, merger agreements, licensing agreements, shareholder agreements, bonds, franchise agreements, and high-level management employment contracts, among other topics. The reading assignments will be primarily scholarly articles, as well as some actual contracts. Practicing attorneys may speak about their experience negotiating or litigating particular kinds of contracts. Each student will present the material for one selected week, as well as her brief reaction to it, and submit a research paper at the end of the course.

Attributes: BFE, LAWB, LAWF, LAWI, LLM, LWR.

CNGL 0206. Negotiation and Drafting: The Uniform Commercial Code and Business Contracts. (3 Credits)

This course is designed to improve the skill of the students in negotiation and drafting of business contracts and agreements. At the same time, they will learn the business practice and the applicable laws, in particular the Uniform Commercial Code. There will be a simulation in class for each kind of contract and agreement to be discussed. In discussing a particular business contract or agreement, the class is divided into two groups. One group represents one party to a transaction and the other group represents the other party. The two groups negotiate the terms of the transaction and drafting of the contract or the agreement. For instance, in negotiating a financing agreement, one group represents the lender and the other group represents the borrower. The terms proposed and counter-proposed must comply with the laws and regulations. Various scenarios will be presented, and the agreement will dictate the outcome of a dispute between the parties. Students will improve their negotiation and drafting skills through the simulations, and learn to anticipate and provide for possible problems.

Attributes: BFS, JD.

CNGL 0216. Introduction to United States Contract Law. (3 to 4 Credits)

This course will cover most of the basic material presented in the regular first-year course in contract law, taking special account of the development of contract law in common law jurisdictions in comparison with other legal traditions. The class will use a standard US casebook, because another goal of the class will be to familiarize students with the way in which contracts doctrine has evolved in the US legal system, the policy considerations underlying these doctrines, and the methods of legal reasoning employed by American lawyers in framing their arguments. There will be an open-book examination.

Attributes: CORC, LAWB, LAWI, LAWT, LLM, LMCO.

CNGL 1216. Contract Law and Drafting. (3 Credits)

Core Business (CBBU)

CBBU 1000. ST: Business Intensive. (6 Credits)

This 5-week, 6-credit intensive course delivers the essential, technical, and conceptual basics of the business. Mornings are dedicated to learning the building blocks of business, the accounting discipline, while afternoons focus on business from the entrepreneur's viewpoint. Units include spreadsheet building and analysis; capital raising; budgeting; consumer insights and behavior; and strategic planning. Students will also be introduced to job search skills and will visit financial, marketing, new venture, and other institutions in New York City. The academic and non-curricular experience will help differentiate students in a tight job market and make them attractive to employers.

CBBU 1001. The Ground Floor: Starting and Succeeding at the Gabelli School of Business. (3 Credits)

This course introduces first-year Gabelli School of Business students to key business concepts and the major business disciplines. It creates an awareness of the interdependency of these business disciplines—an awareness which is key to operating a successful business. Students will begin to develop critical thinking, business writing, and teamwork skills that are essential for success in today's global business environment. Students will also be introduced to Stakeholder Capitalism and the Environment, Social, and Governance (ESG) factors, revealing how they align with the Gabelli vision of creating students with mindsets and capabilities that enable business to move society forward.

CBBU 1002. ST: Consulting Challenge IP. (1 Credit)

The Consulting Challenge Integrated Project (CCIP) is a team-based semester-long project that provides a learning environment for applying and integrating concepts and perspectives covered in core courses and allows students to use critical and entrepreneurial thinking to solve a business challenge currently facing a real company. The CCIP course guides students through the process of completing the consulting challenge while familiarizing them with business concepts and tools that will be helpful in completing the CCIP. Effective oral and written communication is also a point of emphasis.

CBBU 1003. ST: Career Exploration. (1 Credit)

The Career Exploration course serves as a starting point for all Gabelli School students to develop critical skills to support career development. It provides an overview of Gabelli School resources, helps students understand and hone their skills, and provides direction on developing a compelling portfolio for their future careers. Students hear from distinguished faculty, guest speakers, and alumni as part of this course.

CBBU 1004. ST: Analytics Requirement. (1 Credit)

Business analytics is the application of quantitative and qualitative methods and tools to data in order to gain insight and make informed decisions. The confluence of an increasingly complex world, the vast availability and rapid proliferation of data, and the urgent need to stay ahead of the competition has sharpened the focus on using analytics within organizations. This course provides students with a foundation in business analytics concepts and tools.

CBBU 1005. Marketing Analytics Requirement. (1 Credit)

From high, brand-level strategic decisions such as selecting a target market to the evaluation of specific marketing tactics and campaigns, analytics are being used more than ever to optimize the entire marketing process for the benefit of businesses and customers alike. Drawing on advanced features in Microsoft Excel and other widely available analytics platforms, this course will teach students to use data visualization and modeling in the service of decisions that build durable, profitable customer relationships.

CBBU 1006. ST: Senior Seminar. (1 Credit)

The Senior Seminar serves as a capstone on the Gabelli School's curriculum, drawing upon and integrating what students have learned in core, major, and elective courses. Students choose a seminar from an array of possible topics including leadership, service learning, business ethics, consulting for social change, management simulation, and innovation brokering.

CBBU 1007. EY DEB. (3 Credits)

This DEB course, sponsored by EY, seeks to expand a student's understanding of DEB through relevant literature related to DEI, social justice, and business cases. Students will create an inclusive definition of diversity, understand the impact of diversity in business, and be challenged to develop personal practice to understand their role in DEB in business and their personal lives.

CBBU 4999. Tutorial. (1 to 3 Credits)

Tutorial/independent study between student and faculty member in a topic connected to the Gabelli School's business core curriculum.

Core Business - Doctor Prof St (CDBP)

CBDP 0001. Additional Dissertation Preparation. (0 Credits)

This course is for students who need additional time to work on their dissertation work. Students work with their dissertation committee.

CBDP 0002. Additional Dissertation Proposal Preparation. (0 Credits)

This course is for students who need additional time to work on their dissertation proposal work. Students work with their dissertation committee.

CBDP 8001. Global Economy & Development. (1.5 to 3 Credits)

This course introduces new structures and trends of economies and markets globally. Topics include contemporary issues in global economy and global markets, macro-economic environment of major economies, comparative analysis of economic development in different countries and regions.

CBDP 8002. Philosophy of Bus Research. (3 Credits)

This course helps students to understand the philosophical and practical issues involved in conducting research. It exposes students to various classic readings that provide the theoretical foundations for business research. Finally, it also acquaints students with various norms and procedures, both formal and informal, of the doctoral program.

CBDP 8003. Empirical Sem on Bus Res 1. (1 to 3 Credits)

The course focuses on the empirical issues of academic research in different business disciplines that are at the forefront of ongoing research. It also attempts to develop skills that will enable student to choose the appropriate empirical methodology and techniques to examine the specific question being addressed. Seminars will be organized in two ways. Both selected faculties and industry experts are invited to present their empirical research with student discussions following the presentations.

CBDP 8004. Research Methods and Design. (1.5 to 3 Credits)

This course introduces doctoral students to the key elements of research design and methods used in business disciplines such as finance, accounting, information systems, marketing, and management. It introduces the principles, approaches, methods, and analytical techniques utilized in qualitative business research. Topics include models of qualitative research design and methodology such as narrative analysis, case study, and grounded theory and phenomenology. The course will also examine practical executions of research surveys which enable students to structure and scale research surveys with a variety of implications and methods of analysis, measurement and evaluation.

CBDP 8005. Topics in Business Research. (3 Credits)

The main objective of the course is to provide the students with mini courses in different areas of business fields, offered by professors within Fordham and from outside Fordham. The key intention associated with these mini courses is to provide a maximum exposure of different talent, diversity of knowledge base, and network of professionals in academia beyond Fordham before determining dissertation topics. The focus is on theoretical aspects of the research, in particular on how to synthesize research, develop research designs, and build theories.

CBDP 8006. Empirical Seminar on Business Research 2. (1.5 to 3 Credits)

This course helps students develop dissertation proposals and prepare for the defense of proposals. It also features a series of lecturers from both industry practitioners and academics on subjects related to students' dissertation topics.

CBDP 8007. Business Field Studies. (1.5 to 3 Credits)

Business Field Studies helps students understand the organizational, operational, and cultural forms of the modern business workplace. This course focuses on company visits, lectures from practitioners, and discussions among students on the modern business landscape.

Attribute: ABDP.

CBDP 8999. Independent Study. (1.5 to 3 Credits)

Independent study.

CBDP 9001. Business Research Seminar. (1.5 Credits)

This course features a series of lecturers from various industries to discuss research projects that their companies are working on.

Attribute: ABDP.

CBDP 9003. Adv Topics in Bus Research. (1.5 to 3 Credits)

The main objective of the course is to provide the students with mini (2 hours to 10 hours) courses in different areas of business fields, offered by professors within Fordham and from outside Fordham. The key intention associated with these mini courses is to provide a maximum exposure of different talent, diversity of knowledge base, and network of professionals in academia beyond Fordham before determining dissertation topics. The focus is on both theoretical and empirical aspects of the research, in particular on how to synthesize research, develop empirical tests and research designs, and test hypotheses.

CBDP 9004. Asset Pricing Seminars. (3 Credits)

The objective of this course is to provide students with the capability to research in the field of asset pricing. The course may focus on the following areas: (1) Consumption, portfolio choice, and asset pricing; (2) Time series properties of asset returns: predictability, volatility, correlations with other variables, etc.; (3) Cross-sectional properties of asset returns implied by equilibrium asset pricing model including CAPM, consumption-based asset pricing, factor models, etc.; (4) Term structure of interest rates. The course may also consider fundamental aspects of international asset pricing models.

Attribute: ABDP.

CBDP 9005. Strategic Mgt Seminars. (1.5 to 3 Credits)

This course introduces the principal theoretical perspectives and empirical findings in the field of strategy formulation, execution process, and innovation. Students study the problems and issues facing general managers who must formulate and implement strategies for organizations in uncertain and ambiguous environments. Students explore strategy and operations from several theoretical perspectives including resource-based view, knowledge-based view, agency theory, institutional theory, contingency theory, and real options.

Attribute: ABDP.

CBDP 9006. Frontier in Bus Practices. (1.5 to 3 Credits)

This course requires students to conduct field study in selected companies or industries, collect information, conduct survey and interviews and practice research analysis. Students need to complete a term research paper from this independent study and present the research paper.

CBDP 9007. Organizational Design, Change and Competitiveness. (1.5 to 3 Credits)

The first half of the course addresses how managers can design organizations to enhance the effectiveness and efficiency of the organization. We will explore a variety important organization issues such as differentiation and integration, organizational lifecycle, and transformation and resistance. The second half of the course addresses how managers can define and create competitive advantage at both the business and corporate level. We will discuss different industry conditions, organizational resources, positioning, growth through mergers and acquisitions, and different types of alliances and partnerships, and corporate governance. Business cases, discussions, and assignments will be used in addition to lectures to help your learning. Upon successful completion of this course, students will be able to explain the mechanics of modern organizations, to utilize the principles of organizational theory to design and change their organizations, and to choose the best business strategy for success.

Attribute: ABDP.

CBDP 9008. Fin Innov & Fin Intermediation. (3 Credits)

This course starts with the big picture of the financial markets and the special role of financial intermediaries. We will cover various types of financial intermediaries: commercial banks, insurance companies, investment banks, credit rating agencies, mutual funds and hedge funds. On each type of intermediary, we will first introduce the basic theory around it and then discuss the current issues related. Specifically, we will discuss loan securitization as an innovation in corporate lending. We will see how financial crisis can be transmitted from securitized bonds to corporate bonds through insurance companies' holdings as a result of accounting rules and capital requirement applied on them. We will look into the revolution in security trading and the debate surrounding algorithm and high frequency trading. We will discuss the role of credit rating agencies and hedge funds in the financial crisis.

Attribute: ABDP.

CBDP 9009. Frontier in Business Practices 2. (1.5 Credits)

This course requires students to conduct practical study in their research field, collect information, conduct surveys and interviews, and practice research analysis. Students need to present their research from this independent study.

CBDP 9010. Dissertation Proposal Preparation Seminar. (1.5 to 3 Credits)

This course requires students to prepare and develop their research topics and proposals.

Attribute: ABDP.

CBDP 9011. Advanced Research Methods of Business Research. (1.5 to 6 Credits)

This course further examines the advanced elements of research design and methods used in business disciplines such as finance, accounting, information systems, marketing, and management. Topics include models of qualitative research design and methodology such as narrative analysis, case study, and grounded theory and phenomenology. The course will also examine practical executions of research surveys which enable students to structure and scale research surveys with a variety of implications and methods of analysis, measurement and evaluation.

CBDP 9012. Dissertation Proposal Development. (3 to 6 Credits)

During the dissertation phase of their program, students work to develop and defend research topics, proposals, and their full dissertation with their Dissertation Committee. The dissertation is a large-scale, closely supervised research project, with extensive research, writing, and revision expected. Students offer regular progress updates to their dissertation committee members, who in turn meet with the doctoral program director to ensure sufficient progress.

CBDP 9013. Dissertation I. (3 Credits)

During the dissertation phase of their program, students work to develop and defend research topics, proposals, and their full dissertation with their Dissertation Committee. The dissertation is a large-scale, closely supervised research project, with extensive research, writing, and revision expected. Students offer regular progress updates to their dissertation committee members, who in turn meet with the doctoral program director to ensure sufficient progress.

CBDP 9014. Dissertation II. (6 Credits)

During the dissertation phase of their program, students work to develop and defend research topics, proposals, and their full dissertation with their Dissertation Committee. The dissertation is a large-scale, closely supervised research project, with extensive research, writing, and revision expected. Students offer regular progress updates to their dissertation committee members, who in turn meet with the doctoral program director to ensure sufficient progress.

CBDP 9015. Dissertation III. (6 Credits)

During the dissertation phase of their program, students work to develop and defend research topics, proposals, and their full dissertation with their Dissertation Committee. The dissertation is a large-scale, closely supervised research project, with extensive research, writing, and revision expected. Students offer regular progress updates to their dissertation committee members, who in turn meet with the doctoral program director to ensure sufficient progress.

CBDP 9016. Seminars on Organizational Behavior and Leadership. (1.5 to 3 Credits)

The primary goal of this course will be to increase your understanding of how people behave in the context of an organizational structure. Having a greater knowledge of human behavior will help you to better interpret and predict the attitudes and behaviors of yourself, your co-workers, subordinates, supervisors, and clients. Most importantly, this course will help you to better understand your own past and future behaviors as a member and leader within an organization. Topics that are covered include leadership, personality and attitudes, emotions, and dynamics. The course format will be research oriented, including understanding theory and methodology exemplified in top academic journals in the management field. After taking this course you will have a better understanding of how to craft a research question related to organizational behavior and test it using scientific methods.

Attribute: ABDP.

CBDP 9017. Big Data and Artificial Intelligence. (1 to 3 Credits)

This course provides an introduction to trending techniques, applications, and opportunities in the field of big data, machine learning, and artificial intelligence. We will cover an overview of techniques, including data mining, text mining, social network analysis, deep learning, recommendation systems, and data visualization. We will also demonstrate applications cases in the areas of financial markets, online marketing, fashion, political science, healthcare, and law enforcement.

Attribute: ABDP.

CBDP 9018. Dissertation IV. (7 Credits)

During the dissertation phase of their program, students work to develop and defend research topics, proposals, and their full dissertation with their Dissertation Committee. The dissertation is a large-scale, closely supervised research project, with extensive research, writing, and revision expected. Students offer regular progress updates to their dissertation committee members, who in turn meet with the doctoral program director to ensure sufficient progress.

CBDP 9019. Dissertation Defense. (0 Credits)

Students prepare, defend, and deliver the final presentation of their dissertation. Final dissertation approval is also expected.

Corporations Law (BUGL)

BUGL 0099. Corporate Crisis Management and Internal Investigations. (2 or 3 Credits)

This course will examine how a global corporation should deal with crisis management including crisis insurance, crisis funds, crisis plans and crisis drills. Then students will learn how to handle corporate internal investigations as either in house and outside counsel including attorney client privilege, international attorney client privilege, interviewing company officers and employees, and reporting to the board of directors.

Attributes: CORC, CRCP, LAWB.

BUGL 0129. Commercial Litigation. (2 Credits)

This course is designed for students interested in practicing commercial litigation as well as related transactional work. A large portion of the nation's complex commercial matters are litigated in New York state and federal courts. The law established in these jurisdictions is typically viewed favorably by judges and jurists in other jurisdictions and considered by corporate lawyers negotiating and drafting agreements. Many commercial contracts select New York law as the law that would govern any dispute among the parties and specify New York State and federal courts as the forum of choice. <p> This course will focus on the substantive law governing commercial disputes, procedural law applicable to commercial disputes, and practical tips and solutions on litigating a commercial dispute. The course will focus on New York law in this area but will compare other jurisdictions such as Delaware where relevant. <p> The course will be divided into three parts. First, the course will focus on cutting-edge developments related to the key causes of action that are typically asserted in commercial disputes— i.e., breach of contract, fraud/fraudulent inducement, breach of fiduciary duty, unjust enrichment and UCC claims. The second part of the course will address key procedural issues, such as forum selection, statute-of-limitations related to breach-of-contract and business tort claims, jurisdictional matters, choice of law issues, and case management. The third part will focus on the practice of commercial litigation by focusing on concepts such as a motion practice, litigation financing, mediation, identifying and working with fact and expert witnesses, and discovery devices and e discovery. In a nutshell, students will learn about the main aspects of commercial dispute resolution.<p> The course will be taught by two lawyers who have focused most of their professional career on commercial litigation. The teachers are editors of a leading guide to commercial litigation published by Bloomberg Law. Students will also hear from esteemed judges and lawyers who focus on commercial litigation. <p> Students will be graded based on two written work products in the form of motions, oral advocacy on the written submissions, and class participation.

Attributes: LAWB, LIDR, LLM.

BUGL 0130. Structural Issues in Law Firm Management . (2 Credits)

This course examines structural issues in law firm management, with topics ranging from alignment and innovation, firm strategies and business models, compensation systems, people, finances, marketing and branding, technology and cybersecurity, and managing client relationships. This course will help students better understand how law firms operate, giving students a distinctive advantage when interviewing and working as junior attorneys in law firms.<p> The course is composed of the following elements, both of which will be online
 • A traditional seminar (1 hour per week)
 • An executive education program (1 hour per week plus an optional 30-minute networking session). These sessions will feature leading attorneys from top law firms and corporate offices.
 Students will be required to write a series of short papers for this course. There will be no exam.

Attribute: LLM.

BUGL 0201. Corporations. (4 Credits)

This course provides students with a basic understanding of the law that governs business organizations, particularly publicly held corporations. Aspects of the laws of agency and partnership are first considered to highlight the relationship to corporate law. In turning to corporations, the course considers the rights and duties of boards of directors, officers, and shareholders. Specific topics include the nature of debt and equity securities, the role of fiduciary duties, the regulation of conflicts of interest and insider trading, and the fundamentals of control transactions (like mergers and acquisitions). The course introduces students to state common law and statutory systems, as well as aspects of the federal securities laws, that regulate business organizations. Issues relating to the role of business organizations in society and the role of attorneys in representing these organizations are also considered.

Attributes: LAWB, LAWI, LMCO.

BUGL 0202. Advanced Business Law. (1 to 2 Credits)

The Advanced Business Law Seminar is a workshop series in which students read and comment on current research in the area of corporate and securities law. Each week a different scholar or member of the judiciary will presents research on a topic of interest. Students will have read the research paper (or judicial opinion) in advance and write a brief (2-3 page) reaction paper prior to the presentation. Students are expected to attend the presentation and participate in the discussion. The class will meet for the first seven weeks of the semester, after which the seminar will end. Students wishing to receive an additional independent study credit may then use the remaining weeks of the semester to prepare their own research paper. Alternatively, students not wishing to write an independent study paper may take the seminar for a single credit. There is no final exam. The seminar grade will be based wholly on the reaction papers and workshop participation.

Attribute: LAWB.

Prerequisite: BUGL 0201.

BUGL 0205. Partnership and Limited Liability Company Law. (2 or 3 Credits)

This course surveys the law of unincorporated business entities, i.e. partnerships, including the limited partnership (LP) and limited liability partnership (LLP) as well as the limited liability company (LLC). The main focus is on partnerships and LLCs, both from an analytical perspective and from a planning perspective. We will analyze legal problems involved in the formation and operation of closely held businesses. In partnership, the focus is on practical issues arising in commercial and law partnerships, notably those relating to the management of partnerships, agency powers of partners, fiduciary duties among partners, specific duties when partners leave or are expelled, the allocation of profits and losses, the handling of property rights, and continuation versus dissolution of partnerships. Limited partnerships are commonly used in real estate development, oil and gas exploration and extraction, and in the launching of high technology enterprises. The coverage of limited partnership law centers upon the creation of an LP, the status and rights of limited partners and the extent of control limited partners can exercise over general partners. In the field of limited liability companies, now customarily used instead of closely held corporations, we will review their legal nature, mode of creation, alternative forms of manager-managed and member-managed LLCs, management structure and the transfer of interests.

Attributes: BFE, JD, LAWB, LAWI, LMCO.

BUGL 0215. Corporate Social Responsibility Law and Policy. (2 or 3 Credits)

This course is designed to introduce students to the law and practice of corporate social responsibility (CSR). Human rights, labor rights, the environment and anti-corruption efforts are now impacted by almost every aspect of corporate activity. With these myriad touch points, corporations have a key role to play in the development and evolution of these important areas of law. We will begin with the history and modern development of CSR, before moving on to examine the international legal obligations for corporations across the fields of human and labor rights, environmental protection, and anti-corruption. The course will also focus on examples of litigation in domestic courts involving corporations and their alleged abuses of human rights or environmental degradation. Selected domestic legislation will also be discussed on issues such as supply chain regulation and consumer protection.

Attributes: ICE, JD, LLM.

BUGL 0226. Corporations, Race and the Law. (2 Credits)

Rarely do people—including law students—think about the modern corporation and the corporate form as rooted in issues of race. This seminar examines the history and role of corporations in racial discrimination and oppression, and the evolution of how corporations have interacted with race. This seminar will expose students to ideas about why corporations exist, their role in addressing racial inequality, their interaction with policies and law that seek to address racial inequality, and contemporary corporate engagement in discourses about race, including through the Environmental, Social and Governance (ESG) movement. Students will read articles, books excerpts, cases and statutes, corporate disclosures, shareholder proposals and other sources.

BUGL 0291. Comparative Corporate Law. (2 or 3 Credits)

Corporate law practice today often involves doing business with corporations governed by the laws of countries other than the United States, which requires a basic understanding of how corporations operate across jurisdictions. This course will explore core topics in comparative corporate law and comparative corporate governance, focusing on the U.S. and the major Western European jurisdictions, as well as East Asia and emerging markets to a lesser extent. Although the corporate form seems to be a universal building block of business development, corporate law and governance systems exhibit considerable diversity, as do the economic systems within which corporate law operates. The course will integrate the two goals of providing an overview of differences in legal regulation, and of introducing participants to current academic thinking on how the respective economic and political framework has shaped the development of corporate law and corporate governance institutions. Topics to be covered include comparative governance structures board structures conflicts of interest between man-agers, shareholders, and other stakeholders investor protection and enforcement of corporate law control transactions the role of gatekeepers creditor protection and corporate bankruptcy and the role of the state and corporate governance in emerging economies. For each topic, we will read a basic overview from a textbook as well as leading articles providing different perspectives to allow us to have interesting discussions in class. This seminar may be particularly interesting to students considering a career focusing on corporations internationally. Students have the option of writing a paper to fulfill the writing requirement in this class.

Attributes: BFE, ICE, JD, LAWB, LAWI, LWR.

Prerequisites: (BUGL 0201 (may be taken concurrently)) or (BUGL 0201).

BUGL 0292. Law Firm as a Business. (2 Credits)

So you want to be a lawyer? Do you know how law firms are managed? Do you understand the economic dynamics of a law firm? Do you know which law school grads get hired? And which associates make partner? In today's highly competitive marketplace, it is imperative to understand law firms as businesses. After all, AmLaw 100 firms have gross annual revenues of \$250m+ with some elite firms having revenues in excess of a billion dollars. Even small law firms are million-dollar businesses. A lack of business savvy about your own industry could be dangerous to your career. In the course, students will learn how to think critically about business trends that affect the legal profession, law firms and your own career.

Attributes: JD, LLM.

BUGL 0293. Law Firm Marketing. (2 to 3 Credits)

How can you have a successful career? What makes partners want to work with you? What makes clients want to hire you? In today's highly competitive market, "technical" legal competence alone is insufficient and no longer a guarantee of success in winning new business or keeping clients. Marketing and business development are important skills for lawyers pursuing the partnership track and those intending to hang out their shingle. How can you do it in a tasteful and strategic way? Learn what it takes to make you stand out from the crowd, to land a great job, and to build your book of business.

Attributes: JD, LLM.

BUGL 0299. Venture Capital Law. (2 Credits)

The course will provide a practical approach to private equity investing (both venture capital and buyouts), which has become a powerful force in the global marketplace. The course is designed to focus on (a) the legal, business, economic, and financial issues that are addressed in the documentation supporting venture capital and buyout transactions and (b) the dynamics of organizing a venture capital or buyout fund; and organizing, structuring, negotiating, financing, managing, and exiting venture capital-backed companies. There will be regular opportunities for mock negotiations during class and class participation will be very important. Notes/Miscellaneous: Prerequisite: Corporations; Recommended: Securities Law. There will be a take-home examination.

Attributes: LAW, LLM.

Prerequisite: BUGL 0201.

BUGL 0325. Corporate Finance. (2 to 4 Credits)

This course provides students with an understanding of the basic financial concepts and tools that are important for lawyers who practice business law, either in transactional practices or in those focused on litigation. This course includes studies of the basic techniques used in valuing projects and businesses, the distinctive characteristics of corporate securities (including bonds, preferred stock, common stock, and convertible securities), the factors influencing decisions to pay dividends and repurchase stock, and the principles guiding the determinants of capital structure. This course also includes an examination of the impact of theories of finance, including portfolio theory, asset pricing models, and efficient market theory, on legal rules.

Attributes: BFF, CORC, LAW, LLM.

BUGL 0371. Negotiations. (2 Credits)

Negotiation is a critical component of any practicing lawyer's daily work. Lawyers negotiate with their clients to develop transactional and litigation strategies, with their adversaries to conclude deals or lawsuits, with courts and governments to secure parameters of proceedings, and with their colleagues to manage their workloads. This course will explore the strategies and tools available to lawyers when negotiating in different forums. Students will learn how to prepare for negotiations, practice various tactics, explore individual and collective bargaining, and use Alternative Dispute Resolution resources. Students will participate in simulated exercises to develop their skills.

Attributes: JD, LAW, LDE, LLM.

BUGL 0402. Social Enterprise Law. (2 Credits)

Social enterprises represent a new kind of venture, dedicated to pursuing profits for owners and benefits for society. This seminar will explore the nascent and growing social enterprise phenomenon, and explore the legal questions that arise when the boundary between traditionally nonprofit and for-profit activity blurs. Individual classes will explore topics as diverse as corporate social responsibility, corporate philanthropy, hybrid forms of organization, impact investment and social finance, socially-responsible investing and crowdfunding, social enterprise exit planning, and the use of for-profit entities to conduct philanthropic activity. Students will write both short reaction papers and a longer research paper, contribute to leading the class discussion, and make individual presentations. Corporations is a pre- or co-requisite.

Attributes: INLJ, LAW, LLM.

BUGL 0405. Corporate Governance. (2 Credits)

This course will focus on the evolving role of the board of directors in public companies, including the current law, rules and listing standards (such as the Dodd-Frank Act, Sarbanes-Oxley Act, SEC regulations, NYSE rules, and state law), how boards and committees actually are structured and how boards operate in key areas, including the selection of new board members, oversight of financial and other disclosures, hiring, firing, and oversight of management and approval business strategies, with particular focus on the role of the board in the M&A context. Exam is take-home.

Attributes: CORC, CRCP, LAW, LLM.

Prerequisite: BUGL 0201.

BUGL 0407. Mergers and Acquisitions. (3 Credits)

This course provides students with an understanding of the issues (and problems) that confront lawyers and their clients in business acquisition (and divestiture) transactions. This course includes studies of the nature and structure of merger and other acquisition (and divestiture) transactions as well as of the statutes, regulations, and case law that govern these transactions. More specifically, this course includes an examination of the rationales offered to explain the occurrence of these transactions, the techniques used to accomplish these transactions, and the legal rules relevant to these transactions. As a general matter, the course approaches business acquisition (and divestiture) transactions from a practical (rather than a theoretical) perspective and focuses on the legal (rather than financial) aspects of these transactions. This course has a take-home final exam.

Attributes: BFE, JD, LAW, LAW, LAW, LAW, LLM.

Prerequisite: BUGL 0201.

BUGL 0408. Corporations, Race, and the Law. (2 Credits)**BUGL 0590. Corporate Transactions: Finance and Litigation. (2 or 3 Credits)**

This course analyzes the nature of the legal relationships established and maintained in the structuring and execution of various capital formation and other corporate finance transactions, as well as court decisions dealing with various legal challenges thereto. In addition to the study and analysis of pertinent state and federal statutory provisions and judicial opinions, the actual documentation involved in such transactions, including debentures, indentures, preferred stock provisions, convertible securities, and acquisition agreements is considered. <p> The cases to be studied provide a “judge’s eye view” of corporate finance documents which is of great value, whether one is negotiating or drafting the same or advocating for a particular interpretation thereof in a litigation context. <p> The Examination will be open book and will consist solely of essay questions relating to the material actually covered in class.

Attributes: LAWB, LLM.

BUGL 0606. Capital Structure and Corporate Governance. (2 Credits)**BUGL 0780. Global Capital Markets and Governance. (2 to 3 Credits)**

This course provides an overview of trends in global finance, capital markets and corporate governance. Specific focus is on capital market and corporate governance developments in Anglo-Saxon systems of governance, e.g., the U.S., Asian systems, e.g., Keiretsus and Chaebols, State/Crony Capitalism systems of governance, e.g., China and Russia, Universal Banking systems, e.g., Continental Europe and Family Dominated systems such as those found in parts of Europe, Southeast Asia, the Middle East, and South America. An overview of the regulatory structure and trends in capital raising, including IPOs, Private IPOs/ Unicorns, SPACs, Direct Listings, and Direct Public Offerings will be provided. The role and impact of Block Chain technology, Artificial Intelligence, Machine Learning and Alternative Data on Capital Markets is also provided. Trends in Corporate Activism, Environmental, Social, Governance and Impact Investing, the role of shareholder stewardship, the rise of employee activism and the evolution of corporate activism to more socially responsible activism and the rise of stakeholder capitalism will be discussed. The emerging structural evolution to the global financial architecture, including the creation of the Asian Infrastructure Investment Bank; China’s Belt and Road Initiative and the renminbi as a reserve currency and the digitization of its currency, and the emergence of sovereign wealth and development funds. This course will provide an overview of various concepts under the broad rubric of Corporate Social Responsibility including Impact Investing, Socially Responsible Investing, the UN’s PRI and SDGs and the impact of climate change on capital markets and investor stewardship as well as the emerging concept of Corporate National Security Responsibility as the private sector emerges as a key area of concern in 21st Century hybrid-warfare.

Attributes: CORC, CRCP, ICE, LAWB, LAWI.

BUGL 0902. Corporations. (4 Credits)

This course provides students with a basic understanding of the law that governs business organizations, particularly publicly held corporations. Aspects of the laws of agency and partnership are first considered to highlight the relationship to corporate law. In turning to corporations, the course considers the rights and duties of boards of directors, officers, and shareholders. Specific topics include the nature of debt and equity securities, the role of fiduciary duties, the regulation of conflicts of interest and insider trading, and the fundamentals of control transactions (like mergers and acquisitions). The course introduces students to state common law and statutory systems, as well as aspects of the federal securities laws, that regulate business organizations. Issues relating to the role of business organizations in society and the role of attorneys in representing these organizations are also considered.

BUGL 0909. Corporations. (3 Credits)**BUGL 0929. How Mergers and Acquisitions Get Done. (3 Credits)**

“How M&A Gets Done” is intended to provide students with a background in many of the basics of M&A transactions. The class will begin by focusing on why companies do M&A and how they are judged by their shareholders, debt holders and other stakeholders. We will then take two classes to review an M&A auction process from beginning to end, and in so doing will review the teaser, the non-disclosure agreement, the offering memorandum, bid instruction letters and bid letters, the on-site due diligence process, board of director updates, and the exclusivity agreement. In so doing, we will generally use actual deal documents, often black-lined versions, to help us discuss drafting techniques and deal tips for representing buyers and sellers. The purchase agreement will then be studied in depth, in two full three-hour classes. Other topics covered will include classes dedicated to hands-on exercises in each of negotiations, document mark-ups, and valuation, plus classes on banker fairness opinions and basic tax structuring.<p> Many evenings we will be joined by guest lecturers from the M&A community, including corporate heads of M&A and law firm M&A partners. Moreover, each class will have a small portion dedicated to how better to succeed in both business and in life, which I am hopeful will benefit you whether or not you ultimately chose M&A as a profession. The class is being taught in the smaller “seminar” structure. In this format, each student will be expected to be an active participant in each week’s discussion. Every year we have far more students wanting to take this class than we can accommodate please only sign up if you look forward to the above-described content of and format for the class.

Attributes: LAWB, LAWI.

Criminal Law (CRGL)

CRGL 0103. Criminal Law. (3 to 4 Credits)

Criminal law is constantly evolving, with topics such as mass incarceration, police violence, and crime rates dominating headlines. But what exactly is a crime? Who is a criminal? And how do we punish lawbreakers? This course aims to look beyond the headlines to understand what criminality is, spotlighting a criminal wrong's distinguishing characteristics from its civil counterparts. We'll begin the course by discussing the philosophies of punishment that drive how courts and criminal justice actors make decisions. We will then break down the elements of a crime with a particular emphasis on a defendant's mental state (*mens rea*), a critical component of culpability. Next, we'll turn to specific types of offenses, starting with parsing the different degrees of homicide and then focusing on sex crimes. The semester will end with an analysis of inchoate crimes, most notably attempts, accomplice liability, and conspiracy. Our course will address sensitive topics with great care, intending to provide as much insight as possible. Each week, classes will integrate critically relevant influences on the criminal justice system, such as race, ethnicity, gender, and societal perspectives, and how they impact current issues.

Attributes: JD, LMCO.

CRGL 0203. International Criminal Law. (3 Credits)

The Course will give an introduction into international criminal law (ICL) focusing on the law and practice of the permanent International Criminal Court (ICC). It will refer to current investigations and trials of the ICC. In the first session students will be made familiar with relevant readings, i.e., literature and case law. After some remarks about ICL as a term and a concept and the setting out of the historical development (A.) of ICL (here, we will be talking about the Nuremberg Trials but also about the Rome Conference that led to the establishment of the ICC, where the US delegation played an important role) the ICC and other tribunals will be examined (B). The substantive ICL will be analysed by looking at its general principles (C., e.g.: intent, defenses, attempt etc.) and the crimes and sentencing (D). The law and practice of international criminal procedure (E.) and the cooperation/enforcement regimes follow (F., keep in mind that the ICC has no police force). A special consideration deserve the role and rights of victims (G.). Last but not least, the implementation of the ICC Statute at the domestic level will be explored (H.).

Attribute: LLM.

CRGL 0204. Federal Sentencing Practice and Procedure. (2 Credits)

This seminar, taught by a United States District Judge for the Southern District of New York, will explore the federal sentencing system, with a particular emphasis on practice and procedure. We will examine the history of federal sentencing law, from an era of nearly unfettered judicial discretion through the creation of the United States Sentencing Guidelines, and how the Guidelines evolved from a mandatory sentencing system into the advisory system in use today. We will study the ways in which sentencing authority is allocated among the legislative, executive, and judicial branches, and the conflicts that arise as a result. We will explore the history and evolution of mandatory minimum penalties. We will also examine the impact of the Guidelines and mandatory minimums on prosecutors' charging decisions and on plea bargaining. And we will discuss how judges decide what sentences to impose. The format of the class will primarily be class discussion, with guest appearances from judges, prosecutors, defense attorneys, and others to enable students to gain practical insights into the federal sentencing process.

Attributes: INLJ, LLM.

CRGL 0205. Cyber Crimes. (4 Credits)

CRGL 0206. Advanced Criminal Law and Criminal Procedure. (3 Credits)

This seminar examines a variety of cutting edge, at times controversial, topics in criminal law and criminal procedure that typically cannot be covered in detail, if at all, in a first year criminal law course. The topics range from decisions that judges must make during sentencing to the lengths and limits of prosecutorial discretion and defense practices, as well as academic arguments on truth, guilt, criminalization, and criminal liability. Students will learn how discoveries in more specialized areas, such as racial justice, domestic violence, confessions, and drugs use, all reveal underlying doctrinal and practical problems in the criminal justice system. The seminar's primary format consists of a speakers series comprising some of the leading experts in the country—judges, prosecutors, defense attorneys, academics, researchers—who will come and discuss cases, ideas, or their written work so that the class can interact with them directly by way of questions or commentary. Each week's reading material will be provided on the seminar's TWEN site. There is no casebook or material to purchase.

Attributes: JD, PIE.

CRGL 0210. White Collar Criminal Investigations and Parallel Civil Proceedings. (2 Credits)

Handling the minefields of white collar criminal investigations and related civil proceedings is the focus of this seminar, which is taught by a federal judge and a defense counsel who are former prosecutors. <p> Today, every high profile criminal matter – whether Harvey Weinstein, Rajaratnam or Madoff – involves parallel civil litigation, such as an SEC enforcement action, a state attorney general lawsuit, a private class action or a tort claim. For many defendants caught up in a criminal investigation, the consequences of companion civil litigation or regulatory proceedings may be as serious as the criminal investigation; companies may be barred from lines of business, or put out of business entirely, and individuals may face loss of a law, accounting or securities license. <p> Although criminal and civil law are traditionally separate disciplines, increasingly, the line between those disciplines has blurred. Criminal penalties may be monetary and involve restitution to victims, who are often private parties. Strict liability criminal statutes require no *mens rea*. These are more than definitional or theoretical issues, and this seminar explores the practical problems that arise at the crossroads of criminal and civil law. <p> No lawyer can competently represent a client confronting cases at these crossroads without analyzing the ramifications of an action taken in one context for the other. What are the consequences, for a related civil case, of asserting Fifth Amendment rights in the context of a criminal prosecution? What are the consequences, for related civil litigation, of entering a guilty plea in a criminal proceeding? Can a party provide the government with an internal investigation report, but withhold that report from adversaries in civil discovery? <p> This class addresses these issues, taking into account perspectives of the court, government prosecutors and regulators, and private civil and criminal counsel.

Attributes: INLJ, LLM.

CRGL 0223. Decarceration Seminar. (2 Credits)

The number of people locked-up in New York State prisons has fallen considerably, but over 30,000 men and women remain incarcerated (this does not include thousands of others in pre-trial detention in county jails across the state). This seminar will address mass incarceration from a problem-solving perspective by first engaging in problem identification, and then studying and critiquing a range of current, proposed and aspirational efforts to end mass incarceration in New York. We will study current statutory efforts at reform, individual and impact litigation, the parole system, clemency, political organizing, the role of social movements such as Black Lives Matter, and the influence of Abolition theory, and we will do so in the context of focusing on people convicted of “violent crimes” that causes significant harm. We will examine the role of lawyers in each of these endeavors as well. Students will take on multiple short writing assignments and a class presentation during the semester.

CRGL 0230. Capital Punishment. (2 Credits)

This course is about the death penalty. We will consider the impact of racism, poverty and ineffective representation on the law and practice of capital punishment. Primarily the course is about the law: the rules and procedures that govern who is, and is not, subject to the death penalty and what principles the law applies to distinguish death-eligible cases from those where the sanction of death would be unlawful. We will also consider moral and philosophical questions about the death penalty, and explore some emerging issues implicated by recent death penalty jurisprudence. And we will discuss the importance and representational role of the death penalty as a symbol for the American criminal justice system.

Attributes: INLJ, JD, LLM, PIE.

CRGL 0232. Criminal Law Theory. (2 to 3 Credits)

This seminar examines the common assumption that criminal wrongs and moral wrongs are closely related and that criminal law should track morality in some meaningful way. The seminar asks whether morality should have a place in our understanding of criminal law, what shape moral ideas assume and should assume when they are fashioned as the core of a state institution, and how the issue of over criminalization relates to the question of criminal wrongs. Course requirements: 3 Reaction papers (500 words each, 30% of the grade), 1 Final research paper (3000 words, 60% of the grade), Class participation (10% of the grade). The first draft of the Final Paper will be due in mid-April and the final draft will be due in mid-May.

Attributes: INLJ, JD, LLM, PIF.

CRGL 0290. Sentencing Law and Policy. (2 to 3 Credits)

This seminar examines sentencing law in the United States. We will consider both the structure and development of sentencing law as well as its policy implications. Among the legal topics we will discuss are the rise and fall of indeterminate sentencing; the evolution (and possible collapse) of structured sentencing systems such as guidelines, mandatory minimums, and truth-in-sentencing laws; and the use of alternative sanctions like boot camps. The policy concerns we will address include the role of race and class in the criminal justice system; the causes and effects of prison population growth over the past thirty years; the relationship between criminal sentencing and crime; and reintegrating released inmates into broader society.

Attributes: INLJ, JD, LIDR, LLM, PIE.

CRGL 0302. Criminal Procedure: Advanced Topics. (2 Credits)

This seminar will explore contemporary criminal procedure issues that are not ordinarily examined in depth in the basic criminal procedure courses on investigation and adjudication. In Fall 2019, the focus will be on the criminal process from victims' perspective. Readings and discussions will explore, from the perspective of crime victims and victims' counsel: criminal investigations, prosecutorial charging decisions, communications with victims, victim-witness preparation and examination, pretrial and trial procedures, plea bargaining and sentencing, as well as parallel civil proceedings. The course will examine how the contemporary criminal process balances victims' interests and rights against other public interests and the rights of the accused, and it will explore proposals and opportunities for reform. Students will prepare research and analytic papers and present their work.

Attribute: PIE.

CRGL 0321. Prosecuting Private and Public Corruption. (3 Credits)**CRGL 0323. Criminal Procedure: Investigative. (3 or 4 Credits)**

Criminal procedure has been a remarkably provocative topic in the past several years, with issues such as government surveillance and stop and frisk practices garnering frequent headlines. In this course, students will acquire an in-depth understanding of these and other investigative aspects of criminal procedure law. We will begin with a focus on the role of the police in the community, and then move on to a comprehensive analysis of the many issues surrounding searches and seizures, including arrests. We will also address recent developments regarding the impact of technology on search and seizure doctrine, and explore the question of what areas of privacy remain beyond government reach. We will conclude with a discussion of interrogation practices, including the waiver of Miranda protections. The course will spotlight developments in New York City and the role of its criminal justice actors (judges, police officers, etc.) as a means to a broad understanding of how the rules and practice of criminal procedure affect cities throughout the country. The format of the class will be primarily class discussion, as well as guest speakers who will provide real-world perspective on the topics addressed during the semester.

Attributes: INLJ, JD, LDF, LIDR, LLM, LMCO, PIE.

CRGL 0325. Criminal Procedure: Adjudication. (3 Credits)

PROFESSOR YOUNGJAE LEE
 The subject of this course is the criminal process between bail and jail. The course will focus on several questions: What is the criminal justice system for? What does it mean to deal with criminal wrongdoing through the rule of law? Why do we have juries? What is impartiality? What rights do criminal defendants have in the process and why and how are they limited? What powers does the State have in the process and why and how are they limited? The course will address these questions by studying, among other things, prosecutorial charging discretion, bail and pretrial release, plea bargaining, trial by jury, double jeopardy, sentencing, right to counsel, and the civil-criminal distinction. This class traditionally attracts those interested in practicing criminal law at some point in their careers, but the issues raised and discussed are of general interest to those who want to think about rule of law, due process, individual rights, adversarialism, state power, and racial justice.<p> PROFESSOR ETHAN GREENBERG:
 This course examines the process of criminal litigation, beginning with the arrest or with the filing of charges and continuing through trial and sentencing. Topics will include right to counsel and effective assistance of counsel; pre-trial detention and the right to bail; charging discretion; grand jury; joinder of charges and defendants; discovery; double jeopardy; plea bargaining; and jury trial and sentencing.

Attributes: INLJ, JD, LDF, LIDR, LLM, LMCO, PIE.

CRGL 0343. Transnational Criminal Law. (2 Credits)

In this course, we will study transnational crimes (such as organized crime, trafficking, corruption, money laundering, and terrorism); the principles of jurisdiction that may be used to prescribe, adjudicate and enforce these crimes; enforcement mechanisms of these crimes (including transnational prosecutions); and the logistical and procedural challenges involved in the prosecution of these crimes.

Attribute: ICE.

CRGL 0360. International Criminal Law. (2 or 3 Credits)

This course is taught at the University College of Dublin through the Ireland Summer Program. This is an 8-day course that will run from June 18 to June 25 in Dublin as part of the Ireland Summer Program.

Attributes: ICE, INLJ, LLM.

CRGL 0380. Organized Crime. (2 Credits)

This course will focus on selected legal and practical issues that arise from investigation, prosecution and defense of organized crime groups. Topics will include defining organized crime, choosing an investigative target, the concept of entrapment, electronic surveillance, the use of informants and undercover agents, RICO, OCCA, money laundering, forfeiture, the federal witness protection program, anonymous juries and the right to counsel of choice. Federal law will be compared to New York State law with a view towards examining their differences and how those differences have an impact on choosing whether to investigate and prosecute federally or in the New York State system. The course will include panel discussions with agents, prosecutors and defense counsel.

Attribute: INLJ.

CRGL 0402. Criminal Law Speaker Series. (1 or 3 Credits)

This seminar examines a variety of cutting-edge, at times controversial, topics in criminal law and criminal procedure that typically cannot be covered in detail, if at all, in a first-year criminal law course. The topics range from decisions that judges must make during sentencing to the lengths and limits of prosecutorial discretion and defense practices, as well as academic arguments on truth, guilt, science, criminalization, and criminal liability. The seminar's primary format consists of a speaker series comprising leading experts who will come and discuss cases, ideas, or their written work so that the class can interact with them directly by way of questions or comments. Each week's reading material will be provided on the seminar's TWEN site. There is no casebook or material to purchase. There are three course requirements for this seminar: (1) an anonymous final written open-book exam on Friday, May 13, from 9:30 am – 12:30 pm (80% of your grade); (2) class participation (10% of your grade); and (3) your weekly question(s) on the reading to be submitted on google doc by 10:00 pm on the Sunday preceding each Monday class (10% of your grade).

CRGL 0413. Juvenile Justice Survey. (2 Credits)

This course will offer a broad survey of juvenile justice issues, including a historical overview of juvenile justice in the United States from the early 20th Century. The seminar will review the philosophical and legal underpinnings of various juvenile justice reform movements and select Supreme Court rulings and Congressional forays into the juvenile justice arena during this century. In particular, the course will focus on the federal/state law dichotomy with respect to the prosecution of juveniles, as well as an analysis of Article 3 of the New York State Family Court Act; the competing interests of the clinical, rehabilitative and retributive juvenile justice models; search and seizure; interrogation and confession; pre-trial detention; speedy trial; infancy and mental capacity; double jeopardy; press access and confidentiality; counsel's role in representing juveniles; prosecution of juveniles as adults; and capital punishment.

Notes/Miscellaneous: Paper Required.

Attributes: INLJ, JD, LLM, PIE.

CRGL 0417. Criminal Justice and the Modern Prosecutor. (2 Credits)**CRGL 0510. Psychology and Juvenile Justice Law. (2 to 3 Credits)**

This two credit course is designed to provide students with an overview of the interaction between psychology and the juvenile justice system. The course primarily will focus on four major domains: (1) developmental theories and trajectories of antisocial behavior, (2) assessment and identification of risk and protective factors among justice-involved youth, (3) clinical evaluations related to legal questions unique to juvenile courts (i.e., dangerousness, waiver, competence), and (4) empirically supported treatments/program evaluation. Throughout the course, relevant judicial opinions and empirical literature will be used to demonstrate the evolution of the juvenile justice system and application of psychological science to research and practice with justice-involved youth.

Attributes: INLJ, LLM.

CRGL 0627. Prosecutors and Defenders: Pursuing Justice Within and Beyond the Criminal Legal System. (2 Credits)

Derick Dailey (FLS '17) is a former federal prosecutor and current Senior Counsel to the New Jersey Attorney General. Brandon Ruben (FLS '16) is a former federal law clerk and current public defender in Prince George's County, MD. The seminar intends to explore what it means for prosecutors and defenders to pursue justice, both within and beyond the confines of the traditional criminal legal system. The seminar will first discuss readings on the prosecution and defense functions, from classical and critical perspectives. Then, the seminar will treat readings that consider alternative approaches to criminal conflict resolution, ranging on a spectrum from prosecutorial policy responses, to restorative justice, and - finally - abolitionist perspectives. The seminar intends to feature guest speakers working in the vanguard of justice reform as activists, intellectuals, and practitioners. Students will be evaluated on the basis of class participation (15%), 1 page weekly response papers (35%), and a final paper on a topic of their choosing (50%).

Attribute: LLM.

CRGL 0829. International White Collar Crime. (3 Credits)**CRGL 417. Criminal Justice and the Modern Prosecutor. (2 Credits)**

Curriculum and Teaching (CTGE)

CTGE 0101. Prerequisite Completion. (0 Credits)**CTGE 0701. Master's Comprehensive Exam/Assessment. (0 Credits)**

Part one of the Master's comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

CTGE 0703. Intern Fellowship Portfolio. (0 Credits)

Development and review of professional portfolio for elementary teacher candidates in the Intern Fellowship Program.

CTGE 0704. Childhood Education Portfolio. (1 Credit)

Development and review of professional portfolio for childhood education teacher candidates in MST certification programs. Candidates must demonstrate that they have met childhood education program goals, as well as program goals, of specific certification areas.

Prerequisites: CTGE 5551 and CTGE 5553.

Corequisites: CTGE 5552, CTGE 5554.

CTGE 0707. Early Childhood Education Portfolio. (0 Credits)

Development and review of professional portfolio for early childhood education teacher candidates in MST certification programs. Candidates must demonstrate that they have met early childhood education program goals as well as program goals of specific certification areas.

CTGE 0708. Adolescence Special Education Portfolio. (0 Credits)

Development and review of professional portfolio for adolescence special education candidates that must demonstrate that they have met program goals and certification requirements.

CTGE 0709. Adolescence Education Portfolio. (0 Credits)

Development and review of professional portfolio for adolescence education teacher candidates in MST certification programs. Candidates must demonstrate that they have met adolescence education program goals, as well as program goals of specific certification areas.

CTGE 0710. Portfolio for Literacy Education. (0 Credits)

Development and review of professional portfolio for candidates in the Language and Literacy Education programs, Birth–Grade 6; Grades 5–12.

CTGE 0712. Portfolio for TESOL. (0 Credits)

Portfolio for TESOL.

CTGE 0715. Young Readers Portfolio. (0 Credits)**CTGE 0718. Special Education Portfolio. (0 to 1 Credits)**

Development and revision of professional portfolio for Childhood Special Education teacher candidates in the MEd program.

CTGE 0720. Portfolio Extension. (0 Credits)

This course is for candidates who require an additional semester to complete the professional portfolio. The candidate should continue to work under the guidance of a faculty member in their program. Candidates must demonstrate they have met the goals specific to their academic program and certification area.

CTGE 0900. Permanent Matriculation. (0 Credits)

Students are admitted to doctoral degree programs on a provisional matriculation basis. During the semester in which provisional doctoral students expect to complete their 12th to 15th credit of doctoral work, they must apply for permanent matriculation status by enrolling in either ASGE 0900, CLGE 0900, CTGE 0900, or PSGE 0900. Students will be evaluated by the faculty of the appropriate division and will be continued in the program only on the recommendation of the faculty of the division and with the approval of the associate dean for academic affairs. Consult your adviser or division chair for additional information on permanent matriculation.

CTGE 0901. Doctoral Comprehensive Exam/Assessment. (0 Credits)

Part one of the doctoral comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

CTGE 0902. Doctoral Comprehensive Exam/Assessment. (0 Credits)

Part two of the doctoral comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

CTGE 0999. C&T Proposal Acceptance. (0 Credits)

During the semester the dissertation proposal is completed.

CTGE 4200. Field Experience Seminar. (1 Credit)

In this seminar, students examine their profession and chosen area of teaching certification. The course provides students with the opportunity to become aware of the many roles of a teacher. Students complete 2 or 3 hours of field experience per week in their grade level of teacher certification.

CTGE 4202. Soph Field Exp Sem 1. (1 Credit)

Students examine their profession and chosen area of teaching certification. The course provides students with the opportunity to become aware of the many roles of a teacher. Students complete a 2-3 hour per week field experience in grade level of teacher certification.

Attribute: TE.

CTGE 4203. Soph Field Exp Sem II. (1 Credit)

Students examine their profession and chosen area of teaching certification. The course provides students with the opportunity to become aware of the many roles of a teacher. Students complete a 2-3 hour per week field experience in grade level of teacher certification.

Attribute: TE.

CTGE 4204. Jr Field Exp Sem 1. (1 Credit)

Students examine their profession and chosen area of teaching certification. The course provides students with the opportunity to become aware of the many roles of a teacher. Students complete a 2-3 hour per week field experience in grade level of teacher certification.

Attribute: TE.

CTGE 4205. Jr Field Exp Sem II. (1 Credit)

Students examine their profession and chosen area of teaching certification. The course provides students with the opportunity to become aware of the many roles of a teacher. Students complete a 2-3 hour per week field experience in grade level of teacher certification.

Attribute: TE.

CTGE 4206. Sr Field Exp Sem 1. (1 Credit)

Students examine their profession and chosen area of teaching certification. The course provides students with the opportunity to become aware of the many roles of a teacher. Students complete a 2-3 hour per week field experience in grade level of teacher certification.

Attribute: TE.

CTGE 4207. Sr Field Exp Sem II. (1 Credit)

Students examine their interests in the teaching profession and chosen area of teacher certification. The course provides students with the opportunity to become aware of the many roles of a teacher. Students complete a 2-3 hour per week field experience in grade level of teacher certification.

Attribute: TE.

CTGE 5065. Integrating Technology Into Elementary Education. (1 Credit)

This course assumes introductory knowledge, skills, and understanding of concepts related to technology including the ability to access, generate, process and transfer information using appropriate technologies as well as familiarity with various software programs. This course will assist students in planning, designing, implementing and assessing learning environments and experiences supported by technology. This course will emphasize computer capabilities for teaching, classroom management, the use of assistive technology and communicating electronically from a K-6 perspective.

CTGE 5066. Teaching Social Studies to Children. (3 Credits)

This course in social studies education provides a conceptual and operational framework for reflective, pre-service teachers, systematically reflecting on research, theory, and practice as these influence teacher decision-making for enhancing student learning in social studies.

CTGE 5155. Special Education Foundations: Past, Present, Future. (3 Credits)

This course will introduce concepts and skills needed for teachers to be able to include students with exceptional needs in regular classes. We will study the nature and needs of students with a full range of abilities and disabilities and the individualized educational program the school must provide for them. The focus of this course will be on adapting environments and instruction to accommodate the needs of diverse student populations. Students will work in small groups to apply critical issues and develop the attitudes and skills needed to work in teams.

Mutually Exclusive: CTGE 6305, PSGE 5301.

CTGE 5157. Assessment Strategies for Young Children with Disabilities. (3 Credits)

This course provides an overview of assessment approaches and practices in early intervention and early childhood special education. Students will obtain skills in administering formal and informal assessments, implementing culturally unbiased instruments and procedures, and interpreting and communicating assessment results for planning intervention and evaluating instruction and programs. The role of the family in the assessment process is emphasized.

CTGE 5159. Assessment of All Children With Disabilities. (3 Credits)

This course prepares students to use formal and informal educational diagnostic methods for assessment, analysis and evaluation of children with disabilities. Issues of non-biased assessment and instructional implications are included.

CTGE 5160. Instructional Modifications for Adolescents in Inclusive Classrooms. (3 Credits)

This course will prepare teachers of adolescents to include students with disabilities and special health care needs in their regular content-area classes. Primary focus is on adapting and individualizing instruction and designing assessments to accommodate these students. In addition, the course will address refining skills for improving reading comprehension of content-area text and for collaborating with others to identify strengths, and preparing students with disabilities and special needs to their highest levels of academic achievement and independence. Prerequisite: CTGE 5154 Including Exceptional Students.

CTGE 5161. Differentiating Instruction for All Students. (3 Credits)

This course focuses on the development of curricula that is provided in a variety of educational settings. This course assumes that a classroom includes students of different physical and cognitive abilities, students of different racial ethnic, religious, and socio-economic origin, and students who demonstrate individual learning styles. The emphasis of this course is on the teaching-learning process via a decision-making model for differentiating instruction. This process considers the materials, presentation style, organization of classroom instruction (small group, individual, ect.), and the use of technology in differentiating curricula. Recognizing instruction as a collaborative process, this course will examine ways to build collaborative skills needed to establish positive professional relationships with parents, psychologists, social workers, administrators, community agencies, and paraprofessionals.

CTGE 5165. Consultation and Co-Teaching in Collaborative Classrooms. (3 Credits)

Develop the knowledge, skills, and professional dispositions related to effective communication and shared problem-solving used daily in supporting students, families, and the community. Practice facilitation roles and responsibilities in key school structures, including IEP meetings, pre-referral intervention assistance teams, RTI teams, paraeducator partnerships, transition planning, and collaborative or co-teaching. Learn how to use positive behavior intervention and supports, functional behavioral analysis, and behavioral consultation. Plan how to develop a collaborative classroom culture where diversity strengthens a learning community.

CTGE 5166. Student Teaching II: Special Education All Grades. (1 Credit)

Develop the knowledge, skills, and professional dispositions related to effective communication and shared problem solving used daily in supporting students, families, and the community. Practice facilitation roles and responsibilities in key school structures such as IEP meetings, pre-referral intervention assistance teams, RTI Teams, working with Para educators, transition planning, and collaborative or co-teaching. Learn how to use positive behavior intervention and supports, functional behavioral analysis, and behavioral consultation. Plan how to develop a collaborative classroom culture where diversity strengthens a learning community.

Corequisites: CTGE 0718, CTGE 5205.

CTGE 5167. Behavior Interventions and Effective Classroom Management. (3 Credits)

This course will prepare teachers in special education to support students with disabilities in multicultural settings through the use of positive behavior intervention and supports, functional behavioral analysis, behavioral consultation, explicit instruction, current issues in behavior management. This course will also enable teachers to establish and create a safe, positive, supportive classroom environment in the classroom through behavior change and management.

CTGE 5170. Assessment of All Learners with Disabilities. (3 Credits)

This course prepares students to use formal and informal educational diagnostic methods for assessment, analysis, and evaluation of children with severe disabilities. Issues of non-biased assessment and instructional implications are included. Students will conduct an in-depth assessment project (RTI) in which they will use multiple assessment methods to evaluate an at-risk student or student identified with special needs in reading, writing, or mathematics, and then make recommendations for services and instruction.

CTGE 5175. Teaching English Language Arts and Social Studies in Inclusive Adolescence Classrooms. (3 Credits)

This course has been developed to meet the new state requirements for teachers of students with disabilities in grades 7–12. Through this course, candidates will develop the skills necessary to provide specifically designed instruction to students with mild, moderate, severe, and multiple disabilities, including those using assistive technology. They will know and be able to use research-based teaching methods of core content areas, including instructional technology, and acquire sufficient pedagogy skills to teach secondary English language arts and social studies in a supportive role. In addition, candidates will learn how to provide access to the general education curriculum through modifications, accommodations, remediation, and acceleration.

CTGE 5176. Teaching Math and Science in Inclusive Adolescence Classrooms. (3 Credits)

This course has been developed to meet the state requirements for teachers of students with disabilities in grades 7–12. Through this course, candidates will develop the skills necessary to provide specifically designed instruction to students with mild, moderate, severe, and multiple disabilities, including those using assistive technology. They will know and be able use research-based teaching methods of core content areas, such as instructional technology, and acquire sufficient pedagogy skills to teach secondary math and science in a supportive role. In addition, candidates will learn how to provide access to the general education curriculum through modifications, accommodations, remediation, and acceleration.

CTGE 5200. Field Experience Seminar: Issues in Reflective Practice. (0 to 1 Credits)

This seminar is taken concurrently with first field placement. Along with a focus on issues in teaching practices, topics such as behavior, social/emotional learning, and EDTPA are discussed. Field experiences progress from observation to guided practice with small and whole groups of students. Teacher candidates are assigned to field experiences across a variety of settings and grade levels appropriate to their area of study. The seminar is intended as a vehicle for critical and collaborative reflection, through which theory can be integrated with practical experiences.

The seminar also provides a structure for organizing workshops in the prevention of child abuse, drug and alcohol abuse, and violence, and for developing the skills and knowledge necessary to provide a sense of community in a safe, respectful, and nurturing classroom environment.

CTGE 5201. Student Teaching Seminar: Issues in Reflective Practice. (3 Credits)

The seminar is taken concurrently with second student-teaching placements. Along with a focus on issues in teaching practices, topics such as behavior, social/emotional learning, and EDTPA are discussed. Student-teaching experiences progress from guided practice with small and whole groups of students to full-time student teaching with ongoing responsibilities for curriculum and instruction. Teacher candidates are assigned to student-teaching experiences across a variety of settings and grade levels appropriate to their area of study.

CTGE 5203. Field Experience Seminar in Service. (0 Credits)

This seminar/field placement focuses on integrating theory and practice in a setting and grade level appropriate to the candidate's area of study. Foci include observing and guided practice with small and whole groups of students, with the seminar designed as a vehicle for critical and collaborative reflection.

CTGE 5205. Student Teaching Seminar II: Issues in Reflective Practice. (0 to 1 Credits)

This seminar course is taken during the final semester of student teaching. It focuses on assuming a professional stance in regard to developing curriculum and implementing best pedagogical practices. The seminar course provides multiple opportunities for critical and collaborative reflection about teaching. Student teaching courses must be taken in consecutive semesters without any pause.

CTGE 5210. Field Experience. (0 Credits)

Zero credit and fee for TFA and specific grant programs.

CTGE 5211. Practicum for In-Service Teachers. (0 Credits)

Supervised student teaching in a setting selected under advisement. Analysis of innovative designs and application of theory to practice. Critical analysis of student competency through self-evaluation and supervisory feedback. Open only to students who already possess initial or professional certification.

CTGE 5212. Teaching the Arts in Childhood Education. (1 Credit)

Introduction to creative and expressive development in children, and to the theory and practice of appreciating and producing drama, movement, music, and the visual arts, as well as the integration of the arts into interdisciplinary curricula.

CTGE 5216. L/T in Pr/El Grds: Soc St. (4 Credits)**CTGE 5222. Student Teaching I: Special Education All Grades. (2 Credits)**

Supervised student teaching in a setting selected under advisement. Analysis of innovative designs and application of theory to practice. Critical analysis of student competency through self-evaluation and supervisory feedback. Open only to students who already possess initial or professional certification.

Corequisite: CTGE 5200.

CTGE 5224. Rdg Writ Lang Arts. (3 Credits)**CTGE 5227. Teaching Mathematics to Children. (3 Credits)**

This course in mathematics education provides a conceptual and operational framework for reflective, pre-service teachers, systematically reflecting on research, theory, and practice as these influence teacher decision-making for enhancing student learning in mathematics.

CTGE 5230. Framework for Education for All Young Children. (3 Credits)

A critical analysis of the theoretical and empirical bases for working in early childhood settings developed for young children with and without disabilities. Overview of legislation, program models, and program review.

CTGE 5232. Early Childhood Curriculum and Assessment. (3 Credits)

Conceptual analysis and evaluation of existing early childhood curricula, including emerging trends and issues, educational assessment of the young child, strategies and issues, formulation and implementation of educational goals and objectives, and instructional and behavioral.

CTGE 5233. Early Learning Through Play. (3 Credits)

This course focuses on creating, implementing, and assessing appropriate play experiences in diverse early childhood classrooms. The development of play and its potential for learning across the curriculum will be addressed, with emphasis on the preschool, kindergarten, and early primary grades. Helping families understand the value of play in early learning also will be included.

CTGE 5234. Family, Community, and All Young Children. (3 Credits)

This course critically examines the ecology of early childhood; the young child as a reactive and proactive agent in dynamic interaction with forces in the physical and social environment (family, home, neighborhood, media, legislation, child advocacy, etc.); the reciprocal relationship between early childhood education, family, and community.

Mutually Exclusive: CTGE 6320.

CTGE 5242. Teaching Science and Technology to Children. (3 Credits)

This course will provide opportunities to critically analyze recent concepts, theories, and practices in developing a science curriculum. Current trends, technologies, and technological issues and their impact on society will be explored. Emphasis will be placed upon gaining knowledge bases for the life, physical, and earth sciences. Opportunities will be provided to develop an understanding of instructional technologies as tools for reflective practitioners, and to evaluate their use and effectiveness.

CTGE 5243. Teaching and Assessing Mathematics in Elementary Classrooms. (3 Credits)

This course supports elementary mathematics educators in teaching all children developmentally appropriate topics in algebra, probability, statistics, geometry, and measurement. Attention will be given to designing and implementing a mathematics teacher work sample using manipulatives, technology, problem-solving strategies, and ongoing assessment to improve student learning.

CTGE 5245. Children's Literature in a Multicultural Society. (3 Credits)

Issues of equity and justice are explored through literature. Adult and children's literature are used to examine the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups. Introduction to various genres and uses of literature in the early childhood and childhood language arts program.

CTGE 5247. Teaching Linguistically and Culturally Diverse Children. (3 Credits)

Theory and practical approaches and strategies to make content relevant and understandable to students in mainstream classrooms, PreK-6th grade, who may lack English language proficiency, experience, and background.

CTGE 5259. Contemporary Social Studies Education. (3 Credits)

This course familiarizes students with the trends and issues facing the specific disciplines in the social studies. The course will examine trends, issues, and implications for the future of American history, global studies, government and politics, economics, anthropology, sociology, and psychology. A strong content base and an appreciation of contemporary issues will enable students to understand the current status of social studies and the implications for the future.

CTGE 5261. Student Teaching II: Teaching and Assessing Social Studies. (1 Credit)

This course focuses on recent developments and persistent issues of classroom practice in the teaching of secondary social studies, and on developing skills in teaching methods such as reflective inquiry, problem solving, critical thinking, decision-making, and assessment. Disciplines include anthropology, economics, geography, history, jurisprudence, political science, psychology, and sociology. Student teaching courses must be taken in consecutive semesters without any pause.

Prerequisites: CTGE 5200 and CTGE 5402.

Corequisites: CTGE 0709, CTGE 5205.

CTGE 5270. Tchg Biology to Adol. (3 Credits)

This course familiarizes students with a variety of methods and materials for teaching biology in the secondary schools. The development and analysis of the goals and content of a secondary biology course is emphasized using short- and long-range planning, adherence to curricular standards, assessment of student achievement and teacher effectiveness, instructional applications of technology, and other instructional methods and strategies. Course activities provide a basis for the development of competent biology teachers, including familiarity with relevant journals, issues, sources of information and instructional assistance, and opportunities to practice reflection. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning biology content, learning to teach biology, lifelong learning, and integrated programs.

CTGE 5271. Teaching and Assessing Biology: Adolescents. (3 Credits)

This course familiarizes students with a variety of methods and materials for teaching biology in the secondary schools. The development and analysis of the goals and content of a secondary biology course emphasized using short- and long-range planning, adherence to curricular standards, assessment of student achievement and teacher effectiveness, instructional applications of technology, and other instructional methods and strategies. Course activities provide a basis for the development of competent biology teachers, including familiarity with relevant journals, issues, sources of information and instructional assistance, and opportunities to practice reflection in action.

CTGE 5272. Teaching and Assessing Science in Adolescent Classrooms (7-12). (3 Credits)

Teaching and assessing science in adolescent classrooms. This course familiarizes students with a variety of methods and materials for teaching science (biology, earth science, physics and chemistry) to adolescents.

CTGE 5275. Integrating Math, Science, and Technology Education. (3 Credits)

This is a culminating course in the secondary math and science education programs. It assumes a strong knowledge base in math and/or science content knowledge, pedagogical content knowledge and pedagogical knowledge. One goal of this course is to gain a deeper knowledge and understanding of models of intergrated teaching and learning such as project-based learning, problem-based learning, thematic and interdisciplinary teaching and learning. The second goal is to explore technology through intergrated learning activities and projects. In order to gain this knowledge and experience we will engage in dialouge, investigation, analysis and refelction of specific projects that integrate math, science and technology in secondary school. The course will culminate in teams of students developing an MST integrated project to be utilized in their own teaching practice.

CTGE 5276. Clinical Seminar in Adolescence Science Education. (3 Credits)

This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5277. Clinical Seminar in Behavioral Environments for Adolescent Exceptional Learners. (3 Credits)

This course is designed to develop skills and habits of mind that are requisite to reflective practitioners who teach adolescent exceptional learners in behavioral environments. The course content will prepare teachers in special education to support students with disabilities in diverse settings through the use of positive behavior intervention and supports, functional behavioral analysis, behavioral consultation, and current strategies in behavior management. The course focuses on the application of empirically validated social interaction/communication and on behavioral interventions that are consistent with evidence-based practices. In addition, teacher candidates will develop an understanding of the processes integral to researching student knowledge while promoting student learning. This course is aligned to student teaching.

CTGE 5279. Contemporary Science Education. (3 Credits)

This course is designed to provide students with a familiarity with the origins and growth of the ideas of science education. It will also examine past, current, and emerging issues affecting science education.

CTGE 5280. Teaching Chemistry to Adolescents. (3 Credits)

This course integrates the knowledge and processes of chemistry with chemistry teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to teach, support, and assess students of diverse interests, abilities, and culture. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning chemistry content, learning to teach chemistry, lifelong learning, and integrated programs.

CTGE 5281. Teaching and Assessing Chemistry: Adolescents. (3 Credits)

This course integrates the knowledge and processes of chemistry with chemistry teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to assess, teach, and support students of diverse interests, abilities, and cultures.

CTGE 5283. Teaching and Learning Math in the Middle Grades. (3 Credits)

In this course, students focus on understanding the learning challenges and requirements of middle school mathematics. It will focus on topics such as proportional reasoning, rational numbers and operations, and problem solving. Students will explore opportunities for discovery and investigation, strategic thinking, reasoning and justification, and efficient algorithms. They will also examine the use of a variety of tools intended to assist students in their learning.

CTGE 5284. Teaching and Learning Foundational Topics and Math. (3 Credits)

This course focuses on methods that foster student development in their understanding of algebraic and geometric mathematics as well as problem solving and modeling. A model of essential understandings for the developing mathematics teacher is provided in the diagram below. This course will expand a teacher candidate's knowledge in each area but it will focus on knowing and understanding algebraic and geometric thinking.

CTGE 5286. Teaching and Assessing Mathematics in Adolescent Classrooms. (3 Credits)

This course introduces a variety of instructional and assessment strategies for teaching mathematics to adolescents in grades seven through 12. Discussions center on methods of planning, teaching, and managing mathematics classes. This course is taught during the student-teaching experience.

CTGE 5287. Clinical Seminar in Adolescence Mathematics. (3 Credits)

This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5290. Teaching Physics to Adolescents. (3 Credits)

This course integrates the knowledge and processes of physics with physics teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to teach, support, and assess students of diverse interests, abilities, and cultures. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning physics content, learning to teach physics, lifelong learning, and integrated programs.

CTGE 5291. Teaching and Assessing Physics: Adolescents. (3 Credits)

This course integrates the knowledge and processes of physics with physics teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to assess, teach, and support students of diverse interests, abilities, and cultures.

CTGE 5301. Psychological Factors in Young Children with Disabilities. (3 Credits)

This course provides an overview of the characteristics of disabling conditions in young children. It introduces the psychological, environmental, and biological conditions, and the interactions among them that place children at risk for developmental delays and disabilities. It discusses the sociocultural and political contexts impacting child development, and the effectiveness of various intervention approaches and models so as to provide students with a knowledge base and skills for interventions.

Mutually Exclusive: CTGE 5155, CTGE 6305.

CTGE 5302. Psychology of Adolescent Development and Learning. (3 Credits)

Theory and study of development and learning process during the adolescent years. This course examines the cognitive, psychosocial, and character development of children from age 12 to 18 and young adults, their learning abilities and processes; and individual, sociocultural, and other environmental factors affecting their learning and development.

CTGE 5303. Lrng Environ: Ref Fld Exp. (3 Credits)

This course helps teacher candidates develop an awareness of the complexity of teaching through field experiences. Emphasis is placed on classroom application of and critical and collaborative reflection upon concepts, techniques, and theories learned in courses and other structured learning experiences. The course examines teacher candidates' perceptions about the classroom and their learning that are necessary for anticipated learning to occur, ways that teachers can learn about their diverse students, approaches to student motivation, the concept of effective classroom instruction for students within the full range of abilities, the planning and writing of unit plans, and classroom management systems. It also provides a structure for developing the skills and knowledge necessary to provide a sense of community in a safe, respectful, and nurturing classroom environment.

CTGE 5304. Learning Environments for Diverse Adolescents: Reflective Field Experience. (1 to 3 Credits)

This course focuses on assuming a professional stance in regard to developing curriculum and interacting with students and colleagues in schools. Teacher candidates develop an understanding of the processes integral to reflecting on and researching student knowledge while promoting student learning. Students in this course will learn how to use research to examine, reflect on, and modify instruction to increase their knowledge and skills in teaching all students. Diversity and social justice are recurring themes for discussion and reflection. In addition, this course focuses on the development of the professional portfolio to meet the requirements for a comprehensive examination for the pedagogical portion of the program.

CTGE 5305. Teaching Linguistically and Culturally Diverse Adolescent Students. (3 Credits)

This course highlights instructional approaches and strategies for teachers of adolescents to promote oral and written English language development in culturally and linguistically diverse students. Emphasis is on creating an integrated classroom where the experiences, capacities, interests, and linguistic and cultural needs of adolescent English language learners are addressed. The course will examine language acquisition and development, as well as the impact of heritage and culture on the progress of English language learners.

CTGE 5307. Research and Assessment While Teaching Adolescents. (3 Credits)

In this course, teacher candidates develop an understanding of the processes integral to researching student knowledge while promoting student learning. Teacher candidates will review, create, evaluate, and interpret a wide range of standardized and alternative approaches to assessment, acquiring an abundant repertoire of strategies for assessing student learning in the classroom context, and using that information to plan or modify instruction. Students will learn how to use research to examine and reflect on their teaching, and to update knowledge and skills in teaching.

CTGE 5308. Student-Teaching Adolescents: Research and Reflective Practice. (1 to 3 Credits)

This course focuses on assuming a professional stance in regard to developing curriculum and interacting with students and colleagues in schools. Teacher candidates develop an understanding of the processes integral to reflecting on and researching student knowledge while promoting student learning. Students in this course will learn how to use research to examine, reflect on, and modify instruction to increase their knowledge and skills in teaching all students. Diversity and social justice are recurring themes for discussion and reflection. In addition, this course focuses on the development of the portfolio to meet the requirements for a comprehensive examination for the pedagogical portion of the program.

CTGE 5316. Psychology of Child Development and Learning. (3 Credits)

This course will review current thinking in the study of child development as reflected in prevailing developmental theory and research. Course readings and assignments will address developmental issues throughout childhood within the physical, cognitive, and socioemotional domains. Special emphasis will be placed on the changes in learning that occur during infancy and childhood.

CTGE 5357. Innovative Curriculum and Teaching Practices and Models. (3 Credits)

Examines innovative curriculum models and teaching methods to improve the learning conditions for students; exemplary programs and practices are discussed, including interdisciplinary teaching, and teaming of students and faculty; implications are drawn for maximizing student learning.

CTGE 5402. Teaching and Learning with Diverse Adolescents: Assessment and Planning. (3 Credits)

This course focuses broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. This course provides initial preparation and practice in issues and strategies for teaching for social justice in classrooms with diverse students. The major areas of focus are classroom environments, adolescent development, assessment, and backward design. Candidates will reflect together on their clinical placements using standards of teaching and learning including the Danielson continuum and the Common Core State Standards. This course is connected to a three–five days/week internship that includes college-supervised student-teaching experience.

CTGE 5411. Perspectives and Issues in Early Childhood Special Education. (3 Credits)

This course provides an overview of the historical and legal perspectives of special education, early intervention, and early childhood special education services. It introduces various service delivery models employing an interdisciplinary approach. Controversial issues and trends in early intervention, early childhood, and early childhood special education are integrated to enable students to read and critically apply research and recommended practices.

CTGE 5420. Educating Culturally and Linguistically Diverse Learners: Pre K-12. (3 Credits)

In this course Teacher Candidates in Early Childhood, Childhood, and Adolescence Education explore the characteristics, strengths, and needs of students who are culturally diverse and are learning English as an additional language (EAL). It highlights research-based instructional approaches and strategies to promote culturally responsive learning, and oral and written development in EAL across all content areas. The emphasis is on creating an integrated learning environment that enhances culture, language, and content knowledge and builds the academic achievement for all learners.

CTGE 5421. Planning Instruction for Young Children with Disabilities. (3 Credits)

This course shall enable students to structure physical and social environments, and to develop and implement instructional and intervention plans and procedures that are developmentally appropriate and respectful of family, cultural, language, and social diversity.

CTGE 5530. Adol Literacy English Lang. (3 Credits)

This course will focus on "ways with words" and how to best promote language usage and literacy through our teaching. Topics explored will include linguistic dimensions/systems of language, relationships between spoken and written words, variations within and across languages, readings and writing processes, and of course, how to best incorporate this knowledge into practice as teachers of English language arts. Students will gain deeper understanding of the English language and systems of grammar.

CTGE 5532. Dev Lit Intermediate Grades. (3 Credits)

Students examine ways of organizing and implementing curriculum and instruction that foster literacy development in a range of students in grade 5-9. Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate students to read and write, and discover methods for integrating electronic and other non-print texts into the curriculum for developing literacy.

CTGE 5534. Beginning Reading and Writing in Inclusive Classrooms. (3 Credits)

This course focuses on the development of linguistic and cognitive processes in emergent literacy and beginning reading and writing, as well as application in models for the instruction and assessment of reading and writing in young children. The course includes contemporary as well as historic approaches to the relationship between meaning-based literacy activities and word-level reading and spelling. It also includes material on classroom-based interventions for young children at risk of reading failure because of learning differences.

CTGE 5540. Adolescent Literature in a Multicultural Society. (3 Credits)

An exploration of the role of diverse adolescent literature from multiple genres across the disciplines as a vehicle for introducing students to themselves, their world, and the worlds of other cultures. Works will include those written by women and authors from a variety of cultures. Students will plan curricula that incorporate a variety of instructional strategies, integrating adolescent literature across curriculum areas in order to foster lifelong habits of reading, critical thinking, and judgment in adolescent readers.

CTGE 5545. Rdg Diag: Sec Sch/Adults. (3 Credits)**CTGE 5547. Literacy and Learning Across the Curriculum. (3 Credits)**

In this course, students will learn about reading and writing as processes, language and literacy development, the use of literature and meaningful writing activities in content area curriculum, and the acquisition of comprehension, critical thinking and study skills needed for a variety of text types. Assessment of literacy proficiencies will be examined. The focus of this course is on middle and high school application.

CTGE 5548. Multiliteracies and Technology Across the Curriculum in Inclusive Classrooms. (3 Credits)

This course has a threefold focus: an in-depth study of strategies for comprehending and creating text; integration of previous coursework in a comprehensive literature-based interdisciplinary theme unit; and an expectation that teachers or teacher candidates will teach, evaluate, and reflect upon this curriculum in their role as teacher-researchers. Topics include background knowledge, questions, and queries; reader response theory; cognitive and metacognitive strategies, interconnections between text structure in reading and text structure in writing; study and research strategies; and multiple print sources, including technology. The course promotes the individualization of curriculum for all children.

CTGE 5549. Assessing and Developing Reading and Writing in Social Studies, Science, and Mathematics. (3 Credits)

In this course, students will learn about reading and writing as processes; language and literacy development; and use of literature and meaningful reading-writing strategies in content-area curriculum; and the acquisition of comprehension, critical thinking, and study skills needed for a variety of text types. Assessment of literacy proficiencies will be examined. The focus of this course is on middle and high school application.

CTGE 5551. Reflective Practice and Field Experience I in an Inclusive Childhood Classroom. (1 Credit)

This course provides an introduction to schools and schooling practices. The Reflective Seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems, and provide a welcoming, supportive environment for all children. The course meetings are designed to meet the varying needs of our students in either the traditional or alternative programs. The seminar also provides a structure for organizing workshops in child abuse prevention, drug and alcohol abuse prevention, and violence prevention. Field experiences progress from observation to guided practice with small and whole groups of students.

Corequisite: CTGE 5553.

CTGE 5552. Reflective Practice and Field Experience II in an Inclusive Childhood Classroom. (1 Credit)

This course provides an introduction to schools and schooling practices. The Reflective Seminar is intended as a vehicle for critical reflection through which theory can be intergrated with pratical experiences. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, refelctive practice, collaboration and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems and provide a welcoming, supportive environment for all children. The course meeting are designed to meet the varying needs of our students in either the traditional or alterative programs.

CTGE 5553. Reflective Practice and Student Teaching I in an Inclusive Childhood Classroom. (1 Credit)

This course provides an introduction to schools and schooling practices. The reflective seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models of planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems, and provide a welcoming supportive environment for all children. The course meetings are designed to meet the varying needs of our students in either the traditional or alternative programs.

CTGE 5554. Reflective Practice and Student Teaching II in an Inclusive Childhood Classroom. (1 Credit)

This course provides an introduction to schools and schooling practices. The relective seminar is intended as a vehicle for critical reflection through which theory can be integrated with pracical experience. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom oraganization, classroom management, assessment, reflective practice,collaboration and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems, and provide a welcoming, supportive environment for all children. The course meetings are designed to meet varying needs of our students in either the traditional or alternative programs.

CTGE 5631. Science Curriculum and Instruction. (1 to 3 Credits)

Principles of curriculum construction applied to development of science sequences for children of various ages and ability levels, to assist teachers to understand and present basic concepts of science, and to utilize the environment in science teaching.

CTGE 5634. Community Based Resources for Science. (3 Credits)

This course explores the resources of urban communities for teaching science at elementary and intermediate school levels. Field trips will include visits to urban centers for the study of astronomy, biology, and applied physics.

CTGE 5791. Social Studies Curriculum. (3 Credits)

This course is designed to provide students with the research data, trends, and processes connected with developing an effective social studies curriculum. This course will have both a theoretical and practical focus, which will prepare students for all the steps needed to develop a curriculum—from framing goals and objectives to implementing the curriculum in middle and high school settings.

CTGE 5795. Clinical Seminar in Adolescence Social Studies. (3 Credits)

This course is designed to develop skills and habits of mind that are requisites to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5834. Clinical Seminar in Adolescence Language Arts Education. (3 Credits)

This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5835. Lang Arts/Tchg of Rdg. (3 Credits)**CTGE 5838. Student Teaching II: Integrated Instruction in Adolescent English Language Arts. (1 Credit)**

This course will develop the knowledge, abilities, attitudes, and pedagogical approaches necessary for teaching English language arts to diverse secondary-level students. Emphasis is on selecting and designing instructional strategies, materials, and assessment tools for meeting the needs of all students in inclusive multicultural classes, and helping them meet the learning standards for English language arts. Student teaching courses must be taken in consecutive semesters without any pause.

Prerequisites: CTGE 5402 and CTGE 5849.

Corequisites: CTGE 0709, CTGE 5205.

CTGE 5840. Second Language Acquisition. (3 Credits)

L2 Acquisition & Assess. Overview of the nature of second language acquisition processes with emphasis on teaching and learning. Areas addressed include: second-language acquisition, sociolinguistic and psycholinguistic factors in learning a second language, secondlanguage proficiency, characteristics of L2 learners, ESL programs, instructional approaches and instructional resources for teachers. Second Language Acquisition (SEC LANG ACQ) title changed September 13, 2011, and again DECEMBER 3, 2012 to SECOND LANGUAGE ACQUISIT.

CTGE 5841. Principles of Bilingual Education. (3 Credits)

Topics include an examination of local, national, and international types of bilingual curricular models and practices; sociolinguistic and psycholinguistic aspects of bilingualism; and approaches to concept development in bilingual students. Graduate students will examine the history of bilingual education in the US, the evolution of different ideologies about language, and their impact on language policies in schools will be conducted.

CTGE 5842. Second Language Acquisition and Assessment. (3 Credits)

Overview of the nature of second language acquisition processes with emphasis on teaching, learning, and assessment. Areas addressed include second language acquisition, sociolinguistic and psycholinguistic factors in learning a second language, second language proficiency and development, and assessment of language competence and performance. In addition, the course will survey characteristics of emergent bilingual students, ESL programs, and instructional approaches and resources.

CTGE 5845. Learning Content Through Language in Multilingual Classrooms. (3 Credits)

This course provides an overview of English language instruction and development across the content areas when working with students who acquire English as an additional language. Particular attention will be given to investigating language demands of academic text; exploring instructional methods and instructional strategies to teach the language of academic text; and designing instruction guided by language standards as well as content standards of social studies, science, and mathematics in culturally and linguistically diverse classrooms.

CTGE 5846. Teaching English Oracy and Literacy to Speakers of Other Languages. (3 Credits)

This course provides an overview of the main theories and research related to the development of oracy and literacy when teaching students for whom English is an additional language. The learning processes of oracy and literacy as well as research-based instructional practices Pre-K to 12th grades will be examined. Attention will be given to the interconnection of these processes, similarities and differences between oral and written discourses, and the influence of the home language on developing oracy and literacy in English as an additional language. In addition, a survey of children and adolescent multicultural literature and its role in developing oracy and literacy will be conducted.

CTGE 5847. Practicum in Teaching English to Speakers of Other Languages. (3 Credits)

Supervised teaching practice of a minimum of 180 hours in English as a Second Language classrooms. Bi-weekly seminars.

CTGE 5848. TESOL Student Teaching I. (0 Credits)

This course will be an initial semester of supervised student teaching in English as a Second Language in an accredited elementary, junior high or high school, including large-class and small-group teaching as well as observations. The seminar will also focus on effective teaching practices.

CTGE 5849. Reflective Practice and Field Experience II in an Inclusive Childhood Classroom. (3 Credits)

This course provides an overview of designing instruction which integrates cultural, academic, and linguistic funds of knowledge that reside in families of culturally and linguistically diverse students and the neighborhoods and communities where schools are located. In addition, an examination of how instruction is enhanced through technological resources that connect learning in individual classrooms to the outside world will be conducted. Emphasis will be given to exploring socio-historical, -cultural, and -political influences on learning and teaching, as well as, enhancing education by bridging the gap between schools, families, neighborhoods, and communities.

CTGE 5850. Observing and Documenting Children's Learning: Reflective and Effective Early Childhood Practices. (3 Credits)

This course will introduce major child-development and learning theories, and different assessment tools for observing and documenting child development and learning. Implications for programming and instruction for young children will be discussed.

CTGE 5851. Bilingual Instruction Across Subject Areas. (3 Credits)

This course is designed to provide an understanding of different pedagogical methods to develop bilingualism across subject areas. Additional attention is given to content curriculum and standards, negotiating academic content in more than one language and instructional strategies to scaffold academic language and text bilingually. The exploration of making cross-disciplinary and cross-linguistic connections in teaching and learning is required.

CTGE 5852. Multilingual Oracy and Literacy. (3 Credits)

This course explores the developmental processes of oracy and literacy in more than one language. Particular attention will be given to differentiating between oral language and oracy, reading and literacy, and monolingual and bilingual oracy and literacy development. The course integrates the study of metalinguistic strategies to support oracy and literacy development across languages and academic text. Graduate students conduct a survey of authentic and translated bilingual literature as well as the use of technology in bilingual classrooms.

CTGE 5853. Practicum in Bilingual/Second-Language Classrooms. (3 Credits)

Application and evaluation of teaching approaches, methods, and techniques in bilingual/second-language classrooms. This course also includes supervised student teaching of a minimum of 180 hours and clinical analysis by students and support personnel.

CTGE 5855. English as a Second Language for Adults. (3 Credits)

This course focuses on the specific needs educators encounter as they prepare to teach adults who acquire English as an additional language. Principles of adult learning theory will be integrated with principles of ESL to provide students an opportunity to explore and reflect on theory meeting practice in this specific curriculum area.

CTGE 5858. TESOL Student Teaching II. (3 Credits)

Teacher candidates are required to complete a second semester of supervised student teaching in English as an additional or new language (EAL/ENL) in an accredited elementary, junior high, or high school under the guidance of a certified ESL teacher. This clinical experience will include making reflective observations, designing lessons and mini units, and teaching individual-, small-group, and whole-group lessons. Students are required to provide an in-depth analysis of the performance of EAL/ENL students. In addition, attendance and meaningful participation in a seminar of effective teaching practices is required.

CTGE 5910. Computers and Technology for Educators. (1 to 3 Credits)

This course is designed to help educators explore how to use present and emerging technologies in their classrooms and for their professional and personal development. There are four major emphases in the course: personal computer skills development, computers as aids in record management and research, advanced computer applications, and other technologies available for teaching and learning. No prerequisites or prior experience with computers is necessary.

CTGE 5920. Adult Development and Adult Learning Theory. (3 Credits)

Provides an understanding of theories and research in adult learning and development. Explores the dynamic relationship between the domains of adult learning and development, as well as implications for the practice of adult education.

CTGE 6000. Developing Emerging Literacy. (3 Credits)

This course addresses emerging literacy in children from birth to age eight, with emphasis on the preschool and kindergarten years. It focuses on theoretical underpinnings and development of language, concepts about print, book knowledge, and early drawing and writing. Effective instructional and assessment strategies appropriate for diverse early childhood classrooms are emphasized. Children's play as a vehicle for literacy development, as well as family literacy, is also included.

CTGE 6001. Innovative Educators. (3 Credits)

In this course, students explore theory and research regarding the parameters for innovating curriculum and instruction in learning environments. Doctoral candidates will explore a variety of conceptualizations of innovation, the role of interdisciplinary collaboration in innovating instruction and curriculum, and ways innovation can serve to address educational inequities. Different cases that illustrate innovative learning environments across different countries and fields will serve to guide in-depth discussions. By synthesizing contemporary research, doctoral candidates will explore emerging innovations in education and construct their own understanding of being innovative educators.

CTGE 6002. Beginning Literacy Development in Inclusive Classrooms. (3 Credits)

Theory- and research-based beginning reading and writing strategies for classroom teachers, K–3. The focus is on understanding the underlying processes that support strategies for young children in transition from spoken to written language, the development of phonemic awareness and invented spelling, the relationship between writing and reading, phonics, and the use of multiple cue systems in early decoding and strategies for the construction of meaning. The course will also include theory and research of special programs for young children with learning differences.

CTGE 6004. Instructional Practices for Writing Across the K-6 Curriculum. (3 Credits)

This course will provide teachers of literacy the opportunity to explore writing as a process and to develop instructional practices that may lead to growth in all students' writing abilities across the childhood curriculum. In addition, students will have the opportunity to evaluate existing writing programs and to propose revisions to the programs to make them more effective.

CTGE 6006. Instructional Practices for Writing Across the 5-12 Curriculum. (3 Credits)

This course will provide teachers of adolescents the opportunity to explore writing as a process and to develop instructional practices that may lead to growth in all students' writing abilities across the curriculum in grades 5 through 12. In addition, students will have the opportunity to evaluate existing writing programs and to propose revisions to the programs to make them more effective.

CTGE 6008. Critical Literacy, Inquiry, and Literature for Children. (3 Credits)

Explores how literacy can be used in the classroom as a vehicle for the critical examination of various issues and topics. Examines the use of the disciplines—literatures, sciences, and social sciences—to provide the contents for the inquiry and the communication systems—language, art, music, mathematics, and movement—to provide the processes through which the content is encountered.

CTGE 6010. Critical Literacy, Inquiry, and Literature for Adolescents. (3 Credits)

This course explores how inquiry and literature can be used in the classroom as a vehicle for the critical examination of various issues and topics with adolescents.

CTGE 6012. Assessment and Development of Literacy Processes: Birth-Grade 6: Practicum I. (3 Credits)

Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individual students' reading and writing achievements while implementing instructional activities to promote literacy development in authentic settings for children from birth to grade 6. They design or select appropriate procedures for documenting, promoting, and evaluating learners' strategies and proficiencies. Includes 25 hours of supervised practicum experience on site. CTGE 6012 is open only to matriculated students who have completed a minimum of nine credits in the program. Completion of CTGE 6012 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6014. Assessment and Development of Literacy Processes: Grades 5-12, Practicum I. (3 Credits)

Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individual students' reading and writing achievements while implementing instructional activities to promote literacy development in authentic settings for students in grades 5-12. They design or select appropriate procedures for documenting, promoting, and evaluating learners' strategies and proficiencies. Includes 25 hours of supervised practicum experience on-site. CTGE 6014 is open only to matriculated students who have completed a minimum of nine credits in the program. Completion of CTGE 6014 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6016. Research and Practice for Struggling Readers and Writers: Grades 1-6, Practicum II. (3 Credits)

Systematic documentation and analysis of literacy behaviors and literacy development of struggling readers and writers. Students adopt a reflective teacher-researcher stance as they implement and evaluate instructional activities intended to promote literacy growth. Includes 25 hours of supervised practicum experience on site. This course typically follows completion of CTGE 6012.

CTGE 6018. Research and Practice for Struggling Adolescent Readers and Writers: Grades 5-12, Practicum II. (3 Credits)

Systematic documentation and analysis of literacy behaviors and literacy development of struggling readers and writers. Students adopt a reflective teacher-researcher stance as they implement and evaluate instructional activities intended to promote literacy growth. Includes 25 hours of supervised practicum experience on site. This course typically follows the completion of CTGE 6014. Completion of CTGE 6018 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6191. Critique of Research. (3 Credits)

Examination of the principles for the design of educational research. Students will be trained to subject educational research to intensive analysis, defining all possible sources of variation.

CTGE 6192. Research in the Teaching Process. (3 Credits)

Candidates learn how to conduct research in classrooms through designing and implementing a research project. Topics include understanding the nature of classroom interactions and the learning process, the effects of specific techniques on learning, and the influence of the classroom environment on learning.

CTGE 6195. Theory and Practice in Curriculum and Teaching. (3 Credits)

A critical review of conflicting curriculum theories advanced and implemented in contemporary education. Steps in developing and implementing curriculum theory will be analyzed, and the role of theory in curriculum development will be emphasized from varying perspectives.

CTGE 6201. Teaching through Digital Literacies. (3 Credits)

This course explores various aspects of digital literacies, including the use of multimedia technologies in teaching and learning. Discussion of and practice with technologies is in service of defining digital skills that students must develop to succeed in school and beyond.

CTGE 6253. STEAM Education in Theory and Practice. (3 Credits)

This course is designed to provide students with a comprehensive introduction to STEAM (Science, Technology, Engineering, the Arts, and Math) education. Doctoral students will learn about the evolution of STEAM education as well as the theories and methodologies that led to its emergence. Discussions of readings will highlight how STEAM interconnects different fields of knowledge and is relevant to the instruction of all learners across a continuum of abilities and talents. Throughout the course, students will critically analyze the current research, trends, and practices of STEAM in contemporary K-12 classrooms.

CTGE 6255. Teaching and Assessing Science, Technology, Engineering, Art & Mathematics (STEAM) in K12. (3 Credits)

This course is designed to conduct a deep cognitive and experiential examination of the Science/Technology/Engineering/Arts/Mathematics Education (STEAM) pedagogy in K-12 education. Consequently, this course seeks to use a conceptual-change approach for developing habits of mind and epistemological orientations requisite to curriculum designers and leaders of STEAM education programs and initiatives.

CTGE 6257. Computational Thinking A: Principles of Computing. (3 Credits)

This course covers various computing aspects of computational thinking. It includes history and future as well as applications of computing. Topics in the following areas will be covered: basic concepts, abstraction, algorithmic problem-solving, recursion, modeling, and simulation, visualization, and limitation. Each topic will be supplemented with a real-world example, case study, and practical work related to education in K-16 classrooms.

CTGE 6258. Computational Thinking B: Essentials of Informatics. (3 Credits)

This course covers various data analytics and informatics aspects of computational thinking. It focuses on the nature of informatics, the need for it, and its applications, particularly in education. It will emphasize the computational approach as a necessary complement to the statistical approach. Topics in the following areas will be covered: data representation, data description with regression, correlation and causality, classification, associate rule, clustering, machine learning, data fusion, cognition, and visualization. Each topic is supplemented with a real-world example, case study, and practical work related to educational settings.

CTGE 6260. Media Tchn Math Science. (3 Credits)

Students will be introduced to multimedia technologies and their use in science and mathematics education. The goals for the course include an understanding of multimedia technologies as tools for teachers (not replacements, not baby sitters). The most effective tools build cognitive theory into their design. Tools that incorporate cognitive theory are said to represent cognitive technologies. A second goal is to empower the student to evaluate educational software along multiple dimensions. An additional goal involves familiarization with modern graphic-user interfaces with a direct-manipulation style of interaction.

CTGE 6261. Media Literacy Technology. (3 Credits)

The course will cover the uses of the computer and other technology in language arts and social studies at the elementary and secondary levels. Among the topics covered will be text processing, computerized tutorials, and computerized simulations. Students will review a range of technology-based instructional activities, as well as create technology-based materials.

CTGE 6262. Application of Computers to Special Education. (3 Credits)

Designed for teachers concerned with the educational needs of students with disabilities. Introduces computer software that is available for use by the teacher of students with the full range of disabilities and other health impairments. Experience using the Internet to access information, lesson plans, and resources helpful to the special education teacher.

CTGE 6265. Emerging Issues in Technology. (3 Credits)

This course is designed to help educators better understand how emerging issues in educational technologies influence their professional environment and pedagogical options. The course will focus on the educational transformations sometimes facilitated by electronic technology use and adoption. Going beyond learning particular techniques for integrating technology into the curriculum, this course takes a wider institutional view of the transformative potential of new technologies in education.

CTGE 6270. Data, Inquiry & Tech. (1 to 3 Credits)

This course for educators is designed to promote deep understanding or 1) the design of school based inquiry teams, and 2) the links between inquiry, student learning outcomes and technology.

CTGE 6290. Cross-Cultural and Educational Perspectives of Learning Communities. (3 Credits)

This course provides graduate students with an opportunity to observe, examine, document, and prepare a reflective document under cross-cultural and educational perspectives and characteristics of communities of learning (i.e. schools, educational systems, educational districts outside U.S.). Students will examine components of its culture, language, and identity and its impact on their educational system. Students will gain a deeper understanding of themselves and others as they explore how cultural values, norms, and practices influence how people think about educational systems in different parts of the world. Since the course is offered abroad, students will experience firsthand the complexities of immersion in another language and culture while developing their own intercultural competence. Topics include: (1) cultural norms and values; cultural lifestyles and their relationships to society value system educational goals and implementation; (2) intercultural competence; (3) cross-cultural communication in and beyond the classroom, including the role of race/ethnicity, social class, and gender; (4) cultural perspectives on school-community relations; and (5) cross-cultural perspectives on parenting and language socialization.

CTGE 6300. Curriculum Evaluation. (3 Credits)

Examination of evaluation strategies, techniques, and models applicable to the school curriculum. Study of the application of objectives to evaluation, development of evaluation designs, systematic approaches to assessment, problems of implementation, and accountability.

CTGE 6305. Dev Delays / Early Interv. (3 Credits)

Provides an overview of the characteristics of disabling conditions in young children. It introduces the psychological, environmental and biological conditions, and the interactions among them that place children at risk for developmental delays and disabilities.

Mutually Exclusive: CTGE 5155, PSGE 5301.

CTGE 6310. Educating Students with Disabilities in Elementary Schools. (3 Credits)

This course provides an introduction to understanding children with disabilities and special health care needs. It examines the physical, social, emotional, and learning characteristics of children identified as disabled and their impact on the family. It meets New York State Education Department regulatory requirements for teachers of students with disabilities to understand the needs of students with autism.

CTGE 6320. Col/Consult w/Fam & Prof. (3 Credits)

Primary focus of this course is to understand roles that families, professionals, and communities play in the lives and education of children from various backgrounds.

Mutually Exclusive: CTGE 5234.

CTGE 6326. Perspectives on Standardized Language and Literacy Assessment: Policy and Practice. (3 Credits)

Focuses on issues, principles, and current practices in literacy assessment, examination of available measures and evaluation procedures of norm-referenced, language and literacy assessment, relationship of standardized assessment to instruction, and examination of strengths and weaknesses of such instruments.

CTGE 6340. Interventions Read / Write. (3 Credits)

Draws on the fields of literacy, learning disabilities, psychology, and neuroscience to examine ways to assess the reading and writing skills of students who struggle and to determine evidence based interventions that support their learning. MG, Chair, C&T, October 16, 2014.

CTGE 6350. Positive Behavior Support. (3 Credits)

This course focuses on obtaining the knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior support on student behavior.

CTGE 6400. Language for School Learning: Implications for Reading and Writing Programs. (3 Credits)

An interdisciplinary course focusing on the relationship for teachers and supervisors between language as a tool for learning and language as evidence of learning. Particular emphasis will be placed on the relationship between these concerns and the need for improving the reading and writing abilities of students in all levels of education.

CTGE 6401. Teaching the Structure of the English Language. (3 Credits)

An introduction to theories of English language phonology, syntax, and semantics and their implications for developing English language understanding, speaking, reading, and writing skills by speakers of other languages. Particular emphasis will be placed on the development of related teaching and learning approaches.

CTGE 6410. Teaching and Assessing Reading and Literature Adolescents. (3 Credits)

In this course, students examine ways of assessing, organizing and implementing standards-based curriculum and instruction that foster reading development and literary understanding for adolescents within the full range of abilities. The course provides opportunities to explore formal and informal strategies for assessing and improving reading comprehension and fluency, to develop strategies for motivating adolescents to read a wide range of literatures, and to plan differentiated instruction for reading and the study of literature to promote learning for all students.

CTGE 6500. Interdisciplinary Perspectives on Literacy; Linguistic and Cognitive Development. (3 Credits)

The course focuses on literacy as the interrelationship between and among linguistic dimensions (systems of language, spoken-written language, development connections, language variation) and cognitive dimensions (development, teaching, learning, understanding, and interpretations). Addresses competing theories of literacy, language, and learning, and the potential implications for decision-making by literacy leaders.

CTGE 6501. Sociocultural and Developmental Dimensions of Literacy. (3 Credits)

Focuses on the sociocultural of literacy - group uses of literacy, literacy as a tool for knowledge and power - and the developmental dimensions - patterns of learning literacy, role of learner, adult and environment - and their interrelationships.

CTGE 6502. English as a World Language. (3 Credits)

This course explores English instruction and use around the world. Course readings will survey varieties of global Englishes. The purpose of speaking and writing English, by native and non-native speakers, and how these purposes influence teaching and learning are examined. Discussions are held on the international spectrum of English teaching approaches and local conditions that may influence their implementation. Graduate students analyze the impact of English instruction and its use around the world guided by socio-historical, socio-cultural, and socio-political lenses.

CTGE 6504. Teaching and Assessment of Composition for Adolescents. (3 Credits)

This course focuses on the teaching of writing in middle and high school English classes. Topics covered will include theories of writing and writing instruction, assessment of writing, and instructional practices in the teaching of composition.

CTGE 6532. Developing Literacy in Intermediate Grades. (3 Credits)

In this course, students examine ways of organizing and implementing curriculum and instruction that foster literacy development in a range of students in the intermediate grades (grades 5-9). Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate grade students to read and write, and discover methods for integrating electronic and other non-print texts into the curriculum as a means for developing literacy.

CTGE 6551. Reflective Seminar in Literacy Education. (3 Credits)

As a culminating experience in the Language and Literacy program, students engage in weekly seminar sessions reflecting on evolving personal, professional philosophies and proficiencies. Students will explore approaches to evaluating, organizing and enhancing literacy programs. Teacher research and practice as a literacy leader will result in the creation and presentation of a professional portfolio to a professional panel for evaluation and approval. The portfolio should contain evidence that the student has met each of the program objectives.

CTGE 6593. Administration and Supervision of Literacy and Language Programs. (3 Credits)

The course deals with organization, administration, and problems of organizing a reading program. Attention is also focused on in-service teacher education.

CTGE 6608. Literacy Institute. (0 to 3 Credits)

Important and emerging topics in literacy education; theories, current research and best practice applications for developing literacy proficiencies K-12.

CTGE 6662. Teaching Geometric Concepts. (3 Credits)**CTGE 6781. Instructing Bilingual Special Education Students. (3 Credits)**

The course presents a general overview of multiple perspectives in teaching the bilingual/limited English proficient students with special needs: instructional models, individualized instruction, the role of English in teaching, literacy development in both languages, and content-area teaching.

CTGE 6782. Bil Spec Ed: Issues&Trend. (3 Credits)**CTGE 6810. Sociopolitical Dimensions of Education. (3 Credits)**

This course introduces students to various pedagogical theories and leads to an understanding of how these theories relate to schooling in the 21st century. Several questions will guide the course: What are the relationships among power, knowledge, and social identities in the making of "teachers" and "students"? How is power—particularly in the form of class, race, gender, and other social stratifications—enacted, contested, and perpetuated in school contexts? Who is privileged? Who is disadvantaged?.

CTGE 6991. Internship in Curriculum and Teaching. (3 Credits)

Offered as a Guided Tutorial Course. Professional experiences in the schools or educational agencies other than schools, as interns to curriculum coordinators, supervisors, or consultants. Registration with approval of chairperson, faculty supervisor, and agency director.

CTGE 6992. Internship in Curriculum and Teaching. (3 Credits)

A continuation of CTGE 6991: Offered as a Guided Tutorial Course. Professional experiences in the schools or educational agencies other than schools, as interns to curriculum coordinators, supervisors, or consultants. Registration with approval of chairperson, faculty supervisor, and agency director.

CTGE 7000. Special Topics Lang Lit Lrng. (3 Credits)**CTGE 7190. Statistics and Quantification Design. (3 Credits)**

Statistical methods applied to curriculum research studies. Strategies for evaluating educational intervention, balancing internal and external validity, obtaining appropriate population samples and implementing multivariate designs.

CTGE 7194. Advanced Qualitative Research. (3 Credits)

In this course, students will examine the nature and characteristics of various qualitative inquiry traditions utilized in educational research. Emphasis will be placed on developing competence in qualitative research design, data collection, analysis, and report writing.

CTGE 7201. Contemporary Thinking about Instruction. (3 Credits)

In this course, students will examine different theories of learning to question those theories' influence on instructional practice. Candidates will examine historical epistemological frameworks that influence instruction, including theories of motivation and engagement used in designing powerful learning experiences, as well as cognitivism, humanism, behaviorism, social cognitivism, and constructivism. In addition, candidates will examine contemporary theories that question social, cultural, and contextual conditions influencing instruction and impacting educational equity, such as sociocultural, critical pedagogy, race theory, and situational theories. Candidates will examine their theories of practice to consider how they approach problems in their professional practice.

CTGE 7204. Informing and Transforming Instruction through Assessment. (3 Credits)

This course will focus on practices and policies related to the use of a variety of assessment approaches for informing instruction to understand and support student learning. Traditional and innovative assessment systems used with students with and without disabilities for progress monitoring, accountability, data-based decision-making at individual, school, and state levels will be explored. The course will further explore the roles of teachers, administrators, and policymakers in developing equitable and meaningful assessment approaches to improve learning environments for all students.

CTGE 7210. Higher Education: Teaching, Grant Writing, and Conference Presentations. (3 Credits)

This course will introduce students to essential components of higher education. Doctoral candidates will acquire knowledge and skills to become effective instructors, grant writers, and conference presenters. The course is designed to help them learn about higher education instructional presentations, sources of funding, writing tips, and pilot grant project proposals, and prepare and present articles at conferences.

CTGE 7236. Problems and Issues in Early Childhood Education. (3 Credits)

Examination of the concerns that affect practice and the child's ability to learn. Selection of topics current to working with all young children in early childhood settings.

CTGE 7330. Res Sem: Secondary Educ. (3 Credits)**CTGE 7340. Contemporary Academic Interventions for All Learners. (3 Credits)**

It is estimated that more than 10 million children in the United States have some degree of reading disability. Roughly 80 percent of children referred for special services require support services in reading, writing, and oral language. Best contemporary practices rely on interdisciplinary teams to assess difficulties and plan interventions. This interdisciplinary course draws from the fields of literacy, learning disabilities, psychology, and neuroscience in examining theories and research in reading and writing processes and best practices for universal design. This course will explore recent advances in 1) the cognitive neuroscience of learning and individual differences, and (2) the universal design of educational technologies and multimedia of these fields, through appropriate readings and through media construction exercises designed to prepare and support participants to meet the challenge of individual differences through academic interventions.

CTGE 7350. Creating Learning Environments through Positive Behavior Supports. (3 Credits)

This course focuses on obtaining the knowledge and skills necessary to develop, implement, and evaluate the impact of Positive Behavior Support on student behavior. The course specifically covers general classroom management, Functional Behavior Assessment (FBA), and Positive Behavior Support (PBS) within the Response to Intervention (RtI). These are foundations of an appropriate behavioral intervention in supporting ALL students in classrooms and schools at large. The students will participate in lecture, discussions, article review, in-class activities, and conducting and presenting a case study.

CTGE 7352. Research Design, Implementation, and Dissemination. (3 Credits)

This course is designed to help students conduct a pilot study. The steps of research design are tailored to answer research questions candidates want to explore through a pilot study that they will conduct in the Research Apprenticeship. ICI faculty will mentor Ph.D. candidates in conducting the pilot study, writing a manuscript to disseminate the results and findings, and submitting the manuscript for publication in a scholarly journal. The course will be completed over a semester of the research apprenticeship.

CTGE 7460. Advanced Seminar in Special Education Curriculum. (3 Credits)

Focus on providing an appropriate curriculum for children, adolescents, and young adults with disabilities. Examination of curriculum evaluation strategies, techniques, and models applicable to both inclusive and special education classrooms. Students address issues of implementation and accountability. Students will apply this information in analyzing their own recent experiences in the classroom.

CTGE 7470. Seminar in Language Disorders in Special Education. (3 Credits)

Critical evaluation of major concerns in selected areas related to language development and remediation in the education of children, adolescents, and young adults with disabilities.

CTGE 7491. Reading and Writing as Psycholinguistic Processes. (3 Credits)

This course examines theories and research on reading and writing processes as these influence and result from cognitive activities. Implications for classroom use of reading and writing as activities for increasing learning.

CTGE 7492. Translingual Pedagogy. (3 Credits)

This course explores translingualism as a construct of multilingual competence. It refers to the multiple ways speakers of more than one language move across languages and communicate in hybrid languages within the context of migration, transnational economic and cultural relations, digital communication, and globalism. In this course, candidates will review research that explores sound pedagogical applications of this construct.

CTGE 7493. Learning and Knowing through Multilingualism. (3 Credits)

This course provides theoretical and research knowledge about the nature of learning and knowing in the 21st century. It explores how curricula are facilitated through language. Students will consider the dynamic relationship between knowledge construction and multilingualism. In addition, they will critically consider historical and contemporary approaches that promote learning academic content, from both linguistic separatist and integrative lenses.

CTGE 7494. Translingual and Transliteracy Practice in Maker Spaces. (3 Credits)

This graduate course seeks to develop new understandings about teaching language and literacy to diverse learners in a collaborative and interdisciplinary environment. Candidates will explore integrated instructional practices that support multilingual and transliteracy learning as well as deepen their understanding of professional mutual development. Key issues about the instruction of language and literacy will be identified and analyzed critically. Instructional projects that combine multilingualism and transliteracy to address these issues will be designed in small interdisciplinary groups and implemented in a makerspace classroom.

CTGE 7497. Translingual and Transliteracy Practice in Makerspace. (3 Credits)

This graduate course seeks to develop new understandings about teaching language and literacy to diverse learners in a collaborative and interdisciplinary environment. Candidates will explore integrated instructional practices that support multilingual and transliteracy learning as well as deepen their understanding of professional mutual development. Key issues about the instruction of language and literacy will be identified and analyzed critically. Instructional projects that combine multilingualism and transliteracy to address these issues will be designed in small interdisciplinary groups and implemented in a makerspace classroom.

CTGE 7568. Advanced Practicum in Special Education. (3 Credits)

Practicum experiences for advanced students, designed to prepare for supervisory roles and for curriculum development specialists; emphasis on the analysis of clinical teaching in a variety of classroom settings.

CTGE 7570. Advanced Study on Problems and Issues in Special Education. (3 Credits)

Focus on current problems and issues in special education related to the development and education of children, adolescents, and young adults with physical, cognitive, and/or emotional disabilities. Emphasis will be focused on communication and language disorders, and literacy development of children with disabilities. Exploration of trends in providing educational services to students with disabilities; application of this information in analyzing our recent experiences in schools.

CTGE 7571. Research Issues and Policy Trends in Special Education. (3 Credits)

Focus on the design and conduct of research in special education. Critique recent research tools and techniques in the field and relate these to current needs for more informative research results in special education. Read examples of research that employ different types of research methodologies. Students will be encouraged to apply these concepts in their own classrooms and schools as a basis for their own field-based research.

CTGE 7574. Critical Transliteracy. (3 Credits)

Central to this course is the exploration of the social, cultural, political, historical, and economic influences on diverse contexts where literacy is concerned. Literacy instruction is explored in K-12 schools and college, as well as in community organizations. Candidates will design explorations that critically examine how issues of power and diversity impact the democratization of the literacy classroom. Critical analysis of the multiple modes of literacy will be discussed as an instructional tool and as a vehicle to voice learners' knowledge in diverse learning environments.

CTGE 7596. Cognitive, Linguistic, and Sociocultural Dimensions of Literacy. (3 Credits)

History and impact of the cognitive revolution on language and literacy curricula, theories, and research. Overview of historical theories and research on text processing as problem solving (e.g., reader response theory, metacognitive theory, schema theory, information processing theory). Recent neurobiological studies are considered as methods of observing literacy problem solving. Implications for curriculum and teaching. Includes possible links to the development of student research agendas.

CTGE 7599. Creativity in Teaching Environments. (3 Credits)

This course reviews theory, research, and practice concerning instructional design and experience, with the goal of developing learners' creative problem-solving skills along with discipline content. Discussions will describe principles and practices applied to pre-K-16, and demonstrations of instructional resources will be provided. Candidates will explore ways to apply critical and creative thinking to facilitating learning for all in contested educational environments.

CTGE 7820. Global Perspectives in Multilingual Competency. (3 Credits)

This course provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language.

CTGE 7843. Scnd Lang Proficncy/Lrng. (3 Credits)

Survey of research on how students from diverse backgrounds acquire a second language; psycho-linguistic and sociolinguistic variables involved in curriculum; appraisal of techniques and instruments employed in such research; development of research models. Permission of chairperson or instructor required.

CTGE 7844. Lang/Ed Asmt Mlt Lang St. (3 Credits)

Focuses on theoretical problems in bilingual and second-language studies; examination of available measures and evaluation approaches, for example, language dominance and proficiency instruments; criterion-referenced tests; and construction and application of new techniques and measures for such programs.

CTGE 7845. Curriculum Models: Bilingual/ESL Programs. (3 Credits)

The course provides theoretical and practical knowledge related to planning, development, and implementation of curriculum models and methods in bilingual and English as a second language program. The course focuses on (1) curriculum models and design typologies, (2) analysis of policy issues, (3) language and cultural issues, and (4) second language methods.

CTGE 8001. Research Apprenticeship. (0 Credits)

In the Research Apprenticeship the student is required to work closely with a research apprenticeship faculty advisor to develop and carry out a research project. The student must register each of the 3 semesters and must attend the Research Colloquia each semester. Prerequisite: Permanent Matriculation staty plus 21 doctoral credits.

CTGE 8101. Advanced Research in Curriculum and Teaching. (3 Credits)

Designed for advanced doctoral students who are developing dissertation topic areas or who are conducting research projects. The course is usually taken on an independent study basis because of unique student needs.

CTGE 8110. Dissertation Seminar in Curriculum & Teaching. (3 Credits)

Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

CTGE 8111. Dissertation Seminar in Curriculum & Teaching. (3 Credits)

A continuation of CTGE 8110: Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

CTGE 8502. Directed Research in Curriculum and Teaching. (3 Credits)

Designed for students who have completed their coursework and are developing research problems or projects for completion of doctoral studies. It may not be used to replace any degree course requirements.

CTGE 9000. Special Topics in Curriculum and Teaching. (3 Credits)

Special topics in curriculum and teaching. (Permission of course instructor required.)

CTGE 9001. Spec Topics C & T. (0 Credits)

Spec Topics C & T.

CTGE 9002. Spec Topics C & T. (0 to 3 Credits)

Spec Topics C & T.

CTGE 9990. Independent Study. (0 to 3 Credits)

Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires the approval of professor directing study, the division chairperson and the director of graduate studies.

Dance (DANC)

DANC 1311. Ballet I: Non-Majors. (2 Credits)

This course introduces to beginners the fundamental movement vocabulary, style and aesthetics of classical ballet. Proper body alignment is stressed at the barre, followed in the center by combinations that develop control, accuracy and strength. No prior coursework required.

DANC 1312. Ballet II: Non-Majors. (2 Credits)

This course offers to advanced beginners an expanded movement vocabulary focusing increasingly on accuracy, clarity and the development of style. It emphasizes a cleaner execution of movements with combinations that are increasingly complex.

DANC 1313. Ballet III: Non-Majors. (2 Credits)**DANC 1314. Ballet IV: Non-Majors. (2 Credits)****DANC 1321. Horton Tech I: Non-Major. (2 Credits)**

This course offers to advanced beginners the fundamental movement vocabulary, style and aesthetics of the modern dance technique created by the late Lester Horton, Alvin Ailey's mentor. This linear technique develops strength, balance and rhythmic skills.

DANC 1322. Horton Tech II: Non-Majors. (2 Credits)

A continuation of DANC 1321.

DANC 1323. Horton Tech III: Non-Majors. (2 Credits)**DANC 1324. Horton Tech IV: Non-Majors. (2 Credits)****DANC 1331. Modern Dance I: Non-Majors. (2 Credits)**

This course offers to advanced beginners a modern technique created by Martha Graham which stresses the "contraction and release" movement of the torso. Floor exercises develop strength and flexibility and combinations in the center and across the floor stress strength and expressiveness.

DANC 1332. Modern Dance II: Non-Majors. (2 Credits)

This course offers to advanced beginners and intermediate students an expansion of Modern I which further develops the expressiveness and eloquence of the torso and the power of the contraction and release through more advanced floor exercises, center combinations and longer traveling combinations which develop flexibility.

DANC 1333. Modern Dance III: Non-Majors. (2 Credits)**DANC 1334. Modern Dance IV: Non-Majors. (2 Credits)****DANC 1341. Jazz I: Non-Majors. (2 Credits)**

This course offers to beginners the fundamental movement vocabulary, style and aesthetics of jazz dance. Exercises that build flexibility, control and rhythmic awareness lead to combinations that represent a variety of styles. No prior coursework required.

DANC 1342. Jazz II: Non-Majors. (2 Credits)

This course offers to advanced beginners a more complex movement vocabulary with a range of jazz dance styles. Exercises that develop increased flexibility and stylistic refinements also build technique tools.

DANC 1343. Jazz III: Non-Majors. (2 Credits)

This course is a continuation of DANC 1342.

DANC 1344. Jazz IV - Non Majors. (2 Credits)

This course is a continuation of DANC 1343.

DANC 1351. Dunham (Afr-Car) I: Non Majors. (2 Credits)

This course offers to beginners the fundamental movement vocabulary, style and aesthetics of the Afro-Caribbean technique created by Katherine Dunham. It builds both strength and flexibility, emphasizing the ability of the top torso to undulate fully and rapidly in combinations. No prior coursework required.

DANC 1352. Dunham (Afr-Car) II: Non-Majors. (2 Credits)

This course offers the advanced beginner a more complex movement vocabulary of the Afro-Caribbean technique created by Katherine Dunham. At this level the technique builds increased control, strength and flexibility.

DANC 1353. Dunham (Afr-Car) III: Non-Majors. (2 Credits)**DANC 1354. Dunham (Afr-Car) IV: Non-Majors. (2 Credits)****DANC 1361. Body Conditioning I: Non-Majors. (2 Credits)**

This course is based on the Pilates exercise method of mind-body "controllogy." The emphasis is on alignment, placement, posture, and injury prevention. The class is conducted with music, using rhythmical repetitions and flowing movements. Concentration on body awareness, anatomy, correct body usage, and breath control result in a strong, toned, and fully functioning body.

DANC 1362. Body Conditioning II: Non-Majors. (2 Credits)

This course is a continuation of DANC 1361.

DANC 1371. Barre a Terre I: Non-Majors. (2 Credits)

This supplemental course leads advanced beginning students to explore the different muscles that enable the body to work properly while standing. Work on placement and alignment is done while lying on the floor, using both turned-out and parallel positions. Instruction is given on the proper use of energy as a means to lengthen muscles and free the body from improper tension. The last half-hour of class is a standing barre workout that requires students to apply their experiences from the floorwork.

DANC 1372. Barre a Terre II: Non-Majors. (2 Credits)

This course is a continuation of DANC 1371.

DANC 1381. Tap I: Non-Majors. (2 Credits)

An introduction to tap that incorporates the main components of the form.

DANC 1382. Tap II: Non-Majors. (2 Credits)

This course is a continuation of DANC 1381.

DANC 1391. Yoga I: Non-Majors. (2 Credits)

This course for beginners provides an understanding of basic breathing exercises and synchronized breath with movement. It increases the body's overall flexibility and strength through a series of seated kneeling, lying, and standing exercises that relate yoga basics with fundamentals of dance to develop a sense of balance, control, symmetry, and line. It develops the student's ability to unlock spinal energy blocks and open the central nervous system through arching, curling, lateral, twisting, and circular movements of the spine. It prepares the musculature and ligamental attachments for increased flexibility and strength, particularly in the hips, shoulders, and chest. Most important, it provides an opportunity for each student to examine and maximize their own unique potential as a creative dancer and in life.

DANC 1392. Yoga II: Non-Majors. (2 Credits)

This course is a continuation of DANC 1391.

DANC 1400. Gyrokinesis I: Non-Majors. (2 Credits)

This introductory somatic course covers the foundations of Gyrokinesis. This exercise system is based on fluid movements that offer similar physical benefits of yoga, dance, and swimming, though it is not based on these or other specific exercise models. Gyrokinesis exercises are designed to work the entire body through spinal movement and joint articulation. Based on the body's natural ability to move forward and backward and side to side, the movements are designed to be rhythmic and fluid. Rather than specific postures or stances being held for long periods of time, Gyrokinesis exercises are smoothly integrated, seeming more like dance than traditional yoga. Natural breathing patterns are also incorporated into Gyrokinesis exercises.

DANC 1401. Gyrokinesis II: Non-Majors. (2 Credits)

This course is a continuation of DANC 1400.

DANC 1501. Ballet I. (3 Credits)

The courses begin with daily exercises done at the barre to develop greater speed, strength, flexibility and coordination of the legs, torso, arms and head. Much of the barrework is done on demipointe for increased strength and balance. Stretches are given to develop increased flexibility in the hips and legs for higher extensions and better turn out. The basic ballet directions are taught in the center. Simple jump combinations are taught and reversed and include simple beats. Pirouettes in the basic positions are mastered. Big jumps traveling across the floor focus on covering space.

DANC 1502. Ballet II. (3 Credits)

The courses begin with daily exercises done at the barre to develop greater speed, strength, flexibility and coordination of the legs, torso, arms and head. Much of the barrework is done on demipointe for increased strength and balance. Stretches are given to develop increased flexibility in the hips and legs for higher extensions and better turn out. The basic ballet directions are taught in the center. Simple jump combinations are taught and reversed and include simple beats. Pirouettes in the basic positions are mastered. Big jumps traveling across the floor focus on covering space.

Prerequisite: DANC 1501.

DANC 1520. Jumps and Turns I. (0 Credits)

These course sequences build the strength, stamina, and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation, and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Jumps and Turns is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 1521. Jumps and Turns II. (0 Credits)

These course sequences build the strength, stamina, and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation, and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Jumps and Turns is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 1601. Horton I. (3 Credits)

This beginning level course sequence lays the groundwork for all that follows in the advanced levels. The basic warm up is taught: flat backs, primitive squat, descent and ascent, lateral stretches, release swings, leg swings and deep lunges. The shapes that will be used throughout the training in Horton technique are emphasized: the T positions, stag position, cross lunge and coccyx balance. The Horton technique was designed with studies to stretch and strengthen different areas of the body. Many of the beginning level studies which are taught focus on the achilles tendon, the abdominal muscles and movements that lengthen the spine and the hamstring muscles. Simple combinations of movements which include turns and jumps are taught to introduce musicality and dynamics to the beginning dancer's vocabulary. Performance qualities are emphasized at the very beginning of the dancer's training.

DANC 1602. Horton II. (3 Credits)

This beginning level course sequence lays the groundwork for all that follows in the advanced levels. The basic warm up is taught: flat backs, primitive squat, descent and ascent, lateral stretches, release swings, leg swings and deep lunges. The shapes that will be used throughout the training in Horton technique are emphasized: the T positions, stag position, cross lunge and coccyx balance. The Horton technique was designed with studies to stretch and strengthen different areas of the body. Many of the beginning level studies which are taught focus on the achilles tendon, the abdominal muscles and movements that lengthen the spine and the hamstring muscles. Simple combinations of movements which include turns and jumps are taught to introduce musicality and dynamics to the beginning dancer's vocabulary. Performance qualities are emphasized at the very beginning of the dancer's training.

DANC 1620. Body Conditioning I. (2 Credits)

This class is based on the Pilates exercise method of mind/body control. The emphasis is on alignment, placement, posture and injury prevention. The class is conducted with music, utilizing rhythmical repetitions and flowing movements. Concentration on body awareness, anatomy, correct body usage and breath control result in a strong, toned and fully functioning body.

DANC 1621. Body Conditioning II. (2 Credits)

This class is based on the Pilates exercise method of mind/body control. The emphasis is on alignment, placement, posture and injury prevention. The class is conducted with music, utilizing rhythmical repetition and flowing movements. Concentration on body awareness, anatomy, correct body usage and breath control result in a strong, toned and fully functioning body.

DANC 1630. Barre a Terre I. (2 Credits)

A supplemental class for advanced beginning students, this class leads them to explore the different muscles that enable the body to work properly while standing. Work on placement and alignment is done while lying on the floor, using both turned out and parallel positions. Instruction is given on the proper use of energy as a means to lengthen muscles and freeing the body from improper tension. The last half-hour class is a standing barre that requires students to apply their experiences from the floorwork.

DANC 1631. Barre a Terre II. (2 Credits)

A supplemental class for immediate and advanced students, this level develops in the student a balance of strength, flexibility and endurance. Injury prevention and the maintenance of a healthy body are focused on intently. Specific Pilates-based exercises are taught that accelerate the training process. Work in turned-out positions and the elongation of muscles through proper use of breath and energy are some of the basic components of this class. The last half-hour of class is a standing barre that requires the students to apply their experiences from the floorwork. Depending on the class size, additional work may involve specific coaching based on each dancer's needs and challenges.

DANC 1640. Yoga I. (2 Credits)

This class for beginners provides an understanding of basic breathing exercises and synchronized breath with movement. It increases the body's overall flexibility and strength through a series of seated kneeling, lying and standing exercises that relate the Yoga basics with fundamentals of dance to develop a sense of balance, control, symmetry and line. It develops the student's ability to unlock spinal energy blocks and open the central nervous system through arching, curling, lateral, twisting and circular movements of the spine. It prepares the musculature and ligamental attachments for increased flexibility and strength particularly in the hips, shoulders and chest. Most importantly, it provides an opportunity for each student to examine and maximize his or her own unique potential as a creative dancer and in life.

DANC 1641. Yoga II. (2 Credits)

This class takes the basic movements taught in Yoga I and develops them into a more fluid series that further increases the strength and flexibility already achieved in the body. It develops a sense of creativity and freedom in the body that further relates this particular system of Yoga to dance in all of its aspects. It endorses each student's responsibility to and for him/himself as artist, performer and person.

DANC 1650. Gyrokinesis I. (2 Credits)

This introductory somatic course covers the foundations of Gyrokinesis. This exercise system is based on fluid movements that offer similar physical benefits of yoga, dance and swimming, though it is not based on these or other specific exercise models. Gyrokinesis exercises are designed to work the entire body through spinal movement and joint articulation. Based on the body's natural ability to move forward and backward and side to side, the movements are designed to be rhythmic and fluid. Rather than specific postures of stances being held for long periods of time, Gyrokinesis exercises are smoothly integrated, seeming more like dance than traditional yoga. Natural breathing patterns are also incorporated into Gyrokinesis exercises.

DANC 1651. Gyrokinesis II. (2 Credits)

A continuation of DANC 1650.

DANC 1701. Modern I. (2 Credits)

This introductory course sequence in Modern technique teaches the basic vocabulary rooted in the contraction and release for beginners. This technique divides the class into three equal segments: floorwork, standing work in the center, and combinations that travel across the floor. The floorwork develops a strong expressive torso as the source of movement with simple breathing exercises that build to contraction and release exercises in various positions. The spiral position of the back leads into turns around the back in 4th position, adding the legs with the back leg extension series. Standing exercise in the center emphasize the use of the leg and the coordination of the legs, arms and torso with the contraction and release and oppositional spiral of the torso in relation to the legs. Short combinations in the center and across the floor focus on covering space and shifting weight.

DANC 1702. Modern II. (3 Credits)

This introductory course sequence in Modern technique teaches the basic vocabulary rooted in the contraction and release for beginners. This technique divides the class into three equal segments: floorwork, standing work in the center, and combinations that travel across the floor. The floorwork develops a strong expressive torso as the source of movement with simple breathing exercises that build to contraction and release exercises in various positions. The spiral position of the back leads into turns around the back in 4th position, adding the legs with the back leg extension series. Standing exercise in the center emphasize the use of the leg and the coordination of the legs, arms and torso with the contraction and release and oppositional spiral of the torso in relation to the legs. Short combinations in the center and across the floor focus on covering space and shifting weight.

DANC 1720. Anatomy and Kinesiology I. (3 Credits)

The purpose of this course is to familiarize students with the musculoskeletal structures most directly involved in the performance of dance so that they can identify the bones, joints and muscles that lie under the skin anywhere in the body. In addition, students will learn how the skeletal muscles work to produce joint movement, how those muscles can be conditioned and what patterns of muscle action are most effective for producing the basic movements of ballet and contemporary dance techniques.

DANC 1721. Anatomy and Kinesiology II. (3 Credits)

The purpose of this course is to familiarize students with the musculoskeletal structures most directly involved in the performance of dance so that they can identify the bones, joints and muscles that lie under the skin anywhere in the body. In addition, students will learn how the skeletal muscles work to produce joint movement, how those muscles can be conditioned and what patterns of muscle action are most effective for producing the basic movements of ballet and contemporary dance techniques.

DANC 1910. Improvisation. (1 Credit)

This introductory course is structured to free expression, investigate form and heighten concentration. Structured dance improvisational problems are given to lead the student to simultaneously invent and perform movement without pre-planning. Each class includes a brief warm-up followed by many different and changing forms-group movement, solos, trios and contact improvisation which begins with duets. Emphasis is placed on the development in each student of a heightened sensitivity and a conscientiousness about the creative impulse. Personal movement style and habits and the role of improvisation in both performance and the creative process are thoroughly explored.

DANC 1911. Improvisation II. (1 Credit)

This course is structured to free expression, investigate form, and heighten concentration. Structured dance improvisational problems are given to lead the student to simultaneously invent and perform movement without pre-planning. Each class includes a brief warm-up followed by many different and changing forms—group movement, solos, trios, and duets. Emphasis is placed on the development in each student of a heightened sensitivity and a conscientiousness about the creative impulse. Personal movement style and habits and the role of improvisation in both performance and the creative process are thoroughly explored.

Prerequisite: DANC 1910.

DANC 1920. Dance Composition I. (2 Credits)

This course capitalizes on the skills garnered in improvisation class by carefully leading students into the process of composing short studies based on a variety of abstract themes. Very specific limitations provide the framework of the initial studies and students are encouraged to acknowledge personal impulse and style while exploring within this base. Later, emphasis is placed on the growth of content and context out of these abstract explorations and studies become more ambitious. Supportive group feedback is central to the development of every student's work. Students present both a group and solo work as final projects at the end of the semester.

DANC 1921. Dance Composition II. (2 Credits)

This course guides students into exploring more complex and personal motivations for moving. Students are expected to be independent, responsible and self-motivated in this context. There is freedom to arrange independent projects. Emphasis is placed on giving and receiving constructive well-informed criticism. Self-analysis and ability to articulate well are important skills fostered in this class. All of the work is expected to be in line with specific personal goals that the student and instructor establish together early in the term. Group projects are encouraged in the second half of the term.

DANC 1999. Tutorial. (1 Credit)**DANC 2001. World Dance History. (3 Credits)**

People dance and use dance to fulfill many needs, goals and responsibilities. This course surveys world dance forms in terms of the many ways dance functions as an expression of culture and traces dance from its role in folk and religious traditions to its emergence as a theater art. Students study the impulse for dance in several cultures, looking to the practices which gave rise to particular dance forms. The formal properties and evolution of various dance forms are explored. The course also considers certain "art" dances made by American choreographers inspired by non-Western dance forms.

Attributes: AMST, ASAM.

DANC 2010. Black Tradition in American Dance. (3 Credits)

This course explores the forms, contents and contexts of black traditions that played a crucial role in shaping American theatrical dance; identifies dances from the African American vernacular that were transferred from the social space to the concert stage; and focuses on such pioneers as Helmsley Winfield, Katherine Dunham, Pearl Primus, Edna Guy and Alvin Ailey along with Isadora Duncan, Martha Graham, Doris Humphrey, Lester Horton and George Balanchine.

Attributes: ADVD, AMST, ASAM.

DANC 2021. Dance Composition III. (2 Credits)

This course focuses on the evolution of a genre or choreographer in historical context.

DANC 2022. Dance Composition IV. (2 Credits)

This course is the culmination of the creative work required of all BFA students. Students create longer and more complete works. They are asked to use larger groups of dancers, more sophisticated concepts and more counterpoint fugue.

DANC 2420. Jazz I. (2 Credits)

This class for advanced beginners begins with a standing warm-up that develops the body's proper alignment, flexibility and control. Exercises follow that isolate the different parts of the body and develop increasingly complex coordination of the arms, head and legs. Longer combinations that emphasize expressiveness in lyrical and dynamic Broadway styles are given in the center and across the floor.

DANC 2425. Jazz II. (2 Credits)

This intermediate advanced-level course begins with a fast-paced standing warm-up that emphasizes proper placement, increased flexibility and control. Isolation exercises and short combinations focusing on extensions and turns are done in the center. Long sections of jazz choreography in contrasting styles are given in the center and across the floor. Students are coached on performance skills (focus, dynamic contrast, musicality, etc.).

DANC 2426. Jazz III. (2 Credits)

This advanced-level course begins with a fast-paced standing warm-up that emphasizes proper placement, increased flexibility, and control. Isolation exercises and longer combinations focus on developing technical skills. Students are exposed to diverse perspectives on jazz and explore multiple styles of the genre within choreography. Students continue to develop their artistic expression and performance skills (focus, dynamic contrast, musicality, etc.) throughout the class.

DANC 2430. West African Dance. (2 Credits)

This course sequence brings together body, mind and spirit in an energetic union of music, dance and oral tradition of the people of West Africa. Students are taught regional songs and dances of welcome and praise, among others, such as: Lamban (Dance of Celebration), Mandjani (Challenge Dance) and Wolo Sodon Jon Don (Dance of Becoming Free). Each dance is accompanied by live drumming to provide students with an understanding of the relationship between the dance and musician and the common language they must speak in order to execute African dance.

Attributes: AFAH, AFAM, AFST.

DANC 2435. Techniques of Performance. (2 Credits)

This course will put into practical terms the abstract understanding of what it means to perform. The goal of the course is to learn the fundamentals of being a healthy, self-critical, self-aware performer.

DANC 2440. Hip Hop. (2 Credits)

Students will be immersed in the culture of hip-hop as you learn to pop, lock, break with classic moves and new choreography from the nation's best hip-hop dance crews, past and present. Vivacious and energetic, classes are technically advanced while providing a great mix of cardio and stretching.

DANC 2450. Tap I. (2 Credits)

An approach to tap dance that incorporates four instructional components: first, students learn a series of exercises at the barre to strengthen the arches and heels of the feet; second, students complete a series of rhythm sequences that use syncopation, double and triple timing, hand claps, finger snaps, and long breaks; third, students begin to learn simple choreography based on exercises learned at the barre. Accompanied by music, students are encouraged to use all parts of their bodies and to develop more complex technical skills while tapping. Last, through a series of progressions, students learn to use the entire space of the room. Exercises are combined into short combinations traveling forward, backward, and side to side across the floor.

DANC 2510. Ballet III. (3 Credits)

This low-intermediate level course develops strength and flexibility with the execution of more complicated combinations at the barre and in the center. Students must be able to change and use different dynamics of movement and attack in the legs and feet. Barrework involves quick changes of direction, quick weight changes from one leg to the other and more sustained adagios. Balances in different positions are important additions to the end of each combination. Center work includes adagios with rises on demipointe, promenades and slow controlled pirouettes. Petit allegro incorporates beats and directional changes using epaulement. Grand allegro requires students to be able to execute grand jete en tournant, saut de chat, saut de basque and other expansive jumps that challenge their strength and stamina and allow them to enjoy moving through space.

DANC 2511. Ballet IV. (3 Credits)

This low-intermediate level course develops strength and flexibility with the execution of more complicated combinations at the barre and in the center. Students must be able to change and use different dynamics of movement and attack in the legs and feet. Barrework involves quick changes of direction, quick weight changes from one leg to the other and more sustained adagios. Balances in different positions are important additions to the end of each combination. Center work includes adagios with rises on demipointe, promenades and slow controlled pirouettes. Petit allegro incorporates beats and directional changes using epaulement. Grand allegro requires students to be able to execute grand jete en tournant, saut de chat, saut de basque and other expansive jumps that challenge their strength and stamina and allow them to enjoy moving through space.

DANC 2520. Jumps and Turns III. (0 Credits)

These course sequences build the strength, stamina, and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation, and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Jumps and Turns is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 2521. Jumps and Turns IV. (0 Credits)

These course sequences build the strength, stamina, and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation, and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Jumps and Turns is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 2530. Pointe I. (0 Credits)

This elementary course sequence begins with exercises at the barre build strength, articulation and flexibility in the feet and legs while developing the ability to control the balance on pointe. Center work follows with short adagio work for control and balance. Small jumps in the center prepare for traveling combinations across the floor.

DANC 2531. Pointe II. (0 Credits)

This elementary course sequence begins with exercises at the barre build strength, articulation and flexibility in the feet and legs while developing the ability to control the balance on pointe. Center work follows with short adagio work for control and balance. Small jumps in the center prepare for traveling combinations across the floor.

DANC 2535. Pointe III. (0 Credits)

These two sequences for intermediate and advanced students offer more complex exercises at the barre build increased strength, articulation and flexibility in the feet, legs and torso. Longer adagio work at the barre and in the center develop extensions, control, balance and turns. Small jumps with beats and pointe work in the center are followed by longer traveling combinations that develop expressiveness and musicality while building greater technical skills. Variations on pointe are given in the spring term.

DANC 2536. Pointe IV. (0 Credits)

These two sequences for intermediate and advanced students offer more complex exercises at the barre build increased strength, articulation and flexibility in the feet, legs and torso. Longer adagio work at the barre and in the center develop extensions, control, balance and turns. Small jumps with beats and pointe work in the center are followed by longer traveling combinations that develop expressiveness and musicality while building greater technical skills. Variations on pointe are given in the spring term.

DANC 2610. Horton III. (2 Credits)

This advanced beginning-level course sequence uses the basic Horton warm-up with more variations. Many of the positions and shapes developed earlier are used in turns, jumps and in combinations of movement. More demanding studies are added which require more stretch and strength in the quadriceps and abdominal muscles. Hinges at the barre and falls are included in this level. The movements across the floor are longer and require more concentration and focus from the dancers. The introduction of canons and rhythmical patterns are stressed as well as the development of dynamics and projection. This advanced beginning-level course sequence uses the basic Horton warm-up with .

DANC 2611. Horton IV. (2 Credits)

This advanced beginning-level course sequence uses the basic Horton warm-up with more variations. Many of the positions and shapes developed earlier are used in turns, jumps and in combinations of movement. More demanding studies are added which require more stretch and strength in the quadriceps and abdominal muscles. Hinges at the barre and falls are included in this level. The movements across the floor are longer and require more concentration and focus from the dancers. The introduction of canons and rhythmical patterns are stressed as well as the development of dynamics and projection.

DANC 2650. Dunham Technique. (2 Credits)

Complex movements of this Afro-Caribbean technique, created by Katherine Dunham that concentrates on building strength, flexibility, and the ability of the torso to undulate fully and rapidly.

DANC 2710. Modern III. (2 Credits)

In this advanced beginning-level course sequence, the floorwork becomes more complex with lengthier exercises that emphasize the drama of the contraction and release and spiral of the back. The use of the legs and arms from the back is emphasized as an extension of the torso, neck and head. In 4th position, a coiling of the body's weight into the center in preparation for standing is developed. Standing work in the center develops the ability to shift the weight and work off center. More complicated traveling combinations incorporate the contraction and release, spiral, jumps and moving fully with weight, power and dynamic changes.

DANC 2711. Modern IV. (2 Credits)

In this advanced beginning-level course sequence, the floorwork becomes more complex with lengthier exercises that emphasize the drama of the contraction and release and spiral of the back. The use of the legs and arms from the back is emphasized as an extension of the torso, neck and head. In 4th position, a coiling of the body's weight into the center in preparation for standing is developed. Standing work in the center develops the ability to shift the weight and work off center. More complicated traveling combinations incorporate the contraction and release, spiral, jumps and moving fully with weight, power and dynamic changes.

DANC 2810. Contemporary. (2 Credits)

This intermediate-level class explores modern and ballet concepts and athletic training as they relate to current contemporary dance. The focus is on alignment, form, execution, and artistry, as well as various contemporary styles. Emphasis is on personal artistic expression, musicality, strength, physical coordination, and flexibility.

DANC 2811. Voice Class for the Dancer/Mover. (1 Credit)

This course will cover the fundamentals and techniques of healthy and functional singing for the dancer/mover. During the semester you will learn the function of the breath, body, and vocal apparatus as it pertains to singing. As the course progresses we will focus on how to tailor those techniques on stage while moving. Students will also learn a solo and ensemble piece to perform.

DANC 2812. Voice Class for the Dancer/Mover II. (1 Credit)

This course expands on the concepts learned in Voice Class for the Dancer/Mover I (DANC 2811).

Prerequisite: DANC 2811.

DANC 2813. Contemporary II. (2 Credits)

This intermediate-level class is a continuation of Contemporary I (DANC 2810). The class explores modern and ballet concepts and athletic training as they relate to current contemporary dance. Focus is on alignment, form, execution, and artistry, as well as various contemporary styles. Emphasis is on personal artistic expression, musicality, strength, physical coordination, and flexibility.

DANC 2814. Contemporary III. (2 Credits)

This advanced-level class is a continuation of Contemporary II (Dance 2813). The class continues to explore modern and ballet concepts and athletic training as they relate to current contemporary dance. Focus is on alignment, form, execution, and artistry. Emphasis is on personal artistic expression, musicality, strength, physical coordination, and flexibility. In this class, dancers explore diverse ideas, contemporary forms and styles, and movement techniques that are relevant today.

DANC 2999. Tutorial. (2 Credits)

Independent study.

DANC 3410. Repertory Workshops I. (2 Credits)

Repertory workshops are given throughout the year by a diverse group of Ailey School faculty members and guest artists to offer performance opportunities to intermediate and advanced students in their junior year. The choreographers create original works and mount existing classical, contemporary and jazz works on intermediate and advanced dancers. Students rehearse for 4-8 weeks and perform the works in formal studio concerts.

DANC 3411. Repertory Workshops II. (2 Credits)

Repertory workshops are given throughout the year by a diverse group of Ailey School faculty members and guest artists to offer performance opportunities to intermediate and advanced students in their junior year. The choreographers create original works and mount existing classical, contemporary and jazz works on intermediate and advanced dancers. Students rehearse for 4-8 weeks and perform the works in formal studio concerts.

DANC 3499. Independent Study Choreography. (2 Credits)

This course is designed for those students who have strong choreographic skills and experience as well as the requisite maturity to work independently. They are expected to design, rehearse and arrange the performance of a substantial original work under the close mentorship of a selected Ailey School Composition faculty member. Advisement meetings are to be held regularly throughout the term between each student and instructor.

DANC 3501. Ballet V. (3 Credits)

This advanced-intermediate level course is for students who are ready to experience the full range of exercises that require larger, more expansive movements that test their strength and stability. Higher extensions, multiple pirouettes, petit allegro with batterie, grand allegro and quick transfer of weight and the power of the legs and body are emphasized. Pointe work is introduced for women at the end of class twice weekly with an additional beginning Pointe class once weekly.

DANC 3502. Ballet VI. (3 Credits)

This advanced-intermediate level course is for students who are ready to experience the full range of exercises that require larger, more expansive movements that test their strength and stability. Higher extensions, multiple pirouettes, petit allegro with batterie, grand allegro and quick transfer of weight and the power of the legs and body are emphasized. Pointe work is introduced for women at the end of class twice weekly with an additional beginning Pointe class once weekly.

DANC 3520. Jumps and Turns V. (1 Credit)

These course sequences build the strength, stamina, and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation, and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Jumps and Turns is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 3521. Jumps and Turns VI. (0 Credits)

These course sequences build the strength, stamina, and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation, and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Jumps and Turns is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 3530. Pointe V. (1 Credit)

These two sequences for intermediate and advanced students offer more complex exercises at the barre build increased strength, articulation and flexibility in the feet, legs and torso. Longer adagio work at the barre and in the center develop extensions, control, balance and turns. Small jumps with beats and pointe work in the center are followed by longer traveling combinations that develop expressiveness and musicality while building greater technical skills. Variations on pointe are given in the spring term.

DANC 3531. Pointe VI. (1 Credit)

These two sequences for intermediate and advanced students offer more complex exercises at the barre build increased strength, articulation and flexibility in the feet, legs and torso. Longer adagio work at the barre and in the center develop extensions, control, balance and turns. Small jumps with beats and pointe work in the center are followed by longer traveling combinations that develop expressiveness and musicality while building greater technical skills. Variations on pointe are given in the spring term.

DANC 3540. Ballet Partnering I. (1 Credit)

This course sequence is designed to give the students a thorough understanding of the concepts and skills involved in dancing with another person using classical ballet as the technique base. Students study and practice fundamental elements of the art of partnering, on pointe and off, including centering, breathing, manipulations on and off center, lifting and supported movements through simple movement phrases. These classes begin with a series of individual exercises to increase strength and control of key muscle groups needed in partnering.

DANC 3541. Ballet Partnering II. (1 Credit)

This course sequence is designed to give the students a thorough understanding of the concepts and skills involved in dancing with another person using classical ballet as the technique base. Students study and practice fundamental elements of the art of partnering, on pointe and off, including centering, breathing, manipulations on and off center, lifting and supported movements through simple movement phrases. These classes begin with a series of individual exercises to increase strength and control of key muscle groups needed in partnering.

DANC 3550. Ballet Partnering III. (1 Credit)

This course sequence explores more advanced concepts of ballet partnering. Building strength in the male students' arms and backs and strengthening the female dancers centers and back are important aspects of this class.

DANC 3551. Ballet Partnering IV. (1 Credit)

The continuation of the partnering skills needed for building strength and developing the students' sensibilities to each other are stressed in this course.

DANC 3561. Ballet Partnering VI. (1 Credit)

This course continues to explore the intermediate level of partnering. Turns, lifts, balance and the relationship between couples is emphasized.

DANC 3601. Horton V. (2 Credits)

The warm-up in this intermediate level course sequence includes exercises to stretch and strengthen the legs, hips and spine. The center floorwork includes longer studies like the Figure 4 and Percussive Stroke Studies which require the dancers to execute long sequences of movements, counts and dynamics. The combinations of movements across the floor are more complicated musically and technically and challenge the dancers to learn movement quickly. The combinations include material just introduced as well as vocabulary learned in the other levels. The performance aspects of dance are emphasized.

DANC 3602. Horton VI. (2 Credits)

The warm-up in this intermediate level course sequence includes exercises to stretch and strengthen the legs, hips and spine. The center floorwork includes longer studies like the Figure 4 and Percussive Stroke Studies which require the dancers to execute long sequences of movements, counts and dynamics. The combinations of movements across the floor are more complicated musically and technically and challenge the dancers to learn movement quickly. The combinations include material just introduced as well as vocabulary learned in the other levels. The performance aspects of dance are emphasized.

DANC 3701. Modern V. (2 Credits)

This intermediate-level course sequence continues to build strength with an awareness of the torso as the center and initiator of all movement. Spiral, contraction and release exercises become longer and more complex, using the legs more often. Opposition and weight shifts are emphasized, building a stronger movement vocabulary, increased dynamic range and more control. The weight of the body is further explored in primary falling combinations from sitting positions and the knees. Standing work in the center develops more stamina, balance, control, flexibility and expanded sense of extensions, plie series and shifts of weight. The centering of the body is heightened with falls to the floor from standing positions off center and pitch turns. Elevation in jumps is emphasized. Longer traveling combinations often use difficult rhythms, and contractions spiral with more complicated movement phrases that call for dramatic expressiveness, use of weight and musicality.

DANC 3702. Modern VI. (2 Credits)

This intermediate-level course sequence continues to build strength with an awareness of the torso as the center and initiator of all movement. Spiral, contraction and release exercises become longer and more complex, using the legs more often. Opposition and weight shifts are emphasized, building a stronger movement vocabulary, increased dynamic range and more control. The weight of the body is further explored in primary falling combinations from sitting positions and the knees. Standing work in the center develops more stamina, balance, control, flexibility and expanded sense of extensions, plie series and shifts of weight. The centering of the body is heightened with falls to the floor from standing positions off center and pitch turns. Elevation in jumps is emphasized. Longer traveling combinations often use difficult rhythms, and contractions spiral with more complicated movement phrases that call for dramatic expressiveness, use of weight and musicality.

DANC 3740. Modern Partnering I. (1 Credit)

This course sequence is designed to challenge and expand the dancers' perception of partnering possibilities. Along with dynamic and intricate movement phrases, the dancers practice rolling, falling, being upside down, following a physical point of contact, and supporting and giving weight to each other. These classes are based on the communication between two or more moving bodies that are in physical contact, and their combined relationship to the physical laws that govern their motion-gravity, momentum, inertia, function, etc.

DANC 3741. Modern Partnering II. (1 Credit)

This course sequence is designed to challenge and expand the dancers' perception of partnering possibilities. Along with dynamic and intricate movement phrases, the dancers practice rolling, falling, being upside down, following a physical point of contact, and supporting and giving weight to each other. These classes are based on the communication between two or more moving bodies that are in physical contact, and their combined relationship to the physical laws that govern their motion-gravity, momentum, inertia, function, etc.

DANC 3751. Modern Partnering IV. (1 Credit)

This class continues to challenge the dancers abilities to complete complicated movement phrases while establishing relationships with other dancers and the audience.

DANC 3761. Modern Partnering VI. (1 Credit)

The degree of difficulty and physicality increases in this intermediate level partnering class. The movement phrases are more intricate and the use of weight and counter weight are stressed.

DANC 3910. Rehearsal Seminar. (3 Credits)

Students selected to apprentice with the Ailey II Company or another approved dance company are required to rehearse a minimum of 4 hours per day. They are expected to learn repertory from the artistic director, rehearsal director, other dancers and/or videotape. Students must submit a comprehensive journal to the Director and Co-Director of the BFA program at the end of the semester.

DANC 3911. Rehearsal Seminar. (3 Credits)

Students selected to apprentice continue to learn new and/or current repertory and rehearse a minimum of 10 hours per week. They are expected to learn repertory from the artistic director, rehearsal director, other dancers and/or videotape. Students must submit a comprehensive journal to the Director, and Co-Director of the BFA program at the end of the semester.

DANC 3920. Lecture: Demonstration Lab. (3 Credits)

Students selected to apprentice with the Ailey II company or another approved dance company participate in lecture-demonstrations in the New York City area. This course can include performance, speaking to audience members and teaching master classes. Students must submit a comprehensive journal to the Director, and Co-Director of the BFA program at the end of the semester.

DANC 3921. Lecture: Demonstration Lab. (3 Credits)

Students continue to participate in lecture-demonstrations in the New York City area. This course can include performing, speaking to audience members and teaching master classes. Students must submit a comprehensive journal to the Director, Co-Director and Administrator of the BFA program at the end of the semester.

DANC 3999. Tutorial. (3 Credits)

Independent study.

DANC 4000. Art and Ethics. (4 Credits)

This senior seminar explores questions relating to art and values. Some of the issues that may be addressed include: Does art have a moralizing function? Can art be for art's sake? What is the relationship between the arts and religion? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, VAL.

DANC 4001. Senior Seminar. (3 Credits)

This course is designed to assist seniors in preparing for success in the professional dance world. The course will require each student to keep a journal, research dance companies and choreographers, attend performances, participate in discussions of lectures by guest artists, write a final paper as well as a final oral project.

DANC 4010. Taylor Technique. (2 Credits)

This class prepares the advanced dancer for the specific demands of Taylor-style dynamics, physicality and shape orientation. Goals include creating a strong center from which movement can emanate fluidly and exploring the use of weight through space.

DANC 4011. Taylor Technique II. (2 Credits)

This class prepares the advanced dancer for the specific demands of Taylor-style dynamics, physicality and shape orientation. Goals include creating a strong center from which movement can emanate fluidly and exploring the use of weight through space.

Prerequisite: DANC 4010.

DANC 4030. Limon Technique. (2 Credits)**DANC 4040. Dance Methodology. (2 Credits)**

In keeping with the Alvin Ailey mission, "dance is for everybody," as well as humanist traditions within Fordham University, the Dance Methodology course will emphasize working with diverse populations and movement styles. Components of the Dance Methodology course include Lecture, Studio Practicum, and Critical Analysis.

DANC 4510. Ballet VII. (3 Credits)

This advanced-level course sequence develops a refinement of the work of the feet, legs, arms and head at the barre. Exercises that build higher extensions and increased turn out are given with varying rhythms. Adagios are done at a slow tempo for control and strength; in contrast, very fast exercises develop speed and precision. More stretching develops greater suppleness and ease of movement. Complicated small jumps with beats, multiple turns, changes of direction and coordination of the feet, arms and head are emphasized in the center work. Longer adagios demand high extensions, big pirouettes, balance and musicality. Long grand allegro combinations with big jumps and turns build strength, stamina and power for the men. Women do pointe work in the center and traveling in big combinations across the floor and take an additional Pointe class once weekly. At this level, artistry and musicality are emphasized.

DANC 4511. Ballet VIII. (3 Credits)

This advanced-level course sequence develops a refinement of the work of the feet, legs, arms and head at the barre. Exercises that build higher extensions and increased turn out are given with varying rhythms. Adagios are done at a slow tempo for control and strength; in contrast, very fast exercises develop speed and precision. More stretching develops greater suppleness and ease of movement. Complicated small jumps with beats, multiple turns, changes of direction and coordination of the feet, arms and head are emphasized in the center work. Longer adagios demand high extensions, big pirouettes, balance and musicality. Long grand allegro combinations with big jumps and turns build strength, stamina and power for the men. Women do pointe work in the center and traveling in big combinations across the floor and take an additional Pointe class once weekly. At this level, artistry and musicality are emphasized.

DANC 4520. Jumps and Turns VII. (1 Credit)

These course sequences build the strength, stamina, and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation, and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Jumps and Turns is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 4521. Jumps and Turns VIII. (0 Credits)

These course sequences build the strength, stamina, and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation, and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Jumps and Turns is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 4530. Pointe VII. (1 Credit)

This advanced level pointe class offers more complex and professional level work with the barre for strength, articulation and flexibility. Center work includes jumps, leaps, and pointe work that develop expressions and musicality.

DANC 4531. Pointe VIII. (1 Credit)

This advanced level pointe class offers more complex and professional level work with the barre for strength, articulation and flexibility. Center work includes jumps, leaps, and pointe work that develop expressions and musicality. This advanced level pointe class offers more complex and professional level work at the barre for strength, articulation, and flexibility.

DANC 4610. Horton VII. (2 Credits)

For this advanced level course sequence the warm-up now includes a long study, Dimensional Tonus, which incorporates many aspect of the warm-up into a complicated and demanding dance phrase. The center and floor work use hinges and falls with more frequency and the combinations of movements are long, sophisticated movement phrases that require strength, speed and flexibility. Individualized coaching on performance and technique is given at this advanced/professional level.

DANC 4611. Horton VIII. (2 Credits)

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DANC 4710. Modern VII. (2 Credits)

Technical skills are honed in this advanced professional-level course sequence. Breathing, a gathering and releasing of tension, is heightened, increasing versatility in the work. Phrases of movement are emphasized throughout the floorwork. More complicated, longer combinations in the center build control and balance while working on and off center. Leg extensions are higher and the full integration of the legs, arms and head with the torso as the center and the catalyst of all movement is achieved. The body now moves as a whole, not as individual parts. There is no longer a separation of the floor, standing and traveling work, but all are combined in lengthy combinations as an expressive, dramatic and technically advanced vocabulary. Performance skills are coached, particularly the dramatic expression of the individual.

DANC 4711. Modern VIII. (2 Credits)

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DANC 4810. Senior Project in Performance. (3 Credits)

The Senior Project in Performance offers invaluable practical experience for students as performers, speaker/lecturers and, in some cases, choreographers. The first term is spent working with renowned artists-in-residence from the professional dance field. They represent a range of aesthetics from masters like Alvin Ailey, Jose Limon, or Paul Taylor to emerging artists like Ronald K. Brown, Lila York and Donald Byrd. These workshops can offer supplementary technique training (Limon) or creative work (Creach and Koester) that complement the rehearsal of dance repertory. Under the guidance and supervision of The Ailey School faculty, students perform at locations in the metropolitan area during the winter. In the spring, the project culminates with intensive rehearsals and coaching that prepare the students to be showcased in their BFA spring Concert in a New York City theater.

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DANC 4820. Senior Project in Choreography. (3 Credits)

This course sequence is taken under the mentorship of an Ailey School faculty member by those students selected as gifted and motivated choreographers. Three solo, duet and/or group works, one of which must be a group work, are completed for a formal studio showing at the end of the fall term. Three or more works, only one of which can be a solo work, must be completed for a shared formal concert at the end of the spring term.

DANC 4821. Senior Project in Choreography. (3 Credits)

This course sequence is taken under the mentorship of an Ailey School faculty member by those students selected as gifted and motivated choreographers. Three solo, duet and/or group works, one of which must be a group work, are completed for a formal studio showing at the end of the fall term. Three or more works, only one of which can be a solo work, must be completed for a shared formal concert at the end of the spring term.

DANC 4910. Rehearsal Seminar. (3 Credits)

Students selected to be full members of the Ailey II Company or another approved dance company are required to take company class or another dance technique class 5 days per week and rehearse a minimum of 20 hours per week. They must submit a comprehensive journal supplemented with programs, videotaped performances, etc. to the Director, and Co-Director of the BFA program at the end of the semester.

DANC 4911. Rehearsal Seminar. (3 Credits)

Dancers selected to be members of The Ailey Company or another approved dance company are required to take company class or another dance class 5 days per week and rehearse a minimum of 10 hours per week.

DANC 4920. Lecture: Demonstration Lab. (3 Credits)

Students must participate in all company lecture-demonstrations. This course can include performance, speaking with audience members and teaching master classes. Students must submit a comprehensive journal supplemented with programs, videotaped performances, etc. to the Director, and Co-Director of the BFA program at the end of the semester.

DANC 4921. Lecture: Demonstration Lab. (3 Credits)

Dancers continue to participate in all lecture-demonstrations throughout the United States. The frequency of appearances increases, as does the number of master classes and speaking presentations.

DANC 4930. Performance Seminar. (3 Credits)

Students selected to be full members of the Ailey II Company or another approved dance company are required to perform with that company for a minimum of 12 performances. Rehearsal periods vary, but must exceed 4 weeks. Students must submit a thesis supplemented by programs, videotapes of 2 or more performances, etc. to the Director, and Co-Director of BFA program at the end of the semester.

DANC 4931. Performance Seminar. (3 Credits)

This course continues the work of DANC 4911. There is an increase in the frequency of performances. Minimum of 20 performances.

DANC 4940. Teaching Lab. (3 Credits)

Students are required to teach master classes to students and to engage in question and answer sessions after performances. They are also required to teach a company class while on tour, submitting syllabi and teaching plans to the Director, and Co-Director of the BFA program at the end of the semester.

DANC 4941. Teaching Assistant. (3 Credits)

This course continues the work of DANC 4940. There is an increase in the master classes and question and answer sessions after performances. The student is required to teach a company class while on tour, provide a syllabus and teaching plan to the Director and Co-Director.

DANC 4950. New Directions Choreography Lab. (3 Credits)

This lab is a creative residency program hosted by Robert Battle and The Ailey School. The program was initiated by Mr. Battle in response what he identified as the biggest detriments to creativity in the choreographic process: lack of time, space, and artistic and financial resources. The primary mission of the lab is to cultivate an environment in which choreographers are free to take creative risks and explore new ideas. Students work with two emerging choreographers per semester.

DANC 4960. Contemporary Floorwork. (2 Credits)

This course will cover the fundamental techniques of full-bodied movement on and off of the floor.

DANC 4999. Tutorial. (4 Credits)

Independent study.

Design Management (DGGB)

DGGB 0001. Math Meth for Bus (Peking U). (4.5 Credits)**DGGB 0002. Statistics (Peking Univ). (4.5 Credits)****DGGB 6800. Pre-MBA Quant Camp. (0 Credits)**

QuantCamp helps prepare incoming students for the rigor of their core courses. It covers the basics of finance, accounting, and statistics.

DGGB 6810. Math Methods for Bus. (3 Credits)

(MBA program prerequisite) Studies the fundamental methods of mathematics applied in business statistics and operations research. The course concentrates on linear algebra and differential and integral calculus.

DGGB 6820. Statistics. (3 Credits)

MBA CORE COURSE Introduces the basic statistical concepts essential for business research and decision-making. These include descriptive statistics, probability distributions, statistical inference and simple and multiple regression.

Attributes: BUAN, ISEL.

Mutually Exclusive: MMGB 6820.

DGGB 6830. Statistics and Decisions. (3 Credits)

Introduces the statistical concepts essential for business decision making. Topics include: Random Variables, normal distribution, sampling distributions; confidence intervals; one and two sample hypothesis tests; simple linear regression; multiple regression; categorical data analysis; ethics in statistics. These concepts will be implemented using state of the art statistical software.

DGGB 7811. System Design Internship. (1 to 3 Credits)**DGGB 781A. Statistical Theory I. (3 Credits)**

This course provides an Introduction to mathematical Statistics and a foundation for acquiring the skills to apply advanced statistical models to many important areas of decision-making in business. The course focuses on developing an understanding of random variables, their distribution functions, and sampling theory.

Prerequisites: DGGB 6820 or GBA Waiver Statistics with a score of 070.

DGGB 781C. Sampling Theory. (3 Credits)

This course is about the use of samples in research and statistical studies. Many courses teach how to analyze data. But, before you analyze it, you have to get it. Where do you get the data? Sampling is widely used for gathering information about various populations, be they people, animals, products, services or natural phenomenon, for industry, government, education, or service. The need to understand what is going on in the world today and predict what might happen in the future requires information and data on what exists today. Social and economic policies, health care planning, and corporate strategies all depend on statistical information. Scientific experiments, such as in medicine, must be constructed so as to provide valid information on which to base decisions about future availability of drugs, products, and services. This course provides a foundation in sample design and data collection for decision making. We study theoretical principles and applications, starting with definition of the population characteristic of concern, the frame, sampling methods, sample size, and sampling plan. We study also sampling and non-sampling errors and biases, problems of non-response, the half-open interval, and other methods to assure validity and usefulness of our data. Assignments will involve constructive criticism of studies in the press and company reports today. An end-term assignment will require writing a sample design for a study of your own.

Prerequisite: DGGB 6820.

DGGB 7844. Stat Methods and Comp I. (3 Credits)

This course is designed to introduce statisticians to statistical programming and data analysis. Topics will include: hypothesis testing, regression models, experimental design and simulation. The statistical topics are integrated into the programming content.

Attributes: BUAN, ISEL.

DGGB 7850. Forecasting Models. (3 Credits)

Introduces and discusses forecasting systems capable of interconnecting separate areas of business. Efficient forecasting systems, based on modern analytical and simulation techniques, can provide necessary insights into the behavior of strategic variables over time.

Attribute: ASDM.

Prerequisites: DGGB 6820 or GBA Waiver Statistics with a score of 070.

DGGB 8999. Independent Study. (3 Credits)

Digital Technologies and Emerging Media (DTEM)

DTEM 1401. Introduction to Digital Technologies and Emerging Media. (4 Credits)

(Formerly COMM 2500): A comprehensive overview of the possibilities of communication in a digital world. Through a series of readings, lectures and assignments, students will study the history and forms of new media, address issues of media control, convergence and convertibility, and begin to explore the cognitive and cultural implications of living in a digital age. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CMST, COMC, NMDD, NMMI.

DTEM 1402. Digital Cultures. (4 Credits)

This course will examine the interplay between digital environments and the culture(s) they both stem from and shape. It will give special attention to the ways digital and networked spaces relate to lived experiences on- and offline, organize social relationships, shape values and norms, engage individuals in participatory modes of cultural production, and impact culture on an individual, group, and trans-national scale. Students will investigate the culture(s) (social norms, language, practices of inclusion and exclusion, etc.) of individual digital platforms and learn about cultural norms that span the digital world more broadly. We will also critically engage with whether and how those qualities might also impact the offline experience of various communities or groups, such as those based on race, gender, class, abilities, or affiliation with various subcultures or values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, CCUS, CMST, COMC.

Prerequisites: DTEM 1401 or COMM 2500.

DTEM 1999. Tutorial. (1 Credit)

Independent research and readings with supervision from a faculty member.

DTEM 2411. Digital Research Methods. (4 Credits)

(Formerly COMM 4710): Digital technologies affect every area of social life, from personal identity, to interaction with others, to broad social and political arenas. Digital technologies have also deeply impacted scholarship and research in the humanities and the social sciences. How can we investigate the impacts of digital technologies accurately? How do academics and industry professionals use social media, "big data," and the like to answer puzzling questions? This course provides an overview of and hands-on approach to contemporary digital research methods, including ethnography, interviews, focus groups, metrics and analytics, and polling and surveys. Students will become familiar with basic research methods used in both academic and professional contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCUS, CMST, DTMM, JOUR, JSME, NMDD.

DTEM 2412. Digital Ethnography. (4 Credits)

Ethnography, or the systematic description of human culture, has expanded beyond its anthropological origins and is widely used by researchers and industry professionals alike to understand online interaction. This class explores how ethnographic methods, such as participatory observation, field notes, and interviews, can be used to examine and analyze popular internet culture, self-expression, relationships, social practices, and emerging technological forms. Students will learn the basics of digital ethnography, and be able to competently leverage cultural analysis to understand digital artifacts. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: DTMM, LING.

DTEM 2413. Participatory Methods. (4 Credits)

This course spans both the use of participatory methods to research digital technology, as well as the use of digital technology to facilitate participatory research. Participatory, collaborative, and community-based research models aim to engage traditional research subjects as active participants in the production of knowledge. Drawing from these models, students will critically explore how emerging civic and social media produces knowledge and how to utilize such media for social research. Collaborative workshops and projects are designed to engage students in negotiating the power dynamics of various research relationships. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: DTMM.

DTEM 2414. Media Ecology. (4 Credits)

Analysis of the impact of innovations on communication, culture, and consciousness. As the study of media as environments, media ecology is concerned with the nature and effects of our codes and modes of communication, and the technologies and techniques we employ. Through an understanding of the role that media play in historical patterns of change, we can assess the influence of the contemporary media environment on individuals and society, and better plan and prepare for the future. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, CMST, COMC, DTMM.

DTEM 2417. Data Visualization. (4 Credits)

Obtaining, interpreting, visualizing and displaying data are essential skills for communication professionals in the 21st Century. This hands-on introductory course in data visualization will help students learn to use data to tell visual stories. Topics discussed will range from where to find data and how to evaluate sources to how to organize data to create visually appealing graphics that tell stories that can be grasped in an instant. Students will critique published visualizations to identify common pitfalls, as they create a data-based story to add to their portfolio. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: DTMM, JOUR, NMAT, NMDD, NMMI.

DTEM 2421. Digital Production for New Media. (4 Credits)

This course focuses on analysis and practice of visual design concepts as they apply to a wide range of digital software programs. The course generally covers photo editing, audio editing, video editing, desktop publishing, and basic website design. Classes are structured around individual production assignments with a focus on project management, composition, and layout. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: JDPR, JOUR, NMAC, NMAT, NMDD, NMMI.

DTEM 2425. Digital Video Production I for DTEM. (4 Credits)

(Formerly COMM 2222) This introductory workshop class will teach the fundamentals of digital video production and cinematic storytelling. Students will learn concepts, techniques, and technologies pertaining to digital video and sound through hands-on production and post-production assignments. We will explore the aesthetics and the communicative potential of the medium through screenings, critiques, and exercises. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: FIPR, FITV, JDPR, JOUR, NMDD, NMMI.

Mutually Exclusive: FITV 2425.

DTEM 2427. Digital Audio Production. (4 Credits)

(Formerly COMM 2303): A comprehensive introduction to the principles and techniques of audio production. Instructions in the use of portable audio equipment as well as in production and post-production skills. A hands-on approach augmented with readings and listening to audio material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JOUR.

DTEM 2431. Topics in Digital Production. (4 Credits)

An examination of radio and television from cultural, aesthetic and historical perspectives. Topics covered include the development of broadcast programming, the sources of radio/television forms in other media and the impact of electronic media on the arts today. The course considers how broadcasting has affected contemporary culture and emerged as the most prominent maker of popular images. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2443. Fashion and Digital Media. (4 Credits)

This course examines what happens when one of the oldest forms of communication, fashion, meets up with the newest, digital media. Digital media has reconfigured the fashion industry: bloggers sit alongside famous magazine editors at Fashion Shows, the retail industry collapses as online shopping takes off, platforms such as Instagram reconfigure social status and power. While digital media creates new jobs, communities, celebrities, status and power in the fashion world, it also maintains and creates new social inequalities. We will examine the relationship between fashion and digital media from three vantage points: globally, locally, and personally. Our global focus considers the ways digital media creates new networks of production/labor/people; the local unit considers new jobs and identities (such as "influencers") in the fashion industry, with special focus on New York City; and our focus on the personal. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CMST, FASH.

DTEM 2450. Digital Property: Rights, Policies, and Practice. (4 Credits)

This course will provide a general overview of copyright law specific to its impact on media and entertainment institutions, online platforms, and distribution channels. The course will examine copyright subject matter, ownership, duration, rights, licensing, infringement, and fair uses with a focus, in particular, on issue-identification and other analytical skills for professionals in practice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CELP, CMST, COMC, DTPL, NMAC, NMDD, NMMI.

DTEM 2452. Game Culture: Theory & Practice. (4 Credits)

Games are everywhere and over 155 million Americans play them regularly on tabletops and electronic devices across the county. Their prevalence has prompted the medium as a space for expression, art, and meaning-making. Moving beyond the notion of simple entertainment games are creating provocative experiences to promote change or understanding. This course emphasizes exploration and critical thinking as we discover how games are designed to address issues such as social justice, gender representation, behavioral change, and education. Through analyzing game artifacts and engaging in creative exercises, students will be able to think critically about games and how they are designed. Students will apply this literacy into their own game projects. This course is open to anyone who is interested in games and their possibilities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, NMAT, NMDD.

DTEM 2453. Introduction to Game Narrative. (4 Credits)

The rise of interactive experiences has coincided with the exponential growth of the video game industry over the past two decades. There has been an increasing crossover between games and other forms of entertainment media, as well as games connected to areas such as mental health, social justice, and education. An understanding of game mechanics has become fundamental to operating in the digital media landscape. At the same time, we have very recently entered a storytelling moment, and the creation of novel storytelling strategies for games has become a key component of the development process. The practice of game narratives is a new aspect of writing for digital media, one that helps to bridge storytelling formats from television and film with interactive experiences on our computers or phones. This course introduces students to the design of narrative games, including narrative and game-design strategies. There will be a balance of story and game development as students create their own worlds filled with characters, history, and opportunity. This course is open to anyone who has an interest in games as storytelling mediums! Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAT, NMDD.

DTEM 2459. Social History of Communication and Technology. (4 Credits)

(Formerly COMM 2010): Explores theoretical and critical perspectives on technology, with special emphasis on the impact of technology on communication, culture and consciousness; the symbolic component of technology; the ecology of media; the process of technological innovation and the diffusion of innovations; the role of media and culture in the creation of a technical society. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, COMC, LING, SSCI.

DTEM 2471. Writing for Online Media. (4 Credits)

From Web sites to Web logs, wikis to social media, the Internet continues to evolve and offer opportunities for communicators in various fields. Students will create their own blog; learn about cyber-journalism; apply their writing skills toward business, politics, art, or personal expression; and explore how marketing, public relations, Web design, and other factors impact writing style in New Media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: JOUR, NMDD, NMMI.

DTEM 2999. Tutorial. (2 Credits)

Independent research and readings with supervision from a faculty member.

DTEM 3423. Projects in Digital Video. (4 Credits)

Students will explore the possibilities of digital video and evolve both conceptually and technically through critiques, tutorials, readings, discussion and practice. Students will be challenged to discover and shape concepts of interest, experiment, explore narratives, plan and execute, while developing strategies for effective communication through moving image and sound. Resulting work can be delivered as video for the screen, installation or performance. Students are challenged to find appropriate outlets for their works (such as festival, public space, broadcast, screening, gallery, etc.) This course is at the intermediate level. Students should enter with working knowledge of Final Cut Pro X or another similar video editing software garnered through a previous course in digital video or permission of instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: FIPR, NMAT, NMDD, NMMI.

Prerequisites: COMM 2082 or COMM 2222 or COMM 2522 or COMM 2523 or DTEM 2425 or FITV 2425 or JOUR 1701 or VART 1265.

DTEM 3425. Digital Video Production II. (4 Credits)

Students will devote the semester to developing a narrative or documentary project of their choosing from concept to post-production. This workshop will allow students to evolve technically and conceptually through screenings, critiques, tutorials, readings, and practice. This is an intermediate class, and students must have taken some sort of introductory film/video production class prior to enrolling, and have some basic familiarity with DV cameras and editing software. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: FIPR, FITV, NMDD, NMMI.

Prerequisites: DTEM 2425 or FITV 2425 or FITV 3512 or VART 1265 or VART 3261 or VART 3262 or COMM 3525.

DTEM 3444. Nerds, Geeks, and Bros.. (4 Credits)

This course looks at the rise of the 'nerd' as a way to investigate shifts in masculinity, race, and power with the rise of the digital economy. Part of the course investigates how men, starting in the 1960s to the "Brotopia" of Silicon Valley today, dominate digital technologies and the STEM field. We will examine the historical and cultural shifts that changed computer work from a feminine job to a masculine one. From examinations of popular culture, such as movies, students will trace how the nerd figure became a new hero. The nerd hero is overwhelmingly male and white and represents shifts in gender and racial politics. Students will read from history, social science, communications, as well as study popular media such as movies, television, and advertisements. Through an investigation into the nerd, geek, and bro figures, students will see how women and minorities innovations have been left out of history, as well as left out of the industry. By the end of the course, students will advance potential solutions to the inequalities in the technology industry.

Attribute: DTEV.

DTEM 3447. Race, Gender, and Digital Media. (4 Credits)

Technologies—especially digital media—are often described as creating a more diverse global community. But the reality is that forms of difference, notably race and gender, are very much a part of our digitally mediated lives. This course will focus on how technologies have, at times, reproduced, ignored, helped, and hindered representations of and opportunities for power offered to people of different races and genders. In this course, students will be expected to identify, observe, understand, and analyze issues of race, gender, ability, and class present in "new" media. Topics will include historical accounts, contemporary industry practices that often exclude people of color (particularly women of color), identify, and representation online. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, ASSC, CCUS, COMC, DTEV, JOUR, LALS, LASS, PJRC, PJST, PLUR, WGSS.

DTEM 3452. Game Design Projects. (4 Credits)

This course is an applied production-oriented class that focuses on providing students the expertise needed to work on a design team to develop their own game projects. At the conclusion of the course, students will complete a playable game prototype for release online or showcased elsewhere. Games will address issues such as social justice, gender representation, behavioral change, or education, and will be developed using RPG Maker MV. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAT, NMDD.

Prerequisite: DTEM 2452.

DTEM 3463. Civic Media. (4 Credits)

Participating in local life can be difficult. Information is hard to obtain and validate, local meetings are difficult to attend, networks are challenging to build. Increasingly, governments, advocacy groups, community organizers, and individual citizens are looking to digital tools to increase and improve the conditions in which we live and enhance our opportunities to engage. We will look at academic research surrounding citizenship and engagement in a digital era and cover research into many genres of civic media, from citizen journalism to hackathons, tech for development, activist art hacker culture, and games for good. This class will not only explore the various goals campaigns are using digital tools to meet, but will also focus on what type of citizen these tools are enabling and encouraging people to become. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CMST, COMC, DTEV, JOUR, NMDD, NMMI.

DTEM 3475. Digital Media and Advocacy. (4 Credits)

This course will teach students the history of using digital media for advocacy, its contemporary implications for political participation and social movements. It is grounded in theories of technology for development, social movement theory, and participatory citizenship. It also involves a practical element, and teaches students and puts those to use in practically applied lessons concerning how to use digital media to impact political participation (in terms of protesting, donating, civic engagement, voting, and more). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, CMST, JOUR, NMAC, NMDD, NMDE, NMMI, PJSJ, PJST, PPWD.

DTEM 3476. Social Media. (4 Credits)

(Formerly COMM 3307): This class critically examines popular computer-mediated communication technologies such as Facebook, Twitter, and YouTube. Students will critically analyze, use, and encounter a broad range of social technologies. Students will also learn basic social media skills, "best practices," and create and propagate content. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, ASSC, CMST, JOUR, JSME, NMAC, NMAT, NMDD, NMMI.

Mutually Exclusive: JOUR 3776.

DTEM 3500. Resistance and Global Activism. (4 Credits)

This course studies the proliferation, and implications, of digital technology in political resistance. The goal is to provide students with analytical tools and skills for understanding the strengths and weaknesses of contemporary digital resistance. The course's perspective is on the resistance played out in the "everyday life" of "ordinary" people: a resistance that might be widespread and diffused, individual or small scale, implicitly political, disguised, or even hidden. It brings to light how the "private" or "personal" can be political and explores the creativity of "cultural resistance." Particular interest will be paid to studying new sources of power and their ability to subvert or censor acts of digital resistance. By taking this course, the participants will gain a sophisticated understanding of the role played by technology, and technology providers, in the performance of and resistance to power. Course participants will develop a critical understanding of the nature of technology and its implications for local, regional, and global justice. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, CCUS, CELP, CMST, COMC, DTEV, NMDE.

DTEM 3999. Tutorial. (3 Credits)

Independent research and readings with supervision from a faculty member.

DTEM 4418. Critical Making. (4 Credits)

Critical making is about engaging in hands-on hardware design as a form of reflection and analysis. In a world where computing is becoming more embodied, ubiquitous, and sensing, critical making as a practice focuses on the material layer of digital technologies, turning from software to hardware and the physicality of computation and communications infrastructure. In this class, we will construct and deconstruct physical hardware objects using a range of approaches, such as electronics fabrication and hardware hacking. No prior coding or engineering experience is required. Students will engage in a large proof-of-concept project. Whether it's in marketing, teaching, designing, or coding, the likelihood is that you will need to understand this emerging world of intelligent objects, interconnected spaces, and making as a culture. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAT, NMDD, NMDE, NMMI.

DTEM 4430. Digital Media Ethics. (4 Credits)

This course provides a comprehensive overview of the current ethical and social implications of our data-driven society. We start by learning some of the fundamental principles of ethics and technology, and then explore the ethical responsibilities of being a data/information professional. We then look at ethical and social issues that emerge throughout the data lifecycle, including how data is collected, stored, shared, and analyzed. Finally, we will engage more deeply with the ethical and social dimensions of various data-rich contexts, including law enforcement, education, health care, and the workplace. Digital Media Ethics explores classical and contemporary approaches to ethical decision-making and applies them to modern media practices. We will examine key ethical issues confronting new media today. In addition to a basic introduction to ethics, the course will examine thorny issues that have emerged as a result of new media formats like the internet. Key concepts include digital inclusion and representation, digital lifestyles, automation and simulation, free speech and content moderation, law enforcement and digital conflict, information privacy and security, and artificial intelligence and algorithmic biases. The main objective is to inform and encourage the critical examination—and responsible development and use—of computing technologies. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCUS, CELP, DTEV, JPLH.

DTEM 4440. Privacy and Surveillance. (4 Credits)

New technologies, from closed-circuit television cameras to large databases, have shifted the information landscape in ways that call into question cultural assumptions and social norms about sharing, visibility, and the very essence of privacy. Can we have privacy in the digital age? Is mass surveillance justified? Whose interests are being served, and who is at risk? This course is designed to promote student awareness of and sensitivity to the ethics, values, and latest developments in global privacy and surveillance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASAM, ASHS, CELP, DTPL, NMAC, NMAT, NMDD, NMDE, NMMI.

DTEM 4451. The Technology Industries. (4 Credits)

From 2-person startups to multinational corporations, technology companies exert an enormous influence on contemporary society, industry, and politics. This course critically examines various aspects of the technology industries, such as engineering culture, entrepreneurship, the history and culture of Silicon Valley, and the influence of technology companies on policymaking and localism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: DTPL.

DTEM 4470. Values in Design. (4 Credits)

This course focuses on the role values play in the design and development of technologies. Students will gain hands-on experience with several design approaches and methodologies such as value sensitive design, values in design, and values-led participatory design. Course readings, discussions, and activities will be organized into a design project that posits a technological experience centered on a particular value set and using a value-oriented design approach. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CELP, DTEV, NMAT, NMDD, NMDE.

DTEM 4480. Digital Media and Public Responsibility. (4 Credits)

An examination of the public cultures, goods, and problems that emerge from the ongoing integration of digital media into everyday life. This course goes beyond a traditional focus on personal problems and responsibilities to explore how publics have and can take collective responsibility to address structural inequities in a digital society. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASAM, ASHS, CELP, DTEV, EP4, JETH, JOUR, NMDD, NMDE, VAL.

DTEM 4488. Political Communication in the Digital Era. (4 Credits)

This course will focus upon the construction of campaign communication through the lens of two fundamental messaging phases: (1) the development of campaign messages through initial research, polling and strategy; and (2) the dissemination, circulation, and sometimes adjustments of those messages through use of paid and earned media. In doing so, we will focus on both digital and traditional/mass media channels, and on messaging within a variety of contexts, including crisis communication, going negative, get out the vote (GOTV), and more. In doing so we will seek answers to a variety of questions: What exactly is effective political communication, particularly in the context of campaigns? How do campaigns create messages that not only persuade citizens of a candidate's worth, but move citizens to vote or not? How do these messages find their way into various channels of communication? How can the use of many disparate channels – of different technologies, tactics and skills – best reflect a coherent campaign strategy? And how do all of these efforts comport with our traditional notions of democracy, and/or point to new ideals? To get at these questions, research concerning the efficacy of messages, the process of their construction, and democratic values implied by their content will be the focus of this course. These empirical measurements of the state of campaign messaging and its theoretical implications will be supplemented by periodic advice from practitioners of political communication about the practical application of such research from professionals in the field. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, CMST, JOUR.

DTEM 4999. Tutorial. (4 Credits)

Independent research and readings with supervision from a faculty member.

Disability Studies (DISA)

DISA 2500. Introduction to Disabilities Studies. (4 Credits)

This course will introduce students to the multidisciplinary field of disability studies through an exploration of the diverse ways that disability signifies across the social sciences and humanities. It will interrogate the meanings of disability in a variety of contexts within the U.S. and beyond with a particular focus on the ways that disability intersects with other categories of lived experience (race, gender, sexuality, socio-economic class). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, PLUR.

DISA 3999. Independent Study. (3 Credits)

Independent study in disabilities studies.

DISA 4999. Independent Study. (4 Credits)

Independent study in disabilities studies.

Domestic Relations Law (DRGL)

DRGL 0337. Family Law. (3 to 4 Credits)

The family plays a central role in American society, affecting both individual lives and the nation as a whole. Family law is the system of direct and indirect regulation that structures family life by determining both entry and exit from familial relationships, the rights and responsibilities that flow from family status, and the larger context of family life. Family law is one of the most important areas of law, as measured by its effect on people's lives, the volume of litigation, and the financial and affective issues at stake. This course defines the reach of family law very broadly. We will cover the bread and butter of traditional family law (including marriage, divorce, and the child welfare system), but we will also reach more broadly to look at reproductive rights, education and schooling, inheritance and end of life decisions, the legal status of pets, and much more. This course will cut across traditional law school disciplines, including civil, criminal, and constitutional law. We will consider important and complex questions, such as: What is a "family"? How does, and how should, family law address nontraditional families? How do class, gender, race, and religion affect family law?

Attributes: INLJ, LMCO, PIE.

DRGL 0422. Child Welfare Policy. (2 Credits)

This course examines the modern child welfare system (recently renamed the family regulation system) from its origins in the U. S. institution of slavery and the English Poor Laws to the current massive system of family policing, separation, fostering and permanent termination of parental rights. Topics covered include an overview of the laws at play in the family regulation system, poverty and parenting, systemic racism and the growing abolition movement. The course will include a series of guest speakers with lived experiences in the system and incorporate models of legal practice within the system.

Attributes: INLJ, LLM.

DRGL 0929. Child Welfare. (2 Credits)

This course is designed for students who are interested in understanding how the state intervenes in cases of suspected child abuse and neglect. Through an interdisciplinary lens of law and social work, this course offers a comprehensive overview of the child welfare system in America. When parents are deemed unable to provide adequate care for their children due to abuse and/or neglect, a state can intervene by providing oversight and services, including removal of the child from the home to ensure that children are cared for and safe. Through class discussion, and assigned readings and projects, this course will examine the history of the child welfare system and its evolution, the constitutional underpinnings of the role of the state with regard to family, key issues concerning both parental and children rights, and current directions. This semester-long course will impart both theoretical and practical knowledge.

Attributes: INLJ, LLM.

Economics (ECON)

ECON 0912. Requirement Preparation. (0 Credits)

For Ph.D. and master's students, registration is necessary to maintain continuous enrollment while preparing for a milestone requirement, such as a comprehensive exam, master's thesis, or dissertation submission. Students who are studying for comprehensive examinations while still completing coursework do not need to register for any special status; however, if they are neither registered for coursework nor taking comprehensive examinations during the semester in question, they must register for Requirement Prep.

ECON 0914. Requirement Preparation in Summer. (0 Credits)

For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

ECON 0930. Ph.D. Comprehensive Examination: Economics. (0 Credits)

Certification in economic theory (macro and micro theory) is achieved through written comprehensive examination. Each examination may be repeated once.

ECON 0936. Master's Comprehensive Examination-Economics. (0 Credits)

The M.A. comprehensive exam in economics tests knowledge of microeconomics and macroeconomics and is taken after completion of ECON 6010 and ECON 6020. It is a three-hour written certification examination and is offered twice per year, in January and at the end of May or in early June. It is intended for M.A. students.

ECON 0940. Pre-Dissertation Paper Development. (0 Credits)

Students in the Ph.D. program in economics register for this course while working on their pre-dissertation paper. The course is meant to be taken after passing core comprehensives and thus completing ECON 0930. It is meant to be taken before ECON 0950. It cannot be taken simultaneously with ECON 0912 or ECON 0950.

Prerequisite: ECON 0930.

ECON 0945. Pre-Dissertation Paper Acceptance. (0 Credits)

This is an administrative course for students in the Ph.D. program in economics signaling successful completion and acceptance of the pre-dissertation paper.

Prerequisite: ECON 0940.

ECON 0950. Proposal Development. (1 Credit)**ECON 0960. Proposal Acceptance. (3 Credits)****ECON 0970. Dissertation Mentoring - Economics. (0 Credits)**

Doctoral candidates in economics are required to be registered for Dissertation Mentoring, which has a 3-credit fee, the semester after the student's proposal is accepted.

ECON 1100. Principles of Macroeconomics. (3 Credits)

Investment, GDP, interest rates, the budget deficit, inflation, unemployment, banking, monetary and fiscal policies, and exchange rates appear frequently in the media but are often little understood. Macroeconomics studies these aggregates and their interconnections and looks at the influence of the Federal Reserve and the federal government.

Attributes: ACMI, BUMI, FRSS, IPE, LPBC, SSCI.

ECON 1150. CB Honors Macroeconomics. (4 Credits)

This course will introduce students to the analytical tools macroeconomists use to address questions about inflation, unemployment, economic growth, business cycles, the trade balance, and fiscal and monetary policy. The tools include basic models of the interaction among goods markets, labor markets, and financial markets and how these interactions determine overall economic performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 1200. Principles of Microeconomics. (3 Credits)

Microeconomics studies the decisions and interactions of consumers and businesses, resulting in an understanding of the process by which prices and quantities are determined in a market setting. Forms of industrial organization, such as competition, monopoly, and oligopoly, are explored. The markets for labor and other factors of production are also studied as a part of this course.

Attributes: ACMI, BUMI, ENST, FRSS, IPE, SSCI.

ECON 1250. CB Honors Microeconomics. (3 Credits)

The purpose of this course is to give students the principles that are required to understand current microeconomic issues. Economic logic and evidence are used to analyze consumer and business decisions, and the institutional factors shaping those decisions (e.g., the role of the government). We go through economic theories, and then discuss how these theories apply to the real world.

ECON 1800. Internship. (1 Credit)

Internships allows students to integrate academic work with practical applications. Additionally, they provide excellent training and offer students opportunities to sample different occupations, thus helping to consolidate goals for future employment and education. Recommendations from intern supervisors are often critical for future employment, and many internships can lead to employment within the given firm.

ECON 1999. Tutorial. (1 Credit)

Independent Study.

ECON 2140. Statistics I. (4 Credits)

This course introduces students to descriptive statistics, probability theory, discrete and continuous probability distributions, sampling methods, sampling distributions, estimation, and hypothesis testing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BUMI, IPE, URST.

ECON 2142. Statistics II. (4 Credits)

This course develops the student's ability to collect data, postulate a hypothesis or a model, select the appropriate statistical technique, analyze the data using statistical software, draw correct statistical inference, and clearly summarize the findings. Specific topics include chi-square tests, analysis of variance, simple and multiple regression and correlation models, time series analysis, and quality control. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IPE.

Prerequisite: ECON 2140.

ECON 2999. Tutorial. (2 Credits)

Independent research and readings with supervision from a faculty member.

ECON 3100. History of Economic Thought. (4 Credits)

In this course, students examine the development of economic thought since the age of mercantilism. Economists covered include Adam Smith, Thomas Malthus, David Ricardo, Karl Marx, John Stuart Mill, Alfred Marshall, Thorstein Veblen, John Maynard Keynes, and John Kenneth Galbraith. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISEU, ISIN.

Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3116. Intermediate Macroeconomics. (4 Credits)

An examination of the causes of fluctuations in the level of economic activity is at the center of this course. The impact of changes in consumption, investment, and government spending on employment, the price level, and economic growth are analyzed in detail. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

Prerequisites: ECON 1100 or ECON 1150.

ECON 3118. Intermediate Microeconomics. (4 Credits)

Theory of demand, price-output, equilibrium of firms under different market conditions, theory of production, and determination of factor prices are analyzed in detail. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3119. Honors Intermediate Microeconomics. (4 Credits)

This course provides students with a comprehensive guide to microeconomic theory at the advanced undergraduate level. The honors version of this course is more mathematically challenging and covers several advanced topics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 1200 or ECON 1250.

Mutually Exclusive: ECON 3118.

ECON 3125. Managerial Economics. (4 Credits)

This course will focus on the application of microeconomics to management decision-making in both the private and public sectors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3135. Income Distribution. (4 Credits)

In this course, we will focus on government income and expenditure surveys, income density functions, estimating distribution models, Lorenz curves, Gini coefficients, and quantiles. Other topics of coverage include poverty definitions and estimation, and absolute and relative income inequality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3145. Behavioral Economics. (4 Credits)

Scientists and philosophers have long pondered the intricacies of human decision-making. Are people primarily deliberative or are they more prone to emotions? This course brings together the latest findings from economics, psychology, and neuroscience to discuss how humans go about making economic decisions and the factors that affect those decisions. Such decisions include ones at the level of individuals, within small groups, and in more anonymous and impersonal market settings. The course looks at how social norms as well as cognitive biases and errors affect our day-to-day judgements and how we can make more informed decisions. The aim of the course is to introduce students to an exciting and cross-disciplinary perspective in human decision-making. This will involve applying the knowledge and insights gained to undertake critical analyses of a range of issues affecting our judgements on matters of significant economic importance, affecting both businesses as well as the nonprofit sector. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: (ECON 1200 or ECON 1250) and ECON 2140 and ECON 3118.

ECON 3154. Math for Economists. (4 Credits)

Introduction to differential calculus and linear algebra, as used in economics. Topics include optimization of single variable and multivariable functions, optimization subject to constraints, determinants, matrix inversion, and use of exponential and logarithmic functions in economics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3160. Game Theory. (4 Credits)

Game theory considers static and dynamic situations of strategic interaction among entities such as individuals, firms, governments, and teams. In this course, we develop game-theoretic solutions to these strategic situations and use these solutions to predict behavior. In doing so, we apply game theory to markets, bargaining, laws, contracts, voting, and social norms, among other things.

Attribute: ASSC.

Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3162. Economics and Business Forecasting. (4 Credits)

This course surveys the basic principles of forecasting and the most widely used forecasting models. This computer-assisted course uses the Main-frame or PC version of statistical packages like SPSSX. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3210. Development Economics. (4 Credits)

This course introduces students to the trends, causes, and consequences of poverty and economic deprivation in developing countries. We will cover topics in poverty, health, education, program evaluation, and the interplay between development and psychology. We will draw lessons from policy experiments in a wide range of developing countries (in Latin America, Asia, Africa, and the Middle East) to understand what works and what doesn't. Specifically, you will learn about the basic facts surrounding the development process to use economic theory to make sense of these facts and identify gaps in our understanding and design policy experiments, collect and analyze data, and drive policy dialogue. Finally, this course prepares you to conduct research work in international organizations, such as the World Bank, International Monetary Fund, Bill and Melinda Gates Foundation, Catholic Relief Services, UNDP, and others. It prepares you to undertake development policy work in the real world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, HPSE, HUST, INST, IPE, ISIE, ISIN, LALS, LASS.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3212. Open Economy Macroeconomics. (4 Credits)

ECON 3212 is a field course in international macroeconomics. Ideally, students will take it after Intermediate Macroeconomics (ECON 3116). The course develops theoretical models to think about monetary policy in open economies, nominal exchange rate regimes, real exchange rates, sudden stops, international capital movements, twin crises, and sovereign debt crises. These models are then used to analyze the U.S. economy, as well as relevant case studies occurring in emerging nations in recent years. These might include U.S. twin deficits, the 1995 Mexican Tequila crisis, 1980s Latin American debt crises, the 2001 Turkish sudden stop, and the large current account surplus of the Chinese economy. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, GLBL, INST, ISIN.

Prerequisites: (ECON 1200 or ECON 1250) and (ECON 1100 or ECON 1150).

ECON 3235. Economy of Latin America. (4 Credits)

This course will cover the Latin American experience from an economic perspective, including the political and social dimensions of this experience. Latin America's economic relations with the developed nations (trade, investment, foreign aid), the problems of internal stabilization in Latin American economies, and the "distributive" issues (land tenure, income distribution, employment) are among the most controversial subjects the course will consider. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, GLBL, HPSE, HUST, INST, IPE, ISLA, LALS, LASS, PJEC, PJST.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3240. World Poverty. (4 Credits)

This course is an investigation into the causes and consequences of poverty, both in the United States and in developing countries. The available statistics and the economic explanations of poverty are surveyed. Contemporary debates over policies to reduce poverty are discussed, including issues of welfare, food and housing subsidies, foreign aid, famine relief, and agricultural development. The link between income distribution and economic growth is also discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, GLBL, HPSE, HUST, INST, IPE, ISIN, LALS, LASS, PJEC, PJST, URST, WGSS.

Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3242. Global Economic Issues. (4 Credits)

Students will debate the economic and environmental consequences of globalization, including trade agreements, labor standards, immigration, capital flows, climate change, and the HIV/AIDS and malaria pandemics. The perspective of non-western countries is emphasized, including their participation in such international agreements as the Kyoto and Montreal Protocols and within such institutions as the WTO, the World Bank, the United Nations, and the IMF. We study a little game theory as applied to international negotiations and some key principles of environmental economics, but there is no prior coursework formally required for this course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, INST, IPE, ISIN, LALS, LASS.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3244. International Economic Policy. (4 Credits)

This course explores the theoretical foundations of international trade flows and international monetary economics. The theoretical background is then used as a basis for discussion of international economic policy issues. The course emphasizes patterns of international trade and production; gains from trade; tariffs and other impediments to trade; welfare implications of international trade and trade policies; balance of payments; foreign exchange markets; coordination of monetary and fiscal policy in a global economy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, HPSE, HUST, INST, IPE, ISIE, ISIN, PJEC, PJST, URST.

Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3245. International Institutions: Economics and Politics. (4 Credits)

This course uses economic methodology to study the fundamental relationships between wealth and political power in the context of various international economic policies. Contemporary issues covered can include globalization, protectionism, trade wars, foreign assistance, and macroeconomic coordination. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: IPE, ISIE, ISIN.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3248. Migration and Development: A Social Justice Perspective. (4 Credits)

Migrations continue to reshape the global economy, especially in large cities. The human rights of conflict and climate refugees are major challenges for UN countries. Global inequality is now determined mainly by where you are born. This course reviews theory and evidence on the impact of immigration on sending and receiving countries. Why do some regions welcome immigrants (e.g., NYC and California) while others spend large sums to stop migration? Who gains and who loses from immigration? Is there a fair and humanitarian approach to immigration that promotes development in sending and receiving countries while minimizing the social and political cost of human mobility? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, HPSE, HUST, INST, IPE, ISIN, LALS, LASS.

Prerequisites: ECON 1100 or ECON 1200.

ECON 3256. Comparative Economic Systems. (4 Credits)

Survey of the salient features of alternative economic systems; the mixed economies of the western world and Japan, the reforms in the former Soviet, Eastern European, and Chinese economies; problems of measuring economic performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, INST, IPE, ISIN, SOIN.

ECON 3260. Economics and Epidemiology. (4 Credits)

This course introduces students to the multifaceted ways in which epidemics interact with economic circumstances. The course introduces students to basic concepts in epidemiology. Using these fundamental concepts, the course investigates how economic, financial, social, and structural factors contribute to the distribution of health and disease in diverse populations during epidemic outbreaks. Both present-day and historical examples of these interactions are provided throughout the course.

ECON 3340. Economics of International Business. (4 Credits)

This course describes the close connection between economic development and growth of the global economy via international business enterprise. Topics include an analysis of modern international business practices as one of the principal instruments of economic development; the emergence of the global, multinational enterprise out of post-WWII institutions and policies incorporated in GATT and IMF; international business strategies applied to diverse cultures and traditions; the tensions between national identity and the requirements of the global economy; profit vs. social welfare; technology transfer (with special emphasis on communications tech); MSBE entre to global markets; access to funding via international and indigenous financial markets; and the role of foreign direct investment. The course will also feature guest speakers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, IPE, ISIN.

Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3345. Maritime Economics. (4 Credits)

In the presentation of theories of international trade, *ceteris paribus* conditions most often include transportation costs. That is, for purposes of exposition of the particular theory, the cost of transportation from one country to another is set at zero, while other costs, such as capital and labor, are closely analyzed. At the same time, it is universally acknowledged that a key factor in the growth of international trade has been the ongoing reduction of costs related to transportation. This course will focus on the maritime industry as fertile ground for the application of microeconomic—and, to some degree, macroeconomic—models. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3346. International Trade. (4 Credits)

A foundation course in international economics. Covers both international trade theory and policy. Issues examined include protectionism, trade and growth, custom unions, and multinational corporations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, HPSE, HUST, INST, IPE, ISIE, ISIN, LALS, LASS, URST.

Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3347. International Finance. (4 Credits)

A foundation course in international economics. Covers foreign exchange markets and the balance of payments. Also examines macroeconomic policies affecting employment and inflation in an open economy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, IPE, ISIN.

Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3430. ST: Sustainable Business. (4 Credits)

This foundation course for the GSB-FCRH sustainable business minor covers the ethical, economic, and scientific principles needed to manage and promote enterprises that are both profitable but also socially and environmentally responsible. Using case studies, guest speakers, and their own research, students acquire the comprehensive perspective necessary to manage and promote social entrepreneurship within large and small companies and to work with NGOs, fair trade groups, private-public sector partnerships, micro-enterprises, etc. Sustainable means profitable, environmentally sound, and enabling for small scale entrepreneurs. Case studies range from Google's East Coast wind power grid to carbon offset programs in the Amazon to mobile phone remittance-based microfinance programs in Africa. This first course will draw on the knowledge of Fordham students and faculty as well guest speakers from the New York area to build a new sustainable business and development program at Fordham. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ENT, ESEC, ESEL, IPE, PJEN, PJST, URST.

ECON 3432. ST: Modern Economics for a Sustainable World. (4 Credits)

The goal of this course is to demonstrate a novel perspective on economics that allows for well-being for all on a healthy planet. Students will learn the philosophical and religious, as well as the modern scientific, basics for sustainable development. This course focuses on applications of modern economics for global challenges. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3435. Industrial Organization. (4 Credits)

An examination of the behavior of firms in monopolistic and oligopolistic market structures; the history, content, and effectiveness of anti-trust legislation; and the role of regulation in American industry. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3453. Law and Economics. (4 Credits)

This course applies microeconomic analysis to traditional areas of legal study, such as contract, property, tort, and criminal law. The approach applies the "rational choice" framework used in economics to analyze the purpose, effect, and genesis of laws. Attention is paid to the effect of legal structures on economic efficiency. Economic analysis of law is one of the fastest-growing and most influential areas of both economic and legal scholarship. This course is of value to both the general economist and students planning to attend law school. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, BLEB, LPBC, LPGP.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3455. Economics and Regulation. (4 Credits)

This course provides students with the tools to understand the institutional aspect of regulatory and antitrust policies. It examines the economic issues at stake, what particular market failures provide a rationale for government intervention, the appropriate form of government actions, and the effects of government intervention. Such topics as government merger policies, cable television regulation, transportation regulation, crude oil and natural gas regulation, environmental regulation, and regulation of workplace health and safety will be covered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: LPGP.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3563. Labor Economics. (4 Credits)

This course examines labor institutions and their historical development in addition to the economics and peculiarities of labor markets. The role that institutional pressures (e.g., trade unions, government legislation, labor-management relations), industry organization, and market forces play in determining the terms and conditions of employment are discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LALS, LASS, LPBC, LPGP.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3570. Labor Market and Diversity. (4 Credits)

The goal of this course is to enable students to think independently about labor market and diversity issues. This course will (a) provide an introduction to the economic analysis of behaviors and institutions in the labor market; and (b) give students the tools to deal with diversity questions within the labor market such as educational attainment, employment discrimination, and income inequality across gender and racial groups. Economic logic and evidence will be used to analyze employer and employee decisions and the institutional factors shaping those decisions. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, ASSC, DISA, PJEC, PJST, PLUR, URST, WGSS.

Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3580. Economics of Diversity. (4 Credits)

Many of the social interactions of an individual in American society are shaped by the ethnic, racial, and gender groups to which the individual belongs. In this course, we will investigate several of the economic effects of social interactions in a diverse society, including residential segregation, peer effects on neighborhood crime rates, interracial marriage patterns, diversity, social norms and cultural beliefs, the spread of diseases, income inequality, and affirmative action. While the specific topics covered are broad, many share properties that can be understood through the concepts of basic network theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, APPI, ASHS, LALS, LASS, LPGP, LPHP, PJEC, PJST, PLUR, URST, WGSS.

ECON 3636. Money and Banking. (4 Credits)

In this course, we will cover the role of commercial banks and financial institutions in the creation and allocation of money and credit, the central bank as the regulator of the money supply, monetary theory and policy, and the international monetary system. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

Prerequisites: ECON 1100 or ECON 1150.

ECON 3637. Monetary Policy. (4 Credits)

An analysis of the monetary sector of the economy and the impact of monetary policies designed to solve the problems of inflation, unemployment, and economic growth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 1100 or ECON 1150.

ECON 3666. Economics at the Movies. (4 Credits)

Films spirit us away. Whether we journey somewhere in time or far, far away, we do it in the name of entertainment. One does not simply walk away from a well-made film unchanged. Regardless of the subject, genre, or direction, film draws from the human experience. This course will utilize film to illustrate the concepts that students have and will encounter in their study of economics. Through the lens of economic analysis, students will experience film and enrich the film-going experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3710. Economist as Storyteller. (4 Credits)

This course aims to provide students with a comprehensive understanding of how fundamental economics concepts are present in various forms of storytelling, including in myth, folklore, literature, and popular fiction. By the end of the course, students should be able to analyze the economic implications of stories from different cultures and time periods, and appreciate the ways in which narratives can be used to illustrate economic concepts. Additionally, students should be able to apply this knowledge to their own work, crafting narratives that effectively convey economic ideas to diverse audiences.

Attributes: ASSC, EP3.

Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3739. Financial Markets. (4 Credits)

An introduction to flow of funds analysis and interest rate determination in the money and capital markets; the risk and term structure of interest rates. An introduction to financial futures, options, and swaps. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3740. Issues in Financial Markets. (4 Credits)

This course provides an in-depth examination and discussion of selected topics in financial markets. Topics of current interest will be drawn from both academic and non-academic sources. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3743. Stocks, Bonds, Options, and Futures. (4 Credits)

This course examines the working of the primary and secondary markets, investment banking, brokers and dealers, the New York and the American Stock Exchanges, the NASDAQ, the options and futures markets. Fundamental and technical analysis is also covered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS.

Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3778. Corporate Finance. (4 Credits)

The decision-making processes of a firm across time and in the presence of uncertainty. Financial assets and markets. Valuation of financial assets. Working capital and long-term financial management. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3850. Environmental Economics. (4 Credits)

Good economic analysis underlies many successful environmental policies, from reducing air and water pollution to the Montreal Accord limiting ozone-depleting gases. However, the environmental challenges of global warming, biodiversity, and sustainable development are increasing globally, as well as politically and economically complex. This course reviews the key economic ideas underlying past successes and explores potential solutions for sustainable economic growth with environmental preservation in rich and poor countries alike. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, ENST, ENVS, EPLE, ESEC, ESEL, INST, ISIN, PJEN, PJST, SOIN, URST.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3870. Public Finance. (4 Credits)

The role of public expenditure in a market economy. Equity and efficiency in a tax system. Description and analysis of the major taxes. Intergovernmental fiscal relations. Programs for redistributing income. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LPGP, URST.

Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3872. Principles of Cost-Benefit Analysis (CBA). (4 Credits)

In this course, students will gain an introduction to the theory and practice behind environment policy decisions in developed and developing countries. We'll also discuss CBA's applications in health, education, transport, preserving the environment, and HIV/AIDS. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 3118 or ECON 3870.

ECON 3878. Evaluating New Dementia Interventions. (4 Credits)

The course presents and evaluates the many effective dementia interventions to reduce the symptoms of this debilitating condition, using a cost-benefit framework to establish whether the benefits outweigh the costs. It uses a behavioral definition of dementia by looking at how the symptoms of dementia can affect the activities of daily life, rather than just using the medical definition which is based on brain pathology. Because a behavioral definition is adopted, the course provides many insights into how economists can contribute to an understanding of this medical field and come up with public policy recommendations. The course is built around five newly evaluated dementia interventions: years of education, Medicare eligibility, hearing aids, vision correction, and avoiding living in nursing homes. The public policy emphasis is then broadened to include interventions that relate to elder abuse and human rights. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3884. Contemporary Economic Problems. (4 Credits)

This course will survey the outstanding microeconomic and macroeconomic problems facing the United States. Topics covered include changes in the global economy, unemployment, inflation, poverty, environmental protection, healthcare reform, the productivity issue, and the deficit. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LPBC, LPGP, SOIN, WGSS.

Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3885. Introductory Econometrics. (4 Credits)

This course introduces students to econometrics. It reviews the classical regression model before studying in detail deviations from the classical assumptions, which are often encountered in practice. The course covers several estimation techniques (such as maximum likelihood), as well as topics in time series analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: (ECON 2140 or MATH 3006) and (ECON 2142 or SABU 2142 or MATH 3007) and (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 3886. Machine Learning for Economists: An Introduction Using R. (4 Credits)

This course introduces students to a set of tools for modeling and understanding (possibly big) data. It blends elements from statistics/econometrics and computer science. It is therefore interdisciplinary in nature and designed for quantitatively inclined students. The course focuses on supervised learning with applications of interest, notably in economics and finance. In the first part of the course, we will define the field, discuss the meaning of model accuracy and the bias-variance trade-off, and briefly review linear regression using "R." In the second part, we will extend our study of classifiers, i.e., tools to classify observations into categories or evaluate the probability that an observation belongs to a category. For example, determining whether (and with what probability) the economy is currently in a recession is a classification problem. Methods may include the logistic regression, the naive Bayes classifier, and the K-nearest-neighbor approach. In the third part of the course, we will study resampling methods: cross-validation and the bootstrap. In the fourth and final part, we will cover more advanced topics that may include model selection and regularization, tree-based methods, or support vector machines. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 2140 and (ECON 2142 or SABU 2142).

ECON 3971. Urban Economics. (4 Credits)

Urban Economics is the study of location choices by firms and households. The technological changes and economic factors driving the process of urbanization, and the shift from a "downtown-centered" city to the suburbanized metropolises prevalent in the U.S. today are the central focus of the course. Throughout the course, New York City's history and current situation are used as examples of the economic forces operating in cities. Students will participate in a group project to analyze a major urban problem such as housing affordability, poverty, crime, or education. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, LALS, LASS, URST.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3999. Tutorial. (3 Credits)

Independent research and readings with supervision from a faculty member.

ECON 4005. Fair Trade Entrepreneurship. (4 Credits)

Fair trade is a global response to social injustice and poverty. Whether it is capital for startups or markets for fair trade coffee, the fair trade movement promotes socially and environmentally responsible business practices here and abroad. This course reviews the fair trade movement's successes and failures to find alternatives to business as usual that reduce poverty and build a sustainable global economy. Students focus on country-specific examples of fair trade and microfinance social innovation that reduce poverty by creating viable livelihoods. Marketing, insurance, finance, and management can all be applied to build a socially just and sustainable global economy. "We urgently need a humanism capable of bringing together the different fields of knowledge, including economics, in the service of a more integral and integrating vision," Pope Francis argued in his 2015 encyclical "Laudato Si'." This course explores that vision. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: IPE, LALS, LASS, PJEC, PJST.

ECON 4020. Disability: Economic and Other Approaches. (4 Credits)

This course is a critical survey of the research and analysis of disability definitions, measures, and economic issues with a focus on the interaction between disability and the public policy arena in the United States. It uses economic models but also covers in-depth approaches and methodologies in other disciplines. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: DISA, DIUL, ICC, INST, PJEC, PJST, PLUR.

Prerequisites: ECON 1250 or ECON 1200.

ECON 4025. Bronx Urban Economic Development. (4 Credits)

In this course, students will use economics, urban studies, and social service policy to examine economic, political, and social issues that impact the local Bronx community. Topics covered will include budgetary policy, education policy, community development/investment, and university/neighborhood relations, among others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, ICC, PJEC, PJST, URST.

ECON 4030. Environmental-Economic Policy. (4 Credits)

This course will introduce students to the basic supply-and-demand framework used to evaluate market outcomes in basic microeconomics courses. Within the context of this framework, the course will explore several policy-relevant environmental issues, including those related to agricultural production, climate change, electricity generation, and ecosystem services. Exploration of the contemporary environmental issues will be led by student groups, which will engage in Oxford-style debates regarding the potential resolution of each issue. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, ENST, ESEC, ESEL, PJEN, PJST.

Prerequisites: ECON 1200 or ECON 1250.

ECON 4035. Ecology and Economics of Food Systems. (4 Credits)

This course begins with a historical analysis of food as a catalyst for social and economic development. The associated costs of food production from both ecological and economic prospects are investigated with particular emphasis placed on important global food crops. Major discussions will include the ability to balance global equitability of food distribution and environmental sustainability. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ESEC, ESEL, ESHC, ICC, INST.

ECON 4100. Internship credit. (1 Credit)

This course is to be used for recording a course credit when students complete an approved internship.

ECON 4110. Ethics and Economics. (4 Credits)

This course examines how ethical considerations enter into economic decisions. Readings include writings by moral philosophers and the founders of economic thought, as well as recent research on ethical issues. Topics for discussion may include child care, trade liberalization, welfare reform, health care, poverty, pollution, and economic sanctions. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, AMST, APPI, ASHS, ASRP, EP4, LPBC, SOIN, URST, VAL.

ECON 4200. Seminar: Managerial Economics in a Global Economy. (4 Credits)

The application of economic theory (microeconomics and macroeconomics) and decision science tools (mathematics and econometrics) by firms and non-profit organizations to find optimal solutions to managerial decision problems in the face of constraints. The topics covered are new managerial theories of organizations in the globalized world of today; the theory and estimation of demand, production and costs, and their relationship to output and prices under various market structures. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: (ECON 1100 and ECON 1200) or (ECON 1150 and ECON 1250).

ECON 4800. Internship. (1 to 4 Credits)

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

ECON 4998. Honors Seminar in Economics. (1 Credit)

Supervised individual study project.

ECON 4999. Tutorial. (4 Credits)

Supervised individual study projects.

ECON 5005. Fair Trade Entrepreneurship. (3 Credits)

Fair trade is a global response to social injustice and poverty. Whether it is capital for "startups" or markets for fair trade coffee, the fair trade movement promotes socially and environmental responsibility business practices here and abroad. This course reviews the fair trade movement's successes and failures to find alternatives to business as usual that reduce poverty and build a sustainable global economy. Students focus on country specific examples of fair trade and microfinance social innovation that reduce poverty by creating viable livelihoods. Marketing, insurance, finance and management can all be applied to build a socially just and sustainable global economy. "We urgently need a humanism capable of bringing together the different fields of knowledge, including economics, in the service of a more integral and integrating vision" Pope Francis argues in his recent Encyclical Letter, this course explores this vision.

Attributes: CEED, CENS, GSSE, LALS, LASS.

ECON 5006. Programming Economics and Finance. (3 Credits)

This course introduces the student to various computer programs and their applications in economics and in finance. The course begins with a general review of programming skills using MATLAB. It then presents other statistical and econometric packages such as SAS and STATA. The course concludes with a review of the LATEX program.

Attribute: EDFI.

ECON 5011. Economic Analysis. (3 Credits)

This course provides a survey of macroeconomic and microeconomic theory intended to prepare those international political economy and development (IPED) students who did not major in economics as undergraduates for IPED's core courses in economics.

Attribute: IPED.

ECON 5012. Foundations of Economics. (3 Credits)

This course is designed for students who did not major in economics but wish to pursue a master's degree in economics. It covers the foundations of microeconomic and macroeconomic theory and is intended to prepare new M.A. or M.S. students in economics for the core economics courses in the M.A. program in economics or the dual M.A./M.S. program in economics and data science. This course cannot be taken concurrently with ECON 6010 or 6020.

Mutually Exclusive: ECON 5011.

ECON 5015. Economic Development Policy. (3 Credits)

Using economic methodology, this course examines the interaction between political and economic institutions in the determination of economic policy in developing countries. Topics may include population control, urban bias, agrarian reform, trade policies, foreign aid, and macroeconomic adjustment policies.

Attributes: CEED, CENS, HUCB, IPED, URSG.

Prerequisite: ECON 5011.

ECON 5020. African Economic Development. (3 Credits)

The key objective of this course is to develop an understanding of the economic development problems of Africa, the trade patterns and financial relationships of Africa to the rest of the world. With examples, application, and country case studies, the course covers major development challenges and the possible solutions, the growing influence of African economics in industrialized and developing countries as well as future prospects.

Attribute: HULI.

ECON 5032. Economic Theory and Application of Transfer Pricing. (3 Credits)

The reorganization of corporations into large multinational units with diverse operations has renewed interest in the issue of transfer pricing of goods and services as they move between corporate units. Transfer pricing gives rise to a host of taxation and economic issues. In this course, we focus on economic models for transfer pricing using agency theory and game theory and discuss Hirshleifer's theories of corporate organization. We then discuss a variety of tax issues that arise under different pricing schemes and work through case studies to provide a well-rounded perspective of how theory relates to practice. Undergraduate seniors who wish to enroll in ECON 5032 must have successfully completed ECON 3118 and obtained the written permission of the professor, graduate department program director, and senior class dean to register for this course.

ECON 5040. Strategic Financial Management. (3 Credits)

This course provides students with an introduction to the basic questions facing an investor evaluating firm policy. It covers debt/equity choice, dividend policy, and principle-agent problems within the firm as well as the value of the firm under different financial and managerial structures. Current research is surveyed to determine how investors interpret various financial arrangements such as dividend policy, taxes, and stock offerings. Specific attention will be paid to information and incentives of each party in a financial contract in the context of structuring the firm, running the firm efficiently, and if all else fails, bankruptcy.

ECON 5105. Topics in Economic History. (3 Credits)

The course aims to examine how to apply the core ideas and methods of economics to a wide range of historical issues, while at the same time broadening and deepening the exchange of ideas between economists and historians.

Attributes: EDAM, HIST, PSIC.

ECON 5260. Epidemics and Development Policy. (3 Credits)

In this course, students examine epidemics in developing countries, their transmission and governmental policy related to their control. Students are expected to have completed the equivalent of Intermediate Microeconomics at the Undergraduate level.

Attributes: CEED, CENS, EDAM, GSSE, HUCB, INST, IPED, ISIN, PSIC.

ECON 5280. Urban Economics. (3 Credits)

The field of urban economics addresses a wide variety of urban questions and topics. At the most general level, the field introduces space into economic models and studies the location of economic activity. Urban economics typically addresses four sets of questions: development of urban areas, patterns of development within metropolitan areas, the spatial dimensions of urban problems, and the spatial aspects of local government.

Attributes: CEED, CENS, EDAM, PSIC.

ECON 5415. Gender & Economic Development. (3 Credits)

In this course, students analyze the social nature of gender and economic development from a cross-cultural perspective. Topics include household labor, occupational segregation and earnings, inequality in market work, poverty, family structure, public policy, and gender equity. The course draws on material from economics and other social sciences to analyze the social nature of gender and economic development in a cross-cultural perspective. Topics include women's household labor; occupational segregation and earnings inequality in market work; the intersections of gender, class, race, and ethnicity; women and poverty; family structure; public policy and gender equity.

Attributes: CEED, CENS, EDAM, HULI, PSIC.

ECON 5442. Emerging Markets: South Africa. (3 Credits)

Intended for students from South Africa participating in Fordham's ADV EMRA program, this course is offered every August at the University of Pretoria. Students will collect and analyze economic and financial data on South Africa and compare it to similar data on the emerging markets as well as with more established markets. In addition, students will have the opportunity to interact with South African business, labor, and government representatives as well as with U.S. business and government representatives. At the end of the course, students will attempt to determine the prospects for foreign equity investment for a particular country.

ECON 5500. Financial Analysis. (3 Credits)

An examination of the pricing of financial instruments and the working of the markets for stocks, bonds, options, and futures contracts.

Attribute: IPED.

ECON 5510. International Economic Policy. (3 Credits)

Using economic methodology, this course examines the interaction between political and economic institutions in the determination of international economic policy. Topics may include protectionism, strategic trade policy, sanctions, and macroeconomic coordinations.

Attributes: INST, IPED, ISIN.

Prerequisite: ECON 5011.

ECON 5515. International Monetary Policy. (3 Credits)

This graduate-level course in international macroeconomics and finance is part of the core courses of the International Political Economy and Development program. It is designed to help students develop an understanding of international capital markets and provide a conceptual framework for the analysis of macroeconomic policy in an open economy.

Attribute: IPED.

ECON 5540. Emerging Markets. (3 Credits)

This course is intended primarily for IPED students interested in analyzing the dynamics of emerging financial markets in Africa, Asia, and Latin America. It compliments POGA 6991- Political Risk Analysis. Students must prepare a study of one country's basic macroeconomic performance, foreign exchange market, and stock market. The use of a computer and the internet are incorporated into the course to gather data and analyze it statistically. Intended primarily for IPED students, this course explores the dynamics of emerging financial markets in Africa, Asia, Eastern Europe, and Latin America. Complementing and expanding upon the skills learned in POGA 6991 Political Risk Analysis, students learn how to prepare a country study regarding their country's leading macroeconomic indicators, the stability of its foreign exchange market, and the likely returns and risks associated with its stock market. Real-time data is obtained from the university's Bloomberg Terminal and the internet. Additional data is available from standard written and CD-ROM statistical sources. Students are taught how to analyze this data using standard statistical software to forecast trends as well as to estimate returns, volatility, and cross-correlations. An optimal portfolio of equity investments in emerging markets is estimated. Students also analyze the dynamics of emerging financial markets in Africa, Asia, Eastern Europe, and Latin America.

ECON 5541. Emerging Markets: South Africa. (3 Credits)

In this course, students will analyze economic and financial data in order to judge the prospect for foreign equity investment in South Africa. Students will also meet with union, business, government, and political leaders. This course can substitute for ECON 5540 Emerging Markets and count toward the requirements for the Emerging Markets and Country Risk Analysis certificate.

ECON 5542. Emerging Markets: South Africa. (3 Credits)

Intended for students from South Africa participating in Fordham's ADV EMRA Program, this course is offered every August at the University of Pretoria. Students will collect and analyze economic and financial data on South Africa and compare it with similar data on other emerging markets as well as with more established markets. In addition, students will have the opportunity to interact with South African business, labor, and government representatives as well as with U.S. business and government representatives. At the end of the course, students will attempt to determine the prospects for foreign equity investments for the particular country.

ECON 5545. Microfinance in Emerging Economies. (3 Credits)

This class will present the basic concepts related to microfinance, its origins and evolution. Students will analyze the main "emerging economies" microfinance models. The course will also present a detailed analysis of successful MFIs, their results in terms of micro-business development, and their impact on development and social inclusion. The class will present a detailed analysis of successful MFIs, their results in terms of micro-business development, and their impact on development and social inclusion. Students will also focus on the products and instruments used and how MFIs make them attractive and accessible for their clients, and at the same time profitable, creating a self-sustaining business model.

ECON 5551. Domestic and International Banking. (3 Credits)

A survey of domestic, and international banking activities and regulations, foreign exchange futures and options, foreign exchange rates, Eurocurrency markets, interest rate swaps, American banking regulations, hedging foreign exchange and interest rate risk, and financial innovation.

Attribute: IPED.

ECON 5570. Global Financial Markets. (3 Credits)

The course describes the markets and regulatory structures in which firms operate and the types of financial instruments used in developed and developing countries. Examines sources of risk investors face as well as how the financial system itself plays a role in development. An examination of financial markets in developed and developing countries. This course describes the markets and regulatory structures in which firms operate to raise funds and the type of financial instruments used. Attention is paid to sources of risk investors face domestically and internationally and the pricing of that risk. The course also looks at how firms operate under the financial constraints of a developing economy as well as how the financial system itself may play a role in affecting the rate of development. Satisfies IPED students the GBA certificate prerequisite of FN6411 Financial Environment. Designed to complement topics covered in ECGA 5551 Domestic and International Banking.

Attributes: INST, IPED, ISIN.

ECON 5590. Health Economics. (3 Credits)

The aim of this course is to evaluate health expenditures and health policies in both the U.S. and in developing countries using a common framework that integrates equity and efficiency. The course covers cost minimization, cost-effectiveness analysis, cost-utility analysis, and cost-benefit analysis. All theories are matched with an application related to an actual policy expenditure decision. Applications related to the U.S. include valuing physician service, alcohol treatment, inpatient care, diagnostic related groups (DRGS), psychiatric hospitals, Medicare payments, and bills charged to patients. Applications of special interest to developing countries include vaccinations, Disability-Adjusted Life Years (DALYS) and the global burden of disease, user fees, and various interventions for HIV/AIDS.

Attribute: EDAM.

ECON 5600. Health and Development. (3 Credits)

This course introduces students to the field of health and development. The objective is to cover a range of theoretical and empirical topics relevant to understanding health and health-care policies in developing countries. Microeconomic techniques are used to understand the demand and supply of health, the measurement of health over the human life cycle (in-utero, early childhood, adolescence, working-age population, aging population), and the role of public policy in improving the demand and supply of health over the human life cycle. In this interdisciplinary course, students will be exposed to studies from many related fields, in particular development studies, public health, and disability studies. For select topics, students will learn how to measure and analyze data that contributes to health policy debates (related to subsidies, incentives, insurance, and others) in developing countries. The course is aimed toward students interested in understanding health and health-care policies in developing countries.

Attributes: EDAM, PSIC.

ECON 5700. Mathematical Methods in Economics I. (3 Credits)

The primary objective of this course is to provide incoming Ph.D. students with solid mathematical foundations necessary for the first-year sequence of theory and econometric courses. This course is designed on the presumption that students will have already been exposed to some of this material in previous studies.

ECON 5710. Mathematical Analysis in Economics. (3 Credits)

Economists use models to analyze economic issues, and these models are usually expressed as sets of relationships that take a mathematical form. This course teaches students the core set of mathematical tools and techniques used in constructing and solving economic models. It will mainly develop the mathematical tools of calculus and matrix algebra and demonstrate how these tools may be used in economic analysis. Topics covered include matrices, determinants, and inverse matrices; calculus (differential and integral) and comparative statics; exponential and logarithmic functions; optimization of functions of one variable, and unconstrained and constrained optimization of functions of several variables.

Attribute: IPED.

ECON 5730. Econometrics and Finance Using R - Part I. (3 Credits)

This course will introduce students to R software, which they will use to work through statistical applications in economics and finance, as well as other fields.

Attribute: EDST.

ECON 5735. Econometrics and Finance Using R - Part 2: Topics. (3 Credits)

In this course, students will continue the analysis of problems in economics and finance using econometrics in R software, focusing on various topics. The course provides instruction in both econometrics and empirical implementation using R.

ECON 5740. GIS Mapping: Stata and R Prog. (3 Credits)

This course studies the mapping of long data sets into geographical information systems (GIS) by programming STATA and R.

ECON 5750. Game Theory. (3 Credits)

In this course, we examine economic and social networks and their corresponding economic effects. We cover the measurement and common regularities of social network properties and popular models of network formation. We apply these tools to topics of interest which may include labor markets; the spread of infectious diseases; the spread of financial information; the spread of new technologies, fads, and fashions; marketing; social norms; game theory and other strategic interactions; immigration and social capital; and industrial organization.

Attributes: EDST, PSIC.

ECON 5755. Behavioral Economics: Theories and Applications. (3 Credits)

Behavioral Economics introduces psychologically realistic and institutionally relevant assumptions grounded in observed behavior (from lab and field experiments) to improve the explanatory power of economic models. To that end, we will focus on introducing and building theories with behaviorally relevant assumptions that have applications to areas such as savings behavior, addiction, labor supply, fairness concerns, and social pressure, among others.

Prerequisite: ECON 6010.

ECON 5760. Computational Macroeconomics/Finance. (3 Credits)

The aim of this course is to explore methods used to compute numerical solutions to dynamic stochastic general equilibrium (DSGE) models with applications to both macroeconomics and finance. The course begins with a rigorous exploration of numerical methods including function approximation, numerical differentiation and integration, non-linear equations, numerical optimization, and the simulation of multivariate Markov processes. Utilizing these tools, we will pursue solution methods such as perturbation methods, discrete state space methods, and parameterized expectations.

Attribute: EDST.

ECON 5771. Project Assessment. (3 Credits)

Uses the logical framework analysis frequently mandated by USAID to design a results based system to monitor and evaluate small community development projects.

Attribute: HUCB.

ECON 5808. Microfinance and Migration. (3 Credits)

Migration, access to credit (microfinance), and remittances can create employment and education opportunities for poor families, particularly women. Interdisciplinary case studies from Mexico, the Dominican Republic, the Bronx, Amsterdam, Nigeria, China, Bangladesh, and India show how race, class, and gender affect employment outcomes.

Attributes: CEED, CENS, HULI.

ECON 6010. Microeconomic Theory I. (3 Credits)

This course covers a variety of topics, including methodology, theory of consumer behavior and demand, theory of production and factor prices under varying market structures, and welfare economics.

Attribute: IPED.

ECON 6020. Macroeconomic Theory I. (3 Credits)

This course introduces students to the foundation of contemporary macroeconomics and equips them with the relevant analytic techniques for understanding advanced macroeconomic research. The first section of Macro I will be focused on tools for understanding the economy at an aggregate level. The remaining sections will apply those tools to a dynamic general equilibrium model of the economy and consider questions about economic growth. A framework for understanding basic fiscal policy in a dynamic general equilibrium context will be discussed as well. The last section of the course introduces frictions into the dynamic general equilibrium model to allow us to understand business cycles and the impact of monetary policy on unemployment and inflation.

Attributes: ASDM, IPED.

ECON 6030. Global Managerial Economics. (3 Credits)

This course focuses on the application of economic theory and decision science tools by global firms to find optimal solutions to managerial decisions problems. The topics covered are new managerial theories of organizations in the globalized world of today, as well as the theory and estimation of demand, production, and costs, and their relationship to output and prices under various market structures.

ECON 6080. Capstone Project in Economics. (3 Credits)

The goal of this class is to sharpen students' skills in economics and data science by designing and implementing a capstone project. Through this class, students should gain a deep understanding of state-of-the-art data science technologies and current knowledge. Students are required to finish a large capstone project and are expected to present and write one or more research papers in this class.

ECON 6081. Economics Practicum. (3 Credits)

In this course, students will gain experience applying the knowledge and skills acquired in their coursework and laboratory sessions. Students are responsible for arranging a practicum/internship with a business or organization related to economics and data science.

ECON 6085. Master's Thesis in Economics I. (3 Credits)

Students have the option to pursue a master's thesis. This course serves as the first of the two required courses for completing an M.S. thesis. Students are responsible for finding a thesis advisor and collaboratively selecting a thesis topic. The work undertaken should sufficiently demonstrate the student's mastery of the subject matter. Additionally, an oral defense is mandatory as part of the completion process.

Mutually Exclusive: CISC 6080, CISC 6081, ECON 6080, ECON 6081.

ECON 6086. Master's Thesis in Economics II. (3 Credits)

Students have the option to pursue a master's thesis. This course serves as the second of the two required courses for completing an M.S. thesis. Students are responsible for finding a thesis advisor and collaboratively selecting a thesis topic. The work undertaken should sufficiently demonstrate the student's mastery of the subject matter. Additionally, an oral defense is mandatory as part of the completion process.

Mutually Exclusive: CISC 6080, CISC 6081, ECON 6080, ECON 6081.

ECON 6240. Financial Economics. (3 Credits)

This course is a study of the fundamental methods and pricing techniques in financial economics. The course studies the valuation of fixed income securities, stocks, and derivative contracts. Additionally, an analysis of asset pricing and financial market structure will be covered.

Attributes: EDFI, IPED.

ECON 6310. Monetary Policy. (3 Credits)

This course covers the impact, transmission, and incidence of monetary policy, central bank control of the money supply, rational expectations, and the effectiveness of monetary policy.

Attribute: EDST.

ECON 6320. Monetary Theory. (3 Credits)

This course is designed as an advanced macroeconomics course for students interested in pursuing monetary or macroeconomics topics beyond core topics in a graduate course. The course develops a baseline, simplified, general equilibrium model with money and then considers a fully specified New Keynesian general equilibrium model. The course covers a number of traditional issues in monetary theory: price and wage rigidity as well as unemployment. It also covers recent issues: financial frictions and search frictions in the labor market.

Attribute: EDST.

ECON 6340. Financial Theory. (3 Credits)

The theory of financial decision-making, risk and risk aversion, advanced asset pricing models, and empirical regularities of financial markets will be covered in this course.

Attribute: EDFI.

Prerequisites: ECON 6710 or ECON 6700.

ECON 6440. Development Economics. (3 Credits)

The objective of this course is to provide students with an understanding of the causes and consequences of economic deprivation. In this course, the household is the major unit of analysis. The course covers topics in poverty, health, education, program evaluation (randomized control trials and selected non-experimental evaluation methods), microfinance, and the interplay between development and psychology. We will draw lessons from policy experiments in developing countries to understand what "works" and what does not.

Attributes: EDAM, IPED, PSIC.

ECON 6460. Agriculture and Development. (3 Credits)

The objective of this course is to provide students with an understanding of agricultural economics, including food security and environmental issues.

Attributes: ABGS, CEED, CENS, EDAM, HULI, IPED, PSEV, PSIC.

ECON 6470. Growth and Development. (3 Credits)

A survey of growth models and statistical evidence to determine what causes growth rate to vary among countries and over time. Topics include the source of economic growth, growth with balance of payments adjustments, capital inflows and growth, and north-south growth models. Growth models and statistical evidence are surveyed to determine what causes growth rates to vary among countries and over time. Topics include the sources of economic growth, growth with balance of payments adjustment, capital inflow and growth, and North-South growth models.

Attributes: EDST, INST, IPED, ISIN.

Prerequisites: ECON 5710 or ECON 5700.

ECON 6480. Environmental and Resource Economics. (3 Credits)

This course considers environmental protection and natural resource management as elements of international policy development and planning.

Attributes: EDAM, GSSE, HULI, IPED, PSIC.

ECON 6490. Foreign Aid and Development. (3 Credits)

This course examines the economic and political roles of foreign aid in development. Economic topics may include economic growth, agricultural development, food aid, the environment, health, education, and emergencies. Political topics may include alliance building, conflict resolution, and governance.

Attributes: CEED, CENS, GSSC, HULI, INST, IPED, ISIN, PSIC.

ECON 6510. International Trade. (3 Credits)

The objective of this course is to provide students with an understanding of various topics involving international trade, including absolute and comparative advantage; factor price equalization and important trade theorems; empirical tests of the Leontief Paradox; factor growth; technical progress in a simple, open economy; tariffs in large and small countries; effective protection; theory of second best; and theory of customs unions.

Attributes: EDST, IPED.

ECON 6530. International Economics of Growth and Development. (3 Credits)

International Economics of Growth and Development studies those aspects of development that are related to international economics. Subjects covered can include the connection between economic growth and international trade, the terms of trade and economic development, export instability and economic development, import substitution versus export promotion, international labor migration, and international capital flows.

Attribute: EDST.

ECON 6560. International Finance. (3 Credits)

The purpose of this course is to cover the various topics concerning international finance, including the balance of payments; the foreign exchange market; the nature, disturbance, and readjustments of the balance of payments; capital exports and the theory of transfer; development of international economic institutions and the world economy; flexible exchange rates; purchasing power parity; covered interest arbitrage; short-term capital movements; and the efficiency of the foreign exchange market.

Attributes: EDST, INST, IPED, ISIN.

ECON 6700. Mathematical Methods in Economics II. (3 Credits)

This course covers advanced mathematical techniques used in economics, including exponential and logarithmic functions, integration, multivariate and equality-constrained optimization, dynamic equations and systems of dynamic equations, as well as more advanced optimization techniques.

ECON 6910. Applied Econometrics. (3 Credits)

Basic techniques of econometric theory, including applications in consumer theory, theory of the firm, and in macroeconomics, as well as a review of statistical methods. Some computer work is assigned.

Attributes: DATA, IPED.

ECON 6950. Financial Econometrics. (3 Credits)

This course covers hypothesis testing and modeling with respect to financial data.

Attributes: ASDM, DATA.

ECON 6970. Applied Microeconometrics. (3 Credits)

The primary goal of the course is to improve students' ability to conduct high-level empirical research, combining economics, econometrics, and data. The course will specifically cover instrumental variables estimation, regression discontinuity, propensity score matching, control function approach, randomized control trials, static panel data models, and dynamic panel data models. The course is intended to be particularly useful for advanced Ph.D. students and master's students planning to write or currently writing a thesis. The course will mainly draw on a series of high-quality journal publications from the field of applied microeconomics that use the aforementioned applied econometric techniques for causal inference.

Attribute: EDAM.

Prerequisite: ECON 6910.

ECON 6990. Topics in Econometric Theory. (3 Credits)

The purpose of this course is to provide Ph.D. students with the econometric tools they need for dissertation work. The main topic for this course will rotate among a variety of advanced econometrics topics such as time series econometrics, nonparametric econometrics, and machine learning, among others.

Attribute: EDST.

Prerequisites: ECON 7910 and ECON 7920 (may be taken concurrently).

ECON 6999. Research in Economics Capstone. (1 Credit)

This is a required course that facilitates the writing process of the capstone research paper for students completing an M.A. program in economics. The research paper provides an opportunity to write a piece of academic work in which the student is expected to demonstrate the ability to formulate a research question, facility in the use of empirical techniques, and the ability to convey results clearly in writing.

Prerequisites: ECON 6010 and ECON 5710.

ECON 7010. Microeconomic Theory II. (3 Credits)

This course covers the foundations of contemporary microeconomic theory at the advanced graduate level. We develop an axiomatic model of static consumer choice, then add uncertainty and the ability to make trade-offs through time. We further consider the underpinnings of production and outcomes of (often strategic) interaction of firms and consumers, and limiting cases. Although all capable and interested students are welcome, the course will focus on preparing Ph.D. students for their comprehensive exam in microeconomic theory.

ECON 7020. Macroeconomic Theory II. (3 Credits)

Macroeconomics II is focused on the dynamic behavior of households, firms, and the aggregate economy. The course consists of three parts. The first part focuses on the theory of consumption behavior and savings at the individual and aggregate level. The second part of the course investigates overlapping-generations models (OLG) focusing on both endowment and production economies. Finally, the course reviews real business cycle theory and concludes by exploring some relatively recent developments in the formulation and computation of heterogeneous agent models.

Prerequisite: ECON 6020.

ECON 7590. Applied Health Economics. (3 Credits)

This course will survey theoretical and empirical research in health economics, with a focus on learning how to convincingly answer important empirical questions. We will draw on methods commonly used in a wide range of applied research, including instrumental variables, difference-in-differences, regression discontinuity, and structural econometrics. Topics will include the human capital model of health, social and environmental determinants of health, the functioning of health care markets, including insurance, pharmaceutical, and provider markets and especially in the United States, and the role of health care policy. The course is aimed toward students interested in conducting research in health economics, industrial organization, or applied microeconomics more generally.

Prerequisites: ECON 6010 and ECON 7010 and ECON 6970.

ECON 7910. Econometrics I. (3 Credits)

This class will begin with an exploration of the properties required to obtain causality in econometrics. We will focus largely on the theoretical properties of conditional expectations operators and basic asymptotic theory applied to ordinary least squares (OLS), two-stage least squares (2SLS), and nonlinear methods such as discrete response models.

ECON 7920. Econometrics II. (3 Credits)

This course focuses on an advanced treatment of select topics in econometrics, including sophisticated simultaneous equation estimation, asymptotic distribution theory, time series analysis, forecasting, and Bayesian inference.

Prerequisite: ECON 7910.

ECON 7990. Tutoring for Economics and Statistics. (1 Credit)

Guidance for Ph.D. students beginning tutoring and developing content for tutorial sections.

ECON 7995. Teaching Introductory Economics. (0 Credits)

This course is intended for graduate-student teaching fellows (TF). It provides training in all aspects of teaching introductory courses in macro and microeconomics. The faculty instructor will visit each teaching fellow's classroom to observe and offer advice on the TF's lecture style and technique. Participants in this course will meet periodically to discuss all aspects of teaching, including the preparation of a syllabus, the use of instructor software, writing and grading exams, and developing assessments.

ECON 7996. Teaching Beyond Intro Econ. (1 Credit)

Guidance for experienced Ph.D. student instructors in the classroom.

ECON 8100. Economics Internship. (0.5 Credits)

The Economics Internship course provides Economics graduate students the opportunity to accumulate relevant professional experience and practical training that they may need.

ECON 8570. Topics in Open Economy Macroeconomics. (3 Credits)

This course continues discussion from from Ph.D. Macro II and International Finance on advanced international macro topics, such as exchange rate dynamics, international financial flows, global business cycles, and others.

Prerequisites: ECON 6560 and ECON 6020.

ECON 8600. Research and Writing in Economics. (3 Credits)

The course will aim to help students develop key skills for economics research. These skills will be imparted through lectures, discussions, presentations, and homework assignments, and as part of a research paper the students will be required to prepare and present. The course will also provide a forum for students to present and discuss ideas, literature reviews, and methodologies.

ECON 8700. Research Methods & Design. (3 Credits)

This course will aid students in developing their dissertation work and perfecting their presentation and interview skills. It will cover new software for aiding dissertation work, Latex and Beamer, and data presentation strategies. It is intended for Ph.D. students who have completed their comprehensive exams and the Research and Writing course.

Prerequisite: ECON 8600.

ECON 8999. Independent Study. (0 to 4 Credits)**ECON 9999. Dissertation Direction. (1 Credit)****ECON MTNC. Maintenance-Economics. (0 Credits)**

Economics (Law) (ECGL)

ECGL 0336. Law and Economics. (2 to 3 Credits)

This course explores the insights economics offers about both how the legal system ought to be structured and the implications of its actual design. The course gives particular attention to the key areas of property law, contracts, torts, and criminal law, though it will also look at issues such as civil and criminal procedure. The course will present the traditional law and economics models developed over the past 30 years, but it will also consider the criticisms of and limitations to such models, and it will look at the implications of recent developments such as behavioral law and economics and the rise of empirical law and economics. No prior knowledge of economics is assumed.

Attributes: JD, LLM, PIF.

ECGL 0602. Cost-Benefit Analysis in Agencies. (1 to 2 Credits)

Both the President and Congress require that in many circumstances, agencies assess the costs and benefits likely to result from important regulatory action before taking such action. Cost-benefit analysis is both an art and a science, simultaneously profoundly technocratic and deeply value-laden. This intensive course will examine cost-benefit analysis as conducted in practice by federal agencies. After an introductory overview, the course will utilize case studies from several agencies to explore economic, legal, and political factors that help to shape how agencies deploy this central institution of the administrative state. 3-hour take-home exam.

Attributes: INLJ, LAWJ, LLM.

English (ENGL)

ENGL 0912. Requirement Preparation. (0 Credits)

For Ph.D. and master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, master's thesis, or dissertation submission. Students who are studying for comprehensive examinations while still completing coursework do not need to register for any special status; however, if they are neither registered for coursework nor taking comprehensive examinations during the semester in question, they must register for Requirement Prep.

ENGL 0914. Requirement Preparation in Summer. (0 Credits)

For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

ENGL 0930. PhD Comprehensive Examination-English. (0 Credits)**ENGL 0935. Master's Capstone Preparation. (0.5 Credits)**

In any semester in which Master's Students or Master's w/Writing Concentration Students are not registered for any credited coursework and in which they have not completed or are completing their Capstone, this .5 credit administrative course is required.

ENGL 0936. Master's Comprehensive Examination-English. (0 Credits)**ENGL 0950. Proposal Development. (1 Credit)****ENGL 0960. Proposal Acceptance. (3 Credits)****ENGL 0970. Dissertation Mentoring - English. (0 Credits)**

The English PhD. student is required to register for Dissertation Mentoring, which has a 3 credit fee, the semester after the student's proposal is accepted.

ENGL 1004. Texts and Contexts: Upward Mobility and the Common Good. (3 Credits)

This course will explore Anglo-American literary representations of socio-economic self-transformation by focusing on its inherent tension between mobility and community. Has the fabled path from rags to riches threatened or sustained neighborhoods and nations? What happens to virtue, charity, and social cohesion when the desire for wealth acquisition becomes normative? We will address these and other questions through discussions of a wide range of literary texts, from Benjamin Franklin's Autobiography to Patricia Highsmith's *The Talented Mr. Ripley*. But we will also consider how the pervasive contemporary rhetoric of the "American Dream" in newspapers, magazines, film, and new media negotiates the ideal of upward mobility in relation to such collective ideals, such as mentoring, cooperation, and self-sacrifice.

Attributes: ACUP, AMST, ASLT, EP2, MANR, TC.

ENGL 1101. Composition I. (3 Credits)

Instruction in sentence and paragraph construction, reading comprehension skills and analysis, the basic principles of grammar with an emphasis on diagnosing and solving persistent problems, and principles of argumentation and evidence. Weekly assignments and regular grammar exercises to build confidences and competence in college writing.

ENGL 1102. Composition II. (3 Credits)

Intensive training in the principles of effective expository writing, with an emphasis on sound logic, correct grammar, and persuasive rhetoric. Introduces research techniques, including use of the library, conventions and principles of documentation, analysis of sources, and ethics of scholarly research. Weekly papers will be written and discussed.

ENGL 1501. Imagining New York City in Literature. (3 Credits)

New York City has been the home of some of the most significant U.S. writers and artists. The literature of the city explores and tests the very notion of an American identity, and what it means to be an American. This introductory EP1 course examines literary representations of New York City, exploring topics that include the environment, economic inequality, capitalism, and the changing roles of women, blacks, and workers.

Attributes: AMST, EP1.

ENGL 1800. Internship. (1 or 2 Credits)

Internship.

ENGL 1999. Tutorial. (1 Credit)

Independent research and readings with supervision from a faculty member.

ENGL 2000. Texts and Contexts. (3 Credits)

An introduction to the literary analysis of texts and the cultural and historical contexts within which they are produced and read. Significant class time will be devoted to critical writing and to speaking about literature. Each section of Texts and Contexts will have a focus developed by the individual instructor and expressed in its subtitle. This course fulfills the Core requirements for the second Eloquentia Perfecta seminar.

Attributes: EP2, TC.

Prerequisite: ENGL 1102.

Mutually Exclusive: CLAS 2000, COLI 2000, MLAL 2000.

ENGL 2500. Introduction to Creative Writing. (4 Credits)

This class introduces students to the craft of creative writing. Artistic process will be taught as a discipline and a foundational way of thinking that fosters empathy, resilience, and joyful innovation. We'll study creative writing as a skill that is developed through active practice and literary citizenship. Students will write intensively, read work in multiple genres, and engage in communal workshops. No previous experience is necessary. This course, which is mandatory for all creative writing concentrators, prepares students for upper-level creative writing courses.

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

Attribute: CVW.

ENGL 2800. Internship. (2 Credits)

Supervised placement for students interested in work experience.

ENGL 2999. Tutorial. (2 Credits)

Independent research and readings with supervision from a faculty member.

ENGL 3000. Literary Theories. (4 Credits)

This course explores big questions of literary study, questions that we don't usually slow down to ask, such as: What is literature? Why do we call some texts "literary?" How does language work? And for that matter, how does the human mind work? What are the different ways that we read and interpret literature? What are the most relevant contexts for understanding literature and the broader field of culture, and how do we relate literary and artistic works to those contexts? How do categories such as race, class, gender, sexuality, or religion play out in literary form? This course starts from the premise that literary theory is not just about literature, and that its tools are eminently useful in analyzing other cultural phenomena. With this in mind, across the semester we'll look at theory that informs the ways we read texts, and we'll look at theory that takes those tools and applies them to cultural objects more broadly. For more information about the particular section of Literary Theories you are signing up for, please look at that class's "notes" in Banner. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

ENGL 3001. Queer Theories. (4 Credits)

An introduction to the academic discipline of queer theory, focusing on foundational thinkers (e.g., Butler, Foucault, Sedgwick, and others) as well as their philosophical and psychoanalytic precursors and interlocutors. The course will also address selected issues currently under discussion in the discipline. These may include the role of activism, the relationship between queer theory and feminism theory, attention to race, and intersections with postcolonial theory. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASHS, ASLT, COLI, DISA, ENRJ, PJGS, PJST, PLUR, WGSS.

ENGL 3002. Queer Iconoclasts: Sexuality, Religion, Race. (4 Credits)

The aim of this course is to interrogate and challenge an assumption that religious communities and queer communities stand in direct opposition to one another. We will investigate citations and reappropriations of religious iconography in queer art and literature from the 20th and 21st centuries in order both to understand the controversies that surrounded these artistic and literary projects and to reimagine literary and artistic experimentation as the site of religious and sexual exploration. Particular attention will be paid to the intersection of sexuality, religion, and race. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, AMCS, ENRJ, PJGS, PJST, PLUR, REST, THEO, WGSS.

ENGL 3003. Introduction to Professional Writing. (4 Credits)

Professional Writing is a writing-intensive course designed to help students understand practices of ethical and effective communication in a range of public, professional, and workplace settings. In particular, it introduces principles of professional communication through a focus on social justice. Emphasizing the application of rhetorical principles to processes of analyzing diverse audiences, designing accessible documents, and composing in culturally sensitive ways, this course will engage participants in a series of individual and collaborative client-based projects that will encourage consideration of how writers use communicative technologies to serve multiple purposes in professional and public contexts, including facilitating justice.

Attributes: ENRJ, PJRC, PJST.

Prerequisites: ENGL 1102 or HPLC 1201 or HPRH 1202.

ENGL 3006. Nonprofit and Advocacy Writing. (4 Credits)

Nonprofit and Advocacy Writing is an upper division elective designed to help participants understand the professional writing and communication skills as well as the social issues that characterize work in the nonprofit and advocacy sector. As they develop an understanding of the rhetorical ways that nonprofit and advocacy workers communicate and act on behalf of social justice, they will also acquire skills for writing in genres and media commonly employed in such settings, including press releases, newsletters, reports, grant proposals, and more. When the course is run as a Community Engaged Learning course, a significant portion of it (at least 20 hours) will be dedicated to an experiential learning project in partnership with a nonprofit or advocacy organization. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENRJ, PJMJ, PJST, PPWD, PPWF.

Prerequisites: ENGL 1102 or HPLC 1201 or HPRH 1202.

ENGL 3008. The 19th Century Novel of Manners. (4 Credits)

Courtship, marriage, extramarital affairs, and conflict between social groups are staple ingredients of the “novel of manners”—the term that, for some, designates a distinct subgenre and, for others, serves as a synonym for the realist novel. As we examine the generic traits and thematic concerns of the novel of manners in the long 19th century, we will focus most particularly on “manners,” the elusive concept that lends the subgenre its name. Possible writers include Jane Austen, Frances Burney, E. M. Forster, Elizabeth Gaskell, and Edith Wharton. We will also spend some time discussing 21st-century perceptions of 19th-century manners and societies they marked, in works such as the hit series “Bridgerton.” Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3009. Critical Edge: Writing About the Arts. (4 Credits)

This class is for people with a passion for and strong opinions about movies, books, music, and the theater. We will explore low and high culture, writing features, news stories, interviews, reviews, and opinion pieces. Students will attend performances, gather facts and materials, conduct interviews, and write about everything from live performances to independent film to visual art and contemporary writing. Students will develop interview and research techniques, and we will discuss subjects germane to the creation and viewing of art, including impartiality, originality, intuition, and the difference between being a fan and a critic. Sharing writing in a workshop format, we will focus on structure, coherence, style, and voice. Guest speakers will include professional writers, visual artists, performing artists, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3012. Novel, She Wrote. (4 Credits)

“If there’s a book that you want to read, but it hasn’t been written yet, then, “Toni Morrison declares, “you must write it.” The impulse for black female authors to write novels and the diverse manifestations of that impulse will be of primary concern in this course. What compelled black female authors in the second half of the twentieth century to write their first novels? How are themes of sexuality, motherhood, beauty, respectability, and intra-and interracial conflict represented in their texts? In what ways do their novels complement, build upon, and refer back to each other and other works? These are few of the questions we will tackle as we read through the literature. Some of the selected texts will include Paule Marshall’s *Brown Girl, Brownstones* (1959); Alice Walker’s *The Third Life of Grange Copeland* (1970); Toni Morrison’s *The Bluest Eye* (1970); Gloria Naylor’s *The Women of Brewster Place* (1982); and Ayana Mathis’s *The Twelve Tribes of Hattie*. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, ALC, ENRJ, PJRC, PJST, PLUR, WGSS.

ENGL 3013. Fiction Writing. (4 Credits)

The workshop in the craft of writing fiction, with relevant readings in the genre. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 3014. Creative Nonfiction Writing. (4 Credits)

A workshop in the craft of creative non-fiction, with relevant readings in the genre. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 3015. Poetry Writing. (4 Credits)

A workshop in the craft of writing poetry, with relevant readings in the genre. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 3016. Screenwriting Workshop. (4 Credits)

A workshop in the craft of screenwriting, with relevant readings in the genre. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 3017. Digital Creative Writing. (4 Credits)

Directed as a workshop, this course will focus on students' writing from the perspective of a producer. We will pay special attention to a variety of media – digital, social, print – and the ways they translate to an individual's writing practice. Guest lectures, off-site/online events, and weekly reading will be determined by the instructor and student interests.. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CVW, NMAT, NMDD.

ENGL 3019. Writer's Workshop. (4 Credits)

A creative writing workshop that features peer review of student work and outside literary readings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 3021. The Graphic Novel. (4 Credits)

How can words and images combine to create narratives that exceed the sum of their parts? In this course, we will cover classic and recent examples of comic books and graphic novels to examine various approaches to visual storytelling and sequential art. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, AMST.

ENGL 3024. Poetry and Citizenship. (4 Credits)

Poetry has long had a complicated relationship to citizenship: Plato excluded poets from his ideal city while Frederick Douglass turned to poetry in making arguments for equal rights. What does it mean to be and act as a citizen? Readings will include work by Walt Whitman, T.S. Eliot, Allen Ginsberg, Langston Hughes, Gwendolyn Brooks, Charles Olson, Adrienne Rich and Myung Mi Kim. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3031. Medieval Monsters. (4 Credits)

St. Augustine once wrote that the word "monster" derived from the Latin word "monstro," to show, implying that monstrous beings were meant to reflect divine creativity. Over time, this word for unusual beings has taken on a more sinister flavor, even within the Middle Ages. This course will explore the medieval taste for the exotic, from ferocious giants and dog-headed men to the peace-loving sciapod. In this course we will examine the discourse of monstrosity as a complex critical lens through which premodern writers asked important questions of race, religion, civic virtue, and human morality. In our study, we will read selections from Pliny, Augustine, and others before moving through a range of medieval texts, including the Beowulf manuscript, medieval romance, and Mandeville's account. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ENHD, ENRJ, EP3, MVLI, MVST.

ENGL 3032. Publishing: Theory and Practice. (4 Credits)

The aim of this course is to develop a clear understanding of the publishing industry, with a focus on innovative practices in form and content. Many classes will feature one or more speakers working today: editors, publishers, authors, agents, marketers, and creators of new forms of publishing online, in print, and elsewhere. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CVW, PPWD.

ENGL 3034. Modern Selves and Science. (4 Credits)

The late-19th and early-20th centuries were marked by developments in science, technology, and political theory that destabilized the ways many people understood themselves. In this course, we will examine how authors like George Eliot, Oscar Wilde, Joseph Conrad, and Virginia Woolf reflected on these developments and offered compelling ways to imagine and challenge the experience of the self in society. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3035. Age of Innocence. (4 Credits)

We tend to imagine certain ages—of humanity or of humans—as ages of innocence. In this course, we will explore how different literary genres (such as fairy tales, dystopian fiction, Romantic poetry, the pastoral, the Bildungsroman) depict innocence as a stage we grow out of or long to return to. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3036. Latin American Short Story. (4 Credits)

Writings by Gabriel Garcia Marquez, Julio Cortazar, Carlos Fuentes and Mario Vargas Llosa (to name just a few) are some of the treasures of world literature. This course will focus on the short story and novella forms in order to explore as fully as possible the full range of Latin American and Latino literature. Literary geographies will include Mexico, the Caribbean, Central and South America, with special sections on Cuba, Argentina, Chile and Brazil. All readings will be in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, AMST, COLI, INST, ISLA, LAHA, LALS.

ENGL 3037. US Latinx Literature. (4 Credits)

This course is an opportunity to read and think about Latinx literature in the United States in all its diversity and cultural range. We will read literary texts with special attention to how they handle the messy experiences of cultural difference, economic exploitation, and political conflict. For what are literature and culture made up of but the challenges of life itself? This class will take as axiomatic that any understanding of U.S. life and history will be incomplete without inclusion of the diverse Latinx experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, COLI, ENRJ, LAHA, LALS, PJRC, PJST, PLUR.

ENGL 3038. Latinx Performance Studies: Image, Fashion, and Politics. (4 Credits)

In this course, students will survey the major theoretical tenets of Latinx performance studies, with a particular focus on issues of image, fashion, and politics. Embodied knowledge is a significant source of Latinx cultural production. As such, we will study gesture, oral storytelling, endurance, and comportment alongside written texts and visual narratives. Working from an interdisciplinary viewpoint, students will compare a variety of media and artistic practices, including decolonial intervention, alternative personae, collaboration, self-image making, drag aesthetics, and future fashion. Students will also practice different kinds of writing related to art and action. Assignments will include an exhibition review, visual analysis, and performance critique. The oral component will be a podcast broadcasted and reviewed by your peers. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, ENRJ, LAHA, LALS.

ENGL 3040. The Stuff of Fiction. (4 Credits)

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

Attributes: ALC, ENHD.

ENGL 3044. Writing New York(ers). (4 Credits)

In this course, students will develop their reading, writing, and analytical skills through an exploration of the city around us, as represented in the New York publishing scene. We'll focus on *The New Yorker* magazine, alongside diverse New York City publications and venues: *The Village Voice*, *New York Amsterdam News*, *The Forward*, the *Nuyorican Poet's Café*, and others. For our class, New York City's publishing scene is both common ground and a lens through which to explore our similarities and differences. New York has been shaped by centuries of immigration and emigration, not to mention countless historical, political, and cultural events, and the varied magazines and newspapers, both small and large, embody this diversity. By examining New Yorkers writing about, in, and through New York City, the texts we encounter will both create their own versions of the city and change how we see the city around us. With *The New Yorker* as our backdrop and inspiration, we will compose our own formal essays and informal, open-ended writing, and we will work toward creating our own versions of New York City as individuals and as a class. The course will include a video essay and experience in designing a podcast, based in part on the *New Yorker* Radio Hour. This course has no prereqs. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 3045. Theory for English Majors. (4 Credits)

This course introduces the English major to debates in literary and critical theory. The goal of the course is to reflect on reading strategies, textual practices, and language itself. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

ENGL 3046. Writing for Digital Spaces. (4 Credits)

This is a writing-intensive course that develops students' understanding of writing beyond print. Students will study and practice composing with the tools, skills, and strategies available for writing online, and they will learn principles of public-facing, online communication by examining and producing popular forms of digital writing across a variety of mediums (social media platforms, websites, blog posts, online videos, advertisements, and many others).

Attributes: PPWD, PPWF.

Prerequisites: ENGL 1102 or HPLC 1201 or HPRH 1202.

ENGL 3047. Rhetorics of Resistance and Social Movements. (4 Credits)

This course explores how people pursue social change by employing various modes and methods of persuasion in diverse public spaces. Focusing on theories of public writing and rhetoric as well as interdisciplinary studies of social movements, we will engage with concepts that help explain the persuasive dynamics of historical and contemporary social movements. Accounting for various ethical and other dilemmas faced by activists, including the role of state and institutional power in suppressing protest and resistance, we will consider case studies that illuminate the successes and failures of social movements. Inviting engagement with a range of justice- and rights-based movements—from racial and economic justice to marriage and disability rights—this course also promotes experimentation with a range of rhetorical critical approaches for advancing social causes, shifting public perspectives on issues, and analyzing and producing effective advocacy rhetoric. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENRJ, PJSJ, PJST, PPWD, PPWF.

ENGL 3057. Performance Criticism. (4 Credits)

Performance is everywhere: on our screens, in our streets, in our theaters, and in halls of government. How should we write about these artistic, social, and political performances in order to understand and take stock of our multiply mediated world? In this course, students will explore the many forms of performance criticism published today, from more traditional kinds of theater and film criticism to celebrity studies and the freewheeling culture-writing that centers on political or social performances. A substantial amount of course time will be devoted to class visits from writers, critics, and editors who are engaged in thinking about performance as a socially meaningful practice and who can provide both artistic and professional advice. By the end of the semester, students will have produced a portfolio of writing specifically tailored to the target publications of their choosing. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PPWD.

Prerequisites: ENGL 1102 or HPLC 1201 or HPRH 1202.

ENGL 3059. Creating Dangerously: Writing Across Conflict Zones. (4 Credits)

This course encourages students to think and write about injustice and oppression around the world. How do you make a life in conditions of devastating conflict? How do you write under a state that seeks to undermine and repress your work? We will read, discuss, and respond to works of contemporary authors facing such challenges in a variety of global conflict zones. Examples could include writers responding to the refugee crisis in Syria and beyond its borders; ongoing conflicts in Central Africa; internal struggles in Mexico, Central America, and the US-Mexican border region; the war between Ukraine and Russia; tensions in Israel and Palestine; and the emergence of repressive regimes in Turkey, Hungary, and the Philippines, among other places. The course will also involve collaboration with PEN America, an organization founded in 1922 and dedicated to the protection of free speech and human rights. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, GLBL, HCWL, HUST, INST, PJST, PJWT.

ENGL 3062. Prose Poetry/Flash Fiction. (4 Credits)

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

Attribute: CVW.

ENGL 3067. Contemporary Women Poets. (4 Credits)

In this course, students will read poetry written by women poets in the 20th and 21st centuries with a focus on the imaginative representation of women's lived experience. We will read the work of poets who address the themes of feminine embodiment and sexuality, women's roles as mothers and daughters, women's work (both professional and domestic), and the role poetry plays in enabling women to discover a language to contain their experience. Among the (possible) poets we will read are Sylvia Plath, Ann Sexton, Elizabeth Bishop, Lucille Clifton, Anna Swir, Adrienne Rich, Marie Ponsot, Eavan Boland, Louise Erdrich, Kate Daniels, Mary Karr and A.E. Stallings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENRJ, IRST, PJGS, PJST.

ENGL 3068. Writing London: Outsiders. (4 Credits)

From the London of Charles Dickens, teeming with "Countrymen, butchers, drovers, hawkers, boys, thieves, idlers and vagabonds of every low grade," to Monica Ali's Bangladeshi's living desperate lives behind the "net curtains" of Brick Lane, London has always inspired fiction about outsiders finding their feet in this vast metropolis. This course invites you to discover writers who have used London as a setting or as a controlling metaphor to create stories about immigrants and other outsiders; and to use field trips as an inspiration to write your own stories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CVW, ENRJ, PJSJ, PJST.

ENGL 3071. Family Matters: Memoir. (4 Credits)

We all have stories about family, but how do you shape this charged material into good narrative? Mary Karr, the celebrated author of three memoirs, writes that "The emotional stakes a memoirist bets with could not be higher." In this course, students will have the chance to try their hands at some of the most potent history anyone can tackle – their own. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 3075. Pride & Prejudice: An Examination of Black Britain and the Problem of Belonging. (4 Credits)

In Jane Austen's "Pride and Prejudice," the main characters estimate themselves on their pride (sense of self-worth) and their prejudice (quickness of judgment about others). Beyond being a love story, the novel depicts how our engrained value systems can, through human connection, change. It is therefore a novel about how we perceive ourselves and perceive those others who are radically different to us. In "Pride and Prejudice," the difference is one of class. In this course we will be looking at difference as race and religion. It is a story about modern Black Britain. When, in the opening of the 2012 Olympics, Danny Boyle showcased what he felt Britain should be proud of, he brought out a socially inclusive narrative: the National Health system, Britain's support of justice, it's racial and ethnic diversity. Historically, however, Britain prides itself on is something other than this: Empire, its culture, its museums, its royal family and its stately homes. These have a very different meaning for the immigrants from former British colonial states who have made Britain their home. The British story of immigration is very different to the American story. The first wave of modern immigration, in the '40s and '50s, was informed by colonialism. Those living in the former colonies had a legal right to take up residence in Britain. They were needed—often to man the underbelly structure of society (buses, trains, factories)—but that did not mean they were wanted. Some of those coming to live in Britain from abroad not only thought it was the promised land. They thought of Britain as the mother land. Reality was, in most cases, disturbingly different. Colonialism, and its brutality, is not taught in British schools. The wealth of Britain during the industrial revolution and subsequently, is often thought to have emerged single-handedly from a strong Protestant ethic of diligence. That this wealth was built on the debris of colonial states is not common knowledge. Nor is the story of Britain's slave trade. In recent years, three key events have raised race to a central political platform: - The rise of British Islamism - The Black Lives Matter campaign - Brexit This will be an inter-disciplinary course using literary, theoretical, and historical texts, as well as films and music to try and understand the theme of pride and prejudice in modern Britain. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENRJ, PJRC, PJST.

ENGL 3076. Public Argumentation. (4 Credits)

This course surveys public argumentation strategies and their uses across diverse media. In addition to studying how traditional arguments work, we will explore how environment, bodily disposition, and psychology impact the way different groups argue, and how these practices inform different modes of public communication. The course is organized into four units: The first tackles traditional argumentation theory; the second addresses spatial, material, and embodied argumentation; the third addresses argumentation strategies employed in conspiracy theories; and the fourth explores protest songs and other sonic forms of public argument. Students will engage local and national arguments, write short response papers, and deliver group presentations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PPWD, PPWF.

ENGL 3077. Writing for Public Policy. (4 Credits)

Writing for Public Policy explores the complexities of writing for public policy in contemporary urban, digital, and social environments. Accentuating the use of rhetorical approaches to understand the aims and outcomes of public policy, this course invites students to consider the many ways that public policy professionals utilize written communicative modalities to address diverse audiences, including government agencies, advocacy groups, think tanks, policy institutes, and consulting firms. A series of writing projects will introduce students to real-world forms and formats relevant to careers in public policy writing, e.g., policy briefs, white papers, policy memos, news releases, one-pagers, and others. Projects may address a range of topics, including but not limited to housing policy, education policy, economic development, community development, health policy, and more. As students practice strategies for anticipating the needs of stakeholders, develop evidence-based arguments, craft persuasive content, design accessible documents, and more, they will come to understand how effective, evidence-based policy writing can inform public action and effect social change. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PPWD, PPWF.

ENGL 3087. Narratives of Mind, Brain, and Self. (4 Credits)

This is an honors seminar for students in the School of Professional and Continuing Studies. In the opening lines of "Introduction to Consciousness," Arne Dietrich claims that the material he covers on cognitive neuroscience is disturbing because what is "at stake is nothing less than the nature of our souls." Far from unusual, this mixing of scientific and spiritual terminologies is endemic to discourses over time about minds and brains. At least since the 1980s, neuroscientists have been writing books for nonspecialists and calling for cross-disciplinary discussions of the implications of their new research. This course will trace the conversation back to the century when advanced research on the brain necessitated creating the new term neurology. Beginning with 17th-century automata and brain imaging (drawn by the great architect Christopher Wren), this course will examine narratives of brains and minds in philosophic, literary, scientific, and legal texts, and end with a discussion of popular films that attempt to represent consciousness. At every point, students will be asked to consider the ethical questions arising at the nexus of narrative techniques and scientific technologies. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3100. Medieval Literature. (4 Credits)

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

Attributes: ALC, ENHD, MVLI, MVST.

ENGL 3101. Apocalyptic Representation Before 1800. (4 Credits)

Today we often think of the end of the world in scientific contexts: climate change, nuclear and other types of environmental catastrophes, alien or machine annihilation. But for most of human history, the end times were thought of in exclusively theological terms. When and how and why did these sometimes competitive, sometime overlapping frameworks for imagining our end develop? This course will look for answers in early modern and 18th-century apocalyptic representations. Among the authors we will consider are, Francis Bacon, John Milton, Margaret Cavendish, Jonathan Swift, Isaac Newton, and Mary Shelley. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3102. Medieval Drama. (4 Credits)

Medieval Drama offers a study into one of the most vibrant forms of the pre-modern period, offering us a vantage point from which to view medieval ideas about war, sex, religion, life and death. As expected, some sources were closely controlled and curated, such as the Christian liturgy itself and the short dramatic tropes, like the Quem quaeritis, which would expand on the scriptural narrative. Yet other, less formal and popularly organized pieces such as the amazing cycle plays of the late medieval period show a remarkable involvement of everyday people, as the trade guilds work to translate the story of creation to the Apocalypse into a relatable experience. Studying this span of history allows us to consider drama's origins and changing cultural meanings. Using selected highlights, this course will include the medieval morality plays, such as "Mankind" and "Every-man," along with biblical plays represented in selections from the York, Towneley, and Chester cycles. Having looked at these snapshots of early and late medieval drama, we will complete the course with a glimpse of the Early Modern, where plays such as "The Tragical History of Dr. Faustus" will show us how the plays produced in the age of Shakespeare both reflected and rejected the medievalisms which formed their very origins.

Attributes: ALC, ENHD, MVLI, MVST.

ENGL 3103. Early English Drama. (4 Credits)

English drama from its origin in the Middle Ages to the beginning of Renaissance drama in the early Tudor period. Mystery plays. Moralities (including Everyman) and interludes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, MVLI, MVST, RSCS.

ENGL 3104. Medieval English Blackness?. (4 Credits)

This course poses a question: How can we talk about blackness in the English late Middle Ages (c. 1350 to 1500)? Through a range of readings in medieval texts, contemporary Black literature, and critical scholarship, we will entertain this question in at least three ways: 1) as an interrogation of possibility—how are we able to talk about blackness during this period, before the emergence of the modern concept of race? 2) as a prompt to describe—what did blackness mean during this period, and how does this square with what it means now? and 3) as a political intervention—how does critical race studies transform the way we read medieval literature, and how can medieval literature shed new light on modern convictions about race? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, ENRJ, MVLI, MVST, PJRC, PJST.

ENGL 3105. "Game of Thrones" and the Modern Medieval. (4 Credits)

From "Game of Thrones" and "The Witcher" to classics like "A Knight's Tale," popular culture brings the medieval world forward for contemporary audiences. But before the Starks and Lannisters were the Houses of York and Lancaster. In fact, medieval England witnessed a series of social and political upheavals, from the Black Death to the Wars of the Roses and the Reformation, all of which events writers of the day responded to and reimagined in creative ways. In this class, we will read both medieval works of literature and recent works of medieval fantasy to understand the connections between them. We will also examine how our more recent stories subvert simplistic fantasy tropes and deploy the Middle Ages to explore key political and ethical questions of the present. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, MVLI, MVST.

ENGL 3106. After the Apocalypse. (4 Credits)

In this course, we will conduct close readings of post-apocalyptic short stories, novels, and films to think about how they depict the societies, places, histories, and human/non-human worlds that emerge from the destruction of the world. With special attention to the dynamics and theories of disability, race, gender, and monstrosity, we will discuss how representations of apocalyptic futures shift in response to changing social and historical conditions, including how our own multicultural world has changed in response to the COVID-19 pandemic. We will be especially interested in the correlation between the causes of the apocalypse and how that event gives shape to the author's vision of the world that emerges after the catastrophe. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, DISA, PJRC, PJST.

ENGL 3107. Chaucer. (4 Credits)

Reading and analysis of The Canterbury Tales and other major poems. This course will examine Chaucer's major work, The Canterbury Tales, as well as his earlier love poems. We will be spending most of the semester on the Canterbury Tales so that we can explore the range of Chaucer's writings—his romances, bawdy stories, moral tales, and saints' lives. There will be two main goals: to pay close attention to Chaucer's poetry (and, therefore, to become familiar with Middle English) and to discuss the larger concerns to which Chaucer returned again and again—the position of women, social disruption, religious belief, the politics of the court, and the challenge of writing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, MVLI, MVST.

ENGL 3108. Imaginary Travelers. (4 Credits)

Books, shows, and films about traveling have always been popular, but perhaps never more so than in the 18th century. Our class will take a close look at travelers who existed only in authors' imaginations and changed the way we think about travel and the travel narrative. Where could these travelers go? What might they encounter? The sky was the limit (and sometimes the destination). Along our journey, we will visit the moon, sail alongside the regularly lost Lemuel Gulliver from Jonathan Swift's "Gulliver's Travels," and visit Bath, England, with Tobias Smollett's constantly cranky Matthew Bramble and his entourage. Finally, we will travel through time with more contemporary voyagers, including Dana from Octavia Butler's "Kindred" and Dr. Who. Our focus will be on how these works of imaginary travel help us reconceive the world and our place in it. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3109. Arthurian Literature. (4 Credits)

Readings will include excerpts from Geoffrey of Monmouth, Wace and Layamon on the origins of the idea of Arthur. Later we will read Chretien De Troyes' Lancelot (The Knight of the Cart)*, part of the *Alliterative Morte Arthure*, and the conclusion to Thomas Malory's *Le Morte Arthur*. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, MVLI, MVST.

ENGL 3110. Satire and Society. (4 Credits)

Laughter and comedy have been used for centuries to point out troubling societal issues. By considering everything from the plays of the ancient Greeks and the comedic dramas of the Restoration period to contemporary mockumentaries, this course will track the progress and effects of comedic satire. How does laughter help us transform society? How can satire be used to elicit real, lasting change? How does satire navigate through systems set in place to monitor and restrict free speech? These are some of the questions we will be considering throughout the course. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3111. Medieval Romance and Adventure. (4 Credits)

Quests, moral dilemmas, divided loyalties, violence, and love: medieval narratives of romance and adventure have got them all, plus dragons. This course introduces you to the medieval genre that gave rise to the modern novel and launched a thousand prestige cable series. The cross-cultural reading list could include readings in late medieval English and translated from Welsh, French, German, Arabic, and Persian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ENHD, EP3, MVLI, MVST, WGSS.

ENGL 3112. The Medieval North: Vikings, Saxons, and Dragons. (4 Credits)

This course will investigate Old English and Old Norse literature in translation. The medieval northern world in which this literature was written and takes place was on the margins of Europe, but many of the legendary myths and stories from this world have come to dominate our perception of the Middle Ages. In this course, we will read their epic literature filled with vikings, berserkers, trolls, and dragons, and we will consider the ways in which the medieval North remains politically and culturally relevant to this day. We will ask questions like, how is the North conceptualized in opposition to other geographical regions in their literature? How do the authors conceive of their own marginality? What is the legacy of the medieval North, and why is it so politicized today? How do medieval authors explore their own mythological and legendary history, and how do we in the 21st century continue to grapple with it? Potential texts include the Poetic Edda, the Beowulf manuscript, The Wanderer, the Saga of the Volsungs, Egil's saga, and the Vinland sagas, as well as texts from modern authors like Halldór Laxness and Gerður Kristný. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3113. Introduction to Old English. (4 Credits)

An introduction to the language of Old English and some of the early literary works composed in that language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, MVLI, MVST.

ENGL 3114. The (Medieval) Walking Dead. (4 Credits)

Ranging from stories of undead armies in "Branwen, Daughter of Llyr" to eternally-damned 'zombie' knights in Perlesvaus, and from genres varying from chronicle to romance, this course explores the cultural significance of medieval 'zombies,' revenants, spirits, and other beings that we would classify as 'undead,' in order to understand how such monsters might relate to medieval concerns about living, death, dying, and the afterlife. How do the living relate to the dead in the Middle Ages? What happens to bodies and souls after death? How do concerns about morality and living affect the person in the afterlife?

Attributes: ALC, ENHD, MVLI, MVST.

ENGL 3115. Medieval Women Writers. (4 Credits)

We will begin with the autobiographical account of Perpetua, Roman martyr, and then we will look at the plays of Hroswitha, a Saxon nun, the biography of Christina of Markyate, an Englishwoman who rejected marriage for life as a solitary, the romantic lyrics of the female troubadours, short excerpts from the English mystics Julian of Norwich and Margery Kempe, Christine de Pizan's *Treasure of the City of Ladies*, and finally the daily letters of the women of the Paston family (xvth century). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ENHD, MVLI, MVST, WGSS.

ENGL 3121. The Pearl Poet and His Book. (4 Credits)

In this course, we will study intensively some of the greatest poems written in Middle English, all by the anonymous 14th century poet known as the Pearl or Gawain Poet, all contained in a single manuscript, Cotton Neo A.x. We will learn about the art of medieval bookmarking and illustration through hands-on work with the manuscript's digital facsimile, weigh in on intense scholarly debates surrounding the book's four poems (Pearl, Sir Gawain and the Green Knight, Patience, and Cleanness, the crown jewels of the Alliterative Revival), and read other works possibly attributed to this author (St. Erkenwald) to ask critical questions about the formation, and expansion, of literary canons. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, MVLI, MVST.

ENGL 3122. Extinction. (4 Credits)

We are in the middle of a "sixth extinction," a large-scale disappearance of life caused by human activity. How did we—human beings, other beings, and planet Earth—get here? And can the damage be reversed? This course will examine works of literature and art from the 16th century to the present that shed light on our relationship to nature and how that relationship has changed over time, particularly during periods of colonization, imperial and global expansion, and industrialization. At the same time, we will look at works that have taken the threat of extinction as an opportunity to think urgently and creatively about the future. We will focus especially on efforts by writers, artists, scientists, and others to document and conserve biodiversity, pursue "de-extinction," and imagine new ways of life in a post-extinction world. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, ENRJ, ENST, ESEJ, ESEL, ESHC.

ENGL 3123. Surviving the Barbarians in Early Medieval Britain. (4 Credits)

This course explores the literature of ancient and early medieval Britain from the age of the Roman Empire to the time of "Beowulf." It considers the contact and conflict between long-resident populations like the Britons and Picts and invaders like the Romans and the Saxons—groups who would be subjected to their own invasions later. How did certain groups come to view others as "barbarians," and what is like to grapple with that label? This course will introduce students to the changing, material culture of Britain and to several postcolonial perspectives on the medieval evidence. Readings will be translated from Latin, Old and Middle Welsh, Old English, and Old Norse. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ENHD, ENRJ, IRST, MVLI, MVST.

ENGL 3125. Beowulf in Old English. (4 Credits)

This course will involve close reading of Beowulf and related texts in the original, as well as discussion of critical approaches to the poem from romanticism to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, MVLI, MVST.

ENGL 3127. Dreams in Middle Ages. (4 Credits)

Much medieval literature presents itself as dream-vision, and this course examines the imaginative possibilities the vision-form presents, and which medieval authors exploit for profit and delight. In making sense of medieval dream worlds, we shall look at both medieval and modern theories of dreams and dreaming. We shall begin by reading, in translation, "The Romance of the Rose," one of the most influential dream visions of the Middle Ages, and as we read it—and works by Chaucer, Langland, the Pearl-poet, and Julian of Norwich, texts that investigate secular and spiritual love and loss, allegory, psychology, and the human struggle for existence—we shall come to appreciate the diversity, literary and philosophical complexity, and beauty of the medieval dream vision. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ENHD, MVLI, MVST.

ENGL 3131. Medieval Tolerance and Intolerance. (4 Credits)

Studies medieval literary texts for their representations of various peoples, ethnicities, beliefs, relationships, models of justice etc. Taught in the original (for some medieval English texts) and in translation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, MVLI, MVST.

ENGL 3134. Love in the Middle Ages. (4 Credits)

This course will treat the rules for love written by the 12th century author Andreas Capellanus, together with the work of his Roman predecessor Ovid. Then we will examine the way love was experienced in Marie de France's short stories (lais), will read the real life letters of Abelard and his beloved Heloise, and will discuss same-sex friendship/love. The course will conclude with Arthurian narratives by Chretien de Troyes, Sir Thomas Malory and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ENHD, MVLI, MVST, WGSS.

ENGL 3135. Irish and British High Medieval Literature: Connections and Comparisons. (4 Credits)

This course covers the literature of the period 1000 to 1330 in England, Wales, Ireland, and Northern France in the context of spiritual reform, artistic innovation, political consolidation, and cultural exchange. Readings will include selections from all the major genres of high medieval literature: Arthurian romance and other courtly fictions, history and saga, the outrageous lives and afterlives of the saints, and lyric poetry in English and translated from Latin, Welsh, Irish, and French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ENHD, IRST, MVLI, MVST.

ENGL 3136. Medieval Mystics. (4 Credits)

During a Middle Ages where Catholic Christianity informed virtually all aspects of public and private life, the claim to genuine mystical experience—that is, the claim to direct, unmediated experience of God—could not have carried higher stakes. Starting with foundational texts, we will read the synaesthetic ecstasies of maverick hermit Richard Rolle, the regimented monastic instruction of Walter Hilton, and the complex language games of The Cloud of Unknowing; we will unravel one of the great, gem-like masterpieces of the Alliterative Revival, the anonymous Pearl, probe the intersections of gender, text, and faith in the writings of Julian of Norwich (the first female writer in English) and Margery Kempe (the first autobiographer in English), and examine mysticism's secular dimension in Malory's telling of the Quest for the Holy Grail. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, MVLI, MVST, REST.

ENGL 3137. World Cinema Masterpieces. (4 Credits)

World Cinema Masterpieces provides a close analysis of style, narrative structure and visual texture in selected masterworks of major European, Asian and American directors. Directors under consideration include: Renoir, Carne, Lang, Welles, Ophuls, Hitchcock, Bresson, Kurosawa, Ray, Bergman, Rossellini, Fellini, Truffaut, Tarkovsky, Kieslowski, Fassbinder and Altman. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASAM, INST, ISEU, ISIN.

ENGL 3138. Late Modernism. (4 Credits)

Sandwiched between high modernism of the 1910's and 20's and the postmodern turn, texts produced between the 1930's and 60's often fall out of accounts of twentieth century literature. In this class, we will interrogate critical assumptions surrounding ideas about "late modernism," and how re-invention and disenchantment can complicate and enrich our understanding of literary modernism. Our readings will include late works by writers who contributed to the first wave of modernist writing, as well as those by individuals whose careers began in its aftermath. Possible authors include: Jean Rhys, H.D., Samuel Beckett, Carson McCullers, Djuna Barnes, Paul Celan, W.H. Auden, Gertrude Stein, James Joyce David Jones, T.S. Eliot, Gabriel Garcia Marquez and George Oppen. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI.

ENGL 3140. Myth of the Hero: Medieval Memory. (4 Credits)

Scholar Umberto Eco once compared the Greek gods to the superheroes of our present day. Yet our own cultural understanding of what a hero is varies, ranging from Zeus to Catwoman and everything in between. This course will explore the development of the concept of the hero, beginning in the pre-modern era with Beowulf. We focus on the works of the eleventh through sixteenth centuries as time periods wherein the concept of the hero changed most dramatically, and the resulting ideas continue to drive what many twenty-first-century societies still consider "heroic" today. In the spirit of the Eloquentia Perfecta seminar, of which this course is a part, our studies will involve many speaking and writing opportunities. To help you create this content and generate ideas, we will study the cultural contexts of the hero, as well as those shared characteristics that seem to set the hero apart: otherworldly backgrounds, bodies & minds. This will be an interactive class, arrive prepared to discuss/debate issues of interest. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, MVLI, MVST.

ENGL 3143. World Cinema Masterpieces, 1960-1980. (4 Credits)

World Cinema Masterpieces, 1960-1980 explores major works of the French New Wave, expressionism, surrealism, epic, and New German cinema—all produced during a 20-year period of extraordinary diversity and experiment. Among the European, North American, and Asian directors we will consider are: Truffaut, Rohmer, Tarkovsky, Bunuel, Antonioni, Teshigahara, Bergman, Kubrick, Fassbinder, and Malik. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASAM, COLI.

ENGL 3144. Other Worlds. (4 Credits)

This course will explore different kinds of "Other Worlds" in medieval literature, from visions of heaven and to voyages into supernatural worlds. We will analyze how these texts use spatial distance and difference to explore social relations and identities and even to subvert established ideas. The syllabus will include selections from the Lays of Marie de France and the Middle English Sir Orfeo and Sir Gawain and the Green Knight. We will finish the semester by looking at how the medieval is re-imagined as an "other world" in modern fantasy literature. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, MVLI, MVST.

ENGL 3145. Medieval Love in Comparison: Christian, Jewish, and Muslim Perspectives. (4 Credits)

The concept of romantic love preoccupies contemporary society and art, as it has done for hundreds of years. Ideas of romantic love have their roots in the literature and ideas of medieval Muslims, Jews, and Christians, who were themselves responding to even earlier ideas about love and sex. In this class, we will ask: What were the discourses of love among Christians, Jews, and Muslims in the Middle Ages, and how do they impinge on our understanding of love in the present? Readings will include selections from classical poetry, the Bible, and medieval poetry in English or translated from Latin, Occitan, Arabic, Hebrew, and French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, GLOBL, JWST, MVLI, MVST.

ENGL 3146. Science and Magic in Medieval Literature. (4 Credits)

This course considers the entanglements of language, literature, and knowledge about the natural world during the Middle Ages. We will look at medieval practices of what we would come to call natural and biological science, consider medieval understandings of nature's "occult" power, and explore medieval literature about spells, wonders, witches, and demons. By the course's end, students will better understand the connections between language, culture, and scientific facts, and they will have learned about the long history of magic in the Middle Ages. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, MVLI, MVST.

ENGL 3147. Supernatural Stories. (4 Credits)

This course will explore the appearance of the supernatural in works of literature and art, including short fiction, novels, poems, plays, films, and TV shows. Besides terror and horror, what other emotions and reactions have authors tried to evoke? Why are we attracted to stories about the supernatural? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3148. Science Fiction and Fictional Science. (4 Credits)

How real is the "science" in science fiction? How firm is the boundary between fact and fantasy, the real and the unreal? In this course, we will examine historical and contemporary works that blur the boundary between science and fiction by representing, critiquing, and testing the limits of the latest scientific discoveries of their periods. By engaging with a wide range of fictional works, this course explores the different ways science gets represented in popular culture and considers how fictional works have been used to promote or impede the acceptance of scientific facts. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3149. A World of Their Own: Women in Science Fiction. (4 Credits)

This course will explore the contributions women have made to the science fiction genre, both as authors and characters. From Margaret Cavendish's *The Blazing World* and Mary Shelley's gothic masterpiece *Frankenstein* to more contemporary works, such as Octavia Butler's *Kindred*, Ling Ma's *Severance*, and leading characters of popular shows like *The Expanse*, we will explore the multidimensional dystopian, utopian, and Afrofuturistic worlds created by women writers and characters of science fiction. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3151. Metaphysical Poets: Radicals and the Poetic Tradition. (4 Credits)

This course deals with Donne and his followers and their radical divergence from the standard use of metaphor in the Renaissance and early 17th Century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3152. Race and Religion in Literature: Beowulf to Wuthering Heights. (4 Credits)

How can we talk about depictions of difference in literature? We will attend to this question by reading texts depicting racial and religious difference alongside critical race studies to examine the logic and paradoxes of difference. Texts will include "Beowulf," Chaucer's "Man of Law's Tale" and "Prioress's Tale," Shakespeare's "Othello," Marlowe's "The Jew of Malta," and Emily Brontë's "Wuthering Heights." Critics discussed will include Geraldine Heng, Henry Louis Gates Jr., and Toni Morrison. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, PJRC, PJST, REST.

ENGL 3203. Streets/Gardens/Magical Worlds: Space and Place. (4 Credits)

How do we shape places, and how are we shaped by them? In this course, we will consider places ranging from city streets to gardens and magical spaces. We also will focus primarily on imaginative writings from the early modern or Renaissance period, but we will consider select texts from other periods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3206. Shakespeare. (4 Credits)

In this course, students will study Shakespeare's poetry and plays in relation to the Renaissance and 21st-century concerns and ideologies. Emphasis will be on Shakespeare and his works as they are read and constructed in regard to power, class, gender, and literary aesthetics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ENHD.

ENGL 3207. Milton. (4 Credits)

A survey of the major poetry and prose of John Milton with strong emphasis on Paradise Lost. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, REST, RSCS.

ENGL 3209. Ecoliterature from Milton to Today. (4 Credits)

Visions of paradise on Earth and sublime nature alongside bleak landscapes devoid of life. Dreams of plenitude juxtaposed with the sober reality of resource extraction and dearth. Ideas of stewardship and coexistence clashing with the drive for domination and profit. In the writings of Milton and the inheritors of his formidable legacy, from the Romantics to 21st-century ecocritics, such thinking is a call to action that, in the worsening climate crisis, we cannot afford to ignore. What ethics and sense of justice informs it? And how can it help us to reimagine our place in nature as well as our relationships with one another? Such questions will guide us toward our own visions of a hopeful, balanced future. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, ENST, ESEJ, ESEL, ESHC.

ENGL 3221. Shakespeare's History Plays. (4 Credits)

Shakespeare's first great hit was a series of history plays about the kings who ruled, and the wars they waged, a century and more before his birth. The eight plays produced (Harry Potter-style) over the course of eight years, gave London audiences then-and will give us now-a chance to watch Shakespeare becoming Shakespeare: to see him learn how to pack plays with a pleasure, impact, and amazement, a scene by scene and line by line, with a density and intensity no playwright before or since has ever managed to match. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3222. Shakespeare and Popular Culture. (4 Credits)

This course focuses on theories of popular culture in tandem with items of popular culture related in some way to Shakespeare's work. We will be reading cultural theory every week. Please keep this double focus in mind: we want to figure out why and how Shakespeare's work is employed, not merely in what manifold ways he appears. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ENHD.

ENGL 3226. Stage Vengeance. (4 Credits)

For reasons intriguing to think about, playwrights and playgoers have been obsessed with acts of vengeance from Ancient Greece through New York yesterday. We'll mull the reasons as we track the acts through three epochs: Ancient Greece, Elizabethan London, and present-day New York. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3227. Early Modern Lyric Poetry. (4 Credits)

Poems from the early modern era, sometimes known as the Renaissance, are often described as among the best lyrics in the English language. We will devote considerable energy to close, careful readings of them, focusing on both Shakespeare and many of his contemporaries, as well as a few related twentieth- and twenty-first-century works. In doing so, we will consider how this poetry experiments with genres like the sonnet, sound effects, and many other poetic devices. We will also consider fascinating questions about language, art, gender, sexual and romantic desire, class, and religious and political turmoil that these poems raise. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3230. Early Renaissance Poetry. (4 Credits)

Renaissance poetry is marked by an extraordinary generic versatility, topical daring, and rhetorical dexterity; it raises many fascinating questions regarding language, aesthetics, nationalism, gender relations, sexual and romantic desire, status and rank, and religious and political turmoil. This course will trace such questions by focusing on genres such as the sonnet, the epyllion, the eclogue, and others. Although we will engage the historical and cultural context of Renaissance England where appropriate, this is not a history course; our primary energies will be devoted to close, careful readings of the language, form, and style of the poems themselves. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3234. A Midsummer Night's Dream. (4 Credits)

This course gives students the opportunity to spend an entire semester focusing intensively on one of Shakespeare's most enduring, and endearing plays: *A Midsummer Night's Dream*. We will begin with a slow reading of the play itself, then move both backward (to sources in Ovid and Chaucer) and forward (to important critical studies as well as various musical, theatrical cinematic, and novelistic adaptations, including Shakespeare's own revisiting of the material, late in his career, in *The Two Noble Kinsmen*). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3235. Dangerous Women. (4 Credits)

"Dangerous women"—the magical, the defiant, and the co-opters of masculine roles—are everywhere in early modern literature. How do they defy conventions and shatter norms? How are they handled by writers, and how do their characters resonate with us? In this course, using the idea of dangerous women as our rubric, we will trace their appearance in literary history and contemporary works of literature and film. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, PJGS, PJST.

ENGL 3239. The Rise of the Novel. (4 Credits)

Following a century of civil wars, something very curious happens in England: Novels appear. People write them, publish them, read them and, most of all debate furiously about what novels are. In this course we will look at the rise of the novel in England, asking: Where did novels come from? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3247. NYC Latinx Literature. (4 Credits)

This course is about Latinx literature in NYC in all its diversity and cultural range. We will read stories, poems, and plays with special attention to how they describe the range of cultural differences, economic exploitation, and political conflicts in NYC. This class will appreciate that any understanding of NYC life and history would be incomplete without the inclusion of the diverse Latinx experience. There will be food, field trips, and music. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENRJ.

ENGL 3306. Jonathan Swift and the Art of Satire. (4 Credits)

This course is an introduction to the art and nature of satire using the works of Jonathan Swift as the prime material for study. In addition to Swift's *A Tale of a Tub*, *Gulliver's Travels*, and *A Modest Proposal*, we will consider select works from the long satiric tradition as well as works by his contemporaries, including Alexander Pope, Mary Wortley Montagu, John Gay, and Jane Collier. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, IRST.

ENGL 3311. Opening Heads: Writing About Minds and Brains Before 1800. (4 Credits)

This course reads literary representations of minds and brains within the context of early-modern neurology and some major concepts in current cognitive theory. The literary authors considered may include Milton, Marvell, Swift, Finch, Addison, Pope, Sterne, Austen, and the Scriblerians. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3315. Laugh. Crv. Hum. Quake. (4 Credits)

Over the course of two centuries. British playwrights and players hit upon a huge new panoply of ways to trigger in their audiences the responses tagged above; many of their methods are still at work in the entertainments we seek and savor now. By close readings of the plays and their contexts (cultural, theatrical, social, political) we'll track the development of those techniques, seeking to make sense of how they worked and why they matter. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENHD.

ENGL 3318. Early Women Novelists. (4 Credits)

This course examines the rise of female novelists in early modern England. We focus on women's novels because they were—and still are—too often neglected. At the same time, though, we need to think critically about the problems of organizing a course around the authors' sex. Indeed, we need to think critically about the categorical assumptions raised by this course's very title. Above all, our goal is to develop rigorous, historically sensitive, close readings of each novel, focusing especially on problems of slavery, race, gender, and class. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, ENRJ, WGSS.

ENGL 3319. Plays and Players: 1600-1700. (4 Credits)

Beginning in the 1660's, the stage mirrored the world in ways unprecedented: new performers (actresses trod the boards for the first time ever); new protagonists (middle-class as well as aristocratic); new shapes of comedy and lighting; new styles of acting; and new audiences keen to absorb, assess, and gossip about whatever transpired on stage, in the stalls, and behind the scenes. We'll investigate all this innovation, through play texts, performances (live and recorded), and all the modes of writing (diaries, letters, autobiographies, reviews) by which spectators sought to preserve the evanescent but often spellbinding experience of going to a play. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3329. Plays and Players, 1700-1800. (4 Credits)

During the 1700s, the London world of entertainment changed in directions that now look, from our vantage, both long familiar and rather strange. The century ushered in the first feel-good comedies, calculated to make their audience cry and laugh by turn; the first exaltation of Shakespeare as more divinity than mere playwright; the first docudramas; the first attempts to record performances for posterity; the first theatrical superstars; and all the elaborate apparatus that sustained the stars' centrality in the public eye: gossip columns, celebrity magazines, souvenirs, and tell-all memoirs. We'll track all the change and strangeness by reading some of the century's greatest theatrical hits alongside all the many modes of documentation in which they came swathed for their first audiences. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3330. The Global Eighteenth Century. (4 Credits)

In the eighteenth century, Britain's imperial expansion and investment in colonialism and slavery were well underway; England was actively involved in a global market (that, among other things, featured products from China and Japan); and it was alternately cooperating with and competing against other European countries. This course will examine both the representation of global expansion in English literature and, just as importantly, the influx of global literature into England. We will read canonical British texts, alongside slave narratives and Arabian tales, giving all equal weight in our efforts to understand the period. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ENHD.

ENGL 3333. Captives, Cannibals, and Rebels. (4 Credits)

Captives, cannibals, and rebels are everywhere in early English writing about the Americas and the British Empire. In this course, we will think about why these figures fascinated authors and readers so much and what they can tell us about anxieties regarding colonization. We will read travel and captivity narratives, novels, plays, and poetry from the 17th and 18th centuries; authors may include Mary Rowlandson, Aphra Behn, Daniel Defoe, Olaudah Equiano, Samuel Taylor Coleridge, William Earle, and William Apess. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, COLI, ENHD, ENRJ, HCWL, HUST.

ENGL 3334. Early Modern Poetry and Drama 1579-1625. (4 Credits)

A survey of major writers during the reigns of Elizabeth and James I. Poetry and drama by Shakespeare, Donne, Spenser, Sidney, Johnson and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENHD.

ENGL 3336. Early American Novel. (4 Credits)

The American novel was a late arrival. No novels were published in America during the colonial period, and the first native entries in the genre appeared in the late eighteenth century, shortly after the formation of the United States and generations after the first English novels were published. This course will sketch the tradition of the American novel from its beginnings through the Civil War. To that end, we read a selection of representative early American novels—representative, that is, of the way that we view the history of the American novel today. We will consider the way that the American novel comes into being: what literary categories it draws upon, and how. We will also trace the ways that American novels came to be valued (some more than others), in their own time and ours. And we will consider different ways of reading early American novels, employing approaches old and new. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, ENHD.

ENGL 3338. Keats and the Romantic City. (4 Credits)

This course takes Keats as our guide to London in the Romantic period. We will focus on a range of poets and prose writers who take the city as their subject and define their art by it. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3339. Romanticism and Confession. (4 Credits)

"I have freely told both the good and the bad, have hid nothing wicked, added nothing good." So writes Jean-Jacques Rousseau in his famous confessions, a ground breaking autobiography that presented the author to the world in all of his glories and frailties. The Romantic period witnessed a breathtaking range of autobiographical writing, and at the heart of this literature we find the language of confession. Not only a willful decision to make the private public, confession also includes legal testimony and other modes of coerced or enforced revelation, prophecies, and even the wild raving of flashing-eyed poets. What becomes of one's self-identify through the process of confession? Can a confession come without remorse or contrition? How do we understand the delicate balance between what is revealed and what is concealed, what is confessed and what is harbored from view? Our readings will include Romantic-era autobiographical works such as Thomas DeQuincey's *Confessions of an English Opium Eater*, James Hogg's *The Private Memoirs and Confessions of a Justified Sinner*, Mary Wollstonecraft's *Letters Written in Sweden, Norway and Denmark*, poetic and fictional works, such as William Wordsworth's *Prelude* and Mary Shelley's *Frankenstein*, and key texts in the long history of confession, from St. Augustine to Michel Foucault. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3341. Love and Sex in Early Modern Literature. (4 Credits)

This course will explore ideas about love, eroticism, and human sexuality from 1500 to 1700. Writers to be studied include Petrarch, Aretino, Shakespeare, Sidney, Wroth, and Wilmot.

Attributes: ALC, ENHD, WGSS.

ENGL 3342. Women, Crime, & Punishment in Literature. (4 Credits)

This course examines portrayals of female criminality in literature. What formal techniques and narrative strategies do writers use to depict female criminality? What are the moral, legal, and social contexts that determine what constitutes a crime and the need for punishment? In addition to considering literary representations, we will explore constructions of gender and sexuality and the ways in which social values and expectations shape agency and dis-empowerment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENRJ, PJGS, PJST.

ENGL 3350. Ethnic Camera: Race and Visual Media. (4 Credits)

Camera-generated media are increasingly dominating our visual and cultural landscapes. They have also played a central role in shaping our perceptions of race. In this course, students will explore different photographic genres to investigate the visual origins of race. From historic objects like carte-de-visite photographs to the contemporary selfie, students will learn to interpret the intersection of race and power in our image-saturated world. Other activities may include archival visits, artifact analysis, and play with TikTok. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASAM, ASLT, ENRJ, LAHA, LALS, PJRC, PJST.

ENGL 3357. Writing Asian America. (4 Credits)

What does it mean to be Asian American? How have Asian Americans grappled with the racist assumptions about Asian-ness imposed by US national culture? What ethical modes of being have Asian Americans imagined, what global histories have they uncovered, what social and political possibilities have they dreamt of, and what can they teach us about the historical present? What does it mean to write Asian America? Fulfills the Pluralism and Advanced Literature Core requirements of the core curriculum. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, ACUP, ADVD, ALC, AMST, ASLT, COLI, ENRJ, PJRC, PJST, PLUR.

ENGL 3359. Asian Diasporic Literatures. (4 Credits)

"To be rooted," Simone Weil once wrote, "is perhaps the most important and least recognized need of the human soul." If so, what does uprootedness do to the human soul? How does diaspora, the often violent loss of a native land, challenge the arts of poetry, drama, and story-telling? What geo-historical forces go into creating such violent dislocations? With what ethical and political dilemmas do they confront the diasporic subject? How does diasporic trauma manifest itself across generations? What role can literature play in healing the wounds of the uprooted? This course addresses these questions by examining Asian diasporic literatures of roughly the last half century. Previous writers have included Maxine Hong Kingston, lê thi diem thúy, Jessica Hagedorn, Jhumpa Lahiri, Min Jin Lee, Li-Young Lee, and Ocean Vuong. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, ACUP, ADVD, ALC, AMST, ASHS, ASLT, COLI, ENRJ, EP3, INST, ISAS, ISIN, PJRC, PJST, PLUR.

ENGL 3361. The Female Bildungsroman. (4 Credits)

At its inception, the term "bildungsroman" referred to novels concerned with the maturation, education, and coming of age of white, male protagonists. This class explores how the bildungsroman transforms when it focuses on protagonists of different gender identities, sexualities, and races in a variety of literary forms that might include novels by the likes of Charlotte Bronte or Maxine Hong Kingston, autobiographies by Simone De Beauvoir or Audre Lorde, poetry by Emily Dickinson, or even super hero comics like Marvel's Uncanny X-Men. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, PJGS, PJST, WGSS.

ENGL 3363. Crime and Punishment. (4 Credits)

What makes crime a crime, and what constitutes just punishment? This course will explore ideas about criminality and correction as reflected in literary texts. We will also read crime narratives as taking up other concerns—such as social conformity, religious redemption and political unrest. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3364. Novels of Ideas: 19th Century. (4 Credits)

An intensive study of four major novels from the second half of the 19th century: Melville's *Moby Dick*, Tolstoy's *Anna Karenina*, Dostoyevski's *The Brothers Karamazov*, and Hardy's *Jude the Obscure*. In exploring the ideological texture of these works, the course will consider the influences of such seminal thinkers as Schopenhauer, Marx, Darwin, Nietzsche, Zola and Frazer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI.

Mutually Exclusive: COLI 3364.

ENGL 3365. Novels of Ideas: High Modernism. (4 Credits)

Drawing on works of philosophy, psychology, aesthetics, and literary theory, the course will develop close, contextualized readings of five modernist masterpieces, all published within a 20-year span: Proust's "Swann's Way" (1913), Lawrence's "Women in Love" (1920), Svevo's "Confessions of Zeno" (1923), Mann's "The Magic Mountain" (1924), and Faulkner's "Light in August" (1932). Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, ISEU.

ENGL 3400. Age of Romanticism. (4 Credits)

This course covers the broad sweep of British Romanticism, from the 1780s through the 1830s. In any given semester, specific themes may organize the readings, but they are designed to encompass a wide range of poetry, prose, and drama. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ENHD.

ENGL 3402. Victorian Literature. (4 Credits)

English literature from 1832 to the latter part of the 19th century. Poets and prose writers. The reflection of contemporary ideas in the literature of the period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI.

ENGL 3404. Beyond the Bronte-verse. (4 Credits)

Since their deaths, Emily, Charlotte, and their lesser known (but no less talented) sister, Anne, have, like their heroines, enjoyed a kaleidoscopic multiplicity of new lives in worlds as different and seemingly disconnected as biography (*The Life of Charlotte Bronte*), post-colonial literature (the novel *Wide Sargasso Sea*), second wave feminist politics (the critical text *The Madwoman in the Attic*), young adults novels (*Twilight: Eclipse*), role-playing games (as chronicled in the comic book, *Die*), and "Me Too" Era film (*Promising Young Woman*). This class explores this "Bronte-verse" both by examining the Bronte sisters' most famous novels in the context of 18th- and 19th-century literary movements and genres (Romanticism, the Gothic, the seduction novel et al.) and by visiting a relatively small sampling of the vast variety of Charlottes, Emilies, and Annes (not to mention Janes and Catherines, et al.) that populate 20th- and 21st-century media, culture, and art. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3409. Education in Literature. (4 Credits)

Writers like Mary Wollstonecraft, Jane Austen, Louisa May Alcott, and the Brontes all considered what it meant for women to teach and to learn. While Wollstonecraft fought for equal access to education in the late 18th century, later novelists depicted governesses, teachers, tutors, and professors in order to consider what it meant for women in particular to take on such professional roles. What did it mean for a female character to teach? What and how did she teach, and what were the connotations of having a profession at all? In this course, we will study scenes and novels of teaching, research the histories of British and American education, and consider, more broadly, what and how novels and novelists "teach" their readers. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3410. Jane Austen in Context. (4 Credits)

In this course we will read four of Jane Austen's major novels, several scholarly essays about the novels, and a few primary texts by other authors. Our work will be guided by two overarching goals. One is to survey some of Austen's opus and identify her narrative techniques and literary accomplishments. The other is to situate the novels in their historical context and examine some of the political, social, and economic forces that influenced her prose in her own time and continue to shape debates about her work today. We will pay particular attention to gender, class, race, and the history of British imperialism and slavery. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, WGSS.

ENGL 3417. Early Victorian Novels. (4 Credits)

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

Attributes: ALC, ENHD.

ENGL 3418. Later Victorian Novels. (4 Credits)

When Charles Dickens died in 1870, some readers felt as if an era of literature had come to an end. Yet many of Dickens' contemporary novelists were at the height of their powers, and a new generation of authors emerged. In this course we will explore this changing and vibrant period of the English novel, attending both to some of the canonical authors still revered today as well as less well-known authors who deserve renewed recognition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3419. Not Shakespeare. (4 Credits)

There were others, you know—playwrights who wrote in Shakespeare's time and who wrote spectacularly well. Shakespeare knew them, admired them, envied them, emulated them, echoed them, influenced them; they were in a way his working world. We'll read widely and closely in this world of plays by Marlowe, Kyd, Nashe, Jonson, Dekker, Beaumont, Fletcher. Occasionally, we'll glance at Shakespeare, too, to reckon with what he was up to in their busy midst. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3420. Poems of Shakespeare and Others. (4 Credits)

Although Shakespeare is best known as a playwright, he also composed many extraordinary poems, especially love sonnets. We will read them together with poetry by about five of his contemporaries. According to an old joke, sex, religion, and politics are the three subjects one should not discuss at dinner parties— and these are precisely the subjects that recur most intriguingly and intensively in the poetry we'll be exploring together. A sampling of the issues we'll discuss: how does the poetry of the period reflect— or conceal— the political tensions that culminated in the English Revolution? why do so many poets of this era write sonnets? how do these texts treat desire and gender? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3424. Romantics and Their World. (4 Credits)

British Romantic literary culture flourished in a period of dramatic global change that included the American and French revolutions; war and peace with France; campaigns for abolishing slavery and reforming parliament; and urbanization, industrialization, and an early environmentalism. We will read a wide range of writers who participate in these dynamic events in poems, plays, essays and novels. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, ENHD, ENST, ESEL, ESHC.

ENGL 3425. Nathaniel Hawthorne. (4 Credits)

This course will explore the writing, life, and social world of Nathaniel Hawthorne. Paying particular attention to questions of literary form, history, national, trans-national, racial, and gender politics, we will read *The Scarlet Letter*, *The House of the Seven Gables*, *The Blithedale Romance*, *The Marble Faun*, and a selection of his tales. We will also consider Hawthorne's shifting role in the history of American literary criticism.

Attributes: ALC, AMST.

ENGL 3426. Nineteenth-Century British Poetry. (4 Credits)

This course will consider British poetry across the long 19th century, from the era of the American and French revolutions to the years of reform in the latter half of the century. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3430. Regency Romanticism. (4 Credits)

This course takes the Regency (1811-20) as an historical frame to focus our attention on the latter part of the Romantic period. Officially, this era begins with George III's declared lapse into madness and ends with his son's ascent to the throne upon the king's death. But the Regency has come to be defined more generally as an era characterized by two extremes: the decadence exemplified by the Prince Regent's court and the popular protest movements that would lead to the first Reform Act. We will read a wide swath of the period's poetry and prose within this context. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3434. 19th Century British Women's Tales. (4 Credits)

This course will explore the development of the national tale, a feminist genre of the first two decades of the 19thC whose symbolic cross-regional marriages celebrate the British union. We will examine how women writers used the national tale's defining tropes for their own political, national, and feminist purposes throughout the century. Writers we will read include Sydney Owenson, Maria Edgeworth, Jane Austen, Charlotte Bronte, Elizabeth Gaskell, and George Eliot. Reading will include some literary criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, WGSS.

ENGL 3436. American Dream in Literature. (4 Credits)

In this course we will explore the changing conceptions of success and business in American literature in genres including sermon, autobiography, short story novel, drama and through literary periods including Puritanism, Transcendentalism, Realism, and Naturalism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT.

ENGL 3437. Victorian Novel. (4 Credits)

This course introduces students to major authors of the Victorian novel, including such figures as Charles Dickens, Thomas Hardy, George Eliot, Henry James, Emily Bronte and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3438. American Modernism. (4 Credits)

This course introduces forms of literary experimentation associated with the modernist movement, including authors such as F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, Gertrude Stein, Nella Larsen, Jean Toomer, and others. We will examine such contexts as the Harlem Renaissance, American writers in Paris, southern agrarianism, and others, as a way of grasping modernism's fascination with difficulty. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, COLI.

ENGL 3439. Oddity and Creativity. (4 Credits)

This course focuses on rule-breaking and rule-making literary genres. Readings may include (but are not limited to) medieval allegories and abecedarians, early modern sonnets, 18th-century novels, 19th-century autobiographical poems, 20th-century science fiction, and 21st-century erasure poems and flash fiction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, EP3.

ENGL 3441. American Modernism. (4 Credits)

A study of the responses by American poets and novelists to the radical social, cultural, and technological changes of the first half of the twentieth century. Authors include William Carlos Williams, Wallace Stevens, Elizabeth Bishop, Hart Crane, Willa Cather, William Faulkner, and Jean Toomer. Some attention will also go to film, music, and literary criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASLT.

ENGL 3450. The City in Literature and Art. (4 Credits)

In this course, we will discuss the structures, spaces, people, and life patterns of cities in the imagination of writers and visual artists from the end of the 19th century to the present. We will focus on Berlin, Paris, and New York, using the work of Walter Benjamin as a stimulus to thinking about our own relationship to the urban environment. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASAM, ASLT, COLI, INST, ISEU, ISIN, URST.

ENGL 3462. Romanticism and Private Life. (4 Credits)

In an expanding celebrity age, Romantic writers developed a new appreciation for solitude, family, and friendship. Our texts explore the pleasures, benefits, and risks of private life in a growing media culture. Writers include Lord Byron, Mary Robinson, Felicia Hemans, Samuel Taylor Coleridge, John Keats, John Clare. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3467. Disobedience in Literature. (4 Credits)

"Of man's first disobedience" — so begins John Milton's epic poem, "Paradise Lost". Milton was not alone in having his interest sparked: the concept of disobedience, in its various permutations (literary, social, political, psychological, religious) has energized a wide variety of literary works. One might say that without some form of disobedience, there could be no storytelling. Some of the questions that will shape our explorations in this course include: when is disobedience heroic, and when is it destructive or regrettable? What is the difference between disobeying your family and disobeying the law? Can an obedient character be interesting? How are the different modes of authority (religious, juridical, familial) played off against one another in order to license behavior? Using disobedience as our guiding rubric, we will follow important continuities and innovative changes in literary history across the past three centuries. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3468. Transatlantic Modern Women. (4 Credits)

A literature course focused on gender and modernism from both sides of the Atlantic. As many women writers from 1900-1960 were immigrants and travelers, we have a cosmopolitan focus. Writers include: Zora Neale Hurston, Virginia Woolf, Gertrude Stein and Jean Rhys. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ENRJ, INST, ISEU, ISIN, PJGS, PJST, WGSS.

ENGL 3500. Advanced Literary Theory. (4 Credits)

This course is designed to give students an in-depth study of multiple topics in literary theory not generally covered in the introductory-level course. Emphasis will be placed on reading theoretical texts in relation to the historical and political conditions under which they were produced. Topics will vary by semester but may include: Franz Fanon and the Algerian war; Herbert Marcuse and the Black Panther Party; Giles Deleuze and May '68; Eve Sedgwick and the AIDS epidemic. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

Prerequisites: ENGL 3000 or COLI 3000.

ENGL 3502. Modern British Writing. (4 Credits)

This course explores the diverse range of literary responses, from experimental to popular, to the many changes in English life from 1900-1960 (voting rights for women, two World Wars, the decline of Empire, and the rise of the welfare state). Writers include Joseph Conrad, Virginia Woolf, Elizabeth Bowen, Sam Selvon, and more. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENRJ.

ENGL 3504. Virginia Woolf. (4 Credits)

Virginia Woolf (1882-1941) was one of the great writers of the 20th century. In this course, we will read three of her novels and "A Room of One's Own", her influential feminist essay. Never formally educated, she was also one of the great readers and critics of her time. Brilliant, funny, and hugely curious about her world, she wrote about virtually everything that might interest a person in her time: war, sex, friendship, reading, food, money, art, inspiration, jealousy, fashion, walking, and marriage to name some. As we read her work, we will look at how she transformed the tradition she read into revolutionary art. Then, after spring break, we will read four novels by writers who claim Woolf as an influence, major or minor, direct or indirect. Each of these writers, from England, Colombia, the United States, and Egypt, finds a different Virginia Woolf. With your final project, you will have the opportunity to write about the Woolf you discover through reading her words and discussing them in class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, WGSS.

ENGL 3511. Modern Poetry. (4 Credits)

A study of poets since the 20th century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3512. British and American Poetry: Romantic to Modern. (4 Credits)

The course traces the development of poetry over two hundred years on both sides of the Atlantic, beginning with the Romantic movement in Britain and concluding with American verse of the late 20th century. However, the course is not just an historical survey. We will also explore poetic genres and poetic technique in the close reading of major works by such figures as Wordsworth, Keats, Browning, Dickinson, Whitman, Rossetti, Hopkins, Yeats, Frost, Eliot, Stevens, and Heaney.

Attributes: ACUP, ALC, AMST, ASLT.

ENGL 3518. The City in Literature. (4 Credits)

This course will explore the symbiotic relationship between cities and literature. How have cities been depicted in poetry, fiction, and other genres? How have urban landscapes and life shaped literary expression, as well as new literary collectives and movements? New York City will serve as one of our examples and sites of exploration, but other cities may also be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3519. The Novel. (4 Credits)

What are novels? This course will explore the novel's development and its ever-changing, innovative form. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3520. How Fiction Works. (4 Credits)

This course will examine the formal elements of modern fiction by considering the author's craft in relation to the reader's experience. Exploring both classic novels and short stories by contemporary writers, it will consider how point of view, free indirect style, character, plot, details, language, and other aspects of fiction are used by writers to create stories we care about.

Attribute: ALC.

ENGL 3523. Very Contemporary American Fiction. (4 Credits)

This course will consider a diverse range of acclaimed literary novels by American writers published roughly within the past five years. We will examine what makes these novels innovative in form, narrative voice, or subject matter; their relation to genre and tradition; and the reasons for their commercial and critical success. We will also explore their critical reception and the form of the book review, and students will write their own reviews of assigned novels. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT.

ENGL 3529. Theater and the Avant-Garde. (4 Credits)

"Avant-garde" was originally a French military term for the first line of battle, but in the late nineteenth century, it came to signify the radical new art movements cropping up with abundance throughout Europe and, later, the United States. Rejecting social and aesthetic norms, these movements called for artistic (and often political) revolution, and many seized on theater as the perfect place to make a scandal of their ideas. After the Second World War, the center of gravity for the avant-garde shifted from Europe to New York, where a new generation built on earlier innovations and sought to reflect new realities. But throughout the long twentieth century, avant-garde artists put forth wildly different views of theater and its role in society, and some rejected live performance all together. In this course, we will consider the twentieth-century avant-garde's complicated relationship to theater and its potential configurations of politics, text and spectacle, and analyze theatrical experiments in the context of other art forms. We will read manifestos, plays and performance and anti-performance texts of all stripes, and attend several live art events. Assignments will include one practical theatrical project. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, THEA.

ENGL 3532. James Joyce. (4 Credits)

A survey of Joyce's fiction, beginning with "Dubliners" and "A Portrait of the Artist as a Young Man," and culminating in a careful reading of "Ulysses" and a handful of episodes from "Finnegans Wake." Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IRST.

ENGL 3535. Modern Poetry. (4 Credits)

This course offers students an intensive survey of major thematic currents and formal experiments in British, Irish, and American verse from the late 19th century through World War II. Beginning with Gerard Manley Hopkins and Thomas Hardy, the course will devote central attention to the poetic development of W.B. Yeats, T.S. Eliot, and Wallace Stevens, while also exploring works by such major figures as Ezra Pound, H.D., Robert Frost, Wilfred Owen, William Carlos Williams, Marianne Moore, W.H. Auden, and Langston Hughes. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, COLI.

ENGL 3537. Satire, Sex, Style: The Age of Thomas Nashe. (4 Credits)

Considered for a long time to be a "minor" Elizabethan writer with "nothing to say," Thomas Nashe managed to produce a varied and astonishing, if ultimately costly and futile, body of work during the last decade of the sixteenth century, spanning erotica, picaresque fiction, and fierce invective, satire, and polemic. This course will offer a close look at Nashe's unique rhetorical style in relation to the vivid literary culture of his times, focusing on how Nashe's work pushes to the extreme various impulses in Elizabethan literature that tend to get overlooked in conventional accounts of the period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3542. Modern Irish Literature. (4 Credits)

This course examines major modern Irish authors such as Yeats, Joyce, Synge, O'Casey and Beckett in terms of contemporary development in Irish culture. The Irish revival and the move to modernism and post modernism will be shown through the poets, playwrights and prose writers of the era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, IRST, ISEU.

ENGL 3555. Love, Formally. (4 Credits)

How do literary characters fall in love? What shapes their trajectories of desire and what keeps readers engaged and wanting more ourselves? This course examines the literary forms of love in a diverse range of modern and contemporary literary novels in English, from Jane Austen's "Pride and Prejudice" to Sally Rooney's "Normal People." Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3560. Film Theory and Criticism. (4 Credits)

What are the relationships among film, our perceiving bodies, and the "real" world? Why can films make us laugh or cry? How might they affect our cultural, political, and sexual decisions? Watching one film each class, we will discuss competing schools of thought relating to film, society, and spectators. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3585. Contemporary Indigenous Fiction. (4 Credits)

In this course we'll read three contemporary novels: Louise Erdrich's *The Sentence* (2021), Tommy Orange's *There There* (2018), and Linda Hogan's *Solar Storms* (1997), alongside a selection of short nonfiction texts. We'll explore and compare the three novels carefully, looking closely at narrative elements such as setting, character, imagery, voice, plot, and structure, while considering those novelistic features also in light of a larger history of indigenous peoples' experiences on this continent. Supplemental nonfiction readings will be drawn from David Treuer's *The Heartbeat of Wounded Knee: Native America from 1890 to the Present* (2023) and texts such as Vine Deloria's *Custer Died for your Sins: An Indian Manifesto* (1969), Roxanne Dunbar-Ortiz's *An Indigenous Peoples' History of the United States* (2014), and Ned Blackhawk's *Rediscovery of America: Native Peoples and the Unmaking of US History* (2023). In addition to discussing the novels and other texts in class, students will keep a reading journal, take occasional quizzes and a final exam, respond to discussion questions on Blackboard, participate in two group presentations, and write two formal essays (4-5 pages). Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENRJ, PLUR.

ENGL 3603. American Renaissance. (4 Credits)

Examination of US literature 1830-1860, with emphasis on individualism and social relations, national expansion, popular print culture, slavery, and the emergence of women's writing in relation to changing ideas of public and private. Authors may include: Emerson, Thoreau, Melville, Hawthorne, Whitman, Poe, Fuller, Stowe, Child, Douglass, Longfellow, Fern, Jacobs, Wells Brown. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT.

ENGL 3604. American Literature to 1870. (4 Credits)

We will look at the lively and surprisingly varied body of texts from the 17th century to 1870 as art, as social record and as representations of a mode of aspiration and experience that may well be uniquely American. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, ENHD.

ENGL 3606. On the Road. (4 Credits)

This course introduces students to the trope of roads and road trips in modern literature. It starts from Kerouac's seminal 1957 novel on the topic and examines its implicit assumption that the road trip is a masculine, mid-century, American phenomenon. By zeroing in on a wide range of texts—we will deliberately take a very broad approach—the course aims to challenge this assumption. Together, we will read road narratives by female (Didion) and postcolonial (Selvon) authors, as well as historicize the phenomenon by looking at the literature of pilgrimage (Chaucer) and the Grand Tour (Byron/Sterne) in the European tradition. The main focus of the course is road trips in literature, but attention is also paid to film (e.g., Godard's "Pierrot le Fou" and Scott's "Thelma & Louise"). Key concepts that are touched on throughout the semester include escapism, spatial politics and the frontier, social mobility, the Bildungsroman, and the imperial gaze. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3608. (De)Constructing the American Renaissance. (4 Credits)

The American Renaissance, a phrase coined by the literary critic F.O. Matthiessen in 1941, initially referred to a small number of white male authors—Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Herman Melville, and Walt Whitman—who were writing in the mid-19th century, approximately the 1830s through the 1860s, and whose works demonstrated an "imaginative vitality" through "their fusions of form and content" and a "devotion to the possibilities of democracy" (Matthiessen). Our course of study will follow the trend in literary studies and scholarship beginning in the late-20th century toward a more inclusive and multicultural canon of literature of the American Renaissance, acknowledging the centrality of race and gender with themes of democracy, citizenship, and freedom in the 19th century. In highlighting the literary contributions of Black Americans, Indigenous peoples, and women to the American Renaissance, including works by Frederick Douglass, Frances Harper, William Apess, Lydia Maria Child, and Harriet Jacobs, students will also think critically about what constitutes American literature and what the texts we read and the literary canons they are part of reflect about the social, cultural, and political values and contexts of the time they were written as well as our current time. Students will be invited to vote on course materials to add to our syllabus, including texts, films, and graphic novels from the 20th and 21st centuries. Possible contemporary selections for consideration include but are not limited to Jordan Peele's "Get Out" (film); Octavia Butler's "Kindred" (graphic novel adaptation); Colson Whitehead's novel "The Nickel Boys"; poetry by Claudia Rankine, Amanda Gorman, Langston Hughes, and Allison Adelle Hedge Coke; and essays by Audre Lorde and Roxanne Gay. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, ENRJ, PJRC, PJST, PLUR.

ENGL 3609. Feminism and American Poetry. (4 Credits)

This course addresses contemporary American women's poetry and its relationship to recent feminist thought, specifically during and since second-wave feminism (roughly 1968 to the present). What role has poetry played in the arena of feminist politics? How do women writers construct varying identities through poetic language, exploring differences of race, ethnicity, physical disability, and sexual orientation? How might we apply recent feminist theories of language and identity to recent women poets? In response to such questions, we will read feminist theory in relation to poetry, and poetry in dialogue with feminist theory. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASLT, COLI, DISA, ENRJ, EP3, PJGS, PJST, PLUR, WGSS.

ENGL 3610. Abolition. (4 Credits)

A community engaged learning course on the history, theory, and practice of freedom under capitalism, from the 19th century to the present. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENRJ, PJRC, PJST, SL.

ENGL 3611. Modern American Autobiography. (4 Credits)

After an acknowledgment of earlier memoirists such as Twain, Fitzgerald, Orwell and Baldwin, this course focuses on contemporary practitioners such as Joan Didion, Annie Dillard, Gerald Early, Kathryn Harrison, Mary Karr, Kate Simon, Alice Walker, Geoffrey Wolff, Tobias Wolff. Considerations include shifting notions of public and private, the construction of persona, and the impact of TV and radio on print, especially in regard to "voice", self-disclosure, and pathology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT.

ENGL 3613. Modern American Novels. (4 Credits)

Modern American Novels will deal with the works of some of the major writers who rose to prominence in the period between 1920 and 1970. Novelists to be considered may include Hemingway, Faulkner, Fitzgerald, Nathanael West, Henry Miller, Steinbeck, Hurston, Bellow, Nabokov, Ishmael Reed, Kerouac, Joan Didion, Philip Roth, and Thomas Pynchon. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT.

ENGL 3616. American Cultures of War. (4 Credits)

In this course on contemporary cultures of war, we will question what counts as "war" with Claudia Rankine and the characters of "The Wire," trace the archetype of the American soldier in embedded documentaries and Hollywood dramas, and compare how American and Iraqi institutions have translated the War on Terror into visual texts for different publics. We will also analyze fiction and essays on war and state-sanctioned violence by Judith Butler, Patricia Williams, Hassan Blasim, and others, asking, how the critiques apply to our immediate lives. And how do our perspectives enrich these interventions? Students will grow as scholars of contemporary war film and literature, critical thinkers and writers, and citizens in the age of "perpetual war." Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, PJST, PJWT.

ENGL 3617. American Short Story. (4 Credits)

Covers the development of the short story in America as it evolved through classicism, romanticism, realism, naturalism, and existentialism; with emphasis on recurring cultural issues: images of women, the Puritan heritage, the American Dream, American materialism, and others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT.

ENGL 3619. Crip, Queer and Critical Race Studies. (4 Credits)

This course will help students develop familiarity with work in the fields of crip, queer, and critical race studies. How does our thinking about identity, selfhood, and relationship change when we acknowledge that our selves are embodied—and that embodiment takes on a variety of forms? In addition to reading works of theory, we will also explore strategies for effectively engaging with critical discourses when analyzing literary works. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, DISA, ENRJ, LAHA, LALS, PJGS, PJST.

ENGL 3620. Ordinarity. (4 Credits)

The "ordinary": what is usual, customary, habitual, indistinct. In life, the ordinary blends into the background, unseen or unnoticed until something brings it to crisis. In fiction, however, where there is no background other than what description conjures, the ordinary is a carefully manufactured aspect or narration. The purpose of this course is to pay attention to some of the ways that realism, as a particular narrative subgenre, conjures ordinarity. We'll consider the ways that realist fictions construct ordinary details (commodities, objects, settings, weather), ordinary actions (laboring, walking, falling in love), ordinary time (work days, boring dinners, long afternoons), and ordinary feelings (frustration, ennui, affection, resentment). Novelists will include Henry James, Theodore Dreiser, Frank Norris, and Stephen Crane; we'll also read some theoretical work by Roland Barthes, Frederic Jameson, Lauren Berlant, and Kathleen Stewart. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT.

ENGL 3623. Coming of Age in America. (4 Credits)

This course draws on fiction and autobiography, together with readings in the social sciences, to explore experiences of crisis, development, and identity formation in the lives of young people. Readings include Toni Morrison's "The Bluest Eye," Maxine Hong Kingston's "Woman Warrior," James Baldwin's "Go Tell It on the Mountain," Alison Bechdel's "Fun Home," along with studies of identity formation, gender, stigma and marginality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENRJ.

ENGL 3624. Melville. (4 Credits)

A seminar devoted to Herman Melville's writings, from the early travel narratives to the late poetry, including a careful reading of Moby-Dick. We will discuss Melville's views on race, sexuality, war, politics and art. This course is an excellent opportunity for students to refine their close reading skills. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT.

ENGL 3625. Early American Literature. (4 Credits)

This course will examine texts written in and about early America. Special attention will be given to such topics as relations between Europeans and Native Americans, the circulation of ideas between the Americas and Britain, the American Revolution, the tensions between religion and commerce, and controversies over class, gender, sexuality, race, and slavery. As we read a wide variety of authors, we will investigate how literature reflected and shaped the colonization and development of the Americas and the United States. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, ENHD.

ENGL 3630. Black American Icons. (4 Credits)

This course provides a focused exploration on the formation of Black American icons from the nineteenth century to the contemporary period, and it examines how race, gender, sexuality, and religion inform their work. Authors may include Frederick Douglass, W. E. B. Du Bois, Malcolm X, Angela Davis, Toni Morrison, and Barack Obama, among others.

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

Attributes: ACUP, ADVD, ALC, AMST, ASLT, ENRJ, PJRC, PJST.

ENGL 3631. Contemporary American Fiction. (4 Credits)

Novelists of our own time: Roth, Pynchon, Vonnegut, DeLillo, Morrison, and others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT.

ENGL 3633. The Enlightened Earth: American Environment Cultures After 1960. (4 Credits)

Since the beginning of modern environmentalism in the 1960s, American artists have fostered distinct subcultures related to activism and politics. In this class, we will examine four of these: conservationism, ecological feminism, environmental justice, and climate futurism. Using literature as an anchor for other media, we will examine the poetics of the environmental imagination at the intersection of art and the cultures of activism. Which environmental arts do we need in the 21st century? This course will answer that question in historical, theoretical, and aesthetic terms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, AMST, ASLT, ENST, ESEJ, ESEL, ESHC.

ENGL 3634. The Literature of Climate Crisis. (4 Credits)

In this course, we will study a range of literary responses to climate crisis. With a focus on the interrelation between imaginative literature and climate crisis, the course will study representative examples of climate crisis literature in conjunction with select samples from the scientific, journalistic, and political literature on climate change, climate crisis, and climate emergency. Works to be studied will be drawn from a broad chronological and global reach—from ancient creation stories to contemporary works. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ENST, ESEJ, ESEL, ESHC.

ENGL 3635. Future Environments: Human Life After the End. (4 Credits)

This course explores what our imagination of the future looks like, or, more precisely, the social and environmental changes that destruction, extinction, and the annihilation of the world we know now will entail. Beginning with tomorrow and moving into the far future, we will consider increasingly apocalyptic, and ultimately post-human, visions of the future. As we will see, while some authors imagine the future as dystopic, grim, and ugly, others imagine the future as beautiful and breathtaking in new, if perhaps terrifying, ways. Authors may include Zadie Smith, Octavia Butler, Margaret Atwood, and Samuel Delany. We will also examine films and discuss such issues as the loss of arable land and environmentally motivated mass migration. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, ENST, ESEJ, ESEL, ESHC.

ENGL 3636. Introduction to African American Literature. (4 Credits)

This course will survey African American Literature from the 18th century to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AFAM, ALC, AMST, ASLT, ENRJ, PJRC, PJST.

ENGL 3637. The Rhetoric of Social Movements. (4 Credits)

From Black Lives Matter to Standing Rock to the Arab Spring to #MeToo, this course introduces rhetorical theory and analysis through the study of rights-based social movements and their symbolic communicative efforts to argue for legitimacy, equality, and freedom from oppression.

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

Attributes: ENRJ, PJSJ, PJST, PPWD.

ENGL 3641. Slavery and American Fiction. (4 Credits)

Historians have described slavery as "America's original sin," a period from which time will never fully distance us. Current events bear this out. This course will focus on fiction about slavery and the debate over abolition during the turbulent, pre-Civil War years of America. We will read works by a diverse array of authors ranging from Frederick Douglass and Harriet Beecher Stowe to Herman Melville. Our goal is not so much to follow a linear path to reach a specific end, but rather to listen to and try to understand different American voices as they talk about a set of issues that grew more urgent before them—and which are still very much with us. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, ENHD, ENRJ, PJRC, PJST.

ENGL 3645. The Middle Passage. (4 Credits)

In the United States, slavery and daring attempts to escape it have become the subject of such popular works as "12 Years a Slave," "Underground," and "Harriet." We have heard less, however, about the "middle passage," one of the most difficult parts of the slave trade to represent. The middle passage refers to the involuntary migration of enslaved people across the Atlantic Ocean and, specifically, the weeks and months they spent aboard ships as they crossed from Africa to the Americas. In this course, we will read works that depict the middle passage and grapple with its history. How have writers represented this catastrophe, even as they faced the impossibility of truly representing its horrors? How can studying the middle passage provide us with insights into slavery, as well as other, more contemporary forced migrations? What's at stake in studying the middle passage today? We will see that in spite of the aesthetic problems it poses, the middle passage has inspired a wide range of Black writers, theorists, and artists to produce both histories of oppression and visions of freedom, as well as portraits of everyone from the overthrown and dispossessed to the riotous and resilient. Possible texts might include: Toni Morrison's "Beloved," Julie Dash's "Daughters of the Dust," Paul Gilroy's "The Black Atlantic," Zora Neale Hurston's "Barracoon," and M. NourbeSe Philip's "Zong!," among others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AFAM, ALC, AMST, ASLT, ENRJ, PJRC, PJST, PLUR.

ENGL 3646. Black Disability Studies. (4 Credits)

This course will examine the intersections of blackness and disability in African American literature and culture from the nineteenth to the twenty-first century. We will consider how disablement as experience and as discourse has shaped racial subjecthood for African Americans, influencing notions of racial health and citizenship in the United States. In addition, we will explore how Black writers, thinkers, and activists acknowledge the ways disability intersects with blackness to understand more fully the complexities of racial injury and subjection. We will tackle these matters by examining the work of Henry Box Brown, William and Ellen Craft, James Weldon Johnson, Octavia Butler, Toni Morrison, Pearl Cleage, and Mamie Till-Mobley, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, ALC, AMST, ASLT, COLI, DISA, DIUL, ENRJ, PJRC, PJST, PLUR.

ENGL 3647. Seeing Stories: Reading Race and Graphic Narratives. (4 Credits)

This course reveals how American writers of color (Asian American, Native American, African American, Latinx, etc.) have transformed the genre of the graphic narrative to speak to issues of racial difference and social inequality. How do these authors both entertain us and push us to engage in rigorous, critical interpretations of their wildly fanciful texts? Some potential course selections include: Thi Bui's "The Best We Could Do," Kyle Baker's "Nat Turner," Mira Jacob's "Good Talk," Lila Quintero Weaver's "Darkroom," and Jonathan Nelson's "The Wool of Jonesy." Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, ACUP, ADVD, ALC, AMST, ASLT, ENRJ, LAHA, LALS, PJRC, PJST, PLUR.

ENGL 3648. Novels by Women. (4 Credits)

This course will begin in early 19th-century England and end in late 20th-century America. It will feature four novels by women (probably but not definitely Jane Austen, George Eliot, Zora Neale Hurston, and Toni Morrison), as well as a range of secondary materials. Our goal is to develop rigorous, historically sensitive, close readings of each novel. Among other things, we will pay special attention to problems of race, gender, and class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENRJ, PJGS, PJST, WGSS.

ENGL 3650. Stayin' Alive: Performing Blackness and Whiteness in 1970s US Film and Literature. (4 Credits)

Using films—Hollywood and independent—as the primary texts, this course will introduce students to many of the debates surrounding the political and social climate of the U.S. in the 1970s marked by the increasing influence of identity politics, the Ethnic Revival, and black power. Using texts ranging from Souder (1972) to Saturday Night Fever (1977), this interdisciplinary class will use film, media, and performance studies to consider the ways in which intersecting modes of identity develop and change across U.S. historical eras, particularly through the dissemination of media images. Ancillary reading will draw from autobiographies, journalism, history, and popular criticism. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AFAM, ALC, AMST, ASAM, ASLT, ENRJ, PJRC, PJST, PLUR.

ENGL 3651. The Hunger Games and Survival Literature. (4 Credits)

How do people survive in extreme situations and societies? What can literature teach us about living with hardships and tragedies, extraordinary and ordinary? This course will examine Suzanne Collins' Hunger Games trilogy and also consider a broader tradition of survival literature, including but not limited to travel and adventure narratives; memoirs of war, genocide, and slavery; dystopian and sci-fi writing; and writing by and about the marginalized, including minorities, refugees, and others. Please note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3652. New Wave Immigrant Literature. (4 Credits)

If the immigrant of the late 1800s and early 1900s valued assimilation, the post-1965 newcomer to America has forged a new cultural identity. This course will look at the attempts to situate oneself in America while maintaining a tie to one's family's country of origin in works by authors such as Amy Tan, Bharati Mukherjee, Gish Jen, Jamaica Kincaid, Edwidge Danticat, Cristina Garcia and others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, COLI, ENRJ, LAHA, LALS, PLUR, URST.

ENGL 3653. Major American Authors. (4 Credits)

This course provides an introduction to major American authors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT.

ENGL 3658. Migrations/Movements/Masks. (4 Credits)

Working at the intersection of literary studies and performance studies, this course will use literature, film, drama, and music as primary texts of study to examine cultural production as a site of identity formation, cultural belonging, and embodied archive. This course asks a few questions: How do migrations—the crossing of borders, the restructuring of boundaries—impact identity? How does historical context render identity a fluid and malleable construct? How do the masks we don actually reveal aspects of American identity or identities as they simultaneously obscure? Texts will include works by James Baldwin, Zora Neale Hurston, F. Scott Fitzgerald, and Lynn Nottage, and films by Spike Lee and Barry Jenkins. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AFAM, ALC, AMST, ASLT, ENRJ, LAHA, LALS.

ENGL 3659. Selfie Lit. (4 Credits)

Although we associate selfies with present-day technologies, writers have long been interested in trying to capture their outer and inner selves. In this course, we will examine confessions, autobiographies, memoirs, and other, related genres as we explore traditions of self-representation. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3660. Dystopian Environments. (4 Credits)

Why have dystopian environments become so prevalent in recent works of literature, film, art, and music? What is the history of the idea and representation of dystopia? This course will survey dystopian works, classic and new, and students will think about how they depict society, place, and human/non-human worlds. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3661. Journeying and Storytelling. (4 Credits)

Why do journeys, quests, and other forms of travel form the basis of so many works of literature? What is the relationship between journeying and storytelling? This course will examine works ranging from Homer's "Odyssey" to contemporary accounts of voyages, treks, and migrations, to think about connections between the exploration of space and the creation of narrative. How are stories about geographical discovery also stories about the discovery of the self? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3663. Graphic Novels Through the Ages. (4 Credits)

Although many people think of graphic novels as merely a fancy synonym for comic books, the format predates Superman by centuries. In this course, we'll trace the graphic novel across a variety of genres and periods, including the medieval bestiary, the early modern pastoral, modern satire, and, of course, contemporary comics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3664. Queer Latinx Literature. (4 Credits)

This course will introduce students to a range of queer Latinx literary projects, beginning with some helpful and significant theoretical frameworks and moving thematically through questions of queer space, queer crisis, and queer devotion. How do queer Latinx writers negotiate their relationship to the queer spaces of the border, the city, and the club? How does the AIDS crisis generate reflection on Latinx revolution, loss, and disability? How does queer Latinx devotion question our attachments to history, religion, and family? Through close readings of literary experiments in narrative fiction, autobiography, theory, film, and poetry, this course will ask students to think about how varieties of queer theory can be both a resource and a limitation in thinking about the complicated forms of representation in these texts. It will help students explore alternative ways to think and talk about Latinx sexuality, especially as it is inflected by questions about race, ethnicity, and nationality. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, COLI, ENRJ, LAHA, LALS, PJGS, PJST, PLUR, WGSS.

ENGL 3666. Documenting Queer Art: Biography and Memoir. (4 Credits)

Biography and Memoir introduces students to the history of queer art and aesthetics through a study of biographical method, archive, and life writing. Students will field a variety of texts shedding insight into visual culture analysis, historical recovery, and post-1960s contemporary art movements and practices. Case studies may include Andy Warhol, Douglas Crimp, Robert Mapplethorpe, Sylvester, and Perkins Harnly. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3667. Afro-American Afro-British 1900-1960. (4 Credits)

Anglophone literature of the African diaspora with a focus on the USA and Britain, including canonical and less well-known poets, novelists, and essayists. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3669. 20th/21st Century on Stage. (4 Credits)

We will explore twentieth- and twenty-first century theatre as literature and as a social and cultural barometer. How does theatre reflect and record social and political history and even its own history? We will read and reflect/report on plays and musicals and examine the era and environments in which they were created. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3673. Postmodern Literature and Culture. (4 Credits)

Postmodernism marks the time and space after WW II; the globe has become the global market, producing wide ranging cultural and political effects. These effects are explored in various experimental novels by American writers including Philip K Dick, Pynchon, De Lillo, William S. Burroughs, and David Foster Wallace. The course will concentrate on a selection of novels that attempt to make sense of a world dominated by commodities and images in a time of endless war. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, COLI.

ENGL 3677. Latino/a US Literatures. (4 Credits)

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

Attributes: ALC, AMST, ASLT, LAHA, LALS.

ENGL 3680. One Big Book. (4 Credits)

An intensive study of one major text from before 1850 situated in both a historical and current context. This course involves in depth reading about the political, social, economic and cultural debates and concerns of the period when the text first appeared, including a discussion of other contemporary literary texts. It will also examine the enduring impact and debates about the text ever since, examine adaptations, and consider its current relevance for today's problems. For the specific text please see the note section for this class in the registration portal. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, ENHD.

ENGL 3683. Literature Beyond Borders. (4 Credits)

Borders hold a mythic place in the American imagination and serve as the setting for foundational genres of risk and excitement, including the Western and related tales of escape and rule-breaking. At the same time, borders are real places where rules about citizenship, identity, and belonging get enforced. How have authors and artists explored the contradictory space of the border, which can signal both freedom and constraint? How have they challenged established ideas about where borders should be and who belongs on either side of them? Case studies will include the U.S.-Mexico border in works like Gloria Anzaldúa's *Borderlands/La Frontera*, Sam Peckinpah's *The Wild Bunch*, and Steven Soderbergh's *Traffic*; the Canadian border in *The Handmaid's Tale*; and borders within the U.S. in works like Tommy Orange's *There There*. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, ENRJ, HCWL, HUST, PJST, PLUR.

ENGL 3686. Women's Diaries. (4 Credits)

What do a young Christian mother in third-century Carthage, a 20-something African-American woman in late-19th-century Memphis, and a Jewish adolescent in war-torn Holland have in common? More than one would think! In this course we'll explore the diaries that Perpetua, Ida B. Wells, and Anne Frank wrote and other people published, and we'll examine the assumptions and prejudices about this kind of writing and about women's writings in general. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, WGSS.

ENGL 3688. Fantastic Women. (4 Credits)

The texts that have survived from Greco-Roman antiquity conjure up a remarkable number of magical, monstrous, and larger-than-life women. Endowed with extraordinary powers that mark them as "(the) Other" and make them a threat to the patriarchal order, these fantastic women have exercised and continue to exercise a powerful attraction on our imagination. This course examines the stories about these women as told in different contexts and media and focuses on the question of what makes these figures both villains and heroes, always dangerous, but impossible to ignore. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3691. Black Atlantic Literature: Modernisms. (4 Credits)

From Picasso's fascination with African masks to Gertrude Stein's caricaturing of African American vernacular, this course will examine Black Atlantic literature in order to think about how the cultural production of the racialized other is incorporated into the aesthetic projects of "western" modernists of the Euro-American tradition. As a method for both teaching and reading, this course will implement Edward Said's notion of contrapuntal reading, simultaneously approaching works of European modernism, alongside modernist works from the non-western world, two traditions that trouble romanticized conceptions of the other. The course will address the ways in which appropriation, racial masquerading, and mimicry were constitutive to European modernism and therefore complicate the order of modernism's origins as first beginning in the west and the "derivativeness" of the rest. Many modernists aimed to express the experiences of modernity through formal techniques of fragments, montage, stream of consciousness and refashioning the familiar; at the same time, modernism turned to the past, the racialized and ethnic other, the queer, the supernatural, and other seemingly "unknown" or "primitive" subjects. In this vein, we will also interrogate the discourse of "primitivism," which runs across aesthetic, cultural, spiritual, and temporal categories and simultaneously refers to an original period of time, a proclivity to nature, and a colonial romanticization and debasement of non-western peoples. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AFAM, ALC, AMST, ASLT, ENRJ, PJRC, PJST.

ENGL 3695. Black Protest, Black Resistance, Black Freedom, Black Rage. (4 Credits)

This course will consider the canon of African-American literature through an expansive definition of protest. We will examine how the meaning of protest has evolved from the 18th century to the present. As we interrogate the relationship between blackness and protest, we will also discuss how that history has consistently shaped American identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AFAM, ALC, AMST, APPI, ASLT, COLI, ENRJ, PJRC, PJST.

ENGL 3701. American Writers in Paris. (4 Credits)

As a capital of modern Western culture, Paris has long been attractive to experimental artists from other countries, a home in exile to find supportive audiences, publishers, and collaborators. For American writers in the 20th century, this activity took place in roughly two movements: after WWI, the "Lost Generation" of Hemingway, Fitzgerald, Stein, and others, and after WWII a circle of African American authors including Wright, Baldwin, and Himes. Through a selection of their works, as well as the art and music of the period, this course will explore the creative aims and cultural contexts of these two innovative groups. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, COLI, INST, ISEU, ISIN.

ENGL 3702. American Naturalism. (4 Credits)

American Naturalism surveys some of the most uncompromising literature that U.S. writers have ever produced. Naturalism, an offshoot from the post 1865 turn toward realism in U.S. literature and art, has a generally harsher outlook characterized by deterministic surroundings and influenced by new developments in science, especially Darwinian evolution. Many naturalist writers were denounced in their own time as sordid and immoral, charges that we will explore and assess. Though mainly associated with the 1890-1910 period during which it flourished, American naturalism is not restricted to work produced between those dates. Naturalism continued to thrive after that era—this course ends with Wright's *Native Son*, a book that was published in 1940. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASLT.

ENGL 3703. Dreaming of Liberation. (4 Credits)

In this course, students will explore how dreaming and imagination have shaped the pursuit of justice and liberation for people of color. Examining a range of texts (from speeches, poetry, and art to nonfiction, collective statements, and film), we will focus on the role of imagination in liberation movements. We will also consider other principles and practices that sustain movements over time—namely, community, care, love, ethics, and resistance. Suppose the path to another world and the creation of another possibility are rooted in our imaginations. What steps must people of color take to make our "visions of freedom" material? What methods must we employ to ensure that our liberatory dreams are as inclusive as possible and can be brought to fruition? These are some questions we will attempt to answer throughout the semester. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CVW, ENRJ, PJRC, PJST.

ENGL 3704. How to Bloom: Nature Writing, Justice, and Liberation. (4 Credits)

What does it take for a flower to bloom? What about a person or a self? In this course, we will read works of nature writing by writers of color who explore these and related questions. We will also create our own works of nature writing to see what happens when we immerse ourselves in the contemplation of the non-human world. As we will learn from the texts we read, writers of color have found nature to be everything from a refuge to a model for how to survive and thrive. Can we take inspiration from nature to imagine ways of being that are not defined by racism and other forms of discrimination and exclusion? Can plants, non-human animals, and even rocks guide us in our search for ways to connect, establish communities, and care for those around us, including all inhabitants of Earth? By the end of the semester, you will have learned about a rich tradition of nature writing oriented around issues of social and environmental justice, liberation, and reparation. You also will have produced a nature journal and a multimedia essay about your own relationship with nature. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CVW, ENRJ.

ENGL 3802. Literature and Imperialism. (4 Credits)

This course explores key debates in the study of literature and in the history of imperialism. Attention will be paid to the importance of literary form and historical representation as well as the relation between the two. A major concern of the course will be to examine the problems posed for any study of culture by legacies of imperialism. Readings will likely include Joseph Conrad, Mahasweta Devi, Naruddin Farah, Rudyard Kipling, Salman Rushdie, Tayeb Salih, Olive Schreiner, and Pramodya Ananta Toer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AASR, ALC, ENRJ, GLBL, INST, ISIN, PJST, PJWT.

ENGL 3803. Empire and Sexuality. (4 Credits)

For many years now, scholars have traced the intersections between gender and sexual identity formations and the modern exercise of state power. This course engages with these conversations through an attention to gender and sexuality as sites of power, subjection, and subject formation within racial, colonial, and imperial projects. Literary texts considered in the course situate sexuality as central to colonial and neocolonial rule as well as the forms of resistance that emerge from within it. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, GLBL, INST, ISIN, PJGS, PJST, WGSS.

ENGL 3834. History of the English Language. (4 Credits)

The subject of this course will be the history of English from the Old English period to the present day and the range of varieties that are found throughout the world. We will study the visual forms English has taken from early runic engravings through medieval manuscripts to recent texts; the radical changes that have taken place in the structure of English over the centuries; the position of English as an "international" language; variation in English grammar and pronunciation; how individual speakers vary their use of the language; and how far it is possible to speak of "good" and "bad" English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, MVLA, MVST.

ENGL 3835. Aliens and Encounters with the Unknown. (4 Credits)

The foreign, the strange, the unfamiliar: our stories are filled with encounters between the known and unknown, whether they describe travelers visiting foreign lands or science-fiction journeys among the stars. This course will focus on moments of first contact, exploring what makes someone an insider or an outsider and investigating what happens when this border is troubled. Focusing on the multifaceted figure of the alien in novellas, films, and graphic novels, we will begin with historical accounts, including European descriptions of conquest and colonization. Turning to science fiction, we will consider alien invaders as expressions of Cold War anxieties, as well as the film "Alien" and transgressions of bodily boundaries. We will conclude with a consideration of immigration, paying particular attention to Shuan Tan's graphic novel "The Arrival." Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3836. Fiction Into Film. (4 Credits)

Cinematic adaptation of novels and short stories. Problems of narrative, genre, film language, imitation, etc., will be studied in the works of film makers such as Bresson, Merchant/Ivory, Antonioni, Wyler, Renoir, Lean, Bunuel, etc. Lab fee. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

ENGL 3837. From Page to Screen. (4 Credits)

This course will explore film and TV adaptations of works of literature, including novels, poems, and plays. How does the process of adaptation work? What liberties are taken as texts are translated from page to screen? How does adaptation play with our notions of originality, imitation, and creativity? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3838. Postcolonial Literature and Film. (4 Credits)

This class introduces students to creative works of literature and film from formerly colonized nations in South Asia, Africa, and the Caribbean. How do such works respond to, critique, and resist the continuing effects of colonialism? How do they navigate the tensions between colonial and indigenous traditions of representation? By the end of the semester, students will understand the cultural, political, and historical contexts of these works, as well as key concepts in postcolonial studies, such as identity, hybridity, discourse, power, and migration. Authors and filmmakers may include Arundhati Roy, Bapsi Sidhwa, Tsitsi Dangarembga, Wole Soyinka, Jamaica Kincaid, Shani Mootoo, Mira Nair, Deepa Mehta, Hanif Kureishi, Stephen Frears, and others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, ALC, ENRJ, PJRC, PJST.

ENGL 3839. Postcolonial Literatures. (4 Credits)

In this course, we will examine postcolonial literatures, a rich and complex body of writing. The term postcolonial primarily refers to those parts of the world that emerged in the 20th century from European colonial empires. Each formerly colonized region has been shaped by the violence of colonization. As a result, the literatures of these regions are animated by political and creative struggles, including anti-colonialism, resistance, liberation, nationalism, neocolonialism, globalization, diasporic migration, and linguistic contest. We will study these and other phenomena, while also looking at history, literature, and literary theory from the period of decolonization. The main regions covered will include the Caribbean, Africa, South Asia, and Southeast Asia. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, GLBL.

ENGL 3840. The Classic Mystery. (4 Credits)

Literary and social evolution of the mystery genre from its 19th century origin in Poe, Collins and Doyle, to the 20th century development of "locked room" and "hard-boiled" forms, and more recently, the rise of the woman detective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3841. Contemporary Fiction. (4 Credits)

What makes contemporary fiction "contemporary"? How does it differ from pre-World War II fiction or so-called "modernist" writing? This course explores the fundamental transformation of the way contemporaries see the world, dealing with writers as diverse as Kundera, Nabokov, Philip Roth, Pynchon, Ishmael Reed, Joan Didion, Marquez, Mishima, Robbe-Grillet, Patrick Suskind, Calvino and Vonnegut. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, LAHA, LALS.

ENGL 3842. The Short Story. (4 Credits)

A fun and rigorous romp through great short stories, such as those by Poe, Hemingway, Atwood, and O'Connor. We will read and discuss a range of fabulous short fiction to find out how such narratives work and how they challenge our expectations about ourselves and the world around us. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3851. Horror and Madness in Fiction and Film. (4 Credits)

How and why do we respond to horror, madness and rage in film and literature? What are our reactions and responsibilities? Starting with the Alien series, the course moves to works by Stanley Kubrick, Steven Spielberg, Toni Morrison, Virginia Woolf, Sigmund Freud and Emmanuel Levinas, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI.

ENGL 3855. The Jazz Age: Literature and Culture. (4 Credits)

The 1920s era known as the Jazz Age is the subject of this course, which examines changes in the literature and culture of the period between World War I and the end of Prohibition in 1933. The class examines popular culture, politics, and economic change in these years through the lens of writers like Hemingway, Fitzgerald, Lewis, and Treadwell, as well as the writers of the Harlem Renaissance and the first wave of women's liberation. Sample topics include the Great Migration, World War I, urban transformations, consumerism, homosexuality, and the influence of jazz and blues in music. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT.

ENGL 3901. Autism and Literature. (4 Credits)

This course will look at poetry, drama, fiction, and non-fiction about a disability that both challenges those who live with it and at the same time endows them with original and valuable perspectives about the world and human experience. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, DISA.

ENGL 3909. Interspecies Friendship. (4 Credits)

Humans and killer whales, gorillas and cats, pigs and spiders, and even a lion, meerkat, and warthog: stories of interspecies relationships abound. What can we learn from literature about friendships that cross species boundaries? What insights are to be found in considering how other species experience the world, and how might friendship help us understand differences? This course will consider a wide range of works on interspecies friendships, including poems, nonfiction essays, short stories, children's tales, films, and video games, as well as your own experiences. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENST, ESEJ, ESEL, ESHC.

ENGL 3910. Nature and Horror. (4 Credits)

What happens when nature turns against humanity? In this course, students will explore contemporary works of fiction that imagine how humans react to a natural world that becomes increasingly or suddenly antagonistic to humanity. A couple of examples would be the appearance of Kaiju in Ishirō Honda's *Godzilla* or the exploration of a terrifying ecology in Jeff VanderMeer's *Annihilation*. Overall, this course asks students to reconsider their relationship to nature by reading these works of horror in conversation with scholarly works of eco-criticism. Throughout the semester, students will examine how authors transform scientific theories and research into sources of terror. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENST, ESEL, ESHC.

ENGL 3916. Animals in Literature. (4 Credits)

An investigation of 19th-century writings on the "animal mind" as a context for understanding such literary endeavors as Melville's *Moby Dick* and Jack London's *Call of the Wild*. Topics to be addressed include animal rights, animal/human relations, domestication, and animal language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASLT, ENST, ESEJ, ESEL, ESHC.

ENGL 3917. Unreal City: Modernist London, 1900-1950. (4 Credits)

This course explores the rise and development of literary modernism in Britain, using London both as a location for study and as a living site for class excursions. Readings include works by James, Conrad, Woolf, Eliot, Lawrence, Freud, and Orwell. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3918. The Phenomenon of Oprah's Book Club. (4 Credits)

Before announcing the first selection for Oprah's Book Club 2.0, Oprah chose the popular English writer and social critic Charles Dickens as the last selected author of the original Oprah's Book Club (OBC). Oprah chose his work because several of her viewers are Dickens lovers, and she wanted to learn why this English author is beloved by so many; why his work has left such a lasting impression on the American public; and, most importantly, how literature can be used as a catalyst for social change. Focusing on works that depict England as a site of tourism, imperialism, and/or the transatlantic slave trade, this course will explore the phenomenon of OBC, thinking through its formation and rise as well as its strategies and approaches to selected texts. We will read the work of Charles Dickens alongside Maya Angelou's *The Heart of a Woman* (an autobiography that charts Angelou's move with her son from California to New York and later to London and Cairo with her new love) and Colson Whitehead's *The Underground Railroad* (a novel in which Whitehead comments briefly on Britain's role in the transatlantic slave trade and reimagines the Underground Railroad as a literal one, complete with engineers, conductors, and a secret network of tracks and tunnels). At times, we will read like Oprah, embracing innovative, multimedia approaches to reading and traveling to key sites mentioned in our selected texts. At other times, we will deviate from Oprah's approach and focus more on genre, form, theory, and literary and historical criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENRJ, PJRC, PJST.

ENGL 3922. Internship Seminar: Careers in English. (4 Credits)

Fordham's English majors in New York City enjoy numerous opportunities for Internships in fields like publishing, magazines, and TV and on-line media. Internships provide students with the chance to explore different avenues of potential professional development through hands on experience. Previous English majors have pursued internships ranging from daily newspapers and television networks, to theater and arts organizations and public service and non-profits. The internship seminar allows students to gain a full elective's worth of credit for their internship work. The internship seminar meets once a week to discuss readings relating to on-site work in the field. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3923. Stories of Brains and Minds. (4 Credits)

This course brings together narratives that philosophers, scientists, and literary authors have been telling about brains and minds throughout the modern era. Beginning with trailblazing early-modern neurological, philosophical, and literary texts, the course moves toward contemporary cognitive studies, where thought experiments involving bats, zombies, and digital minds are key. The literary texts we will study most often figure human minds in relation to nonhuman animals and machines, including sentient apes, horses, and robots. These narratives bring into focus a concerted human effort over time to understand self and identity. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD.

ENGL 3930. Introduction to Queer Literature. (4 Credits)

In this course, students will read texts by a diverse range of Anglophone authors, emphasizing the cultural history of same-sex identity and desire, heteronormativity and oppression, and queer civil protest. It will also consider the problems of defining a queer literary canon, introduce the principles of queer theory, and interrogate the discursive boundaries between the political and personal. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, COLI, PJGS, PJST, WGSS.

ENGL 3943. Sociolinguistics. (4 Credits)

The course will introduce students to sociolinguistics, the study of languages as they are used by ordinary human beings to communicate with one another and to develop and maintain social relationships. Topics will include language variation and change, codes, speech communities, ethnography and gender. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3964. Homelessness. (4 Credits)

Since ancient times, homelessness has been one of the most popular themes in Western literature. Homeless characters often, though not always, achieve some kind of heroic stature. The historical reality of homelessness is, of course, much harsher. This course will consider the relationship between the literary representation of homelessness and the lived experience of the trauma. On the one hand, we will analyze literary accounts of homelessness in some (though probably not all) of the following works: *King Lear*, *Incidents in the Life of a Slave Girl*, *Adventures of Huckleberry Finn*, *The Grapes of Wrath*, and *When the Emperor Was Divine*. On the other hand, we will study memoirs by people who have experienced homelessness and read about the social and economic inequities that have contributed to the current homelessness travesty, especially in New York City. In addition, students will volunteer for 20 hours at an organization that serves people experiencing homelessness, housing insecurity, or food insecurity. A portion of class time will be devoted to discussing the relationship between this service work and the course readings, as well as our own lives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, COLI, ENRJ, PJEC, PJST, PLUR, SL.

ENGL 3965. Writer's Workshop 2. (4 Credits)

An intermediate workshop class for creative writing. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Pre-req: ENGL 3013 or ENGL 3014 or ENGL 3015 or ENGL 3016 or ENGL 3017 or ENGL 3018 or ENGL 3019 or by writing sample submission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

Prerequisites: ENGL 3013 or ENGL 3014 or ENGL 3015 or ENGL 3016 or ENGL 3017 or ENGL 3018 or ENGL 3019.

ENGL 3966. Fiction Writing 2. (4 Credits)

An intermediate workshop class for fiction writing. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Pre-req: ENGL 3013. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 3967. Creative Nonfiction Writing 2. (4 Credits)

An intermediate workshop class for creative nonfiction writing. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Pre-req: ENGL 3014 or by writing sample submission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

Prerequisite: ENGL 3014.

ENGL 3968. Poetry Writing 2. (4 Credits)

An intermediate workshop class for poetry writing. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Pre-req: ENGL 3015 or by writing sample submission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

Prerequisite: ENGL 3015.

ENGL 3999. Tutorial. (3 Credits)

Independent research and readings with supervision from a faculty member.

ENGL 4003. Seminar: Joyce's language of the devil, or lots of fun in Dublin. (4 Credits)

Grab a page or a sequence of pages from Joyce, let the language play over you, and you will be charmed, surprised, and delighted. In this seminar, we will not only read "Dubliners," "A Portrait of the Artist as a Young Man," "Ulysses," and passages from "Finnegans Wake," but we will also encounter—and challenge—a variety of critical and historical approaches to Joyce's writing. You will craft a final research project to develop your skills as a reader, writer, and thinker. As Joyce writes, we will confront, and laugh at, at least "two thinks at a time." Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENSM, IRST.

ENGL 4005. The Medieval Traveler. (4 Credits)

This course follows the routes of pilgrims, crusaders, merchants, nobles, and peasants as they charted a course for lands of promise and hoped-for prosperity. In *The Medieval Traveler*, we will read selections from the diaries, chronicles, and historical literature written by and about travelers in the Middle Ages. We will begin and end with travelers who sought miracles, marvels, and new trading routes on the cusp of the known world. We will focus in particular on the practicalities of medieval travel, as well as the reasons for traveling: the sacred, the profane, and everything in between. This will be an interactive class; be prepared to discuss and debate issues of interest. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ENHD, GLBL, HIST, ICC, MVLI, MVST, OCST, REST.

ENGL 4006. Writing for Publication. (4 Credits)

See your name up in lights! Try your hand at getting published! Most publications rely on genres such as profiles, Q&As, reviews, personal essays, and service pieces supplied by both staffers and freelancers, working in print or multimedia. In this course, you will learn how to assess publications and find those that might publish you; write persuasive "pitch" letters (also known as queries) in which you propose article ideas; write and revise articles in a variety of genres; and learn how to use social media to promote your published work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 4007. Seminar: Othello. (4 Credits)

This course explores how Shakespeare's *Othello* has shaped (and been reshaped by) modern conceptions of race. Beginning with a close reading of the play itself alongside Shakespeare's sources and the cultural context of early modern England, we will move on to examine how modern scholars, artists, and performers have wrestled with *Othello*'s complex and unsettling representations of racism, misogyny, xenophobia, and social scapegoating. Among the contemporary texts we will discuss are adaptations by writers such as Toni Morrison, Keith Hamilton Cobb, and Djanet Sears, as well as films by Spike Lee (*Jungle Fever*) and Jordan Peele (*Get Out*). Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ENRJ, ENSM, PJRC, PJST.

ENGL 4008. Seminar: Black Letters. (4 Credits)

Riffing on the word "letters" in the course title, this course will consider the letters that Black writers exchanged with each other and how these exchanges helped found African American literature. What kinds of writerly relationships grew out of correspondence between authors? How did some writers adapt and transform the letter form into other kinds of literary works? How did these authors use letters to navigate the realms of the personal, artistic, and political? Authors and texts studied will include the letters exchanged between Ralph Ellison and Richard Wright; Alice Walker's *"The Color Purple,"* which takes its form as an address to God; and David Scott's meditations on epistolary exchange. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVN, AFAM, AMST, ASLT, ENRJ, ENSM.

ENGL 4009. Seminar: Shakespeare and the Hollow Crown. (4 Credits)

In this seminar, students take a deep dive into just eight plays. Shakespeare dove in first: His first great hit was a series of history plays, produced ("Harry Potter"-style) across eight consecutive years, about the kings who ruled, and the wars they waged, a century and more before his birth. The series remains a hit: It's been performed, recorded, and filmed innumerable times. Through close reading, listening, and viewing, and through wide research, we'll track the arc of Shakespeare's dive, and hope to explain its lingering, layered, rainbowed luminescence. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ENSM.

Mutually Exclusive: ENGL 3221.

ENGL 4010. Seminar: American Crime Stories. (4 Credits)

Crime narrative has long been a staple of American literature and culture, traversing both high, so-called literary fiction and lowbrow popular efforts that were sometimes named for how much they cost (dime novels) or for the cheap, coarse paper they were printed on (pulp fiction). We'll be reading a selection of crime stories from the antebellum era to contemporary times, but the main focus will fall on the 1930s, 1940s, and 1950s, the period when the distinctively American, hard-boiled style evolved in print and film noir became an identifiable American movie idiom. Authors include Dashiell Hammett, James Cain, Raymond Chandler, and Patricia Highsmith. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASLT, ENSM.

ENGL 4014. Jean Rhys: Rewriting English. (4 Credits)

The seminar offers an intensive study of the work of Caribbean-born English writer Jean Rhys, from the early stories and novels of the 1930s to the last and most famous novel, *"Wide Sargasso Sea,"* published in 1966. We pay particular attention to the way Jean Rhys' writing reimagines the linguistic, literary, and cultural coordinates of English, not only in her last novel's rewriting of Charlotte Brontë's *"Jane Eyre,"* but also in the early novels *"Quartet"* (1928), *"After Leaving Mr Mackenzie"* (1930), *"Voyage in the Dark"* (1934), and *"Good Morning, Midnight"* (1939). The seminar studies Rhys' work within the comparative contexts of European modernism, mass media and popular culture, feminist and gender theories, and postcolonial studies. The seminar fulfills both English (elective) and comparative literature (senior seminar) major requirements. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

ENGL 4015. London Modernisms: 1890-1956: Unreal City. (4 Credits)

Modernist authors responded to a world in which scientific, technological, and medical advances, urbanisation, and armed conflict radically reconfigured and often violently reshaped the boundaries of culture, the nation-state, and the self. As a centre of global trade, cultural exchange, and imperial domination, London was a key crucible for the development and flourishing of a range of modernisms. In this course, we will bring together perspectives from literary criticism, critical and cultural theory, and intellectual and social history to explore the ways in which London responded to modernism and modernists responded to London. In doing so, we will consider how texts by authors such as Oscar Wilde, Joseph Conrad, George Bernard Shaw, Virginia Woolf, Elizabeth Bowen, and Samuel Selvon spoke to pressing contemporary debates around gender and sexuality, terrorism, immigration, imperialism, war, technology, and socioeconomic inequality. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, INST, ISEU.

ENGL 4016. Seminar: Medea through the Ages. (4 Credits)

In this course, students explore the ways in which the story of Medea has been received and reinvented across the ages. Using the lenses of intertextuality and adaptation, we will explore the various versions of the myth in both literature and film. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, COLI, ENHD, ENSM, WGSS.

ENGL 4018. The Poet's Choice. (4 Credits)

"The Poet's Choice" offers a broad and occasionally irreverent survey of English poetry from canonical greats such as Shakespeare and Whitman to well-known contemporaries such as Seamus Heaney, Robert Hayden, Adrienne Rich and emerging young talents, such as Monica Youn, Terrance Hayes, and Brenda Shaughnessy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 4019. Seminar: Love Letters from Ovid's Heroides to Heloise's Letters to Abelard. (4 Credits)

The love letters that Ovid wrote under his name occupy pride of place in the anthology of "love letters by great men" that had originally been only a prop in the "Sex and the City" movie. Ovid, however, first gained fame as a writer of love letters by ventriloquizing the female voice in "Heroides." Written in the voice of mythical heroines and addressed to their fickle lovers, "Heroides" has been both greatly influential and easily dismissed as repetitive and unoriginal. In this seminar, we will examine the reception and reinvention of the love letter collection as a genre created by Ovid, and we will focus on the female voice—"ventriloquized" or "real," "fictional" or "historical"—in Heroides, the letters of Heloise and Abelard, and beyond. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, ENHD, ENSM, MVLI, MVST.

ENGL 4020. Adrienne Kennedy: Text and Performance. (4 Credits)

This interdisciplinary seminar will explore the playwriting and performance work of Adrienne Kennedy with methods that combine literary study, dramaturgical analysis, and embodied practice. Drawing from performance research practices, students will engage with Kennedy's writing by examining it textually and historically alongside relevant cultural, political, and theatrical ideas; and in dynamic interchange, by exploring, interpreting, and embodying her work as creative artists—allowing it to inspire and infuse their own artistic practice. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ENRJ, ICC, THEA.

ENGL 4021. Seminar: Love and Latinx Literature. (4 Credits)

The world of literature contains many stories about love, both joyful and doomed. In this course, we will read Latinx literature with a focus on stories about love. These stories will cover a wide range of experiences, as vast as love itself. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENSM, LAHA, LALS.

ENGL 4022. Seminar: Literatures of AIDS. (4 Credits)

Over the past 10 years, there has been something of a boom in AIDS cultural representation, and a corresponding reevaluation of the early years of this plague in literature, film, visual art, and exhibitions. At the same time, we are observing the 30-year anniversaries of the first published report of the disease, the first activist collective formed, and the first retrospective of artist responses to this pandemic. Popularly coined "AIDS 2.0," this cultural field of retronostalgia, reprints, reissues, and reproductions has been highly criticized for its sanitary and homogeneous (re)presentations of this tumultuous period. In this seminar, we will interrogate the "literatures" generated in this moment. We will consider the consequence of this phenomenon and how cultural amnesia, material memory, and what Christopher Castiglia and Christopher Reed call "generational unremembering" complicates the discourses surrounding AIDS cultural pasts. Students should anticipate a course that combines close readings of visual art, performance, and literary texts with a careful examination of AIDS art oral histories. Course materials may include work by Castiglia and Reed, Jih-Fei Cheng, Ann Cvetkovich, Avram Finkelstein, Brad Gooch, Lucas Hilderbrand, Alex Juhasz, Jonathan Katz, José Esteban Muñoz, David Román, Marita Sturken, Sean Strub, and Eric Wat. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENSM.

ENGL 4023. Seminar: The Lyric: A Modern History. (4 Credits)

This seminar will study lyric poetry in English written between the late 1700s and the present. We will approach the poems from multiple perspectives: formal, aesthetic, political, social, and racial. The time period coincides with the rise of lyric poetry from a minor genre to a major one; with an expansion of the lyric's main traditional themes, love and death, to themes of self-exploration, social protest, autobiography, philosophical inquiry, modernity, sexuality, and more; and a proliferation of lyric types that is still ongoing today. In addition, since the lyric originates as a text to be set to music, we will give some attention to musical settings composed during the same era. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENSM.

ENGL 4024. Seminar: Narratives of the Apocalypse. (4 Credits)

Though we have the term "apocalypse" from scriptural texts, today we most often think of the end of the world in scientific contexts: climate change, nuclear and other types of environmental catastrophes, alien or machine annihilation. When and how and why did this happen? This course looks for answers in apocalyptic narratives across time with a particular focus on representations in the early modern period when "new science" emerged from a theologically centered culture. Among the writers we will consider are Francis Bacon, Olaudah Equiano, Mary Astell, Jonathan Swift, and Mary Shelley. Each student in the seminar will develop an "apocalyptic" research project that may be designed to connect the course materials with more recent eschatological representations in novels, film, or other art forms. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ENSM.

ENGL 4025. Seminar: Field Work. (4 Credits)

Field: open space, meadow, the world outside. Doing "field work" or going outside is not typically thought of as a method for composing works of literature. Yet countless authors, especially those who write about nature, have relied on it for material, insight, and inspiration. In this course, we will read works of nature writing to see what happens when writers immerse themselves in outdoor environments and give themselves up to the experience of understanding them. We will also engage in our own experiments with field work to see what we can learn from sustained interaction with the natural world. What happens to our thought processes when we take the time to observe a bird, a tree, or a stream? How important—or real—are the supposed differences that set human beings apart from non-human ones? Can we grasp why, ultimately, so many writers have found time spent in contemplation of the non-human essential to the experience of being human? In addition to reading works of nature writing from the early modern period to the present, you will complete a final research project that asks you to apply the insights of your own field work to the analysis of a literary text about nature. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ENSM.

ENGL 4026. Seminar: Race and Speculative Fiction. (4 Credits)

This course explores a number of critical methods (posthumanist theory, genre theory, race and ethnic studies) in relation to speculative fictions, race, ethnicity, and social justice. As speculative fiction has become an increasingly vital part of America's vernacular culture, we seek to explore how minority writers transform and engage this (super)genre. We will consider the proposition that elements of speculative fiction—that is, the violation of certain "realist" principles—help enable writers to reimagine standard tropes found in ethnic writing, related to issues such as immigration, social difference, systemic oppressions, and historical tensions. In this regard, we will sidestep the assumption that such whimsical fictional worlds are somehow escapist or merely meant as superficial modes of entertainment. Indeed, our foundational premise begins from the perspective that speculative fiction offers American writers the opportunity to generate scathing and compelling social critiques through and by the elastic boundaries offered in these reality-defying representational terrains. Seminar participants are in for a generically "wild" ride, with course offerings related to magical realisms, outbreak narratives, dystopian futures, and monster-based fictions. Primary text materials will be scaffolded by theoretical and critical readings (including but not limited to work from Rosi Braidotti, R.B. Gill, Fredric Jameson, Kodwo Eshun, and others). Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, ENRJ, ENSM.

ENGL 4027. Seminar: Race, Ethnicity, and Contact in Early Medieval Ireland and Britain. (4 Credits)

In this seminar, students will encounter the earliest writing from Ireland and Britain and reconsider what they think they know about the ethnic and racial "origins" of English, Welsh, Irish, and Scottish literature. They will discover the roles played by cultural contact, conquest and subjection, ethnogenesis, and racialization in key texts for British and Irish literature. Students will have the opportunity to conduct original research on figures such as St. Patrick, King Arthur, Bede, and King Alfred and on a wide range of texts translated from Latin, medieval Irish, medieval Welsh, and Old English. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ENHD, ENRJ, ENSM, IRST, MVLI, MVST.

ENGL 4030. Seminar: The Afterlife of Austen. (4 Credits)

Few authors have enjoyed a posthumous popularity that matches Jane Austen's. More than two centuries after they first appeared in print, her novels continue to be not only widely read but also rewritten, sequenced, and adapted to screen. In this research seminar we will examine several Austen novels and their afterlife in literature, film, and popular culture.

Attributes: ENHD, ENSM.

ENGL 4031. Seminar: The Tempest. (4 Credits)

Since the publication of Shakespeare's *The Tempest*, writers from around the world have drawn inspiration from it. In particular, the play has become a touchstone for postcolonial writers from Latin America, Africa, and the Caribbean seeking to understand the roots of colonialism, empire, and race. This course will trace the complex and creative conversations that have taken place for 400 years between these writers and Shakespeare. It will also engage in a close reading of the play itself and situate it in the contexts of Shakespeare's day. In addition to regular participation and some smaller assignments, students will be expected to complete a short research paper and a creative adaptation project. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ENRJ, ENSM, PJRC, PJST.

ENGL 4032. Seminar: Joyce's Ulysses. (4 Credits)

This seminar undertakes an intensive, chapter by chapter reading of Joyce's serio-comic epic, *Ulysses*, in the context of literary modernism and in relation to several theoretical frameworks: psychoanalytic, reader-response, gender studies, deconstructive, and post-colonial. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENSM.

ENGL 4033. Sound in U.S. Culture, History, and Literature. (4 Credits)

While people have long been interested in studying the sensory experiences of everyday life, music popular and otherwise, and the technologies that produce and reproduce sound, only recently has "sound studies" become a self-defined interdisciplinary field that has drawn in scholars from art history, film studies, history, literary studies, music history, and other fields. Over the course of the semester we will explore different ways in which such scholars have approached the study of sound, assess the value of various keywords they have used to interpret sound in the United States, and assemble an archive of primary sources—texts, sites, events, figures, and objects—that help us ask new questions about U.S. culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASLT.

ENGL 4034. Seminar: Lots of Fun at Finnegans Wake. (4 Credits)

One of the most intriguing and entertaining literary works ever crafted, James Joyce's "*Finnegans Wake*" sends us on seriously hilarious trips around the world, through human (especially Irish) history, and into the sleeping mind. Joyce's "book of the night," a comic masterpiece, constructs not one thing, but "two things at a time," multiple meanings that uproariously cross national, linguistic, sexual, historical—just about all kinds of—boundaries. Sometimes it makes sense; sometimes it doesn't. Nearly always, though, things emerge that charm, surprise, and delight. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENSM, IRST.

ENGL 4044. Incarceration: History, Literature, Film. (4 Credits)

This seminar considers the history of classifications of deviance and abnormality, along with the rise of penal systems and surveillance in the modern state. Focusing on mass incarceration from Reconstruction to the present, the course examines perspectives on criminality, civil disobedience, and punishment, in relation to the complex history of race in the U.S. Through poetry, first-person narrative, and film, the course considers a range of subject positions and analyzes the perspectives they convey concerning individual experience and social structure. Close attention is given to individual voices, in light of the factors that shape point of view, identity, and social role. The course takes up prison writings as a critique from within of the political, social, and economic structures that shape American life. It also considers narrative representations of prisons and prisoners, ranging from letters, poems, and essays to popular films, to allow for study of diverse perspectives on incarceration. The course aims to give students the historical insight and analytical ability needed to identify the values that are at stake in contemporary controversies concerning social order, racial inequity, and mass incarceration. This seminar does not aim at reaching a solution or definitive conclusion. It seeks rather to help each student develop the analytic skills necessary to examine diverse perspectives and to put them into historical context. Analytical tools include brief readings in linguistics and semiotics. The course aims to give students the understanding they need to respond in an informed manner to contemporary issues involving race, social and economic inequities, and the problem of mass incarceration. In this *Eloquentia Perfecta* course, students will present written work for peer review and revision. Seminar members will give individual and small group presentations, as well as presenting research projects orally. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASAM, ASHS, ASLT, ENRJ, EP4, PJJC, PJST, VAL.

ENGL 4045. Seminar: The Art of the Epistolary Novel. (4 Credits)

This course will examine the genre and aesthetics of the epistolary novel. We will discuss "*The Color Purple*," "*An American Marriage*," "*Erasure*," "*The White Tiger*," and "*The Perks of Being a Wallflower*." Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENRJ, ENSM.

ENGL 4090. Seminar: The Victorian Novel. (4 Credits)

The Victorian period (roughly 1830 to 1900) is known as the great age of the British novel. It was also the age of industrialization, urbanization, imperial expansion, campaigns for women's rights, and much more. In this research seminar, we will read a range of Victorian novels and study their generic conventions and innovations, together with their responses to the period's rapid social and cultural changes. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ENSM.

ENGL 4096. Hobbits/Heroes/Hubris. (4 Credits)

Centering on Tolkien's "The Hobbit" and "The Lord of the Rings," this course will examine heroes and heroines, with all their cultural, philosophical, and individual limitations. We will take a close look in particular at epic journeys in order to tease out the ever-changing definition of heroism. What are the boundaries of heroic figures' ethics and morality, and what happens when they get crossed? How do heroes and heroines walk the fine line between self-confidence and hubris? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, MVLI, MVST, VAL.

ENGL 4106. Seminar: The Great Depression: Literature and Culture. (4 Credits)

This course studies one of the deepest economic, social, and cultural crises in American history, from the 1929 stock market crash through 1941. We will be reading major American writers of fiction, poetry, and drama (to include, among others, Fitzgerald, Faulkner, Stevens, Odets, Hurston, Langston Hughes, and Richard Wright). But we will also attend to popular culture—newspapers, magazines, film, and radio. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, ENSM.

ENGL 4107. Seminar: Ecology on the Edge: Climate Change and Literature. (4 Credits)

This seminar offers a reconsideration of literary studies from the perspective of climate change. Ranging from ancient to contemporary texts from across the anthropocene (in transhistorical, transcultural, and transecological perspective), the seminar will investigate the relevance of climate change for assessments of literary history conceived in the broadest of comparative senses. The seminar will explore the interrelation between literature and ecology simultaneously from two vantage points: on the one hand, by reading select contemporary works of literature and criticism that seek to confront the imminent consequences of climate change for our own times; and, on the other hand, by reading ancient and early modern texts to reconsider how literature has long imagined and has long been shaped by ecological crisis. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ENSM, ENST, ESEJ, ESEL, ESHC.

ENGL 4108. Seminar: Exhibiting Latinidad: Curation/Display/Intervention. (4 Credits)

Museums have played critical roles in defining Latinidad for mass publics in the U.S. and abroad. In particular, curators and their exhibits can assume great power over our understandings of authenticity, cultural authority, and the historical "truth" about Latinx cultures. By retracing exhibition histories from classic shows like "Cuba-USA" and the "Decade Show" to the Getty's "Pacific Standard Time LA/LA" initiative, we will confront the different material, textual, and visual dilemmas provoked by museums. We will also ponder alternative exhibition practices for Latinidad's representation and remembrance in the future. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASAM, ASLT, ENRJ, ENSM, LAHA, LALS, PLUR.

ENGL 4109. Seminar: Latinx Speculation. (4 Credits)

Alien. Alienated. Alienation. These are a few words to describe the ways in which science fiction intertwines with the contemporary Latinx condition. The otherworldliness of being undocumented, surveilled, and threatened by mechanized technologies reads like science fiction. However, Latinxs know otherwise, having to endure the anti-immigrant sentiment pervading the political landscape. In turn, we impart an intimate knowledge of "being alien" from a variety of standpoints. From legislative measures threatening mass deportation to the militarization of borders, this dystopic reality elucidates the "other worlds" Latinxs occupy and traverse. For these reasons, we must question not only the meaning of the past but also the future. Latinx artists and writers have been endemic to imagining otherwise. By reading novels, artworks, and oral history transcripts on the topic, students will utilize speculative modes of inquiry to reimagine the terms of national citizenship, alienation, and Earthly belonging. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENRJ, ENSM, PJRC, PJST.

ENGL 4111. Seminar: Medieval and Contemporary Women, Travel, and Power. (4 Credits)

This seminar explores women and mobility, addressing the rewards and challenges experienced by women travelers. Our case studies will follow the Queen of Sheba, as portrayed in the Kebra Nagest, the ancient Ethiopian text, as she journeyed to meet King Solomon; the English traveler Margery Kempe, who sought personal authority; Near Eastern ocean voyager Mary Magdalene, who took on a mission in Europe; and Egeria, the Spanish abbess who wrote of her travels to Jerusalem in the fourth century. All of these readings will be in modern English, and we will compare them with writings by present-day travelers, such as Cheryl Strayed's journey of self-healing or Alison Hong Nguyen Lihalakha's flight from war and search for identity. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ENSM, MVST.

ENGL 4112. Seminar: Borders, Migrants, and Refugees. (4 Credits)

This seminar will explore writings by and about people who cross international borders for political, economic, and other reasons: migrants, refugees, and asylum seekers. We will discuss novels, short stories, film, memoir, poetry, and other genres, as well as work in other disciplines and writings produced by those involved in migrant solidarity movements. Our primary focus will be on works by and about people crossing the Mexico/U.S. border in recent decades, though we may begin with some earlier texts on the borderlands. Depending on student interest, we may expand our scope to include other contexts, such as migration from Africa or the Middle East to Europe. Authors and directors may include Gloria Anzaldúa, Ana Castillo, Francisco Cantú, Yuri Herrera, Cristina Ibarra, Valeria Luiselli, Gregory Nava, Alex Rivera, and others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENRJ, ENSM, PJRC, PJST.

ENGL 4113. Seminar: Writing Whiteness. (4 Credits)

"As long as you think you are white, there's no hope for you" (James Baldwin). What could Baldwin have meant by such a provocative statement? This course will address the question by tracing the process by which some Americans have come to think of themselves as "white," a category defined both against their own ethnic and national origins and against racial "others." Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASLT, ENRJ, ENSM, PJRC, PJST.

ENGL 4115. Seminar: British Romanticism: Town, City, Nation. (4 Credits)

This course approaches British Romanticism from three perspectives. First, we'll become versed in country things by examining writing about life in rural communities, from the local balls and provincial ballyhoo of Jane Austen's "three or four families in a country village" to the impoverished shepherds and superannuated farmhands of Wordsworth's northern Lake District. Second, we'll map the vibrant literary culture of London, paying special attention to writing that ponders the joys and also the frustrations of life in the ever-expanding metropolis. Then, in the third section of the course, we'll examine global scenes by following the networks of empire (the transatlantic slave trade, the opium industry) and examining the significance of Mediterranean places and cultures, both ancient and contemporary, to Romantic-era writers. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ENSM.

ENGL 4116. Seminar: The Beat Generation and U.S. Culture. (4 Credits)

This course explores the literature of the post-1945 period in the U.S., focusing in particular on the Beat Generation. How do the period's writers contest our common conceptions of the 1950s and '60s as an idyllic period in U.S. history? How do their works refract tensions surrounding race, class, ethnicity, and sexuality that would erupt in the social movements of the 1960s and persist in modified forms today? In what ways do their works create alternative narratives of U.S. national identity, especially through road narratives that retrace and reinscribe traditional concepts such as Manifest Destiny? How do they engage with contemporaneous changes surrounding censorship, the Cold War, environmentalism, drug culture, feminism, gay liberation, and the black arts movement? Authors covered in the course may include Jack Kerouac, Allen Ginsberg, Lorraine Hansberry, Diane DiPrima, William Burroughs, Gary Snyder, Ken Kesey, Adrienne Rich, and Frank O'Hara, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, ENSM.

ENGL 4117. Seminar: Modern Geographies. (4 Credits)

This course will explore the ways shifting conceptions of space impacted modernist writing. Developments in technologies of communication and transportation enabled both people and ideas to move across space in new ways, challenging national identities and the relationship between the self and others. Much of the innovation we associate with literary modernism emerged in response to this increasingly globalized landscape. Our analysis of modernism and its spaces will include discussions of urbanism, public space, colonialism and post-colonialism, and expatriate and travel writing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENSM.

ENGL 4118. Seminar: Dickinson, Whitman, and Company. (4 Credits)

This course examines the poetry of Walt Whitman, Emily Dickinson, and their contemporaries. As we study the writings of Dickinson and Whitman across a variety of areas—love poems, poems about loss, poems about nature and art, historical and comic poems and religious poems—we will also link them to less familiar non-canonical poems from a variety of traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ENSM.

ENGL 4119. Seminar: God and Money in Early America. (4 Credits)

In Matthew, Jesus said "Ye cannot serve God and mammon," that is, religion and wealth, at the same time. So how did American colonist reconcile their desires for salvation and prosperity? Did piety and profits always "jump together"? Reading both British and American literary text and recent scholarship in early American studies, this seminar will explore the language of spiritual and material wealth in colonial New England, the South, the West Indies, and the Mid-Atlantic. We will examine writing concerned with theology, morality, ethics, social class, economics, and economic self-making over the course of nearly two centuries – both on their own terms and in terms of how religion and economics shaped one another. Authors will include William Bradford, Anne Bradstreet, Mary Rowlandson, Jonathan Edwards, Benjamin Franklin, Phillis Wheatley, and Olaudah Equiano. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASLT, ENHD, ENSM.

ENGL 4120. Seminar: Milton. (4 Credits)

"Knowledge of good and evil, as two twins cleaving together, leaped forth into the world," John Milton claims in *Areopagitica*, an essay advocating against censorship. How do we tell one from the other? This course follows Milton's attempt to do the sorting through his major poetry and his political, social, and theological advocacy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ENSM, REST.

ENGL 4121. New York City in Fiction. (4 Credits)

This course will explore both short stories and novels written in and about New York City during the 20th century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASLT, URST.

ENGL 4122. Seminar: Love/Fiction. (4 Credits)

How do literary characters fall in love? How do fiction and fantasy shape the experience of love? What keeps readers engaged and loving love stories ourselves? This reading-intensive, discussion-oriented seminar examines the forms, discourses, and effects of love in a diverse range of modern and contemporary literary novels in English. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENSM.

ENGL 4123. Seminar: Paris Modernism. (4 Credits)

When the autobiographical hero of James Joyce's novel "A Portrait of the Artist as a Young Man" plots his escape from Dublin, it is to Paris that he plans to go—the city where he believes he will be able to live, write, think, and be free from the expectations governing his life at home. He was certainly not alone in imagining that Paris could provide a creative refuge. In the early part of the 20th century, and particularly after World War I, writers, artists, and creative people of all kinds flocked to Paris, and together they forged the movement we now call "modernism." What was it about Paris that drew them, and what did they find there? In this course, we will study a range of works by expatriates, including Joyce, Gertrude Stein, Ernest Hemingway, James Baldwin, George Orwell, and Walter Benjamin. We will consider them alongside contemporary developments in French literature, looking at works by authors including Colette, André Breton, Frantz Fanon, Jean Cocteau, Anaïs Nin, Marguerite Duras, and Simone de Beauvoir. While our primary focus will be on literature, we will also encounter performers like Josephine Baker and Edith Piaf, filmmakers like Marcel Carné and Agnès Varda, and visual artists like Picasso and Lee Miller. Students will produce short pieces, give oral presentations, write a midterm paper, and do a final research project—either scholarly or creative. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENSM, INST, ISEU.

ENGL 4125. Seminar: Im/Possible Worlds: Race, Social Difference, and Pop Genres. (4 Credits)

This course will focus on popular genres and forms—including graphic narrative, young adult novels, and speculative fiction—that have often been dismissed as lowbrow or uncultured. We will reconsider them in light of their aesthetic complexity and political texture, including their treatment of racial and social differences and their use of such popular constructs as aliens, magical objects, vampires, and associated motifs and figures. Course selections may include: Gene Luen Yang's *American Born Chinese*, Nidhi Chanani's *Pashmina*, Nnedi Okorafor's *Binti*, Cherie Dimaline's *The Marrow Thieves*, and Silvia Moreno-Garcia's *Certain Dark Things*. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENRJ, ENSM, PJRC, PJST.

ENGL 4126. Ten Short Films About Morality. (4 Credits)

This seminar will focus on a close analysis of acclaimed Polish director Krzysztof Kieslowski's cinematic masterpiece, *The Decalogue* (1988-89). The ten one-hour films of the series each examine the ambiguities of the Ten Commandments in the modern setting of late twentieth-century Poland. The films will be paired with substantial essays examining the "ten words" of the commandments from various religious, philosophical, and theoretical perspectives, as well as some key texts in critical and film theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ENGL, EP4, VAL.

ENGL 4127. Seminar: Novels By Women: Jane Austen to Toni Morrison. (4 Credits)

An intensive study of novels by Jane Austen, George Elliot, Virginia Woolf, Zora Neale Hurston, and Toni Morrison. Our reading will be supplemented by literary criticism and historical contextual material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENHD, ENSM, WGSS.

ENGL 4128. Seminar: Love and Sex in Early Modern Literature. (4 Credits)

Some things don't change—but love and sex do. This class looks at the cultural history of sex and love in the early 1600s through the lens of early modern plays and poetry. We're looking past *Romeo and Juliet*, to plays celebrating Bacchanalian excess, and poems lauding Italian dildos. The play texts aren't easy reads, and we'll examine historical sources as well. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ENSM, WGSS.

ENGL 4135. Bible in English Poetry. (4 Credits)

This course studies some of the books of the Bible which have been most influential on English literature, together with English poetry and critical texts, from the Middle Ages to the present, which have been influenced by these biblical books. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, ENHD, EP4, VAL.

ENGL 4137. Hysteria, Sexuality, and the Unconscious. (4 Credits)

This interdisciplinary seminar is sponsored by the Department of English and the Department of History. The seminar explores issues raised by hysteria, sexuality and the unconscious in turn of the twentieth-century western culture-topics that cross disciplinary boundaries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, BIOE, COLI, ENGL, HIST, ICC, INST, ISEU, ISIN, WGSS.

ENGL 4141. Death in the Middle Ages. (4 Credits)

This course will examine death culture, including rituals of death, the instructions for a good death, visual depictions of death, and the great theme of the afterlife. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, EP4, MVLI, MVST, VAL.

ENGL 4142. Contemplating the Cloisters. (4 Credits)

In this course, we study important texts, artworks, and musics of the late monastery through class meetings held both at Lincoln Center and the Cloisters Museum in Upper Manhattan, itself a patchwork of five European monastic houses and home to some of the world's greatest medieval artworks, including the Unicorn Tapestries, the Merode Altarpiece, and the *Belles Heures* of Jean de Barry. As the heart of communal religious life in the Middle Ages, the cloister was an open space where the triple monastic duties of prayer, study, and work could be practiced and was a preeminent site of reading, reflection, and dialogue between some of the great thinkers of the day. Through our own reading, reflection, and lively dialogue, we will think critically across disciplines about medieval monastic lifeworlds, their practice, and their aesthetic productions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ICC, MVAM, MVLI, MVST.

ENGL 4143. Shakespeare: Text and Performance. (4 Credits)

This course will study Shakespeare's plays first as texts and then as performance, focusing on the literary/historical aspect of a play, and then the same play as a theatrical script for realization in a performance setting. Through close readings from these widely disparate points of view, we will try to grasp how the theater acts to engage audiences and create meanings, and how time and culture are expressed in both text and performance. We'll investigate questions about adaptation, authorship, the status of "classic" texts and their variant forms, the transition from manuscript, book and stage to film and digitally inflected forms of media. Assignments will include readings, memorization, essays, and presentations. The final project can be an essay, the student's short video of a Shakespeare excerpt, or a brief performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ICC.

ENGL 4144. Hamlet: Text and Performance. (4 Credits)

We will study Shakespeare's *Hamlet* as a historical/literary text and as a theatrical script. Through close readings from disparate points of view, we will encounter how the theatre acts to create meanings, and how time and culture are expressed in text and performance. Areas of study will include set design, costumes, film adaptations, literary rewritings, pop culture renditions, and references in music and advertising. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ICC, THEA.

ENGL 4145. Dramaturgy. (4 Credits)

The word dramaturgy, "the art or technique of dramatic composition or theatrical representation," describes a series of practices that include aspects of playwriting, directing, and theatrical scholarship. This interdisciplinary seminar takes a capacious view of the practice of dramaturgy, approaching it as both a creative and a scholarly practice. As dramaturges, we will be literary and performance scholars, researching theater history, dramatic theory, and the broader cultural and historical contexts of our theatrical projects; we will also work as practitioners, collaborating with our peers to translate diverse texts into theatrical events. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, THEA.

ENGL 4146. The Body in Contemporary Women's Literature and Art. (4 Credits)

How do we understand relationships among identity, gender, race, and the human body? How do recent women writers and artists explore this question? This course will examine visual art and writing since the 1980s that depicts—and seeks to understand—human embodiment, challenging the idea of a physical norm in order to expand how bodies (especially women's) are represented and known. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, PJGS, PJST.

ENGL 4147. Food and Globalization. (4 Credits)

This course will examine scholarship on food and globalization from a range of disciplinary perspectives, including anthropological, sociological, historical, and literary. It will also examine the interdisciplinary fields of food studies and globalization studies to discuss the development of global exchange networks and their impact on consumer cultures and notions of identity in the United States and beyond. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ESEL, ICC, INST, ISIN.

ENGL 4148. Medieval Drama in Performance. (4 Credits)

Divine mysteries and scurrilous scatology, Everyman's workaday struggles and a king's political quandaries, lavish one-night courtly entertainments and massive Biblical plays performed by an entire community: the drama of the English late Middle Ages (roughly 1350-1500) was resourceful, local, non-professional, and endlessly inventive. In this course, we study medieval English drama along three axes: as literary texts full of humor, pathos, and meaning; as evidence for historical performance practice and theater history; and as scripts brimming with possibility for performance. Combining intensive reading of medieval play texts with key works by important theater practitioners, we examine medieval drama on its own terms and ask what it means to read and perform these works in the 21st century. To help answer this question, students collaboratively design, direct, and stage a medieval dramatic work of their choosing as a final project. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ICC, MVLI, MVST, THEA.

ENGL 4149. Modern Drama as Moral Crucible. (4 Credits)

The creators of modern drama made the theater an arena for moral struggle and personal commitment while, at the same time, questioning the possibility of both. Playwrights studied in this course will include Henrik Ibsen, August Strindberg, Anton Chekhov, and August Williams, among others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASLT, COLI, EP4, INST, ISEU, VAL, WGSS.

ENGL 4150. Race and Contemporary Film. (4 Credits)

This course examines contemporary cinema in an effort to understand the racial present. Drawing on theories and methods from sociology, anthropology, history, and literary theory, we will develop a provisional model of interdisciplinary cultural analysis that will help us better understand how representations of race function in our own historical moment. At the same time, we will investigate exactly what constitutes "our own historical moment." What is the historical present? How and why does it differ from one racial group to the next? And how do these competing racial temporalities affect present-day racial politics? With such questions in mind, we will conduct a series of case studies in racial representation. Each case will be organized around a recent film, and each film will be examined from a variety of disciplinary perspectives, with particular emphasis on how various academic disciplines both illuminate and obscure various aspects of the racial representation at hand. NOTE: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, COLI, ENRJ, ICC, PJRC, PJST, PLUR.

ENGL 4151. Performing Medieval Drama. (4 Credits)

In the English late Middle Ages (roughly 1350-1500), theater was a thoroughly local affair. Performances spanned from one-night-only entertainments, acted by lavishly costumed noblemen for their peers, to massive cycles of city-specific religious plays, performed annually over a period of days by an entire community. Scurrilous scatology stood alongside the most divine of mysteries; the humble, menial struggles of Everyman had their place on stage just as much as the social and political quandaries of a king. In this course, we will study medieval English drama both as a body of literature and as a repository for medieval performance rhetorics we can experiment with in the present day. A series of assignments over the course of the semester will help us understand late medieval plays and their unique theatricality. The semester culminates with a collaboratively staged and publicly performed medieval drama of the student's choosing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, MVLI, MVST.

ENGL 4152. The Tempest: Text and Performance. (4 Credits)

This course will study Shakespeare's play *The Tempest* as a historical/literary text and simultaneously as a theatrical script that we will act in the classroom, focusing on a single scene at a time. Through close readings from disparate points of view, we will investigate how the theatre acts to engage audiences and create meanings, and how time and culture are expressed in both text and performance. Students will read several adaptations of the play, as well as viewing film versions and adaptations such as *Prospero's Books*. We'll investigate questions about adaptation, authorship, the status of a "classic" text and its variant forms, and the transition from manuscript to stage to film. Assignments will include readings, essays, and presentations. Quizzes will include regular exercises in blank verse, especially iambic pentameter. The final project can be a scholarly essay, the student's short video of an excerpt from *The Tempest*, or a brief performance. No acting background is necessary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ICC, THEA.

ENGL 4155. The Seven Deadly Sins. (4 Credits)

Pride, greed, lust, envy, gluttony, wrath, and sloth—for Christian ethics, these seven vices have traditionally mapped the landscape of sin in service to the project of locating and extirpating evil from the human soul. For nearly two millennia, the seven deadly sins have provided an enduring system for explaining why we trespass against one another and provided a tool by which the faithful may examine their conscience and seek forgiveness. While serving ethical, spiritual, and social ends, they have simultaneously caught the imagination of numerous artists, playwrights, authors, and musicians who have found in them a wellspring of inspiration for probing contemporary social issues and plumbing the depths of the human condition. In this course, we will read broadly across this tradition, from its original formulation through its medieval heyday to its modern resurgence. Drawing on an eclectic selection of texts, plays, paintings, and films, we will investigate how the representation and enactment of the seven deadly sins has invited audiences, viewers, and readers into ethical reflection upon themselves, their communities, their institutions, and their world. We will also critically reflect on the fascination these seven vices inspire even into the 21st century. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, EP4, MVST, VAL.

ENGL 4156. Seminar: Satire before 1850. (4 Credits)

Satire is as ancient as the oldest poets we know about and as modern as your favorite streaming series. This course will look at the remarkable heyday satire enjoyed in the 18th century, focusing on works by Aphra Behn, John Dryden, Mary Montagu, Jonathan Swift, Alexander Pope, and others. This is not a creative writing class, but students will be invited (not required) to imitate the techniques these authors employed by composing satirical pieces on current topics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ENSM.

ENGL 4184. Postwar American Literature and Culture. (4 Credits)

This interdisciplinary seminar analyzes cultural trends and counter-cultural movements of the post-WWII war era as represented in American literature and history. Topics include the Cold War and containment culture, the racial politics of suburbanization, the Beats and the counterculture, student radicalism, the civil rights struggle and Black Power, the anti-war movement, environmentalism, the sexual revolution, cultural conservatism, and questions of history, identity, and responsibility. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASLT, COLI, ENRJ, ICC, PJSJ, PJST.

ENGL 4185. Caribbean Islands and Oceans. (4 Credits)

Islands and oceans: these geographic features have defined both the history of the Caribbean and imaginative writing about it. Drawing on work by literary scholars, historians, anthropologists, and others, this course will examine novels, poetry, travel narratives, essays, and films about the Caribbean from 1492 to the present. As we read, we will think about how authors have used the metaphors of island and ocean not only to portray the Caribbean as a paradise but also to critique the impact that forces of empire and colonialism have had on the region and its ecologies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASLT, ENHD, ENRJ, ICC, INST, ISLA, LAHA, LALS.

ENGL 4190. Shakespeare/Dylan: Plays, Songs, Conversations. (4 Credits)

In this course we'll explore the works of two strongly connected yet vividly different creators—William Shakespeare and Bob Dylan—by means of core methodologies now central to two distinct yet notably overlapping scholarly disciplines: literary study and musicology. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ICC.

ENGL 4206. Comparative Studies in Revolution. (4 Credits)

This interdisciplinary capstone seminar engages students in a series of literary and historical studies of revolutionary (and counter-revolutionary) movements (e.g. the Haitian revolution of 1791, the Indian Rebellion of 1857, and the events of 1965 in Indonesia). Examining historical documents, works of fiction, literary theory and historiography, the seminar will investigate how the disciplines of history, literary criticism, and cultural studies more generally, seek to explain revolutionary historical change. Particular attention will be paid to the authority of textual evidence placed within interdisciplinary, cross-cultural, and multi-media contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASAM, ASHS, ASLT, COLI, ENRJ, GBLB, ICC, INST, ISIN, PJSJ, PJST.

ENGL 4207. Comparative Studies in Empire. (4 Credits)

This interdisciplinary capstone seminar will study the interrelation between different imperial formations (e.g. Roman, Ottoman, Mongol, British, Chinese, and American) and the various linguistic, literary, and cultural traditions that give them imaginative and historical shape. Attention will be paid to the importance of literary form and historical representation. Juxtaposing historical and fictional texts from different cultural and historical moments, the seminar will explore how these texts foreground problems of historical documentation and textual authority. The seminar will also study how these foundational problems, shared by the disciplines of history and literary criticism, are embodied in other media, notably music and film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASLT, COLI, ENRJ, ICC, IRST.

ENGL 4208. Narrative Across Media: Literature, Music, Film. (4 Credits)

This course examines the ability of the same stories to be told in different media, in this case fictional narrative, music (classical and blues), and narrative film. We will concentrate on films and literary works in which music plays a pivotal role and on music in which literary narratives play a pivotal role. We will also consider literary works that, as part of the story they tell, reflect on the act of telling a story. Writers to be read are likely to include, among others, Margaret Atwood, James Baldwin, Lord Byron, Langston Hughes, Henry James, James Joyce, Gabriel Garcia Marquez, Toni Morrison, Leo Tolstoy, and Virginia Woolf. Context will be supplied by several theories of narrative both ancient and modern. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

ENGL 4209. Literature of Peace and War. (4 Credits)

The decision to wage war is one of the most consequential moral choices we make. The struggle to achieve and maintain peace is one of the most challenging and abstract human goals. For all the ways that war and peace are tied up with politics, we can come to a better understanding of human experience of peace and war through art. This senior values seminar explores literary and cinematic representations of peace and war from Classical times to the present day. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, PJCR, PJST, PJWT, VAL.

ENGL 4210. Comparative Studies in Atlantic Revolutions. (4 Credits)

This interdisciplinary seminar engages students in a series of literary and historical studies of revolutionary (and counter-revolutionary) movements that took place in the Atlantic world (e.g., the English Civil War; the American, French, and Haitian Revolutions; uprisings of enslaved people in Curaçao and Jamaica; and the Spanish American wars for independence). Examining historical documents, works of fiction, literary theory, and historiography, the seminar will investigate how the disciplines of history, literary criticism, and cultural studies more generally seek to understand revolutionary historical change. Particular attention will be paid to the authority of textual evidence placed within interdisciplinary, cross-cultural, and multimedia contexts. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ENHD, ENRJ, EP3, GBLB.

ENGL 4211. Empire and Sexuality. (4 Credits)

For many years now, critical queer and trans scholars have traced the intersections between gender and sexual identity formations and the modern exercise of state power. In particular, this body of scholarship has excavated the complicities between the mainstream LGBTQ movement and structures of empire-building, neoliberal capital, and racial governmentality. This interdisciplinary women's, gender, and sexuality studies course explores how two disciplines—literature and political science—study the role of gender and sexuality within racial, colonial, and imperial projects. We will examine and compare how these two disciplinary approaches pose their own questions and employ distinct methodologies to produce scholarly knowledge. As we read works of literature, policy documents, and legal documents, the course charts how sexuality is central to the formation of racial categories, as well as the management and control of populations. Following a central insight of decolonial feminism, we will work to connect interpersonal and intimate violence to the political: institutions, structures of power, and their relevant histories. Our course texts offer challenges to Eurocentric conceptions of identity, as well as alternative imaginings of desire, subjectivity, kinship, and sociality. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ENRJ, GBLB, ICC, INST, ISIN, PJGS, PJST, WGSS.

Mutually Exclusive: COLI 3803, ENGL 3803.

ENGL 4215. Law and Literature. (4 Credits)

This course will explore the intersection and tensions between law and literature. Our society is governed by laws, but the application of those laws is a human project, subject to change, judgment, protest, and revision. While laws reflect our values, they are no substitute for values, and some of our most important civil discussions emerge out of disagreements over the justice of a law. Where law makes rules, literature thrives in creativity and ambiguity and excels at telling the story of the special case. Reading literature and law side by side helps us better understand law and its limits and the distinction between law and justice. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, VAL.

ENGL 4216. Animal Welfare in Literature and Culture. (4 Credits)

This course is an investigation of writings on the "animal mind" and animal welfare. Topics to be addressed include animal rights, animal/human relations, domestication, and animal language. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASLT, ENST, EP4, ESEJ, ESEL, ESHC, VAL.

ENGL 4217. Health, Self, and Capital: The Art of Living and Its Discontents. (4 Credits)

This course draws on the two disciplines of history and literary studies to examine the intersection of health, self, and capital in Western ideas about the art of living over four seminal and interrelated moments – antiquity, the Enlightenment, the early 20th-century Lebensreform movement, and today's \$4.5 trillion global wellness industry. The course is divided into two parts. In the first, we take an analytical and critical approach to the theories and history of ideas about the art of living and wellness. In the second, students will apply the methodological approaches and tools we have developed in the first half of the course to complete collaborative research projects and deliver presentations addressing the discontents of traditional conceptions of the art of living and articulating new trajectories. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ICC.

ENGL 4227. Black Literature and Film. (4 Credits)

From Malcolm X and Alex Haley's *The Autobiography of Malcolm X* (1965) to Sapphire's *Push* (1996), African American literature has inspired several film adaptations throughout the 20th and 21st centuries (like Spike Lee's *Malcolm X* [1992] and Lee Daniels' *Precious* [2009]). Indeed, the number of cinematic adaptations of African American literature suggests that there is not only a particular fascination with transforming literary works into films but also an abiding interest in seeing how a text will translate onto the big screen. In this course, students will analyze selected texts (such as Lorraine Hansberry's *A Raisin in the Sun* [1959], Alice Walker's *The Color Purple* [1982], and Terry McMillan's *Waiting to Exhale* [1992]) alongside their cinematic counterparts (such as Daniel Petrie's *A Raisin in the Sun* [1961], Steven Spielberg's *The Color Purple* [1985], and Forest Whitaker's *Waiting to Exhale* [1995]) to discuss how literary and filmic texts measure up on their own worth, as well as to examine how these texts mutually inform one another, particularly in the ways that they become remembered in the American cultural imagination. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, AMST, ENRJ, ICC, PJRC, PJST, PLUR.

ENGL 4228. Black Protest from Slavery to #BlackLivesMatter. (4 Credits)

This course will consider the canon of African American literature through an expansive definition of protest. We will examine how the meaning of protest has evolved from the 18th century to the present. As we interrogate the relationship between Blackness and protest, we will also discuss how that history has consistently shaped American identity. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AFAM, AMST, APPI, ASLT, COLI, ENRJ, EP4, PJRC, PJST, VAL.

ENGL 4229. The Color Purple & Its Adaptations. (4 Credits)

This course will examine Alice Walker's novel *"The Color Purple"* and its adaptations as a film, Broadway musical, and musical film adaptation. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENRJ.

ENGL 4236. Seminar: Latin American Short Story. (4 Credits)

Writings by Gabriel Garcia Marquez, Julio Cortazar, Carlos Fuentes and Mario Vargas Llosa (to name just a few) are some of the treasures of world literature. This course will focus on the short story and novella forms in order to explore as fully as possible the full range of Latin American and Latino literature. Literary geographies will include Mexico, the Caribbean, Central & South America, with special sections on Cuba, Argentina, Chile and Brazil. All readings will be in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASLT, COLI, ENRJ, ENSM, LAHA, LALS.

ENGL 4237. Seminar: Latin American and Latino Short Stories. (4 Credits)

This seminar will focus on contemporary Latino and Latin American short fiction. Short stories from Latin America are among the treasures of world literature, and U.S. Latino writers are continuing this tradition. Pulling together these materials will be themes of resistance and struggle, but also love, sexuality, and fantasy. In the short stories we will read, anything is possible, and the imagination is unlimited. We will read recent literature from the U.S., Mexico, Argentina, Brazil, El Salvador, and Chile, and all the works will be in English, although we will consider the question of translation and literature throughout the course. The course is a seminar and active participation will be required. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENSM.

ENGL 4246. Media, Disability, Futurity. (4 Credits)

This interdisciplinary capstone course explores the theme of futurity through the lenses of media studies, disability studies, and narrative studies. Futurity is not just the stuff of science fiction, but is rather an integrated part of the rhetoric we use when imagining the kind of world we want to build. Media and other digital technologies are often a part of this narrative imagining, and with those tools we often imagine which bodies we might repair, represent, or rebuild. Using a variety of interpretive and analytical methods, students will ask what futures are available to which bodies and why; how bodies are figured as legibly human, and how dominant narratives enable or foreclose the full expression of a range of embodiments. The object of analysis is simultaneously representative, linguistic, narrative or historical: this course argues that any critical examination of embodiment necessarily touches upon not only key cultural studies categories such as race, class, gender and sexuality, but also upon the question of technology's relationship to the body and its narrative figuring of health and flourishing. Students will finish the course with a nuanced understanding of how contemporary texts both visual and linguistic determine a shared cultural imagining of a better world, and how we might work to craft that image in a more inclusive and socially just way. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, COMC, DISA, ENRJ, ICC, PJSJ, PJST.

ENGL 4318. Seminar: Early Women Novelists. (4 Credits)

A study of the rise of female authors in eighteenth-century England. We will address problems of gender, race and class, as well as the basic literary and historical dimensions of each text we read. Authors will likely include Aphra Behn, Eliza Haywood, Frances Burney, Mary Wollstonecraft, Ann Radcliffe, Jane Austen, and Charlotte or Emily Brontë. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ENSM, WGSS.

ENGL 4370. Disgust in Literature and Psychology. (4 Credits)

This course will analyze disgust in literature (and related disciplines) and in psychology as primary emotion that exists in every culture. We will study fiction, poetry, and film—and also psychological research, as we explore what it means to be disgusted, and why we are motivated to read and view things that provoke disgust. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ASLT, ICC, PSYC.

ENGL 4401. Seminar: The Brontës in Context. (4 Credits)

Students will study novels by the three Brontë sisters—Charlotte, Emily, and Anne—in the context of social and cultural developments in 19th-century England. Please note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENSM.

ENGL 4403. Extraordinary Bodies. (4 Credits)

From freak shows to the Americans with Disabilities Act, people with non-normative bodies have received special, and not always welcome, attention from their peers. This course will study the experience of people with anomalous bodies from a variety of personal and social perspectives. Please note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASLT, BEVL, COLI, DISA, DIUL, EP4, VAL, WGSS.

ENGL 4408. Seminar: Romantic Revolutions. (4 Credits)

The Romantic era was punctuated by revolutions and uprisings in America, France, Haiti, and elsewhere. We will ask how an atmosphere of rebellion and a counter-spirit of repression informed the period's literary culture, with an intensive study of writers including William Blake, Mary Wollstonecraft, Olaudah Equiano, William Wordsworth, S. T. Coleridge, Lord Byron, P. B. Shelley, and Mary Shelley. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ENSM.

ENGL 4409. SEM: Romanticism Sublime & Everyday. (4 Credits)

This course views British romantic literature through one of the period's most important lenses (the sublime) and its opposite (the everyday). We begin with two main theorists of the sublime, Burke and Kant, and then read a range of poetry, novels, and nonfiction prose. Likely writers include Olaudah Equiano, Phillis Wheatley Peters, William Wordsworth, Dorothy Wordsworth, Lord Byron, John Clare, and Jane Austen. Our topics will include how the sublime was gendered and racialized in the period, and its role in fostering a rhetoric of empire. We will also ask what it meant to reject the sublime for an emphasis on the quotidian instead. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ENSM.

ENGL 4410. Seminar: Birdsong. (4 Credits)

The close association of poetry and birdsong is ancient and global. We will explore that endlessly renewable connection with a special emphasis on Romantic-era transatlantic poetry. Writers have long listened closely to birds and been inspired by their singing to experiment with literary innovation, yet the question of how we listen to birds takes on new urgency in our own era of climate crisis, marked by declining bird populations and extinction. In our wide range of readings, we will see that birds alternately sound warnings as canaries in the coal mine and figure hope as "the thing with feathers." In addition to works of literature, we will read non-fiction prose, including essays and memoirs, taking an interdisciplinary approach to the topic of birds inspired by environmental and sound studies. We will put our learning into practice by birdwatching in local parks, taking advantage of NYC's location on the Atlantic flyway. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, ENSM.

ENGL 4420. Ethics and Intelligence. (4 Credits)

This seminar will engage students in an intensive examination of the history, literature, and ethics of secret intelligence. Tracing the historical emergence of contemporary intelligence agencies from the early modern period up to the present, and with special attention to literary works from contrasting cultural traditions, the seminar will focus on three areas of expertise that have historically shaped the articulation and administration of both clandestine and public intelligence and information: the work of translators, the work of missionaries, and the work of government agencies. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, EP4, VAL.

ENGL 4421. Disability, Literature, Culture: Neurological, Mental & Cognitive Difference in Culture & Context. (4 Credits)

Disability studies, the central focus of this course, is an inherently interdisciplinary field. Drawing particularly on two of its constituent disciplines, literature and sociology, this course will explore the questions and problems raised by neurological, mental, and cognitive disabilities, as they relate to identity, community, and belonging. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, COLI, DISA, DIUL, ENRJ, ICC, PJSJ, PJST.

ENGL 4425. Seminar: Nathaniel Hawthorne. (4 Credits)

This course will explore the writing, life, and social world of Nathaniel Hawthorne. Paying particular attention to questions of literary form, history, national, trans-national, racial, and gender politics, we will read *The Scarlet Letter*, *The House of the Seven Gables*, *The Blithedale Romance*, *The Marble Faun*, and a selection of his tales. We will also consider Hawthorne's shifting role in the history of American literary criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, ENSM.

ENGL 4490. British Literature, History, and Culture of the Great War. (4 Credits)

Focusing upon poetry, fiction, drama and memoir written between 1910 and 1925, this interdisciplinary course explores the historical, cultural and aesthetic impact of World War I. Literary works are paired with historical readings, early silent film, popular music and medical discourses. Using London and Great Britain as texts, the course features field trips to several important archives, including the The Imperial War Museum in London and Craiglockhart War Hospital near Edinburgh. Major modernist writers treated in the course include Thomas Hardy, G.B. Shaw, W.B. Yeats, Rudyard Kipling, Wilfred Owen, T.S. Eliot, D.H. Lawrence, Virginia Woolf, Robert Graves, Ford Madox Ford and Rebecca West. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, IRST.

ENGL 4542. Seminar: Modern Irish Literature. (4 Credits)

This seminar in modern Irish literature invites us to rethink the familiar canon of Irish writing to include a broader and more inclusive range of voices than conventional surveys of the topic might include. We will continue to read works by the writers whose portraits grace the walls of pubs and Barnes and Noble bookstores – writers including Oscar Wilde, Bram Stoker, James Joyce, and Samuel Beckett. We will also read works that represent a fuller range of voices from Ireland and beyond. We will read works by women writers (Maria Edgeworth, Eavan Boland), works originally composed in the Irish language (Eileen O'Connell, Nuala Ní Dhomhnaill), works by activist writers (Maud Gonne), works by Pavee writers (Rosaleen McDonagh), and works from other parts of the world where experiences of colonization and decolonization, Catholicism, civil rights struggle, and peace-making invite illuminating comparisons, connections, and reckonings with both shared and divergent historical experiences (Joy Harjo, Kirsten Greenidge). The course will conclude with a unit on the Irish vampire literature tradition and its political and historical contexts. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENSM, IRST.

ENGL 4548. World War II: History, Literature, and Film. (4 Credits)

In this interdisciplinary, team-taught course, we will study World War II from the perspectives of history, literature, and film. Our main goals will be to introduce a widely scoped account of the unfolding of the war (causes, conduct, aftermath) and the meaning of the war as it has been expressed through story and image from its very beginnings. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIST, HIUL, ICC.

ENGL 4600. Anger in Asian American Literature and Culture. (4 Credits)

Ever since the first Chinese immigrant carved a protest poem into the walls of the Angel Island detention center, Asian American literature has been suffused with anger—both the anger Asian Americans feel as minoritized subjects and the anger they are forced to absorb in a virulently racist, white supremacist society. Drawing on scholarship from philosophy, psychology, anthropology, and literary and cultural studies, this interdisciplinary course asks what Asian American anger can teach us about both the lived experience and the structural conditions of race. Treating anger less as a character flaw than as a social product, we will explore several interrelated questions. How does the production of anger relate to the processes of racialization? How might Asian American anger complicate the Black-white binary that dominates U.S. racial discourse? In what ways might it enable a global understanding of race? What aesthetic and ethico-political problems does it pose? What possibilities does it open up? How have Asian American artists and writers grappled with those problems? And how have they sought to actualize the possibilities of Asian American anger? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, ACUP, ADVD, AMST, ASLT, COLI, ENRJ, ICC, PJRC, PJST, PLUR.

ENGL 4603. Asian American Critique. (4 Credits)

This capstone course explores canonical and cutting-edge research in the interdisciplinary field of Asian American Studies. Examining the field's interventions in disciplines such as history, sociology, media studies, and literary studies, we will discover how Asian Americanists have enunciated a distinct set of themes, methods, analyses, historical narratives, and ethico-political projects. Topics may include Asian American critiques of racial capitalism; neoliberalism; biopolitics; environmental devastation; human-animal relations; contemporary aesthetic categories; the Asian Century; and the intersections of race, class, gender, sexuality, and ability. This course fulfills the ICC and pluralism requirements of the common core. Previous exposure to ENGL 3356, "Approaches to Asian American Studies," or ENGL 3359, "Asian Diasporic Literature," is encouraged but not required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AAST, ACUP, ADVD, AMST, ASLT, COLI, ENRJ, ICC, INST, ISAS, PJRC, PJST, PLUR.

ENGL 4604. Seminar: Jazz Age, Literature, and Culture. (4 Credits)

The glamour and glitz of the 1920s era known as "The Jazz Age" are the subject of this course, which examines changes in the literature and culture of the period between World War I and the end of Prohibition in 1933. The class examines popular culture, politics, and economic change in these years, through the lens of writers like Hemingway, Fitzgerald, and Faulkner, as well as the writers of the Harlem Renaissance and the first wave of women's liberation. Sample topics include the Great Migration, World War I, the New Negro, the rise of the Ku Klux Klan, urban transformations, consumerism, homosexuality, and the influence of jazz and blues music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ENSM.

ENGL 4605. Sem: Anti-Racist Methods. (4 Credits)

Why is the study of literature so white? This research seminar introduces students to different methods that scholars have used over the past four decades to make the study of literature more inclusive, from expanding canons and opening up the definition of literature, to investigating archives and theorizing their silences and absences as themselves telling a story. We will test these different methods as we learn how to search and research in digital archives. Final projects will allow students to pursue independent research and help create new knowledge about literary history. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENRJ, ENSM, PJRC, PJST.

ENGL 4606. Seminar: James Baldwin. (4 Credits)

An overview of Baldwin's three-and-a-half decade literary career (1953-1987), considering novels, essays, short stories, and television appearances. Themes will include race, politics, activism, sexuality, national identity, violence, love, and truth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AFAM, AMST, ASLT, ENRJ, ENSM, PLUR.

ENGL 4701. Writer's Workshop 3. (4 Credits)

An advanced workshop class for creative writing. Admission by writing sample submission only. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 4702. Fiction Writing 3. (4 Credits)

An advanced workshop class for fiction writing. Admission by writing sample submission only. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 4703. Creative Nonfiction Writing 3. (4 Credits)

An advanced workshop class for creative nonfiction writing. Admission by writing sample submission only. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 4704. Poetry Writing 3. (4 Credits)

An advanced workshop class for poetry writing. Admission by writing sample submission only. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 4705. Creative Writing Capstone. (4 Credits)

This capstone course is the exit requirement for English majors concentrating in creative writing. Students will work on comprehensive portfolios that encompass their creative and professional work and can help pave the way for a post-Fordham career. In addition, students will work on a high-level, collaborative public exhibition project. The principal aim of the capstone is to introduce our graduating students to the realities of the writer's life, which necessarily involve not just individual work but also affiliation, cooperation, and community. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 4706. Master Class: Dragons, Daggers, and Dukes: Writing Fantasy/Sci-Fi, Romance/Mystery. (4 Credits)

Genre fiction is, by definition, writing that bows to limitation: Conventions shape the parameters of a story. Yet, in excellent genre fiction, the imaginary world is doubly creative despite constraints or conventions. In this class, we'll tackle bestsellers—pop fiction that engages and enthralls readers. We will study and experiment before setting into a final manuscript in the genre of your choice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 4998. English Honors Thesis Tutorial. (4 Credits)

Seniors with a 3.6 GPA or higher in English who wish to complete an ambitious project under the direction of a faculty member should register for this course. Discuss this option with the associate chair or the director of creative writing, as well as with a potential faculty adviser, and then submit an application to write a thesis in the term prior to the semester in which the thesis will be completed. To write a thesis in the spring semester, you must submit the application by October 15 of the previous semester; to write a thesis in the fall semester, you must submit the application by March 1 of the previous semester. At the end of the semester in which the thesis is completed, there will be an honors defense with the adviser and one departmental reader. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 4999. Tutorial. (4 Credits)

Independent research and readings with supervision from a faculty member.

ENGL 5001. Pro.Sem: Res.methods Engl. (3 Credits)

An introduction to English studies at the graduate level, emphasizing bibliography, scholarly writing, and critical intervention. Although the emphasis of the course will vary according to the aims of the instructor, areas covered may also include book history, textual editing, historical research, and other issues of professional concern to graduate students. All incoming doctoral students must take this course during the fall semester of their first year.

Attribute: ENGT.

ENGL 5002. Critical Theory. (3 Credits)

A representative but not inclusive sampling of key theoretical studies from roughly the past seventy-five years. After reading a series of now classic essays to lay a foundation, the course will consider closely the writings of a small number of influential thinkers, possibly including Walter Benjamin, Jacques Derrida, Judith Butler, and Slavoj Žižek, among others.

Attribute: ENGT.

ENGL 5018. Modern American Drama. (3 Credits)

A survey of major American plays from the early 20th century to the present, examined alongside contemporary scholarly debates in theater and performance studies. Topics of study will include theater and media, theories of spectatorship, ideologies of acting, performance as work and the performance of work, liveness and authenticity, and representations of difference. Playwrights studied will include (but not be limited to) Zora Neale Hurston, Gertrude Stein, Thornton Wilder, Tennessee Williams, Arthur Miller, Adrienne Kennedy, David Mamet, Suzan-Lori Parks, Young Jean Lee, Richard Maxwell, Annie Baker, and Jackie Sibblies Drury.

Attribute: ENG3.

ENGL 5019. Staging Blackness: Black Drama and the African American Literary Tradition. (3 Credits)

A literary, historical, and performance-oriented exploration of African American literature.

Attributes: ENG3, ENGD.

ENGL 5020. Fear on the Homefront: The Literature of Peace and War. (3 Credits)

The decision to wage war is one of the most consequential moral choices we make. The struggle to achieve and maintain peace is one of the most challenging and abstract human goals. For all the ways that war and peace are tied up with politics, we can come to a better understanding of our human experience of peace and war through art. This seminar explores literary and cinematic representations of peace and war from Classical times to the present day. We look at war stories and the special case of civil war, as well as the more recent phenomenon of fear on the homefront. We end with a unit on pacifism and peace work. In every unit, we will read nonfiction sources highlighting ethical and moral ideas about war (by Abraham Lincoln, Simone Weil, Jean Bethke Elstain, Michael Walzer and others). Authors include Homer, Shakespeare, Virginia Woolf, Vera Brittain, and many others.

Attribute: PJST.

ENGL 5021. Modernism, Cinema, and Literature: Edison to Cuarón. (3 Credits)

Without cinema, perhaps there would have been no artistic movement known as “Modernism.” This course investigates this premise through the study of a range of films, theoretical texts, and literary works that shed light on a mutual influence: that of cinema on the development of modernist literature, and that of literature on the development of the art of film, from the late 19th century through the modernist period and into the present. We will study the works of filmmakers Georges Méliès, Charlie Chaplin, Sergei Eisenstein, Luis Buñuel, John Ford, Orson Welles, Wu Yonggang, Maya Deren, Satyajit Ray, Wong Kar-wai, Agnès Varda, and others. Readings will include key works of film history and theory on concepts such as montage, Surrealism, melodrama, and film noir. At each stage, we will consider modernist cinematic aesthetics in relation to literary works such as Henry James’s *The Turn of the Screw* and T.S. Eliot’s *The Waste Land*.

Attributes: ENAE, ENAL, ENG3, ENGD.

ENGL 5022. Shakespeare's History Plays. (3 Credits)

Shakespeare’s first great hit was a series of history plays about the kings who ruled, and the wars they waged, a century and more before his birth. The eight plays produced (Harry Potter-style) over the course of eight years, gave London audiences then-and will give us now-a chance to watch Shakespeare becoming Shakespeare: to see him learn how to pack plays with a pleasure, impact, and amazement, a scene by scene and line by line, with a density and intensity no playwright before or since has ever managed to match.

Attributes: ENBE, ENG2.

ENGL 5023. The Phenomenon of Oprah's Book Club. (3 Credits)

Since its inception in September 1996, Oprah’s Book Club (OBC) has transformed the literary landscape—from ushering in a new wave of enthusiastic readers and spiking the sale of books around the globe to reshaping the advertising and marketing of literature and offering readers strategies for engaging it. This course will explore the phenomenon of OBC, thinking through its formation and rise as well as its strategies and approaches to literature. We will tackle these matters as we examine closely themes of racial beauty, sexual assault, racism, imprisonment, disability, and politics in OBC-selected texts, such as Toni Morrison’s *The Bluest Eye*, Ernest Gaines’s *A Lesson Before Dying*, and Michelle Obama’s *Becoming*.

Attributes: ENG3, ENGD, ENRJ.

ENGL 5024. Cultural Studies and Literary Studies: Keywords. (3 Credits)

This course is designed to encourage critical analysis of the language we use in the study of literature and culture. Our primary texts will be short essays drawn from “Keywords for American Cultural Studies” and other related volumes. These essays will draw us to longer works of theory and scholarship; for instance, keyword essays on “race” and “racialization” will be linked to major works of critical race theory. Students will try out forms of research and writing other than the standard critical essay, including but not limited to writing both individual and collaborative keyword essays of their own.

Attributes: ENG3, ENGD, ENRJ.

ENGL 5025. Black Protest from Slavery to #BlackLivesMatter. (3 Credits)

The history of Black cultural production in the United States is a legacy of protest. Since Black bodies were first considered property and then only fractionally human, claiming personhood through arts and letters is a revolutionary act. This course will consider the canon of African American literature through an expansive definition of protest. We will theorize how the definition of protest has evolved since the 18th century while continuing to inform our own sociopolitical moment. We will find protest in both obvious and unlikely places—from the seemingly conservative poetry of Phillis Wheatley to the nearly instantaneous archive of resistance enabled by social media and 21st-century screen technologies. As we interrogate the meanings of blackness and protest, we will also reveal how that history has consistently shaped American identity. Throughout the course, we will encounter narrative, memoir, essay, speeches, poetry, and film. Here are some of the questions we will consider in this course: What happens to the canon of African American literature when seen through the lens of Black protest? Are protest, revolution, resistance, riot, and rebellion interchangeable? What is the relationship between Black protest and gender? What is the relationship between Black protest and sexuality? What value can we place on Black protest songs? Is there a genre most apt for Black protest? If so, why? How does Black protest instruct beyond Black identity? What is its political utility? What does it mean to be a “Black protest text”? Who is the audience for Black protest? What do we do with those texts resistant to a Black protest tradition? Ultimately, in this sociopolitical moment, is there a limit to Black protest? How and why?.

Attributes: ENG3, ENGD, ENRJ, PSRR.

ENGL 5026. Ethnic Camera: Race and the Visual Archive. (3 Credits)

This seminar examines the intersections of race, culture, and technology. Assessments of different camera-generated records will elucidate how ideas of race have been visually prevalent in various photographic genres including (but not limited to) tourist keepsakes, postcards, ethnographic documentation, portraiture, street photography, fotonovelas, conceptualism, and the contemporary selfie. Students will be challenged to not only compare long-standing and emergent thinkers at the cutting edge of race and visual culture studies but also to “read” image-based texts. The origins of these visual genealogies will be foregrounded in the seminar while giving students opportunities to see how visions of racial difference continue to shape contemporary life.

Attributes: ENG3, ENGD, ENRJ.

ENGL 5027. To Bear Witness: Poetry & Social Justice. (3 Credits)

How do we practice writing poetry as witnesses of our time? In her important 1993 anthology, “Against Forgetting,” Carolyn Forché defines “poetry of witness” as writing that serves as evidence, voicing resistance against political violence or trauma. Since the 1990s, a revival of documentary poetics and a transformed media landscape have widened our sense of “witness.” In this workshop, we will explore a range of modes and strategies that allow us, as poets, to engage with challenging material, whether historical or contemporary. Together, we will imagine and create an ethical poetics of witness.

Attributes: CVW, CVWG, ENRJ.

ENGL 5102. Global Postmodernisms. (3 Credits)

A survey of literary development in postmodernity and global literary studies.

Attributes: ENAL, ENBL, ENG3, ENGD.

ENGL 5103. Feminism and American Poetry. (3 Credits)

This course will address mid- through late-twentieth century poetry by women in relation to second-wave feminism, feminist theories, and queer theories. The writing and publishing of women’s poetry played an important role in second-wave feminism, often serving as the artistic arm of the movement, assuming identity politics as its governing principle. We will first examine women poets of the feminist and black arts movements who developed a series of radical new poetics to “embody” gender and racial identities. We will then discuss the ways that poets and theorists since that time have challenged the tenets of identity politics and, accordingly, pushed poetics into new terrains in search of diverse groundings for politics and aesthetics alike. Figures discussed may include Adrienne Rich, Sonia Sanchez, Audre Lorde, Gloria Anzaldúa, Sandra María Esteves, Theresa Hak Kyung Cha, Kathleen Fraser, Harryette Mullen, and others.

Attributes: ENAL, ENG3.

ENGL 5104. Natural History and Ecology. (3 Credits)

This course will examine the genre of natural history, which flourished in the seventeenth and eighteenth centuries, especially as Europeans engaged in ambitious projects of empire-building that brought them into contact with thousands of new plants and animals. Prior to the development of anthropology as a distinct discipline, natural histories also included within their purview the description of non-European peoples. We will think about how natural histories portrayed environments and the relationship between human and non-human actors. We will also read recent works from the fields of ecocriticism and ecology to think about the meaning and value of studying natural history today.

Attributes: ENAE, ENG2.

ENGL 5106. Early American Novel. (3 Credits)

This course will explore novels about America and Americans in the Atlantic world published during the long eighteenth century, including works by Behn, Defoe, Winfield, Rowson, Imlay, Foster, Tyler, Brown, Tenney, and Sansay. By considering a range of contexts, including the British tradition of picaresque and sentimental fiction, the theory of the novel (Lukacs, Watt, McKeon), and theories of Atlantic culture (Roach, Gilroy, Dayan), it will explore the history of the early American novel in terms of race, slavery, commerce, migration, mobility, and the many contingencies of colonialism in the Americas.

Attributes: ENG2, ENG3, ENGD.

ENGL 5107. From Slave Narratives to Black Lives Matter. (3 Credits)

This course works from the proposition that everything has a history, and we can understand something better if we know that history. To better understand Black Lives Matter, we’ll look at its literary history, with an emphasis on the literature of abolitionism and civil rights. We’ll be reading works by Frederick Douglass, Harriet Jacobs, Martin Luther King Jr., James Baldwin, and Malcolm X, among others—and then we’ll collaborate to choose works from the Black Lives Matter movement to study together.

Attributes: ENG2, ENG3, ENGD.

ENGL 5108. Visionary Epic Writers from the Late Renaissance to the 19th Century: Spenser, Milton, and Blake. (3 Credits)

In this course, we’ll discuss manageable selections from three classically “canonical” English writers who worked between 1591 and 1827, from the Renaissance to Romanticism. Spenser, Milton, and Blake (both a writer and visual artist) all wrote epics—historically the career-topping genre for ambitious writers. All three were powerful, even extreme imaginers—visionaries who in some ways affirmed the dominant values of their times but who also questioned, attacked, and saw beyond them—pre-moderns, in other words, who often uncannily foreshadowed post-modernism.

Attributes: ENG2, ENHD.

ENGL 5109. African American Literature. (3 Credits)

A survey of African American literature from the Jazz-age to the present.

Attributes: ENAE, ENAL, ENG3, ENGD.

ENGL 5110. Queer Renaissance. (3 Credits)

This seminar will explore the intersections between early modern studies and queer theory, focusing on three key issues: the charged relations between queer theory and other critical frameworks such as psychoanalysis, feminism, and poststructuralism; the ongoing role of historicism in shaping major debates and conversations in the field; and the place of aesthetics, genre, and form in early modern and contemporary treatments of eroticism. Writers to be discussed will likely include Spenser, Shakespeare, Sidney, Marlowe, Nashe, Crashaw, and Philips, alongside Foucault, Sedgwick, Butler, Lacan, Bataille, Edelman, and others.

ENGL 5111. Race, Religion, and Monstrosity in Medieval Literature. (3 Credits)

The medieval taste for the exotic has introduced many audiences to a range of monstrous beings, from ferocious giants and dog-headed men to the peace-loving sciapod. Medieval studies of monstrosity have often been linked solely to theorize the different human "races" found there. Yet the medieval language of monstrosity was not always limited to travel narrative, nor to the pejorative, for it was used to describe heroes, saints, even the Christian deity in far more familiar contexts than many would imagine. In this course we will examine the discourse of monstrosity as a complex critical lens through which premodern writers asked important questions of race, religion, civic virtue, and human morality. We will read from Pliny, Augustine, the Beowulf Manuscript, medieval romance, and Mandeville's account.

Attributes: ENG1, ENGD, ENHD, ENME, MVSG.

ENGL 5112. Medieval Time Travel. (3 Credits)

This graduate course asks how theories of time can help us approach medieval literature in unexpected and exciting new ways.

Attributes: ENG1, MVSG.

ENGL 5115. Graduate Internship Seminar. (3 Credits)

Seminar designed for graduate students engaged in a professionally relevant internship during the semester that the seminar is offered.

ENGL 5116. African American Fiction. (3 Credits)

A study of twentieth and twenty-first century African American novels.

Attributes: ENAL, ENG3.

ENGL 5117. Language, Voice, and Sound in 19th-Century Literature. (3 Credits)

Attempts to record sound have a long history. The first machines to synthesize voice date from 1769. By the time Edison invented the phonograph in 1877, English-language poets, especially in Britain, had begun treating literary text as a medium of sound recording. The result was a fundamental change in the conception of literature. This course will ask when and how English poetry became aware of itself not simply as utterance or even as rhythmic utterance, but as sounding utterance. It will ask what subsequent effects this awareness had not only on poetry but on fiction and essay. And it will ask how the realization of sound in the text affected the literary representation of auditory experience. We will read a wide range of British poets, including Wordsworth, Shelley, Hemans, Poe, Lear, the Brownings, the Rosettis, Tennyson, and Hardy; some essays and short fiction by Fuller, Dickens, and James; and various essays by critics today who, in growing numbers, are seeking to link literary criticism with sound studies.

Attribute: ENG2.

ENGL 5118. Writing That Heals: Storytelling Lab. (3 Credits)

How do we heal and recover from illnesses and other bodily and mental challenges? We usually think that this question needs to be answered by science, but this course will consider the interdisciplinary field of narrative medicine and the connections it draws between scientific and humanistic practices of treatment. Narrative medicine holds that stories and storytelling are foundational to healing. Together, we will explore this premise by doing two things. First, we'll read works about the methods of narrative medicine, as well as relevant stories of illness and healing from the 18th century to the present. Second, we'll write our own stories to experiment with the connections between narration and healing. Additional activities will include workshopping the stories of our peers and working together as a "lab" or collaborative group of researchers on a collective storytelling project. The goal of this course is both to learn about new approaches to humanistic inquiry and to experience how writing can be a creative process of play that feeds into all areas of life, academic and otherwise. Texts may include Rita Charon's "Narrative Medicine: Honoring the Stories of Illness," Hans Sloane's "Voyage to Jamaica," Mary Prince's "History of Mary Prince," Saidiya Hartman's "Lose Your Mother," Jhumpa Lahiri's "Interpreter of Maladies," Kimiko Hahn's "Unbearable Heart," and Danez Smith's "Homie."

Attributes: ENG2, ENG3, ENGD, ENHD, ENRJ.

ENGL 5119. Early Caribbean Literatures. (3 Credits)

The Caribbean has been called everything from a crossroads to a crucible of modernity. What is the history of the Caribbean, and what is the Caribbean's place in the world? In this course, we will answer these questions by analyzing a wide range of writings about and from the early Caribbean. We will also think about how writers described—or struggled to describe—such developments as the genocide of indigenous peoples, the trans-Atlantic slave trade and plantation slavery, and late 18th-century revolutions. We will focus in particular on the emergence of new literary forms and modes of expression, including American travel narratives and natural histories, colonial georgics, and slave or freedom narratives. Authors may include Richard Ligon, Hans Sloane, James Grainger, John Bartram, John Stedman, Olaudah Equiano, and Mary Prince.

Attributes: ENG2, ENGD, ENHD, ENRJ.

ENGL 5120. Im/possible Worlds: Race, Social Difference, Speculative Fiction, and American Writers of Color. (3 Credits)

This course will focus on speculative fiction (penned by North American writers of color)—potentially including popular genres such as graphic narrative and young adult novels—that have often been dismissed as lowbrow or uncultured. We will reconsider them in light of their aesthetic complexity, political texture, racial and social differences, and popular constructs such as aliens, magical objects, vampires, and associated motifs and figures. Course selections may include Gene Luen Yang's "American Born Chinese," Nidhi Chanani's "Pashmina," Nnedi Okorafor's "Binti," Cherie Dimaline's "The Marrow Thieves," and Silvia Moreno-Garcia's "Certain Dark Things."

Attributes: ENG3, ENGD, ENRJ.

ENGL 5121. Medieval Paleography. (3 Credits)

Reading handwritten sources—records, chronicles, treatises, Bibles, works of literature, and many other genres and types—is fundamental for primary source research, especially in premodern periods, and for understanding the basis for many secondary works. In this course, we will develop our ability to decipher and understand handwritten sources by considering the history of medieval handwriting. Weekly exercises will ask students to transcribe (not translate!) medieval sources from a range of genres, in Latin and European vernaculars. No prior knowledge of Latin or medieval vernaculars is required or assumed. We will consider the purposes, preparation, transmission, and preservation of the materials contained in each type of source, with an emphasis on the use of these sources in our scholarship and the tools important for their study.

Attributes: ENG1, ENHD.

ENGL 5122. Camp, Art, and Kitsch: Questions in Postmodern Aesthetics. (3 Credits)

In this class, students will employ literary and theoretical perspectives to define and critique problems in contemporary aesthetics and cultural difference. We will draw on historical works on the aesthetic, including those by Kant, Hegel, Marx, Nietzsche, Benjamin, and Adorno. But the primary focus of the course will be on “camp” and “kitsch,” which are important and vital aesthetic categories but remain fiendishly difficult to define. This class will work to historicize these slippery terms and then employ them to critique postmodern Latinx literature and art. One of the objectives of the course is to think of cultural difference (for example, Latinx) as being composed of a history and an aesthetic, rather than one that is based on an “identity.” Camp and kitsch, I argue, are a way out of the impasse of identity politics and offer a resistance that comes from irreverence and subversion.

Attributes: ENG3, ENGD, ENRJ.

ENGL 5123. The Literature and Psychology of Disgust. (3 Credits)

Disgust is considered a primary emotion; that is, all cultures have similar expressions and experiences that characterize the presence of disgust. Interestingly, despite the universal experience of disgust, we don't understand it very well. Recent work has revealed that disgust is a complex emotional state, ranging from basic food-based revulsion to morally based reactions. Concurrent with the increased attention given to disgust by researchers, there have been widespread depictions of disgust in many fields. Literature is full of disgust, and so are other media, like movies. You might even say that storytelling depends on it. So, we shouldn't be surprised that humanists have studied “the aesthetics of disgust.” There's good and interesting work on the subject of disgust in literary criticism, philosophy, and anthropology—and we'll be reading in those disciplines in our own effort to understand this fundamental but (perhaps because it's so reflexive) mysterious emotion. The idea of emotion opens the door to psychology, and the interdisciplinary partnership at the heart of this course. Psychological research on disgust began with descriptions and experiments around the basic experience of the emotion. The nature of disgust has been covered in a wide range of traditions within psychology—basic experimental, social, psychodynamic, behavioral, clinical, developmental, psychometric, and evolutionary psychology, as well as experimental neuroscience. All have research investigating disgust. This collective line of inquiry shows that what was originally considered an emotion with a single aim—protection from ingesting harmful substances—evolved to reflect a highly complex emotional experience that covers death, animals/insects, sex, blood and exposed human or animal organs, contamination, and moral standard violations. We will approach each of these disgust domains and the individual differences in the experience of the emotion with the basic question of “What does it mean to feel disgusted?” In this interdisciplinary, team-taught course, we will use the imaginative and philosophical literature on disgust as a way to understand the emotion, and vice versa: We will use disgust, which we will explore with the tools afforded us by psychology, to understand literature and the human imagination that produces it. In implicating the work of one discipline with another, we will put them into dialogue as we seek to understand a complex and powerful human response.

Attribute: ENG3.

ENGL 5124. Early Modern Lyric And Analogues. (3 Credits)

The past few years have witnessed a resurgence of critical interest in early modern/Renaissance lyric. Many issues it raises are germane to the lyric poetry of other periods as well. We will focus on the challenges and controversies surrounding defining and describing lyric. Other likely questions include: What are the potentialities and problems of recent critical and interdisciplinary approaches, such as affect studies, space/place theory, the new formalisms, and materialist criticism? How, if at all, should close reading be recuperated? How does the new interest in the material text lead us to interpret the visual appearance of lyric poetry, other results of printing and publishing practices, and the poem as artifact or object? In what ways does lyric gender, and in what ways is it gendered? The course will provide a fruitful overview of the period between about 1500 and 1660 for those who have done little prior work on it and an opportunity to delve deeper for those who have. Although most of the readings will be drawn from that era, it will include some other texts and is also designed for those with other areas of expertise. Those primarily involved with lyric poetry written in other periods can focus intensively on earlier or later poetry in at least one class and, if they wish, write their seminar papers partly—if not entirely—on it. If any participants in the group are poets themselves, they will have opportunities to consider issues of craft and to submit poems in lieu of one of the shorter assignments. We will have a course conference, and one written assignment will address teaching.

Attributes: ENG2, ENHD.

ENGL 5127. Queer Ladies. (3 Credits)

In this hybrid literature and workshop course, we focus on fiction written by and about queer ladies, which doesn't mean only or even primarily cisgender women. We will explore, and respond creatively, to nonbinary, gender-fluid, high femme, and cisgender queer writers and characters.

Attributes: CVW, CVWG, ENGD, ENRJ.

ENGL 5128. Four American Authors, 1850-1950. (3 Credits)

Before this course begins, students will help select four important American authors who primarily wrote between 1850 and 1950. The instructor will put forward a list for students to choose from, and students will be polled on their interests. By mid-summer the instructor will select the four for the course, primarily drawing on student interest but also taking into account historical range, the range of literary genres, race and gender diversity, and other factors. We will read major and characteristic works by each author, and also familiarize ourselves with the current critical conversation around each. Students will be evaluated using a labor-based grading system that requires active participation (including but not exclusively online); annotations and other responses to both primary and secondary texts, and a final project that may take a variety of forms, including (but not limited to) a critical essay or book review. The main requirement of the final project is that it must deal with at least two of the authors treated in the course.

Attribute: ENG3.

ENGL 5129. Disability Studies and Justice. (3 Credits)

In this seminar, we will engage with contemporary conversations in critical disability studies and disability justice movements. Drawing on disability literature and aesthetic forms, activist writing, and theoretical texts from around the world, the seminar will trace histories of discourse about body-mind norms and difference that center the perspectives of disabled people.

Attributes: ENGD, ENRJ.

ENGL 5130. Poetry and Politics. (3 Credits)

Since roughly 1800, lyric poetry has been regarded as a "higher" literary genre defined primarily as experimental in form, personal in content, and apolitical. Political poetry, though it flourished at the same time, has generally been regarded as a "lesser" genre with limited formal and thematic interest. In this course, we will look at the sources of this conventional wisdom about poetry and politics and test its claims against a wide range of "lyric" and "political" poems by poets embodying a broad spectrum of differences—from the 19th century to the present.

Attributes: ENG3, ENGD.

ENGL 5131. Theory of Mind and Literature. (3 Credits)

The term "theory of mind" originated in cognitive animal studies in the 1970s, alongside a range of related concepts that came to have a significant impact on literary studies—a phenomenon significant enough for the New York Times to ask in a 2010 headline, "Can 'Neuro Lit Crit' save the humanities?" This course takes a longer view, starting with key early modern neurological and literary texts and moving selectively across time to contemporary literary and theoretical texts that consider and/or represent our changing understandings of what happens in our brains. As an organizing principle, the texts selected will as often as possible consider these questions in relation to comparative cognition in humans, other animals, and machines. Texts include: Andrew Marvell's "A Dialogue Between the Soul and Body," Jonathan Swift's "Gulliver's Travels," Anne Finch's "The Spleen," Franz Kafka's "A Report to an Academy," Amy Bonnafon's "Horse," Toni Morrison's "Recitatif," J.M. Coetzee's "The Lives of Animals," and Ted Chiang's "The Evolution of Human Science."

Attributes: ENG2, ENG3.

ENGL 5132. Early Environmental Humanities. (3 Credits)

In this class, we will explore the interdisciplinary field of environmental humanities, which brings together methods from literature, history, philosophy, anthropology, and other disciplines to address pressing questions involving our environment. In particular, we will focus on the question of 'how we got here': what historical factors, including ways of thinking about our relationship with nature, have contributed to the present-day climate crisis? The rise of colonialism, empire, industrialization, and capitalism in the 16th through 19th centuries will be of special interest, although we will also pay considerable attention to writers, artists, and others who dissented from the idea that the non-human world was primarily a natural resource from which to extract economic value. How can looking at early works of literature and art provide us with a long view of our current problems—and with possible solutions? How can we use our knowledge of old stories about Earth to create new ones that imagine a sustainable and equitable future? Because of its focus on the early modern era, this class will serve as an introduction to studying and writing about the past. At the same time, it will be centrally concerned with the question of how scholars of English and the humanities can contribute to widespread academic and societal debates happening today about environmental history, destruction, and justice. As such, assignments will allow you the opportunity to practice multiple forms of writing, including literary analyses, conference papers, syllabi, and proposals for public humanities and collaborative work.

Attributes: ENG2, ENGD, ENHD, ENRJ.

ENGL 5133. Fiction and Other Forms. (3 Credits)

Neither the writing nor the reading of fiction happens in an aesthetic vacuum. We read, watch, listen, feel, and even taste all manner of other art forms, and these experiences inspire us, move us, and often find their way into what and how we write. In this course, we will explore the influence of music, the visual arts, film, architecture, and the internet on the fiction we read and write, and vice versa. Authors may include Sofia Samatar, Ali Smith, Gaston Bachelard, Toni Morrison, and Albert Murray.
Attributes: CVW, CVWG.

ENGL 5134. Queer Theory. (3 Credits)

This course provides a survey of the field(s) of intellectual inquiry known as “queer theory,” which arose in the late 1980s and early 1990s and continues to shape important conversations in the humanities and social sciences. We will begin by considering how queer theory emerged in tandem with a variety of academic, artistic, and activist contexts, such as the AIDS epidemic, lesbian and gay studies, women of color feminism, poststructuralism, and the New Queer Cinema. We will then spend the rest of the semester tracing the contours and limits of queer theory as it has divided and mutated over issues of rhetoric, race, class, disability, gender, religion, and temporality. Because queer theorists have often expressed their ideas in experimental modes of writing that challenge the conventions of scholarly, academic discourse, we will work and play with the styles and forms of their work as much as with the argumentative content.

Attributes: DISA, ENGD, ENRJ.

ENGL 5135. Paleography. (3 Credits)

This course offers an in-depth introduction to the history of handwriting and book production (“paleography” and “codicology”) in western and central Europe during the years 400 to 1500—a critical period for the creation of the book as we know it. Students will receive training in the handling and interpretation of rare materials from across the whole medieval period and will have the option to complete a manuscript description as their final project. Students will learn how to read and transcribe ancient and medieval writing (a set of skills that will transfer to later periods of handwriting); how to determine the place and date of production of a book based on its script, material, or decoration; and how to interpret the manuscript book as a primary source for the study of society, politics, and culture. Trips to special collections and visits from period experts are a feature of the course. No prior knowledge of Latin or another medieval language is required or assumed, and specialists of any historical period are welcome.

Attributes: ENG1, ENHD.

ENGL 5141. African American Autobiography. (3 Credits)

This course explores how Black writers use their lived experiences to shape political discourses and to interrogate the intersections of race, gender, class, sexuality, and disability. Considering slave narratives, memoirs, personal essays, and lyrics alongside conventional autobiographies, this class examines how and why Black writers have chosen to write their own stories as well as what is at stake in their autobiographical writings. Some writers may include William and Ellen Craft, W. E. B. Du Bois, James Weldon Johnson, James Baldwin, Maya Angelou, Claudia Rankine, Janet Mock, and Ta-Nehisi Coates.

Attributes: ENAE, ENAL, ENG3, ENGD.

ENGL 5145. Geographies of the Book: Nation, Colony, Plantation. (3 Credits)

This theory and methods seminar will assess, explore, and develop connections among book history, postcolonial theory, and critical race studies. Our semester will move from major historiographic accounts of books and printing that center on England and France to colonial and postcolonial studies that center on the U.S., India, and New Zealand before engaging bibliographic research into histories of printing in plantation zones, including Haiti and Jamaica. Along the way, we'll consider how this history bears out against more theoretical accounts that nuance key concepts like nationalism, colonialism, diaspora, labor, and literacy. Course emphasis will skew toward the 18th and 19th centuries, but final projects may engage any historical period(s) and any geographic region(s). The seminar will support its members as they pursue their own original research in NY-area archives. No prior experience with rare books will be presumed.

Attributes: ENG2, ENGD, ENHD.

ENGL 5151. Master Class: Writing. (3 to 4 Credits)**ENGL 5177. Master Class: Writers as Shapers: The Short Story. (3 Credits)**

A short story can be constructed in an unlimited number of ways and each week we will explore the formal possibilities that are available to us. We will study the choices we have as writers—of narrative point of view, character development, beginnings, dialogue, description, structure, pacing, plot and resolution. We will isolate and inspect strategies that published authors have used. Students will produce and workshop their own fiction from exercises. In the conversation between student writing and the studied literature we will hopefully arrive at a greater sense of writers as shapers, sculptors of the raw material of the story.

Attribute: CVWG.

ENGL 5180. Anthologizing Poetry in the Middle Ages. (3 Credits)

This course surveys important medieval poetry collections in several different languages in order to explore the shifting relationships between poetic expression, verse collection, and book production during the Middle Ages. How and why did medieval people collect poetry, and how should manuscript context guide our interpretation of individual works? Some tuition in Middle English will be provided; translations will be available for literature in Old English, Latin, French, Welsh, and Occitan.

ENGL 5193. Master Class: Stuff of Fiction. (3 Credits)

“The proper stuff of fiction’ does not exist,” Virginia Woolf declared in an essay called “Modern Fiction”: “everything is the proper stuff of fiction, every feeling, every thought; every quality of brain and spirit is drawn upon; no perception comes amiss.” In this workshop we will explore the process of transforming imaginative musings and life experience into fiction, looking particularly at how memory and place can serve as points of departure. We'll examine how the details of everyday life can be transformed imaginatively into fiction through the use of character, setting, and dialogue. Along the way, we will stop to examine various aspects of craft such as theme, style, plot, and pacing in students' own writings as well as in selected readings.

Attributes: CVW, CVWG.

ENGL 5194. Master Class: Fiction and Other Art Forms. (3 Credits)

Neither the writing nor the reading of fiction happens in an aesthetic vacuum. We read, watch, listen, feel, and even taste all manner of other art forms, and these experiences inspire us, move us, and often find their way into what we write and how we write. In this course, we will explore the influence of music, the visual arts, theater, film, and even cooking on the fiction we read and write, and vice versa. Bring your curiosity and your willingness to be changed as a writer by other ways of making art.

Attribute: CVW.

ENGL 5196. Master Class: Dragons, Daggers, and Dukes: Writing Fantasy/Sci-Fi, Romance/Mystery. (3 Credits)

Genre fiction is, by definition, writing that bows to limitation: Conventions shape the parameters of a story. Yet, in excellent genre fiction, the imaginary world is doubly creative despite constraints or conventions. In this class, we'll tackle bestsellers—pop fiction that engages and enthralls readers. We will study and experiment before setting into a final manuscript in the genre of your choice.

Attribute: CVWG.

ENGL 5201. Autobiography and Politics. (3 Credits)

When did writing one's life story become political? Following St. Augustine's "Confessions," most autobiographies until the 18th century (despite some notable exceptions) were narratives of religious conversion, and some element of redemption has remained a typical feature. But by the end of the 18th century, autobiography in English had begun to replace redemption with personal development and religion with politics. These two trends were closely intertwined, as we will see in a series of readings that begins with Olaudah Esquiano and William Wordsworth, whose accounts engage respectively with slavery and the French Revolution. Subsequent readings will investigate the mutuality of public and private life in works by John Stuart Mill, Henry James, Jane Addams, Gertrude Stein, Virginia Woolf, George Orwell, Richard Wright, and James Baldwin.

Attributes: ENG2, ENG3, ENGD, ENHD, ENRJ.

ENGL 5203. The Postcolonial Middle Ages. (3 Credits)

Postcolonial study has been a productive scholarly approach for decades. The accuracy of the term, "postcolonial," with reference to premodern literature, has been an ongoing subject of debate. According to accepted, critical definitions, postcolonial literatures are products of colonizing communities and previously colonized cultures, rising in the wake of periods of industrial colonization; moreover, postcolonial study has been linked to modern European communities which formed global empires. These expectations and others have made the "postcolonial" Middle Ages appear controversial. In spite of these controversies, productive understanding of premodern culture has emerged from research under the postcolonial lens, encouraging the study of diverse premodern cultures, displaced or subjugated voices within the medieval period, the production and performance of identity, and the ways in which communities define, remember, and perpetuate themselves. This course is global in its scope, and will focus on medieval texts produced in Africa, Asia, England, France, and the Levant under changing premodern regimes, and will explore the varied literary responses to colonization, diaspora, and displacement that occurred long before the Age of Empire.

Attributes: ENG1, ENGD, ENHD, ENRJ, MVSG, MVST.

ENGL 5208. The English Language 1154-1776. (3 Credits)

This course will deal with the linguistics and sociolinguistics of Middle English and Early Modern English. The beginning date, 1154, is the year of the last entry in the Anglo-Saxon Chronicle and the year Henry II, the first Angevin king, ascended to the throne. It is as good a date as any to mark the demise of Old English and the beginning of the Middle English period. 1776, the year of the American Declaration of Independence, marks another turning point, when Early Modern English began to become the English(es) of the present day. This course, which will examine the ways in which the language developed from the twelfth through the eighteenth centuries. Topics will include dialects and standardizations, lexicon, grammar, and syntax, phonological change (The Great Vowel Shift), stress and prosody, paleography and codicology of Middle English manuscripts, and early printing, all with an aim to better understand and appreciating the literature of these periods.

Attributes: ENG1, ENME, MVSG.

ENGL 5210. Intro Old Norse Lang & Lit. (3 Credits)

The course will begin with an introduction to Old Norse language, using E.V. Gordon's Introduction to Old Norse, and as students become comfortable with the language, we will read a selection of representative works from a variety of genres: historical prose, saga prose, and hagiography, as well as eddic poetry (wisdom, myth, legend) and the encomiastic poetry of the skalds. Readings will be partly in Old Norse, partly in translation. We will attempt to situate the texts in their medieval cultural context (analogues in English, French, German, and Latin literature), and we will spend some time on Old Norse palaeography and codicology so that students can better appreciate their material context. There is no prior required coursework for the course and no prior knowledge is assumed, but students should be aware that the course will involve language study.

Attributes: ENG1, ENME, MVSG.

ENGL 5211. Introduction to Old English Language and Literature. (3 Credits)

This course is an introduction to Old English (Anglo-Saxon) language and literature. Old English was the language of England from the 7th to the 12th centuries, the language in which Beowulf was composed. We will read a representative selection of Anglo-Saxon prose and poetry in the original language, including The Anglo-Saxon Chronicle, works by King Alfred and Bede, The Battle of Maldon, The Wanderer, The Seafarer, The Wife's Lament, and The Dream of the Rood. Students will be introduced to Anglo-Saxon palaeography so that they can read the texts from medieval manuscripts as well as from printed editions.

Attributes: ENG1, ENME, MVSG.

ENGL 5212. Asian Diasporic Literature. (3 Credits)

This course will introduce students to major works of contemporary Asian American literature. Possible authors include John Okada, Carlos Bulosan, Maxine Hong Kingston, Theresa Hak Kyung Cha, Chang-rae Lee, Li-Young Lee, Gish Jen, Jessica Hagedorn, Lois Ann Yamanaka, Jhumpa Lahiri, Marilyn Chin, and many others.

Attributes: ENG3, ENGD.

ENGL 5215. Dissent, Devotion, and Drama in Medieval England: East Anglia. (3 Credits)

England's flat eastern edge, a day's trip from the Low Countries, was a center for the period's most troubling heresy, Lollardy; for its most remarkable female visionaries, Margery Kempe and Julian of Norwich; and for a school of theater quite different from York's northern three-day civic pageants. In this study of regional culture we will look at the development of lay rather than monastic forms of spirituality; at the related rise of mercantilism in this wealthy cloth-producing region; at the possible evolution of an anti-hierarchical position of resistance; at the interest in particular saints like St. Anne and Mary Magdalene; and at the role of women in theology and theater. Besides portions of Margery Kempe's Book and Julian's Showings, we will read some of the following plays: Castle of Perseverance, Mankind, Croxton Play of the Sacrament, Digby Mary Magdalene, and the Mary play, and we will discuss the records of Lollard belief found in trial records.

Attribute: ENG1.

ENGL 5216. Three Medieval Embodiments. (3 Credits)

In this course, we will explore three models of human embodiment (theological, medical, and musical) available to the high and late English Middle Ages; we will examine how writers, doctors, artists, and musicians gave expression to those models; we will locate and interrogate the places they overlap, interweave, and fall apart; and we will challenge ourselves to imagine how they constituted alternative modes of embodied experience in the world. To reach these goals, we will cast a wide net and study diverse primary sources drawn from philosophy, medicine, theology, drama, poetry, music, and visual art alongside secondary sources in historical phenomenology, cultural studies, and performance theory. Major authors/texts include: Bernardus Silvestris (*Cosmographia*), Chaucer, *Second Shephard's Play*, Aristotle (*De anima*), *The Trotula*, Boethius (*Consolatiophilosophiae* and *De institutione musica*). All readings in English or Middle English.

Attributes: ENG1, ENME.

ENGL 5225. Jane Austen in Context. (3 Credits)

In this course we will read all of Jane Austen's major novels. There are three central goals. The first one is simply to enjoy Austen's writing (as unsophisticated as that may sound). The second is to consider the historical contexts (political, social and economic) that helped shape her prose. And the third is to survey and analyze some of the recent trends in Austen scholarship, which will, ideally, aid you in developing your own critical skills.

Attributes: ENBE, ENBL, ENG2.

ENGL 5226. Langland's Piers Plowman and the Poetry of Social Justice in the Late Medieval England. (3 Credits)

William Langland's dream-vision poem, *Piers Plowman*, composed, like Chaucer's works, in late fourteenth-century London, treats many of the things Chaucer skirts or omits. Langland's accounts of social unrest, some forms of religious argument and conflict, policy and practices regarding poverty, and his critique of social structures and experimentation with alternatives gives us a different Middle Ages from Chaucer's more court-centered writing. This course will put reading *Piers Plowman*, arguably the greatest single medieval English poem, at its center, while paying due attention to its context in other texts and in the poem's surrounding world.

Attribute: ENG1.

ENGL 5230. Richard Rolle and His Influence. (3 Credits)

A study of the early fourteenth century writer Richard Rolle and his influences.

Attribute: MVSG.

ENGL 5252. Exhibiting Latinidad: Curation/Display/Intervention. (3 Credits)

Museums have played critical roles in defining Latinidad for mass publics in the U.S. and abroad. In particular, curators and their exhibits can assume great power over our understandings of authenticity, cultural authority, and the historical "truth" about Latinx cultures. By retracing exhibition histories from classic shows like *Cuba-USA* and the *Decade Show* to the Getty's *Pacific Standard Time LA/LA* initiative, we will confront the different material, textual, and visual dilemmas provoked by museums. We will also ponder alternative exhibition practices for Latinidad's representation and remembrance in the future.

Attributes: ENG3, ENGD.

ENGL 5261. Malory: Cultures of the C15. (3 Credits)

Malory's vast *Morte Darthur* and the wide multilingual reading that went into it is both object of study and the gateway into the troubled fifteenth century in this course.

Attributes: ENG1, ENME, MVSG.

ENGL 5264. Chaucer. (3 Credits)

This course is an introduction to Geoffrey Chaucer's poetry as well as to trends in medieval literary criticism. By reading Chaucer's "*The Canterbury Tales*" and selections from his mid-length and shorter poems, we will touch on some of the concerns that have animated Chaucer studies: Chaucer's representation of the social world, religion, gender, and the self. Any analysis of Chaucer's writing implicitly or explicitly raises a question about the most responsible approach to texts that are now over 600 years old. Indeed, this question has remained constant since the beginning of Chaucer studies. We will, therefore, be very interested in what it has meant and what it means now to read Chaucer historically. Discussion will also be animated by our exploration of Chaucer's continued dialogue with his sources. No prior knowledge of Middle English or medieval history is assumed; however, most of the primary readings will be offered in Chaucer's highly accessible dialect of Middle English; study of this dialect will help us situate Chaucer's status as a poet in a triglossic society. Because Chaucer is so commonly associated with a medievalist's teaching expectations on the job market, we will also explore aspects of syllabus and undergraduate teaching design.

Attribute: ENG1.

ENGL 5300. Occitania: Language and Power. (3 Credits)

This course introduces students to the cultural world of a medieval "south": Occitania. Texts in Old Occitan include documentary writing, historical narrative, and the poetry of the troubadours. Topics include urban/rural communities, gender and power, the Albigensian crusade and its aftermath and the beginning of vernacular book production.

Attributes: ENG1, ENME.

ENGL 5301. Romanticism and Ecocriticism. (3 Credits)

In the work of Raymond Williams, Jonathan Bate, and others, the field of British Romanticism made important contributions to an early ecocriticism. This course will consider how this work participated in the growth of an interdisciplinary body of environmentalist studies that includes Lawrence Buell, Cheryll Glotfelty, Timothy Morton, Monique Allewaert, and Anne-Lise Francois. Our historical questions will focus on how the period's writers developed an acute attention to their natural environments in the midst of a "second scientific revolution," the enclosure acts, urbanization and industrialization, the rise of a global tourism industry, and imperial expansion. Authors, artists, and tourists alike employed the popular aesthetic traditions of the sublime, the beautiful, and picturesque in viewing their surroundings. We will concentrate on authors such as Edmund Burke, Olaudah Equiano, William Wordsworth, Dorothy Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Bysshe Shelley, Mary Shelley, and John Clare. We will also spend some time on visual media, including book illustrations, and on the experiments of Constable and Turner on clouds and sunsets (respectively) in the light of new scientific understandings of the atmosphere.

Attributes: ENG2, ENHD.

ENGL 5311. Modern Irish Literature. (3 Credits)

This course aims to strike a balance between two goals. On the one hand, we will attempt to deepen our understanding and catch up with recent critical developments relating to the most canonical figures in the Irish literary tradition, such as Wilde, Joyce, Beckett, and Yeats. On the other hand, we will seek to expand our understanding of the Irish canon and its range by looking beyond the texts that have been most studied in English departments to include works by women (Elizabeth Bowen, Maud Gonne, Edna O'Brien, Eavan Boland), those who compose in the Irish language (Eibhlín Dhubh Ni Chonaill, Máirtín Ó Cadhain), writers from the North (Seamus Heaney, Medbh McGuckian), and contemporary writers (Eimear McBride, Ursula Rani Sarma).

Attributes: ENBE, ENG3.

ENGL 5315. Periodization: Early Modern and Other Literatures. (3 Credits)

We will engage with the debates about periodization currently central to literary studies and many other disciplines. Though our principal focus will be early modern England, students will have the opportunity to do some readings and perhaps write their seminar papers on the literatures of other periods.

Attributes: ENBE, ENG2.

ENGL 5331. Early Modern Skepticisms. (3 Credits)

Graduate course on the discourses of skepticism during the early modern period.

ENGL 5345. Theatrical Enterprise in Early Modern England. (3 Credits)

This course will offer a survey of English theatrical enterprise from the 1590's to the 1640's. The playing companies will serve as an organizing principle for study of dramatists including Shakespeare, Jonson and Marlowe.

Attributes: ENBE, ENG2.

ENGL 5541. Climate Change and Literature. (3 Credits)

What does it mean to be a scholar of literature in a time of climate crisis? This is the question that we will take up in this course. Just as rising temperatures and sea levels around the world are forcing human beings to rethink their everyday behaviors, so have the theoretical insights of scholars working on climate change forced the rest of us to reevaluate key concepts. What meaning do standard literary periods have when we should be thinking on geological scales of time? Now that human beings have proven themselves capable of transforming the planet on a global scale, can we continue to rely on narrow models of human agency? If works of literature and art have made us desire green expanses of lawn, machines powered by fossil fuels, and other environmentally destructive commodities, can we still read and view these works with pleasure? While this course will be centered on texts coming out of Europe and the Americas during the long 18th century (authors will include Milton, Bartram, Austen, Mary Shelley, Thoreau, and others), it also will range broadly among writings by scholars from multiple disciplines and backgrounds seeking to understand the place of the humanities in our currently unsettled state (Chakrabarty, Kolbert, Heise, Ghosh, Kimmerer, Tsing, and others). In fact, a primary goal of the course is to use the 18th century as a test case for reconceiving traditional modes of study and connecting them to issues of present-day concern. As such, while the course will include familiar assignments, including a research-based paper, it also will include experimental ones that allow us to explore different ways of doing literary studies today.

Attributes: ENAE, ENBE, ENG2, ENGT.

ENGL 5542. Early Black Atlantic Archives. (3 Credits)

Building on Paul Gilroy's concept of the black Atlantic, this course will examine the literature and art of the early black Atlantic world. Specifically, it will look at the aesthetic, cultural, and intellectual productions of members of the African diaspora from the long 18th century. These productions included poetry, autobiographies, slave narratives, essays, letters, portraits, and novels, which we will analyze to see how they shaped 18th-century conceptions of slavery, colonialism, resistance, freedom, justice, human rights, and selfhood. At the same time, we will think—at a meta-critical level—about the scholarship and archival work that led to the recovery of this body of literature and art. As many scholars have pointed out, dynamics of erasure and silencing have had a profound influence on what types of black expression have been preserved, and one of the main challenges of doing work on the early black Atlantic world involves countering these dynamics. As such, in addition to reading about archives, we will practice engaging creatively with them for new insights into black thought and life. Early black Atlantic readings will include works by Phillis Wheatley, Olaudah Equiano, David Walker, Mary Prince, Harriet Jacobs, and Martin Delany. Critical readings will include works by Saidiya Hartman, Michel-Rolph Trouillot, Nicole Aljoe, Pablo Gómez, Britt Russert, and David Kazanjian.

Attributes: ENAE, ENBE, ENG2, ENGD, ENGT.

ENGL 5600. Special Topics in Rhetorical Theory & Criticism: Rhetoric, Race, and Identity. (3 Credits)

Using a rhetorical lens, this course explores the ontological and epistemological history of race, gender, sexuality, and other identity categories as they have been invented alongside capitalism. We will begin with overarching theories, studying scholars like Silvia Federici on gender and sexuality; Silvia Wynter and Cedric Robinson on race and the invention of political-economic man; and Glen Coulthard and Walter Dignolo on settler colonialism. This focused genealogy provides insights for how theorists, critics, and activists might produce alternative political-economic, ecological, and humanist relations. Consequently, we will explore a range of contemporary scholarship that takes up these theories to produce more socially just modes of being in the world. There will be a stress on Black studies scholarship as an extended case study of such future-oriented production, but this work will intersect with feminist, queer, and settler-colonial scholarship. This course will serve as an introduction to rhetorical theory, but no previous experience studying rhetoric is required. This course will count toward the in-process Certificate in Rhetoric and Writing for degree and non-degree students, but will also be of interest to students with diverse interests, including rhetoric and writing, capitalism, neoliberalism, settler colonialism, and more.

Attributes: ENGD, ENRJ, ENRW, PSJH, PSNM, PSRR.

ENGL 5603. Romantic Works/Audiences. (3 Credits)

This course will focus on the life and work of Mary Shelley (1797-1851). We will begin by considering the profound influence of her parents' writing on her work (her mother was Mary Wollstonecraft, and her father was William Godwin), and then move on to consider a range of her works, including *History of a Six Weeks' Tour* (1817), *Frankenstein* (1818), *Maurice* (1820), *Valperga* (1823), *The Last Man* (1826) and *Lodore* (1835). We will also read both classic and recent critical works on Mary Shelley, as we explore how her writing engaged with a wide array of political, scientific, literary, and biographical contexts.

Attribute: ENG2.

ENGL 5616. Romanticism and Private Life. (3 Credits)

This course considers the literary responses of a range of Romantic-era writers to two significant pressures on privacy in early nineteenth-century Britain. First, renewed agitation for parliamentary reform in the post-war era prompted intensified governmental repression of political dissent, including what John Barrell has described as the "politicization of private space." Second, the early nineteenth century witnessed the definitive emergence of "modern celebrity culture," as Tom Mole and others have recently defined it. Our writers include Mary Wollstonecraft, William Godwin, John Thelwall, Mary Robinson, William Wordsworth, Dorothy Wordsworth, Samuel Taylor Coleridge, Lord Byron, Felicia Hemans, John Keats and John Clare.

Attributes: ENBL, ENG2.

ENGL 5622. 18th-Century Travel. (3 Credits)

This course is concerned with European travel and the use of travel tropes in 17th- and 18-century literature and other discourses and the ways the experience of travel from this period referred to as an "Age of Discovery" informs the travel metaphors—the "discoveries"—of the period sometimes to as the "Age of Reason." A central question of the course will be: How is the cultural relativism born of the recounting of the experience of travel reflected in the language and the literary works of the 18th century?

Attribute: ENG2.

ENGL 5634. Modernists/Victorians. (3 Credits)

In this course, students examine landmarks of Victorian literature and transatlantic English modernism, exploring breaks and continuities between Victorian and modernist writers. Covering major texts from the 1840s to the 1940s, the course will also consider theoretical arguments about the status of the "classic" in literary history, and specifically as these define the fields of Victorian studies, modernism, modernity, and the classifications of "English" and "American" literature.

Attributes: COLI, ENAL, ENBL, ENG3.

ENGL 5650. Special Topics in Writing Studies. (3 Credits)

This course will survey selected issues in writing studies, with an emphasis on intersectionality. Possible topics including public writing, community writing, theories in writing program administration, WAC/WID, all with attention to the needs of increasingly diverse university settings. May be repeated when topics vary but not more than 2 courses (6 credits) may be applied to the certificate.

Attributes: ENGD, ENRJ, ENRW, PPWD, PPWF.

ENGL 5660. Research Methods in Rhetoric & Writing Studies. (3 Credits)

This seminar will introduce key research paradigms and methodologies in rhetoric and writing, including ethnography, rhetorical field methods, archival research, textual analysis, case studies, qualitative research, discourse studies, and more.

Attribute: ENRW.

ENGL 5670. History of Rhetoric. (3 Credits)

This seminar will provide a foundational introduction to the history of rhetoric, tracing classical rhetorical traditions via contemporary rhetorical theories with an emphasis on major thinkers, texts, and movements from antiquity onward.

Attributes: ENG1, ENG2, ENRW.

ENGL 5680. The Writing & Rhetoric of Scholarly Genres. (3 Credits)

This course in writing and rhetorical studies focuses on theories and practices of writing for academic and professional purposes. Drawing on scholarly research into topics such as rhetorical genre studies, advanced academic literacies, graduate writing and acculturation, and discipline-specific writing and publishing practices, as well as on practical guides for successful academic writing, this course is designed to help students expand knowledge of key topics in writing and rhetorical studies while also coming to better understand forms, genres, and values of publishable peer-reviewed writing in their fields. The course explores scholarship on academic discourse and provides a framework for writing in a range of published genres, including the book review and the scholarly research article.

Attribute: ENRW.

ENGL 5690. Seminar in Professional & Technical Writing Pedagogy. (3 Credits)

This seminar will introduce students to key pedagogical theories and methods in professional and technical writing, preparing them to teach courses in this area.

Attribute: ENRW.

ENGL 5700. Playwriting Workshop. (3 Credits)**ENGL 5707. High Modernism: 1922. (3 Credits)**

An exploration of five major works published in modernism's *annus mirabilis* and the literary climate that fostered these seminal texts. The defining novel and poem of the twentieth century—Joyce's *Ulysses* and Eliot's *The Waste Land*, respectively—both appeared in 1922, along with Woolf's first important novel, *Jacob's Room*, Lawrence's story collection, *England, My England*, and Yeat's anthology volume *Later Poems*, including such works as "A Prayer for My Daughter" and "The Second Coming."

Attributes: ENBL, ENG3.

ENGL 5708. Meditation, Contemplation, and the Spiritual Senses. (3 Credits)

The late Middle Ages saw an astonishing proliferation of texts, practices, and styles of devotion seeking to draw human beings closer to God through the body. New emphasis on Christ's humanity and Aristotelian natural philosophy prompted the rediscovery of the five corporeal senses and their cognitive processes in devotional literature. In this course, we will examine the languages, knowledges, desires, and anxieties surrounding the senses in a diverse corpus of texts, probing them for their theological import as much as for their literary design. Major authors: Aristotle, Augustine, Origen, Hugh of St. Victor, Bonaventure, Richard Rolle, Chaucer, Margery Kempe, *Meditationes Vitae Christi*.

Attributes: ENG1, ENHD.

ENGL 5717. Transatlantic Women Modernists. (3 Credits)

This class looks at gender and modernism on both sides of the Atlantic. We will read a generous selection of women modernists, canonical and noncanonical, representing high modernism and "bad modernism" (to use Mao and Walkowitz's term), fiction, film, and poetry from the first half of the 20th century. Our transatlantic focus offers a special opportunity to examine multicultural and cosmopolitan modernisms: many women writers in this period were travelers and immigrants. We will also analyze the complex and often fraught relationships among feminist criticism, feminist theory, and theories of modernism both in the early 20th century and today. Authors include: Gertrude Stein, Zora Neale Hurston, Elizabeth Bishop, Katherine Mansfield, Jean Rhys, and Virginia Woolf.

Attributes: ENBL, ENG3, ENGD.

ENGL 5718. Modern Language Politics. (3 Credits)

Early twentieth century literature and theory was preoccupied with the relationship between language and politics, from the acknowledgment of minority and non-standard linguistic forms, to questions over the relationship between violence and language (whether or not, to paraphrase Adorno, one can write poetry after Auschwitz), to the idea of literary form itself enacting a kind of political resistance. In this course, we will analyze some of the competing philosophies about language circulating during this period and interrogate how modernist writers responded and contributed to these discussions.

Attributes: ENBL, ENG2, ENG3.

ENGL 5747. Late Modernism. (3 Credits)

Focusing on works produced between the 1930s-60s, this seminar will explore how writing in various genres during the latter part of the modernist period responded to ideas and formal techniques that emerged in the first decades of the twentieth century. Interrogating works that often do not neatly fit into received notions of high modernism will enable us to interrogate critical questions of reinvention, disillusionment, lateness and periodicity.

Attributes: ENAL, ENBL, ENG3.

ENGL 5749. Twentieth-Century Studies: Decolonization and World Literature. (3 Credits)

Introductory graduate course in the study of selected twentieth-century figures from comparative cultural, literary, and theoretical perspectives. The course will examine the changing contours of literary theory, literary studies, and the status of literature itself in the twentieth century, in light of contending imperatives of decolonization and globalization. The course will focus on three pairings of writers: Joseph Conrad and W. E. B. Du Bois; Jean Rhys and C. L. R. James; Pramodya Ananta Toer and Amitav Ghosh. Select works from these writers will be studied in conjunction with critical selections from Fanon, Glissant, Pheng Cheah, and others.

Attributes: ENG3, ENGD.

ENGL 5758. 20th Century American Autobiography. (3 Credits)

This course will focus on self-representations in print (essays, memoirs, autobiography), multimedia (graphic memoir, documentary, photography) and everyday life (Facebook, selfies, etc.)

Attributes: ENAL, ENG3.

ENGL 5775. Master Class Luminous Details. (3 Credits)

We take for granted that poetry relies on imagery. But how exactly do we engage with, and reflect on, the information and the 'facts' of the material world? Using exercises, experiments, and readings from contemporary poetry, we will write new work, and revise it, with a focus on transformation and the 'luminous detail'.

Attribute: CVWG.

ENGL 5777. Master Class: Literary Magazine Workshop. (3 Credits)

The aim of this class is to give students the experience and skills necessary to create a literary magazine in alignment with the most recent and rapid changes in literary consumption. Students will curate, edit and write for CURA, the print and online literary magazine of the Creative Writing program. Instruction will also focus on marketing, publicity and event production protocols and practices crucial for successful literary publishing. Working collaboratively, students will endeavor to expand the boundaries of the literary magazine by examining the best powers of print and online venues in order to achieve the maximum impact of both.

ENGL 5778. Flawless/Freedom/Formations: Writing on Race, Gender and Popular Culture. (3 Credits)

This is a class about creative non-fiction writing as cultural reportage. In this class we will read a survey of cultural reportage—primarily reviews, profiles, editorials, opinion pieces—for textual, cultural, and aesthetic analysis to think about the ways that race—and intersectionally, gender and sexuality—operates thematically and politically in that writing. Our study of this writing will impact the main focus of this class: It is a writing workshop, in which each student will present her or his work for critique. Writing assignments will be expected of each student and possibly lead to the production of a class-produced blog or magazine at the end of the semester.

Attributes: CVWG, ENG3, ENGD.

ENGL 5788. Memory, Trauma, Narrative. (3 Credits)

Drawing on memory studies, psychoanalysis, and narratology, this interdisciplinary course explores issues of narrative representation in literature and film. Recognizing that memory is the result of the interplay between past and present in the lives of individuals and of groups, the course examines the impact of trauma on narrative expression.

Attributes: ENG3, ENGT.

ENGL 5791. Poetry of Witness: Masterclass. (3 Credits)

Poets have always sought to address social, personal, and political challenges—upheaval, trauma, and change. But how exactly do we practice writing poetry as witnesses of our own time and of our own lives in context? In this course, we will read and write poetry that seeks to bear witness in a wide range of forms and to an array of social/personal contexts.

Attribute: CVWG.

ENGL 5801. Anatomy of a Bestseller. (3 Credits)

This class will deconstruct bestsellers in different genres, looking at the process from proposal, editing, finished manuscript and on to covers, marketing and promotion. Students will also develop their bestseller project over the semester.

ENGL 5832. Slavery in American Fiction. (3 Credits)

The course focuses upon depictions of slavery in American fiction during the years before the Civil War. We will read a selection of novels by blacks and whites, men and women, all concerned with the intensifying debates over "the peculiar institution." We will focus on the turbulent and troubled decade of the 1850s; our exploration this time of increasing sectional tension through fiction will spotlight the birth of the African American novel and its dialogic engagement with the burgeoning literature of race in the United States. Authors include Melville, Stowe, Douglass, William Wells Brown, and Martin Delany, among others.

Attributes: ENG3, ENGD.

ENGL 5838. African American Print Culture. (3 Credits)

How does the study of African American literature change when seen from the perspective of print culture? And how does the study of print culture change when focused on African American archives? In the eighteenth and nineteenth centuries, African Americans participated in a rapidly emergent print culture as authors, editors, printers, readers, teachers, and librarians, among other roles. At the same time, African Americans frequently furnished the subject matter for this print culture, in ways they did not always control. This seminar will explore African Americans' diverse contributions to early American print culture, both on the page and off. It will draw on a range of primary materials related to African Americans, and seminar participants will combine these investigations with readings of recent work bridging critical race studies and material culture. Together we will ask how the methodologies of print culture might help us reconsider familiar notions of authorship and identity, and how African American materials might transfigure conceptual standbys of print culture studies such as circulation and publics.

Attributes: ENAE, ENG3, ENGD.

ENGL 5839. Literary Darwinism. (3 Credits)

This course will explore the diverse impact of Darwin's big idea on American literature and culture of the late nineteenth and early twentieth centuries. Darwin's theory of evolution by natural selection had a seismic impact on the natural science of his day, a practice then closely intertwined with religion. The vibrations spread through the social sciences – resulting in what we now call social Darwinism – and literature registered the tremors. Through the readings of Theodore Dreiser, Frank Norris, Jack London, Edith Wharton, Charlotte Perkins Gilman, and their contemporaries, we will consider the myriad effects of Darwinism on the American worldview.

Attributes: ENAE, ENG3.

ENGL 5841. Early American Media. (3 Credits)

An introduction to early American literature by way of the transatlantic dynamics of printing, reading, and circulating media before the rise of industrial publishing in the late nineteenth century.

Attributes: ENAE, ENG2.

ENGL 5843. Early Women Novelists. (3 Credits)

In this course we will read a selection of early novels by English women authors, including at least some of the following: Aphra Behn's *Oroonoko*, Eliza Haywood's *Love in Excess*, Frances Burney's *Evelina*, Maria Edgeworth's *Belinda*, Ann Radcliffe's *The Mysteries of Udolpho*, Jane Austen's *Northanger Abbey*, Amelia Opie's *Adeline Mowbray*, and the anonymously authored *The Woman of Colour*. Our goal is to develop rigorous, historically sensitive, close readings of each novel, in part by focusing on the representation of gender, class and race. The last category is especially important. Several of the novels above feature Black characters and address the slave trade, slavery and/or British colonialism. Given our own moment in history, I believe it is imperative to foreground discussions of race and antiracism, and I will organize my pedagogy accordingly.

Attribute: ENG2.

ENGL 5844. American Bestseller 1870-1940. (3 Credits)

Since novels both register and shape public attitudes towards the world, a study of best selling novels suggests insight into how changes in literary tastes relate to broader social changes (e.g., political events, technological developments, changing demographics, and education policies). What affected changes in public taste after the Civil war, and how may we see those changes represented in books people most avidly read? Bestsellers presumably share important characteristics that can explain their broad appeal to reading public- and the goal of this course is to try to understand those characteristics and that appeal. Authors may include Edward Bellamy, Pearl Buck, Thomas Dixon, Edna Ferber, Ellen Glasgow, Zane Grey, Edith Wharton, Owen Wister, and Richard Wright.

Attributes: ENAE, ENAL, ENG3.

ENGL 5845. Early American Novel. (3 Credits)

This course will sketch the tradition of the American novel from its beginnings through the Civil War. Authors will range from traditional canonical standards such as Hawthorne and Melville to more recent additions to the tradition like Lydia Maria Child and William Wells Brown.

Attributes: ENAE, ENG2, ENGD.

ENGL 5849. Pre-1900 American Literature. (3 Credits)

An introduction to recent Americanist literary scholarship, comparing and contrasting methodologies that have been brought to bear on three or four important works of U.S. literature published before 1900.

Attributes: ENAE, ENG2, ENG3.

ENGL 5861. Gender in American Literature. (3 Credits)

An interdisciplinary study of the social and cultural forces that shape gender difference and sexuality in American literature from 1830 to 1930.

ENGL 5863. Three American Authors: Alcott, Chesnutt, and Twain. (3 Credits)

In this course we will read works by three important American authors: Louisa May Alcott (1832–1888), who produced works of children's fiction, sensational Gothic stories, and realist novels; Mark Twain (1835–1910), who wrote humor, realism, and social satire; and Charles Chesnutt (1858–1932), whose characteristic genres included dialect stories, social realism, and the essay. We will also familiarize ourselves with the current critical conversation about each of these writers.

Attributes: ENAE, ENAL, ENG3, ENGD.

ENGL 5905. Modern Poetry. (3 Credits)

This course will explore how writers in the first half of the 20th century responded to modernity through experiments with poetic form. Taking seriously the notion that form is political, modernist poets reimagined the ways language could mean through formal experimentation and interaction with other disciplines and media. By combining close reading (a technique we derive from the modernists) with cultural analysis, we will interrogate the impact of historical events and aesthetic movements on modernist writing, as well as the ways poetic forms actively contributed to the constitution of the modern world.

Attributes: ENAL, ENBL, ENG3, ENGD.

ENGL 5919. 20th Century American Novel: A Violent Survey. (3 Credits)

Combining the sweep of a literature survey class and the thematic core of a seminar, this course will move through the twentieth century novel in the United States examining different modes of violence. We will include war novels in the United States examining different modes of violence. We will include war novels along with novels of manners. Beginning with James and Wharton and their dissection of social violence, we will move through the realists (London; Dreiser), the Depression and labor struggles (Steinbeck), WW2 (Mailer; Vidal) and the postwar period (Salinger; Bowles) as it leads into the postmodern novel. Possible authors also include: Ellison, Vonnegut, Pynchon.

Attributes: ENAL, ENG3.

ENGL 5920. James Hardy Conrad. (3 Credits)**ENGL 5930. Neuro-Literature in Historical Perspective. (3 Credits)**

Our current literary interest in neurology has a history. This course will look at the relatively recent history of the move from philosophical approaches associated with Cognitive Theory to biological brain research (fMRI scans of brains reading Jane Austen). And it will look at a longer history in which early modern brain research influenced literary representations of the self. In each of these historical moments, 17th and 18th-century writers have played curious and important roles, and so authors including Milton, Marvell, Swift, Finch, Addison, Pope, Sterne, Austen, and the Scriblerians, will be considered.

Attributes: ENBE, ENG2.

ENGL 5940. Novel, She Wrote. (3 Credits)

Novel, She Wrote: Black Female Writers and Their First Novels - "If there's a book that you want to read, but it hasn't been written yet, then," Toni Morrison declares, "you must write it." The impulse for black female authors to write novels and the diverse manifestations of that impulse will be of primary concern in this course. What compelled black female authors in the second half of the twentieth century and early twenty-first century to write their first novels? How are themes of sexuality, motherhood, beauty, respectability, and intra- and interracial conflict represented in their texts? In what ways do their novels complement, build upon, and refer back to each other and other works? These are a few of the questions we will tackle as we read through the literature. Texts will include Gwendolyn Brooks's *Maud Martha* (1953); Paule Marshall's *Brown Girl, Brownstones* (1959); Alice Walker's *The Third Life of Grange Copeland* (1970); Toni Morrison's *The Bluest Eye* (1970); Gloria Naylor's *The Women of Brewster Place* (1982); Edwidge Danticat's *Breath, Eyes, Memory* (1994); A.J. Verdelle's *The Good Negress* (1995); Danzy Senna's *Caucasia* (1998); and Ayana Mathis's *The Twelve Tribes of Hattie* (2012).

Attributes: ENAL, ENG3.

ENGL 5959. Writing/Life: A Workshop. (3 Credits)

"I shall try to tell the truth, but the result will be fiction," Katherine Anne Porter famously said. In this workshop we will explore the complicated and sometimes gossamer lines between fiction and memoir. Students will write and critique works of fiction and nonfiction, exploring the contingencies of form, the changing shape of memory, the specific demands of genre, and the choices writers make as they work. We will read such authors as Ann Patchett, Dave Eggers, Joan Didion, David Sedaris, Junot Diaz, Zadie Smith, and Mary Gordon, as well as selected critical essays. Students will come away from this seminar with 40 pages of good writing and a new understanding of how and why they want to write.

Attribute: CVWG.

ENGL 5960. Memoir and Personal Essay. (3 Credits)

This class will function as a writing workshop where we will spend at least half of class time critiquing your works in progress. Since the techniques of memoir are indistinguishable from the techniques of fiction, we will concentrate on dialogue, exposition, scene, character, managing narrative time (past, present, future) and, most of all, the development of a persona. The course will include trends in autobiographical theory as well as analysis of major texts by writers such as Didion, Hampl, Orwell and Sedaris.

ENGL 5965. Master Class: Writing for the Big Screen. (3 Credits)

This course offers an introduction to the fundamentals of screenwriting: scenes, acts, narrative structure, character development, genres, and dialogue, through intensive study of major, award-winning Hollywood films, classics in their genre. Students will read and analyze five outstanding screenplays, and watch films made from them. The final requirement for this course is a completed first act (20-30) of a feature film, as well as weekly assignments.

ENGL 5985. Introduction to Early Modern Studies. (3 Credits)

An introduction to the major debates, conversations, and approaches in early modern studies, with a focus on what it means to define and contribute to a field, how canons are formed, and what constitutes evidence for a literary-critical argument. Students will be exposed to, and gain practice in, a variety of methodological strategies and techniques: close reading and rhetorical analysis, archival research, theoretical and interdisciplinary work, and textual editing, among others.

Attributes: ENBE, ENG2.

ENGL 5989. Major Early Modern Texts and the Dynamics of Space and Place. (3 Credits)

Major Early Modern Texts and the Dynamic of Space and Place. Who "owns" the forest in *As You Like It* or the island in *The Tempest*-- and how and why does ownership take different forms in such terrains? In what ways do space and place within a poem differ if it is read in print, or circulated in manuscript or sung? How do stanzas and similar poetic practices inflect concepts of space and place? How is that process accomplished by culturally specific paradigms and practices--the gendering of certain spaces, the development of nationalism, the reading of NeoPlatonic texts, and so on.

Attributes: ENBE, ENG2.

ENGL 5992. Art of Literary Nonfiction. (3 Credits)

You will be introduced to the techniques of non-fiction writing by closely reading a wide variety of authors and by putting the lessons gained therein to practice in your own non-fiction pieces. The course will focus upon the basic techniques of non-fiction writing - which, in a phrase, amounts to telling a story about the verifiable world. This course will introduce you to a number of different non-fiction genres, including the profile, the personal essay, the informative or "reported" piece, the social commentary, and the review. There will be lectures on the genre, short exercises, and in-class writing, but the main emphasis will be on workshop student writing. We will broaden the notion of "research" to include interviews and non-traditional fact-gathering methods as well as the standard approaches. We will discuss and practice the notion of shaping and restructuring linear "reality" in order to sustain reader interest while maintaining allegiance to fact. There will be three medium-length writing assignments of approximately 5-7 thousand words each plus short assignments.

ENGL 5998. Master's Capstone. (3 Credits)

Required course for M.A. students who wish to fulfill the Capstone assignment. Please contact the Director of Graduate Studies if you are unsure about which semester would be best for your Capstone completion.

ENGL 5999. Theory and Practice of Teaching Writing. (3 Credits)

This course introduces students to central histories, issues, and debates in writing and rhetorical studies. By highlighting key theoretical and terminological developments, this course lays the way for informed self-reflective practice based in awareness of the most current scholarly work in rhetoric and composition, thereby helping participants start to define their own identities as teachers of first-year composition as well as literature and other courses.

Attribute: ENRW.

ENGL 6004. Practicum in Writing Pedagogy. (3 Credits)

This course builds on the foundation developed in ENGL 5999 by delving into research-supported best practices for preparing students for diverse writing contexts. Readings and discussions will highlight writing and teaching strategies that support students' critical thinking and writing skills, covering topics related to primary and secondary research, information literacy, discourse and disciplinary communities, rhetorical and audience analysis, multimodal composition, effective response and assessment strategies, cognitive scaffolding and assignment design, and more.

Attribute: ENRW.

ENGL 6101. Rereading Close Reading: Hist Perspectives, Contemporary Challenges/Shakespeare's Poetry, Spenser, Don. (3 Credits)

We will evaluate both the history of close reading and the renewed interest—and renewed antagonism—revisionist versions of it are sparking today. What was, is, and will be “close reading” in literary studies? In engaging with the early history of this methodology (I.A. Richards, the New Critics, British analogues etc), we will consider how the climate in the academy and the country at large encouraged these approaches and how they interacted with and reacted against alternative methodologies. We will then explore and evaluate the many attempts to develop a type of close reading appropriate to our own critical moment—and the reactions against them by critics like Moretti; we will, for example, discuss the relationship of those attempts to the digital humanities and the implications of close reading for debates about the workings of lyric. The authors on whom we will focus are Shakespeare (mainly the nondramatic poems, though we will also discuss at least one play), Donne, and Spenser. Students will, however, have the option of writing their final paper on another poet from the early modern period – or from a different period.

Attributes: CEED, CENS, ENBE, ENG2.

ENGL 6103. News and Plays: 1660-1779. (3 Credits)

An examination of the relation between theatre and news media in the long eighteenth century.

Attributes: ENBE, ENG2.

ENGL 6104. Crip, Queer, and Critical Race Theory. (3 Credits)

This seminar will examine cutting-edge work in critical race, crip and queer theories and their intersections in order to prepare you to both intervene in these discourses and effectively engage with them in your analysis of literary texts. We will consider critical embodiment in works drawn from a range of historical periods and genres. Likely writers to be considered include José Esteban Muñoz, Eli Clare, Indra Sinha, Mel Chen, Ellen and William Craft, Robert McRuer, Roderick Ferguson, Jasbir Puar, and Alison Kafer. Fulfills: American 2 and Theory requirements.

Attributes: ENAL, ENG3, ENGD, ENGT.

ENGL 6105. Post-1945 US Literature and Culture. (3 Credits)

This course will explore American writing, mainly prose, during the Cold War and after, while also considering trends in critical approaches to this period.

Attributes: ENG3, ENGD.

ENGL 6106. Medieval Communities and Modern Thought. (3 Credits)

This interdisciplinary course will consider the roles played by modern images and ideas of the medieval past in the formulation of modern ideas of community, nation, subjectivity, and habitus. Course readings will include modern theoretical texts, modern popular texts, and medieval source material (mostly in translation).

Attributes: ENG1, ENME.

ENGL 6107. Early Modern Lyric. (3 Credits)

What is lyric poetry? In this course, we will explore the transhistorical and transcultural challenges of defining and analyzing lyric compositions. What cultural and critical work is done when poets, critics, anthropologists and so on affix a generic label? Why is lyric distinctively tricky—and intriguing—to identify? What are the implications of this mode for cutting-edge questions about subjectivity, gender, affect, and the material text, as well as for more longstanding but recently contested concerns about the workings of genre and the relationship of poetry and song? Our reading will focus on early modern English poetry, including about eight of the major poets of the period (e.g., Wyatt, Shakespeare, Sidney, Spenser, Donne, Wroth, Marvell, and Phillips) and include some less-known work and lyrics from other periods and countries. We will deploy—and evaluate—a wide range of critical methods, including cultural critique, study of the material text, and the new formalisms. The course is tailored to students with a range of backgrounds and interests. We'll also work together on techniques of “professionalizing”—e.g., beginning to publish, delivering conference papers successfully.

Attribute: ENG2.

ENGL 6108. The Dynamics of Space and Place: Early Modern and Other English Texts. (3 Credits)

Who “owns” the forest in “As You Like It” or the island in “The Tempest” or the spaceship in Vonnegut’s “Slaughter-House Five”—and how and why does ownership take different forms in such terrains? How do concepts of space and place interact with cultural issues (e.g., gender, subjectivity, etc.) and formal issues, such as the workings of stanzas and genres? We'll discuss these and many other questions primarily in relation to early modern writings (in the sense of ones composed between about 1500–1660) but with several opportunities to engage with texts from other periods as well. While our primary focus will be academic careers, the course will also offer preparation for some other possible careers and will include the option of a creative project. We will also expand and deepen our expertise in teaching and oral presentations at conferences and elsewhere. (We'll have a course mini-conference.)

Attribute: ENG2.

ENGL 6201. Race and Affect Theory. (3 Credits)

This seminar will stage a dialog between the field of race and ethnic studies on the one hand and that of affect theory on the other.

Attributes: ENAE, ENAL, ENBL, ENG3, ENGD, ENGT.

ENGL 6212. Medieval to Early Modern Drama. (3 Credits)

When we think of early drama, we usually think of the cycle plays, the great civic, multi-part, day-long productions from English towns: York primarily, but traditionally also Chester, Towneley, and N-Town in East Anglia. But scholarship in the last ten years has forced us to rethink that model in ways that investigate the context of these plays. The text we have from Chester is not really medieval but 16th-century, performed after substantial religious change had occurred, and marked by different local religious positions, hence a site of civic conflict. The Towneley plays, it seems, were not a performed cycle at all, but probably a collection of plays from different places, assembled for private reading, perhaps as an attempt to preserve some elements of an old dramatic religious tradition when that religion had fallen out of favor. These are two examples of the way the course will examine the cultural context of late medieval/early modern English drama. A third example: the most profound way in which this drama differs from later commercial drama is in the shift away from community theatre which occurred in London with the construction of the Theatre in 1572. We will explore the economic issues around the emergence of commercial theatre. Before the Theatre was built, who paid for plays? where were they staged? was there a performing community? In addition to excerpts from the cycle plays we will read some moral plays like *Manynd and Everyman*, some Tudor drama by John Heywood and Henry Medwall, and will finish up with Christopher Marlowe's *Dr Faustus*.

Attributes: ENBE, ENG1, ENG2, ENME.

ENGL 6215. Medieval British Historical Writing. (3 Credits)

History-writing was fundamental to medieval and early-modern literary sensibilities, but in its relation to truth, genre, and identity, medieval history differs dramatically from contemporary understandings of the discipline of history. This course will introduce students to the major historiographical thinkers and practitioners of the Middle Ages in Britain and include selections from Gildas, Nennius, Bede, the Anglo-Saxon Chronicle, Geoffrey of Monmouth, Matthew Paris, and several French-language romances. Our interdisciplinary discussions will focus on the literary practices of medieval history.

Attributes: ENG1, ENME.

ENGL 6216. Late Medieval Autobiography: T. Hoccleve, O. Bokenham, M. Kempe. (3 Credits)

Margery Kempe's *Book* is often called the first female autobiography in English, but the writing of her fifteenth-century contemporaries Thomas Hoccleve, and London scribe and bureaucrat, and Osbern Bokenham, and East Anglian friar, also offers a personal voice. We will explore the social and theological context of each author as we read their work in Middle English.

Attributes: ENBE, ENG1, ENG2.

ENGL 6224. French of England: Texts and Literacies in a Multilingual Culture. (3 Credits)

French of England helps prepare graduates in medieval disciplines deploy the newly important multilingual paradigms for the study of medieval English and related cultures. It looks at the rich and still under-researched francophone corpus (c. 1000 literary texts and large bodies of documentary records) composed and/or circulating in medieval England and related regions from the twelfth to the fifteenth centuries. French was a major regional and transitional language in England, used in literature, governance, administration, culture, trade, and the professions. Taking francophone literary and documentary culture into account changes are paradigms for English medieval literary history and prompts new thought about the relations between literature, literacy, and language. Aiming to move as rapidly as possible from the pains of language-learning to the pleasure of reading text, the course combines a weekly linguistic practicum with a literary seminar and runs from 4pm to 7pm on Tuesdays. Previous experience of Old French is not required; basic reading or speaking of modern French is useful; experience with other languages is also sometimes enough of a help. This course will also explore early French uses of late old English. If in doubt about whether your language experiences will be helpful, please email woganbrowne@fordham.edu.

Attributes: ENG1, ENME, MVSG.

ENGL 6231. Late Medieval Women. (3 Credits)

The course will study women as producers and consumers of literature, that is as writers and readers. Instead of examining women as subjects of literary representation, we will use non-literary disciplines—social history, bibliography, iconography—to recover elements of women's lives in order to understand their involvement with reading. Like much current medieval scholarship, the class will employ cultural perspectives in which literature, history, and visual materials illuminate each other.

Attributes: ENG1, ENME, HGOH, MVSG.

ENGL 6235. Medieval Travel Narrative. (3 Credits)

Some of the most engaging questions about the Middle Ages have to do with the narratives of cultures in contact. Join me and other scholars who work on the medieval travel genre, finding in its discourses productive sites for exploration of premodern race, gender, religion, and more. This course will focus on a range of traditions, including crusade romances, such as "Richard, Coeur de Lion" in light of contemporary chronicler, Roger of Howden's, "Chronica." Pilgrim and merchant narratives, from Egeria to Margery Kempe, and Mandeville to Marco Polo, will provide a contrast to romance and chronicle modes. We will also study the accounts by European missionaries who left extensive records of their interactions with Mongols. This course is designed to contextualize travel within the medieval world as we read and discuss those narratives as they relate to cultural projects of salvation, conquest, and conversion.

Attributes: ENG1, ENGD, ENME, MVSG.

ENGL 6236. Romanticism and Peace. (3 Credits)

"Peace is not an absence of war," wrote Spinoza, "it is a virtue, a state of mind, a disposition for benevolence, confidence, justice." Proceeding from Spinoza's notion that peace is an active principle rather than a void between times of military conflict, and drawing upon the interdisciplinary field of Peace Studies, in this course we will study literary and philosophical engagements with peace in a period often thought synonymous with continual war. To view the Romantic era solely through the lens of war runs the risk of overlooking the reaching after peace that also marks the period (reflected in the vast array of treaties produced at this time, from the Peace of Paris (1783) to the London Straits Convention (1841). Attempts to theorize, to imagine, and to bring about peace were crucial forces in Romantic-era culture. Many familiar works, such as Wordsworth's *Prelude*, Joanna Baillie's plays, Jane Austen's novels, Samuel Taylor Coleridge's poetic reflections on domestic tranquility, Thomas DeQuincey's escape into opium, Olaudah Equiano's modeling of the skills of a virtuosic negotiator, and Keat's famous odes are illuminated afresh when read in the context of a culture preoccupied not only with conflict but with conflict resolution.

Attributes: ENBL, ENG2.

ENGL 6237. The French of England II. (3 Credits)

Studies the rich, under-researched corpus (c. 1000 texts) in the Frenches of medieval England; includes projects of translation/editing (for acquiring techniques of presenting and interpreting medieval texts). FOE I not necessarily required.

Attributes: ENG1, ENME.

ENGL 6506. The Joseph Johnson Circle. (3 Credits)

This survey course takes shape around the British bookseller and publisher Joseph Johnson, whose five-decade career stretched from the Seven Years' War to the dawn of the Regency. Johnson published over four thousand titles during this time, in fields ranging from reform politics to children's literature, from zoology to Baptist dissent, and from lyric poetry to visionary manifestos. His authors included Mary Wollstonecraft, William Wordsworth, Samuel Taylor Coleridge, Sydney Owenson, William Cowper, Maria Edgeworth, Erasmus Darwin, Joseph Priestley, William Hazlitt, Charlotte Smith, and hundreds more. Attending to what has been referred to as the "Johnson Circle," we will trace broad orbits in British writing across the late-eighteenth and early nineteenth centuries, with topics including aesthetics, religious debate, the American and French Revolutions, women's rights, war, slavery, popular societies, science, and education. In this regard, this course will function as a broad survey of British writing from 1760 to 1820. Along the way, in studying the radiating influence of the imprint "J. Johnson, London," we will also pay attention to the field of Book History and how it has energized and expanded eighteenth-century and Romantic-era studies.

Attributes: ENBE, ENBL, ENG2.

ENGL 6552. Film/Theory/Literature: Horror and Madness. (3 Credits)

Confronting the expansive theoretical, literary, and cinematic representations of fear, horror, terror, abjection and madness, we will delve into works of David Cronenberg, George Romero, Stanley Kubrick, Steven Spielberg, Cynthia Freeland, Julia Kristeva, Toni Morrison (among others). Warning: Several films are not for the squeamish. Please be aware that we will need a few hours each week (outside of official class time) for watching the films.

Attributes: ENAL, ENG3.

ENGL 6641. Reading and Teaching the Nineteenth - Century Novel. (3 Credits)

In this course we will consider the nineteenth-century novel from the interfused perspectives of readers and teachers. Our remit will be the British novel across a relatively broad span of decades: Maria Edgeworth's *Castle Rackrent* (1800), Walter Scott's *Rob Roy* (1817), Mary Shelley's *Frankenstein* (1818); Jane Austen's *Emma* (1815), Emily Brontë's *Wuthering Heights* (1847), and George Eliot's *Middlemarch* (1871/2). After reading and discussing each novel we will then turn to consider the various ways that it might be taught in the college classroom. And for each novel, both our readings and our conversations about pedagogical approaches will be informed by critical articles on the works themselves and on broader issues in nineteenth-century studies. This seminar is open to all graduate students, but because the structure of the course will require an unusual amount of active student participation, please keep in mind that silent spectatorship will not be possible.

ENGL 6751. The New Formalism and Early Modern Literature. (3 Credits)

In the past decade formalism, the F-word of the profession for over twenty years, has attracted many critics in its revisionist version often termed "the new formalism." What are the potentialities—and problems—of this approach? How should we resolve debates about the working of the new formalism, such as whether it is necessarily historical? How does it interact and/or conflict with other methodologies, such as gender studies and materialism? We will approach these questions by reading a wide range of early modern texts in the principal genres, the list being planned to avoid major overlap with other early modern courses at Fordham in the past year or two. Thus the course aims to serve the needs of a range of students: those interested in a broad overview of early modern texts, and of those wanted to engage with formalist approaches and/or connect those approaches with other types of criticism. Like all my graduate courses, it will also include attention to professionalizing, such as discussions of giving papers effectively and of teaching.

Attributes: ENBE, ENG2.

ENGL 6767. Marriage and Nation in 19 Century British Literature. (3 Credits)

This course will explore literary and cultural conceptualizations of British marriage in the nineteenth century—the period traditionally seen as an age of nationalism and one in which Parliament passed or attempted to pass an unprecedented number of reforms of the marriage law. We will examine how marriage plots written after the Union with Ireland Act (1800) envision the mutually constitutive relationship between British identity and British marriage, as well as how they address crises of national self-definition and uphold—or question—the sense of national uniqueness and superiority that the institution of marriage was meant to reinforce.

ENGL 6769. Finnegans Wake. (3 Credits)

One of the most intriguing and entertaining literary works ever crafted, James Joyce's *Finnegans Wake* sends us on seriously hilarious trips around the world, through human (especially Irish) history, and into the sleeping mind. Joyce's "book of the night," a comic masterpiece, constructs not one thing, but "two thinks at a time," multiple meanings that uproariously cross national, linguistic, sexual, historical—just about all kinds of—boundaries. A resurrection of dead ends that generates new beginnings (finn-again), this "collideorscape" asks readers to "wipe their glosses with what they know," and revolutionizes all kinds of creative energies and theoretical discourses. Sometimes it makes sense; sometimes it doesn't. Nearly always, though, things emerge that charm, surprise, and delight.

Attributes: ENG3, ENGD.

ENGL 6779. Brecht: Aesthetics and Politic. (3 Credits)

Bertolt Brecht was arguably the most important theater theorist of the twentieth century, and his theory of the function of art under capitalism transformed thinking about the relationship between culture and politics and continues to resonate today. This course will examine Brecht's theater and theory in several contexts: first, in the context of modernist theater theory and practice, and third, via the legacy of his theories in late twentieth- and twenty-first-century art and philosophy. Philosophical readings will include Marx, Adorno, and Horkheimer, Benjamin, Lukacs, Arendt, Barthes, Jameson, and Ranciere; theatrical readings will include, in addition to a substantial number of Brecht's own plays, considerations of German Expressionism; non-European, especially Chinese, theater, modernist cabaret, and postwar avant-garde and postdramatic theater. Discussions will address, among other things, the relationship between theater and politics, the role of mass culture, methodological issues in materialist criticism, theories of spectatorship, and the fate of political art after modernism.

ENGL 6800. God and Mammon in British America. (3 Credits)

Did the English explore, conquer, and settle North America in the name of true religion or the earthly pursuit of gain? How was the one aim shaped by the other, and how have these mutual concerns shaped colonial American writing? Taking Max Weber's Protestant Ethic and the Spirit of Capitalism as a conceptual point of departure, this course will explore the cultural history of spiritual and material wealth in colonial New England, the South, the Mid-Atlantic, and the West Indies. We will examine both the central texts of dissenting Protestantism from the perspective of the colonial economics and social class and the central texts of colonial economics and economic self making from the perspective of theology, morality, and the transformation of religious culture in British America over the course of nearly two centuries.

Attributes: ENAE, ENG2.

ENGL 6888. Reading the Indian Ocean World. (3 Credits)

A new configuration of study has emerged in the last decade or so known as Indian Ocean Studies. It employs a robust interdisciplinarity to study the cultural flows and encounters over time of the peoples and traffic of the Indian Ocean and the formations of its vast littoral. This includes exchanges in trade, commerce, and war between the East African littoral and Arabia, the Persian Gulf, India, and the South East Asian archipelago including China. The migration of populations, the slave trades and slavery, establishment of overseas or expatriate settlements, the emergence of lingua franca, (such as Kiswahili), maritime life, and the spread of technology and creation of empires and colonies are studied in their interrelation. This course will focus on the archives, the literature, writing (including histories) and expressive practices (including film, music and performance) that this confluence of peoples has created in over more than two (actually seven) millennia. Starting with the earliest extant documents from Antiquity, to the contemporary scholarly and creative work of writers such as Pramodya Ananta Toer, Barlan Pyamootoo, Monique Agénor, Kuo Pao Kun, Isabel Hofmyer, Amitav Ghosh, Abdulrazak Gurnah, Nuruddin Farah and Yvette Christianse, we will spend the semester "reading" the Indian Ocean world.

ENGL 6905. Concepts of Culture. (3 Credits)

What do we talk about when we talk about "culture"? This class will explore this keyword in and around literary studies along two parallel tracks. First, we will explore the historical development of different concepts of culture over the last two centuries or so. Second, we will explore a range of theoretical perspectives from the past three decades that fit loosely under the rubric of Cultural Studies. Both tracks will necessitate broadly interdisciplinary approaches to the topic. We will explore, for instance, a relatively literary manifestation of the concept in Matthew Arnold's Culture and Anarchy, but also how the concept of culture figures in the early history of the human sciences, including anthropology, sociology, and psychology. Similarly, since work in the contemporary field of Cultural Studies only rarely limits its objects of study to the literary; we will sample theoretical developments in the study of popular music, film and television, etc.

Attributes: ENAL, ENG3, ENGT.

ENGL 6914. Home, Exile and Diaspora in Asian American Literature. (3 Credits)

This course will introduce students to major works of contemporary Asian American Literature. Possible authors include John Okada, Carlos Bulosan, Maxine Hong Kingston, Theresa Hak Kyung Cha, Chang-rae Lee, Li-Young Lee, Gish Jen, Jessica Hagedorn, Lois Ann Yamanaka, Jhumpa Lahiri, Marilyn Chin, and many others.

Attributes: ENAL, ENG3.

ENGL 6921. Modern Language Politics. (3 Credits)

Early twentieth century literature and theory was preoccupied with the relationship between language and politics, from the acknowledgement of minority and non-standard linguistic forms, to questions over the relationship between violence and language (whether or not, to paraphrase Adorno, one can write poetry after Auschwitz), to the idea of literary form itself enacting a kind of political resistance. In this course, we will analyze some of the competing philosophies about language circulating during this period and interrogate how modernist writers responded and contributed to these discussions. Likely authors include James Dawes, Theodor Adorno, Ludwig Wittgenstein, Ernest Hemingway, Paul Celan, Gertrude Stein, Americo Paredes, Zitkala-Sa, and Jean Toomer.

Attributes: ENAL, ENG3.

ENGL 7001. Early Modern Lyric Poetry. (3 Credits)

The past few years have witnessed a resurgence of critical interest in early modern/Renaissance lyric. Many methodological issues it raises are germane to the lyric poetry of other periods as well. The questions we will explore include, among others: What are the potentialities and problems of the new formalism? How if at all should close reading be recuperated? How does the new interest in the material text lead us to interpret the visual appearance of lyric poetry, other results of printing and publishing practices, and the poem as artifact or object? In what ways does lyric gender, and in what ways is it gendered? How does space/place theory, more often deployed in relation to drama and prose fiction, illuminate the workings of the lyric? Whereas the primary focus of this seminar is the period between about 1500 and 1660, it is also designed for those with other interest and areas of expertise. If any participants in the group are poets themselves, they will have opportunities to engage with issues of craft and to submit poems in lieu of one of the shorter assignments. And those primarily interested in lyric poetry written in other periods can focus on those texts in at least two classes and if they wish write their seminar papers partly or entirely on it.

ENGL 7007. Displacing the Renaissance: Travel, Race, and Colonialism. (3 Credits)

Investigates how literature of the English Renaissance takes part in developing discourses of race and colonialism in the period. Authors to be studied include Ascham, Nashe, Spenser, Marlow, Shakespeare, and Massinger, among others.

Attributes: ENAL, ENBE, ENG2, ENG3, ENGD, ENGT.

ENGL 7744. Paracolonial Studies: After Postcolonial Theory. (3 Credits)

This course will examine recent developments in (and beyond) postcolonial theory. While the primary focus will be on 20th and 21st-century theory and literature, the course will consider texts and cultural documents from earlier periods to explore how postcolonial studies belong to a wider reshaping of literary histories. The course will be organized around the study of a select few contemporary writers (Toni Morrison, Amitav Ghosh, and Pramodya Ananta Toer are likely choices). Works by these writers will be read alongside postcolonial theorists (e.g., Homi Bhabha, Ania Loomba, Walter Dignolo, Gayatri Spivak, Gauri Viswanathan) and in conjunction with earlier works both canonical (e.g., Collins, De Quincey, Defoe, Dryden, and Shakespeare) and less canonical (e.g., Abdullah bin Abdul Kadir's Hikayat Abdullah, and documents from the Dutch and English East India Company records).

ENGL 7829. Fict Pub Sph: Am Lit 1776-1900. (3 Credits)

Using concepts of the public sphere drawn from critical theory, feminism, and political philosophy, this course will examine the development in late eighteenth- and nineteenth-century American literature and culture of the gendered distinctions between public and private, domesticity and the market, reason and sentimentality. Several historical problems will structure our theoretical, critical, and literary readings, including: the development of the doctrine of separate spheres, or domestic ideology; the effect of counter-publics, or alternative models of the public sphere, based in social movements such as temperance, feminism, and abolitionism; the political meanings of emotions, especially the key sentimental concept of sympathy; and shifting notions of how the practices of reading and writing literature were supposed to prepare citizens - especially boys and men - for participation in politics and civil society.

Attributes: ENAE, ENG2, ENG3.

ENGL 8935. Dissertation Writing Seminar. (0 Credits)

Designed as a resource for all doctoral students who have passed the comprehensive exam. Students working on the dissertation proposal are encouraged to take this class. During each meeting students will present and respond to work in progress. Across the semester, the seminar will treat challenges of bibliographic research and strategies of effective writing specific to large projects. Attention will also be given to the preparation of material for academic publication.

ENGL 8936. Issues in Scholarship and Academia. (0 Credits)

This 0-credit seminar, open to all doctoral students, will provide a forum in which to discuss the issues that shape the pursuit of a career professing literature as well as the pursuit of a career outside of the academy. Each semester's combination of guest-presentations and brief, selected readings will vary according to participants' desires, but typical topics might include the following: General Education and the English Department; Journal Editing and the Intellectual Life; Humanities Education and Globalism; and The Ph.D. in English and the World Outside. Selected readings might include excerpts from Louis Menand, "The Marketplace of Ideas"(2010); Stanley Fish, "Save the World on Your Own Time "(2008); Frank Donoghue, "The Last Professors: The Corporate University and the Fate of the Humanities"; and Katherine N. Hayles' "Electronic Literature: New Horizons for the Literary."

ENGL 8997. Master's With Writing Concentration Capstone. (0 Credits)

The MA with Writing Concentration (MA w/WC) degree students who have completed 6 of their 10 courses toward their degree requirements will complete a substantial writing project of approximately 30 pages of poetry or 40 pages of fiction or nonfiction under the direction of a creative writing faculty member as their exit requirement.

ENGL 8998. English Graduate Internship. (1 to 3 Credits)

Will be processed through graduate internship.

ENGL 8999. Independent Study. (0 to 4 Credits)

Independent Study.

ENGL 9999. Dissertation Direction. (1 Credit)

Doctoral students who have had their dissertation proposals accepted must register for this each semester up to and including the one in which they defend. The one exception is for students defending in the summer semester before their summer graduation deadline, the registration may be for ENGL 0910 Maintenance.

ENGL MTNC. Maintenance-English. (0 Credits)

Entertainment Law (ETGL)

ETGL 0336. Entertainment Law. (2 Credits)

This course examines the legal issues and business practices relating to the entertainment industry, with areas of focus including the following business segments: talent representation (talent agencies, personal managers, attorneys); recorded music; music publishing; motion pictures; and television and other video programming services (terrestrial, cable, satellite, and IP-based distribution). The class studies relevant case law and statutes to identify and discuss the significant legal principles. In addition, the class reviews and analyzes certain representative agreements to present a practical perspective of entertainment law.

Attributes: IPIE, LAWT.

ETGL 0381. Law and Professional Sports. (2 Credits)

Law and Professional Sports provides students with a broad overview about how professional sports leagues are regulated both internally and externally. Substantive topics covered in this course include antitrust law, contract law, labor law and intellectual property. In addition, this course will discuss the following topics: the law and economics of professional sports leagues; the role of the league commissioner; different league structures; salary caps and luxury taxes; rules for agent certification; state law publicity rights; state law due process rights; and ownership of sports statistics. There will be a scheduled final for this course.

Attribute: LLM.

Environmental Law (EVGL)

EVGL 0230. Renewable Energy, Business Considerations, and Litigations. (3 Credits)

This course will address key issues impacting both new utility-scale project development in the renewable energy sector as well as the growth of the domestic renewable energy industry. Some of the topics we will explore include the current domestic transmission infrastructure, the implications of the existing electric grid for future interconnection access, curtailment risks, and how these factors are shaping the future of certain renewable energy sectors; whether a property right to unobstructed wind flowing across one's property exists and in which countries or states such right may be recognized; how certain animal species, weather conditions, and military interests may impact project siting; and how municipal tax assessments and federal tax credits respectively may result in forum shopping among the counties and states regarding where a solar project should be sited. We will also compare European case law to U.S. case law for purposes of examining how the interplay of science and public policy factors into the formation of laws, legal decisions, business decisions, and the evolution of domestic policy guidelines. During each class, we examine whether innovations exist or creative solutions can be devised that can serve as either a temporary bridge or more permanent solution to the issues raised. <p> Grades will be based on in-class participation and a final paper each student will author.

Attribute: LLM.

EVGL 0290. Climate Change Law and Policy. (2 Credits)

The overwhelming consensus among climate change scientists is that (i) unchecked climate change will cause sea level rise and major disruptions to agriculture and other essential global systems; (ii) it is primarily the result of human activities; (iii) we must substantially reduce global emissions of greenhouse gases as quickly as possible; and (iv) regardless of reductions, we face considerable climate change adaptation challenges due to the greenhouse gases already in the atmosphere. <p> In this course, we will review the underlying science of climate change and the policy issues it raises. We will explore legal issues associated with ways to address climate change and its effects, ranging from increased use of renewable energy and energy conservation, various forms of carbon-use fees and emissions trading to highly controversial "geo-engineering" approaches, along with their implications for both existing law and the need for additional legislation. The course will examine the evolution and current state of U.S. common law, legislation and regulations at the federal, regional, state and local level, including the Federal Inflation Reduction Act, Clean Air Act, Clean Water Act, and Endangered Species Act; the Regional Greenhouse Gas Initiative; New York State's plan to reduce greenhouse gas emissions and increase resiliency; and New York City's plan to address these same issues. <p> Climate change is a global problem and requires a global solution. Accordingly, we will devote considerable attention to international efforts to address climate change, from the first World Climate Change Conference in 1979 to the most recent Conference of the Parties (COP) to the 2015 Paris Agreement and beyond. In particular, we will focus on issues of equity and the balance which must be struck between the needs of developed and developing nations in this new and challenging world of limits. <p> This course has a scheduled open book final exam.

Attributes: ABGS, JD, LAWI, LAWJ, LLM.

EVGL 0302. Environ Deal Making and Strategy. (2 Credits)

The private transactional marketplace, in which environmental outcomes – economic and behavioral – are negotiated and implemented, has matured rapidly in the past 30 years. This course will explore the increasingly sophisticated strategies and techniques used to create results in a variety of corporate transactions. Similarly, the disclosure marketplace, in which environmental information is transmitted to stakeholders, has grown well beyond the bounds of SEC reporting. The course will explore the contours and consequences of this disclosure revolution and its effect on global capital markets. Finally, dynamic new companies designed to address foundational environmental questions such as energy efficiency, greenhouse gas emissions, and waste disposal, have begun to disrupt and transform long-established industries to create more sustainable outcomes across the U.S. and the world. Through the insights of guest speakers - the founders of some of these companies - the course will explore the limits and possibilities of creating a new environmental future.

Attribute: LLM.

EVGL 0321. Urban Lab. (2 Credits)

This is an interdisciplinary graduate course with field study component on dynamics of urban neighborhood change. The course is co-taught by faculty across the university, primarily intended for graduate students in Law and Urban Studies, but open to all graduate students. The course will examine two New York City neighborhoods as case studies, exploring culture, community, politics, economics, law, and other forces that drive social, demographic, and physical change over time. Students are expected to create an interdisciplinary case study of change in a New York City neighborhood over time, along with the root causes and drivers of such change. The course will meet for two hours per week as a seminar component and additional field work to be scheduled during the semester.

EVGL 0337. Environmental Law. (2 to 3 Credits)

This course surveys the federal statutes, regulations, common law principles, and policies that address a wide range of environmental problems. The course begins by providing an introduction to environmental issues, basic theoretical concepts, common law cases, and the administrative law background necessary to understand this field of law. The course then proceeds to examine the goals of pollution control statutes and the criteria guiding decisions about the stringency of regulations. We will study relevant portions of the major federal environmental statutes as they relate to understanding the different regulatory criteria employed, e.g., effects-based standards, technology-based standards, and cost-benefit considerations. The statutes that we will study include the Clean Air Act, the Clean Water Act, the National Environmental Policy Act, the Resource Conservation and Recovery Act, the Endangered Species Act, and the Comprehensive Environmental Response, Compensation, and Liability Act (or Superfund). The course will also compare the different ways of achieving environmental goals, including traditional regulation, economic incentives, information-based approaches, pollution prevention, and ecological restoration. Students will be assessed through a combination of classroom participation and an in-class, open-book final examination.

Attributes: CORC, INLJ, PIE.

EVGL 0751. Energy Law. (2 to 3 Credits)

Cutting-edge technologies, coupled with policy, legal, and business considerations, are currently transforming the energy world as we know it. Dynamic changes are impacting conventional and renewable energy operations alike, in ways that will make a meaningful difference in tomorrow's energy future. This course will examine real-world approaches to issues that companies face with respect to energy projects and their related devices, ranging from the rationale behind certain strategic business decisions, to securing debt or equity financing for novel technologies, to determining appropriate litigation strategy based on existing laws, case precedent, and state-of-the-art scientific know-how. We will explore statutes, federal laws, case law, policy, and other factors influencing both traditional and renewable energy projects and resources, with a heavy focus on renewable energy technologies, from wind and solar projects, to more unconventional projects, such as those involving piezoelectric flooring and roads. Examples of issues we will explore include (i) how curtailment risk, interconnection access, and electric grid integration are shaping the future of the wind, solar, and battery storage sectors, (ii) how certain European countries that rely on geothermal or wind energy in their standard energy mix use law to encourage their residents to adopt these measures, (iii) how certain animal species, weather conditions, and military interests may impact project siting, (iv) how weather-related risks impact energy projects and how to hedge such risks through certain financial products, (v) how the confluence of scientific data and public perception influences whether a project will be built, and (vi) how consumer choice, social media, and direct interactions with certain innovations can be a driver of change, catalyzing the more rapid deployment of futuristic technologies and the evolution of smart cities. To foster an understanding of how developments in Europe and elsewhere are impacting the current domestic landscape, we will compare European case law to U.S. case law, examining how the interplay of science and public policy factors into legal decisions, as well as the formulation of business decisions, laws, and policy guidelines. During each class, we examine whether creative solutions can be devised that can serve as either a temporary bridge or more permanent solution to the issues raised. <p> This class will feature a number of in-class interactive simulations, during which students will role-play to gain experience presenting, confronting, and addressing issues. All simulations are based on products and companies that are currently in the marketplace, or that could come to market in the near future. In the past, such simulations have included pitching an investment bank to debt finance a company that installs LED lighting in commercial real estate buildings, competing in a "beauty contest" among start-ups and relatively new-to-market renewable energy companies for equity financing from funds, and arguing before a panel of judges the merits of whether a community wind project should be built.

Attributes: LAWB, LAWI, LLM.

EVGL 1321. Urban Lab Fieldwork. (1 Credit)

This is an interdisciplinary graduate course with field study component on dynamics of urban neighborhood change. The course is co-taught by faculty across the university, primarily intended for graduate students in Law and Urban Studies, but open to all graduate students. The course will examine two New York City neighborhoods as case studies, exploring culture, community, politics, economics, law, and other forces that drive social, demographic, and physical change over time. Students are expected to create an interdisciplinary case study of change in a New York City neighborhood over time, along with the root causes and drivers of such change. The course will meet for two hours per week as a seminar component and additional field work to be scheduled during the semester.

Environmental Science (ENVS)

ENVS 3000. Environmental Science. (3 Credits)

This course covers the biological, chemical, and geological components of world ecosystems. The causes of both air and water pollution will also be covered. The interactions between the atmosphere, lithosphere, hydrosphere, and biosphere will be described. The relationship between global change and the effects of human activities will be addressed as well.

Attributes: BIEL, ENST, ESNS, ESPS, INST, ISIN.

Prerequisites: BISC 1404 and BISC 1414 or (NSCI 1404 and NSCI 1414) and CHEM 1322 or NSCI 1322.

ENVS 4401. Environmental Science Internship. (4 Credits)

Individually tailored research internship in an environmental institution. Placement will be in an environmental organization, government agency or business, under the supervision of a consenting faculty member, and with permission of the Environmental Science Program Faculty Committee. Grade and credits are given only upon the completion and successful defense of a final report integrating the practical internship experience with previous course work in environmental science is required. A weekly seminar that synthesizes previous environmental science coursework with practical experiences is also required. All students choosing this option must complete two semesters (4 credits each). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENVS 4501. Environmental Science Research. (4 Credits)

Individually tailored laboratory or field research conducted throughout the senior year. The project will be on a specific environmental topic under the supervision of a consenting faculty member and with permission of the Environmental Science Program Faculty Committee. Grade and credits are given only upon the completion and successful defense of a final research paper that integrates the project findings with previous published studies in environmental science. A weekly seminar that synthesizes previous environmental science coursework with research experiences is also required. All students choosing this option must complete two semesters (4 credits each). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Environmental Studies (ENST)

ENST 1000. Introduction to Environmental Studies. (3 Credits)

This course is designed to fulfill major and minor requirements of environmental studies students. It provides an interdisciplinary overview of environmental issues and introduces students to methods in the natural sciences, social sciences, humanities, and applied arts and sciences.

Attributes: ENMI, INST, ISIN, SOIN.

ENST 1999. Tutorial. (1 Credit)

Individualized reading and research under the supervision of a consenting faculty member and with the director's permission.

ENST 2999. Tutorial. (2 Credits)

Individualized reading and research under the supervision of a consenting faculty member and with the director's permission.

ENST 3000. Environmental Research Methods. (4 Credits)

Students use methods in the social sciences, natural sciences, and humanities to undertake a research project on an environmental issue of their choice, as approved by the instructor. The course (normally offered only each fall) fulfills the Research Methods requirement in the senior year of the environmental studies major and is used to begin work on the required senior research thesis, which is completed in ENST 4000 Senior Thesis (normally offered only each spring semester). The course, which can be taken twice, is open to students before their senior year to fulfill the environmental history and culture requirement of the environmental studies major, or alternatively, to fulfill the environmental politics and law, environmental economics, environmental ethics and justice, or environmental design requirements of the major if the student's research project is focused on one of these areas and if the permission of the environmental studies program director is obtained. The course, when taken once, cannot count for more than one of the above major requirements. The course also counts as an elective in the environmental studies minor and the peace and justice studies minor. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ESEL, ESHC, PJEN.

ENST 3070. Green Architecture. (4 Credits)

A studio course in sustainable design practices for public spaces, landscapes, furnishings, or buildings. A major design project is prefaced with environmental research, technical strategies and standards, and in-depth case studies. Portfolio layouts. Field trips, workshops, lab fee, and office hours visits are required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: URST.

ENST 3307. Environmental Politics. (4 Credits)

The course introduces students to the history and evolution of environmentalism and environmental policy in the United States and abroad. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, ENMI, ENV5, ESEL, ESPL, INST, IPE, ISIN, PJEN, PJST, POAP.

ENST 3308. Catastrophe and Human Survival. (4 Credits)

Pandemics, climate change, war, and resulting political and economic crises preoccupy narratives about human survival. As a result, our lives, societies, and political systems seem increasingly unstable and precarious—our futures, uncertain. Examining past natural disasters and pandemics, and how future threats therefore become imagined, this course explores the relationship between thinking about future disasters, and how humans seek to protect themselves from significant danger. Drawing on an interdisciplinary literature from critical and political theory, security studies, other social sciences, and the humanities, this course surrounds the phenomena of future catastrophe and human survival to ask: What does it mean to live in an age of extreme turbulence? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, ENST, ESEL, ESPL, HPSE, INST, IPE, ISIN, PJEN, PJST, POIP, POSC, SOCI.

ENST 3999. Tutorial. (3 Credits)

Individualized reading and research under the supervision of a consenting faculty member and with the director's permission.

ENST 4000. Senior Thesis. (4 Credits)

Using methods in the natural sciences, social sciences, humanities, and applied arts and sciences, students in their senior year write an interdisciplinary research thesis on an environmental issue. It is normally offered each spring, and should only be taken within the time frame of the student's last two semesters.

ENST 4900. Environmental Internship and Media Advocacy. (4 Credits)

Students intern in an environmental organization, government agency, business, or other entity in order to gain hands-on learning in public advocacy in conjunction with their other environmental course work and career goals. This kind of hands-on learning and professional experience is normally highly valued by both future employers and graduate school programs. The instructor supports students in their efforts to find a placement that meets their interests and needs and advises them throughout the semester on how to derive the maximum amount of value from the experience. Students will learn critical skills in communications (e.g., public speaking, public relations, social media marketing, etc.) that will aid them throughout their internship. A sample listing of current internships can be found on the Environmental Studies website, under Internships. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, BESN, CCUS, CMST, ESEL, ESHC, JOUR, PJEN, SOIN.

ENST 4999. Tutorial. (4 Credits)

Individualized reading and research under the supervision of a consenting faculty member and with the director's permission.

Estates Law (ESGL)

ESGL 0338. Estate Administration. (2 Credits)

The fundamentals of administration of decedent's estates, including probate and contested probate; establishing distributees in administration proceedings; appointment and qualification of fiduciaries; powers and duties of fiduciaries; marshaling decedent's assets; discovery proceedings; claims against estate; construction of will; determining validity of right of election; tax apportionment; preparation of formal accounting; attorney's fees; setting up a trust; and distribution.

Attributes: JD, LLM.

ESGL 0521. Trusts and Wills. (3 or 4 Credits)

Trusts and Wills is an introduction to mechanisms for dispositions of personal wealth upon death. The class considers issues of testamentary capacity, policy limitations on personal wealth transfer, testamentary document execution and interpretation along with duties owed by an attorney in the testamentary plan preparation context. Alternatives to traditional wills are considered in the form of will substitutes and the creation of testamentary and intervivos trusts along with discretionary and spendthrift trusts. Fiduciary duties of trustees are introduced. The class surveys disposition of personal wealth when the decedent fails to express his or her wishes and highlights select issues encountered in alternative family testamentary document execution.

Attributes: JD, LLM, LMCO.

Ethics (Law) (EHGL)

EHGL 0169. Positive Lawyering for Peak Performance. (2 Credits)

This course focuses on how developments in positive psychology (the science of what makes people and institutions flourish) can be leveraged to produce peak performance lawyering. We will begin by exploring the research surrounding lawyer well-being and performance, and how certain cognitive and behavioral patterns that are pervasive in the legal profession prevent many lawyers from being as happy, healthy, or successful as they could be. The balance of the course will focus on equipping students with a toolkit of science-backed skills and strategies they can use to counteract these maladaptive thought and behavioral patterns in order to achieve greater satisfaction in their personal and professional lives. Topics will include resilience, character strengths, social and emotional intelligence, the power of positive emotions, high-quality connections, creativity, mindfulness, and self-awareness. Permission by instructor required. APPLY BY OCTOBER 26: <https://forms.gle/SteHcv6UCLg25uf76>.

Attribute: LLM.

EHGL 0178. Professionalism in U.S. Legal Culture. (1 Credit)

This course, designed for international law students, will provide insights into some of the prevalent aspects and norms of professionalism in the context of the U.S. legal profession—an understanding of how to nurture and develop a robust and sustainable professional persona, how to engage in cross-border intelligence and negotiation, diversity in the legal profession, law firm culture, and the role of lawyers as counselors and as leaders. The course will feature conversations with several prominent guest speakers and will end with an open discussion of the issues addressed in the seminar.

EHGL 0199. Art of In-House Counsel. (2 Credits)

The role of in-house counsel is fundamental to the success of an organization. The Art of the In-House Counsel will introduce you to the expanding opportunities in corporate legal departments and explore how the in-house lawyer applies legal principles to business realities to advise the corporation. <p> Throughout this course, students will engage in hypothetical issues with fictitious corporate actors who are dealing with business challenges. Students will be challenged to act as the company's in-house legal team and provide legal advice, counsel and risk mitigation strategies through a variety of simulations that will give you a sense of the varied pivotal nature of the practice. <p> We will begin the class by understanding the types of in-house legal departments and roles there are within, the ethical obligations of the in-house lawyer including attorney client privilege and legal leadership in areas of governance and compliance. Next applying this basis we will engage in a number of real life experiences including corporate transaction negotiations, dealing with a litigation, company regulatory challenges, a data privacy breach, and a start-up company simulation. <p> This course emphasizes experiential learning to develop lawyers who are effective in using legal knowledge to apply an innovative approach to giving legal advice. <p> This class will be helpful not just to the aspiring in-house lawyer but to those who plan on externally representing a corporation. By learning the challenges and demands corporate lawyers are dealing with, students will become better outside legal advisors. <p> The goals of the class are to:
 1. Create an understanding of the professional opportunities available inside corporations.
 2. Provide engaging, challenging simulations to replicate the work done by in-house lawyers.
 3. Expose students to the various bodies of substantive law that affect corporations.
 4. Introduce students to the application of judgment and risk mitigation.

Attributes: CRCP, LAW, LAWY, LAWY.

EHGL 0203. Professional Responsibility. (3 Credits)

Professor Fouad, Spring 2024:
 Professional Responsibility – The Law of Lawyering – explores the rules, laws, and principles governing lawyer conduct. We focus on ethical, legal, and practical problems that attorneys face daily. Topics include: unauthorized practice of law; bar admission and discipline; legal malpractice; attorney exposure to third-party civil actions and criminal liability; ineffective assistance of counsel; undertaking and declining representation; duties to prospective, current, and former clients, third-parties, opposing and counterparty counsel, and the courts; attorney advertising and client solicitation; attorney conduct in litigation, transactions, government service, and otherwise. The course utilizes caselaw excerpts, the MR, select state RPC, ethics opinions from various jurisdictions, the Restatement, and other standards governing lawyer conduct. The role of lawyers in shaping our society and judicial system is centered, particularly as concerns racism, wealthism, and political influence in tipping the scales of justice. We will also look at compelling current issues implicating the law of lawyering including politicization of law enforcement, prosecution of current and former elected officials, Guantanamo Bay trial architecture and origins, Supreme Court ethics issues, and other topical subjects within the law-of-lawyering rubric. <p> Professor Green Spring 2022 Section: Professional Responsibility explores the regulation of lawyers and the legal profession. This includes the rules and law governing lawyers; mechanisms for enforcing the rules and law; and how lawyers make decisions about their professional conduct within the bounds of the applicable rules and law. Topics include the law governing the lawyer-client relationship (e.g., competence, confidentiality, conflicts of interest); the rules and law governing lawyers' role in advocacy, counseling and transactions; and the law governing lawyers' business role (e.g., billing and marketing). In-class discussion will principally be devoted to readings on these and other topics in the case book, Jefferson, et al., Professional Responsibility: A Contemporary Approach. Additionally, students will give in-class presentations on subjects not covered by the assigned readings. There is a three-hour, closed-book exam. <p> Professor Pearce Spring 2022 Section: Hybrid Professional Responsibility explores the rules and law governing lawyers, the way lawyers find meaning in their work, and the role of lawyers in society. This course covers the major doctrinal topics that you will need to practice as an ethical lawyer and that you will encounter on the Multistate Professional Responsibility Exam. These topics include unauthorized practice of law, the lawyer-client relationship, finding and billing clients, confidentiality, conflicts of interest, and duties to the legal system, as well as prosecutorial and judicial ethics. The course also introduces professionalism, debates regarding the proper role of the lawyer, technological and global developments in the regulation of legal services, current ethical issues, and wellness as an ethical responsibility. In addition to meeting for one synchronous session each week, you will have asynchronous assignments that are the equivalent of an additional class session. These online assignments consist of short video lectures and the problems in the Casebook, many of which are written in the style of the MPRE. The synchronous session will use hypotheticals, role plays, and simulations to explore issues in greater depth, as well as to offer you an opportunity to review materials you found difficult.

Attributes: JD, LAW, LAWY, LWPR.

EHGL 0208. Prof Resp: Corp Counsel. (3 Credits)

Professional responsibility for corporate counsel is a course designed for students who will likely represent public companies, either as outside counsel or as inside counsel. The ethics issues facing such lawyers are very daunting and are growing ever more complex. And the risks to such lawyers include not just violating the ethics rules governing lawyers, but also exposure to sanctions by a myriad of regulators, as well as exposure to money damage law suits. In many circumstances there are no easy answers, as different jurisdictions approach a number of situations differently. As such, law students about to join the profession need to be aware of these problems and how best to address them.

Attributes: CEED, CETH, LAW, LLM, LWPR.

EHGL 0209. Professional Responsibility: Criminal Advocacy. (3 Credits)

This seminar focuses on the ethical responsibilities of prosecutors and criminal defense lawyers. Topics include the allocation of decision-making authority, the duty of confidentiality and its limits, conflicts of interests, and ethical responsibilities in the investigation and trial of criminal cases. While focusing on the codified standards of professional conduct and other aspects of the law of lawyering, the seminar will also explore the relationship between the Constitution and professional conduct rules as well as how problems left unresolved by those rules ought to be addressed. A paper will be required. Enrollment is limited. Notes/Miscellaneous: This course satisfies the Professional Responsibility Requirement but may NOT be used to satisfy the Writing Requirement.

Attributes: CEED, CETH, INLJ, LIDR, LWPR.

EHGL 0213. Prof Resp: Civil Litigation. (3 Credits)

This is a seminar on professional responsibility with a particular emphasis on ethical problems of interest to civil litigators. The text is Morgan, Rotunda & Dzienkowski, *Professional Responsibility: Problems and Materials*, Twelfth Edition (Foundation Press). We will use the ABA Model Rules of Professional Conduct, and supplemented by reference to the New York Rules of Professional Conduct. Our class discussions will examine the fundamentals of the attorney-client relationship; basic duties to the client of competence, confidentiality, and loyalty; and conflicts of interest. We will also discuss the legal profession and what it means to be a professional. Specific litigation issues will include the ethical dimensions of settlement negotiations, discovery and evidence gathering and especially e-discovery (e.g., inadvertent disclosure of confidential information), ethical standards in commencing litigation, litigation tactics, and client and witness perjury, interviewing and coaching. We will review the evolving ethical issues arising out of attorney's use of social media. We expect to have guest speakers from time-to-time. This is a collaborative seminar, not a lecture course, and active course participation is expected. This is a three credit course.

Attributes: CEED, CETH, LIDR, LWPR.

EHGL 0223. Professional Responsibility and the Legal Profession. (3 Credits)

This course will teach students the Model Rules of Professional Conduct and other elements of the law that govern lawyers and expose students to the history and structure of the legal profession. We will consider gaps and ambiguities in how lawyers respond (and should respond) to legal uncertainty in the context of lawyers' practice in six settings: criminal law, law firms, corporations, government practice, public interest and legal services, and solo and small firms. Alongside doctrine, the course will draw from interdisciplinary perspectives in the social sciences to teach students about the ways in which lawyers' work and legal practice can impact society. While learning the doctrine and research on the legal profession, Students will engage with panels of lawyers from the six practice settings. The course will also address issues and problems that confront the profession, such as the legal services market and its regulation, the distribution of legal services, the profession's demographics and social structure, diversity and inclusion, and the implications of technology and globalization.

Attributes: JD, LLM, LWPR.

EHGL 0226. Introduction to the United States Legal Profession. (2 or 3 Credits)

This course is about the professional responsibility of U.S. lawyers and is specifically tailored for International LL.M. students. As such, the course is meant to provide a holistic introduction to some of the key professional responsibility aspects that a foreign law-trained lawyer should expect to consider when working in the U.S. or dealing with U.S. lawyers from abroad. Using a textbook, the ABA Model Rules of Professional Conduct, and the NY Rules of Professional Conduct, supplemented by pertinent cases and other materials, this course will examine the fundamental notions that govern the conduct of lawyers in relation to their clients, third parties and the courts. There will be an in-class, open-book exam.

Attributes: LLM, LWPR.

EHGL 0260. Becoming a Lawyer: Discovering and Defining Your Professional Persona. (1 Credit)

This seminar will explore various topics related to law practice and developing a robust and sustainable legal professional persona. The seminar will focus on three broad features of defining and developing a professional persona: (1) Building blocks—(un)conscious (in)competence, habit formation, intelligence for lawyers, and leadership (2) self-management (mindset and dispositions), time management and organization, and wellbeing and sustainability and (3) relationships—working with others, talent management, effective communication, and your public professional persona. The course will conclude with student presentations reflecting on what they learned in developing their professional persona over the course of seminar. Grades will be based on regular written assignments and student presentations. This course is open to LLM students only.

Attribute: LLM.

EHGL 0299. Professional Responsibility: Lawyers and Justice Ethics in Public Interest Law. (3 Credits)

In the context of lawyers who work primarily to promote social justice and the public good, this course explores the legal ethics rules, the role of the lawyer in society, and the intersection between legal ethics and political philosophy. The course will examine the standard assumption that actors in the legal system are capable of neutrality, including the belief that lawyers should be "neutral partisans" and that judges should be "neutral arbiters." Many, however, reject these perspectives. They argue that neutrality in the face of systemic white supremacy, racism, sexism, heterosexism, and transphobia only sustains inequality and oppression. These critiques, in turn, have generated conceptions of the lawyer's role and the rule of law that rely on a commitment to equal human dignity, and not neutrality. These approaches include feminist, antiracist, rebellious, lgbtq+, religious, and law reform perspectives.

Attributes: CEED, CETH, INLJ, LWPR.

EHGL 0305. Professional Identity Development for Lawyers. (2 Credits)

This course is designed to support the transition from law school into the workplace. It will help students develop their own style and identity as practicing lawyers. <p> Learning Outcomes Students will engage with various philosophical, ethical and sociological constructs of the role of lawyers. Students will develop self-awareness with respect to their values, personality styles, strengths and development areas to use as a foundation in building their identity as a lawyer. Students will learn methods to enhance emotion regulation and increase tolerance for working under pressure and in an adversarial context. Students will develop soft skills to enhance their ability to manage clients and successfully interact with peers and managers.

Attribute: LLM.

EHGL 0319. Prosecutors: Law, Politics, and Ethics. (2 Credits)**EHGL 0328. #Lawyering Up: Skills for Success in the Legal Profession - Beyond the Books. (2 Credits)**

This seminar course will use the book "Becoming a Lawyer: Discovering and Defining Your Professional Persona" to provide a practical guide to legal professionalism and examine the critical soft skills that are vital for 21st-century attorneys entering the profession. Students will engage in exercises, discussions with guest speakers, and team-building exercises to successfully navigate this emerging legal landscape.

EHGL 0349. Prof Res: Alter Disp Res Ethic. (3 Credits)

This course involves the study of the Model Rules of Professional Responsibility and the New York Rules of Professional Conduct with an emphasis on alternative dispute resolution (ADR). During the past 35 plus years, an ADR ethical infrastructure has both developed and undergone rapid and irregular growth. Critical and complex ethical and professional responsibility issues relating to various aspects of ADR processes are challenging the legal profession and policymakers because such issues do not fit neatly into pre-existing structures. Such issues include counseling and decision making, duty of candor, confidentiality, conflicts of interests, unauthorized practice of law, fees, advertising and others. This course will also discuss the ethical issues impacting ADR providers and non-legal neutrals.

Attributes: LIDR, LWPR.

EHGL 0371. Public Interest Lawyer Adv Sem. (2 or 4 Credits)

This seminar examines issues of law, practice and theory relating to the work of lawyers in public interest settings. The principal work of the seminar is fieldwork: Students in the seminar work in small groups with other seminar students on projects in conjunction with public interest organizations, with supervision from the seminar faculty and from attorneys at those organizations. Projects have included the development of: know-your-rights guides and trainings for members of the public reports and proposals for legislative or institutional reform pro bono manuals for attorneys and litigation strategy for briefs or campaigns. Seminar requirements include development of and collaboration on a project with classmates, ongoing presentations regarding the project, a final product for the organization, and an analytic paper based on the project. The seminar requires a substantial time commitment and a willingness to work in conjunction with other students and lawyers.

Attributes: EXP, JD, PIE.

EHGL 0372. Public Interest Lawyering Advanced Casework. (2 Credits)**EHGL 0615. The Role of General Counsel: Counselor, Strategist and Manager. (2 Credits)**

What does it mean to be a General Counsel? What are the characteristics of a successful and effective General Counsel? This course will explore the role of a corporation's lead lawyer and the sometimes conflicting and disparate responsibilities that General Counsel perform as part of their daily legal practice. Subject areas will include the GC's role as counselor and advisor to the CEO and other C-Suite members, as well as the Board of Directors. In addition, the General Counsel's strategic involvement in the achievement of business objectives and innovations will be explored. Students will learn about the General Counsel's ethical obligations to the corporate client and the tensions and ambiguities that can arise in navigating those obligations. Finally, the course will also discuss the role of the General Counsel as an organizational leader and the primary executive managing the legal operation, with a focus on the hiring and development of attorneys and staff, the retention of outside counsel and the management of the legal department budget. Throughout the semester, leading current or former General Counsel from companies of different industries and sizes will share their experiences and perspectives about the topic of that week's session.
Paper/Project required .

Attributes: CRCP, LAWB, LLM.

EHGL 0708. Peer Mentoring and Leadership. (1 to 2 Credits)

The weekly 1 credit class will meet 1 hour with Professor Lockhart:
 Students in this course will mentor 2L students. The weekly one-credit, one-hour class will focus on successful mentoring techniques and developing leadership skills, including emotional intelligence, team-building, grit, active listening, cognitive biases, giving and receiving feedback, effective communication, and achieving balance. Students will keep journals about their mentoring. Students will have budgets to spend with their mentees. <p> General 2 credit Description:
 Students in this course will mentor 2L students. The weekly two credit two hour class will focus on successful mentoring techniques and developing leadership skills, including: emotional intelligence, team-building, grit, active listening, cognitive biases, giving and receiving feedback, effective communication, and achieving balance. Students will keep journals about their mentoring. Students will have budgets to spend with their mentees.

EHGL 0807. Peer Mentorship 2D/2E. (0 Credits)

Do you wish you had an upper-class student helping you to navigate law school? If you would like a 3L/4E student to meet with you on a regular basis as you navigate your 2L year, please register to be a peer mentee. Your mentor(s) will take you for coffee/lunch and check in with you throughout the semester. There is no class associated with this, but by registering, you will be assigned an upper-class mentor. Transfer students, students who faced challenges adjusting to law school, and students wanting more upper-class guidance are strongly encouraged to participate.

EHGL H203. Professional Respon. Hybrid. (3 Credits)

Hybrid Professional Responsibility explores the rules and law governing lawyers, the way lawyers find meaning in their work, and the role of lawyers in society. This course covers the major doctrinal topics that you will need to practice as an ethical lawyer and that you will encounter on the Multistate Professional Responsibility Exam. These topics include unauthorized practice of law, the lawyer-client relationship, finding and billing clients, confidentiality, conflicts of interest, and duties to the legal system, as well as prosecutorial and judicial ethics. The course also explores whether the dominant understandings of the roles of lawyers and judges facilitate White Supremacy, whether the traditional understanding of professionalism continues to provide a persuasive rationale for ethical conduct, which of the competing perspectives on the lawyer's role each student finds most persuasive for themselves, technological and global developments in the regulation of legal services, current ethical issues, and wellness as an ethical responsibility. In addition to meeting in person for one synchronous session each week, you will have asynchronous assignments that are the equivalent of an additional class session. These online assignments consist of short video lectures and the problems in the Casebook, many of which are written in the style of the MPRE. The synchronous session will use hypotheticals, role plays, and simulations to explore issues in greater depth, as well offer you an opportunity to review materials you found difficult. Each week consists of 1 session asynchronous and 1 session in person synchronous.

Attributes: CEED, CETH, JD, LWPR.

Evidence (EDGL)

EDGL 0202. Evidence. (0 to 4 Credits)

A study of the rules governing the admissibility of evidence including problems of relevancy, remoteness, and undue prejudice; the hearsay rule and its exceptions; the offer of evidence and objection; examination of witnesses; competency and privilege of witnesses; expert opinion evidence; judicial notice; burden of proof; and presumptions.

Attributes: LDF, LIDR, LMCO.

EDGL 0299. Data and the Law. (3 Credits)

It is increasingly essential for lawyers to be able to understand empirical arguments and to interact with, and cross examine, statistical experts. The goal of this course is to provide students with a strong overview of how lawyers should think about and approach statistics. We will start by asking where, exactly, do the numbers we use come from. We will then examine how to interpret statistical results as well as how to identify (and address) common pitfalls and errors that can bedevil empirical work. We will then turn to how the law handles empirical evidence, such as the Daubert standard, and consider how the address the differences between the legal rules and current scientific practices such as relying on meta-analyses and systematic reviews. We will then conclude why looking at what the rise of "big data" and algorithmic models mean for the law, and how the law is starting to adapt to them. This course is open to all, and does not presume any prior statistical or mathematical training, and the topics will be covered in an intuitive, not technical, manner. That said, by the end of semester students should be able to read a statistical report and understand exactly what is being said.

Attribute: LAWT.

EDGL 0371. Critical Evidence. (2 Credits)**EDGL 0412. Wrongful Convictions. (2 Credits)**

This seminar will explore the concept of innocence in contemporary criminal law and policy and how it is used to drive reform. Since 1989 nearly 2,700 cases of wrongful conviction have been documented in the United States—amounting to over 24,000 years of lost freedom. While the pain and loss for each person and their family is irreparable, the cumulative evidence that the system entrusted to distinguish guilt from innocence is broken can not be ignored. Over the course of the semester, students will explore the definition of innocence; the factors that contribute to wrongful conviction, including racial bias, tunnel vision, mistaken eyewitness identifications, false confessions, the misuse of informants, flawed forensic evidence, prosecutorial and police misconduct, and inadequate defense; and some of the reforms that have been proposed to prevent future injustices. Throughout we critically examine the question of how the focus on innocence advances or distracts from the broader need for systemic criminal justice reform. Evaluation will be based on a paper. There will be no examinations.

Attributes: INLJ, LLM.

EDGL 0420. Scientific Evidence. (2 Credits)

This seminar will examine the types of scientific evidence that courts encounter, the difficulties courts face when they encounter it, and how courts do and should address those difficulties. Topics will include the admissibility of expert testimony; "forensic science" and criticisms of forensic methods; psychiatric evidence; toxic torts; intellectual property; statistics in the courts; the "epistemic competence" problem of non-scientists evaluating scientific evidence; and more. A couple of students will be responsible for leading class discussion each week, along with the instructor. Grades will be based on class participation, short reflection papers, and a 10-page final paper.

EDGL 0609. Depositions: Taking/Defending. (2 Credits)

Using discussion, lecture, and simulation, students will learn how, when, and why to conduct depositions in contrast to other discovery tools. The different types of questions will be discussed including question asking when seeking information, when seeking admissions, and when seeking to preserve testimony. Preparing client and nonclient to testify. Ethics: Witness Perjury, Harassment of witness, Harassment of attorney, Inappropriate subjects, Conferring with the witness. Dealing with the Adversary. Role of objections, Instruction not to answer.

Attributes: LIDR, LLM.

EDGL 0623. Critical Evidence. (3 Credits)

Fashion Studies (FASH)

FASH 1000. Fashion Essentials. (3 Credits)

Fashion Essentials is designed to teach students the necessary skills that are required to enter the fashion industry. Students will learn the ins and outs of the fashion calendar and production cycle, industry-specific vocabulary, how to recognize and care for a variety of textiles, how to conduct credible fashion research, and the basics of fashion photography and content creation.

FASH 1500. Fashion Topics. (1.5 Credits)

This course is an opportunity for students to stay up to date on what is going on in the ever-changing world of fashion. Each semester features a new, pertinent topic. Topics may include tracing the history of a current trend, investigating the effects of a recent event on the industry, or predicting the impact of new technologies on production and/or consumption. Students will learn how to perform reliable short-term research, synthesize information in real time, and use the breadth of their Fordham education to contribute original perspectives. Fashion Topics prepares students to operate in an industry that always changes in the city that never sleeps.

FASH 1800. Internship. (1 Credit)

Internship.

FASH 1999. Tutorial. (1 Credit)

Students minoring in fashion studies who wish to pursue independent study may apply to participate in this course. Students will work with the fashion studies adviser to design a course including objectives, course requirements, and a bibliography.

FASH 2999. Tutorial. (2 Credits)

Students minoring in fashion studies who wish to pursue independent study may apply to participate in this course. Students will work with the fashion studies adviser to design a course including objectives, course requirements, and a bibliography.

FASH 3100. History of Cosmetics and Grooming. (3 Credits)

This course examines how cosmetics and personal grooming have been employed throughout history and across the world to construct and enforce standards of beauty, gender, race, age, and class. A variety of body modifications and adornments including tattoos, piercings, make-up, hair styling, facial hair, and nail care are explored. Particular attention is paid to how beauty has evolved from a cottage industry into a global behemoth generating hundreds of billions of dollars per year.

FASH 3200. Dressing the Gendered Body. (3 Credits)

This course explores how clothing has changed throughout history to adapt to evolving ideas about gender and sexuality. Topics include the implementation of bifurcated garments as menswear, the strategic designation of fashion as a feminine pursuit, undergarments created to emphasize gender from cod pieces to push-up bras, and the emergence of drag costumes, unisex garments, and androgynous styles.

FASH 3800. Fashion Studies Internship. (3 Credits)

This internship is an elective course offered to students currently enrolled in the fashion studies minor. Students participate in an unpaid, three-credit fashion internship for 15 to 20 hours per week for the duration of the semester. Coursework includes regular meetings with the fashion studies adviser, weekly journal entries, a resume review, and a final paper.

FASH 3999. Tutorial. (3 Credits)

Students minoring in fashion studies who wish to pursue independent study may apply to participate in this course. Students will work with the fashion studies adviser to design a course including objectives, course requirements, and a bibliography.

FASH 4000. Fashion in Museums. (4 Credits)

Explore the history, logistics, and purpose of clothing and accessories in museum collections. Visit fashion exhibitions at art, design, cultural, history, and fashion museums throughout the city. Learn about how museums collect, conserve, and display fashion in order to educate their audiences about a wide variety of topics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FASH 4999. Tutorial. (4 Credits)

Independent Study.

Fed Con Law (FCGL)

FCGL 0102. Constitutional Law. (4 Credits)

A study of the United States Constitution, judicial review and limitations, and separation of powers (both in relation to federal governmental powers and between federal and state governments), as well as the federal government's powers to tax, declare war, and regulate commerce. This course also explores constitutional rights, including the Due Process and Equal Protection clauses, as well as segregation, disenfranchisement and discrimination based on race, sex, disability and sexual orientation.

Attributes: JD, LMCO.

FCGL 0129. Legislation and Regulation. (4 Credits)

Statutes and administrative regulations are fundamental to modern legal systems and their interpretation is central to much of contemporary legal practice. This course introduces students to the processes by which legislation and regulations are enacted, to the rules, conventions, and dilemmas that characterize their interpretation by courts and agencies, and to the basic structure of administrative law.

FCGL 01315. Law of War. (2 Credits)

This seminar will examine the international law governing the reasons for going to war and its conduct. Students are expected to participate in weekly discussions and complete a take-home examination or paper.

Attributes: LLM, LWR.

FCGL 0169. The Judicial Role in a Democracy: The United States and Canada. (2 Credits)

In modern constitutional democracies, supreme court judges assume a role that entangles them in many of the most contentious political and legal issues of the day. What exactly is the nature of that role? What purposes does it serve and what constrains it? How can judges most effectively play their role as guardians of the constitutional order? This course will address these themes, which arise in constitutional democracies across the globe. In addressing these questions, students will engage with legal theory and will draw on subjects that supreme courts are inevitably called upon to consider, such as freedom of association, expression and religion, as well as labor relations, privacy, and equality. Finally, they will address topical issues such as the intersections between gender, sexuality, race, the family, technology and the law.

FCGL 0202. Environ Deal Making and Strategy. (2 to 3 Credits)

The seminar examines the intersection of law and urban policy that makes New York City so fascinating and distinctive. Questions of authority, structure, and individual rights play a central but unheralded role in nearly every aspect of the life and governance of New York City. The course begins with an introduction to the division of power between the state and local governments. We then move to the distribution of power within local government by examining intra-local conflicts, such as those between the Mayor and the City Council. We then turn to a study of significant City institutions. Finally, the course turns to current events. I have selected several issues for us to explore but I may change the syllabus based on current events. We will select additional issues together during the first weeks of class based on your interests. <p> In my view, it is important for you to hear from and engage with scholars and practitioners in the field. Thus, many of our classes will include guest speakers. The course will be highly interactive and student participation will be an important component.

Attribute: PIE.

FCGL 0203. Advanced Constitutional Law. (4 Credits)

This is a course for students interested in developing a greater understanding and mastery of constitutional law through in-depth coverage of the following topics: (1) the detention and prosecution of terror suspects at Guantanamo Bay after 9/11 and the due process rights of foreign national and U.S. citizen "enemy combatants"; (2) the scope of the government's power over the admission, detention, and removal of undocumented and documented foreign nationals, with particular focus on habeas/due process, the power of the Executive both to defer action for foreign nationals and to ban others from entry; (3) the rights of LGBTQ+ persons and First Amendment objections to LGBT equality; (4) an examination the Supreme Court's "discriminatory intent" standard as well as various elevated forms of rational basis review, including the "animus" doctrine; (5) the role of the federal courts in reinforcing the representational disadvantage groups face in the democratic process; and (6) reproductive rights and the role of stare decisis and related principles in preserving the status quo (or not) around abortion access. <p> This course pursues these topics in multiple ways and at numerous levels—starting with Supreme Court case law. From there, we will delve more deeply into theory, exploring connections across seemingly disparate topics (from national security to immigration, from LGBTQ+ rights to voting, and from race discrimination to reproductive rights) to and consider a deeper fabric of rules that pervade these constitutional domains. Next, we will consider how courts have intervened in areas of law that were historically considered off-limits, as well as mechanisms by which courts often freeze in place a rights-affirming status quo despite the Justices' preference for reversing rights-affirming precedents. Along the way, we will also consider the role of non-judicial actors (executive branch officers and legislators) as constitutional interpreters. These deeper aspects of the cases we read highlight an increasingly complex interplay among the three branches of government in the interpretation, implementation and validation of laws and policies touching on constitutional issues. <p> In addition to legal doctrine and theory, we will consider the various tools of courtroom lawyers by reading a variety of court documents and filings. This more granular inquiry will help us explore features of complex litigation and the practical skills used by lawyers, including points of trial and appellate practice, litigation strategy and legal ethics, spanning government, private bar and non-for-profit actors.

FCGL 0204. Supreme Court Seminar. (2 Credits)

This seminar will focus on significant cases pending before the United States Supreme Court during the 2018-2019 term. We will simulate the work of the Court by requiring students to write one or two briefs or bench memos to prepare the class for the cases we discuss.

Attribute: LLM.

FCGL 0260. Constitutional Rights and Human Rights in Comparative Perspectives. (2 to 3 Credits)

This seminar will compare the international law of human rights with the constitutional law of rights in the United States and other national systems. The seminar will examine the history, theory, and sources of rights in these systems, the institutions for implementing them, and the remedies for violations. The course is largely organized around comparing the treatment of particular rights in various systems: for example, equality (with a focus on race, gender, sexuality, and marriage equality), speech rights and privacy (on and off line), and economic and social rights. Students will develop papers on policy projects concerning cutting edge human rights matters, working in teams, under the supervision of the professor.

Attributes: ICE, INLJ, PIE.

FCGL 0262. Energy Law. (2 to 3 Credits)

This seminar will examine the relationship among religious institutions, secular society, and the state. Readings and discussion will focus on the free exercise and establishment clauses of the U.S. Constitution but will also include comparative and international counterparts to these constitutional provisions as well as relevant readings in political theory. The course will consider such questions as the role of religious institutions in secular society, their relationship to the state, the degree to which religious minorities may demand exemption from the laws and norms of secular society, the accountability of such institutions under civil and criminal law, among others. Each student will be expected to participate in class discussion and submit a term paper. No final examination will be given. This course may be used to satisfy the writing requirement.

Attribute: INLJ.

FCGL 0299. Constitutional Law. (2 to 3 Credits)

This seminar is designed to create greater awareness and understanding of the Constitution, examining the origins of its language and the values it expresses. The course will also look to the future. It will consider how to strengthen the institutions the Constitution created by evaluating a range of democracy reforms, such as those involving the presidency and voting. Discussions of the Constitution's framing will be informed by primary sources, such as colonial charters, early state constitutions, the records of the Constitutional Convention, and the Federalist Papers. <p> A paper on a topic related to the Constitution or democracy reform is required, and it will comprise 85 percent of the final grade. The other 15 percent will be based on class participation. Students will present on their paper topics to receive feedback from the class. <p> Professor Feerick assisted in framing the Constitution's 25th Amendment and worked with members of Congress and the ABA to abolish the Electoral College. He is also teaching a seminar on the Electoral College this semester. Professor Rogan co-taught the Presidential Succession Clinic and Democracy Clinic with Professor Feerick.

Attributes: INLJ, JD, LLM, PIF.

FCGL 0302. Constitution, Presidency, Law, and National Security. (2 Credits)

This course examines the transformations of authorities, laws, and policy in national security with particular attention to the 21st century and to issues where civil liberties and national security are in tension with one another. Topics include presidential powers; challenges in the name of national security to policy norms and constitutional protections; the role of technology in the evolution of national security law and policy; and the evolving framework for addressing current threats, including terrorism, pandemic and climate change. We will look historically at the creation of the national security state and contemporary suggestions for legal and policy reform.

Mutually Exclusive: .

FCGL 0317. First Amendment. (4 Credits)

This course covers many of the core issues of free speech, free press, freedom of religion, and the establishment clause. We will discuss Supreme Court cases, and surrounding commentary, on: political advocacy of unlawful action; fighting words; hate speech; libel; revelation of private facts; obscenity; pornography; commercial speech; prior restraints; content-based vs. content-neutral restrictions; the public forum doctrine; government speech, including government as educator; reporter's privilege; government as employer; the right not to speak and freedom of association; access to the mass media; broadcasting and content regulation; religious arguments in the lawmaking process; religious symbols in governmental space; prayer in public school; public funding of religious schools; and exemptions and accommodations for the practice of religion.

Attributes: INLJ, IPIF, LMCO, PIE.

Prerequisite: FCGL 0102.

FCGL 0320. State and Local Government. (2 or 3 Credits)

This course addresses major legal issues facing state and local governments in a time of rapid change, including (1) the distribution of power between federal, state and local governments; (2) how states allocate authority among legislatures, the judiciary, and the state executive branch; (3) the forms, structure, powers, financing, and liability of local governments, and (4) the relationship of state and local governments both to public employees and the public. The course will cover legal developments across the country, but will also highlight key aspects of New York State and New York City law. A key course goal is to highlight the immediate relevance of state and local governance, given that law school courses often focus on federal regulation and federal decision making. We will supplement the textbook with case studies after becoming familiar with the basic structure of state and local relationships. Students in this course will be evaluated on an end-of-semester exam.

Attribute: PIE.

FCGL 0325. American Law and the Influence of Religion. (2 Credits)

This seminar challenges students to question whether the doctrine of "separation of church and state" has ever been fully actualized, what counts as religious expression, and the limits of religious free exercise. We will examine the complex and evolving relationship between U.S. law and extant faith traditions. Students will delve into the historic-religious context of the First Amendment; research and discuss establishment case, free exercise, and free expression cases; and consider the role that religion should and does have in U.S. society. The course will also include a unit on how the construction of race has shaped the U.S. legal and religious landscape.

FCGL 0409. Birthright Citizenship and the United States Constitution. (2 Credits)

This seminar will examine the historical evolution of the two great principles of birthright citizenship—*jus sanguinis* or the law of blood, which flows from the Roman law tradition, and *jus soli* or the law of soil, which is rooted in English common law. We will then turn to how Americans, from the ratification of the Constitution to the present, have viewed the two great principles. Students may write short reactions papers or one long paper on a topic of their choosing.

Attribute: INLJ.

FCGL 0415. Firearms Law. (2 or 3 Credits)

This course will cover federal and state statutes, regulations and case law surrounding the acquisition, possession, sale and use of firearms.

The course also will examine background federal and state constitutional issues and firearms policy questions. This is a paper course that may be used to satisfy the the writing requirement.

Attributes: LLM, LWR, PIE.

FCGL 0416. Constit Democ under Pressure. (2 Credits)

This is an advanced constitutional law seminar. Guest speakers will present current scholarly papers addressing the challenges facing constitutional democracy in the United States and around the world. Students will write short weekly papers and participate actively in discussions with speakers.

Attribute: LLM.

FCGL 0419. Public Finance Law and Practice. (2 or 3 Credits)

This course examines legal issues that arise, and finance techniques used, by governments, underwriters and borrowers in public finance transactions. We will cover the Puerto Rico financial crisis, the infamous WPPSS default, the NYC fiscal crisis, the financing of the Brooklyn Bridge, the privatization of Coney Island hospital and SEC proceedings on Miami, New Jersey, Harrisburg and Boston's Big Dig. Areas explored include legal authority, public purpose, debt, securities regulation and disclosure obligations under the Federal antifraud statutes, and the contract clause. We look at finance structures involving affordable housing and stadiums and we will have guest speakers to address these topics.

Attribute: LAWB.

FCGL 0609. Sharia and Secularism in MENA Constitutional Law. (2 Credits)**FCGL 0828. Slavery and the Constitution. (2 Credits)**

This course will explore the institution of slavery as it developed in North America and the impact it has had on the United States Constitution, both its drafting and its interpretation over time. We will read and discuss both legal materials and non-legal historical materials. Students will be evaluated based on three short papers (each 2000 words max), submitted during the course of the semester. Outside research for the papers will be allowed but not required. In addition to the papers, 1/4 of the final grade will be based on class participation.

Attributes: INLJ, JD, LLM, LWR, PIF.

FCGL 0904. Contemporary Free Speech & Religion Controversies. (2 Credits)

This seminar will focus on eleven free speech and religion controversies to which courts and scholars are paying attention. In addition to an introductory session and a wrap up session, we will cover six topics that I will choose and then five topics from a class vote. Among the topics that we either will or may cover are: hate speech on campus, government and self regulation of the internet, "speech platforms" (i.e., regulation of speech on government property such as license plates, transit vehicles, and public school classrooms for after school activity), compelled speech, the Reed case and what may follow (i.e., should strict scrutiny really be applied to all content based speech regulation, and if so, how?), rethinking the Court's approach to content neutral regulation, must state funding of various programs include religious institutional recipients?, state sponsored religious symbols, should the Court overrule the Smith ("peyote") case and how should it apply strict scrutiny to generally applicable laws that cause third party harms, a subset of the Smith and compelled speech issues, i.e., how should courts resolve cases that pit gay and lesbian couples against religious providers of goods and services? (i.e., the issue that the Masterpiece Cakeshop case essentially ducked), the appropriate limits of state regulation of private religious schools and home schooling. The seminar will allow students to satisfy the upper class writing requirement, but that will be optional, so a long term paper will not be required. (Some combination of short papers will be required.)

FCGL 0905. Democracy Reform After January 6th. (2 Credits)

This seminar will explore reforms to strengthen US democracy in response to the events on and surrounding January 6, 2021, which placed historic stress on the country's institutions. Topics will include electoral reform (such as related to the Electoral Count Act), checks on presidential powers, presidential succession and the 25th Amendment, independence of the Justice Department, the role of lawyers in democracy, and relevant historical analogies (especially the Watergate scandal and the resulting reforms). Grades will be based on a 15-20-page paper, a presentation, and class participation. There will be several guest speakers.

FCGL 0906. LEGISLATION AND REGULATION FOR NON-J.D.s. (3 Credits)

From bankruptcy to labor law, and from automotive safety to securities regulation, the modern legal system is dominated by statutes and regulations. This course will introduce non-JD students to this body of law. The course will begin with an introduction to legislation, followed by an in-depth exploration of the role of federal administrative agencies in formulating policies and implementing statutes. The course will also consider executive, legislative and judicial oversight of administrative agencies. While the purpose of the course is an introduction to federal legislation and regulation generally, it will pay particular attention to the regulation of the financial services industry.

Attributes: CRCP, LLM.

FCGL 0915. Constitutions and Constitutional Design: Comparative Constitutional Law. (2 Credits)

This seminar will study major constitutional conflicts that have emerged in the United States in comparative and global perspective, focusing on the role of constitutional design to the shaping of constitutional conflict and change. Selected constitutional systems and recent developments outside the United States will be examined to explore constitutional theory and the shaping of constitutional meaning by social movements and by legal and political institutions. Drawing on comparisons with constitutional law in Europe, Latin America, and Asia, the following topics will be studied: Constitution-making, amendment processes, judicial review, design of lawmaking institutions, separation of powers, federalism, representative and popular democracy, the social welfare state, individual rights guarantees and their enforcement, and transnational constitutionalism. Course requirements: Short weekly response papers and a 10-page final paper or project.

Attributes: ICE, LLM.

FCGL 0916. The Future of American Democracy. (2 Credits)

We will explore how our election-related institutions and laws can be reformed.

Attribute: LLM.

FCGL 0929. Constitution and the Presidency. (3 Credits)

Is the president's power to launch a nuclear attack unlimited? Does the Fourteenth Amendment's Equal Protection Clause constrain a president in matters of immigration and foreign policy? Can the president be criminally indicted while in office? In this course, we will explore in-depth the powers granted to the president under Article II and expanded over time, the Bill of Rights, and the mechanisms created by the Constitution to give other branches of government the potential power to stop a president. We use as our guide founding documents (especially the Federalist Papers), case law, theoretical readings, historical examples, and recent controversies. The class is divided into three parts. Part I examines the formal and informal powers of the president (the Take Care Clause, the commander-in-chief power, and the power to hire and fire employees of the executive branch). Part II looks at the question of the extent to which the Bill of Rights constrains a president (sedition and the First Amendment, "enhanced interrogation" and the Eighth Amendment, and Trump's travel ban and the Fourteenth Amendment Equal Protection Clause). Part III looks at the removal of a president, focusing on impeachment and criminal indictment. We discuss possible grounds for removal, including obstruction of justice. Although the course includes the study of the current and recent presidents, it will aim to think about the presidency more generally as an office and the degree to which it is constrained by the Constitution. The grade will be based on an in-depth paper (25 pages), which will satisfy the writing requirement and a class presentation.

Attributes: LLM, LWR.

Field Study (Gabelli Graduate) (FSGB)

FSGB 7682. Transnational Application. (3 Credits)

The Transnational Application Project provides an opportunity to integrate and apply the tools, techniques, and perspectives gained in the Executive MBA program in a real world transnational organization setting. The setting for the course may be a consulting project with a specific transnational organization, study of an organization to move it to the transnational form, and/or study of and visit to a business region where transnational companies have been spawned.

FSGB 7810. Field Study Program. (3 to 9 Credits)

Film and Television (FITV)

FITV 1501. Understanding Film. (4 Credits)

(Formerly COMM 2471): Examination of the aesthetics of film, its formal language and structure. Screening and analysis of representative films. Study of film theory and criticism. Strongly recommended that students complete this course before other film courses. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

FITV 1601. Understanding Television. (4 Credits)

(Formerly COMM 3332): Critical Analysis of television as a storytelling medium. Study of current approaches to television narrative and style. Screenings and discussion of TV series and news programming. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASLT, COLI, JOUR.

FITV 1999. Tutorial. (1 Credit)

Independent research and readings with supervision from a faculty member.

Attributes: AMST, ASAM.

FITV 2425. Digital Video Production I for FITV. (4 Credits)

(Formerly COMM 2222) This introductory workshop class will teach the fundamentals of digital video production and cinematic storytelling. Students will learn concepts, techniques, and technologies pertaining to digital video and sound through hands-on production and post-production assignments. We will explore the aesthetics and the communicative potential of the medium through screenings, critiques, and exercises. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, DTEM, FIPR, JDPR.

Mutually Exclusive: DTEM 2425.

FITV 2501. History of Film, 1895-1950. (4 Credits)

(Formerly COMM 3422): A survey of film history from 1890 to 1950, looking at industrial practices and stylistic developments. The contribution of major national cinemas is also explored. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Pre-req: FITV 1501 or COMM 2471 OR BY PERMISSION OF THE INSTRUCTOR.

Attributes: ACUP, AMST, ASAM.

Prerequisites: FITV 1501 or COMM 2471.

FITV 2511. Screenwriting I. (4 Credits)

(Formerly COMM 3405): Analyzing and writing screenplays for theatrical motion pictures. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, CVW, ENGL, FIPR.

FITV 2531. Serials, Series, and Franchise Films. (4 Credits)

James Bond, Marvel, Harry Potter. The film series has come to dominate American film production and the box office. By looking at the present through the lens of the past, this course examines how Hollywood has arrived at this current state of franchise mania. We will journey through The Hazards of Helen to The Hunger Games; Flash Gordon to Batman; and Sherlock Holmes to Sherlock, among other films, as we answer the questions: How is it that the serial became the franchise film? Why is it that the movie industry has changed but the stories that they employ remain the same? What can these films tell us about the contexts in which they were made? This course is an elective for the FITV major/minor. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM.

FITV 2533. Fashion Costuming in Film. (4 Credits)

Clothing design and its ancillary functions play a central role in film meaning, audience response, and the economics of film industries. With this primary assertion at its center, the course explores the myriad ways fashion operates in film. Students will engage issues of film aesthetics, marketing, fan culture, and stardom within historical and contemporary contexts. In addition to formal analysis and theorization of films, analytic approaches include how the effects of film are felt in larger patterns of consumer behaviors and how film reinforces the branding of fashion houses, designers, and designs. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, FASH, WGSS.

FITV 2601. History of Television. (4 Credits)

(Formerly COMM 3320) This course surveys the aesthetic, technological, and industrial developments of American television. Starting with the foundations of television in radio and in the global developments of television technologies, the course moves through the development of the network era up to the transitional stages between network and post-network eras. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASAM, ASHS.

Prerequisites: FITV 1601 or COMM 3332 or COMM 2330.

FITV 2611. Television Production I. (4 Credits)

Practical studio management and creative employment of technical facilities for videotaping and studio production of a variety television programming formats. Software and hardware are covered. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, FIPR.

FITV 2612. Writing Producing Web Series. (4 Credits)

A unique narrative form exploding in popularity, the web series provides young artists a chance to produce their own stories and see their work go viral. In this production workshop class, students will study what goes into creating a successful web series—including techniques for building emotionally engaging stories, three-dimensional characters and a series arc—and then write, shoot, edit and produce the first episode of their own original series. An essential experience for writers, directors, actors or anyone in the creative arts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, FIPR, NMAT, NMDD.

Prerequisites: FITV 2511 or COMM 3405 or DTEM 2425 or COMM 2222.

FITV 2670. Television and Social Change. (4 Credits)

This course explores television's complex relationship to social change. While television's commercialism and focus on entertainment may seem antithetical to activist politics, activists used the medium to gain visibility for their causes, demand equitable representation and employment practices, and create programming that spoke back to mainstream TV's reductive and controlling representations. The course engages with scholarly and activist literature on theories of television, representation, and social change as well as case studies of public and commercial television in various national and historical contexts. It also considers the possibilities and limitations for activism via television brought about by transformations in media technology and culture, particularly those related to online distribution, digital media, and globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, CELP, FIID.

FITV 2674. Teen Television. (4 Credits)

In this course, we consider global television that represents teens and programs that hailed teen audiences. The concept of the teenager is a relatively recent development in U.S. culture, emerging in the 1920s. From that moment, media has played an important role in the creation, maintenance, and revision of discourses of the teenager. Thus, one goal will be to assess the ways that teenagers have been represented and targeted at different points in time and in different genres of television. Secondly, we will consider whether teen television has developed as its own genre in the last 30 years and how that corresponds to theories about global youth cultures and media. Lastly, we will discuss the ways in which these television representations correspond to teens' lived experiences and become the vessel for adults' hopes, anxieties, and nostalgia. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM.

FITV 2999. Tutorial. (2 Credits)

Independent research and readings with supervision from a faculty member.

Attributes: AMST, ASAM.

FITV 3425. Digital Video Production II. (4 Credits)

Students will devote the semester to developing a narrative or documentary project of their choosing from concept to post-production. This workshop will allow students to evolve technically and conceptually through screenings, critiques, tutorials, readings, and practice. This is an intermediate class, and students must have taken some sort of introductory film/video production class prior to enrolling, and have some basic familiarity with DV cameras and editing software. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, DTEM, FIPR, JOUR.

Prerequisites: DTEM 2425 or FITV 2425 or FITV 3512 or VART 1265 or VART 3261 or VART 3262 or COMM 3525.

FITV 3501. Film Theory and Criticism. (4 Credits)

(Formerly COMM 3470) This course is a survey of classical and contemporary film theory. Readings focus on psychological, semiotic, psychoanalytic, feminist, post-colonial and transmedia approaches to the study of film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Pre-req: FITV 1501 or COMM 2471 OR BY PERMISSION OF THE INSTRUCTOR.

Attributes: ACUP, AMST, ASAM, COLI.

Prerequisites: FITV 1501 or COMM 2471.

FITV 3505. Topics in Film Studies. (4 Credits)

Students will learn about dramatic structure, scene construction, characterization, dialogue, and cinematic storytelling techniques through the analysis of classic and contemporary feature-film screenplays. The focus will be on traditional dramatic narrative, but alternative approaches will also be considered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, COLI.

FITV 3511. Screenwriting II. (4 Credits)

Analyzing feature screenplays and working towards production of a feature length screenplay. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, FIPR.

Prerequisites: FITV 2511 or COMM 3405.

FITV 3512. Film/Television: Narrative Basics. (4 Credits)

This class will focus on teaching students the basics of cinematic storytelling: how to conceptualize, direct, shoot and edit a dramatic narrative. Students will receive training on camera and sound equipment and editing software, and will then direct a series of exercises, scenes, and short narratives, while also crewing on their classmates' projects. Student work will be critiqued in group sessions as well as one-on-one meetings with the professor. In addition, scenes from classic and contemporary film will be analyzed and discussed in class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, FIPR.

FITV 3525. Writing the Genre Screenplay: Horror, Sci-Fi, and Fantasy. (4 Credits)

Gandalf. The Terminator. Freddy Kreuger. What do they have in common? Join us for this writing workshop to find out! We will focus on creating our own original feature film ideas based in the horror, sci-fi, and fantasy genres—a tried and true commodity of Hollywood. Students will exit this writing workshop with a full outline for a feature, the first 30 or so pages of a screenplay, and a fuller appreciation of genre movie scripts in general. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, FIPR.

FITV 3532. Landmarks, Locations, and Adaption. (4 Credits)

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

Attributes: AMST, ASAM.

FITV 3534. Fashion in British Film and Television. (4 Credits)

This course considers the historical and contemporary co-constitution of British fashion, cinema, and television. As a city that generates and is defined by formative industries, cultural institutions, and socio-political movements associated with fashion and media, London plays a crucial role in our explorations. We will analyze historically specific and culturally significant moments when fashion coincided with television and/or film to express the anxieties, pleasures, and investments of British culture(s) on a regional, national, and international scale. To do this, we will study film and television texts that utilize fashion; consider issues of identity politics that include class, sexuality, race, and gender; and explore the industrial and cultural contexts that gave rise to fashion-driven films and television programs. Significant course themes include: war, the monarchy, countercultural movements, empire and imperialism, and the city. Film and television texts are both historical and contemporary and include a wide range of genres and styles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, CCUS, COMC, FASH.

FITV 3535. Film Adaptation. (4 Credits)

This course seeks to examine the complex relationship between a cinematic adaptation and the source material from which it is derived. Select essays, novels, plays, comic books and short stories will be studied with regard to the works they inspire, and how narrative changes when works are presented in a new medium. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM.

FITV 3544. The Film Director. (4 Credits)

An examination of the tools and techniques of film directing. How do the great directors make full use of the medium's creative potential? How are stories told and meaning communicated to viewers? What does it mean when we speak of a director's style or voice? This course will combine close study of classic and contemporary films, lectures and discussions, in-class demonstrations, and individual and group research projects. Topics covered will include the transition from script to screen, camerawork (framing, blocking, movement), lighting, working with actors, editing, sound and music, and more. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: COMM 2471 or FITV 1501.

FITV 3545. Film and Television of Hitchcock. (4 Credits)

(Formerly COMM 3451): A critical examination of Hitchcock's cinema. Students explore Hitchcock's major films, including Rear Window, Vertigo and Psycho from a variety of perspectives, including psychoanalytic, narrative and feminist theory. Emphasis on Hitchcock's role in the British and American studio system and his mastery of cinematic technique and language. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, COLI.

FITV 3547. The Horror Film. (4 Credits)

A critical examination of cinematic horror. Using theoretical, industrial, and historical frameworks, examines the genre's evolution from its roots in gothic literature and Grand Guignol to the globalized cinematic landscape of the present day, with a particular focus on its complex relationship to cultural anxieties and social formations around race, gender, sexuality, class, dis/ability, nationality, and religion. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PLUR.

Prerequisite: FITV 1501.

FITV 3548. Film and Gender. (4 Credits)

This course explores the interrelated nature of gender and film in aesthetics, production, marketing, and reception. To do so, the course focuses on film theory and criticism about representations of femininity and masculinity, which include attendant issues of sexuality, embodiment, race, class and nationality. This approach will be augmented by considerations of historical and cultural contexts, developments within film industries, key figures in film production, and audiences. Films will include mainstream commercial films and filmmakers as well as feminist, avant-garde, and counter-cinemas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, COLI, FIID, WGSS.

FITV 3551. Film History 1950-Present. (4 Credits)

A survey of film history from 1950 to the present, looking at industrial practices, stylistic developments and the impact of new technologies of the film image. The contribution of the major national cinemas will also be explored. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMCS, AMST, ASAM, COLI, INST, ISIN.

FITV 3553. Hollywood Genres. (4 Credits)

(Formerly COMM 3401): Cultural, psychological, socioeconomic analyses of theme, plot, characterization, and iconography of popular formula films. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, COLI.

FITV 3554. African American Cinema. (4 Credits)

The success of movies such as *Black Panther* and the popular recognition of filmmakers like Ava DuVernay and Jordan Peele suggests that we have entered a new era of African American media representation. This class will explore African American cinema from the silent era to the contemporary moment. We will discuss African American participation in the mainstream film industry as well as the robust tradition of black independent cinema. Particular attention will be paid to the intersections of black aesthetics and cultural politics on screen; representations of blackness in relation to gender, sexuality, and class; and issues of spectatorship and identification as well as stardom and performance. Looking at the past and present terrain of African American cinema, we will interrogate the fundamental concept of Black film and imagine what its future holds. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, FIID.

FITV 3555. The City in Film and Television. (4 Credits)

(Formerly COMM 3438): In what way is the "mythical city" of the movies a reflection of the real city in which we live? Indeed, how are issues such as ethnicity and class depicted throughout the mass media? The course will offer an investigation of key films from various genres and eras, including silent films, science fiction films, musicals and documentaries, in order to investigate how environment shapes character in a narrative film. Course offering for Communication & Media Studies, History and American Civilization students Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM.

FITV 3558. Italian Film. (4 Credits)

This course traces the development of Italian film throughout the 20th century. We will study silent cinema, the *telefono bianco* (white telephone) films of the 1930s, the post-World War II films of Rossellini, De Sica, Visconti, and Fellini, and we will trace the influences of these early films in those of the 1960s and 1970s by Antonioni, Olmi, Pasolini, and Wertmuller. Lab fee. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, COLI, INST, ISEU.

FITV 3565. The Documentary Idea. (4 Credits)

(Formerly COMM 3408): The history of documentary and the analysis of contemporary works. An examination of the variety of documentary language formats and visual styles and their meaning and impact. Lab fee. Credit will not be given for both this course and FITV 3566. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, JOUR.

Mutually Exclusive: FITV 3566.

FITV 3571. Science Fiction in Film and Television. (4 Credits)

Sociological, cultural, and psychoanalytic analysis and criticism of the science fiction genre in cinema, television, radio, print and other media. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, DTEM.

FITV 3578. American Film Comedy. (4 Credits)

The course takes both a theoretical and historical approach to Hollywood film comedy from the silent classics of Sennett, Chaplin, and Keaton to the best of contemporary work in the genre. Lab Fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, COLI.

FITV 3579. Movies and American Experience. (4 Credits)

(Formerly COMM 3108): A study of the American character as portrayed in American feature films from the early 20th century to the present. Lab fee Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, COLI, PLUR.

FITV 3585. Transnational Asian Media. (4 Credits)

(Formerly COMM 3414): This course explores classic and contemporary films and television/streaming series from a variety of Asian countries. We will survey a broad range of directors, styles, and genres, considering films and TV series as individual works of art but also examining them within their historical, national, and cultural contexts. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, COLI, FIID, INST, ISAS.

FITV 3587. United Kingdom and Irish Film. (4 Credits)

This course examines classic English film from the early Hitchcock period through the post-war literary adaptations of David Lean and Laurence Olivier, the Ealing comedies and the social realist films of Tony Richardson and Jack Clayton. Contemporary British film is represented in the work of Mike Leigh and Terrence Davies. Irish film is explored through the work of directors such as Neil Jordan, Jim Sheridan, Pat O'Connor, and others. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, INST, ISEU.

FITV 3588. Global Cinema. (4 Credits)

(Formerly COMM 3410): A comparative study of films produced by various nationalities and cultures. Analysis of differing cultural, political and economic factors affecting filmmakers as they deal with basic human concerns such as individual self worth, relationships, freedom and conformity and values and moral choice. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, CCUS, COLI, COMC, FIID, GLBL, INST, ISIN.

FITV 3601. Television Theory and Criticism. (4 Credits)

This course is a survey of classical and contemporary television theory. It explores multiple theories of television production, consumption, and exhibition as well as the development of television studies as a field. The course considers television as a historical technology situated in social and economic structures and as a multiplicity of technologies in an age of media convergence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, CCUS.

Prerequisites: FITV 1601 or COMM 3332.

FITV 3604. Critical Production Studies in Film and Television. (4 Credits)

This course examines the complex labors and protocols involved in film and television production. In doing so, the course aims to critically interrogate and de-mythologize what it means to "work in film" or "work in television." Rather than a traditional study of media industries according to their economics and regulations, the course employs humanistic and cultural studies approaches to production studies. These approaches illustrate how the work of film and television production is performed, who performs it, and the implications of labor practices within their historical and contemporary contexts. To illustrate the wide range and types of production workers involved in film and television industries, the course includes highly-visible occupations, such as directors, writers, and actors, as well as less-visible workers, such as costume designers, special effects artists, clerical staff, and production assistants.

Attributes: AMST, ASAM, CCUS, CMST, COMC, FIID.

FITV 3605. Topics in Television and Radio. (4 Credits)

This course takes advantage of the presence in New York of visiting scholars and practitioners. Courses may have a television or radio combined emphasis, with production and/or academic focus, and each will concentrate on a particular field that is under-represented in regular course offerings. (Course may be repeated.) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, JOUR.

FITV 3624. Writing Television Dramas. (4 Credits)

(Formerly COMM 3305): This course applies traditional principles of dramatic writing to the television genre, including soap operas, pilots, mini-series and docudramas. Students will analyze outstanding examples of the genre and are required to produce professional-level scripts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, FIPR.

FITV 3626. Writing the Original Television Pilot. (4 Credits)

An immersive writing workshop that covers core concepts on the craft and business of writing for television. Students will create their own original TV series (half-hour comedy or one-hour drama) and write both a complete pilot script and a show bible. This course is a good follow-up or prelude to FITV 3624 Writing the TV Drama, in which students write a spec episode of an existing series. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, FIPR.

FITV 3635. Science Fiction from Page to Screen. (4 Credits)

This course examines the unique, dynamic relationship between written words published as novels and short stories and their adaptation in TV series and motion pictures, in the genre of science fiction. Issues include the reader's expectations about screen adaptations, the challenge of visualizing the impossible in science fiction, multiple movies from a single source, and books within books as a literary and cinematic device. The course will focus on a single iconic novel adapted into a multi-season TV series. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3637. Queer Studies in Film and Television. (4 Credits)

This course examines "queer" independent and mainstream film and television. We will delve into classic Hollywood cinema, "New Queer Cinema," European cinema, global and "transnational" cinema, as well as U.S. and Canadian TV series. We will apply queer, feminist, film, and television theories to the media in order to more profoundly understand our objects of study—the films and TV series themselves—while simultaneously using our objects to better understand the theories and histories. As we unpack assumptions about sexed bodies, sexual desires, gender identities, and sexual identities, we will examine the ways in which films and TV series uphold and subvert the status quo in regards to gender and sexual norms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, FIID, JOUR, WGSS.

FITV 3638. British Cinema and Television. (4 Credits)

British Heritage Cinema, arguably the most identifiable and lucrative form of British national cinema, emerged in the 1980s and continues to define "Britishness" through its nostalgic and individualized view of the past. In looking at costume dramas, literary adaptations, and biographical films, this course explores Heritage Cinema through its key themes and aesthetics, the cultural context in which it gained and retains popularity, and its material and ideological consequences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM.

FITV 3639. Quality Television/Cult TV. (4 Credits)

This class examines two key categories for grouping television shows—"quality television" and "cult TV"—and considers the history behind these terms, the technological changes in the industry that brought them about, and the ways in which the two terms have increasingly intersected. These two approaches to TV shows also map out an industrybased approach (the long-standing marketing strategy of "quality television") and an audience-based approach (the intense fandom that generates a cult TV show), allowing the class to study texts by considering and combining both industrial histories of television and reception theories of television. Bringing the material into the present day, the class also ultimately brings the two terms together, "quality" and "cult," as new technologies and their attendant media strategies and audience practices have increasingly blurred their distinction—and cult audiences become the arbiters, and marketers, of quality TV. FITV 1601 Understanding Television is recommended as a pre-req Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM.

FITV 3647. TV, Identity, and Representation. (4 Credits)

This course explores gender, race, and class as intersectional identities that inform and are informed by the aesthetics, production, marketing, and reception of television. To do so, the course focuses on theory and criticism about representations of femininity and masculinity, race and ethnicity, and economics and involves attendant issues of sexuality, embodiment, desire, and identification. This approach will be augmented by considerations of historical and cultural contexts for television texts, developments within television industries, key figures in television production, and audiences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, CCUS, COMC, FIID, JOUR, LALS, LASS, PJMJ, PJST, WGSS.

FITV 3648. Television, Race, and Civil Rights. (4 Credits)

"The Revolution Will Not Be Televised." This was the rallying cry of Black radicals during times of national unrest, especially associated with the Black Power Movement. This course introduces students to the intersection of television, race, and civil rights broadly. How does U.S. TV engage with racial injustice and the fight for civil rights? How does the mass medium articulate pressing issues concerning the historical struggle for equality for African Americans? Students will engage with concepts in television studies as they connect to representations of racial Blackness on the small screen, paying special attention to TV texts, audiences, and industries. Topics discussed include mediations of protest, violence, and criminality in news media as well as social and political commentary in fictional programming. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AFAM, AMST, APPI, ASAM, FIID, PJRC, PJST, PLUR.

FITV 3658. Italian Americans on Screen. (4 Credits)

What can explain the shocking popularity of Jersey Shore? Where did the controversial images of Italian Americans that the show displays originate? This course proposes an examination of Italian Americans as represented in mainstream and independent American cinema (and later television) from the silent era to the present. Particular attention will be paid to the traditional stereotypes associated with these representations (how they arose and why they continue to exist), two specific genres—the gangster film and the boxing film—and how Italian-American filmmakers respond to and re-vision them. The class will also include field trips to Arthur Avenue and Little Italy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, COLI, FIID, PLUR.

FITV 3678. Television Comedy and American Values. (4 Credits)

(Formerly COMM 3310): An examination of the major genres of American television comedy and their relationship to American culture. The influence of social, artistic and commercial factors on comic patterns and techniques are considered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, CCUS, COMC.

FITV 3688. Global Television. (4 Credits)

This course introduces students to theories of global television studies, including the reception of US TV abroad as well as the circulation of television in a post-network and multi-platform global context. Do you watch Korean TV on Drama Fever? Have you ever wondered what it would be like to watch *The Fresh Prince of Bel Air* in South Africa? Or are you also enchanted by *The Great British Bake Off* on PBS? We will explore questions and case studies like these in detail to consider how they impact our understanding of the television industry across cultures and language as well as television's potential to unite and/or divide communities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, CMST, FIID, GLBL, LALS, LASS.

FITV 3999. Tutorial. (3 Credits)

Independent research and readings with supervision from a faculty member.

Attributes: AMST, ASAM.

FITV 4554. Black Experimental and Art Cinema. (4 Credits)

Since the 1960s and '70s, Black filmmakers have contributed to the body of experimental and artistic filmmaking practice. This course explores some of this early history in this archive alongside dynamic contemporary figures. It will expose students to ways of thinking about filmmaking as artmaking and the impact of the digital age and technology on Black filmmaking practice. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, FIID.

FITV 4570. Films of Moral Struggle. (4 Credits)

(Formerly COMM 4001): The course studies the portrayal of human values and moral choices both in the narrative content and the cinematic technique of outstanding films. Class discussion tends to explore ethical aspects of each film's issues, while numerous critical analyses of the films are offered to develop the student's appreciation of the film's artistic achievements. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, ASRP, BEVL, CELP, COLI, EP4, FIID, PJMJ, PJST, REST, VAL.

FITV 4625. Writing Television Sitcoms. (4 Credits)

(Formerly COMM 4708): Sitcoms are shot by multiple cameras which limit the action to one or two sets. This practically eliminates all action lines in a sitcom screenplay, leaving behind mostly dialogue. This class teaches that behind that wall of sitcom dialogue, sophisticated writers have meticulously developed an invisible scaffolding of comedic tension which requires as much or even more effort than coming up with clever one-liners. This course teaches students to integrate "comedic tension" into all levels of work- from episode premise, to sequence, to scene. TV sitcom writing is performed in teams. Therefore students will write episodes together, and learn skills required to be a comedy staff writer- including originality, creativity, humor and supporting classmates with their scripts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, FIPR.

FITV 4626. Writing For Animation. (4 Credits)

As the great Bugs Bunny himself said, "Anything is possible in an animated cartoon." This course endeavors to loosen the grip of naturalism on the student's imagination and craft. This is a screenwriting workshop course that unlocks word-based writing and finds greater storytelling expression in the limitless possibilities of an unrestricted animated world and in doing so, unleashes visual joy.

Attribute: FIPR.

Prerequisites: FITV 2511 and FITV 3511 (may be taken concurrently) or FITV 3626 (may be taken concurrently) or FITV 3624 (may be taken concurrently) or FITV 4625 (may be taken concurrently).

FITV 4660. Ethics of Reality Television. (4 Credits)

Reality TV is a vast genre that has had an immense impact on society. This course will engage with the long history of reality programming in news, magazine shows, documentaries, talk shows, game shows, and what we now commonly understand as popular reality TV series. The course will focus on the ethics of producing, appearing on, and watching different forms of reality television. Students will examine issues concerning surveillance and voyeurism, governmentality and citizenship, crisis and scandal, tabloid and spectacle, exploitation, and issues concerning race, class, gender, sexuality, disability, and religion. The course will explore how television helps define our mediated reality and the values that underpin such representation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, ASRP, CCUS, CELP, EP4, FIID, JOUR, VAL.

FITV 4676. Television and Society. (4 Credits)

A problem-based and issue-oriented analysis of the medium as it affects basic social institutions and values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, SOCI.

FITV 4999. Tutorial. (4 Credits)

Independent research and readings with supervision from a faculty member.

Attributes: AMST, ASAM.

Finance (Graduate) (FNGB)

FNGB 640A. Finance Bootcamp. (0 Credits)

Self Study.

FNGB 6411. Intro Financial Sys & Methods. (3 Credits)

FT MBA CORE/ PMBA FLEX CORE COURSE. Introduces the financial system and basic methods of valuation. Students will learn how to interpret financial data reported in the press and will discuss topical subjects facing the financial industry and the economy. Course topics include: financial markets, instruments, and institutions; time value of money, net present value, and applications; valuation of stocks and bonds; elements of firm and enterprise value; risk and return. (Formerly Financial Environment)

Prerequisites: (ACGB 6111 (may be taken concurrently) or GBA Waiver Fundamentals Acct with a score of 070) and (BEGB 6220 (may be taken concurrently) or GBA Waiver Managerial Eco with a score of 070).

Mutually Exclusive: MMGB 6411.

FNGB 7415. Credit Management. (3 Credits)

This course focuses on the analytic approach (stemming from Basel II capital accords) and will help students make wise credit decisions and manage lending portfolios. Topics include the latest lending techniques based on cash flow, advanced forecasting methods (including simulation and stochastic optimization), pricing, portfolio management, default probability, valuation analysis risk rating and credit derivatives.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 7421. Prins of Modern Finance. (3 Credits)

Provides a conceptual framework that allows both corporate finance and portfolio investment decisions to be viewed and understood in a unified context of risk and return. Examines concepts of valuation, risk and return, diversification, asset pricing and efficient markets.

Prerequisites: (FNGB 6411 or GBA Waiver Fin Environment with a score of 070).

FNGB 7422. Corporate Finance. (3 Credits)

Studies corporate finance and its specific decisions. Topics include evaluating capital expenditure proposals, forecasting financing requirements and selecting sources of financing. The course also discusses working capital management, dividend policy and contingency planning, and addresses the additional challenges of multinational firms. Students taking FNGB 7422 Corporate Finance will not receive credit for FNGB 7400 Business Finance.

Prerequisite: FNGB 7421.

FNGB 7423. Mergers, Acquisitions, and LBOs. (3 Credits)

Focuses on identifying and evaluating target companies and structuring deals. Also considers the economic and social impact of such changes in corporate ownership. Students analyze recent cases, evaluate strategic rationale, examine deal structuring and assess financial impact.

Prerequisite: FNGB 7421.

FNGB 7431. Options and Futures Markets. (3 Credits)

Examines the institutional aspects of options and futures markets and discusses the strategies of hedgers, arbitrageurs and speculators. Provides an introductory analytical foundation for pricing futures and option contracts.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 7433. Fixed Income Analysis. (3 Credits)

Introduces techniques for valuing fixed income securities and their derivatives. Emphasizes pricing and risk-measurement for government, corporate and mortgage-backed instruments. Analyzes embedded options using the binomial model. Develops fixed-income trading and portfolio management techniques, including the use of repo, futures, options, swaps and credit derivatives. Examines theory and empirical evidence on the term structure of interest rates, including the derivation of spot and implied forward yield curves.

Prerequisite: FNGB 7421.

FNGB 7441. Money Credit Interest Rates. (3 Credits)

Studies the role of money, credit and interest rates in the efficient and ethical functioning of domestic and global financial markets. This building-block course assumes a background in macroeconomics and finance, and it establishes a foundation for further study in all areas of finance. Topics include: flow of funds and interdependency within the financial system; the Federal Reserve System and its role in money creation; interest rates; the links between interest rates and the growth of money; and the effects of inflation and term structure. Prerequisites: BEGB 6220 and FNGB 6411. Also offered as BEGB 7240.

Prerequisites: (FNGB 6411 or GBA Waiver Fin Environment with a score of 070).

FNGB 7455. Global Finance. (3 Credits)

The first half of the course focuses on the theories and practices of world trade, including comparative advantage, the changing trade competitiveness of nations, and protectionism. The second half focus shifts to developing countries: including foreign investment and technology, and investment and trade opportunities, policies and regulations. For SATURDAY / HYBRID sections of this course, there will normally be 4 class meetings, and the balance on-line / contact the professor for further detail. Prerequisite: BEGB 6220.

Attribute: ABIB.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 7458. Contemp Issues Globl Fin. (3 Credits)

Explores current issues relevant to the global financial system, including international commercial and investment banking and international investments. Emphasizes the underlying conditions and fundamental trends in various sectors of international finance. Also offered as BEGB 7243.

Attribute: ABIB.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 7460. Portfolio Management. (3 Credits)

Examines portfolio objectives and links them to appropriate investment strategies. Considers the asset-allocation decision, equity and fixed-income portfolio management, return enhancement/risk control techniques and performance evaluation. Commercial-level portfolio optimization software is applied to a range of institutional portfolio problems.

Prerequisite: FNGB 7421.

FNGB 7470. Real Estate Finance. (3 Credits)

Discusses the major factors affecting the valuation and financial structuring of real estate, including general tax and depreciation policies. Presents the roles of principal lending institutions, mortgage banks and investment banks in real estate lending, syndications and partnerships. Also surveys real estate-related securities and their markets.

Attribute: ABEP.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 7475. Marketing of Financial Service. (3 Credits)

Provides a scientific understanding of tactics and strategies associated with the marketing of financial services. Emphasizes the role of industry deregulation, intensified competition, and the emergence of new technologies and products on the emerging marketing practices used by financial services institutions. Explore consumers' unique decision-making styles in financial matters, the effects of technology deployment, and the fiduciary constraints that guide marketing activities in the markets for commercial banking services, mutual funds, investment banking services, insurance and other forms of financial services.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

FNGB 749A. Financial Modeling. (3 Credits)

This course helps students develop the type of excel –based financial models that businesses use every day to analyze a wide range of financial problems and make decisions. Students deliver written and oral presentations of their models and practice critical skills for a successful career in finance.

Attribute: ASDM.

Prerequisite: FNGB 7421.

FNGB 749C. Venture Capital Financing. (3 Credits)

We will examine the changes in the asset class over time – from the formation of American Research & Development in 1946 to the formation of some of the angel-type funds of the present. We also will examine the geographical differences between venture funds – West Coast and East Coast . We also will look at specialization – the beginnings of IT-focused investing and the move into healthcare and finally into energy. Finally we will examine the phenomenon of global venture capital. How does that vary from the way venture capital is practiced in the US. The class will be taught in modules and we also will rely on practitioners and experts to visit with the class. Where possible, the students will be asked to visit venture capital fund presentations, expert briefings as well as personal briefings.

Attribute: ABEP.

Prerequisite: FNGB 7421.

FNGB 749E. Technical Analysis. (1.5 or 3 Credits)

This course is designed to inform students about how the markets and individual stocks behave (i.e., technical analysis), and how they differ from the economy and individual companies (i.e., fundamental analysis).

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 749I. Equity Analysis. (3 Credits)

This course will feature a series of guest lecturers who are highly regarded experts in their respective areas. The course will cover wealth management, private equity, equity analysis in general and analysis within specific industry sectors such as retail, media, insurance, etc. We are looking for highly motivated students who will ask lots of questions and who will engage the guest lecturers in meaningful dialog during the discussion periods.

Prerequisite: FNGB 7421.

FNGB 749J. Sustainability and Finance. (3 Credits)

In this course we explore how the evolving needs of society are changing the way financial theories, tools, and techniques are conceived and applied. GLOBAL SUSTAINABILITY COURSE .

Attributes: ABEP, ABGS.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 749M. Hedge Fund. (3 Credits)

This course will provide an overview of hedge funds and the hedge fund industry including structure, regulation, major strategies, operations and risk management, due diligence, performance and the role of hedge funds in asset allocation and the global financial system.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 749R. ESG - Student Managed Investment Fund 1. (3 Credits)

The course is part of track and secondary concentration in ESG investing. It focuses on traditional stock analysis, whereas the subsequent SMIF 2 incorporates ESG into traditional stock analysis. The course trains students on selecting stocks using a disciplined investment process that systematically screened an investment universe for attractive quality stocks that are undervalued (Graham & Dodd). Students are expected to focus on the examination and evaluation of individual companies on a standalone and comparable basis. Understanding a company's competitive positioning via Porter's five forces is emphasized. Students will look at the fundamentals of the company recognizing that a sound business, trading at a reasonable price, as a potential investing opportunity. The importance of creating relationships with Investor Relations (IR) person(s) of the targeted company is highlighted. A team of industry experts, fundamental analysts, portfolio managers, risk managers and other investment professionals will work closely with students to ensure that the students are exposed to various tools and methods that are currently being employed in the industry.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 749U. Global Financial Markets. (3 Credits)

This course provides a comprehensive overview to the workings of the global financial markets, the functions and goals of the key financial institutions, and the role played by central banks and regulatory agencies. It will cover international money markets, international equity markets, the foreign exchange market, forward markets for commodities and financial instruments, bond markets and derivative markets.

Prerequisites: BEGB 6220 and FNGB 7421 .

Attribute: ABIB.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 749X. CFA Competition and Workshop. (0 Credits)

While this course is for 0-credit, it has a heavy work load and provides valuable practical experience. Students will be arranged into teams. Each team will write a full sell-side coverage report, build out a presentation, and pitch it to Fordham Wall Street Alumni.

Prerequisite: FNGB 7421.

FNGB 74AD. Student Mgt Investment Fund II. (3 Credits)

In the second class, in the spring semester, students will learn the practice of asset allocation with focus on advantages and pitfalls of asset allocation theory. Coverage includes practiced methodologies in assessing and measuring risk, including applications of the BARRA risk models, strategies for entry and exit, and portfolio revision. A lot of care will be taken to expose the students to real-life aspects of portfolio management. This includes arranging lectures from portfolio managers, with different philosophies on portfolio selection and risk management.

Prerequisite: FNGB 749R or Corequisite: FNGB 7460 .

Prerequisite: FNGB 6411.

FNGB 74AG. Finance in the Healthcare Ind. (3 Credits)

This course will present a historical development of the American healthcare system and will address the current challenges faced by both health insurers and providers, specific to managed care, reimbursement methods, and contracting. Students will learn to apply the standard tools of financial analysis and financial management in the complex and evolving setting in which the global healthcare system is currently situated. Students will also learn how to analyze the key financial indicators specific to hospitals and their direct application towards managed care contracting initiatives, debt restructure and bond rating status. Finally, the course will address the future of health insurance and managed care.

Attribute: ABHM.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74AH. Global Corp Governance. (3 Credits)

Examines how modern publicly traded corporations are governed in the global markets. It discusses the roles of the board of directors, corporate management, institutional investors, and other shareholders, and also discusses the effects of the recent legislation and financial market developments on corporate governance. Provides international comparisons of corporate governance structures and issues arising in contests for corporate control.

Attribute: ABIB.

Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 74AI. Global Equity Portfolio Management. (3 Credits)

Provides a comprehensive overview of equity portfolio management in theory and practice. Examines portfolio objectives and links them to appropriate investment strategies. It covers pricing of equities, the asset-allocation decision, return enhancement/risk control techniques, performance evaluation and recent changes in international fund management. Analyzes international investment strategy and the relative merits of various approaches.

Attribute: ABIB.

Prerequisite: FNGB 7421.

FNGB 74AJ. Global Risk Management. (3 Credits)

Covers market risk and volatility, calculation of VaR (value at Risk), Monte Carlo Simulation, credit risk and use of credit derivatives, operational risk, counterparty risk and other topics. Discusses risk regulations, including Basel II, recent developments in Basel III, and recent regulations on the banking industry in the U.S.

Attribute: ABIB.

Prerequisite: FNGB 7421.

FNGB 74AK. Raising Capital and Investing in Global Financial Markets. (3 Credits)

Provides a comprehensive overview of the going-public decision. Examines the strategies and process of corporate restructuring and investing activities, such as mergers and acquisitions, corporate diversification, spin-offs, carve outs, asset sell-offs, tracking stock, exchange offers, and debt restructuring.

Attribute: ABIB.

Prerequisite: FNGB 7421.

FNGB 74AL. Adv Corporate Finance. (3 Credits)

This course teaches the art of applying corporate finance theory and essential tools and techniques to strategic decision-making in critical real-life situations faced by organizations. The course enhances the students' understanding of corporate finance by providing a comprehensive examination of selected advanced topics, such as alternative valuation methods, real options in corporate finance, decision trees, international operations, mergers and acquisitions, risk arbitrage, debt capacity and leveraged buyouts, private equity, warrants and convertibles, and ethical issues. The learning experience is based on lectures and a series of business cases involving individual and group work, classroom discussions, and written assignments, as well as readings and problem-solving. The case studies are drawn from a variety of industries and countries, including emerging markets, and involve complex real challenges. The course is designed for students who are already familiar with valuation, cost of capital, capital structure theory and option pricing theory and who want to learn more advanced skills and techniques required for making important executive-level decisions. Note: Students should be proficient with computer spreadsheets and financial calculators.

Prerequisite: FNGB 7422.

FNGB 74AM. Emerging Markets. (1.5 or 3 Credits)

This course explores how the major "emerging market" (EM) states have evolved from "traditional" societies with "underdeveloped" economies into modern societies with more developed economies ever since the Berlin Wall came down. Because these EM states reformed and opened up their economies, they benefited from their vast human and commodities resources and rapidly increased their per capital income.

Attribute: ABIB.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74AN. Investment Banking. (3 Credits)

This course is intended to give students a practical introduction to investment banking and its role in helping corporations raise capital from the global capital markets. Topics include: venture capital, public offerings, private placements, going public, stock and bond financing, convertibles and other hybrid instruments, design of innovative securities, swaps and other derivative instruments, mergers and acquisitions and leveraged buyouts.

Attribute: ABEP.

Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 74AO. Alternative Investments. (3 Credits)

The course is an introduction to the rapidly evolving universe of alternative investments. Delivered in modules, the course covers a broad array of alternative strategy classes (Quantitative/Systematic, Fundamental Long/Short, Global Macro, Private Equity) ranging across all major asset classes (Equities, Fixed Income, Currencies, Commodities, Derivatives). The first half of the course constructs a broad framework for the evaluation of alternative strategies, focusing on the quantitative strategy class as a diverse and relatively easier-to-evaluate source of investment ideas for discourse and case study. The second half progresses through the remainder of the alternative strategy classes under the evaluation framework, ties together the role of alternatives within an asset allocation framework, studies subjective decision making in the context of alternatives and concludes with student presentations of their favorite investment thesis from the course. Throughout, there will also be discussion of career development both within and without the alternative investment space.

Prerequisite: FNGB 7421.

FNGB 74AP. Real Estate Capital Markets. (3 Credits)

This Real Estate Capital Markets course will cover both the primary and secondary debt and equity markets linked to real estate assets. While the underlying real estate assets in the primary markets will be covered, a greater portion of the class will be devoted to the secondary debt and equity markets, mainly dealing with mortgages, mortgage backed securities, and Real Estate Investment Trusts (REITs). A distinguishing aspect of this course is the focus on the intersection of the primary and secondary real estate capital markets, investor perspectives, and the impact of macroeconomic factors. Additionally, this course will include a robust mix of quantitative and qualitative factors in order to provide a holistic, less technical perspective on the real estate capital markets, and the real estate industry at large.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74AQ. Adv Global Portfolio Mgt. (3 Credits)

The course will review (1) basics of modeling of securities' returns and volatility in the context of portfolio management / "buy-side"; (2) theoretical basis and empirical evidence of risk-return trade off and investor preferences; (3) main approaches to portfolio construction and challenges with their practical application; (4) performance evaluation, and other relevant portfolio management topics.

Prerequisite: FNGB 7421.

FNGB 74AR. ST: Corporate Restructuring. (3 Credits)

The course discusses the strategies, valuation, and processes of corporate restructuring decisions such as mergers and acquisitions, corporate diversification, spin-offs, carve-outs, asset sell-offs, tracking stock, exchange offers, and/or debt restructuring. It also discusses various securities issuances, including initial public offerings.

Prerequisite: FNGB 6411.

FNGB 74AS. Financial Modeling. (3 Credits)

Develops (using Excel) the type of financial models that businesses use every day to analyze a wide range of financial problems and make decisions. Covers modeling of financial statements and models in many other important practical areas, such as time value of money, project evaluation, bonds, investment management and derivatives. Emphasizes on using most powerful and useful tools in Excel, such as logical functions, PivotTables, Data Table, Scenario Manager, Goal Seek to solve problems that closely resemble real-life situations.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74AT. Fintech Compliance- Asia to Us. (3 Credits)

An overview of the components of an effective global Corporate Compliance Program. Examination of the Part C Risk Assessment and the Seven Steps of a corporate compliance and ethics program. Review of compliance program design and best practices, including the roles of the corporate compliance office and in-house counsel, risk assessments, Foreign Corrupt Practices Act, global codes of conduct, corporate governance, monitoring and re-evaluation.

Attribute: ABFF.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74AU. Algorithm Trading. (3 Credits)

Electronic algorithms are being used by major institutions, investment banks, and hedge funds to trade stocks, bonds, currencies, and a plethora of financial derivatives. Algorithms are being used for all aspects of trading - from asset allocation and stock selection, to execution and implementation, and for risk management and regulatory and compliance reporting. In this course, students will learn the necessary skill sets, and underlying math, statistics, and programming skills to build, develop, manage, and implement profitable algorithms across all asset classes.

Attribute: ABFF.

Prerequisite: FNGB 7421.

FNGB 74AV. Seminar in Value Investing. (3 Credits)

This survey course is designed to introduce the fundamentals of the Graham and Dodd value approach to investment analysis. The course will be segmented into two parts: the basic structure of the analytical approach to value investing and its relationship to many of the elements of the MBA curriculum will be described through lectures, exercises, readings, in-class discussions and homework assignments; the last sessions of the course will be devoted to student presentations of their investment recommendations. Parts of the course will entail empirical data analysis.

Prerequisite: FNGB 7421.

FNGB 74AW. Applied Capital Markets and Financial Regulations. (3 Credits)

This course will explore how the market structure has fundamentally changed after the 2008 liquidity and credit crisis, and how this crisis has affected liquidity, balance sheets, risk taking, and returns across the entire financial services industry. The new reality is that regulation has changed the landscape of Wall Street and the dynamic of how the sell-side and buy-side will interact in the foreseeable future.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74AX. International Fin Mgt. (3 Credits)

The goal of this course is to explain the concepts of corporate finance and their applications in an international setting. We will examine opportunities and problems that are faced specifically by multinational and foreign corporations and will compare corporate finance practices around the world. Topics covered in the course include foreign exchange rate mechanics, international parity theories, forecasting and hedging, international cost of capital, capital budgeting, capital structure, and valuation of foreign investments.

Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 74AY. Global Financial Markets. (3 Credits)

This course is intended as an introduction to Global Financial Markets. We will discuss the instruments traded in the markets, the institutions that support and frame the markets, the trading mechanisms and the regulatory structure. The course is intended to be descriptive and conceptual. The aim is to familiarize you with the breadth and scope of equity, debt, and derivative markets. We shall discuss the recent developments in the US and the development of financial markets globally.

Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 74AZ. Innov in Business & Energy. (3 Credits)

This course aims to frame and critique opportunities for business to create innovations in energy systems. It discusses how contemporary energy systems have evolved and how energy infrastructures vary across regions of the world. It also examines how business decision makers can think about choices of energy and energy systems by encouraging students to think broadly in terms of innovation possibilities.

Attribute: ABGS.

FNGB 74BA. Communicating Finance Theory. (0 Credits)

This lecture series will provide a summary of many financial topics. The class will also train students to communicate knowledge of this material to professionals at financial institutions.

FNGB 74BB. Applied Investment Principles. (3 Credits)

This course provides applications that follow Principles of Finance or Global Investment Principles. EXCEL models will be applied to CAPM modeling of Risk and Return, to Factor Models, and to Portfolio Attribution. Data may be drawing from Boomerang, Yahoo Finance, and other sources.

Prerequisite: FNGB 7421.

FNGB 74BC. Research in Value Invest. (3 Credits)

Prof. Johnson, a leading expert in the field of Value Investing, will lead a small, project based seminar that focuses on best practices in the field. Selective enrollment by approval of the instructor.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74BD. Impact Investing. (3 Credits)

This course will discuss investment strategies that have a societal orientation from both financial and socially responsible perspectives. The key questions are: how can we allocate money in a manner that is beneficial to all stakeholders and viable in a business sense, and, what are the appropriate metrics to evaluate such investments. Impact investments to be analyzed include government and ESG (environmental, social, governance) policies, micro finance, philanthropy, and green energy.

Attribute: ABGS.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74BE. Lectures in Applied Port Mgt. (3 Credits)

This advanced Portfolio Management course quickly reviews Modern Portfolio Theory (MPT) conceptual underpinnings and builds on MPT 1.0. It delves into contemporary liability driven asset allocation, MPT 2.0 and portfolio management industry practices, issues and concerns. Lectures, problem solving, and self-study along with extensive hands-on tools using Microsoft Excel based models will be used to provide a practitioner's perspective. We will review and demo contemporary asset allocation optimization and forecasting techniques, new asset class pricing and valuation, performance and risk attribution, tail risk measurement and management tools etc. using real time vendor based (third party) solutions. As prerequisites - the student should have class exposure to investment and portfolio analysis, Excel, stats, and basic regressions.

Prerequisite: FNGB 7421.

FNGB 74BF. Financial Innova & Institu. (3 Credits)

This course will introduce major financial institutions, such as commercial and investment banks, insurance companies, mutual funds, hedge funds, and credit rating agencies with a focus on their risk contributions to the modern financial system. We will examine their credit risk in depth, and how to model and analyze credit risk and products. We will also understand new financial sector regulations and systemic risk by focusing on Dodd-Frank, market based stress-testing, Comprehensive Capital Analysis and Reviews (CCAR), and other methods. This course will help prepare students for the job market at financial institutions and regulators.

Prerequisite: FNGB 6411.

FNGB 74BG. Auto Trading Systems - Intro. (3 Credits)

This course discusses key issues involved in the design of an Auto (Algorithmic) Trading Systems, and provides hands-on experience. The end product is a prototype Auto Trading System designed by students that successfully trades in the real market (stock, futures, option) using live data feeds from exchanges. Issues covered include: typical structures of trading systems; efficient processing of live information; minimizing trade slippages; handling large number of securities; asynchronous information processing; GUI interfaces; etc. Industry experts are invited to discuss new developments. Key programming techniques will be reviewed at the beginning, very briefly. The course is suitable for students in MSGF, MSQF, and other master level students with programming skills equivalent to one formal course (e.g, R, Matlab, VBA, etc). Students with less programming skill may take the course if approved by instructor.

Attributes: ABFF, BUAN.

Prerequisite: FNGB 7421.

FNGB 74BH. Investing in European Union. (3 Credits)

The EU is the largest market for US exports and foreign direct investment. The objective of the course is to familiarize students with the process of regional integration and monetary unification in Europe and the opportunities and challenges which this has created for foreign investors. Regulatory differences between the US and EU in competition laws and financial sector will related to the investment climate for foreign companies. The course will highlight that despite the deep economic and financial integration in the EU, significant country- and regional differences exist. This will be assessed through the analysis of several Harvard Business case studies covering different country- and industry experiences.

Prerequisite: FNGB 7421.

FNGB 74BJ. Financial Media. (3 Credits)

Financial Media examines the complex interactions between business, politics, and the press. The course is designed to help students achieve a better understanding of how business content is delivered and retrieved in the current media environment. The course focuses on the dynamics of reporting about companies and business industry leaders who are using the media to deliver critical messages to several stakeholder groups, including investors and consumers. The course provides numerous examples of business or political leader interactions with the media and debates their communication strategy as well as their outcomes.

Prerequisite: FNGB 6411.

FNGB 74BK. Fintech -An Introduction. (3 Credits)

FinTech is a new and emerging field of technology that is disrupting the way that many companies are conducting business. FinTech has already "forever" changed many sectors including mobile payments, social media, money transfers, loans, fundraising, travel, trading and asset management. It has completely revolutionized the way companies are developing products, conducting research, establishing directed sales and marketing plans, and utilizing start-up technology. Businesses are using FinTech to expand their products and services at a fraction of its previous cost. Entrepreneurs are utilizing FinTech as a central foundation for research, funding, and product development. Customers are already utilizing FinTech as part of their daily lives - mobile apps, social media, banking, online shopping, entertainment and gaming. This course will introduce students to the breadth of FinTech, and touch upon the technical underpinnings.

Attributes: ABBC, ABEP.

Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 74BL. Stress Tests and Cap Adequacy. (3 Credits)

The financial crisis of 2007 -08 taught us all a lesson: that preparedness is everything. How resilient and prepared will we be, and how fast will we be able to recover? This is the key focus of this course: how to plan for moments of distress so that firms such as yours have capital of a sufficient quality to survive potential storms. We will demonstrate how to create a robust capital plan and test it for moments of hypothetical stress. We will investigate exactly how a bank holding company and an insurance company should conduct their capital plan, highlighting the significant differences between the two industries. By the end of the course, you will be able to create a capital plan for your business on your own.

FNGB 74BM. Empirical Value Investing. (3 Credits)

This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed.

Prerequisite: FNGB 7421.

FNGB 74BN. Investor Relations. (3 Credits)

corporate Investor Relations program formulates and communicates the financial performance and strategic direction of diversified corporations to the global investment community. Investor Relations professionals are well versed in accounting, compliance, finance, governance, marketing and communications. They collaborate with senior management and the Board of Directors to convey and interpret corporate matters to the public. This course will teach students the skills and competencies required to become a corporate Investor Relations professional. The course utilizes a course textbook, case studies, investor relations guest speakers and participation in investor relations events.

Prerequisite: FNGB 6411.

FNGB 74BP. Wharton-Impact Investment Workshop. (3 Credits)

Students will attend workshops on ESG (Environmental, Social, and Corporate Governance) and Impact Investing. They will will compete in teams of three to five against other nationwide schools to construct a 100% Impact Portfolio. Since this is a two-semester competition, only students who participated in Fall may register in Spring.

Attribute: ABGS.

Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 74BQ. Contemp Develop in Corp Fin. (3 Credits)

This course will cover a number of important topics of current interest to the corporate finance industry, such as : executive compensation and governance; utilizing and responding to fintech; importance of the growth of intangible assets; importance of large corporate cash holdings invested in risky assets, such as hedge funds and private equity.

Prerequisite: FNGB 7422.

FNGB 74BR. Behavioral Finance. (3 Credits)

Over the past several decades, the field of finance has developed a successful paradigm based on the notions that investors and managers are generally rational and that the prices of securities are generally efficient. In recent years, however, anecdotal evidence as well as theoretical and empirical research has shown this paradigm to be insufficient to describe various features of actual financial markets. In this course we will use psychology and more realistic settings to guide and develop alternative theories of financial markets. We will examine how the insights of behavioral finance complement the traditional paradigm and shed light on investors' trading patterns, the behavior of asset prices, corporate finance, and various financial market practices through lectures, case studies, and our own discussions.

Prerequisite: FNGB 7421.

FNGB 74BS. Student Managed Investment Fund: ESG-Impact. (3 Credits)

In this joint graduate and undergraduate course, students will apply their investment and portfolio skills in the analysis and selection of a real set of securities and opportunities. Selection will focus on ESG investments and/or those that stress societal impact.

Prerequisite: FNGB 7421.

FNGB 74BT. Fintech Lending & Payments. (3 Credits)

This course will consider modern on-line methods of lending and borrowing that may be outside of the traditional banking environment. The main players in the space will be analyzed, as well as their websites. Students will learn their business models, methods of credit analysis, and measures of return to investors.

Attribute: ABFF.

Prerequisite: FNGB 7421.

FNGB 74BU. Global Financial Markets and the Macro-Economy. (3 Credits)

The overarching goal of this course is to give students an understanding of the forces affecting real income growth, inflation, and asset prices in the world economy. The specific topics the course will address include: the operation of monetary and fiscal policy; how those policies affect financial markets and the broader economy; the determinants of countries' long-term rates of growth; the factors behind the recent financial crises in the US and EU; the features of currency crises, business cycles, and financial crises historically; and the relationships linking global interest rates, exchange rates, and inflation rates. The course will combine economic theory and empirical evidence to provide a toolbox of skills that students can use to analyze these and similar issues going forward.

Prerequisite: BEGB 6220.

FNGB 74BV. Practical Exploration of M&A. (1.5 Credits)

This class will provide an introduction to the essential elements of large-cap merger and acquisition (M&A) transactions from the perspective of real, recent examples taught by a senior investment banker.

Prerequisite: FNGB 6411.

FNGB 74BW. Corporate Valuation. (1.5 to 3 Credits)

The objective of the course is to learn firm, debt, and equity valuation methods from both a conceptual and practical framework. It combines both accounting and finance into practical valuation frameworks. Adequate accounting and finance backgrounds are required. Working knowledge of Microsoft Excel is important.

Prerequisites: FNGB 6411 and FNGB 7421 (may be taken concurrently).

FNGB 74BX. Financial Markets and Major Players. (3 Credits)

This course will provide an overview of a broad range of financial markets from practitioner standpoints. It will discuss how secondary market prices—ranging from equity and fixed income to commodities and complex derivatives—are established in listed exchanges, OTC markets, and dealer platforms. We will examine the roles of both market-makers ("sell-side") and price takers ("buy-side"), with the latter further divided into two major groups: institutional or retail. We will survey sell-side businesses, including market-makers versus agents in listed markets and OTC markets, institutional block trading, securities lending, and prime-brokerage. On the retail clientele side, we will discuss the wholesale market-making business. On the risk management end of the sell-side business, we will cover market risk, credit risk, and counterparty credit risk. At the end of the course, students should have a thorough understanding of how various businesses fit together. Hopefully, the course will help students better understand the area in which they might pursue their career paths in financial markets.

Prerequisite: FNGB 6411.

FNGB 74BY. Econtech: Econ and Data Mining. (3 Credits)

Overall financial markets and individual company performance are largely driven by the growth rate of the economy, which in turn is affected by monetary, fiscal, and currency policies. Our understanding and forecasting ability are based on analyzing and mining available data. This course will examine data and data mining to better understand a range of policy and output variables, and how they interact under different regimes.

Prerequisite: FNGB 7421.

FNGB 74BZ. ESG & Portfolio Management. (3 Credits)

This course will introduce students to the management of investment portfolios with an awareness of environmental, social, and governance (ESG) risks and objectives. We'll start with an introduction to ESG and everything that means today. We'll then examine a variety of approaches to ESG-aware portfolio management, including security screening and exclusion, ESG integration, best-in-class investing, thematic investing, portfolio tilting, active ownership, and impact investing. We'll focus primarily on public equity, but other asset classes will be introduced over the term. The emphasis will be on developing a practical and applied understanding of the subject. Data widely used by ESG-aware investors will be reviewed and analyzed, including company-level third-party ESG data, ratings, and climate-related measures. Students will complete computational exercises involving that content, and will be assumed to be proficient with Excel or similar spreadsheet software, but no other coding ability will be required. The course is intended to provide the ESG investing background necessary for students seeking to participate in the ESG Student Managed Investment Fund sequence, but other students meeting the course requirements are also welcome to enroll.

Prerequisite: FNGB 7421.

FNGB 74CA. ESG Finance: Issues & Challenges. (3 Credits)

This graduate course is designed in a seminar format and will delve into topics ranging from the successful implementation of sustainability goals by corporations to evaluation of ESG-tilted portfolios by an investor. Students and participants are expected to have a basic understanding of the issues surrounding sustainability. The course is open to graduate students from the Gabelli School and the economics department. A limited number of undergraduate students from the Gabelli School may take the course with the instructor's permission.

Prerequisite: FNGB 6411.

FNGB 74CB. Financing New Media Ventures. (3 Credits)

This course is designed for students to learn how to launch new business lines in large media corporations or new startups directly to market. Learn the critical thinking processes of venture fund managers and corporate innovation leaders in charge of dispensing capital to finance new media ventures. Students will also master effective channels of communication with key stakeholders and champions while utilizing venture capital metrics to quantify and evaluate strategic market opportunities.

Prerequisite: FNGB 6411.

FNGB 74CC. Sustainable Investing and ESG Analysis. (3 Credits)

This course has been designed to develop sustainability competencies for those aspiring to create an impact in their personal and professional lives. Students are exposed to new techniques and tools enabling them to develop sustainable investing strategies and positive outcomes. Through this course, students will learn how to identify, analyze, and integrate ESG factors across a range of asset classes while learning best practices of sustainable and impact investing. This course culminates with a case study in which you will develop your own sustainable investment strategy.

Prerequisite: FNGB 6411.

FNGB 74CD. US/UK Sustainability Communication and Reporting. (3 Credits)

This course will enable students to develop a deeper understanding of the risks and opportunities of being a sustainable business and the similarities and differences of sustainable communications between companies in the U.S. and in the U.K. Students will have the opportunity to travel to the U.K. and hear directly from leaders of industry about the challenges they face when trying to identify, evaluate, and report the issues that will allow them to operate as a sustainable business. Students will research companies in the U.K. and the U.S. to compare and contrast how different companies are handling similar situations with a focus on how they are using the U.N. Sustainable Development Goals to evaluate risk exposure and to communicate to their stakeholders.

Prerequisite: FNGB 6411.

FNGB 74CE. Introduction to ESG and Finance. (1.5 to 3 Credits)

In this course, students will learn about the history of ESG and impact investing, as well as the evolution of key social, environmental, and economic challenges. They will examine the use of ESG Value Reporting Foundation (Sustainability Accounting Standards Board) standards in the United States, Europe, and China, and they will review regulatory factors in relation to the ability of an institution to drive value for its multiple stakeholders. Students will also evaluate social tensions relating to climate change and the exponential growth of investor interest in transformative climate tech solutions. We will look at how policies and market environments, including in each student's native country, support ESG development. The course will leverage Fordham's relationship with the United Nations PRME (Principles of Responsible Management Education) program, and students will examine in detail the UN's 17 Sustainable Development Goals and the Business Roundtable pledge.

Prerequisite: FNGB 6411.

FNGB 74CF. Introduction to Climate Finance. (3 Credits)

In this course, students explore the science of climate change and its related economic and environmental impacts. They study changing global policies and examine financial tools and techniques to fight climate change in its context. Specific areas covered include the use of capital markets to create market-based emission trading systems, project finance to build renewable energy projects, venture capital to fund innovative low emission technologies, etc. The course will feature a large number of readings and a few cases to introduce students to climate finance.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 70.

FNGB 74CG. ESG - Student Managed Investment Fund 2. (3 Credits)

This course is an intensive experiential learning opportunity in which students who already completed ESG—SMIF 1 apply their skills in investment analysis and risk attribution in order to manage an actual portfolio of securities on behalf of the University. Students act as fiduciaries for a portion of the University's endowment. This is the second and immediate followup course to ESG—SMIF 1. ESG—SMIF 2 is designed to apply the analytical framework concerning financial statements, economic indicators, geopolitical concerns, ESG filters and rankings, and other investment management concerns within an ESG-based portfolio and under specific strategies. Through structured research and quantitative analysis concerning companies and their equity, debt, and other financial asset classes, students manage a portfolio, produce detailed and weekly metrics, pitch securities for trading, prepare trading tickets for actual execution, and recommend securities trades. Enrollment is open to both graduate and advanced undergraduate students.

Prerequisite: FNGB 749R.

FNGB 74CH. Managing Business Climate Change Risk Exposure. (3 Credits)

This course will introduce you to the effects that climate change is having on business organizations across the globe and how businesses are responding to these risks. We will explore the short-term impact on businesses of extreme weather events and the long-term impact of chronic changes in weather patterns due to global warming. The course will explain the full range of potentially severe physical risks and transition risks of climate change facing businesses today and how these risks are changing due to global warming. You will learn the strategies that businesses utilize to manage these risks, including risk avoidance, risk mitigation, and risk transfer. We will study how businesses use such important climate risk transfer mechanisms as buying insurance, including general business, flood, and business interruption insurance, and issuing catastrophe bonds. You will also learn how businesses can use derivatives, such as specialized weather derivatives and certain traditional derivatives like forwards, futures, and swaps, to hedge their climate change risk exposure. The course will explain how climate change can also give rise to opportunities for businesses to develop innovative products, services, and strategies to help other businesses. You will learn how successful businesses that recognize these opportunities can turn climate change into an advantage for their stakeholders and society.

Prerequisite: FNGB 74CF.

FNGB 74CJ. Financial Regression and Application. (3 Credits)

This course will cover basic regression analysis for finance students. The software will be based on Excel and basic Python. It will be useful to have had some exposure to Python, or other programming skills. If not, extra effort on your part should be expected—or take a Python class at the same time. You will learn how to import data and conduct analysis such as computing Beta, estimating simple multifactor models, assessing the relation between standard accounting data and stock returns, etc.

Prerequisite: FNGB 7421.

FNGB 74CK. Global Commodities Markets & Trading. (3 Credits)

The aim of this course is to introduce students to the structure of the global commodity markets and the fundamental concepts of physical and financial commodity trading, hedging, and arbitrage. The course will cover the cash, derivative, and bank-lending markets related to energies, precious metals, and agricultural commodities. It will explore the value chain of each commodity from the upstream point of production to the downstream point of distribution and consumption. The course will cover cash, derivative, and financial market pricing, as well as risk management tools and techniques employed in the "spot", commodity, "listed" and "over-the-counter" markets utilizing live financial derivative markets and real world case studies. A knowledge of the basic operation of the futures, forwards, and listed options markets would be helpful for all students enrolled in this course.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74CL. Intro to Fintech in Portfolio Management. (3 Credits)

This course aims to provide students with basic knowledge and skills in fintech via a comprehensive introduction to the field. Students should be able to conduct fintech problem-solving professionally and present their results to peers after taking this class. The major skills to be covered include models in fintech, financial data acquisition, data mining and visualization, machine learning in finance, and high frequency trading analytics. Topics covered include portfolio analysis, portfolio formation, and portfolio optimization using machine learning.

Prerequisite: FNGB 7421.

FNGB 74CM. Sustainability Reporting and Finance. (3 Credits)

Financial decisions worldwide are increasingly influenced by the unique risks of the 21st century. All activities demand focus on sustainability issues—from the looming impacts of climate change and risks associated with health and safety to credit and investment gaps that limit business opportunities and hamper economic progress in many parts of the world. As the challenges of scarcity of resources, the search for profits through efficiency, and impact of climate change continue to mount, environmental, social, and governance (ESG) data become essential for prudent decision-making. Along with several multinational investment banks, Dow Jones has a sustainability index indicating that the search for profitability through efficiency has transcended trends and become the new corporate norm. Students in this course study finance, corporate disclosures, and sustainability reporting practices as integrated subjects, beginning with an introduction to financial and reporting principles and moving through financial analysis and industry-focused disclosures. Additionally, the course covers diverse aspects of sustainable reporting and offers tools for effective risk assessment.

Prerequisite: FNGB 6411.

FNGB 74CN. Real Estate Capital Market Analysis. (1.5 to 3 Credits)

This course examines selected topics and issues related to real estate capital markets. Special emphasis will be placed on mortgage backed securities (MBSs) and real estate investment trusts (REITs). This class will be conducted using a lecture format. The topics include the primary mortgage market and secondary markets, the objectives and processes for designing, implementing, and servicing mortgage and asset backed securities, the tools used by the capital market for pricing and analyzing risks of MBSs, and the regulatory environment and trend of the securitization market.

Prerequisite: FNGB 7421.

FNGB 74CP. Data Analytics for Finance. (3 Credits)

This course teaches students how to apply the tools and techniques of data science to big financial data and, combined with finance theory and concepts, enhance the quality of empirical analysis, problem-solving, and decision-making in finance. Students will engage in diverse projects related to the field of finance, using big data drawn from proprietary financial databases, such as S&P Compustat, CRSP, Execucomp, ISS Directors, RepRisk, Thomson/Refinitiv, and others, as well as the Web. The projects will be executed using the Python programming language and its system of libraries, such as Pandas, Numpy, Matplotlib, Statsmodels, Numba, SciPy, etc. A wide range of interesting problems from various areas in finance will be investigated, such as capital structure, cost of capital, payout policy, simple multifactor models, portfolio construction, financial ratio analysis, firm liquidity, executive compensation, boards and institutional investors, diversity in corporate governance, ESG and firm market and financial performance, and others. The course will equip the students with the necessary knowledge and skills to extract useful information from the ever-increasing volume of data and use it for improved understanding of financial concepts and better decision-making.

Prerequisite: FNGB 7421.

FNGB 74CQ. Fundamental Stock Analysis. (3 Credits)

This course is designed to simulate the experiences a student can obtain as an equity analyst in the asset management industry. As such, while a broad survey of the market and asset classes is covered, the course provides an in-depth understanding of equity stock selection and trains students in selecting stocks using a disciplined investment process that systematically screens an investment universe for attractive quality stocks that are undervalued (Graham & Dodd). Students are expected to focus on the examination and evaluation of individual companies on a standalone and comparable basis, and to understand a company's competitive positioning via Porter's five forces. Students will look at the fundamentals of the company, recognizing a sound business, trading at a reasonable price, as a potential investing opportunity. Students will also learn to appreciate that buying businesses that they don't completely understand adds uncertainty, and they should, therefore, demand a higher risk premium (margin of safety). The course also stresses the importance of creating relationships with people in investor relations at the targeted companies. A team of industry experts, fundamental analysts, portfolio managers, risk managers, and other investment professionals will work closely with students to ensure that the students are exposed to various tools and methods that are currently being employed in the industry.

Prerequisite: FNGB 7421.

FNGB 74CR. Investment Analysis with Data Visualization and GenAI. (3 Credits)

This course is an advanced investment analysis course with three overlapping parts. The first part focuses on utilizing well-regarded investment websites available on the internet to speed up economic data analysis, portfolio evaluation, and stock selection. The second part involves using GenAI to rapidly ask questions and gain various perspectives, uncovering blind spots and opening new areas of opportunity. Effective prompt engineering and checking against GenAI's hallucinations is crucial. In the final three weeks, students will work in groups of four on a pro bono consulting project for an industry practitioner, applying what they have learned in the course.

FNGB 74CS. Fund Strategies and Performance. (3 Credits)

This course examines how money is managed by organizations such as university endowments, pension funds, mutual funds, hedge funds, and private equity funds. It provides an advanced treatment of asset allocation and equity portfolio strategies, and a performance evaluation of U.S. mutual funds and hedge funds. The course provides a deeper understanding of the measurement of risk and its relationship to return, as well as of multi-factor models. Implementation issues, including statistical estimation, back-testing, portfolio construction, and performance evaluation, are covered. Some programming skill (likely Python/SAS) will be important, and partly taught.

FNGB 74CT. Advanced Value Investing. (3 Credits)

Students will study a variety of advanced topics that build on the principles outlined in Introduction to Value Investing and Behavioral Finance. The class will study real-world situations in the current market environment, employ multiple valuation frameworks, and improve students' ability to make informed decisions. Among other topics, the class will study business strategy, Mario Gabelli's Private Market Value with a Catalyst, capital allocation principles, distressed investing, and merger arbitrage.

FNGB 74CU. Investment Applications. (3 Credits)

The objective of this course is to introduce the student to investment principles in the U.S. and in the global capital market. We will understand existing assets and investment vehicles, the functioning of capital market, the theoretical principles that underline asset pricing, and its applications in the valuations of fixed income and equity securities.

FNGB 74CV. Technical Analysis. (3 Credits)

A study of the Elliot Wave theory, a technical analysis approach used in financial markets, particularly in the analysis of stock market price movements. It was developed by Ralph Nelson Elliott in the 1930s and is based on the idea that market prices move in predictable patterns and cycles. The theory is widely used by traders and investors to forecast future price movements. Students will study the theory alongside money management techniques in real time.

FNGB 74CW. Machine Learning for Finance. (3 Credits)

Machine learning (ML) methods of data analysis and prediction are transforming the financial landscape. This course provides a broad overview, knowledge, and practical skills of ML, focusing on applications in finance. The course will introduce various ML methods including supervised and unsupervised learning, as well as deep and reinforcement learning. Students will understand the general landscape of available ML algorithms and learn to implement the most appropriate solutions of a given problem. The course will use Python programming and open source Python packages, and it requires knowledge of statistics. Class sessions will provide the basics of Python.

FNGB 74CX. Investment Analysis with Data Visualization and GenAI. (3 Credits)

This course is an advanced investment analysis course with three overlapping parts. The first part focuses on utilizing well-regarded investment websites available on the internet to speed up economic data analysis, portfolio evaluation, and stock selection. The second part involves using GenAI to rapidly ask questions and gain various perspectives, uncovering blind spots and opening new areas of opportunity. Effective prompt engineering and checking against GenAI's hallucinations is crucial. In the final three weeks, students will work in groups of four on a pro bono consulting project for an industry practitioner, applying what they have learned in the course.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 70.

FNGB 74CY. Introduction to Wealth Management. (1.5 Credits)

This class is intended to demystify the wealth management process. Class lectures will be open-ended discussions with the goal of providing a better understanding of personal wealth and the business of wealth management by combining some aspects of financial planning and overall portfolio management.

FNGB 74CZ. Introduction to Venture Capital. (3 Credits)

This course offers a comprehensive introduction to the world of venture capital, a critical component of the global financial system that drives innovation, rewards founders and drive economic growth. If you are a financial professional, investor or an aspiring entrepreneur, this course will give you a deep understanding of how venture capital firms operate, how deals are sourced, evaluated and how deals are structured. You will also learn about the history of venture capital and the key opportunities and challenges venture capitalists are facing today.

FNGB 7811. Finance - Internship. (1 to 3 Credits)**FNGB 8009. M&A and Leverage Acquisition. (1.5 Credits)**

The course covers corporate debt solutions and provides an overview of credit risk principles. It will focus on corporate acquisitions and LBOs, and analyze different sources of funding, from senior to subordinated. Students will hear from many guest speakers, learn main capital structure issues, and be exposed to the current market environment.

Prerequisite: GFGB 6006.

FNGB 8405. Iss. Fin: Delevgd Fin. (1.5 Credits)

This course discusses the use of debt in Leverage Buyouts, recapitalization, restructuring and refinancing, including Debtor-in-Possession (DIP) financing. Students develop practical insights by utilizing case studies from several public highly leveraged firms; practical insights are critically reviewed.

Prerequisite: FNGB 7421.

FNGB 8408. Acquisition & Leveraged Fin. (1.5 Credits)

The course covers corporate debt solutions and provides an overview of credit risk principles. It will focus on corporate acquisitions and LBOs, and analyze different sources of funding, from senior to subordinated. Students will hear from many guest speakers, learn main capital structure issues, and be exposed to the current market environment.

Prerequisite: FNGB 7422.

FNGB 8414. Modern Financial Analysis. (1.5 Credits)

Learn how the financial services industry applies valuation techniques in a deal context! In this mini-course, you will demystify the theory behind the analytics and ultimately appreciate the "art" and "science" of valuation analytics. What is a company worth? What is someone willing to pay? The answers depend on: who the seller is; who the potential buyer(s) is; the context of the transaction and the current market conditions....

Attribute: ABEP.

Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 8415. Fin/Imkts: Cncpts/Methods/Trd. (1.5 Credits)

This course provides a real-life, hands-on experience of financial market activity and its impact on the broader economy. Throughout the course, students will participate in a trading game (which is explained in more details below) to assess and manage real world factors such as counterparty risk, liquidity, leverage, etc. They will also learn the impact of various policy issues on the markets and thus the economy (ex: impact of limiting foreclosures), some of the mathematics behind the markets, and the broad spillover effects of various investor / issuer decisions. Class sessions will be divided into two parts, lectures and trading. No prior market experience is required, but students are expected to have a passion to learn about financial market activity and stay aware of current market and political conditions. Trading Game: Students participate in 5 sessions of the trading game. Essentially, this game operates in a closed economy with various market participants (sell side, buy side, central bank, etc.) that trade a wide variety of assets, including stocks, bonds, loans, indices, commodities, CDS, currencies, and options, and do so in the context of the current, real world market environment (ex: record Treasury issuance). Each class will have an active trading session, and all market participants are expected to keep and update their trade books to track their P and L.

Prerequisite: FNGB 7421.

FNGB 849C. Fin/Imkts: Cncpts/Methods/Trd. (1.5 Credits)

This course provides a real-life, hands-on experience of financial market activity and its impact on the broader economy. Throughout the course, students will participate in a trading game to assess and manage real world factors such as counter party risk, liquidity, leverage, etc.

Prerequisite: FNGB 7421.

FNGB 849G. Mergers and Acquisitions. (1.5 Credits)

Mergers and acquisitions constitute some of the most important growth, diversification, and globalization strategies for firms. Finance, specifically corporate finance, plays an important role in M&A because the completion of a deal requires careful attention to valuation, risk management, and the designing of an appropriate payment package. That design is an important part of a deal for reasons ranging from accounting and tax to synergies and stock price. In this course, students will examine these features through a number of cases and readings. We will also briefly discuss issues of corporate governance, securities law, and corporate law whenever the context requires us to do so.

Prerequisite: FNGB 7421.

FNGB 849H. Advanced Financial Modeling. (1.5 Credits)

Advanced financial modeling.

Prerequisite: FNGB 7421.

FNGB 849I. Blockchain. (1.5 Credits)

The course will explore the role currency plays in the economy, the emerging technologies pioneering new forms of digital money, and the impact these technologies will have on currency, the economy and the broader category of capital.

Attributes: ABBC, ABEP, ABFF.

Prerequisite: FNGB 849J (may be taken concurrently).

FNGB 849J. Digital Currencies. (1.5 Credits)

Digital Currencies-New Revolution. The course will leverage what was taught in Digital Currency to explore specific examples of new technologies being used to develop new forms of currency and digital money, and redefine the broader category of capital. The course will use real products/service to explore these topics.

Attributes: ABBC, ABEP, ABFF.

Prerequisite: FNGB 6411.

FNGB 849K. Valuation and Modeling for Accounting. (1.5 Credits)

This course expands on valuation techniques discussed in Modern Financial Analysis and Valuation Techniques. Students will have the opportunity to learn the modeling techniques used by today's Wall Street practitioners associated with Discounted Cash Flow Analysis, Merger Analysis, Purchase Price Allocations and Synergy DCFs.

Prerequisite: FNGB 8414 (may be taken concurrently).

FNGB 849L. Empirical Value Investing - A. (1.5 Credits)

This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed. The "A-section" will examine several topics / methods. It is a pre-req for the "B-section," which will investigate the same issues more fully.

Prerequisite: FNGB 7421.

FNGB 849M. Empirical Value Investing - B. (1.5 Credits)

This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed. The "A-section" is a pre-req for the "B-section," which will investigate the same issues more fully.

Prerequisite: FNGB 849L (may be taken concurrently).

FNGB 849N. Fintech: Disruption in Finan Services. (1.5 to 3 Credits)

The course is designed and built to ensure that students gain the knowledge and insight they need to understand the latest developments in Fintech and their disruptive impact on the global financial service industry. Upon completion of this course, students will develop a deeper understanding of business and economic aspects of financial services-based technologies; gain insight into financial ecosystems; understand the Fintech regulatory frameworks; and be able to critically evaluate the disruptiveness of Fintech innovations.

Attributes: ABEP, ABFF.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 70.

FNGB 849Q. Identifying Corporate Culture to Uncover Positive Alpha Investment. (1.5 Credits)

This course will provide a solid introduction to financial linguistic analysis that allows investors to measure the relevance and importance of intangibles like corporate culture and leadership as important contributors to future share value and Alpha. The aim of this first-ever financial linguistics course is to introduce students to the Candor Analytics process. Students will learn how this analytic process has consistently identified high-performing and underperforming stocks over the past decade.

Prerequisite: FNGB 6411.

FNGB 849R. Booms, Bubbles, Busts, and Crashes: A Capital Markets History. (1.5 Credits)

This course will prepare students to understand and anticipate regulatory and institutional changes in financial markets. Fintech and other technological changes are disrupting the financial markets in an unprecedented way—and will probably usher in new regulations. A good understanding of the market's institutional evolution, including the evolution of money, is essential to prepare for a successful career in the financial services industry.

Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 84AA. Financial Markets and Responsibility- A. (1.5 Credits)

This course is intended as an introduction to Financial Markets and Responsibility. In the first half, we will discuss the instruments traded in the markets, the institutions that support and frame the markets, the trading mechanisms, and the regulatory structure. The course is intended to be descriptive and conceptual. The aim is to familiarize you with the breadth and scope of equity, debt, and currency markets. We shall discuss the recent developments in the U.S. and the development of financial markets globally.

Prerequisite: FNGB 6411.

FNGB 84AB. Financial Markets and Responsibility-B. (1.5 Credits)

The course will provide an introduction to the environmental, social, governance (ESG) aspects of business, as well as diversity, equity, and inclusion (DEI) issues. A central theme will be the social responsibility of corporations. We will discuss how social considerations impact business and financial markets, and how business practices and disruptions affect employees and society. The focus will be on the financial implications, e.g., shareholder versus stakeholder primacy. Cases and some data analysis may be included in class discussions.

Prerequisite: FNGB 6411.

FNGB 8999. Independent Study. (3 Credits)

Finance (Undergraduate) (FNBU)

FNBU 3221. Financial Management. (3 Credits)

Financial analysis, planning and control in the business firm. Optimum capital structure and leverage. Working capital management and sources of suitable short-term funds. Long-term investment decisions and capital budgeting. Valuation problems in financing and acquisitions.

Attribute: BUMI.

Prerequisite: ACBU 2222.

FNBU 3222. ST: Financial Management Lab. (1 Credit)

This optional lab is aimed at finance students. It will provide additional training in skills that are likely to be useful when seeking finance internships. It will relate to FNBU 3221 - Financial Management, but will also involve additional concepts. Attendance, homework, and grading are expected.

FNBU 3440. Corporate Financial Policy. (3 Credits)

From the standpoint of finance theory, the value created by a corporation depends on the profitability of investments and the mode of financing these investments. This course enables students to analyze and understand the interaction between the investment and financing decisions. Corporate finance topics such as capital budgeting, cost of capital, raising capital, dividend policy, hedging, mergers and acquisitions, and international corporate finance may be covered.

Attribute: BLEB.

Prerequisites: HPCB 3221 or FNBU 3221.

FNBU 3441. Investments & Security Anlys. (3 Credits)

Investing media, features and characteristics. Security markets and their procedures. Investment risks, their recognition and evaluation in security analysis. Problems in analysis of data. Portfolio management techniques.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 3442. Portfolio Management. (3 Credits)

Focuses on management of large institutional portfolios, such as pension endowment and mutual funds. Diversification concepts and analytical techniques, including Markowitz and simplified capital asset pricing models are considered. Covers strategies for asset allocation decisions, equity management, fixed income security management and options.

Prerequisite: FNBU 3441.

FNBU 3443. Global Business Econ & Trade. (3 Credits)

This course familiarizes students with international trade and finance concepts, and their application to managerial decision making. Opportunities and risks in the global economy will be analyzed across a range of countries and industries. We prepare students to identify global trends by highlighting how comparative advantages evolve and change. Case analyses and a class project play major roles in achieving the objectives of the course.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 3444. Global Financial Management. (3 Credits)

This course addresses the problems faced by an international banker or a financial officer of a multinational firm. It emphasizes financial decisions not usually considered by managers of purely domestic firms including exchange rate fluctuations, tax structures across countries, and political risk. The course focuses on: identification, measurement and management of exchange rate exposure and hedging strategies; taxation of international income and transfer pricing policies; international capital budgeting, determination of the cost of capital; global financing; and designing financial structure. Students will also be introduced to essential aspects of financial derivatives - futures / forwards / swaps / options - especially as they apply to currency and interest rate markets.

Prerequisites: FNBU 3441 and FNBU 3443.

FNBU 3445. Investing in the EU. (3 Credits)

The EU is the largest market for US exports and foreign direct investment. The objective of the course is to familiarize students with the process of regional integration and monetary unification in Europe, along with the opportunities and challenges for foreign investors. Regulatory differences between the US and EU that impact the financial sector and competition will be analyzed. Despite deep economic and financial integration in the EU, significant country and regional differences exist. Such country-specific differences together with the implications of Brexit will be analyzed drawing on Harvard Business case studies and current issues.

Prerequisite: FNBU 3221.

FNBU 3446. Futures and Options Market. (3 Credits)

An introduction to futures, options and commodities trading. The course covers all the basic principles of futures, options, and swaps markets and contracts. Key theoretical models and trading methods are examined.

Prerequisites: (FNBU 3221 or HPCB 3221) and FNBU 3441 (may be taken concurrently).

FNBU 3447. Real Estate Finance. (3 Credits)

An introductory course in the valuation and financial structuring of real estate. Discusses the major factors affecting the real estate market, including general tax and depreciation policies. The roles of principal lending institutions, mortgage banks, and investment banks in real estate lending; syndications and partnerships are presented. The course also surveys the real estate-related securities and their markets.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 3448. ST: Adv Real Estate Finance. (3 Credits)

This course delves deeper into the topics covered in the introductory course including financial modeling, discounted cash flows, and leverage. The course will cover new topics including waterfalls and distressed debt. The focus of the course will be for students to become comfortable solving problems within the context of global real estate and gain practice using Microsoft Excel and Argus Valuation to complete cash flow analyses. Current events, a variety of guest speakers and applied learning opportunities will be integrated into the curriculum. Social justice issues in real estate will be briefly touched upon in connection with relevant topics such as affordable housing and discrimination in mortgage underwriting.

Prerequisite: FNBU 3447.

FNBU 3449. Leading And Investing in Change. (3 Credits)

This course is designed to provide students with the skills and knowledge to influence and lead social impact—in business and generally—through a specifically crafted case and exercise. By the conclusion of this course, each student should have a robust toolbox of frameworks and concepts inherent to social impact and social change, and a clear understanding of capital deployment as it relates to impact investments. This class utilizes a digital gaming exercise designed for this type of course. The case—\$50 Million for Change—requires students to step into the role of a player in the impact funding mix in a fictional city and state.

FNBU 3450. ST: Fintech - An Introduction. (3 Credits)

FinTech is a new and emerging field of technology that is disrupting the way that many companies are conducting business. FinTech has already “forever” changed many sectors including mobile payments, social media, money transfers, loans, fundraising, travel, trading and asset management. It has completely revolutionized the way companies are developing products, conducting research, establishing directed sales and marketing plans, and utilizing start-up technology. Businesses are using FinTech to expand their products and services at a fraction of its previous cost. Entrepreneurs are utilizing FinTech as a central foundation for research, funding, and product development. Customers are already utilizing FinTech as part of their daily lives - mobile apps, social media, banking, online shopping, entertainment and gaming. This course will introduce students to the breadth of FinTech, and touch upon the technical underpinnings.

Attribute: ENT.

Prerequisites: FNBU 3221 or HPCB 3221 (may be taken concurrently).

FNBU 3451. ST: Fintech Lending and Payments. (3 Credits)

The class will introduce fintech topics, such as blockchain and cryptocurrencies, insurtech and regtech, and lending and payments, and also will dive into practical world and case studies. There will be outside speakers. The class is NOT very technical, and will involve student discussions and presentations. Students who want to practice their communication and presentation skills and learn introductory topics in the fintech space should consider taking this course.

FNBU 3452. ST: Industry Analysis and Strategic Planning. (3 Credits)

Discusses techniques for analyzing the long-term attractiveness of different industries and develops a framework to understand the nature of competition and the relative competitive position of firms within industries. Emphasizes global factors that affect industry attractiveness and competitive positioning. In particular, highlights the impact of differences in and the competitive advantages of nations and trade, as well as the development of global standards for the long-term profit potential of industries. While this course emphasizes the industry level, it also includes competitive factors of firms within industries to introduce a framework for strategic planning at the firm level.

Prerequisites: FNBU 3440 or FNBU 3441.

FNBU 4100. Mergers and Acquisitions. (3 Credits)

Mergers and corporate restructurings occupy an important place in corporate finance and corporate strategy. Valuation models and innovative financing techniques find widespread applications in this field. This course will familiarize students with the major concepts and applications in corporate restructuring. Special attention will be given to analyze the spectacular developments of the last decade. Students will be asked to prepare case-notes from Wall Street Journal and Business Week and these will be discussed more fully in class.

Attribute: GLBB.

Prerequisites: FNBU 3440 or FNBU 3441.

FNBU 4101. Mergers, Acquisitions, and Leverage Acquisitions. (1.5 Credits)

The course covers corporate debt solutions and provides an overview of credit risk principles. It will focus on corporate acquisitions and leveraged buyouts and analyze different sources of funding, from senior to subordinated. Students will learn main capital structure issues and be exposed to the current market environment.

FNBU 4102. Booms, Bubbles, Busts, and Crashes: A Capital Markets History. (1.5 Credits)

This course will prepare the students to understand and anticipate regulatory and institutional changes in financial markets. Fintech and other technological changes are disrupting the financial markets in an unprecedented way—and will probably usher in new regulations. A good understanding of the market’s institutional evolution, including the evolution of money, is essential to prepare for a successful career in the financial services industry.

FNBU 4103. Identifying Corporate Culture to Uncover Positive Alpha Investments. (1.5 Credits)

This course will provide a solid introduction to financial linguistic analysis that allows investors to measure the relevance and importance of intangibles like corporate culture and leadership as important contributors to future share value and Alpha. The aim of this first-ever financial linguistics course is to introduce students to the Candor Analytics process. Students will learn how this analytic process has consistently identified high-performing and underperforming stocks over the past decade.

Prerequisite: FNBU 3221.

FNBU 4428. Introduction to Climate Finance. (3 Credits)

In this course, students explore the science of climate change and its related economic and environmental impacts. They study changing global policies and examine financial tools and techniques to fight climate change in its context. Specific areas covered include the use of capital markets to create market-based emission trading systems, project finance to build renewable energy projects, venture capital to fund innovative low emission technologies, etc. The course will feature a large number of readings and a few cases to introduce students to climate finance.

Prerequisite: FNBU 3221.

FNBU 4429. Introduction to ESG and Finance. (3 Credits)

In this course, students will learn about the history of ESG and impact investing, as well as the evolution of key social, environmental, and economic challenges. They will examine the use of ESG Value Reporting Foundation (Sustainability Accounting Standards Board) standards in the United States, Europe, and China, and they will review regulatory factors in relation to the ability of an institution to drive value for its multiple stakeholders. Students will also evaluate social tensions relating to climate change and the exponential growth of investor interest in transformative climate tech solutions. We will look at how policies and market environments, including in each student’s native country, support ESG development. The course will leverage Fordham’s relationship with the United Nations PRME (Principles of Responsible Management Education) program, and students will examine in detail the UN’s 17 Sustainable Development Goals and the Business Roundtable pledge.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4430. Computational Finance. (3 Credits)

The increasing availability of financial data has changed the ways firms and investors make decisions. Computational finance introduces methods of analyzing alternative financial data to optimize investment decisions. The course uses basic Python programming. Using real-world examples, we will apply programming techniques to textual analysis of financial data from alternative user interfaces, to tone/sentiment analysis, and to machine learning (topic modeling, neural networks, etc.) Previous programming experience in Python is recommended but not required, though students should at least have some introductory programming experience.

FNBU 4431. Student Managed Investment Fund: ESG-Impact . (3 Credits)

In this joint graduate and undergraduate course, students will apply their investment and portfolio skills in the analysis and selection of a real set of securities and opportunities. Selection will focus on ESG investments and/or those that stress societal impact.

FNBU 4432. ST: ESG Finance-Issues&Challenges. (3 Credits)

This graduate course is designed in a seminar format and will delve into topics ranging from the successful implementation of sustainability goals by corporations to evaluation of ESG-tilted portfolios by an investor. Students and participants are expected to have a basic understanding of the issues surrounding sustainability. The course is open to graduate students from the Gabelli School and the economics department. A limited number of undergraduate students from the Gabelli School may take the course with the instructor's permission.

Prerequisite: FNBU 3221.

FNBU 4434. ST: ESG & Portfolio Management. (3 Credits)

This course will introduce students to the management of investment portfolios with an awareness of environmental, social, and governance (ESG) risks and objectives. We'll start with an introduction to ESG and everything that means today. We'll then examine a variety of approaches to ESG-aware portfolio management, including security screening and exclusion, ESG integration, best-in-class investing, thematic investing, portfolio tilting, active ownership, and impact investing. We'll focus primarily on public equity, but other asset classes will be introduced over the term. The emphasis will be on developing a practical and applied understanding of the subject. Data widely used by ESG-aware investors will be reviewed and analyzed, including company-level third-party ESG data, ratings, and climate-related measures. Students will complete computational exercises involving that content, and will be assumed to be proficient with Excel or similar spreadsheet software, but no other coding ability will be required. The course is intended to provide the ESG investing background necessary for students seeking to participate in the ESG Student Managed Investment Fund sequence, but other students meeting the course requirements are also welcome to enroll.

Prerequisite: FNBU 3221.

FNBU 4439. ST: Non Concentration Value Investing. (3 Credits)

This course DOES NOT COUNT FOR VALUE INVESTING 2nd CONCENTRATION. NOTE: 2ND Concentration V.I. students will not get credit for this course. This survey course is designed to introduce the fundamentals of the Graham and Dodd value approach to investment analysis. The course will cover the basic structure of the analytical approach to value investing and its relationship to other investing styles. The topic will be described through lectures, exercises, readings, in-class discussions and homework assignments. The last sessions of the course will be devoted to student presentations of their investment recommendations.

Prerequisite: FNBU 3441.

FNBU 4440. ST: Investment Banking. (3 Credits)

This course is intended to give students a practical introduction to investment banking and its role in helping corporations raise capital from the global capital markets. Topics include: venture capital, public offerings, private placements, going public, stock and bond financing, convertibles and other hybrid instruments, design of innovative securities, swaps and other derivative instruments, mergers and acquisitions and leveraged buyouts.

Attribute: ENT.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4441. ST: Sustainability and Finance. (3 Credits)

As companies adopt sustainability as a value and a business strategy, finance practitioners are evaluating how their work can advance that mission. How is sustainability changing the way companies conceive of and apply financial tools and techniques? This course examines how financial practice can either support or undermine global sustainability. Using examples of leading and creative financial practitioners, it will explore among other topics, how companies are using data to measure sustainability impacts; how managers are creating financial value by pursuing sustainability; how investment and lending community is learning to assess companies according to new sustainability criteria; and how the existing financial paradigm of shareholder wealth maximization (SWM) might further evolve to more explicitly incorporate the goals of global sustainability.

Attribute: SOIN.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4442. ST: Securities Law. (3 Credits)

This course offers an intensive introduction to the Securities Act of 1933 and the Exchange Act of 1934, i.e., the laws that govern the offering of stocks and bonds by corporations. Topics to be covered include: (1) the definition of a security; (2) the initial public offering (IPO); (3) private placements; (4) the obligations of those that possess material non-public information; (5) material misstatements in filings; and (6) civil remedies.

FNBU 4443. ST: Commercial Credit and Banking. (3 Credits)

This course explores credit analysis and the loans approval process, and it prepares students for positions with commercial lenders. Emphasis is placed on accounting and Excel modeling related to default risk. Important topics include ratio, cash flow, and projection analyses, and loan contracts, oversight, and credit deterioration. Deals and case studies will reinforce concepts.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4445. Topics in Finance. (1.5 to 3 Credits)

Offered from time to time to permit faculty and students to explore a finance topic of particular interest. The specific topic and are announced when the course is offered.

Attribute: GLBB.

Prerequisite: FNBU 3441.

FNBU 4447. ST: Credit and Special Situation Investing. (3 Credits)

High yield/ distressed debt investing overlays the complications and intricacies of corporate organizational structures and legal frameworks with fundamental business valuation and securities selection. Through the use of real world case studies, the course will examine the actual step-by-step process undertaken by a hedge fund professional when considering an investment in the fixed income securities of a highly leveraged company.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4448. ST: Private Equity. (3 Credits)

The objective of this class is to offer students a strong working knowledge of the private equity industry. We will examine the industry from a number of viewpoints including but not limited to, the structure of the industry, the investors, and the analysis of investments. In addition we will discuss how fund managers add value to the companies they purchase as well as how they exit (sell) the companies through IPO's or other transactions.

Attribute: ENT.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4449. ST: Small Business Finance. (3 Credits)

Small Business Finance is the gateway to entrepreneurship and then enterprise management. This course will take the student from Start-Up to the cross-over point of revenue, profitability, structure and management. It will allow the enterprise to grow and succeed or stumble and fail.

Attribute: ENT.

FNBU 4450. Global Investments. (3 Credits)

Course required for concentration. Reviews the case for and against international investing. Provides an understanding of international investment concepts. Topics include: purchasing power and interest rate parity, currency risk and how to hedge it, mean-variance investment concepts in an international context, emerging markets and how professional investors approach international investing.

Attributes: GLBB, INST, ISIN.

Prerequisite: FNBU 3441.

FNBU 4453. ST: Fixed-Income Analysis. (3 Credits)

The U.S. bond market is twice the size of the stock market, and interest rate contracts comprise three-fourths of all derivatives. This course focuses on the risk and return characteristics of individual fixed income securities as well as basic bond portfolio strategies. The term structure of interest rates, implied forward rates, related futures, Z-spreads, and basis-point risk will be studied. We will discuss credit and liquidity risk, embedded options, interest rate swaps, and securitizations. Market data using Bloomberg machines will be used throughout the course.

Attribute: AAAF.

Prerequisite: FNBU 3441.

FNBU 4454. ST: Financial Modeling. (3 Credits)

This course will introduce the student to the process of designing and building financial models using Microsoft Excel. Examples will be drawn from Finance/Accounting. The student will learn the steps needed to understand a financial problem, design a solution, then implement the solution in the spreadsheet. Lab time will be used to explore features of Excel frequently used in financial models. The class will also discuss how Excel is used to structure, manipulate, debug, and present financial models and their results. The course will prepare the student to use Excel and financial modeling effectively in a business environment.

Attribute: AAAF.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4455. ST: Hedge Funds. (3 Credits)

An introductory course designed to provide students with an overview of the alternative investment business and in particular Hedge Fund Investment Management. The course will survey the rationale for investing in Hedge Funds from an academic and a practitioner's perspective. The course will explore the benefits of including alternative investments and hedge funds in traditional portfolios and asset allocation models from both an individual and institutional investors' perspective. Students will learn about building blocks of alternative investments such as leverage, short selling and derivatives. They will also learn perform detailed rate of return and risk assessment on a wide range of the most popular hedge fund strategies and styles, including long/short equity, global macro, quantitative trading, credit arbitrage, convertible arbitrage, risk arbitrage and distressed investing.

Prerequisites: (FNBU 3221 or HPCB 3221 or HPBU 3221) and FNBU 3441.

FNBU 4456. Special Topic: Venture Capital. (3 Credits)

This course introduces the cyclical venture-capital process, and examines it from the view point of entrepreneurs, venture capitalists, and investors. Topics include raising venture capital, structuring venture capital partnerships, and key issues in evaluating stage companies, including exit alternatives, intellectual property, and patent issues.

Attribute: ENT.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4457. Introduction to Value Investing. (3 Credits)

Value Investing, developed by Graham and Dodd, is a time tested and proven investment methodology which is based on a detailed analysis of a company's current and historical balance sheet, income and cash flow statements. Students will learn how to identify and analyze undervalued securities which provide a significant margin of safety to their intrinsic value.

Prerequisites: FNBU 3221 or HPCB 3221 and (ACBU 2222 and ACBU 2223).

FNBU 4458. Behavioral Finance. (3 Credits)

Behavioral Finance suggests that investors can and often do make investment decisions based less upon rational, elaborate modeling techniques and often on heuristics (short cuts) and biases. Behavioral Finance therefore seeks to understand the psychological roots of decision making in order to explain financial and investment anomalies, investor behavior, and asset prices.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4459. Applied Value Investing. (3 Credits)

Students will study a variety of advanced topics which build on the principles outlined in Introduction to Value Investing and Behavioral Finance. The class will study real-world situations in the current market environment, employ multiple valuation frameworks, and improve students' ability to make informed decisions. Among other topics, the class will study business strategy, Mario Gabelli's Private Market Value with a Catalyst, capital allocation principles, distressed investing, and merger arbitrage.

Prerequisite: FNBU 4457.

FNBU 4461. ST: Finance and Business in a Post-Crisis World. (3 Credits)

Objective: Expose students to the transformational economic events of the past few years, while analyzing the shifting contours of global finance and trade. Specifically, the course will review the pros and cons of globalization; the key drivers of a more open and integrated global economy; the "rise of the rest," or the developing nations, led by China and India, the origins of the global financial crisis, the global policy responses to the crisis, and how the events/policies of today will influence the global economy of tomorrow.

Attributes: GLBB, INST, ISIN.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4462. ST: Stdt Mgd Invnt Fund - Fall. (3 Credits)

Over 2 consecutive semesters, students will actively manage a global balanced portfolio consisting of securities representing the major uncorrelated asset classes, namely equities, bonds, and alternative investments consisting of commodities, real estate, and FX. Prerequisite: FNBU 3441 Investment and Securities Analysis.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4463. ST: Student Managed Investment Fund—Spring. (3 Credits)

Student managed fund.

Attribute: GLBB.

Prerequisites: (FNBU 3221 or HPCB 3221) and FNBU 3441.

FNBU 4464. ST: Compliance and Risk Management. (3 Credits)

This course will review risk management in the financial services industry through compliance and regulatory perspectives. The course will cover the economic basis and goals of financial services regulations from the Great Depression to the recent financial crisis. Emphasis will be placed on identifying, controlling, mitigating, and managing financial services compliance and reputational risks. Topics will include capital adequacy, risk limits, supervision, Value at Risk and Monte Carlo simulation, Industry and self-regulation, insider trading, elements and style of both US and overseas regulation, corporate governance and reputational risk.

Attributes: AAAF, BLEB, PRQU.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4466. ST: Alternative Investing. (3 Credits)

The course will cover the evolution and outlook for a range of alternative investments using research, cases and guest speakers as learning tools. Students will learn to allocate among various types of alternative investments and to evaluate and perform analysis on new and emerging categories of alternative investments.

Attribute: SOIN.

Prerequisite: FNBU 3441.

FNBU 4468. Healthcare Finance. (3 Credits)

This course will present a historical development of the American healthcare system and will address the current challenges faced by both health insurers and providers, specific to managed care, reimbursement methods, and contracting. Students will learn to apply the standard tools of financial analysis and financial management in the complex and evolving setting in which the global healthcare system is currently situated. Students will also learn how to analyze the key financial indicators specific to hospitals and their direct application towards managed care contracting initiatives, debt restructure and bond rating status.

Prerequisite: FNBU 3221.

FNBU 4469. Impact Investing. (3 Credits)

This course will discuss investment strategies that have a societal orientation from both financial and socially responsible perspectives. The key questions are: how can we allocate money in a manner that is beneficial to all stakeholders and viable in a business sense, and, what are the appropriate metrics to evaluate such investments. Impact investments to be analyzed include government and ESG (environmental, social, governance) policies, micro finance, philanthropy, and green energy.

Attributes: ENT, SOIN.

Prerequisite: FNBU 3221.

FNBU 4472. ST: Study Tour of Brazil. (3 Credits)

In the Brazil Study Tour, students will learn how to model and evaluate individual Brazilian equity securities in the context of their relevant global sectors and in the context of Brazil's economic, political, and social framework.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4473. ST: Study Tour of Turkey. (3 Credits)

In the Turkey Study Tour, students will learn how to model and evaluate individual Turkish equity securities in the context of their relevant global sectors and in the context of Turkey's economic, political, and social framework.

Attributes: INST, ISEU, ISIN, ISME.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4474. ST: Study Tour of Vienna and Budapest. (3 Credits)

In the Study Tour, students will learn how to model and evaluate individual European equity securities in the context of their relevant global sectors and in the context of economic, political, and social framework.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4475. ST: Mktg Fincl Services. (3 Credits)

Students completing a robust finance major (10 courses) can use this course to fulfill a finance elective. Students pursuing a finance concentration are not permitted to use this course to fulfill a finance concentration. The Finance Area advises students with a finance concentration to take a different Finance course to increase the depth of their understanding of finance. The objective of this course is to provide an understanding of the successful strategies associated with the marketing of financial services. Recent changes have made it critical for business students who anticipate being active in financial services to expand their skill sets and to explore new approaches for successful marketing of these services. This course discusses different types of financial services, consumers' decision regarding financial services and how to develop specific marketing strategies and tactics for those financial services. The topics covered include bounded rationality and consumer decision making, pricing decisions for financial services, new product development for financial services, and promotional strategies for financial services. Having completed this course, students should be able to manage consumer marketing activities for a wide array of financial services organizations. This course would be useful for finance students who want to expand their understanding of financial services.

Prerequisite: FNBU 3221.

FNBU 4476. Financial App & Institutions. (3 Credits)

The capstone course in the GFBE concentration. The course will examine 6 topics using cases, invited speakers, and Excel applications. Two weeks will be devoted to each topic so as to present both conceptual background and applications for each. The content will include currency trading, risk management and regulation of a global enterprise, evaluating and funding foreign projects, impact of the macro economy, direct foreign investment and acquisitions, and analysis of a diversified world portfolio. Upon completion, a student will be comfortable in a wide range of global finance and economic settings.

Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4478. ST: Raising Capital & Inv in Glob. (3 Credits)

Provides a comprehensive overview of the going-public decision. Examines the strategies and process of corporate restructuring and investing activities, such as mergers and acquisitions, corporate diversification, spin-offs, carve-outs, asset sell-offs, tracking stock, exchange offers, and debt restructuring.

FNBU 4479. ST: Algorithmic Trading. (3 Credits)

Electronic algorithms are being used by major institutions, investment banks, and hedge funds to trade stocks, bonds, currencies, and a plethora of financial derivatives. Algorithms are being used for all aspects of trading - from asset allocation and stock selection, to execution and implementation, and for risk management and regulatory and compliance reporting. In this course, students will learn the necessary skill sets, and underlying math, statistics, and programming skills to build, develop, manage, and implement profitable algorithms across all asset classes.

Prerequisites: FNBU 4454 and INSY 3436.

FNBU 4480. ST: Traded Credit Products. (3 Credits)

Credit Products are fixed income securities, financing contracts, and leverage vehicles which can be placed along a spectrum of risks - first by the sensitivity to credit risk, then by duration, liquidity, timing, and other risks to the expected cash flows. This course will present this spectrum from various perspectives; market maker, issuer, investor, and discuss both the qualitative characteristics and the quantitative measurements relevant to the many asset sub-classes on that spectrum. Those assets could range from Repo/Treasury securities, to Credit Bonds from Agencies to HY corporate debt and CMOS, Linear and Non-Linear rate derivatives, other liability classes including syndicated loans/private placements, securitizations/CLO, REMICs, and touch on illiquid instruments.

Attribute: AAAF.

Prerequisite: FNBU 3441.

FNBU 4481. ST: Global Immersion India. (3 Credits)

This finance class will discuss emerging and developing economies and finance in general, and India in particular. While in India, students will have lectures and discussions with industry leaders, professors, and alumni. You will also visit important historical sites and stay in quality accommodations. The class will meet several times before the trip, and students will submit small group reports / projects afterward.

Corequisite: FNBU 3221.

FNBU 4482. Sustainable Investing and ESG Analysis. (3 Credits)

This course has been designed to develop sustainability competencies for those aspiring to create an impact in their personal and professional lives. Students are exposed to new techniques and tools enabling them to develop sustainable investing strategies and positive outcomes. Through this course, students will learn how to identify, analyze, and integrate ESG factors across a range of asset classes while learning best practices of sustainable and impact investing. This course culminates with a case study in which you will develop your own sustainable investment strategy.

Prerequisite: FNBU 3221.

FNBU 4483. ST: ESG - Student Managed Investment Fund 1. (3 Credits)

This course is designed as a definitive simulation for the initial implementation of the ESG (Environment, Social, and Governance) Student Managed Investment Fund. We focus on tools, strategies, data, and analysis required for effective ESG portfolio construction and investment analysis. Investment students learn, apply, and practice the skill sets required for ESG investment analysis and portfolio management. Further, students will be trained on the construction of a disciplined investment process, including appropriate ESG-related investment theses, asset allocation strategies, and benchmarking. Traditional quantitative financial statement analysis and macroeconomic data will be used alongside the emerging ESG metrics and students will rely on best practices in the sustainability space. A team of portfolio managers, risk managers, and fundamental analysts with applied ESG expertise will work closely with students to ensure exposure to strategies, tools, and methodologies currently employed in the industry.

Prerequisites: (FNBU 3221 or HPCB 3221) and FNBU 3441.

FNBU 4484. Commodity Markets and Trading. (3 Credits)

The aim of this course is to introduce students to the structure of the global commodity markets and the fundamental concepts of physical and financial commodity trading, hedging, and arbitrage. The course will cover the cash, derivative, and bank lending markets related to energies, precious metals, and agricultural commodities. It will explore the value chain of each commodity from the upstream point of production to the downstream point of distribution and consumption. The course will cover cash, derivative, and financial market pricing, as well as risk management tools and techniques employed in the "spot," commodity, "listed," and "over-the-counter" markets using live financial derivative markets and real-world case studies. A knowledge of the basic operation of the futures, forwards, and listed options markets would be helpful for all students enrolled in this course.

Prerequisites: FNBU 3441 and FNBU 3446 (may be taken concurrently).

FNBU 4485. ST:ESG - Student Managed Investment Fund 2. (3 Credits)

This course is an intensive experiential learning opportunity in which students who already completed ESG—SMIF 1 apply their skills in investment analysis and risk attribution in order to manage an actual portfolio of securities on behalf of the University. Students act as fiduciaries for a portion of the University's Endowment. This is the second and immediate follow up course to ESG—SMIF 1. ESG—SMIF 2 is designed to apply the analytical framework concerning financial statements, economic indicators, geopolitical concerns, ESG filters and rankings, and other investment management concerns within an ESG-based portfolio and under specific strategies. Through structured research and quantitative analysis concerning companies and their equity, debt, and other financial asset classes, students manage a portfolio, produce detailed and weekly metrics, pitch securities for trading, prepare trading tickets for actual execution, and recommend securities trades. Enrollment open to both graduate and advanced undergraduate students.

Prerequisite: FNBU 4483.

FNBU 4486. Advanced Credit Analysis and Distressed Value Investing. (3 Credits)

This course will build upon the analytical skills taught in Credit and Special Situation Investing. It will focus on case studies, and students will write and present investment recommendations on real-world transactions. The course will help prepare students for a career at banks, investment banks, hedge funds, and advisory services. There will be a significant focus on leveraged finance, loan origination, restructuring advisory, distressed debt investing, and private equity.

Prerequisite: FNBU 4447.

FNBU 4487. ST: Financial Regression and Application. (3 Credits)

This course will cover basic regression analysis for finance students. The software will be based on Excel and basic Python. It will be useful to have had some exposure to Python, or other programming skills. If not, extra effort on your part should be expected—or take a Python class at the same time. You will learn how to import data and conduct analysis such as computing Beta, estimating simple multifactor models, assessing the relation between standard accounting data and stock returns, etc.

Prerequisite: FNBU 3441.

FNBU 4488. Contemporary Concepts in Equity Analysis. (3 Credits)

The course is intended for seniors majoring in finance with an interest in investment banking or equity research. Students will interpret and analyze various financial ratios and models to evaluate an equity security recommendation. The course will emphasize looking at a company's entire capital structure to get clues to what the market is discounting into the stock price. We will evaluate fundamentals, technicals, and street expectations (consensus expectations) to arrive at an investment recommendation for equity security. The students will learn the best valuation methodologies for various categories of equity securities. Students will learn how to compile, research, and analyze data to formulate an investment opinion on an equity security using market data, databases, and documents made available for publicly traded securities. Students will learn and examine weekly geopolitical and macro data points to anticipate the future impact on companies and industries.

Prerequisite: FNBU 3221.

FNBU 4489. ST: Global Immersion to South Africa: Global Corporate Social Responsibility & Poverty Alleviation. (3 Credits)

This global immersion course is intended to provide students who have an interest in reconciling social improvement with profitability with the tools to understand the role that pro-poor corporate social responsibility (CSR) can play in poor communities. Relying on a review of both conceptual literature and projects initiated by corporates in poor communities globally, this course will highlight the role that corporations can play in such social areas as housing, education, manpower training, health, transportation, large-scale urban redevelopment, and environmental quality standards. These social areas are complex and challenging to poor communities globally. This is an excellent time to be taking this class given the sharp increases in poverty rates due to the recent COVID-19 pandemic.

Prerequisite: FNBU 3221.

FNBU 4490. ST: Real Estate Capital Market Analysis. (1.5 to 3 Credits)

This course examines selected topics and issues related to real estate capital markets. Special emphasis will be placed on mortgage backed securities (MBSs) and real estate investment trusts (REITs). This class will be conducted using a lecture format. The topics include the primary mortgage market and secondary markets; the objectives and processes for designing, implementing, and servicing mortgage and asset backed securities; the tools used by the capital market for pricing and analyzing risks of MBSs; and the regulatory environment and trend of the securitization market.

Prerequisites: FNBU 3440 or FNBU 3441.

FNBU 4706. Honors Thesis II - Finance. (3 Credits)

Honors project in Finance.

FNBU 4999. Independent Study. (1 to 4 Credits)

Finance M.S. (GFGB)

GFGB 6000. CFA Prep. (0 Credits)

Student prep for the CFA exam; second year students and alumni along with faculty help students study and prepare for the CFA exam.

GFGB 6002. Basics of Finance. (1 to 3 Credits)

This course is an introduction to the financial system and the basic techniques in valuation of financial and physical assets. The course is primarily meant for someone who has not had a formal introduction to financial markets, institutions, and instruments. The course will cover the topics of Financial Statement Analysis, Time Value of Money, Valuation of Stocks and Bonds, Capital Budgeting, Cost of Capital, and the Efficient Market Hypothesis.

GFGB 6003. Basics of Economics. (1 to 3 Credits)

Examines microeconomic theory and concepts that strive to explain economic decisions of businesses in the marketplace. The dominant issues addressed are the factors of supply and demand and the relationship of production costs, output and market structures to pricing. Designed to provide the economic foundation for management decisions.

GFGB 6005. Financial Modeling. (3 Credits)

This course helps students develop, using Excel, the type of financial models that businesses use every day to analyze a wide range of financial problems and make decisions. This course covers modeling of financial statements and models in many other important practical areas, such as time value of money, project evaluation, bonds, investment management, and derivatives. It emphasizes using the most powerful and useful tools in Excel, such as logical functions, PivotTables, Data Table, Scenario Manager, and Goal Seek to solve problems that closely resemble real life situations.

Attribute: BUAN.

GFGB 6006. Corporate Finance Applications. (3 Credits)

This course will explain the concepts of corporate finance and their applications in an international setting. We will examine opportunities and problems that are faced specifically by multinational and foreign corporations and will compare corporate finance practices around the world. Topics covered in the course include foreign exchange rate mechanics, international parity theories, forecasting and hedging, international cost of capital, capital budgeting, capital structure, and valuation of foreign investments.

GFGB 6007. Investment Applications. (3 Credits)

The objective of this course is to introduce the student to investment principles in the U.S. and in the global capital market. We will understand existing assets and investment vehicles, the functioning of capital market, the theoretical principles that underline asset pricing, and its applications in the valuations of fixed income and equity securities.

GFGB 6008. Financial Econometrics. (3 Credits)

This course covers estimation of parametric and non-parametric techniques commonly used in finance, applying high-frequency financial databases. We will discuss properties of financial data; linear time-series data analysis; and the basic theory of statistical inference with linear models, general linear models, conditional Heteroskedasticity models, nonlinear models, and Bayesian inference and estimation.

GFGB 6010. Financial Markets and Responsibility. (3 Credits)

This course is intended as an introduction to Financial Markets and Responsibility. In the first half, we will discuss the instruments traded in the markets, the institutions that support and frame the markets, the trading mechanisms, and the regulatory structure. The course is intended to be descriptive and conceptual. The aim is to familiarize you with the breadth and scope of equity, debt, and currency markets. We shall discuss the recent developments in the U.S. and the development of financial markets globally. The second half will provide an introduction to the environmental, social, governance (ESG) aspects of business, as well as diversity, equity, and inclusion (DEI) issues. A central theme will be the social responsibility of corporations. We will discuss how social considerations impact business and financial markets, and how business practices and disruptions affect employees and society. The focus will be on the financial implications, e.g., shareholder versus stakeholder primacy. Cases and some data analysis may be included in class discussions.

GFGB 6011. Basics of Accounting. (1 to 3 Credits)

This course provides a basic understanding of the preparation and analysis of corporate financial statements; introduces generally accepted accounting principles (GAAP) and the standard-setting process; and discusses current issues in the reporting process, such as the benefits and problems of the Sarbanes-Oxley Act.

GFGB 6012. Basics of Statistics. (1 to 3 Credits)

This course introduces the basic statistical concepts essential for business research and decision-making. These include descriptive statistics, probability distributions, statistical inference, and simple and multiple regressions.

GFGB 6013. Communicating Finance Theory. (0 Credits)

This lecture series will provide a summary of many financial topics. The class will also train students to communicate knowledge of this material to professionals at financial institutions.

GFGB 6014. MSGF—Industry Applications. (0 Credits)

This course is required for all new students in the Master of Science in Global Finance (MSGF) program. The program director will lead lectures and bring in many industry professionals to expose MSGF students to a range of financial applications and opportunities. Grading will be Pass/Fail.

GFGB 6015. MSGF Roundtable. (0 Credits)

This course is required for all new students in the Master of Science in Global Finance program. The program director will lead small group seminars of 15 to 20 students. Topics will be focused on student interests and needs. Each student will select two sessions to attend during the term, one in the first half and in the second half. Grading will be Pass/Fail.

GFGB 6016. Introduction to Financial Data and Analytics. (3 Credits)

This course introduces students to the different financial data sources used in practice and in research. Students will learn how to access and download data from Bloomberg, financial data websites, and research databases. Students will also be introduced to data manipulation tools and basic statistical tools in Python and will engage in short projects that use the data and implement the tools developed in class. The focus is to provide a knowledge of financial data, Python data-frame techniques, and data visualization and inferences using Python.

GFGB 6017. Fundamentals of Finance. (3 Credits)

This course is an introduction to the financial system and the basic techniques in valuation of financial and physical assets. The course is primarily meant for someone who has not had a formal introduction to financial markets, institutions, and instruments. The course will cover the topics of financial statement analysis, time value of money, valuation of stocks and bonds, capital budgeting, cost of capital, and the efficient market hypothesis.

GFGB 601A. Financial Markets and Responsibility A. (1.5 Credits)

This course is intended as an introduction to Financial Markets and Responsibility. In the first half, we will discuss the instruments traded in the markets, the institutions that support and frame the markets, the trading mechanisms, and the regulatory structure. The course is intended to be descriptive and conceptual. The aim is to familiarize you with the breadth and scope of equity, debt, and currency markets. We shall discuss the recent developments in the U.S. and the development of financial markets globally.

GFGB 601B. Financial Markets and Responsibility-B. (1.5 Credits)

The course will provide an introduction to the environmental, social, governance (ESG) aspects of business, as well as diversity, equity, and inclusion (DEI) issues. A central theme will be the social responsibility of corporations. We will discuss how social considerations impact business and financial markets, and how business practices and disruptions affect employees and society. The focus will be on the financial implications, e.g., shareholder versus stakeholder primacy. Cases and some data analysis may be included in class discussions.

GFGB 601C. Statistics Prep. (0 Credits)

Statistics prep.

GFGB 601D. Finance Prep. (0.5 Credits)

Finance prep.

GFGB 601E. Python Prep. (0 Credits)

Python prep.

GFGB 601F. Finance Primer. (1 Credit)

Finance Primer.

GFGB 7001. Global Financial Markets. (3 Credits)

AVAILABLE ONLY TO STUDENTS IN THE MSGF PROGRAM. Provides a comprehensive overview of global financial markets, the functions and goals of key financial institutions and the role played by central banks and regulatory agencies. Covers international money markets, international equity markets, the foreign exchange market, forward markets for commodities and financial instruments, bond markets and derivative markets.

Prerequisites: GFGB 6001 and GFGB 6003.

GFGB 7002. Contemp Issues Global Finance. (3 Credits)

Explores current issues relevant to the global financial system, including international commercial and investment banking and international investments. It emphasizes the underlying conditions and fundamental trends in various sectors of international finance.

Attributes: GFCE, GFFA, GFIM.

GFGB 7004. Global Equity Portfolio Mgt. (3 Credits)

Provides a comprehensive overview of equity portfolio management in theory and practice. Examines portfolio objectives and links them to appropriate investment strategies. It covers pricing of equities, the asset-allocation decision, return enhancement/risk control techniques, performance evaluation and recent changes in international fund management. Analyzes international investment strategy and the relative merits of various approaches.

Attribute: GFIM.

Prerequisite: GFGB 6007.

GFGB 7005. Global Corp Governance. (3 Credits)

AVAILABLE ONLY TO STUDENTS IN THE MSGF PROGRAM. Examines how modern publicly traded corporations are governed in the global markets. It discusses the roles of the board of directors, corporate management, institutional investors, and other shareholders, and also discusses the effects of the recent legislation and financial market developments on corporate governance. Provides international comparisons of corporate governance structures and issues arising in contests for corporate control.

Attribute: GFCE.

Prerequisites: GFGB 601A and GFGB 601B.

GFGB 7006. Global Risk Management. (3 Credits)

Covers market risk and volatility, calculation of VaR (value at Risk), Monte Carlo Simulation, credit risk and use of credit derivatives, operational risk, counterparty risk and other topics. Discusses risk regulations, including Basel II, recent developments in Basel III, and recent regulations on the banking industry in the U.S.

Attributes: GFCE, GFFA, GFIM.

Prerequisites: GFGB 6006 and GFGB 6007.

GFGB 7007. Raising Capital and Investing in Global Financial Markets. (3 Credits)

This course provides a comprehensive overview of the decision to go public. Students examine the strategies and process of corporate restructuring and investing activities, such as mergers and acquisitions, corporate diversification, spin-offs, carve-outs, asset sell-offs, tracking stock, exchange offers, and debt restructuring.

Attribute: GFCE.

Prerequisite: GFGB 6006.

GFGB 7009. Money Credit Interest Rates. (3 Credits)

Studies the role of money, credit and interest rates in the efficient and ethical functioning of domestic and global financial markets. This building-block course assumes a background in macroeconomics and finance, and it establishes a foundation for further study in all areas of finance. Topics include: flow of funds and interdependency within the financial system; the Federal Reserve System and its role in money creation; interest rates; the links between interest rates and the growth of money; and the effects of inflation and term structure.

Attribute: GFCE.

GFGB 700A. Financial Data and Analytics. (3 Credits)

This course introduces students to the different financial data sources used in practice and in research. Students will learn how to access and download data from Bloomberg, financial data websites, and research databases. Students will also be introduced to data manipulation tools and basic statistical tools in Python and will engage in short projects that use the data and implement the tools developed in class. The focus is to provide a knowledge of financial data, Python data-frame techniques, and data visualization and inferences using Python.

Prerequisite: GFGB 6007.

GFGB 700B. Sustainability Reporting and Finance. (3 Credits)

Financial decisions worldwide are increasingly influenced by the unique risks of the 21st century. All activities demand focus on sustainability issues—from the looming impacts of climate change, to risks associated with health and safety, to credit and investment gaps that limit business opportunities and hamper economic progress in many parts of the world. As the challenges of scarcity of resources, the search for profits through efficiency, and impact of climate change continue to mount, environmental, social, and governance (ESG) data become essential for prudent decision-making. Along with several multinational investment banks, the Dow Jones has a sustainability index indicating that the search for profitability through efficiency has transcended trends and has now become the new corporate norm. Students in this course study finance, corporate disclosures, and sustainability reporting practices as integrated subjects beginning with an introduction to financial and reporting principles and moving through financial analysis and industry-focused disclosures. Additionally, the course covers diverse aspects of sustainable reporting and offers tools for effective risk assessment.

Prerequisites: GFGB 601A and GFGB 601B.

GFGB 700C. Introduction to Financial Data and Analytics. (3 Credits)

This course introduces students to the different financial data sources used in practice and in research. Students will learn how to access and download data from Bloomberg, financial data websites, and research databases. Students will also be introduced to data manipulation tools and basic statistical tools in Python and will engage in short projects that use the data and implement the tools developed in class. The focus is to provide a knowledge of financial data, Python data-frame techniques, and data visualization and inferences using Python.

GFGB 700D. Programming with Python. (3 Credits)

Do you want to be able to solve business problems through programming and coding? This course introduces key programming concepts, techniques, and tools. Students will learn programming and coding using the widely used Python programming language. This section of Programming with Python will include additional finance applications.

GFGB 700E. Advanced Consulting Seminar. (3 Credits)

Students in this seminar will work directly with, and be mentored by, an industry practitioner as well as a Fordham faculty member. The work will normally involve solving problems related to current issues of industry relevance. Projects will be spread over a large part of the semester. Grading criteria will be based on thoroughness, realism, analysis, and imagination.

GFGB 700F. ESG & Portfolio Management. (3 Credits)

This course will introduce students to the management of investment portfolios with an awareness of environmental, social, and governance (ESG) risks and objectives. We'll start with an introduction to ESG and everything that means today. We'll then examine a variety of approaches to ESG-aware portfolio management, including security screening and exclusion, ESG integration, best-in-class investing, thematic investing, portfolio tilting, active ownership, and impact investing. We'll focus primarily on public equity, but other asset classes will be introduced over the term. The emphasis will be on developing a practical and applied understanding of the subject. Data widely used by ESG-aware investors will be reviewed and analyzed, including company-level third-party ESG data, ratings, and climate-related measures. Students will complete computational exercises involving that content, and will be assumed to be proficient with Excel or similar spreadsheet software, but no other coding ability will be required. The course is intended to provide the ESG investing background necessary for students seeking to participate in the ESG Student Managed Investment Fund sequence, but other students meeting the course requirements are also welcome to enroll.

Prerequisite: GFGB 6007.

GFGB 700G. ESG Finance: Issues & Challenges. (3 Credits)

This graduate course is designed in a seminar format and will delve into topics ranging from the successful implementation of sustainability goals by corporations to evaluation of ESG-tilted portfolios by an investor. Students and participants are expected to have a basic understanding of the issues surrounding sustainability. The course is open to graduate students from the Gabelli School and the economics department. A limited number of undergraduate students from the Gabelli School may take the course with the instructor's permission.

Prerequisites: GFGB 601A and GFGB 601B.

GFGB 700H. Cloud Computing and Finance Uses. (1.5 Credits)

This course introduces the core concepts of cloud computing, including networking, storage, database, access control, security, compliance, and pricing. Cases will be drawn from the finance industry. The course does not require prior programming or cloud computing experience. Students will create their own account on a cloud platform and gain some hands-on experience by provisioning a cloud service and working with it.

Prerequisites: GFGB 6006 and GFGB 6007.

GFGB 700J. Identifying Corporate Culture to Uncover Positive Alpha Investment. (1.5 Credits)

This course will provide a solid introduction to financial linguistic analysis that allows investors to measure the relevance and importance of intangibles like corporate culture and leadership as important contributors to future share value and Alpha. The aim of this first-ever financial linguistics course is to introduce students to the Candor Analytics process. Students will learn how this analytic process has consistently identified high-performing and underperforming stocks over the past decade.

Prerequisites: GFGB 6006 and GFGB 6007.

GFGB 700K. Mergers, Acquisitions, and LBOs. (3 Credits)

In this course, students will focus on identifying and evaluating target companies and structuring deals. They also will consider the economic and social impact of such changes in corporate ownership, and they will analyze recent cases, evaluate strategic rationale, examine deal structuring, and assess financial impact.

Prerequisite: GFGB 6006.

GFGB 700L. Sustainable Investing and ESG Analysis. (3 Credits)

This course has been designed to develop sustainability competencies for those aspiring to create an impact in their personal and professional lives. Students are exposed to new techniques and tools enabling them to develop sustainable investing strategies and positive outcomes. Through this course, students will learn how to identify, analyze, and integrate ESG factors across a range of asset classes while learning best practices of sustainable and impact investing. This course culminates with a case study in which students develop their own sustainable investment strategy.

Prerequisite: GFGB 6007.

GFGB 700M. Introduction to ESG and Finance. (1.5 to 3 Credits)

In this course, students will learn about the history of ESG and impact investing, as well as the evolution of key social, environmental, and economic challenges. They will examine the use of ESG Value Reporting Foundation (Sustainability Accounting Standards Board) standards in the United States, Europe, and China, and they will review regulatory factors in relation to the ability of an institution to drive value for its multiple stakeholders. Students will also evaluate social tensions relating to climate change and the exponential growth of investor interest in transformative climate tech solutions. We will look at how policies and market environments, including in each student's native country, support ESG development. The course will leverage Fordham's relationship with the United Nations PRME (Principles of Responsible Management Education) program, and students will examine in detail the UN's 17 Sustainable Development Goals and the Business Roundtable pledge.

GFGB 700N. Introduction to Climate Finance. (3 Credits)

In this course, students explore the science of climate change and its related economic and environmental impacts. They study changing global policies and examine financial tools and techniques to fight climate change in its context. Specific areas covered include the use of capital markets to create market-based emission trading systems, project finance to build renewable energy projects, venture capital to fund innovative low emission technologies, etc. The course will feature a large number of readings and a few cases to introduce students to climate finance.

Prerequisite: GFGB 6006.

GFGB 700P. Advanced Machine Learning. (3 Credits)

The primary focus of the course is on developing computational models to identify/forecast economic regimes, factor-based smart beta, strategic risk budgeting, and trading decisions. The topics covered in this course will help students gain theoretical knowledge and practical skills to work with global financial firms across different asset classes. Students are required to be proficient in Python programming and have knowledge of basic data mining algorithms and techniques.

Prerequisites: GFGB 7050 and GFGB 7039.

GFGB 700Q. Managing Business Climate Change Risk Exposure. (3 Credits)

This course will introduce you to the effects that climate change is having on business organizations across the globe and how businesses are responding to these risks. We will explore the short-term impact on businesses of extreme weather events and the long-term impact of chronic changes in weather patterns due to global warming. The course will explain the full range of potentially severe physical risks and transition risks of climate change facing businesses today and how these risks are changing due to global warming. You will learn the strategies that businesses utilize to manage these risks, including risk avoidance, risk mitigation, and risk transfer. We will study how businesses use such important climate risk transfer mechanisms as buying insurance, including general business, flood, and business interruption insurance, and issuing catastrophe bonds. You will also learn how businesses can use derivatives, such as specialized weather derivatives and certain traditional derivatives like forwards, futures, and swaps, to hedge their climate change risk exposure. The course will explain how climate change can also give rise to opportunities for businesses to develop innovative products, services, and strategies to help other businesses. You will learn how successful businesses that recognize these opportunities can turn climate change into an advantage for their stakeholders and society.

Prerequisite: GFGB 700N.

GFGB 700R. Financial Regression and Application. (3 Credits)

This course will cover basic regression analysis for finance students. The software will be based on Excel and basic Python. It will be useful to have had some exposure to Python or other programming skills. If not, extra effort on your part should be expected—or take a Python class at the same time. You will learn how to import data and conduct analysis such as computing Beta, estimating simple multifactor models, assessing the relation between standard accounting data and stock returns, etc.

Prerequisite: GFGB 7039.

GFGB 700S. Equity Factor Investment Strategy. (2 to 3 Credits)

This quantitative course is designed to teach students how to backtest a quantitative strategy using the programming language Python. Equity factor investing is a systematic approach to evaluating companies. Companies are assessed on how attractive they are based on one or more factors and then ranked against other firms. Higher-ranked companies may indicate a greater opportunity for alpha. Students will learn about risk exposures and alpha generation. Students will be exposed to long-only and long-short quantitative strategies.

Prerequisites: GFGB 6006 and GFGB 6007.

GFGB 700T. Intro to Fintech in Portfolio Management. (3 Credits)

This course aims to provide students with basic knowledge and skills in fintech via a comprehensive introduction to the field. Students should be able to conduct fintech problem-solving professionally and present their results to peers after taking this class. The major skills to be covered include models in fintech, financial data acquisition, data mining and visualization, machine learning in finance, and high frequency trading analytics. Topics covered include portfolio analysis, portfolio formation, and portfolio optimization using machine learning.

Prerequisites: GFGB 6006 and GFGB 6007.

GFGB 700U. Real Estate Capital Market Analysis. (1.5 to 3 Credits)

This course examines selected topics and issues related to real estate capital markets. Special emphasis will be placed on mortgage backed securities (MBSs) and real estate investment trusts (REITs). This class will be conducted using a lecture format. The topics include the primary mortgage market and secondary markets, the objectives and processes for designing, implementing, and servicing mortgage and asset backed securities, the tools used by the capital market for pricing and analyzing risks of MBSs, and the regulatory environment and trend of the securitization market.

Prerequisite: GFGB 6006.

GFGB 700V. Data Analytics for Finance. (3 Credits)

This course teaches students how to apply the tools and techniques of data science to big financial data and, combined with finance theory and concepts, enhance the quality of empirical analysis, problem-solving, and decision-making in finance. Students will engage in diverse projects related to the field of finance, using big data drawn from proprietary financial databases, such as S&P Compustat, CRSP, Execucomp, ISS Directors, RepRisk, Thomson/Refinitiv, and others, as well as the Web. The projects will be executed using the Python programming language and its system of libraries, such as Pandas, Numpy, Matplotlib, Statsmodels, Numba, SciPy, etc. A wide range of interesting problems from various areas in finance will be investigated, such as capital structure, cost of capital, payout policy, simple multifactor models, portfolio construction, financial ratio analysis, firm liquidity, executive compensation, boards and institutional investors, diversity in corporate governance, ESG, and firm market and financial performance, and others. The course will equip the students with the necessary knowledge and skills to extract useful information from the ever-increasing volume of data and use it for improved understanding of financial concepts and better decision-making.

GFGB 700W. Fundamental Stock Analysis. (3 Credits)

This course is designed to simulate the experiences a student can obtain as an equity analyst in the asset management industry. As such, while a broad survey of the market and asset classes is covered, the course provides an in-depth understanding of equity stock selection and trains students in selecting stocks using a disciplined investment process that systematically screens an investment universe for attractive quality stocks that are undervalued (Graham & Dodd). Students are expected to focus on the examination and evaluation of individual companies on a standalone and comparable basis, and to understand a company's competitive positioning via Porter's five forces. Students will look at the fundamentals of the company, recognizing a sound business, trading at a reasonable price, as a potential investing opportunity. Students will also learn to appreciate that buying businesses that they don't completely understand adds uncertainty, and they should, therefore, demand a higher risk premium (margin of safety). The course stresses the importance of creating relationships with people in investor relations at targeted companies. A team of industry experts, fundamental analysts, portfolio managers, risk managers, and other investment professionals will work closely with students to ensure that the students are exposed to various tools and methods that are currently being employed in the industry.

Prerequisite: GFGB 6007.

GFGB 700X. Investment Analysis with Data Visualization and GenAI. (3 Credits)

This course is an advanced investment analysis course with three overlapping parts. The first part focuses on utilizing well-regarded investment websites available on the internet to speed up economic data analysis, portfolio evaluation, and stock selection. The second part involves using GenAI to rapidly ask questions and gain various perspectives, uncovering blind spots and opening new areas of opportunity. Effective prompt engineering and checking against GenAI's hallucinations is crucial. In the final three weeks, students will work in groups of four on a pro bono consulting project for an industry practitioner, applying what they have learned in the course.

GFGB 700Y. Advanced Value Investing. (3 Credits)

Students will study a variety of advanced topics which build on the principles outlined in Introduction to Value Investing and Behavioral Finance. The class will study real-world situations in the current market environment, employ multiple valuation frameworks, and improve students' ability to make informed decisions. Among other topics, the class will study business strategy, Mario Gabelli's Private Market Value with a Catalyst, capital allocation principles, distressed investing, and merger arbitrage.

GFGB 700Z. Technical Analysis. (3 Credits)

A study of the Elliot Wave theory, a technical analysis approach used in financial markets, particularly in the analysis of stock market price movements. It was developed by Ralph Nelson Elliott in the 1930s and is based on the idea that market prices move in predictable patterns and cycles. The theory is widely used by traders and investors to forecast future price movements. Students will study the theory alongside money management techniques in real time.

GFGB 7010. Investment Banking. (3 Credits)

This course is intended to give students a practical introduction to investment banking and its role in helping corporations raise capital from the global capital markets. Topics include: venture capital, public offerings, private placements, going public, stock and bond financing, convertibles and other hybrid instruments, design of innovative securities, swaps and other derivative instruments, mergers and acquisitions and leveraged buyouts.

Attribute: GFCE.

Prerequisite: GFGB 6006.

GFGB 7011. Hedge Fund. (3 Credits)

The course provides in-depth analysis of hedge fund strategies including absolute-return; controlled risk arbitrage; equity market neutral, long short, and statistical arbitrage; derivatives including options and credit derivatives; fixed income, currency and global macro arbitrage; distressed debt and emerging markets. It examines the role of various participants including regulators, banks, brokerage firms, market makers and investors, both private and institutional.

Attribute: GFIM.

Prerequisite: GFGB 6007.

GFGB 7013. Fixed Income Securities. (3 Credits)

Introduces fixed-income securities, basic fixed-income concepts, the different sectors of the fixed-income market and basic bond mathematics. Studies quantitative fixed-income analysis and its use in valuing bonds and quantifying risk-return characteristics. Involves extensive training in the mathematical formulation of bond valuation problems and in the use of the existing models and software to solve these problems.

Attribute: GFIM.

Prerequisite: GFGB 6006.

GFGB 7014. Futures and Options. (3 Credits)

Examines the institutional aspects of options and futures markets and discusses the strategies of hedgers, arbitrageurs and speculators.

Provides an introductory analytical foundation for pricing futures and option contracts.

Attribute: GFIM.

Prerequisite: GFGB 6007.

GFGB 7015. Credit Management. (3 Credits)

This course focuses on the analytic approach (stemming from Basel II capital accords) and will help students make wise credit decisions and manage lending portfolios. Topics include the latest lending techniques based on cash flow, advanced forecasting methods (including simulation and stochastic optimization), pricing, portfolio management, default probability, valuation analysis risk rating and credit derivatives.

Prerequisite: GFGB 6007.

GFGB 7016. Real Estate Capital Markets. (3 Credits)

This Real Estate Capital Markets course will cover both the primary and secondary debt and equity markets linked to real estate assets. While the underlying real estate assets in the primary markets will be covered, a greater portion of the class will be devoted to the secondary debt and equity markets, mainly dealing with mortgages, mortgage backed securities, and Real Estate Investment Trusts (REITs). A distinguishing aspect of this course is the focus on the intersection of the primary and secondary real estate capital markets, investor perspectives, and the impact of macroeconomic factors. Additionally, this course will include a robust mix of quantitative and qualitative factors in order to provide a holistic, less technical perspective on the real estate capital markets, and the real estate industry at large.

Prerequisite: GFGB 6007.

GFGB 7017. Real Estate Finance. (3 Credits)

Discusses the major factors affecting the valuation and financial structuring of real estate, including general tax and depreciation policies. Presents the roles of principal lending institutions, mortgage banks and investment banks in real estate lending, syndications and partnerships. Also surveys real estate-related securities and their markets.

Prerequisite: GFGB 6007.

GFGB 7018. Adv Global Portfolio Mgt. (3 Credits)

The course will review (1) basics of modeling of securities' returns and volatility in the context of portfolio management / "buy-side"; (2) theoretical basis and empirical evidence of risk-return tradeoff and investor preferences; (3) main approaches to portfolio construction and challenges with their practical application; (4) performance evaluation, and other relevant portfolio management topics.

Prerequisite: GFGB 6007.

GFGB 7019. Equity Analysis. (3 Credits)

This course explores techniques and skills required to evaluate the attractiveness of investment opportunities. Experts in the field will be invited to join the class and lead discussions on issues facing analysts, how analysis is used by money managers in making investment decisions, wealth management, and private equity analysis. The course is a combination of guest lectures, case studies and team projects. Students will be expected to analyze an industry as well as engage in a discussion with guest speakers and class participants.

Prerequisite: GFGB 6007.

GFGB 7020. Value Investing Student Mgt Fund. (3 Credits)

This course aims to familiarize the student with the principles and techniques of value investing, the investment philosophy pioneered by Graham and Dodd during their years at Columbia Business School. This will be done through a combination of formal lectures, in-class valuation discussions (see below) and three presentations by leading investors.

Prerequisite: GFGB 6007.

GFGB 7021. Emerging Markets. (3 Credits)

This course will focus on government policies; their motivation, transmission and limitations. Students will learn how a country's investment possibilities and potential GDP is driven by its labor force and productivity. In turn, the level of productivity can be affected by a confluence of monetary, fiscal, currency and regulatory policies developing at the "emerging growth" phase when political goals and legal structures are still in transition, financial and government institutions are not yet fully formed and consumer spending behavior and market availability are evolving.

Attribute: GFIM.

Prerequisite: GFGB 6006.

GFGB 7022. Venture Capital Finacing. (3 Credits)

We will examine the changes in the asset class over time - from the formation of American Research and Development in 1946 to the formation of some of the angel-type funds of the present. We also will examine the geographical differences between venture funds - West Coast and East Coast . We also will look at specialization - the beginnings of IT-focused investing and the move into healthcare and finally into energy. Finally we will examine the phenomenon of global venture capital. How does that vary from the way venture capital is practiced in the US. The class will be taught in modules and we also will rely on practitioners and experts to visit with the class. Where possible, the students will be asked to visit venture capital fund presentations, expert briefings as well as personal briefings.

Attribute: ABEP.

Prerequisite: GFGB 6006.

GFGB 7024. Fintech Compliance-Asia to US. (3 Credits)

An overview of the components of an effective global Corporate Compliance Program. Examination of the Part C Risk Assessment and the Seven Steps of a corporate compliance and ethics program. Review of compliance program design and best practices, including the roles of the corporate compliance office and in-house counsel, risk assessments, Foreign Corrupt Practices Act, global codes of conduct, corporate governance, monitoring and re-evaluation.

Prerequisite: GFGB 6006.

GFGB 7025. Adv Corporate Finance. (3 Credits)

This course teaches the art of applying corporate finance theory and essential tools and techniques to strategic decision-making in critical real-life situations faced by organizations. The course enhances the students' understanding of corporate finance by providing a comprehensive examination of selected advanced topics, such as alternative valuation methods, real options in corporate finance, decision trees, international operations, mergers and acquisitions, risk arbitrage, debt capacity and leveraged buyouts, private equity, warrants and convertibles, and ethical issues.

Attribute: GFCE.

Prerequisite: GFGB 6006.

GFGB 7026. Alternative Investments. (3 Credits)

The course is an introduction to the rapidly evolving universe of alternative investments. Delivered in modules, the course covers a broad array of alternative strategy classes (Quantitative/Systematic, Fundamental Long/Short, Global Macro, Private Equity) ranging across all major asset classes (Equities, Fixed Income, Currencies, Commodities, Derivatives).

Attribute: GFIM.

Prerequisites: GFGB 6006 and GFGB 6007.

GFGB 7027. Algorithm Trading. (3 Credits)

Electronic algorithms are being used by major institutions, investment banks, and hedge funds to trade stocks, bonds, currencies, and a plethora of financial derivatives. Algorithms are being used for all aspects of trading - from asset allocation and stock selection, to execution and implementation, and for risk management and regulatory and compliance reporting. In this course, students will learn the necessary skill sets, and underlying math, statistics, and programming skills to build, develop, manage, and implement profitable algorithms across all asset classes.

Prerequisite: GFGB 6007.

GFGB 7028. Technical Analysis. (3 Credits)

This course is designed to inform students about how the markets and individual stocks behave (i.e., technical analysis), and how they differ from the economy and individual companies (i.e., fundamental analysis).

Prerequisite: GFGB 6007.

GFGB 7029. ESG Student Managed Investment Fund 1. (3 Credits)

This course will focus on ESG-aware analysis of equity securities, culminating in the creation of a hypothetical equity portfolio consisting entirely of holdings proposed by students and vetted by the class as a whole under the instructor's supervision. While all investing in this class will be simulated, the intent is to enable students to hit the ground running in the subsequent ESG Student Managed Investment Fund 2 course, where an actual portfolio will be created and managed. This course will start with a very brief overview of modern equity security analysis, including especially the use of alpha and risk factors to codify equity characteristics. We'll then build upon the techniques described in the ESG & Portfolio Management course to satisfy an ESG investment mandate while seeking investment outperformance based on ESG insights. The bulk of the term will then be devoted to students pitching investment ideas, and incrementally constructing a hypothetical risk-managed portfolio on that basis.

Prerequisites: GFGB 6007 and GFGB 700F (may be taken concurrently).

GFGB 7030. CFA Competition and Workshop. (0 Credits)

While this course is for zero credit, it has a heavy work load and provides valuable practical experience. Students will be arranged into teams. Each team will write a full sell-side coverage report, build out a presentation, and pitch it to Fordham Wall Street alumni.

GFGB 7031. Seminar in Value Investing. (3 Credits)

This survey course is designed to introduce the fundamentals of the Graham and Dodd value approach to investment analysis. The course will be segmented into two parts: the basic structure of the analytical approach to value investing and its relationship to many of the elements of the MBA curriculum will be described through lectures, exercises, readings, in-class discussions and homework assignments; the last sessions of the course will be devoted to student presentations of their investment recommendations.

Prerequisite: GFGB 6007.

GFGB 7032. Applied Capital Markets and Financial Regulations. (3 Credits)

This course will explore how the market structure has fundamentally changed after the 2008 liquidity and credit crisis, and how that crisis has affected liquidity, balance sheets, risk taking, and returns across the entire financial services industry. The new reality is that regulation has changed the landscape of Wall Street and the dynamic of how the sell-side and buy-side will interact in the foreseeable future.

GFGB 7033. Corporate Finance. (3 Credits)

Studies corporate finance and its specific decisions. Topics include evaluating capital expenditure proposals, forecasting financing requirements and selecting sources of financing. The course also discusses working capital management, dividend policy and contingency planning, and addresses the additional challenges of multinational firms.

Prerequisite: GFGB 6006.

GFGB 7034. Finl Statement Analysis. (3 Credits)

Gives students a better understanding of financial statements and the information they communicate on the operating, investing and financing activities of corporations. Focuses on the impact of financial accounting principles, disclosure standards and alternative accounting practices on financial reports. Examines and evaluates traditional and non-traditional methods of financial statement analysis.

GFGB 7035. Intl Trade & Development. (3 Credits)

The first half of the course focuses on the theories and practices of world trade. Topics include comparative advantage, the changing trade competitiveness of nations and protectionism. During the second half, the focus shifts to developing countries: the process of economic development, including the contribution of foreign investment and technology as well as investment and trade opportunities, policies and regulations.

GFGB 7036. Research in Value Invest. (3 Credits)

Prof. Johnson, a leading expert in the field of Value Investing, will lead a small, project based seminar that focuses on best practices in the field. Selective enrollment by approval of the instructor.

Prerequisite: GFGB 6007.

GFGB 7037. Applied Investment Principles. (3 Credits)

This course provides applications that follow Principles of Finance or Global Investment Principles. EXCEL models will be applied to CAPM modeling of Risk and Return, to Factor Models, and to Portfolio Attribution. Data may be drawing from Boomerang, Yahoo Finance, and other sources.

Prerequisite: GFGB 6007.

GFGB 7038. Applied Quant Invest Strateg. (1.5 Credits)

This course provides applications that follow Financial Econometrics, using SAS or similar software. The techniques from that course will be reviewed, extended, and applied to stock return and accounting data. The focus will be on anomalies, predictions, and multifactor models.

Prerequisite: GFGB 6007.

GFGB 7039. Computational Finance. (3 Credits)

The course will introduce students to programming in R and Python, and will provide many basic finance applications.

Attributes: ABFF, GFFA.

GFGB 7040. Lectures in Applied Port Mgt. (3 Credits)

This advanced Portfolio Management course quickly reviews Modern Portfolio Theory (MPT) conceptual underpinnings and builds on MPT 1.0. It delves into contemporary liability driven asset allocation, MPT 2.0 and portfolio management industry practices, issues and concerns. Lectures, problem solving, and self-study along with extensive hands-on tools using Microsoft Excel based models will be used to provide a practitioner's perspective. We will review and demo contemporary asset allocation optimization and forecasting techniques, new asset class pricing and valuation, performance and risk attribution, tail risk measurement and management tools etc. using real time vendor based (third party) solutions. As Pre-reqs - the student should have class exposure to investment and portfolio analysis, Excel, stats, and basic regressions.

Prerequisite: GFGB 6007.

GFGB 7041. British Economy and Brexit. (3 Credits)

This intensive course is designed to give students an in-depth understanding of Brexit including the implications for the British economy and the companies that operate in it. Students meet three times as a class in preparation for travel to England, scheduled for May 10-20, 2017. This course may count toward a Finance or Management concentration. Please see your program director or dean-adviser for further registration information.

GFGB 7042. Sustainability and Finance. (3 Credits)

In this course we explore how the evolving needs of society are changing the way financial theories, tools, and techniques are conceived and applied.

Prerequisites: GFGB 601A and GFGB 601B.

GFGB 7043. Financial Innova & Institu. (3 Credits)

This course will introduce major financial institutions, such as commercial and investment banks, insurance companies, mutual funds, hedge funds, and credit rating agencies with a focus on their risk contributions to the modern financial system. We will examine their credit risk in depth, and how to model and analyze credit risk and products. We will also understand new financial sector regulations and systemic risk by focusing on Dodd-Frank, market based stress-testing, Comprehensive Capital Analysis and Reviews (CCAR), and other methods. This course will help prepare students for the job market at financial institutions and regulators.

Prerequisite: GFGB 6006.

GFGB 7044. Auto Trading Systems - Intro. (2 to 3 Credits)

This course discusses key issues involved in the design of an Auto (Algorithmic) Trading Systems, and provides hands-on experience. The end product is a prototype Auto Trading System designed by students that successfully trades in the real market (stock, futures, option) using live data feeds from exchanges. Issues covered include: typical structures of trading systems; efficient processing of live information; minimizing trade slippages; handling large number of securities; asynchronous information processing; GUI interfaces; etc. Industry experts are invited to discuss new developments. Key programming techniques will be reviewed at the beginning, very briefly. The course is suitable for students in MSGF, MSQF, and other master level students with programming skills equivalent to one formal course (e.g, R, Matlab, VBA, etc). Students with less programming skill may take the course if approved by instructor.

Prerequisite: GFGB 6007.

GFGB 7045. Investing in European Union. (3 Credits)

The EU is the largest market for US exports and foreign direct investment. The objective of the course is to familiarize students with the process of regional integration and monetary unification in Europe and the opportunities and challenges which this has created for foreign investors. Regulatory differences between the US and EU in competition laws and financial sector will related to the investment climate for foreign companies. The course will highlight that despite the deep economic and financial integration in the EU, significant country- and regional differences exist. This will be assessed through the analysis of several Harvard Business case studies covering different country- and industry experiences.

GFGB 7046. Fintech -An Introduction. (3 Credits)

FinTech is a new and emerging field of technology that is disrupting the way that many companies are conducting business. FinTech has already "forever" changed many sectors including mobile payments, social media, money transfers, loans, fundraising, travel, trading and asset management. It has completely revolutionized the way companies are developing products, conducting research, establishing directed sales and marketing plans, and utilizing start-up technology. Businesses are using FinTech to expand their products and services at a fraction of its previous cost. Entrepreneurs are utilizing FinTech as a central foundation for research, funding, and product development. Customers are already utilizing FinTech as part of their daily lives - mobile apps, social media, banking, online shopping, entertainment and gaming. This course will introduce students to the breadth of FinTech, and touch upon the technical underpinnings.

Prerequisite: GFGB 6007.

GFGB 7047. Stress Tests and Cap Adequacy. (3 Credits)

The financial crisis of 2007 -08 taught us all a lesson: that preparedness is everything. How resilient and prepared will we be, and how fast will we be able to recover? This is the key focus of this course: how to plan for moments of distress so that firms such as yours have capital of a sufficient quality to survive potential storms. We will demonstrate how to create a robust capital plan and test it for moments of hypothetical stress. We will investigate exactly how a bank holding company and an insurance company should conduct their capital plan, highlighting the significant differences between the two industries. By the end of the course, you will be able to create a capital plan for your business on your own.

GFGB 7048. Dynamics of Banking & Fin Mkts. (3 Credits)

This course is designed to provide students a well-rounded and hands-on perspective on the practical functioning and decisions in financial markets and banking.

Prerequisite: GFGB 6006.

GFGB 7049. Global Financial Markets and the Macro-Economy. (3 Credits)

The overarching goal of this course is to give students an understanding of the forces affecting real income growth, inflation, and asset prices in the world economy. The specific topics the course will address include: the operation of monetary and fiscal policy; how those policies affect financial markets and the broader economy; the determinants of countries' long-term rates of growth; the factors behind the recent financial crises in the U.S. and EU; the features of currency crises, business cycles, and financial crises historically; and the relationships linking global interest rates, exchange rates, and inflation rates. The course will combine economic theory and empirical evidence to provide a toolbox of skills that students can use to analyze these and similar issues going forward.

Prerequisite: GFGB 6006.

GFGB 7050. Machine Learning for Finance. (3 Credits)

Machine learning (ML) methods of data analysis and prediction are transforming the financial landscape. This course provides a broad overview, knowledge, and practical skills of Machine Learning (ML), focusing on applications in Finance. The course will introduce various ML methods including supervised and unsupervised learning, as well as deep and reinforcement learning. Students will understand the general landscape of available ML algorithms and learn to implement the most appropriate solutions of a given problem. The course will use Python programming and open source Python packages, and requires knowledge of statistics. Class sessions will provide the basics of Python.

Attributes: ABFF, GFFA.

GFGB 7051. Econtech: Econ & Data Mining. (3 Credits)

The overall financial markets and individual company performance are largely driven by the growth rate of the economy, which in turn is affected by monetary, fiscal, and currency policies. Our understanding and forecasting ability are based on analyzing and mining available data. This course will examine data and data mining to better understand a range of policy and output variable, and how they interact under different regimes.

Attributes: ABFF, GFFA, GFIM.

Prerequisite: GFGB 6006.

GFGB 7052. Empirical Value Investing. (3 Credits)

This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed.

Prerequisite: GFGB 6006.

GFGB 7053. Investor Relations. (3 Credits)

A corporate Investor Relations program formulates and communicates the financial performance and strategic direction of diversified corporations to the global investment community. Investor Relations professionals are well versed in accounting, compliance, finance, governance, marketing and communications. They collaborate with senior management and the Board of Directors to convey and interpret corporate matters to the public. This course will teach students the skills and competencies required to become a corporate Investor Relations professional. The course utilizes a course textbook, case studies, investor relations guest speakers and participation in investor relations events.

Prerequisite: GFGB 6006.

GFGB 7054. Wharton-Impact Investment Workshop. (3 Credits)

Students will attend workshops on ESG (Environmental, Social, and Corporate Governance) and Impact Investing. They will compete in teams of three to five against other national schools to construct a 100% Impact Portfolio. Since this is a two-semester competition, only students who participated in Fall may register in Spring.

GFGB 7055. Research Seminar. (3 Credits)

Students will learn from industry practitioners how textbook concepts are applied in the finance industry. Guest lecturers will cover areas which include wealth management, equity research, portfolio management, investment banking, risk management and FinTech.

GFGB 7056. Blockchain Tech & App Dev. (3 Credits)

The main objective of this course is to familiarize you with the ecosystem, technologies, and development skills surrounding Blockchain. The course starts with foundational concepts such as distributed state machine, hash tree, P2P network, GPU processing, cryptocurrency, and cryptography. Using both simulated sandbox and locally installed environments, the course then guide you through the development, front-end integration, and deployment of Blockchain-based smart contracts. Other topics covered include rapid prototyping, design patterns, and agile process to maximize the success likelihood for Blockchain projects.

Proficiency in computer programming; basic knowledge in analysis and linear algebra required.

Prerequisite: GFGB 7039.

GFGB 7057. Contemp Develop in Corp Fin. (3 Credits)

This course will cover a number of important topics of current interest to the corporate finance industry, such as : executive compensation and governance; utilizing and responding to fintech; importance of the growth of intangible assets; importance of large corporate cash holdings invested in risky assets, such as hedge funds and private equity.

Prerequisite: GFGB 6006.

GFGB 7058. Behavioral Finance. (3 Credits)

Over the past several decades, the field of finance has developed a successful paradigm based on the notions that investors and managers are generally rational and that the prices of securities are generally efficient. In recent years, however, anecdotal evidence as well as theoretical and empirical research has shown this paradigm to be insufficient to describe various features of actual financial markets. In this course we will use psychology and more realistic settings to guide and develop alternative theories of financial markets. We will examine how the insights of behavioral finance complement the traditional paradigm and shed light on investors' trading patterns, the behavior of asset prices, corporate finance, and various financial market practices through lectures, case studies, and our own discussions.

Prerequisite: GFGB 6006.

GFGB 7059. Student Managed Investment Fund: ESG-Impact. (3 Credits)

In this joint graduate and undergraduate course, students will apply their investment and portfolio skills in the analysis and selection of a real set of securities and opportunities. Selection will focus on ESG investments and/or those that stress societal impact.

GFGB 7060. Practical Exploration of M&A. (1.5 Credits)

This class will provide an introduction to the essential elements of large cap M&A transactions from the perspective of real, recent examples taught by a senior investment banker.

Prerequisite: GFGB 6006.

GFGB 7061. Corporate Valuation. (1.5 to 3 Credits)

The objective of the course is to learn firm, debt, and equity valuation methods from both a conceptual and practical framework. It combines both accounting and finance into practical valuation frameworks.

Adequate accounting and finance backgrounds are required. Working knowledge of Excel is important.

Prerequisite: GFGB 6006.

GFGB 7062. Financial Markets and Major Players. (3 Credits)

This course will provide an overview of a broad range of financial markets, from practitioner standpoints. It will discuss how secondary market prices, ranging from equity and fixed income to commodities and complex derivatives, are established in listed exchanges, OTC markets, and dealer platforms. We will examine the roles of both market-maker (“sell-side”) and price takers (“buy-side”), with the latter further divided into two major groups: institutional or retail. We will survey sell-side businesses, including market-makers vs. agents in listed markets and OTC markets, institutional block trading, securities lending, and prime-brokerage. On the retail clientele side, we will discuss the whole-sale market making business. On the risk management of the sell-side business, we will cover market risk, credit risk, and counterparty credit risk. At the end of the course, students should have a thorough understanding of how various businesses fit together. Hopefully, the course will help students better understand the area in which they might pursue their career path in financial markets.

GFGB 7063. ESG - Student Managed Investment Fund 2. (3 Credits)

This course is an intensive experiential learning opportunity in which students who already completed ESG—SMIF 1 apply their skills in investment analysis and risk attribution in order to manage an actual portfolio of securities on behalf of the University. Students act as fiduciaries for a portion of the University’s Endowment. This is the second and immediate followup course to ESG—SMIF 1. ESG—MIF 2 is designed to apply the analytical framework concerning financial statements, economic indicators, geopolitical concerns, ESG filters and rankings, and other investment management concerns within an ESG-based portfolio and under specific strategies. Through structured research and quantitative analysis concerning companies and their equity, debt, and other financial asset classes, students manage a portfolio, produce detailed and weekly metrics, pitch securities for trading, prepare trading tickets for actual execution, and recommend securities trades. Enrollment is open to both graduate and advanced undergraduate students.

Prerequisite: GFGB 7029.

GFGB 70AA. Quantitative Asset Management Capstone Consulting Projects. (3 Credits)

The course bridges the gap between academics and practice by immersing students in the entire life cycle of real-world analytics engagements. Divided into small groups, students will work on pre-defined projects designed to boost your career with real-world experience and formulated to be completed within a single semester. This project-based course is structured as a consulting internship with actual companies, augmented with lectures to form a comprehensive framework based on the course textbook. Big data combined with machine learning and artificial intelligence provides amazing opportunities for institutional investors. Apply modern tools to investing with real-world details such as currency controls, market impact, and taxes. Study the entire investing process, from designing goals to planning, research, implementation, testing, and risk management. Use Python, MATLAB, and R to build alpha and risk engines, optimal multi-factor models, contextual nonlinear models, multi-period portfolio implementation, and more.

GFGB 70AB. Introduction to Venture Capital. (3 Credits)

This course offers a comprehensive introduction to the world of venture capital, a critical component of the global financial system that drives innovation, rewards founders and drive economic growth. If you are a financial professional, investor or an aspiring entrepreneur, this course will give you a deep understanding of how venture capital firms operate, how deals are sourced, evaluated and how deals are structured. You will also learn about the history of venture capital and the key opportunities and challenges venture capitalists are facing today.

GFGB 8001. Iss in Fin: Modern Fin'al Ana. (1.5 Credits)

Learn how the financial services industry applies valuation techniques in a deal context! In this mini-course, you will demystify the theory behind the analytics and ultimately appreciate the “art” and “science” of valuation analytics. What is a company worth? What is someone willing to pay? The answers depend on: who the seller is; who the potential buyer(s) is; the context of the transaction and the current market conditions... The seminar is ideal for individuals are currently working in or are considering a career in the following disciplines: • Financial services industry (investment banking, consulting, research, asset management, private equity, brokerage, sales & trading, insurance, etc.) • Finance or strategic development group of a corporation – mid-sized thru multinational • Marketing, brand management or a non-finance field... namely anyone interested in gaining a solid foundation in valuation analytics in a condensed, real-world context.

Prerequisite: GFGB 6006.

GFGB 8002. Fin'lmkts: Cncpts/Methods/Trd. (1.5 Credits)

This course provides a real-life, hands-on experience of financial market activity and its impact on the broader economy. Throughout the course, students will participate in a trading game to asses and manage real world factors such as counterparty risk, liquidity, leverage, etc.

Prerequisite: GFGB 6006.

GFGB 8004. Iss in Fin: Delevgd Finance. (1.5 Credits)

This course discusses the use of debt in Leverage Buyouts, recapitalization, restructuring and refinancing, including Debtor-in-Possession (DIP) financing. Students develop practical insights by utilizing case studies from several public highly leveraged firms; practical insights are critically reviewed.

Prerequisite: GFGB 6006.

GFGB 8005. Business Communication for Finance- A. (0.5 to 1 Credits)

Effective communication is the ability to convey your ideas in a logical and convincing manner in order to persuade others to take an action, modify their viewpoint, or at least be open to your perspective. This requires practice for many different situations, whether it is to promote an investment, prioritize your project, or convince your manager why you deserve a promotion. Simply being fluent in a language is not enough to communicate effectively. You must also know how to construct a compelling narrative to address the priorities, sensitivities, and concerns of your audience. As the world becomes more technical and data-driven, it is the ability to effectively communicate, verbally and in writing, which will be the differentiator to progress in your career. Teamwork, leadership, and management are all skills rooted in strong communications skills –again, just being able to speak a language is not enough to be an effective presenter, negotiator or salesperson. The only way to improve is through practice, so the course will be focused on student presentations on a varied set of topics, from current events to investment ideas.

GFGB 8006. Business Communication for Finance - B. (0.5 to 1 Credits)

This class will enable qualified students to more fluently converse with professionals on a variety of financial topics, and will improve students' ability to achieve success as they enter the business community.

GFGB 8009. Mergers and Acquisitions. (1.5 Credits)

Mergers and acquisitions constitute some of the most important growth, diversification, and globalization strategies for firms. Finance, specifically corporate finance, plays an important role in M&A because the completion of a deal requires careful attention to valuation, risk management, and the designing of an appropriate payment package. That design is an important part of a deal for reasons ranging from accounting and tax to synergies and stock price. In this course, students will examine these features through a number of cases and readings. We will also briefly discuss issues of corporate governance, securities law, and corporate law whenever the context requires us to do so.

Prerequisite: GFGB 6006.

GFGB 800A. Booms, Bubbles, Busts, and Crashes: A Capital Markets History. (1.5 Credits)

This course will prepare students to understand and anticipate regulatory and institutional changes in financial markets. Fintech and other technological changes are disrupting the financial markets in an unprecedented way—and will probably usher in new regulations. A good understanding of the market's institutional evolution, including the evolution of money, is essential to prepare for a successful career in the financial services industry.

Prerequisite: GFGB 6006.

GFGB 800B. Introduction in Wealth Management. (1.5 Credits)

This class is intended to demystify the wealth management process. Class lectures will be open-ended discussions with the goal of providing a better understanding of personal wealth and the business of wealth management by combining some aspects of financial planning and overall portfolio management.

GFGB 8010. Advanced Finan Modeling. (1.5 Credits)

Advanced Financial Modeling.

Prerequisite: GFGB 6006.

GFGB 8011. Blockchain. (1.5 Credits)

Blockchain.

Attribute: ABEP.

Prerequisite: GFGB 6006.

GFGB 8012. Digital Currencies. (1.5 Credits)

Digital Currencies.

Attribute: ABEP.

Prerequisite: GFGB 6006.

GFGB 8013. Acct & Corp Fin-Valua&Modeling. (1.5 Credits)

This course expands on valuation techniques discussed in Modern Financial Analysis and Valuation Techniques. Students will have the opportunity to learn the modeling techniques used by today's Wall Street practitioners associated with Discounted Cash Flow Analysis, Merger Analysis, Purchase Price Allocations and Synergy DCFs. **COREQUISITE:** GFGB 8001.

GFGB 8014. Empirical Value Investing - A. (1.5 Credits)

This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed. The "A-section" will examine several topics / methods. It is a pre-req for the "B-section," which will investigate the same issues more fully.

Prerequisite: GFGB 6006.

GFGB 8015. Empirical Value Investing - B. (1.5 Credits)

This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed. The "A-section" is a pre-req for the "B-section," which will investigate the same issues more fully.

Prerequisite: GFGB 6006.

GFGB 8016. Fintech: Disruption in Finan Services. (1.5 to 3 Credits)

The course is designed and built to ensure that students gain the knowledge and insight they need to understand the latest developments in Fintech and their disruptive impact on the global financial service industry. Upon completion of this course, students will develop a deeper understanding of business and economic aspects of financial services-based technologies; gain insight into financial ecosystems; understand the Fintech regulatory frameworks; and be able to critically evaluate the disruptiveness of Fintech innovations.

Prerequisite: GFGB 6006.

GFGB 8017. Fintech Lending & Payments. (3 Credits)

This course will consider modern on-line methods of lending and borrowing that may be outside of the traditional banking environment. The main players in the space will be analyzed, as well as their websites. Students will learn their business models, methods of credit analysis, and measures of return to investors.

Prerequisite: GFGB 6006.

GFGB 8018. Fund Strategies and Performance. (3 Credits)

This course examines how money is managed by organizations such as university endowments, pension funds, mutual funds, hedge funds, and private equity funds. It provides an advanced treatment of asset allocation and equity portfolio strategies, and a performance evaluation of U.S. mutual funds and hedge funds. The course provides a deeper understanding of the measurement of risk and its relationship to return, as well as of multi-factor models. Implementation issues, including statistical estimation, back-testing, portfolio construction, and performance evaluation, are covered. Some programming skill (likely Python/SAS) will be important, and partly taught.

Prerequisite: GFGB 6007.

GFGB 8951. Internship & Project Report. (1.5 to 6 Credits)

Residential students have the option of including up to 6 credits of internships as part of their program of study. Please note that an internship is not required as part of the program; students may complete any two MBA or MSGF courses in lieu of an internship.

GFGB 8999. Independent Study. (1 to 3 Credits)

Independent study.

French (FREN)

FREN 1001. Introduction to French I. (5 Credits)

An introductory course that focuses on the four skills: speaking, reading, writing and listening providing students with a basic knowledge of French linguistic structures, vocabulary and culture, which studied interdependently, comprise the French Language.

Mutually Exclusive: FREN 1002.

FREN 1002. Introduction to French II. (3 Credits)

This course will enhance the reading, writing, speaking and listening skills acquired by students in Introduction to French I or from prior study. It will further promote a deeper understanding of French and Francophone cultures.

Mutually Exclusive: FREN 1001.

FREN 1501. Intermediate French I. (3 Credits)

Intermediate French I will continue introducing students to the fundamentals of the French language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based French learning program. Conducted in French.

Attribute: IPE.

Prerequisites: FREN 1001 or FREN 1002.

FREN 1502. Intermediate French II. (3 Credits)

Intermediate French II will continue introducing students to the fundamentals of the French language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based French learning program. Conducted in French.

Attribute: IPE.

Prerequisite: FREN 1501.

FREN 1999. Tutorial. (1 Credit)

Study of a particular aspect of French literature or thought. Independent research and readings. Weekly or biweekly meetings with a faculty adviser. Designed for majors with permission of instructor.

Attribute: IPE.

FREN 2001. French Language and Literature. (3 Credits)

A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.

Attribute: IPE.

Prerequisite: FREN 1502.

FREN 2100. Grammar and Phonetics. (4 Credits)

A comprehensive review of French grammar and phonetics with attention to their use in literary and cultural contexts. Intensive practice of the spoken and written language. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IPE.

Prerequisite: FREN 2001.

FREN 2300. French Translation & Grammar Review. (4 Credits)

This course is a comprehensive review of French grammar and vocabulary with attention to challenges in translation. It is open to anyone who has completed FREN 2001 or higher and who wishes to perfectionner son français. The class will involve extensive practice in reading French texts from diverse disciplines: literature; history; politics; science; art; cultural studies; etc. Attention will also be paid to how pronunciation and grammar interact. Students will be encouraged to develop a final translation project related to their major or minor outside of French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: FREN 2001.

FREN 2600. France: Literature, History, and Civilization. (4 Credits)

Using the modern notions of "civilization," "culture," and "literature" as organizing principles, this course explores political, social, and cultural changes in France since the 18th century. Critical readings of texts deploying the idea of "civilization" will help us learn about immigrant populations in France, French attitudes toward the formerly colonized, and how French identity itself was constructed. We will then analyze sociological and historical texts and films to understand how various writers and artists claimed certain ideas, tastes, and lifestyles to be representative of a unique and coherent French "culture." The third part of the course will be devoted to several literary masterpieces and to the ways the French have politicized this patrimony. This course provides a solid foundation in French history and literature and a critical perspective on the complexities of contemporary France. (4 credits, taught in French) Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, IPE, ISEU.

Prerequisite: FREN 2001.

FREN 2601. French Conversation and Composition. (4 Credits)

Intensive practice of the spoken and written language with emphasis on proper use of idioms and building of vocabulary based on topics in interest and relevance. A basic course for prospective majors and minors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IPE.

Prerequisite: FREN 2001.

FREN 2999. Tutorial. (2 Credits)

Study of a particular aspect of French literature or thought. Independent research and readings. Weekly or biweekly meetings with a faculty adviser. Designed for majors with permission of instructor.

Attribute: IPE.

FREN 3005. French Business Culture. (4 Credits)

The course examines the codes of French business culture and explores ways for students to prepare themselves for the French marketplace by mastery of these codes. In particular, we will focus on improving your business eloquentia perfecta – oral and speaking skills and appropriate forms of presentation through personalized training, role playing, mock interviews, and business pitches. Beyond incorporating the essentials of business vocabulary, we will explore every aspect of public speaking from grammatical accuracy, phonetics, clarity, and concision, to the effectiveness and communicating your message, your use of body language and physical space. Students will prepare CVs, cover letters, perform interviews, practice networking, and work in groups to develop sample start-up pitches. Students will build up experience and self-confidence with handling real life situations. Invited guests from the French and bi-cultural business and entrepreneurial community in New York City will share their experiences with students and provide opportunities for students to practice their new skills and learn more about bilingual business opportunities. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE.

Prerequisite: FREN 2600.

FREN 3006. French International Affairs. (4 Credits)

The course examines the codes of international relations and diplomacy and explores ways for students to prepare themselves for work in international organizations by mastery of these codes. In particular, we will focus on improving your eloquentia perfecta—oral and speaking skills and appropriate forms of presentation through personalized training, role playing, mock presentations, and pitches on such major international themes as diplomacy, education, health, culture, and security. Beyond incorporating the essentials of international relations, we will explore every aspect of public speaking from grammatical accuracy, phonetics, clarity, and concision to the effectiveness and communicating your message, your use of body language, and physical space. Students will build up experience and self-confidence with handling real life situations. Students will have the opportunity at the end of the semester to take the test for the professional diploma in international relations offered by the French Chamber of Commerce. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, IPE, ISIN.

Prerequisite: FREN 2600.

FREN 3030. What Is Writing? The Inscription of Culture From Page to Screen. (4 Credits)

This course examines the foundation of all literature: writing. What is the role of writing in the world? How has writing shaped culture? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FFPM, FRMI, IPE.

Prerequisite: FREN 2600.

FREN 3040. Changing Climate, Changing Culture. (4 Credits)

With the 2016 Paris Agreement on climate change (French: Accord de Paris), France became forever linked to environmental activism. But this activism has a long cultural history in France and francophone communities. Changing Climate, Changing Culture is a seminar that explores this culture of activism through a survey of francophone texts that have asked: "How does climate shape culture?" and "How has culture shaped climate?" We will explore the recent turn toward the environment in literary criticism known as ecocriticism (French: écocritique) and its relation to previous theories of catastrophe, such as nuclear criticism. The corpus of texts studied will come from far away in time and space: 12th-century lyrics and romances that reflect the Medieval warming period; 14th-century texts that respond to the return of the cold and the arrival of the Black Death; and 12th- and 21st-century Pacific Island literature that writes back to environmental change brought about through tourism, nuclear tests, and global warming. Because climate and the nuclear tests have affected the francophone Pacific islands in particular, this course will serve to introduce students to a lesser known area of French and Francophone studies. Readings will include Troubadour and trouvère lyric, Bruno Latour (Face à Gaïa), and Chantal Spitz (L'île des rêves écrasés). Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, FFPM, MVST.

Prerequisite: FREN 2600.

FREN 3050. Data Humanities: Reading in the Digital Age. (4 Credits)

This course introduces students to the burgeoning field of the digital humanities by reading literary texts through the lens of two different disciplines: literary studies and data science. While digital humanities comprises many subfields, we will go beyond the digital to consider text as data, comparing this data science approach to several different literary approaches to text, from formalism to feminism. Students will gain basic skills in Python programming and the use of Jupyter Notebooks. No prior programming experience is required or expected. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: FREN 2600.

FREN 3055. Language and AI (Artificial Intelligence). (4 Credits)

Has generative AI put an end to language learning? To writing literature? To reading? This course looks at the intersection of language and artificial intelligence (AI) from the perspective of francophone studies. It asks questions like: What has Descartes to do with AI? Does Cixous's écriture féminine apply to generated text? What is the difference between natural and artificial text? What can AI tell us about political discourse in francophone traditions? We will explore language in R. Course taught in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ANLA, COLI, LING.

Prerequisite: FREN 2600.

FREN 3060. Translation and Creative Writing in French. (4 Credits)

This course engages students in essential aspects of literary and professional translation from French to English and creative writing in French. Through critical readings of texts from a wide variety of disciplines (recent and classic Francophone literature, anthropology, postcolonial and gender studies, journalism, etc.), class discussions and workshops, and students' own sustained translating and creative writing practice, students will hone stronger writing skills by reviewing and practicing advanced French grammar and expanding their vocabulary. A strong emphasis will be placed on issues and strategies of translation and on creative writing and oral practice. By the end of the semester, students will complete a polished translation of a longer text or submit a creative writing project. No prior experience in translation or creative writing in any language is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

Prerequisite: FREN 2600.

FREN 3070. France Votes!. (4 Credits)

Aux urnes, citoyens! In Spring 2022, France will hold the 12th presidential election of the Fifth Republic. This course will prepare students to engage with this event by studying the history and structure of the French government and by following the election as it unfolds in real time. The first part of the course will look at the historical development of the French government, from monarchy to republic, as well as the structure of the French government (its constitution and political system) and its relation to the European Union. We will then focus on the Fifth Republic and its system of voting, with some discussion of the French contribution to voting theory and particular attention to historical limitations on suffrage. As the election heats up, we will examine France's various political parties, reading their platforms and analyzing their debates. Readings will come from the candidates, the French media, historians of the five French republics, and apologists for a sixth republic. Course in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, ISEU, POCP.

Prerequisite: FREN 2600.

FREN 3080. Critical Disability Studies: Perspectives in French and Francophone Literature and Film. (4 Credits)

This course begins with an overview of the field of disability studies in the context of France and the Francophone world. Critical inquiry will focus on prose, poetry, theater, and philosophical texts, as well as fictional and documentary cinematic works produced from the Age of Enlightenment to the present, to examine representations of individuals or groups with physical or developmental disabilities, regarding sight, speech, hearing, language, social behavior, or mental or physical illness. Taking an interdisciplinary approach and focusing on ethics and language, including terminology used in French equivalents for "disability" or "impairment," a central question of the course will probe into the ways in which literary figures, figurative language, and forms contribute to narratives of inclusion and anti-ableism. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, DISA, DIUL, ISEU.

Prerequisite: FREN 2600.

FREN 3100. Medieval French Literature. (4 Credits)

A survey of medieval French literary genres of the 10th-15th centuries, ranging from lyrical and didactic poetry, prose, and drama, to contemporary cinematic adaptations of medieval texts. Set within their cultural contexts, selected works may comprise courtly and/or Arthurian literature, comedic texts, spiritual and political writings, and film. An excursion to the Morgan Library and Museum or Metropolitan Museum of Art may complement our in-class discussions. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FFPM, FRME, IPE, MVLI, MVST.

Prerequisite: FREN 2001 (may be taken concurrently).

FREN 3101. Word and Image in Medieval France. (4 Credits)

This course examines the medieval French literature that illuminates some of the great cathedrals of twelfth- and thirteenth-century France. To understand medieval cathedrals we must "read" them through the literature of the age. The texts studied will be in modern French translation and will come from a variety of genres: lyric poetry; romance; epic; devotional literature; biography and autobiographical confession. These texts will be related to the stained glass, architecture, and sculpture of several French gothic cathedrals. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FFPM, FRME, IPE.

Prerequisites: FREN 2600 or FREN 2601.

FREN 3102. Notre Dame de Paris: The Cathedral in Art, Literature, Culture, & History. (4 Credits)

This course examines the cultural importance of Paris's great gothic cathedral, Notre Dame de Paris. We will examine the cathedral through history, with a focus on its creation and significance for the Middle Ages and on its future after the devastating fire of 2019. We will read some of the medieval French literature that illuminates its stained glass windows and sculpture. Reference will also be made to some of the other great cathedrals of 12th- and 13th-century France, especially Notre Dame de Chartres. Our study of Notre Dame de Paris will include its use through history, from the Revolution and Napoleon to its presence in contemporary film and literature. In French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, FFPM, FRME.

Prerequisite: FREN 2600.

FREN 3103. Medieval Other, Modern Ethics: Christians, Muslims, and Jews in Medieval France. (4 Credits)

Was France in the Middle Ages the birthplace of a persecuting society? How were minority religious and ethnic communities perceived by France's dominant Catholic community? What were the political and cultural institutions that regulated the interrelations of these communities? How did the art and literature of the Middle Ages capture or distort the lived realities of these communities? Medieval Other, Modern Ethics will investigate these and other questions through the lens of contemporary French ethics. Readings from Peter Abelard; Chrétien de Troyes; Marie de France; Saints' Lives; the Lancelot-Grail Cycle; Rutebeuf; Emmanuel Levinas; Jacques Derrida; Simone de Beauvoir; Hélène Cixous; Amin Maalouf; Marc Bloch; Souleymane Bachir Diagne. Class in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, FFPM, FRME, FRMO, JWST, MVLI, MVST.

Prerequisite: FREN 2600.

FREN 3125. Mapping the Nation. (4 Credits)

How did the term l'Hexagone come to be synonymous with continental France? This course examines the hidden ideology of maps, from the burgeoning of cartographic science during the Renaissance to the question of France's place within the European Union and subsequent responsibility during the ongoing refugee crisis. In addition to considering maps as texts, starting with Guillaume Postel's 1578 world map with a meridian bisecting Paris, we will also consider texts as maps, attending to questions of space, mobility, and perspective in authors ranging from Montaigne and Rabelais to Proust and Butor. Of particular interest is the process by which space becomes place, and the use of geography as a tool of political ideology. We will explore Michel de Certeau's distinction between espace and lieu, and take lessons from Mark Monmonier's compelling essay "How to Lie with Maps." Benedict Anderson's idea of "imagined communities" will be useful in discussing the role of graphic and literary representations of space in crafting a sense of French nationhood. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, FRME, FRMO, IPE.

Prerequisite: FREN 2600.

FREN 3130. Culture and Science in France. (4 Credits)

This course examines the history of the relations between science and culture in France, from the Renaissance to today. We will examine: the historicity of worldviews; religious and secular tensions; the literary expression of scientific ideas; the institutionalization of science by the French state. Readings from the works of Rabelais, Descartes, Pascal, Emilie du Châtelet, Voltaire, Condorcet, Maupassant, Teilhard de Chardin, Duhem, Marie Curie, and Foucault. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, IPE, ISEU.

Prerequisites: FREN 2600 or FREN 2601.

FREN 3140. Changing Climate, Changing Culture. (4 Credits)

With the 2016 Paris Agreement on climate change (French: Accord de Paris), France became forever linked to environmental activism. But this activism has a long cultural history in France and Francophone communities. In this seminar, students explore this culture of activism through a survey of francophone texts that have asked how climate shapes culture and how culture has shaped climate. We will explore the recent turn toward the environment in literary criticism known as ecocriticism (French: écocritique) and its relation to previous theories of catastrophe, like nuclear criticism. The corpus of texts studied will come from far away in time and space: 12th-century lyrics and romances that reflect the Medieval Warm Period; 14th-century texts that respond to the return of the cold and the arrival of the Black Death; and 20th- and 21st-century Pacific island literature on environmental change brought about through tourism, nuclear tests, and global warming. Because climate and the nuclear tests have affected the francophone Pacific islands, in particular, this course will serve to introduce students to a lesser-known area of French and Francophone studies. Readings will include troubadour and trouvère lyric; Bruno Latour (Face à Gaïa); Joséphine de Monbart (Lettres tahitiennes); Paul Gauguin (Noa Noa); Chantal Spitz (L'île des rêves écrasés). Course taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FRMO.

Prerequisite: FREN 2600.

FREN 3175. French Renaissances. (4 Credits)

This course explores the cultural renaissances of Medieval and Early Modern France. We will compare "the" Renaissance of the 16th century to two earlier "renaissances": one at the court of Charlemagne and the other during the 12th century. We will look at the literary and artistic expressions of these re-births, why they started and what lasting impacts they had on French culture throughout history. We will read works by some of the greatest authors of French literature, including: Rabelais; Marguerite de Navarre; Louise Labé; Montaigne; Scève; Marie de France; Chrétien de Troyes; Abelard & Heloise. Course in French.

Attributes: ALC, FFPM, FRME, IPE.

Prerequisite: FREN 2600.

FREN 3225. Hollywood's Holy Grail: Medieval French Literature on the Screen. (4 Credits)

This course examines the foundational texts about King Arthur and the Holy Grail that have made their way into American and French films. Why do these thirteenth-century stories about the fourth century continue to fascinate us today in the twenty-first century? Why do they remain so successful as sources for compelling narratives? We will explore the cultural adaptation of these stories to their times and in particular changes made to the role gender plays in them. Topics covered will include: gender; folklore; high and low art; adaptation of text to screen; translation; the political use of the past. Course in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, COLI, FFPM, FRME, IPE, MVST.

Prerequisite: FREN 2600.

FREN 3230. Podcasts en tous genres. (4 Credits)

Ubiquitous across media platforms as stand-alone programs, companion features for TV series, and features of traditional radio programming, podcasts exist in a wide range of formats and cover countless topics, embraced by celebrities, radio professionals, academics, and audio documentarians alike as effective means of communication and entertainment. Focusing on a curated selection of popular, innovative, and thought-provoking podcasts recorded in French, this course allows students to deepen their oral and written communication skills and intensively practice them at an advanced level as they consider the structural specificities and content qualities of various podcasts' episodes and series intended for native French speakers. By the end of the semester, students will conceive, design, write, and produce a podcast episode with peers in French. This course is taught in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: FREN 2600.

FREN 3250. Du scandale au chef d'oeuvre: Art that Shocks, Offends, and Endures. (4 Credits)

This course examines canonical French works from the early modern period to the present that have incurred censorship and/or widespread criticism for their scandalous nature. The analysis of these works will serve as a departure point from which to discuss the historic-political contexts that give rise to their offensive nature. From the theological underpinnings of the notion of scandal in the works of Rabelais, we will continue to explore how certain enduring works were perceived as threats to social order and to the very notion of what constitutes art. Among the varieties of scandal in our corpus will be art of a sexual/scatological nature (Rabelais' Gargantua, Jarry's Ubu Roi), art that offends morality or religious dogma (in the work of Voltaire and Baudelaire), art that undermines political authority (the films *La Grande Illusion* and *La Bataille d'Algers*), and the very notion of what art should be (the literary quarrels of the 17th century). We will consider how recent French literary and artistic scandals inform our understanding of contemporary French politics and society, and interrogate how the notion of scandal itself is relative to a given historical moment or cultural milieu. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, FRME, FRMI.

Prerequisite: FREN 2600.

FREN 3253. Moliere: From Page to Stage. (4 Credits)

This course taught in French explores French Theatre and offers the opportunity to engage in the creative process from page to stage. Students will have the opportunity to participate in different capacities, such as performers, designers, dramaturgs, and stage managers. This course emphasizes the importance of working collaboratively. Students enrolled in the French and Theatre Programs will share their strengths and learn from each other. We will combine reading, theory, and analysis of a single play by Moliere, and put what we learn into practice in rehearsal. The semester will end with a public performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE, THEA, THPL.

Prerequisite: FREN 2600.

FREN 3265. Writing for Theatre. (4 Credits)

This course encourages students to become playwrights and to improve their fluency in French. This is a creative writing course for theater with an opportunity to produce and perform an original short play. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IPE.

Prerequisites: FREN 2600 or FREN 3253.

FREN 3270. Écocritique: Francophone environments and cultures. (4 Credits)

This course engages students in essential aspects of ecocriticism (écocritique), the study of Francophone literature, film, and art from the perspective of environmental issues expressed through a variety of disciplines and genres—from Francophone philosophy, anthropology/sociology, and critical animal studies to science fiction, poetry, and the visual arts. We will examine how rapidly changing environmental conditions bear not only on artistic expression and on our way of understanding the world but also on how past and present environmental crises inform expressive practices in French. We will concentrate on the human, animal, and environmental effects of French colonialism and its aftermath in postcolonial countries as well as on key environmental anticolonial practices in modern-day Francophone countries. This course is taught in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENST, ESEL, ESHC, FREN.

Prerequisite: FREN 2600.

FREN 3275. Documentary and Storytelling in the Francophone World. (4 Credits)

Focusing on Francophone works, this course engages in reflection on the documentary genre, its many forms, and its relationship to truth, objectivity and subjectivity, fiction and factuality, as well as narrative and storytelling. Nudged by filmmakers' endless efforts to reclaim the fictional and subjective dimension of documentary cinema, creative engagements with documentary pursuits are also found in other media, from print (graphic novels) to sound (podcast and audio documentaries) and interactive works (webdocs, virtual reality). This course thus aims at questioning common assumptions about "documentary" as a category or genre, all the while considering how "documentary forms" have effectively been mobilized to produce certain types of knowledge, experiences, relations, and critical scrutiny of, and resistance to, such intervention. Taught in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FRMO, IPE.

Prerequisite: FREN 2600.

FREN 3280. French Documentary in Action. (4 Credits)

In this course, students work together to develop English subtitles for a recent French documentary, screened at Fordham at the end of the semester. To this end, students will conduct background research to understand the film's subject and any sociocultural, political, and historical references informing the film. Screenings and discussions of French documentaries from different periods will help students situate the film within a long and rich national tradition and to reflect on the specific structure and tone used by the filmmakers. Finally, students will become familiar with the contemporary economy of documentary filmmaking in France. Multiple opportunities to engage with the filmmakers/producers (via skype, email, or potentially in person) will allow students to discuss the progression of their ongoing collaborative research project and to produce a booklet of materials distributed at the screening. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FRAN, FRMO.

Prerequisite: FREN 2600.

FREN 3290. Early Authors Modern Theory. (4 Credits)

This course explores French writers from the Middle Ages and the Renaissance through the lens of 20th- and 21st-century French thinkers. We will read both original texts and later commentaries to interrogate how our modern theories have shaped our understanding of early French literature and culture, and consequently of the French canon. This juxtaposition will allow us to ask: How have the ideas of the author and of the text changed over time? Do modern theories help reveal aspects of early writers? Or are we merely reworking them in our own image? The early authors we will study may include, from the Middle Ages: Marie de France, Chrétien de Troyes, Christine de Pisan, François Villon; from the Renaissance: Rabelais, Marguerite de Navarre, Montaigne, Rabelais, Ronsard, Du Bellay, Labé. Among the modern theorists: Bon, Barthes, Foucault, Butor, Deguy, and Cerquiglini. Conducted in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, FFPM, FRME, FRMO, IPE.

FREN 3292. French Revolutions (1789-present). (4 Credits)

This course endeavors to engage students in major episodes of French political and social history, literature, and art through the plural notion of French Revolutions. These major episodes integrate the following historical moments, some actual revolutions, some that ask us to question the very notion of "revolution": (1) 1789, (2) 1830, (3) 1848, (4) 1870-71, (5) 1940, (6) 1962, (7) 1968, (8) 2015, and more. All of these revolutionary moments entailed major changes in popular relationships to institutions of power; some meant reenvisioning power as such; all of them involved changes in rhetorical and artistic practices that created differences in popular perspectives on what it means to be a leader, part of a "nation," a people, a peasantry, or an immigrant in France. In all cases, the popular imagination has been drawn upon to account for the revolutions—whether major or minor—that their leaders, and the people behind them, intended to carry out. In this course, we will draw on a wide variety of documents (novels, rap/song, films, art, etc.) and examine those voices that have called for revolution but whose revolutions have remained unheard. Course taught in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, HIST, INST, ISEU.

Prerequisite: FREN 2600.

FREN 3300. The Enlightenment. (4 Credits)

The main currents of the French 18th-century Enlightenment: works by Montesquieu, Marivaux, Voltaire, Diderot, Rousseau and Laclos. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, FRMI, IPE.

FREN 3301. France and Global Enlightenment. (4 Credits)

In this course, we will study the Enlightenment in France and beyond. As philosophes and others in France began radically to question the basic epistemologies that grounded notions of reason, faith, physical bodies, and one's relation to another, data poured in from all over the world to confirm, contest, or undermine long-held truths. But these transactions with Asia, the New World, Africa, and other parts of Europe were not just unidirectional; they involved far more than the mere cataloguing and discussion of artifacts in the Royal Academies or the elegant exchanges and commentaries in the Republic of Letters and other emerging public spheres. Moreover, these transactions were far from innocent. They were imbricated in questions of empire, national conflicts, racial and ethnic superiority, commerce, and patriarchy, among other things. To address this global Enlightenment and its complexities, we will be reading literary, historic, scientific, philosophic, and travel writings written both in France and around the globe. As such, students should gain a much more expansive and transnational understanding of that famous question posed by Kant, "What is an Enlightenment?" Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, FFPM, FRMI, IPE.

Prerequisite: FREN 2600.

FREN 3333. Tableaux: Art and Theater: 1700s. (4 Credits)

This course examines the changing articulation of the 'tableau' and how it informed important aesthetic developments in 18th century theater and painting. Students will read theoretical texts on the theater, such as Diderot's *De la poesie dramatique* and Mercier's *De theatre*, theoretical works by Marivaux, Voltaire, Diderot and Beaumarchais, in addition to critical texts on the French salons. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, FFPM, FRMI, IPE.

FREN 3340. Amazones, Salonnières, and Révolutionnaires: Women writers in Ancien Régime France. (4 Credits)

This course examines women writers in Ancien Régime France (17th and 18th centuries) and the various movements, events, literary genres, groups, and institutions their writing incited, such as the Amazones (the military women of the Fronde), the Précieuses, the Salonnières, the Republic of letters, epistolary novelists, and Revolutionnaires, etc. The women studied in this course include: Madame d'Aulnoy, Madame de Scudéry, Madame de Lafayette, Madame Riccoboni, Madame du Deffand, La Comtesse de Genlis, Madame d'Épinay, Madame de Charrière, Olympe de Gouges, Madame de Roland, and Madame de Staël. This course is taught in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, FFPM, FRME, FRMI, IPE, WSSS.

Prerequisite: FREN 2600.

FREN 3350. Thinkers and Moralists. (4 Credits)

The class reads work by great French thinkers, among them the essayist Montaigne, the theologian Pascal, the humorist Moliere, the satirist LaBruyere and the salon star La Rochefoucauld, the social commentator Alexis de Toqueville, the food writer Brillat-Savarin. We will elucidate the nature and influence of French thinking about many aspects of culture throughout the early modern period and its effects to the present day. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FRME, FRMI, IPE.

Prerequisite: FREN 2001 (may be taken concurrently).

FREN 3360. French Autobiography. (4 Credits)

How the French recount their lives, form themselves and interact with others. Three male and three female-authored texts: Montaigne, Rousseau, Grde de Beauvoir, Yourcenar, Kaplan. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, FRMI, FRMO, IPE.

FREN 3450. Writers and Lawbreakers. (4 Credits)

This course focuses on the complex relationship that existed between literature and the law in 19th- and 20th-century France. We use prison literature, adventure novels, memoirs, poetry, and plays to discuss societal perceptions of criminals, views of normative behaviors, literal and figurative crimes, and the aesthetic decisions made by artists caught between unacceptable narratives and respect for the literary canon. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, EP3, INST, IPE, ISEU.

Prerequisite: FREN 2600.

FREN 3453. The Flâneur in Paris. (4 Credits)

Why does the figure of the flâneur appear in literature and art in the first decades of the 19th century? What changes (political, economic, social, urban, technical, aesthetic, and poetic) occur that facilitate this new type of urban wanderer? What's the difference between the 17th- and 18th-century promeneur and the flâneur? Why is the concept of the flâneur impossible until the 19th century? And why does the flâneur disappear as Walter Benjamin argues toward the end of the 19th century? Why is the flâneur predominantly a male category? And is there a descent of the flâneur in the 20th and 21st centuries? In this course we examine the figure of the urban wanderer and flâneur from the last years of the 18th century to the first decade of the 21st century. We examine this figure in the literary and aesthetic works of Mercier, Retif de la Bretonne, Balzac, Baudelaire, Rimbaud, Zola, Colette, Apollinaire, Debord, Roubaud, Calle as well as in the philosophical works of Benjamin and other critical texts and films. While we will not be able to walk in Paris, we will explore some of these questions by using New York as our ambulatory laboratory. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FFPM, FRMO, INST, IPE, ISEU.

Prerequisite: FREN 2600.

FREN 3456. 20th-Century France: A Blast from the Past. (4 Credits)

The France of today is a product of yesterday. It's a blast from the past: a nuclear bomb, the separation of church and state, the railroads, an occupation, high fashion, dance, opera, the first glance of internet, two world wars, the many faces of immigration, race and racism, jazz, gentrification, existentialism, rap, and AIDS. Colonialism, anticolonialisms. In this course, we will study the history of the 20th century in France, review its politics and cultural scenes, and discuss its preeminence, for better or worse, on the world stage. We will read two-plus Francophone novels, watch two-plus Francophone films, read poetry, watch videos, and listen to music. In addition to refining their vocabulary and grammar in French, students will be asked to write a lengthy final project, present it, and contribute regularly to class discussion in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, HIEH, HIST, HIUL, INST, ISEU.

Prerequisite: FREN 2600.

FREN 3460. Postcolonial Representations. (4 Credits)

This course examines the impact of colonization on Francophone cultural and artistic productions from the 1830s to the present. It begins with a discussion of the ways in which colonialism fostered modes of perception of the self and the "other" that went far beyond the artistic sphere. Newspaper articles, postcards, documentary films, as well as exhibitions and even culinary trends produced during the colonial era have each in their own way justified colonization. The ideologies and behaviors they spread all over the world survived decolonization and the great waves of immigration to France. The second part of the course examines how North African artists have dealt with this burden. While the inherently violent system of representation they inherited, be they born during colonial times or after independence, has shaped their work, it did not stifle their creativity. The third part of the course is a case in point: It focuses on young francophone Algerian women writers to show how and why the daughters of immigrants have found a particularly powerful voice to memorialize their silenced fathers. Taught in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, EP3, FRAN, FRMO, IPE, MEST.

Prerequisite: FREN 2600.

FREN 3464. French Films d'Auteur. (4 Credits)

In this course, you will study French cinema history by focusing particularly on the "Auteur theory" and the work of world-renowned French filmmakers. Taught in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FRMO, IPE, WGSS.

Prerequisites: FREN 2600 or FREN 2601.

FREN 3465. Women on the Margins. (4 Credits)

The course explores the roles and identities available to women in nineteenth-century France and the ways in which women expanded the boundaries of those constraints. Through readings of literary and non-literary texts as well as films, paintings, drawings, and fashion plates, we consider such institutions and conditions as female education and conduct, marriage, motherhood, prostitution, sainthood, rebellion, and creativity. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, EP3, FRMO, IPE, WGSS.

Prerequisite: FREN 2600.

FREN 3466. Discovering French Cinema. (4 Credits)

With over 2000 movie theaters, an average of 200 feature films produced annually and over 50 international co-production agreements, France's film culture and industry remain strong. Every year, major international film festivals feature French films and filmmakers. But what is French cinema? What defines its "Frenchness"? This course examines how and why French cinema successfully positioned itself as a lasting international reference, looking at the work of a few iconic and revolutionary filmmakers. It also aims at questioning the conscious (re)construction of "Frenchness" in and through cinema over time. To that end, we will consider the role various social, cultural, political, and industrial forces have played in defining, establishing, and promoting a certain idea of French cinema. We will also discuss filmmakers who have used cinema to question such reifications, by continuously re-imagining its contours, reclaiming narratives, and challenging expectations. You will have opportunities to enjoy NYC's francophile and cinephile culture since high-profile annual French film festivals take place in the city every Spring, including Animation First at FIAF/Alliance Française and Rendez-vous with French Cinema at Film at Lincoln Center. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FITV, FRMO, INST, IPE, ISEU.

Prerequisite: FREN 2600.

FREN 3470. Francophone North Africa. (4 Credits)

If the colonial past has imposed a number of artistic challenges on the contemporary North African artists, it has also obliged many of them to be linguistically innovative. In this class, we will explore how North African francophone writers have experimented with French literacy genres, as well as with bilingualism, in their struggles to fashion suitable creative spaces within the colonizer's language. We will use short stories, novels, poetry, memoirs, and films to analyse this relatively new (and often subversive) literary voice, and to see how it interprets and rephrases central contemporary narratives, including those of war, exile, and immigration. Readings many include Bouraoui, Chraïbi, Dib, Djebbar, Feraoun, Haddad, Mokeddem and Sebbar. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE, MEST.

FREN 3471. Francophone Sub-Saharan Africa. (4 Credits)

This course will examine historical and contemporary migration and identities in sub-Saharan francophone Africa. Drawing on anthropology, film, literature, and theatre, we will explore migration from African perspectives. Topics covered include child trafficking, child labor, gender, religion, development and social change, and political consciousness. Readings/films will include: *Le ventre de l'atlantique* (Fatou Diome), *Allah n'est pas obligé* (Ahmadou Kourouma) *Jaguar, les Maîtres fous* (Jean Rouch), *Femmes, greniers et capitaux* (Claude Meillassoux). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, ALC, FRAN, FRMO, INST, IPE, ISAF.

Prerequisite: FREN 2600.

FREN 3475. Narratives of the Sahel. (4 Credits)

This course examines Sahelian cultures and narratives as expressed through a variety of forms, including oral tradition, song, poetry, short story, the picaresque novel, detective fiction, graphic novel, and documentary and fictional film produced between the 1970s and the early 2020s. The Sahel is a vast geographical transitional expanse of land with the Sahara Desert to its north and the Savannah to its south. A transborder, transient, and fluid space spanning parts of Burkina Faso, Chad, Mali, Mauritania, Niger, Senegal, and Sudan to name a few countries, the Sahel is where cultures, languages, and identities collide and unite. It is at once a space of disorder and contradiction, idleness and stillness, sound and silence. By consuming works by Oumar Ba, Marième Mint Derwich, Boubacar Boris Diop, Amadou Hampaté Bâ, Mahamat-Saleh Haroun, Aïcha Macky, Monique Ilboudo, Moussa Konaté, and Abderrahmane Sissako, among others, we will engage critically with various aspects of Sahelian culture by analyzing the roles and styles of the griot and griotte, the figure of the trickster and the interpreter; narratives of conquest and resistance; and examining religion, patriarchy, women's agency, and ways in which the youth are increasingly changing the narrative. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Course taught in French.

Attributes: ALC, INST, ISAF.

Prerequisite: FREN 2600.

FREN 3476. Conflict and Violence in Francophone African Cinemas. (4 Credits)

The development of film industries across Africa has been inextricably tied with colonial history. We will focus here on the cinematic production of former French colonies, from Algeria, Morocco and Tunisia in North Africa to sub-Saharan countries, including Senegal, Burkina Faso, and Tchad. Often trained in Western film schools, African and North African filmmakers started making films in the 1950s and 1960s, a time also marked by repeated struggles for independence from colonial domination. There is no single way to look at such a diverse and extraordinarily rich corpus. We will look more specifically at how different filmmakers have addressed, performed and questioned the notions of conflict and violence, both physical and psychological, literal and symbolic, at different time periods and in different regional contexts. Ousmane Sembène, Abderrahmane Sissako, Mahamat Saleh Haroun, Nabil Ayouch, Sarah Maldorore will be among the filmmakers included in our discussions. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FRAN, FRMO, IPE.

Prerequisite: FREN 2600.

FREN 3478. The Essay Film. (4 Credits)

Recently called "the most vibrant and significant kind of filmmaking in the world today" by Timothy Corrigan (2011), the essay film has been embraced by filmmakers worldwide. In this course, however, we will consider primarily the works of four key Francophone filmmakers and essayists, Agnès Varda, Jean-Luc Godard, Chantal Akerman, and Chris Marker. Non-exhaustive, this selective corpus allows for greater exploration of a genre that questions the boundaries between fiction and nonfiction, the declarative and the meditative, the visual and the verbal, the personal and the political. Critical interventions by Alexandre Astruc, Raymond Bellour, Phillip Lopate, Jean-Luc Godard, Timothy Corrigan and others, will help us understand and reflect on the formal integrity of a multifaceted genre, and the specific use of cinematic forms and techniques by filmmakers to convey clear political and aesthetic positions. The last month of the semester will be spent on students' individual and collective creative experimentations with the essay video, with a special focus on pre-production and production planning and ongoing peer review critiques of each other's works. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, FRMO, IPE.

Prerequisite: FREN 2600.

FREN 3479. The New Wave Arrives. (4 Credits)

This interdisciplinary course examines the "New Wave" as a broad sociocultural phenomenon that not only refers to the cinematic revolution brought about by François Truffaut, Jean-Luc Godard, Agnès Varda and other filmmakers in the early 1960s but one that encompasses a wide range of transformations that made 1960s Paris the epicenter of pivotal artistic trends, social transformations and political activity. In addition to the French New Wave, topics include the role of youth popular culture, urban architecture and planning, the impact of the Algerian War and decolonization wars, mass consumerism, the convergence of several social and intellectual movements (women, workers, students, immigrants) in 'May 68'. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, COMM, EP3, FITV, FRMO, IPE.

Prerequisite: FREN 2600.

FREN 3480. Francophone Caribbean Literature. (4 Credits)

This course examines a variety of literary, historical, cultural and linguistic aspects of the francophone Caribbean between 1791 (the beginning of the Haitian Revolution) and today. Topics include articulations of political sovereignty in colonial and post-colonial contexts, francophone Caribbean literary movements, alternative narratives provided by Afro-diasporic voices, and Caribbean feminisms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, COLI, FRAN, FRMO, GLOBL, IPE.

Prerequisite: FREN 2600.

FREN 3490. Africa: Society and Culture Through Film. (4 Credits)

Africa has been the object of representations in film since the development of film technology, and Francophone African films and filmmakers have occupied a key place in African filmmaking since the 1960s. This course examines how African modernity and tradition, culture, gender, migration, and conflict are represented in films. The course will examine a wide range of Francophone African films and filmmakers, using the films as insights into understanding African topics and for reflecting on how Africa is represented in films. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, ALC, FITV, FRAN, HCWL, HUST, IPE.

Prerequisite: FREN 2600.

FREN 3492. Climate Change and Sustainable Development in the Francophone World. (4 Credits)

This course will examine how climate change is affecting societies, cultures, and economies in the Francophone world, with a focus on Africa. Through case studies, we will explore the challenges of environmental transformations and the solutions proposed, both by the international community and by local populations. We will examine debates surrounding solutions to climate change, as well as related issues including water scarcity, food insecurity, migration, conflict, and urbanization. Course taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, ANTH, ENST, ESEJ, ESEL, ESHC, GLOBL, HPSE, HUST, PJEN, PJST.

Prerequisite: FREN 2600.

Mutually Exclusive: MLAL 3492.

FREN 3494. Africa: Education, Youth, and Society. (4 Credits)

Education is seen as the main motor of development and democracy in postcolonial Africa, yet many young people cannot access the education they seek. What are the reasons and the colonial legacies of education systems? How have youth and educators responded to this situation? Drawing on literature, documentary film, anthropology, and sociology, this class will analyze the relations between education and society in francophone Africa, focusing on how African nations have confronted the immense problems that education and youth face, including schooling, family, socialization, traditional education, and employment. This course is taught in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: FRAN, INST, ISAF.

Prerequisite: FREN 2600.

FREN 3496. Francophone Communities in New York City. (4 Credits)

This course will examine contemporary cultural, educational, social, and human rights issues among Francophone immigrant communities from Africa and the Caribbean in New York City. Topics such as migrant trajectories, employment, gender roles, diasporic connection, relations with country of origin, youth education, solidarity, and hybrid identities will be explored. Primary source research and community engagement with migrant organizations will be emphasized. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: FRAN.

Prerequisite: FREN 2600.

FREN 3498. Harlem Renaissance and Africa: Struggle for Freedom. (4 Credits)

From the 1920s to the 1950s, Harlem was the global center of Black politics and culture, drawing the brightest minds of the time to tackle the most difficult issues facing Blacks in the U.S., Caribbean, and Africa: subjugation, segregation, and identity. The Harlem Renaissance and the Negritude movement founded in Paris contributed immensely to describing and portraying Black identity and the political and socio-economic emancipation of Blacks. While African Americans were fighting systemic racial discrimination in the United States, in Africa, independence movements were starting to demolish the worst forms of colonial exploitation. Pan-Africanism—an ideological and political movement aimed at unifying people of African descent beyond cultural differences or geographical location was active and compelling both in Africa and Harlem. Drawing on novels, popular media, poems, historical texts, ethnography, and documentary films, this course will examine the past and present of the struggle for political freedom and civic rights in the space linking Harlem to Africa. How did the two movements inspire each other? How did they shape the relationship between African-Americans and African immigrants? Course taught in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, ANTH, ISAF.

Prerequisite: FREN 2600.

FREN 3500. French Literary Theory. (4 Credits)

French Theory became intellectual trend in the United-States thanks to the translation of works by philosophers such as Michel Foucault, Giles Deleuze and Jacques Derrida. This course focuses on that particular theoretical movement and the way it increased significantly the academic relationships between France and the United-States. It also gives students the opportunity to discover today's main "French theories", not only understood as coming from France, but also from Québec, Switzerland, and Belgium. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FRMO, IPE.

Prerequisite: FREN 2600 (may be taken concurrently).

FREN 3510. Translation: Theory and Practice. (4 Credits)

This course considers the question of translation theory and practice from a variety of perspectives: literary, philosophical, and historical. Students will become familiar with the problems most commonly encountered in translation, as well as solutions that have worked or failed. We will examine how these practices of translating into and from French have shaped French cultural and literary history, and since rare is the theorist of translation who is not also a practitioner, we will not only critique existing translations, but also create our own translations. Readings will include literary, philosophical, historical, and cultural texts, by authors like: Christine de Pisan, Du Bellay, de Mezieriac, Flaubert, Baudelaire, Beckett, Kristeva, Derrida. Taught in French. (Groups II, IV) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IPE.

Prerequisite: FREN 2600.

FREN 3550. In Search of Lost Time: Modernity, Temporality, and the Self in 20th Century French Literature. (4 Credits)

A fundamental construct of Modernity is that it posits a particular relation to time, where the present is defined through a break with the past. This class examines how, for modern writers, a sense of self is indissociable from a broader reflection on the ways in which time structures who we are, and how we perceive the world. Themes include: memory and childhood, the invention of the everyday, day and night, timelessness and the unconscious, measuring time in science. Authors and firms include: Proust, Beckett, Sarraute, Ducharme, Godard (taught in French).

Attributes: ALC, INST, IPE, ISEU.

Prerequisite: FREN 2600.

FREN 3555. Man: Beast or Machine. (4 Credits)

This course explores what it means to be human, from the early modern period to the present, through a survey of francophone texts dealing with humankind's relationship to animals and machines. We will look at Renaissance humanist texts that argue for man's superiority to animals, which we will compare to their classical antecedents. We will investigate Enlightenment perspectives on the distinction between men, beasts and machines from Descartes, Diderot, and La Mettrie. Theoretical approaches from animal studies and postmodern anti-humanism will be applied to consider how modern society defends and critiques anthropocentrism through art, and how writing reflects our apprehension that machines are a threat to humanity. Course in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FRMI, IPE.

Prerequisite: FREN 2600.

FREN 3564. French Theatre and Performance (Taught in French). (4 Credits)

This course explores French theatre and offers students the opportunity to engage in the creative process from script to rehearsal to a full public performance at the end of the semester. It teaches students how to express themselves more effectively in French, and it helps them develop the ability to communicate thoughts and feelings to others. We will combine acting, history, reading, theory, and analysis of major modern playwrights. Invited guests from the French and bicultural theatre community in New York City will share their experiences and provide opportunities for students to practice their new skills. Taught in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE.

Prerequisite: FREN 2600.

FREN 3565. French Contemporary Novel. (4 Credits)

This course examines some formal and narrative experiments that have been central to the renewal of the French novel since the 1980's, in particular the popularity of fragmented stories and micro-fictions. This fragmentation can take various forms beyond textual productions, including the turn for many writers to graphic novels, radio narratives, and other types of cross media explorations. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, FRMO, IPE.

Prerequisite: FREN 2600.

FREN 3566. French Contemporary Theater. (4 Credits)

This course examines French theater focusing on the performative theatrical art of confession and, in particular, "la déclaration d'amour." Special attention will be granted to the relationship between text and performance or to how the word becomes action on stage and how staging affects our perception of the word. Readings include classical and contemporary plays as well as workshops and invited guests. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IPE.

FREN 3600. France Today. (4 Credits)

This course will explore the various "crises" affecting current French society. Questions of immigration, race, gender, economic inequality, and security, among others, have marked social discourse for the past 20 years. These microphenomena reveal trends and realities of a society facing various challenges. For each particular debate, we will bring in historical and sociological perspectives in order to better understand the implications. This course will concentrate primarily on a study of the press but also works of literature and film. We will learn to read the press with a critical lens in order to understand it not only as a fourth power but also as a shaper of dominant discourse. Taught in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, IPE, ISEU.

Prerequisite: FREN 2600.

FREN 3605. Cultural and Literary History of Journalism. (4 Credits)

This course examines not only the history of the practice of journalism in France from the rise of mass media in 1830 to the present day, but also the cultural and literary representations of journalism and journalists. Particular attention will be paid to the figure of the grand reporter and the practice of reportage from 1890-1950. Students will read primary sources from the period in question and will be introduced to various theoretical approaches to the study of media. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE.

Prerequisite: FREN 2600.

FREN 3612. Cinemas of Quebec. (4 Credits)

This course examines the cinematic production made both in Quebec and abroad, by Quebec-based and Quebec-born filmmakers, hence the title "Cinemas of Quebec" rather than "Québécois cinema." This broader perspective allows for a more complex interrogation of cinema's contributions to the refashioning of Quebec's social and political history over time, from the affirmation of Québécois identity to First Nations' demands for recognition and reparations. It also invites considerations of Quebec's lasting contributions to (world) cinema. The list of films and filmmakers discussed will evolve with each iteration of the course to accommodate thematic inquiries, specific critical questions, and emerging trends. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, FITV, FRAN, FRMO, INST, ISIN.

Prerequisite: FREN 2600.

FREN 3630. Francophone Voices From North Africa. (4 Credits)

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

Attributes: ALC, FRAN, IPE, MEST.

FREN 3631. North African France. (4 Credits)

This course focuses on young twenty-first century writers of North African descent whose recent literary debuts shocked the French media and literary establishment. An analysis of their public personae as well as a close reading of their works help us understand how French society negotiates volatile political issues such as religion, patriarchy, racism, violence, and sexuality. It also brings a thorough understanding of the socio-cultural taboos that emerged after decolonization, notably those connected to the French acceptance of the public sphere. Last but not least, it provides a forum to discover and discuss some of the most powerful new voices of contemporary literature. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FRAN, IPE, MEST.

Prerequisites: FREN 2600 or FREN 2601.

FREN 3637. Francophone Middle East. (4 Credits)

This course explores the historical and cultural ties between France and the Middle East between 1798 and today. Topics include: Napoleon's campaign in Egypt; Egyptian intellectual diasporas in Paris (1880-1930); francophone poetry in 1920s Syria; francophone writings of the Lebanese civil war; identity politics in contemporary francophone Lebanese theater and cinema. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, EP3, FRAN, FRMO, GLBL, INST, IPE, ISEU, ISIN, ISME, MEST.

Prerequisite: FREN 2600.

FREN 3640. Postcolonial Representation. (4 Credits)

Novels and essays written in French and published in the 1980's that reflect cultural identities. Authors viewed as interpreters of the postcolonial condition whose works have been redefining traditional conceptions of history and culture, literature and identity. Authors may include Sebbar, Conde, Glissant, Chamoiseau, Confiant. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, GLBL, IPE, MEST.

FREN 3666. The Francophone Graphic Novel. (4 Credits)

Graphic novels constitute an important part of French literary production. Their artistic value is widely recognized, and they represent a significant portion of the book market. Robustly subsidized by the government, the French comics and graphic novel market grows by about 9% every year. This course shows why the genre is so celebrated today by exploring how graphic novel artists have carved out a unique space to discuss complex social questions. In the past 15 years in particular, graphic novelists have not shied away from difficult topics such as French Islam, radical Islam, colonial crimes and postcolonial silences, immigration, racism and discrimination, gender inequality, unsustainable working conditions, climate change, and COVID-19. Because of its unique ways of representing social justice issues, the genre can provide fresh ideas to imagine a collective future, and more than occasionally offer forward-thinking political options. Not only that, but the graphic novel also empowers numerous minority artists to share their experience—be they Korean adoptees struggling to remain in Belgium, practicing French Muslim creators for whom drawing living beings is not an option, or the children of trauma-ridden Lebanese parents. While the course explores how the genre's multimodal nature allows for nuanced explorations of urgent issues, it also focuses on its reception: today, two graphic novels out of three are geared toward readers who are under 30 years old, young men and women who want to be entertained as well as learn about new ways to live in a brutal world. Taught in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, EP3.

Prerequisite: FREN 2600.

FREN 3675. America! French and Francophone Perspectives. (4 Credits)

Drawing from a wide-ranging selection of literary texts, films, critical essays published or released at different time periods, this interdisciplinary course will examine Francophone constructions of "America." We will thus question the extent to which "America" is a neutral term. Does it refer to a geographical territory or to a site of cultural and political projections, aspirations or criticism? This course will examine how Francophone explorers, artists, intellectuals and politicians have contributed to the production and re-signification of this trope over time. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, FRAN, FRMO, IPE.

Prerequisite: FREN 2600.

FREN 3676. Fashioning the Empire. (4 Credits)

Western fashion, at its core, is a colonial enterprise. In spite of the emergence of what is now called "ethical fashion" and of a relative awareness in the industry of the importance of selling responsibly manufactured products, most of what we wear is made in the Global South and replicates the oppressive structures imposed by European powers for centuries. Familiar to scholars of colonialism, the dire working conditions imposed on factory workers, the offloading of used garments to the developing world (15 million used garments are shipped to Ghana per week, for instance, 40% of which are unusable), the lack of diverse representation in fashion magazines, and the generalized appropriation of culturally-specific styles must be unpacked. This course—taught in French—examines the extent to which today's fashion production, structures, and systems are economically and symbolically linked with Western colonial history. Taking France as an example, it traces how fashion has not only followed colonial principles but also inspired and reinforced them. It begins with an in-depth analysis of the first fashion magazines to establish that their fashion plates and chronicles used race to signal superiority and linked beauty and whiteness with luxury and privilege. The next parts of the course focus on material culture, as we examine cotton, silk, wool, and finally indigo not just as material objects but as political tools of oppression. TAUGHT IN FRENCH. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, EP3, FASH, INST, IPE, ISEU, ISIN.

Prerequisite: FREN 2600.

FREN 3999. Tutorial. (3 Credits)

Study of a particular aspect of French literature or thought. Independent research and readings. Weekly or biweekly meetings with a faculty adviser. Designed for majors with permission of instructor.

Attribute: IPE.

FREN 4001. Reading French Theory. (4 Credits)

This course introduces students to the reading of French theory across domains (e.g., philosophy, history, feminism, theology, gender studies) in the French language. No prior knowledge of French is required. This course provides a comprehensive introduction to French grammar and vocabulary to enable research in French. This course does not fulfill the undergraduate language requirement.

FREN 4111. French and Francophone Studies Capstone Seminar. (4 Credits)

The French and Francophone Studies Capstone Seminar focuses on research methodologies and thesis writing/presentation. Students are required to formulate a research question, develop an original argument, and collect, organize, and analyze sources, both primary and secondary. The course involves theory and archival research, planning, and presenting findings. Key components of the seminar include weekly writing workshops and peer editing sessions. Students will complete an individualized research project on a specific topic, geographic area, or time period. Assignments will cover creating a bibliography, articulating a thesis statement, and outlining the research. The seminar is a collaborative effort where students contribute to shaping and editing each other's work, fostering a deep understanding of various topics related to the francophone world. By the end of the semester, students will be experts on their chosen topics and will have played a significant role in their classmates' projects. The course is designed to be rigorous and student-centered, culminating in a senior thesis, final exhibition, or portfolio. Taught entirely in French, this required course is exclusively for senior French and Francophone Studies majors. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 4998. Senior Thesis Tutorial. (4 Credits)

Independent research, supervised by a faculty in the language, leading to the completion of a senior thesis.

Attribute: IPE.

FREN 4999. Tutorial. (4 Credits)

Study of a particular aspect of French literature or thought. Independent research and readings. Weekly or biweekly meetings with a faculty adviser. Designed for majors with permission of instructor.

Attribute: IPE.

FREN 5001. Reading French Theory. (0 Credits)

This course introduces students to the reading of French theory across domains (e.g., philosophy, history, feminism, theology, gender studies) in the French language. No prior knowledge of French is required. This course provides a comprehensive introduction to French grammar and vocabulary to enable research in French. This course does not fulfill the undergraduate language requirement.

FREN 5090. French for Reading. (0 Credits)**FREN 8999. French for Research. (1 to 3 Credits)**

A comprehensive introduction to French grammar and vocabulary to enable graduate-level research in French.

FREN 9000. GSAS Language Audit. (0 Credits)

GSAS Language Audit.

FREN 9101. Introduction to French I. (0 Credits)**FREN 9102. Introduction to French II. (0 Credits)****FREN 9151. Intermediate French I. (0 Credits)****FREN 9152. Intermediate French II. (0 Credits)****FREN 9201. French Language and Literature. (0 Credits)****FREN 9260. France: Lit., Hist., Civ.. (0 Credits)****FREN 9347. Francophone Sub-Saharan Africa. (0 Credits)**

German (GERM)

GERM 0010. German for Study Abroad. (2 Credits)

This course prepares students for studying abroad in a German-speaking country with no or little prior knowledge of German. It combines learning the basics of German with learning more about Germany, and its subtleties and specifics when it comes to culture. It is designed for undergraduate and graduate students, professionals and language learners at large, and will introduce the very basics of German grammar, vocabulary, and everyday topics (how to open up a bank account, register for classes, how to navigate the Meldepflicht, or simply order food). It aims to help you get ready for working or studying abroad, and better communicate with German-speaking colleagues, family and friends.

GERM 1001. Introduction to German I. (5 Credits)

An introductory course that focuses on the four skills: speaking, reading, writing and listening providing students with a basic knowledge of German linguistic structures, vocabulary and culture, which studied interdependently, comprise the German Language.

GERM 1501. Intermediate German I. (3 Credits)

Intermediate German I will continue introducing students to the fundamentals of the German language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based German learning program. Conducted in German.

Attribute: IPE.

Prerequisites: GERM 1001 or GERM 1002.

GERM 1502. Intermediate German II. (3 Credits)

Intermediate German II will continue introducing students to the fundamentals of the German language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based German learning program. Conducted in German.

Attribute: IPE.

Prerequisite: GERM 1501.

GERM 1999. Tutorial. (1 Credit)

Study of a particular aspect of German literature or thought. Independent research and readings. Weekly or bi-weekly meetings with faculty adviser. Designed for majors with permission of instructor.

Attribute: IPE.

GERM 2001. German Language and Literature. (3 Credits)

A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.

Attribute: IPE.

Prerequisite: GERM 1502.

GERM 2100. Advanced German Grammar. (4 Credits)

The course is designed to help students gain more insight into the structure of the German language and to further develop and strengthen their knowledge of German grammar. Survey and practice of German grammar as well as more advanced features of German syntax and style. Course will be conducted in English with readings and exercises in German. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IPE.

Prerequisite: GERM 2001.

GERM 2601. German Conversation and Composition. (3 Credits)

Intermediate-level conversation with some composition. Optional course for students wishing additional practice in self-expression in German. May be taken simultaneously with GERM 1502 or higher.

Attribute: IPE.

GERM 2650. Business German. (4 Credits)

Development of oral proficiency used in daily communication within the business world, preparing the students both in technical vocabulary and situational usage. Introduction to specialized vocabulary in business and economics. Readings in management, operations, marketing, advertising, banking, etc. Practice in writing business correspondence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IPE.

Prerequisite: GERM 2001.

GERM 2800. German Short Stories. (4 Credits)

This course follows the development of the short story as a genre in German literature with particular emphasis on its manifestation as a means of personal and social integration from the middle of the 20th century to the present day. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE.

Prerequisite: GERM 2001.

GERM 2999. Tutorial. (2 Credits)

Study of a particular aspect of German literature or thought. Independent research and readings. Weekly or bi-weekly meetings with faculty adviser. Designed for majors with permission of instructor.

Attribute: IPE.

GERM 3002. Dramatic Shifts: German Theater in the 20th and 21st Centuries. (4 Credits)

Theater, one of the world's oldest art forms, might seem a bit dated in the age of Netflix and TikTok. But performance is everywhere, even if the scenes have changed. In this course, we will ask what learning about the history of German-language theater can teach us about ongoing social, political, and technological change and art's evolving role in engaging with these transformations. In doing so, we will read and watch performances of some of the most influential German-language dramatists, including Bertolt Brecht, Max Frisch, Friedrich Dürrenmatt, Elfriede Jelinek, and Sibylle Berg. This course is taught in German. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: GERM 2001.

GERM 3010. Frisch Aus Der Presse: Media and Communication. (4 Credits)

Further development of language skills through analysis and discussion of current texts from a variety of sources such as German-language newspaper articles, films, songs, internet, radio and TV programs, literature excerpts. Specific topics will vary based on students' interests. Work on different types of writing like description, argumentation and creative writing. In class activities include discussions, paired and group work, and presentations. In German. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE.

Prerequisite: GERM 2001.

GERM 3015. Medienspiegel: Conversations About Current Affairs. (4 Credits)

This course, taught in German, is designed for students who wish to further develop their fluency and accuracy in German. It provides an opportunity to improve language skills through discussion and analysis of current events and texts from various German-language media sources. Specific topics will vary based on students' interests. In-class activities include discussions and presentations. Written assignments will help improve students' writing proficiency. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IPE.

Prerequisite: GERM 2001.

GERM 3020. "The Book Was Better" – Modern German Literature from Page to Screen. (4 Credits)

When you love a book, then see it turned into a movie, it's often a disappointment. But does it always have to be that way? Much can get lost in the translation from literature to film, but can something important also be discovered? In this course we'll read some of the most interesting modern and contemporary German-language authors (Franz Kafka, Thomas Mann, Christa Wolf, Judith Hermann, and others) and explore the ways in which their work has been brought to the big screen – brilliantly, disastrously, or occasionally both. Taught in German. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

Prerequisite: GERM 2001.

GERM 3023. Kurz und bündig: Short German Narrative Texts. (4 Credits)

This course is designed for students who want to explore German literature in the original and simultaneously work on their language skills. This section will specifically focus on refining students' knowledge of German syntax by reading sophisticated novellas and short stories by authors such as Heinrich von Kleist, Theodor Storm, Karl May, Franz Kafka, Arthur Schnitzler, Thomas Mann, and Heinrich Böll, as well as the fairytale "Das kalte Herz" by Wilhelm Hauff. In-class activities include literary analysis, oral presentations, and discussion. Written assignments aim at improving students' writing proficiency with particular attention to syntactical accuracy and diversification. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

Prerequisite: GERM 2001.

GERM 3030. Kafka und Amerika. (4 Credits)

In this course, we will read Kafka's works in the original German: his short stories, his novel "Amerika," his diaries, and his correspondence with friends and family. In conjunction with the exhibition "Franz Kafka" at the Morgan Library, we will pay particular attention to Kafka's many ties to the United States, especially New York City. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, COLI, JSHI.

Prerequisite: GERM 2001.

GERM 3050. The Sound of Music: German Music and Musical Genres. (4 Credits)

This course traces the history of German music from the Middle Ages to Deutsche Popmusik, from German Lieder to German Schlager, New German Wave to Hip Hop. In-class activities include listening exercises, discussions, paired and group work, presentations on topics related to the music, events, and cultural foci covered. Drawn from authentic German realia, lyrics, interviews, articles, reading assignments will focus on both the music as well as its socio-political context. While engaging authentic German texts and music, it will be the goal of the course to advance stylistic and grammatical overall competence while fine-tuning listening and speaking skills in German. Taught in German. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE.

Prerequisite: GERM 2001.

GERM 3051. Survey of Literature I. (4 Credits)

A general survey of the history of German literature from the beginning of the 18th century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE.

Prerequisite: GERM 2001.

GERM 3052. Survey of Literature II. (4 Credits)

A general survey of the history of German literature from the beginning to classicism (ca.500-1832). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE.

GERM 3057. Medieval German Literature: Potions, Passions, Players, and Prayers. (4 Credits)

This course will introduce students to the rich literary and cultural heritage of Medieval Germany. The texts will all be read in English translation, but we will go over some passages in their original languages in class to catch some of the flavor of the Medieval German. Topics covered will include pre-Christian charms, the epic of the Nibelungs, love poetry, and urban carneval plays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, GERM, MVLI, MVST.

Prerequisite: GERM 2001.

GERM 3123. Pioneers of Modernism. (4 Credits)

Various literary movements arose in German-speaking countries in the early 20th century, including Symbolism, Expressionism, and Surrealism. While Hermann Hesse and Thomas Mann preferred to write in the traditional style of the 19th century, others favored literary experiments that have become influential for later writers: Franz Kafka with his enigmatic tales of modern man's battles against incomprehensible forces, Bertolt Brecht with his epic plays addressing their audiences' political consciousness, and Rainer Maria Rilke with his symbolist poems reflecting the complexity of existence. This course will explore these movements by reading these authors in the original German, while refining students' knowledge of German syntax, focusing on verbs and verb forms. In-class activities include literary analysis, experimental presentations, and oral discussions on cultural and historical events. Written assignments aim at improving the students' writing and speaking proficiency with particular attention to syntactical accuracy and lexical complexity and diversification. Taught In German. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

Prerequisite: GERM 2001.

GERM 3275. Grim Tales and Grimms' Tales. (4 Credits)

This course is designed for students who want to explore German literature in the original and simultaneously work on their language skills. This section will specifically focus on refining students' knowledge of German syntax by reading sophisticated novellas and short stories by authors such as Heinrich von Kleist, Theodor Storm, Karl May, Franz Kafka, Arthur Schnitzler, and Thomas Mann, as well as fairy tales and Gebrauchsprosa. In-class activities include literary analysis, oral presentations, and discussion. Written assignments aim at improving the students' writing proficiency with particular attention to syntactical accuracy and diversification. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

Prerequisite: GERM 2001.

GERM 3302. German Through the Senses. (4 Credits)

In this course, we focus on texts which read the world through the experience of one particular sense: smell, hearing or taste. Grenouille the protagonist of Patrick Suskind's novel *Das Parfum* (*Perfum*, 1985), creates a fragrance which is bottled desirability, becoming a mass murderer in the process. Similarly, the musical genius portrayed in Robert Schneider's *Schlafes Bruder* (1992) cannot find love in real life and chooses death, the brother of sleep, instead. Franz Kafka's "Hungerkünstler" ("A Hunger Artist," 1922) has turned starvation into an art form, whereas Bella Martha (Mostly Martha), the chef in Sandra Nettelbeck's 2001 film, can only handle her life when she is in the kitchen. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE.

Prerequisite: GERM 2001.

GERM 3303. Borders and Crossings. (4 Credits)

Doors, gates, walls, and other borders between inside and outside, home and society, me and you, define our daily lives. And to define means to mark off, to draw boundaries. While animals usually stay within their confined territory, man is the animal that continually resets, violates, and strives to cross these borders. In this course, you will encounter many exciting contributions to German and Austrian literature and film in the 20th-21st centuries. Our focus will be borders and barriers—physical, ideological, intellectual, and metaphysical. Furthermore, we will discuss border/crossings between cultures, countries, identities, reality, and fiction. Throughout this course, you will be exposed to texts and films that will expand and challenge your consciousness regarding the "other" and the (im)possibilities of interpersonal and intercultural communications. Taught in German. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE.

Prerequisite: GERM 2001.

GERM 3307. Germany and Migration. (4 Credits)

Migrants have played a role in many countries' culture. Germans started coming to the U.S. in the 17th century, and about 17% of Americans have German ancestry. Migrants entered Germany starting around the turn of the 20th century, and today about 21% of Germany's population has a migration background. How do migrants assimilate and learn the language of their new country? What influences do migrants have on a country's culture and language? In the first part of the semester, we will examine the migration of Germans to the United States, and in the second part we will focus on migration into Germany. Taught in ENGLISH. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, ALC, AMST, ASSC, COLI, IPE.

Prerequisite: GERM 2001.

GERM 3310. Deep in the Forest: The Pagan-Christian Enchantment of the Fairy Tale. (4 Credits)

The purpose of this course is to study how the intertwining of Germanic and Christian mythic worlds serves to create the long lasting enchantment of the Grimms' Fairy Tales. The world of myth and fairy tale will be explored from the point of view Realization theory, which emphasizes the effect which myths and stories attempts to elicit from the reader, as described by William Grimm. In contrast to the Grimms' approach to fairy tale enchantment as awakening the human heart, we will also read three tales by Tieck, where there is fear that there is danger lurking deep in the forest of enchantment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE.

Prerequisite: GERM 2001.

GERM 3520. German Culture in Context. (4 Credits)

The course will examine some aspects of post-WWII German society and culture as well as further expand your reading, writing, and speaking skills with an emphasis on the German grammatical case system. Readings from a variety of sources such as literature, online sources, newspapers, and magazines, will focus on specific aspects, for example, "Vergangenheitsbewältigung", the Fall of the Wall, and migration. Taught in GERMAN. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

Prerequisite: GERM 2001.

GERM 3566. Deutschland 1968: Protest, Hippies, Und Terroristen (Taught in German). (4 Credits)

1968 stands out as a major symbolic and maybe even actual turning point in German politics and societal self-awareness. As we will learn, it is the results of both Germany's Nazi past, perceptions of Western imperialism, and new demands for freedom by various groups throughout both Germany and the rest of the world. This course will look at various political and social protest and opposition movements in Germany since 1968. We will determine what certain groups believed in, analyze their statements and actions, and try to understand how their world acts as an important framework for understanding Germany in the twentieth century. We will investigate historical and societal conditions as well as aesthetic implications which turned political engagement into acts of terror and terrorism by looking at 20th century German literature, film, and painting. TAUGHT IN GERMAN Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE.

GERM 3710. Mord und Totschlag: An Introduction to the Histories of Espionage and Crime in Vienna, Austria. (4 Credits)

Taught in German, this course traces the stories and histories of "German Krimis und Spionagegeschichten," crime novels, and espionage stories situated in and around the city of Vienna, Austria. From scouting services with major consequences during the second Siege of Vienna in 1683 to the work of secret services from the east and west during the Cold War, Vienna has been a hub for spies for ages. And parallel to it, the popularity of the crime novel erupted. Early on, authors recognized the possibility of presenting circumstances and problems of their time in a contemporary way, not always as open social critique, but subliminally and particularly effectively by engaging crime stories. In this course, we will watch post-World War II crime (noir) movies. We will read about spectacular espionage cases and stories from the Cold War to present-day spying scandals. And we will engage authors and their diverse repertoire, including Helmut Zenker, Edith Kneifl, and Georg Haderer. Drawn from authentic German realia, texts, films, music, interviews, and articles, reading assignments will focus on both the literature as well as its socio-political context. While engaging in authentic German texts and films, it will be the goal of the course to advance stylistic and grammatical overall competence while fine-tuning listening and speaking skills in German. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

Prerequisite: GERM 2001.

GERM 3999. Tutorial. (3 Credits)

Study of a particular aspect of German literature or thought. Independent research and readings. Weekly or bi-weekly meetings with faculty adviser. Designed for majors with permission of instructor.

Attribute: IPE.

GERM 4998. Senior Thesis Tutorial. (4 Credits)

Independent research, supervised by a faculty in the language, leading to the completion of a senior thesis.

Attribute: IPE.

GERM 4999. Tutorial. (4 Credits)

Study of a particular aspect of German literature or thought. Independent research and readings. Weekly or bi-weekly meetings with faculty adviser. Designed for majors with permission of instructor.

Attribute: IPE.

GERM 5001. Graduate Reading in German I. (0 Credits)**GERM 5002. Grad. Readg. in German II. (0 Credits)****GERM 9101. Introduction to German I. (0 Credits)****GERM 9151. Intermediate German I. (0 Credits)****GERM 9201. German Language and Literature. (0 Credits)****GERM 9301. Medienspiegel. (0 Credits)**

Global Immersion (Gabelli) (GLGB)

GLGB 7410. Global Immersion: UK. (3 Credits)

This intensive 3-credit course is designed to provide students with important historical insights into Brexit as well as its impact on Fintech, financial services and entrepreneurial Finance as well as the overall British Economy.

GLGB 7411. Global Immersion Malaysia. (3 Credits)

The course will provide the opportunity for our graduate students to engage and study, in real time, the significant political, economic, and social changes taking place in one of the world's most interesting countries for investment opportunities. This in-country field intensive course will feature senior academic and policy experts who will provide their keen analytical insights into both the public and private sectors and the challenges faced as the incessant march of globalization evolves.

GLGB 7510. Global Immersion Poland. (3 Credits)

Media and technology industries in Poland and Central Europe are the focus of this study tour course in Krakow, Poland, for graduate business students.

GLGB 7511. Global Immersion Galway. (3 Credits)

This course provides students the opportunity to travel to Galway, Ireland, and participate in a week-long study program that will focus on global business from an Irish perspective. The objectives of the course include understanding the business environment in Ireland; understanding the role of multinational versus start-up organizations within Ireland; and identifying benefits to investing in Ireland.

Attribute: ABIB.

GLGB 7512. Global Industry Project: Ireland. (3 Credits)

This course provides graduate students in the Gabelli School of Business at Fordham University with international project experience with a real client. It provides students with a sense of the business environment in Ireland as they learn about global business from an Irish perspective. Students will learn how to manage a project virtually, with a particular focus on a globally distributed team. We will travel to Ireland for one week, and students will finish their projects with their Irish client virtually during the two months following the trip. They will present their recommendations via a webinar at the end of the semester, gaining global communication and global business experience.

GLGB 7610. Global Immersion: Rwanda. (3 Credits)

In this course, students will examine the impact of Rwanda's history, politics, culture, and economy on the entrepreneurial ecosystem. Students will receive training and preparation on the challenges that startup entrepreneurs typically face, particularly in developing economies, and develop innovative solutions to address them. Students will travel to Rwanda during the break to gain firsthand knowledge of the context while applying what they have learned, working in teams on consulting engagements with selected entrepreneurs connected with Westerwelle Startup Haus Kigali.

Prerequisite: MMGB 6610.

GLGB 7710. Global Immersion: UK. (3 Credits)

This intensive course examines Brexit and its impact on Britain's influencer status in consumer markets. We will explore the implications of Brexit for Cool Britannia, which fueled pride in the contemporary culture of the United Kingdom and helped propel iconic brands like Burberry and Paddington Bear to the forefront of contemporary culture in Britain and around the world. We will also discuss the current struggle of iconic British retailers and the meaning of that struggle for the future of British retailing. By the end of this course, students will not only have gained historical, political, and social insight into Brexit and its impact but also the impact of socio-political phenomena on marketing strategy more generally.

GLGB 7711. Global Immersion Antwerp. (1.5 Credits)

This elective course aims to introduce students to current marketing and business practices in Europe. With in-class lectures, company visits, and cultural tours, different business related topics will be covered with an emphasis on the regulatory environment of the European Union. Students will learn about similarities and differences between U.S. and European business practices.

GLGB 7712. Global Immersion: London. (3 Credits)

This elective course aims to introduce students to current business practices in London and the UK. With in-class lectures, company visits and cultural tours, a range of topics related to various business fields will be covered with an emphasis on the differences between the U.S. and the U.K. and the implications of such differences for global business in the post-Brexit and post-pandemic era.

GLGB 7713. Global Immersion: Madrid. (3 Credits)

This elective course aims to introduce students to business transformation in the fast-changing and evolving European Union (EU) context. Students will have an opportunity to have an immersive experience in Madrid, one of the most dynamic and cosmopolitan cities in Europe. With in-class lectures, company visits, and cultural tours, a range of topics will be covered—with an emphasis on the technological and structural transformation in business practice in the EU as a result of the sociocultural, economic, and geopolitical changes.

GLGB 7714. Global Immersion: Berlin. (3 Credits)

This elective course aims to introduce students to Berlin as the new global business hub in the fast-changing and evolving business context. Students will have an opportunity to have an immersive experience in Berlin, one of the most dynamic and cosmopolitan cities in Europe. With expert speakers, company visits, and cultural tours, a range of topics will be covered with an emphasis on recent economic, social, and business transformations.

GLGB 7715. Global Immersion: Milan. (3 Credits)

This elective course is designed to familiarize students with Italy's significant influence and contributions to the rapidly evolving global business landscape. Participants will immerse themselves in the vibrant business environment of Milan, Italy's business hub and a thriving European metropolis. Through engaging sessions led by industry experts, visits to companies, and cultural explorations, the course will explore various themes, focusing particularly on Italy's recent economic, social, and business evolution.

GLGB 7910. Global Immersion: Germany. (3 Credits)

This Global Immersion to Germany will allow student to learn about the business environment in Germany and the European Union.

Greek (GREK)

GREK 1001. Introduction to Greek I. (3 Credits)

Introduction to the vocabulary and structure of ancient Greek, with emphasis on reading continuous passages. Attention to Greek history and civilization.

Attributes: MVLA, MVST.

GREK 1002. Introduction to Greek II. (3 Credits)

This course will enhance the reading, writing, speaking and listening skills acquired by students in Introduction to Greek I or from prior study. It will further promote a deeper understanding of Greek and its literary and cultural traditions.

Attributes: MVLA, MVST.

Prerequisite: GREK 1001.

GREK 1004. Intensive Ancient Greek. (4 Credits)

An accelerated introduction to the vocabulary and structure of the ancient Greek language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVLA, MVST.

GREK 1501. Intermediate Greek I. (3 Credits)

A continuation of GREK 1002 or 1006 with an introduction to the reading of various prose authors.

Attributes: MVLA, MVST, THEO.

GREK 1999. Tutorial. (1 Credit)

Independent Study.

GREK 2001. Greek Language and Literature. (3 Credits)

Advanced reading in classical Greek authors.

Attributes: MVLA, MVST.

GREK 2999. Tutorial. (2 Credits)

Independent Study.

GREK 3008. Herodotus. (4 Credits)

A survey of Herodotus' Histories in Ancient Greek.

Attributes: AHC, ALC.

Prerequisite: GREK 2001.

GREK 3012. Plato: Socratic Dialogues. (4 Credits)

A study of the early Socratic dialogues: selected passages from: Laches, Lysis, (Charmides), Meno, Gorgias, (Protagoras), Euthyphro. A study of the basic philosophical problems raised by these dialogues. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, PHAN, PHIL.

GREK 3034. Readings in Homer. (4 Credits)

Select readings in the Greek texts of Homer. Discussions of the literary, mythological and historical background of the Homeric texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

GREK 3200. Readings in Greek. (4 Credits)

The study of Greek literary texts and grammatical practice for students above the elementary level in Greek. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

GREK 3211. Greek Prose Composition. (4 Credits)

This course provides an introduction to prose composition in ancient Greek, with particular attention on a variety of writing styles, grammar, and diction. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, MVST, OCST.

GREK 3999. Tutorial. (3 Credits)

Independent Study.

GREK 4999. Tutorial. (4 Credits)

Advanced-level courses will be taken either as tutorials in selected Greek texts or on the Rose Hill campus where students may select from among the offerings of the classics department there.

GREK 5001. Introduction to Greek I. (3 Credits)

Introduction to the vocabulary and structure of ancient Greek, with emphasis on reading continuous passages. Attention to Greek history and civilization.

Attribute: MTAM.

GREK 5002. Elementary Greek II. (3 Credits)

This course will enhance the reading and writing skills acquired by students in Introduction to Greek I or prior study. It will further promote deeper understanding of Greek and its literary and cultural traditions.

Attribute: MTAM.

GREK 5003. Intermediate Greek. (3 Credits)

A continuation of GREK 5002 with an introduction to the reading of various authors.

Attribute: MTAM.

GREK 5004. Greek Language and Literature. (3 Credits)

Advanced reading in classical Greek authors.

Attribute: MTAM.

GREK 5006. Intensive Ancient Greek. (4 Credits)

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

Attribute: MTAM.

GREK 5012. Plato: Socratic Dialogues. (3 Credits)

A study of the early Socratic dialogues selected passages from Laches, Lysis, (Charmides), Meno, Gorgias, (Protagoras), Euthyphro. A study of the basic philosophical probes (questions raised by these dialogues).

GREK 5034. Readings in Homer. (3 Credits)

Readings and discussion of Homer's epic poetry. An appreciation of the Homeric style. Prerequisite: Remove prerequisites.

Prerequisite: GREK 2001.

GREK 5205. Readings in Greek. (3 Credits)

The study of Greek literary texts and grammatical practice for students above the elementary level in Greek. Tailored to the needs of the enrolled students.

GREK 5211. Greek Prose Composition. (3 Credits)

This course provides an introduction to prose composition in ancient Greek, with particular attention on a variety of writing styles, grammar, and diction.

Attribute: MVST.

GREK 5300. Advanced Readings in Greek. (3 Credits)

Advanced readings in ancient Greek texts.

GREK 6008. Herodotus. (3 Credits)

A survey of Herodotus' histories. (N.B. this is the graduate version of GREK 3008)

GREK 6221. Greek Symptotic Poetry. (3 Credits)

Survey of poetry performed at the symposium. Analysis of the sympotic setting and the literature that emerges from it.

GREK 6222. Hellenistic Poetry. (3 Credits)

Hellenistic poetry consciously looked back to earlier Greek examples, and by an accident of history became the living Greek poetry encountered by the Romans who therefore in their own liking back to Greek literature saw it through Hellenistic eyes. This course will attempt to do the poetry justice in its own right, and to show how it served to mediate between classical and Roman.

GREK 6224. Apollonius of Rhodes. (3 Credits)

Close reading and analysis of Apollonius's "Argonautica."

GREK 6361. Euripides. (3 Credits)

Close readings of Herakles and Hippolytos in Greek, with emphasis upon dramaturgy, manuscript tradition and metrics. Students are expected to familiarize themselves with two commentaries chosen: G.W. Bond for the Herakles and W.S. Barrett for Hippolytos (Oxford Press Paperbacks). The 12 remaining tragedies of Euripides are read in English. Students are expected to give one to two reports during the term based on scholarly articles.

GREK 6432. Xenophon. (3 Credits)**GREK 6463. Greek Orators. (3 Credits)****GREK 6632. Plato. (3 Credits)**

The dialogues read in class are considered from philosophical, literary, and historical points of view.

GREK 6642. Aristotle's Rhetoric. (3 Credits)

Aristotle's Rhetoric is a fascinating work that is as complex and influential as it is controversial. Despite unsolved questions about its actual composition and difficult afterlife, the Rhetoric continues to serve as the starting point for theoretical reflections on rhetoric, oratory, and prose writing. This course aims to provide an overall idea of the Rhetoric and delve into questions about its language, composition, subject matter, and position within Aristotle's corpus. The work will be read in the original Greek and special topics for consideration include the commentary tradition and the impact and afterlife of the Rhetoric, particularly the way in which it has contributed to discussions about ancient emotions.

GREK 6932. Aeschylus. (3 Credits)

This course surveys a selection of Aeschylus plays in Ancient Greek in view of their literary-historical context, the history of scholarship, and recent developments in the field of Classics and Athenian Greek drama in particular.

GREK 6940. Sophocles. (3 Credits)

A survey of Sophoclean tragedy in Greek.

GREK 6961. Menander. (3 Credits)

This course is a survey of Menander's works in Greek.

GREK 6962. Managing Information in the Greek and Roman Worlds. (3 Credits)

The Process of Reading, Writing, Delivering and Disseminating: Managing Information in the Greek and Roman Worlds. This course will be based on Greek and Latin literary sources and on the papyri from Greek and Roman Egypt. It will give students notions of the paleography of the literary Greek and Roman papyri and, in general, of the literary papyrology in order to enable them to use some papyri. This course will inquire about the background of the creation, delivery, dissemination, and publication of the literary texts. Among the questions this course will address are the following: Did ancient readers make notes, and how did they use them in compiling their works? How can we explain the existence of different versions of some texts, for example of Plato, Dio, or Lucian? What are the salient characteristics of extempore delivery, and do they impact the widespread loss of declamations both Latin and Greek? In this course, students will be exposed to texts and authors outside the mainstream.

GREK 6963. Greek & Roman Pastoral Poetry. (3 Credits)

A seminar querying such critical metonyms as epic, bucolic, and pastoral by deconstructing texts that dramatize relatedness, belatedness, reception, and origin through metapoetic tropes stocking epic no more with heroes but with herders engaged with neither war nor animal husbandry, but with love engendering ordinary craft thematized as country chore and song. We'll take a brief look at bucolic memes in older epic as corralled by Sicilian Theocritus into idylls, which get rebranded into eclogue books at Rome: Virgil's Book of Bucolics—ten eclogues—supplanting bucolic Sicily with pastoral Arcadia; then the book of Calpurnius—seven eclogues—"Sicilian," anticipating books—bucolic, eclogue, pastoral-as tradition; and flower of metapoetic tropes from Dante, Petrarch, Mantuan, Sannazaro, Spenser, Pope, Wortley-Montague, or Frost. Texts may be studied in translations. Seminars, after introductory remarks, to develop by considering the texts. Intertextual relations further to be pursued in two short essays from bents peculiar to diverse readers: whether construing intertexts—Greek, Latin, Italian—philologically, rhetorically, theoretically of translation, or assaying translated texts from such standpoints as receptionistics, narratology, cultural biastics, propagandism, courtiership, cognitive psychology and blending, metonymics, metaphorology: trahat sua quemque voluptas.

GREK 8888. What is Hellenistic Religion? (Texts, Archaeology, Epigraphy). (3 Credits)

"Hellenistic religion" used to be thought of as a stepping stone on the way to the monotheisms of the common era, with a focus on individual experience, spirituality and interiority, henotheism, and gradual erosion of communal ritual in the city. Recent research in Hellenistic history and epigraphy has entirely overturned this picture; we now understand that civic religion was alive and well, continuously adapting and transforming itself in the cosmopolitan Mediterranean of the Hellenistic empires while also developing new forms of religious experience, including a different role for emotions and the senses. Yet there is no study dedicated to the nature of religious change in this period. This course will seek to understand the character and degree of this transformation, while building on and developing existing theories of religious change. After introductory sessions on methods of studying Greek religion, current trends in Hellenistic history, and theoretical approaches to religious change, we will use late 4th-century Athens under Lykourgos and the uses of the past in Hellenistic Athens as a starting point for investigating characteristic religious phenomena of the Hellenistic period, such as festival and spectacle culture in Asia Minor; polistheoria and festival networks; the role of ritual, music, and performance in the Hellenistic city; religion and social structure, especially women's cults; and euergetism and cult finance, priesthood sales, sacred laws (especially the new law from Marmarini). We will look at the relationship between old and new gods, e.g., ruler cult, royal authority, and soteria; Alexandria and Athens; the Ptolemaic empire, Egyptian cults, and the Aegean islands; the Seleucids and the Red Sea; and finally at gods and worshippers on the move transforming the Mediterranean's cultic landscape, such as the healing cults of Asklepius and especially the spread of Isis; foreign cults, religious associations, and economic interaction; diaspora religions and multi-cultural emporia such as Delos, Rhodes, and Demetrias; Phoenicians in a global Mediterranean; and Hellenistic Judaism. Time allowing, we will also examine the relationship between religion and philosophy.

GREK 8999. Independent Study. (3 Credits)**GREK 9101. Introduction to Greek I. (0 Credits)****GREK 9151. Intermediate Greek I. (0 Credits)****GREK 9201. Greek Language and Literature. (0 Credits)**

Greek Language and Literature.

GREK 9320. Readings in Greek. (0 Credits)

Health Administration (HADM)

HADM 5000. Health Administration: The Individual and the Profession. (2 Credits)

The intensive consists of four modules. Module 1 introduces students to the structure of the course and its learning goals, and presents the overall global socioeconomic and regulatory context within which healthcare in all of its dimensions of patients, providers, payers, and industry operates. Module 2 introduces the students to a proprietary case study of a physician-owned practice and allows students to understand more deeply the complex elements of the healthcare system in the U.S. Module 3 introduces students to understanding how we and especially healthcare professionals make decisions. Finally, Module 4 allows the students to discover their own potentials as leaders in the field of healthcare. This is the beginning of the cohort program and students will spend an intensive three days consisting of primarily an in-person instructional program complemented by some online mentoring. Students will receive a set of readings several weeks prior to the course and will be expected to come prepared with the readings completed.

HADM 5075. Introduction to Health Administration. (2 Credits)

This course covers current challenges faced by the U.S. healthcare delivery system and how health policy, both historically and today, has sought to address these challenges. We will consider healthcare concerns associated with population and public health. We will also explore the logistics of the healthcare system, including how it is organized, who makes up the workforce, how healthcare is financed, how it is managed, and the role of information technology in this sector.

HADM 5100. Healthcare Ethics. (3 Credits)

This course provides an overview of foundational ethical principles for healthcare administration and will present a methodology for your employment to resolve contemporary healthcare ethics questions with healthcare settings, specifically working within the context of emerging healthcare trends and legislation. There will be an online work component from 4:00 pm to 5:15 pm on Sundays, which students can complete in the library or off campus.

Attribute: HECS.

HADM 5200. Understanding Data. (2 Credits)

The quantitative skills and statistics part of this course will be approached from the perspective of a "consumer" as opposed to a "producer" of numerical analyses. The fundamental concept of statistics is "randomness." This idea will be explored by discussing populations versus samples, parameters versus statistics, data collection methods, measurement, graphing, statistical significance, and statistical models. To evaluate studies, a framework is developed that builds on these basic statistical concepts. This approach is then applied to examples from public health, medicine, and health policy. In the final component of the course, students will work in groups to analyze a study and report on its strengths and weaknesses. Before starting the course, students will be asked to read an academic journal article. Throughout the course, students will periodically break into groups to apply the concepts covered in the modules to the study from the journal article. These exercises will provide students with training on basic statistics and how to read studies.

HADM 5300. Strategy and Operations. (2 Credits)

The purpose of this course is to provide you with the skills in strategic planning and operations management necessary to perform an administrative role. This course will also discuss the increasing role of "quality management" in hospitals and identify the impact of changes in reimbursement based on the importance of efficiency metrics such as readmission rates.

HADM 5400. Leadership and Change. (2 Credits)

This course examines managerial and change leadership concepts, issues, roles, and functions as applied to the role of the healthcare professional in various organizational settings. This course takes into consideration theories, frameworks, and models of leadership and an understanding of the leadership/relationship management skills necessary to build a superior organization.

HADM 5500. Healthcare Law. (2 Credits)

The purpose of this course is to introduce you to the legal issues you are likely to face in managing a healthcare organization. It is important for you to be familiar with basic legal principles affecting how healthcare institutions are operated, how legal rules and doctrine are formulated, and how to interact effectively with attorneys.

HADM 5600. Behavioral Health and Primary Care. (2 Credits)

This course offers a broad overview of theoretical foundations and empirical research findings related to the experiences of health and illness. We will examine intervention strategies targeting individuals, families, work settings, and communities will be examined and critiqued.

HADM 5700. Population Health, Public Health, and Outcome Measures. (3 Credits)

This course examines how Healthcare Reform brought into focus the need for population and public health in improving healthcare.

HADM 5800. Patient Centered Integrated Care. (2 Credits)

This course provides an understanding of patient-centered healthcare and the role of providers and the environment. The course recognizes the importance of different professions within the health workforce and the role of healthcare professionals working collaboratively on inter-professional teams to enhance patient-centered healthcare.

Mutually Exclusive: HINF 6115.

HADM 5900. Healthcare Finance. (2 Credits)

This course will address the current challenges faced by various healthcare organizations, specific to financial management and will focus on the interconnectivity the role that finance plays across the continuum of healthcare. You will learn the time value of money and how the understanding and pricing of costs is essential to the financial management among healthcare organizations.

HADM 6000. Negotiating and Communicating in Healthcare. (2 Credits)

This course draws from social ecological models of health promotion as a way to situate the work of health administrators within multi-level contexts. It also interrogates how an evolving media landscape - one that includes mainstream print and broadcast outlets, but also social media, ethic media, and other diverse platforms.

HADM 6100. Health Information Technology. (2 Credits)

This course introduces you to the subject of health information technology (HIT) and describes the organizational context surrounding the implementation, use, and management of HIT. It prepares you for the more advanced coursework by examining the concept applications, and strategies of HIT.

Mutually Exclusive: HINF 6113.

HADM 6200. Capstone Project: Problem Formulation. (0 Credits)

This is an ongoing project that you will be engaged in from the beginning of the program, ending with a capstone-type presentation. You will identify problems and solutions in the workplace. If you are not employed in a healthcare-related workplace, you will be provided with an internship, either at a healthcare facility or at one of Fordham's research centers, in order to apply your learning to a real-life situation.

HADM 6300. Capstone Project: Design & Methods. (0 Credits)

This is an ongoing project that you will engage in from the beginning of the program, ending with a capstone-type presentation. You will identify problems and solutions in the workplace. If you are not employed in a health care-related workplace, you will be provided with an internship, either at a health care facility or at one of Fordham's research centers, in order to apply your learning to a real-life situation.

HADM 6400. Capstone Project: Presentations. (3 Credits)

This is an ongoing project that you will engage in from the beginning of the program, ending with a capstone-type presentation. You will identify problems and solutions in the workplace. If you are not employed in a health care-related workplace, you will be provided with an internship, either at a health care facility or at one of Fordham's research centers, in order to apply your learning to a real-life situation.

HADM 8999. Independent Study. (0.5 to 3 Credits)

This course of individualized study is for students in M.S. program in health administration.

Health Law (HEGL)

HEGL 0203. Food Policy, Advocacy, and the Law. (2 Credits)

This class will explore the broad range of legal and policy issues that currently shape our food system through a series of readings, films and discussions. Topics will include the legal and policy underpinnings of the United States' and global food systems, the economic and social conditions giving rise to the inequities of access to adequate healthy food among certain sectors of the population, and the public health crisis that has ensued as a result. Class discussions will examine a range of current issues and explore ways to mobilize legal and policy tools in order to strategically respond to the issue identified in that week's readings. The goal of this class is for students to gain an understanding of the legal and policy underpinnings of the food system and to learn to creatively and collaboratively develop effective approaches to address the many complex issues that characterize—and threaten—it. Coursework will include assigned reading, legal and non-legal research and writing, and simulation exercises from which students will gain proficiency in the practical skills required to become effective food systems advocates. Student evaluation will be based on class participation, a short mid-term writing assignment and a final written submission. There will be no exams in this class.

Attributes: CORC, INLJ, LLM, PIE.

HEGL 0204. Federal Food, Drug, and Cosmetic Law. (2 Credits)

This course is designed to examine legal and policy issues associated with the Food and Drug Administration's regulation of drugs and medical devices, foods and dietary supplements, cosmetics, and tobacco products. The class will review the statutory provisions of the Federal Food, Drug and Cosmetic Act, implementing regulations, and administrative actions that govern the development/formulation, product positioning and approval/clearance, and labeling/ marketing of this broad range of products. We will also analyze governing case law and administrative decision-making by examining a variety of actions taken by the FDA in implementing the FFDC. Students who are interested in life sciences will obtain a comprehensive overview of the historical background and current state of FDA, and will explore FDA's expanding authority over novel technologies, enforcement and inspection powers, and post marketing surveillance to address safety concerns.

HEGL 0221. Healthcare Law Affecting Physicians, Hospitals & Ancillary Healthcare Providers. (2 Credits)

The healthcare industry is one of the most significant components of the U.S. GDP, dominates political discussion and the national budget, and is regulated by a myriad of state and federal law. The class will reflect a survey of these legal and policy considerations, with particular emphasis on the primary healthcare providers in the marketplace: physicians, hospitals and ancillary providers. Students will gain an appreciation for the diversity of legal regulation applicable to healthcare providers, and the policy concerns that drive the applicable state and federal regulation. Course Structure: A two credit, seminar-sized course, meeting one day per week, with a final paper of 20 pages constituting 80% of the grade. The other 20% will be based on class participation (10%) and presentation of the final paper topic during last class session (10%). Guest speakers with applicable specialty knowledge and experience in the various subject matter will be invited to several classes.

Attributes: CRCP, LLM.

HEGL 0232. Introduction to Health Law. (3 or 4 Credits)

Ensuring the health and welfare of citizens is one of the foundational aims of government, and this goal is facilitated by the enactment and enforcement of individual health law, public health law, and biomedical ethics. This course provides a basic foundation for legal practice in these important fields.
 Health Law
 Health law focuses on the relationship between health care providers and their patients and is shaped by concerns about: the obligation to provide care, the liability of healthcare institutions and providers; managed care and regulatory responses; informed consent and confidentiality; as well as issues of access, equity, choice, cost, and quality.
 Public Health Law
 Public health law focuses on the central tension between the state's regulatory powers to protect and promote the collective health, safety and well-being of its citizens; and an individuals' constitutionally-protected rights to individual liberty, autonomy and property. Thus, this portion of the course examines such topics as compulsory testing and immunization; and the regulation of drugs and biotechnology.
 Biomedical Ethics
 A central focus of bioethics is the effect of new technology on the human body. This portion of the course will therefore cover the legal and regulatory ramifications of such topics as: physician-aid in dying, the right to refuse life-sustaining treatment, assisted reproductive technologies, genetic screening and technologies, human experimentation and research, organ transplantation and allocation, and reproductive surrogacy.

Attributes: HECH, INLJ, PIE.

HEGL 0262. Medical Malpractice Litigation Practicum. (3 Credits)

This advanced practicum will give students the experience of handling a medical malpractice case from start to finish. Partnering with the Emergency Medicine Residency Program at St. Barnabas Hospital, the class will offer a unique interdisciplinary approach to litigation simulation by creating a realistic experience for law and medical students. The class will be structured around a single medical malpractice lawsuit with students acting as both plaintiff and defense counsel. Students will engage in all facets of the litigation process including client counseling, witness interviews, case evaluation, medical investigation, expert report development, pleadings, depositions, and, finally, a full mock trial. Real doctors, residents, and nurses will act as fact and expert witnesses. The defendant will be a current St. Barnabas resident and the plaintiff will be portrayed by a professional actor. Class time will include guest speakers, demonstrations, student performance, critique, and reflection. <p>For exceptions to prerequisite, contact Professor Adam Shlahet directly.

Attributes: EXP, JD, LAW, LIDR, LLM.

Prerequisites: EDGL 0202 and (CLGL 0419 or CLGL 0423).

HEGL 0290. Health Care Law. (2 Credits)

As the country grapples with COVID-19, the worst pandemic in a century, the significance of the US health care system has become strikingly evident. Comprising an estimated one fifth of the nation's economy, the system impacts virtually every sector of contemporary society – from employers to government entities to insurers to biotechnology innovators, as well as patients, physicians and hospitals – in the massive undertaking of providing for the health of the American people. <p> This course introduces students to a comprehensive approach for understanding, analyzing and resolving the myriad legal issues related to health care practice and administration. Initial sessions examine the evolution of US health care and the historical forces that converged to bring about this unique system. <p> The course next analyzes the major legislation and landmark cases that distinguish American health care, while highlighting the role of key stakeholders such as physicians, hospitals and pharmaceutical companies in shaping the health care landscape. Specifically, we will evaluate the Affordable Care Act ("ACA"), explore "conscience clauses" through the Hobby Lobby case, and discuss HIPAA, HITECH and GINA. Finally, imminent changes – hospital consolidation, physicians in 21st Century America, and the promise of genetic medicine – will be analyzed. Two sessions will be devoted to the COVID-19 crisis itself. First, we will hear from experts about the legal framework governing vaccine development, the rationing of scarce medical resources and the implementation of public health initiatives. During a second session, we will explore the legal issues affecting physicians and hospitals during the pandemic. Upon successful completion of the coursework, students will have attained skills enabling them to successfully navigate the legal challenges associated with health care cases, to draft policies and legislative recommendations, and to devise effective strategies for addressing these complex issues. The class will be graded based on class participation and discussion (25%), as well as a final paper analyzing a topical health law issue (75%). Students may use the course to satisfy the Writing Requirement.

Attributes: INLJ, LLM, LWR, PIE.

HEGL 0292. Health Law and Biomedical Ethics. (3 to 4 Credits)

Ensuring the health and welfare of citizens is one of the foundational aims of government, and this goal is facilitated by the enactment and enforcement of healthcare law, public health law, and biomedical ethics. This course provides a foundation for legal practice in these three important fields. <p> Healthcare law focuses on the relationship between health care providers and their patients. It is shaped by concerns about the obligation to provide care; the liability of healthcare institutions and providers; health insurance and regulatory responses; informed consent and confidentiality; and issues of access, equity, choice, cost, and quality. <p> Public health law centers the tension between the state's regulatory powers to promote and protect the collective health, safety, and well-being of its citizens. It also addresses individuals' rights to liberty, autonomy, and property as implicated by state actions, including compulsory quarantine, testing, immunization, and organ donation. <p> Biomedical ethics is concerned primarily with the legal, political, and ethical issues that emerge from medicine, the life sciences, biotechnology, and biomedical research. These include reproductive technology, genetic screening, human research, and organ transplantation and allocation. This portion of the course will therefore cover the legal and regulatory ramifications of such subjects as defining death, "test tube babies," genetic screening and gene editing technologies, gestational surrogacy, human experimentation, and the right to die. <p> Classes will involve multimedia presentations, discussion of legal cases and academic articles, and presentations by practicing attorneys engaged in the fields of bioethics, public health, and health law.

Attributes: INLJ, JD, LLM, LWR, PIE.

HEGL 0299. Law and Neuroscience Seminar. (2 to 3 Credits)

This seminar examines a variety of cutting-edge, at times controversial, linkages between law and neuroscience, ranging from social and environmental influences on the brain and behavior to the interpretations of neuroimaging to the prediction of criminality and predispositions towards mental illnesses and addictions. Students will learn how discoveries in neuroscience intersect with societal responses, legal decision-making, the punishment of criminals, and the development of innovative rehabilitation strategies. The seminar's primary format consists of a speakers series comprising some of the leading experts in the country – neuroscientists, psychologists, medical researchers, and lawyers – who will come and discuss their work and research so that the class can interact with them directly by way of questions or commentary. These discussions are aimed at helping students understand the neuroscientific basis for behavioral patterns that often have legal implications.

Attribute: PIE.

HEGL 0305. Pharmaceutical Law - Key Cases, Legislation & Regulations . (2 Credits)

The pharmaceutical industry is one of the most complex in America – evoking both high praise (e.g., rapid vaccine development during the COVID-19 crisis) and high criticism (e.g., ever-escalating prices for essential drugs) at the same time. Behind the complexity is a vast body of law designed to promote safe and effective medicines for the public. The goal of this course is to provide students with a foundation for understanding the scope of pharmaceutical law, by introducing them to key cases, major legislation and regulatory schemes that will enable them to practice in the industry. <p> This course is divided into three (3) units, each focusing on a particular area of Pharmaceutical Law. First, the spotlight is on the Drug Development Process, with focus on the Common Rule (45 CFR 46) and the Belmont Report, as well as the FDA regulations and the Food, Drug & Cosmetic Act. We will also examine key legal cases, including Moore v. Regents and Abigail Alliance, with its legacy of “Right to Try” laws. Next, the course will turn to key pieces of pharmaceutical legislation, including the Bayh-Dole Act, the Orphan Drug Act, and the Hatch-Waxman Act relating to generic drugs. The role of patent law will be explored through the Myriad Genetics case. Finally, the topic of approved drug products, marketing, pricing and products liability litigation will be studied through case law and statutes exploring “off-label use,” “advertising” and “patent bundling,” including the Parke-Davis and Actavis cases. <p> Upon successful completion of the coursework, students will have acquired a comprehensive understanding of the legal issues and challenges involved in the area of pharmaceutical law and will have developed skills and strategies for practicing in this area. The class will be graded based on class participation and discussion, final paper presentation (35%), as well a final paper analyzing a topical pharmaceutical law issue (65%). Students may use the course to satisfy the Writing Requirement.

Attributes: IPIE, LWR.

HEGL 0363. Law and Medicine. (2 Credits)

This course combines the presentation of legal and scientific theory with practical examples and discussions. The legal theory of medical malpractice, is reviewed including such topics as physician's standard of care, informed consent, current issues in physician malpractice, strategic approaches of plaintiffs as well as defendants to malpractice actions, discovery techniques, effective use of medical experts, and key elements of a medical malpractice trial. The course also will deal with the preparation and presentation of medical proof in civil and criminal cases. Study is also given to legal, medical, social and moral issues involved in the areas of right to treatment, human experimentation, organ transplants, allocation of scarce resources, euthanasia, and right to life.

Attributes: INLJ, LLM.

HEGL 0368. Psychology and Civil Law. (2 or 3 Credits)

The role of psychologists and other mental health professionals in civil litigation is both diverse and important. This course covers a number of the areas in which psychologists consult on matters related to civil practice law forensic matters outside of the criminal arena. This course brings psychology graduate students and law students together in a broad overview of issues related to mental health law and civil practice. The semester will be divided relatively evenly between reviewing the case law and legal standards and the clinical issues that bear upon these legal issues. Through this course, law students will gain expertise understanding, utilizing, and responding to mental health testimony in civil litigation and psychology students will develop skills evaluating mental health issues that arise in these contexts. Specific legal issues discussed include the concept of torts and malpractice, causation, standards of proof, and expert testimony. We will focus on several of the areas of civil law in which psychologists play a significant role, including personal injury, sexual harassment, and disability law, as well as a number of issues that arise in elderly or medically ill individuals such as informed consent and decision-making competence, involuntary treatment and the right to refuse medications, physician-assisted suicide, testamentary capacity, and psychological autopsies. Issues such as psychological testing, report preparation and expert testimony are discussed in the context of these issues and the legal standards that apply.

Attributes: INLJ, PIE.

HEGL 0369. Psychology and Criminal Law. (2 or 3 Credits)

This course is designed to provide an overview to the interaction between psychology and the criminal law. The focus will be primarily on the three major aspects in which psychologists are involved in the criminal justice system: competence to stand trial evaluations, mental state at the time of the offense (mens rea and the insanity defense), and the assessment of risk/prediction of future dangerousness. One of the guiding principles in forensic psychology, which will be reflected in this course, is the need to understand legal standards in order to tailor psychological knowledge and practice to the courts. As such, the content of the course will be evenly divided between understanding the legal issues involved and the practical application of psychological principals and knowledge. Likewise, readings and class time will be divided reviewing legal standards and case law and the psychological research, theories and techniques related to these issues. In addition, specific topics such as forensic psychological assessment, report writing, and expert testimony will be discussed.

Attributes: CEED, CETH, HECH, INLJ, JD, LLM, PIE.

Hebrew (HEBW)

HEBW 1001. Introduction to Hebrew I. (5 Credits)

An Introductory course that focuses on the four skills: reading, speaking, writing, listening, providing students vocabulary and culture, which, studied interdependently, comprise the Hebrew language.

Attributes: JWST, MEST, MVLA, MVST.

HEBW 1501. Intermediate Hebrew I. (3 Credits)

Intermediate Hebrew I will continue introducing students to the fundamentals of the Hebrew language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based Hebrew learning program. Conducted in Hebrew.

Attributes: IPE, MVLA, MVST.

Prerequisite: HEBW 1001.

HEBW 1502. Intermediate Hebrew II. (3 Credits)

Intermediate Hebrew II will continue introducing students to the fundamentals of the Hebrew language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based Hebrew learning program. Conducted in Hebrew.

Attributes: IPE, JWST, MVLA, MVST.

Prerequisite: HEBW 1501.

HEBW 2001. Hebrew Language and Literature I. (3 Credits)

These courses are design for students who have a solid knowledge of Hebrew language basics, essential vocabulary, and verb forms and tenses. Text material and course work will focus on developing and expanding the student's vocabulary, learning new grammatical structures and usages, developing good listening and writing skills, applying literal and inferential comprehension skills (reading from magazines, newspapers, and short stories. Videos and films are also included), practicing oral skills during class time through structural exercises, and completing written assignments to reinforce the student's understanding of the concepts studied in class.

Attributes: IPE, JWST, MVLA, MVST.

Prerequisite: HEBW 1502.

HEBW TEST. TEST. (2 Credits)

TEST.

History (HIST)

HIST 0912. Requirement Preparation. (0 Credits)

For Ph.D. and master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, master's thesis, or dissertation submission. Students who are studying for comprehensive examinations while still completing coursework do not need to register for any special status; however, if they are neither registered for coursework nor taking comprehensive examinations during the semester in question, they must register for Requirement Prep.

HIST 0914. Requirement Preparation in Summer. (0 Credits)

For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

HIST 0930. PhD Comprehensive Examination-History. (0 Credits)

HIST 0936. Master's Comprehensive Examination - History. (0 Credits)

HIST 0950. Proposal Development. (1 Credit)

HIST 0960. Proposal Acceptance. (3 Credits)

HIST 0970. Dissertation Mentoring - History. (0 Credits)

The History PhD. student is required to register for Dissertation Mentoring, which has a 3 credit fee, the semester after the student's proposal is accepted.

HIST 1000. Understanding Historical Change: Modern Europe. (3 Credits)

Introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the evolution of modern institutions, ideologies, and political situations.

Attributes: HC, INST, IPE, IRST, ISEU.

HIST 1075. Understanding Historical Change: Renaissance to Revolution in Europe. (3 Credits)

Understanding Historical Change in early modern Europe involves a modular and comparative approach to events and issues significant to the history of Europe from approximately 1500 to 1800. The course will examine a range of events stretching from Columbus's voyages to the rise of Napoleon, and issues including but not limited to religious change, state formation, intellectual development and revolution. Previous title: UHC Early Modern Europe.

Attributes: HC, IRST.

HIST 1100. Understanding Historical Change: American History. (3 Credits)

Introduction to the nature and methods of historical study and examination of specific topics focusing on significant periods in the development of the U.S. and considering them in the light of certain elements shaping that history. Among these elements are the constitutional and political system; and the society's ideals, structure, economic policy, and world outlook.

Attributes: AMST, APPI, ASHS, FRHE, FRHI, HC.

HIST 1103. Understanding Historical Change: Fighting for Equal Rights in American History. (3 Credits)

This course explores American history through the lens of citizenship. We ask how, when, and if Americans have attained equal rights. In the process, we ask hard questions about the meaning of equality in America. Citizenship includes political, civil, and social rights: how well has America done in providing those rights? We study the conflicts that have occurred over both expanding and limiting citizenship since the nation's founding. As a course fulfilling Fordham's core pluralism requirement, we examine particularly how race, gender, and ethnicity have shaped these struggles.

Attributes: ADVD, AMST, APPI, ASHS, FRHE, FRHI, HC, MANR, PLUR.

HIST 1200. Understanding Historical Change: Ancient History. (3 Credits)

A topical consideration of key issues in the political, social, and cultural history of the classical Greek and Roman world.

Attributes: CLAS, FRSM, HC.

HIST 1210. Understanding Historical Change: Ancient Greece. (3 Credits)

A political, social, and intellectual history of ancient Greece from its origin to the death of Alexander the Great.

Attributes: CLAS, HC.

HIST 1220. Understanding Historical Change: Ancient Rome. (3 Credits)

Introduction to Roman History focusing on problems and sources.

Attributes: CC, CLAS, HC.

HIST 1240. Understanding Historical Change: The Ancient World. (3 Credits)

Teaches basic skills of historical analysis and familiarizes students with historical change in ancient history from second millennium BC in Asia Minor and the Aegean to the fall of the Western Roman Empire.

Attributes: CLAS, HC.

HIST 1300. Understanding Historical Change: Medieval. (3 Credits)

Introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the emergence and development of Europe from the decline of the Roman Empire to the early Renaissance. A topical study of political, social, economic, religious, and cultural issues, ideas, and institutions.

Attributes: FRHI, HC, MVST, OCHS, OCST.

HIST 1400. Understanding Historical Change: Latin America. (3 Credits)

This course provides an introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the history of Latin America, from the independence movement to the present.

Attributes: AMCS, AMST, ASHS, GBLB, HC, INST, IPE, ISLA, LAIN, LALS, PJRC, PJST.

HIST 1450. Understanding Historical Change: South Asian History. (3 Credits)

Introduction to the nature and methods of historical study and familiarizes students with major themes in South Asian history, including imperialism, trade and production, nationalism, social hierarchies and conflict, and decolonization. As an EP seminar, the course will help students develop writing and oral presentation skills.

Attributes: CNST, FRHI, GBLB, HC, INST, IPE, ISAS, PJRC, PJST.

HIST 1500. Introduction to Asian History. (3 Credits)

Emergence and development of East Asian civilization from Antiquity to modern times, focusing on key political, social, and cultural phenomena in China and Japan.

Attributes: GBLB, INST, ISAS.

HIST 1550. Understanding Historical Change: Modern East Asia. (3 Credits)

This course provides an introduction to the basic skills of historical analysis and the examination of change through time in East Asian history, focusing on key political, social, and cultural phenomena in China, Japan, and Korea.

Attributes: CNST, FRHE, FRHI, GBLB, HC, INST, IPE, ISAS, PJRC, PJST, REST.

HIST 1551. Understanding Historical Change: Representations of China and The West. (3 Credits)

By focusing on the representations of China in "the West" and of "the West" in China, this course examines how people identify and understand others, how people establish themselves as authoritative cultural mediators, and what the representations people produce tell us about history. It is focused on creative analysis of a diverse set of sources.

Attributes: FRHI, GBLB, HC, HIGH.

HIST 1600. Understanding Historical Change: Africa. (3 Credits)

Introduction to the political, social, economic and institutional history of Africa.

Attributes: AFAM, GBLB, HC, INST, IPE, ISAF, MEST, PJRC, PJST.

HIST 1650. Understanding Historical Change: The Black Atlantic. (3 Credits)

Introduction to the history of the African diaspora as formed in the Atlantic world as the result of the slave trade and subsequent process of migration and movement. Course covers the 15th century to the 20th century, and focuses on Africa, the Americas, the Caribbean, and Europe. Nature's method of historical studies is also emphasized.

Attributes: GBLB, HC, INST, ISAF, ISAS, ISEU, ISIN, ISLA, ISME.

HIST 1700. Understanding Historical Change: Mideast. (3 Credits)

Introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the history of the Middle East and North Africa from the rise of Islam in the mid-7th century AD until the end of the 20th. The region is defined to include all of the Arab world from Morocco in the west to Iraq in the east as well as Iran, Turkey, and Israel. The course provides strong background preparation for more advanced courses in Middle East history.

Attributes: GBLB, HC, INST, IPE, ISFH, ISME, MEST, OCHS, OCST, PJRC, PJST.

HIST 1750. Understanding Historical Change: Islamic History and Culture. (3 Credits)

This course spans the development of Islamic history and culture from the rise of Islam in the seventh century to the modern times. Through adopting an interdisciplinary approach, the course seeks to familiarize the students with the dynamic and complex historical process in which Islam emerged and developed as a religious and cultural tradition in the Near East, North Africa, Spain, Central Asia, and Southeast Asia. By reading various political, philosophical, theological, legal, mystical and literary writings, the students will not only learn about the major events, facts, concepts, and periods for Islamic history but also gain knowledge of the multifaceted religious, geographic, social, and aesthetic contexts and processes of the pluralistic Islamic world. By developing an informed historical perspective, the course aims to furnish the students with advanced theoretical and analytical skills enabling them to historicize and question modern perceptions of Islam.

Attributes: GBLB, HC, INST, IPE, ISFH, ISME, MEST, MVST, OCHS, OCST, PJRC, PJST.

HIST 1850. Understanding Historical Change: Jews in the Ancient and Medieval World. (3 Credits)

The course will explore the history and culture of Jews from biblical times to the eve of modernity, the transformations from "biblical Israelites" to "Jews." It will explore the changes in religious and social culture as biblical Israelites became diaspora Jews. The course will present Jewish history in the broader context of the environment in which Jews lived. The readings will consist mostly of historical sources on Jewish culture, politics, economic activities, social and legal status, and the Jews' relations with non-Jews, Christians, and Muslims.

Attributes: FRHI, GBLB, HC, HIMH, JSHI, JSPM, JWST, MVST, PJRC.

HIST 1851. Understanding Historical Change: Jews in the Modern World. (3 Credits)

This course will provide an introduction to the history of the Jewish people as it encountered the modern world from the 18th century through the twentieth. It will explore the social, cultural, religious, and political aspects of this encounter, primarily in Eastern and Western Europe, the United States, and the middle East. The course will touch on such issues and events as emancipation and the breakdown of traditional identities and communal structures; Jewish religious movements from Hasidism to Reform; the invention of modern secular culture in Yiddish and Hebrew; political movements including Socialism, Zionism and Communism; migrations and the creation of American Jewry; anti-Semitism and the Holocaust; and the rise of the State of Israel.

Attributes: ADVD, AMST, ASHS, GLBL, HC, INST, IPE, ISEU, ISIN, ISME, JSHI, JWST.

HIST 1925. Understanding Historical Change: Science and Technology. (3 Credits)

The course covers basic themes, concerns, and methods to understand the critical role of science, technology and medicine in the world history. The course will aim to foster both a set of skills and a body of knowledge about how science technology, and medicine have shaped important social changes, with a concomitant understanding of how social and cultural factors have shaped the nature of scientific, technological and medical knowledge.

Attributes: FRHI, HC, INST, ISIN.

HIST 1999. Tutorial. (1 Credit)

Independent Study.

Attribute: HIUL.

HIST 2070. Honors Research Skills Review. (1 Credit)

This course is open to members of the History Department's Mannion Society. It is intended to develop specific disciplinary skills in research, grant-writing, and writing. Students will be expected to undertake significant independent research projects resulting in substantial research papers. Requires permission of Instructor.

HIST 2999. Tutorial. (2 Credits)

Independent research and reading with supervision from a faculty member.

HIST 3001. African American History I. (4 Credits)

An examination of the black experience in the U.S. from colonial times through Reconstruction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, HIAH, HIUL, PJRC, PJST, PLUR, URST.

HIST 3002. African American History II. (4 Credits)

An examination of the black experience in the U.S. from Reconstruction to the present. Subjects covered will be the origins of segregation, the Civil Rights movement, African American nationalism, and African American contributions to American literature, music, sports, and scholarship. Special attention will be given to the role of economic forces in shaping African American life, and the importance of gender issues in the African American experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AHC, AMST, ASHS, HIAH, HIUL, PJRC, PJST, PLUR, URST.

HIST 3012. Medieval France. (4 Credits)

Covers the distinctive characteristics of medieval French society and culture from the ascent of Hugh Capet to the trial of Joan of Arc, including feudalism, kingship, law, chivalry, and courtly love. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST.

HIST 3014. Medieval Feud, Ordeal, and Law. (4 Credits)

This course is designed to explore the great transformation in European legal habits that occurred in the medieval period, from private, family-directed systems of vengeance to royal or state-sponsored systems of vengeance. It will raise many ethical and substantive issues that are very relevant to an understanding of the function of law and justice in the modern world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH.

HIST 3018. Medieval Nobility: Love, War, and Devotion. (4 Credits)

Europe's warrior aristocracy was responsible for many of the most popular and enduring features of medieval civilization, including the literature of courtly love, great stone castles, and richly endowed monastic foundations. These artifacts point to just a few of the wide variety of roles that these men and women had to play within medieval society. In this course, we will trace the rise of the princely nobility as judicial arbiters, military commanders, advocates not only of religious institutions but of reform and dissent, and as patrons, consumers, and creators of art and literature. Among the issues that we will discuss are the origins and meaning of nobility, the place of women within noble society, the performance of courtliness, and the relationship between the nobility and the other social "orders". Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST.

HIST 3019. Medieval Paris: A City and Its People. (4 Credits)

Like our own great city, medieval Paris teemed with human life in all its complexity. Students in this course will study Paris in the central and later Middle Ages (from c. 1000 to c.1500), when the city was a thriving center of cultural and intellectual activity, and the heart of France's government and economy. We will consider issues that are central to urban life across eras and societies—migration, law and order, poverty and wealth, pandemic disease, and social unrest, among others—in their distinctive medieval French context. Along the way we will meet a diverse range of people who called Paris home, or who passed through the city (students, traders, artists, and warriors among them). Students will work extensively with documents and texts, objects, works of art and architecture that are testimony to the world of medieval Paris and its people. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, MVST.

HIST 3050. Christians, Muslims, and Jews in Medieval Iberia. (4 Credits)

This course examines intercultural and cross-religious engagement in the kingdoms of medieval Iberia from c. 700 to 1500. Readings and discussions will focus on the religious, cultural, and economic interactions of members of the three main religious cultures of medieval Iberia—Christians, Muslims and Jews—and on the legal position and lives of religious minorities (Jewish, Christian, and Muslim) in both Islamic and Christian Iberian lands. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, JWST, MVST.

HIST 3051. The Black Death, 1348-1450. (4 Credits)

The Black Death had a profound effect on society in the Middle Ages. Wiping out nearly one half of the population in a relatively short period of time, the disease has been identified as the catalyst for a long period of instability and change. This course will examine the conditions preceding the disease in Europe, and trace the social and economic changes wrought by the plague's arrival and aftermath. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST.

HIST 3070. Honors Research Seminar. (3 Credits)

This course is open to members of the History Department's Mannion Society. It is intended to develop specific disciplinary skills in research, grant-writing, and writing. Students will be expected to undertake significant independent research projects resulting in substantial research papers. Requires permission of instructor.

HIST 3071. Honors Research Seminar I. (0 Credits)

This course is open to members of the History Department's Mannion Society. It is intended to develop specific disciplinary skills in research, analysis, and writing. The instructor will guide students to carry out independent research projects that result in quality academic papers. Requires permission of instructor. Students must also complete HIST 3072.

Attribute: HIUL.

HIST 3072. Honors Research Seminar II. (4 Credits)

As a continuation of History 3071, this course is open to members of the History Department's Mannion Society. It is intended to develop specific disciplinary skills in research, analysis, and writing. The instructor will guide students to carry out independent research projects that result in quality academic papers. Requires permission of instructor.

Attribute: HIUL.

Prerequisite: HIST 3071.

HIST 3073. African Intellectual History. (4 Credits)

Traces the competing and complementary theoretical, ideological, political and philosophical contributions of African Americans such as Walker, Garnet, Douglas, Stewart Harper, Crummel, DuBois, Garvey, Padmore, Dunbar, Nelson, Fanan, Davis, Malcolm X and Bell Hooks. Explores black nationalism, emigrationism, Pan Africanism and socialism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AFAM, AFSS, AMST, APPI, ASHS, ASRP, COLI, GLBL, INST, ISAF, MEST, PJRC, PJST.

HIST 3100. History of the Arts at Lincoln Center: Urban Renewal and the Arts. (4 Credits)

This course considers the history of the arts in NYC with special emphasis on urban renewal and the changing politics and economics surrounding Lincoln Center in midtown Manhattan. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 3110. History of Gay and Lesbian New York City. (4 Credits)

This course focuses on the relationship between key LGBT historical and cultural events in New York City, including lesbian and gay public and private life, changing laws and prohibition, transformative theories of sexual attraction and affiliation, and medical histories of LGBT bodies. Students will compare New York City lesbian and gay histories with those of other major urban centers of the world. The course will also include a survey of the role of the arts in creating LGBT culture, with a particular focus on Walt Whitman's New York.

Attributes: AHC, WGSS.

HIST 3139. Buffalo Soldiers: Race and War. (4 Credits)

Buffalo Soldiers examines the intersection of race and military service in the United States, from the American Revolution to the Cold War. The focus of the course is on the role African Americans played in the major military conflicts of this country's history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AFAM, AHC, AMST, ASHS, ASSC, PLUR.

HIST 3145. Medieval Barbarians. (4 Credits)

This course will discuss the different groups that contemporaries and modern historians have called "barbarians." Topics to be considered include the role of barbarians in the fall of the Roman Empire, barbarian identity and the creation of barbarian states, and later barbarian groups such as the Vikings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST.

HIST 3192. The United States, Africa, and the Cold War. (4 Credits)

This course seeks to understand, analyze, and review the United States' foreign policy toward Africa during the Cold War. Specifically, the course explores how the Cold War rationales that viewed the Horn of Africa as a means for solving non-African problems integrated into the determinants of U.S. policy toward Africa from Truman to Bush. The goal of this course is to assess critically the significance of U.S. preoccupation with anticommunism and the rise of Africa's anti-colonialism nationalism in defining and advancing U.S. national interest in Africa. The first part of the course debates the origins or causes of the Cold War, and the determinants of U.S. policy towards Africa. Then, in the second part of the course, we will critically evaluate and discuss U.S. foreign policy toward selected countries in the Horn of Africa, particularly Somalia and Ethiopia, between 1945 and 1990. We will conclude by discussing possible new directions in U.S. Africa policy in the post-Cold War period. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, AHC, EP3, HIGH, HIUL, INST, ISAF, ISIN, PJST, PJWT.

HIST 3203. Medieval Family Life. (4 Credits)

Our modern notion of “family” did not exist in the Western Middle Ages (circa 500 to 1500). Expressions, like the Latin word “familia,” denoted instead wider networks of people that were characterized, not only by blood relations, but also by bonds of submission, friendship, and solidarity. For medieval contemporaries, today’s common understanding of family—consisting of a “nuclear” domestic unit with two intimate partners and their children—would have been “marriage.” The course, based on readings and discussion, will address both notions of family, medieval and modern, by focusing on issues such as childhood, partnership roles, forms of cohabitation, and parental authority. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST.

HIST 3204. Sex & Celibacy in the Middle Ages. (4 Credits)

The canonical obligation for priests and bishops to abstain from marriage is an invention of the Western Middle Ages (circa 500 to 1500). Sex outside of marriage was condemned as sinful, so that, in theory, churchmen were expected to abstain from intercourse completely and throughout their lives. How did the prohibition fare in medieval practice? In the Mediterranean, for example, members of the holy orders had access to legal alternatives in the form of notarized partnerships. Elsewhere, concubinage and sex were branded as sin, although with consequences of varying severity. The course will examine the original sources and modern historiography for answers to the question of how medieval culture sought to accommodate the conflicting commands of sexuality and celibacy. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST, MVTH.

HIST 3205. Medieval Medicine. (4 Credits)

The course explores the history of disease in the west from 500 to 1500, including sudden epidemics like the Black Death, endemic illnesses such as leprosy, and the rise of uterine university medicine. Particular attention is paid to issues highlighting the close nexus between medical and social practices. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST, REST.

HIST 3206. Global Middle Ages: Culture, Communication, and Conquest. (4 Credits)

This course examines the history of the world in the Middle Ages, focusing primarily on the 12th and 13th centuries. While the modern imagination thinks of the Middle Ages from a largely European perspective, Europe maintained links to the wider world throughout this period. Trade, travel, and warfare brought goods and people in and out of Europe, connecting it to the steppes of Mongolia, the deserts of Africa, and the “center of the Christian world”: Jerusalem. This course will consider the ties that bound this seemingly disconnected world together, highlighting how different communities and cultures imagined and interacted with each other in the Middle Ages. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIMH, HIUL, MVST.

HIST 3207. Late Medieval Religion and Society. (4 Credits)

Topics in the history of later medieval religion and society. From the eleventh century, the growth of trade and urbanization in the West deeply affected religious sensibilities. The institutional Church began to monitor Christian behavior ever more closely, and the faithful responded to the rapid diversification of lifestyles with varied forms of spiritual expression. Cistercians’ sanctified’ colonization, military orders Western expansion, and mendicants the needs of the urban poor. Some of the new movements did not find a place within the orthodox framework, having to endure heresy charges and—eventually—the Inquisition. The course, based on lectures and original source material, will survey the most important manifestations of piety and their struggle for social recognition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST.

HIST 3208. The Medieval Other. (4 Credits)

Western people in the Middle Ages shared many assumptions reinforcing their sense of social identity and unity. The recognition of common views and aspirations simultaneously implied that ‘others’ who challenged accepted lifestyles and beliefs suffered exclusion. Collective rejection varied in degree, from ridicule and physical separation to judicial prosecution, expulsion and indiscriminate slaughter. The course will examine various types of the medieval ‘other’, including Jews, lepers, heretics, prostitutes, and beggars. It will also focus on their respective treatment by the public, which became more rigid, if not outright hostile, as time went on. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST, OCST.

HIST 3209. The Origins of Christianity from the Apostles to the 4th Century. (4 Credits)

This upper-division course surveys the sources for the development of ancient Christianity, from the ministry of Jesus Christ to the conversion of the emperor Constantine in the early fourth century. Through lectures and a close reading of primary source materials in translation, students will examine the social activities, theological inquiries, and doctrinal conflicts of early Christians in their Roman and Jewish context, with special attention to the plurality of understanding about the significance of Jesus Christ, the development of the church as an institution, and the formulation of orthodoxy and heresy, particularly with regard to the creation of a “canon” of authoritative texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST.

HIST 3210. King, Court, Crusade: Writing Knightly Life in the High Middle Ages. (4 Credits)

This course will view the medieval world through a lens provided by the life and writings of one man, John of Joinville (d. 1317). John was a knight, a crusader, and a close friend of King Louis IX of France (canonized as Saint Louis). He wrote a Life of Saint Louis that is rich with information about his own life, as well as the saintly king’s. We will use the Life to open an examination of key themes in the knightly experience in the high middle ages, including: power, faith, the crusades, noble culture, family and social relations. It will also consider the usefulness of biography/autobiography in understanding the past.

Attributes: AHC, HIMH, MVST.

HIST 3211. Medieval Sin, Sinners, and Outcasts. (4 Credits)

During the medieval period, the notions and practice of sin and redemption underwent constant changes. In surveying their development, the course will place particular emphasis on the growing inclination to treat those banned from the community of the faithful simultaneously as outcasts, to be excluded from lay society as well. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST.

HIST 3212. The History of Medieval Christianity. (4 Credits)

The History of Medieval Christianity explores the history, organization, and beliefs of Christian communities and institutions from the time of the apostles to the sixteenth century. The history of the Church is treated as the history of the variety of possibilities that human culture has created to define "church," and the history of the choices Christians have made in the face of those possibilities. Through lectures and discussions of primary source texts in English translation and the work of modern historians of Christianity, this course examines the spread of the Christian movement in its ancient, medieval, and early modern contexts. Our intellectual goal is to achieve a detailed knowledge and firm understanding of this development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST.

HIST 3213. Monsters, Magic, and the Undead in Medieval Europe. (4 Credits)

This course explores the shadowy margins of the human imagination in the European Middle Ages (ca. 400 to 1400) through an investigation of the representation and understanding of monsters, supernatural creatures, and the restless dead in medieval Christian writings. Through a close reading of saints' lives, sermons, books of wonders, and magical treatises, we will discover some of the "stranger things" about the medieval world. Weekly topics of inquiry include dragons, fairies, demons, werewolves, dog-headed people (cynocephali), subterranean races, necromancy, weather magic, ghosts, zombies, and vampires, among others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST.

HIST 3214. Plagues and Peoples: Health and Disease in Medieval Europe. (4 Credits)

In recent years the study of health in the premodern world has flourished, and new approaches like viral genome sequencing and osteoarchaeology have led to a reconsideration of the longstanding narrative of the Middle Ages as a time of hardship and disease. This course uses these new approaches, together with primary-source material, to examine how medieval people understood and experienced health and disease, including their approaches to diet, occupations, and plagues, among other issues. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST.

HIST 3215. Middle Ages and West. (4 Credits)

At very nearly the same moment, empires at opposite ends of Eurasia imploded. In the centuries that followed, both absorbed nomadic populations, incorporated new religions, expanded into heretofore peripheral areas, revived trade, urban life and classical intellectual traditions. Each exported high civilization (and accompanying technologies) to island archipelagos off their coast. They emerged from this process having restructured themselves politically and socially. This course will explore the parallels even as it seeks to bring forces generating significant contrasts into sharper focus. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST.

HIST 3216. Rich and Poor in the Middle Ages. (4 Credits)

The theme of this class is wealth inequality in late medieval European society. Using a variety of primary and secondary source readings, we will explore subjects such as the lives of the rich (nobles and kings), the lives of the poor (peasants and beggars), the lives of those in the middle (artisans and merchants), income inequality, social mobility, common means of making money, charity, and prevailing religious attitudes towards poverty and profit in Europe during the later Middle Ages. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, EP3, HIMH, MVST.

HIST 3217. Islamic History, 1000–1600. (4 Credits)

This course surveys the history of Islam between 1000 CE and 1600 CE, with a particular emphasis on the political, cultural, and intellectual developments that shaped the lives of Muslim peoples inhabiting the geography stretching from Iran to the Mediterranean. The period formed a link between the medieval and modern periods in Islam and witnessed many significant transformations, including the rise of political dominance of Central Asian nomadic people and cultures over the core lands of Islam, the destruction of the historical caliphate, the arrival of the Crusades, the emergence of the new Christian threat in the Indian Ocean and the Red Sea following the discovery of new sea routes to the east, the emergence of new forms of political legitimacy based on messianic Shi'ism, the formation of the Ottoman and Safavid Empires, and the return of Islamic military expansion into the Mediterranean under the Ottomans. Through the deployment of a wide variety of primary sources, students in the course aim to understand this formative period of Islam in conjunction with the broader developments of European history and crosscultural interactions with the West. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, HIUL, ISFH, MVST.

HIST 3220. Medieval Hollywood. (4 Credits)

This course examines popular depictions of the Middle Ages on screen by using lectures, discussion, and selected films. Topics include the cinematic representations of King Arthur, female mystics, warfare, monks, knighthood, and kings and queens, among others. This course fosters a deeper understanding of the relationship between historical evidence and fiction, as well as how modern sensibilities shape popular representations of the medieval past. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST, PPWD.

HIST 3230. Criminals, Outlaws, and Bandits: Solving Crime in Medieval Europe. (4 Credits)

This course looks at crime and violence in medieval society, alongside the mechanisms that were put in place to contain and curtail misbehavior. Students will confront popular misconceptions about the nature of European society in the Middle Ages and will explore major issues surrounding policing and law enforcement. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, HIUL, MVST.

HIST 3260. Medieval Ireland to 1691. (4 Credits)

A history of Ireland from early Middle Ages through the Tudor-Stuart era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMCS, HIMH, IRST, MVST.

HIST 3270. The Crusades. (4 Credits)

The idea of a crusade; the European background; conditions in the Moslem world; the Latin Kingdoms of the East; crusades of the late Middle Ages; effects of Crusades on the Mediterranean world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, JSPM, JWST, MVST, OCHS, OCST, REST, RSHR.

HIST 3300. The History of the Medieval Book in the Latin West. (4 Credits)

This course will trace the history and development of the book in the Latin West from the end of antiquity until the dawn of printing in the 15th century, taking into consideration form, content, and use. By studying the materiality of texts, we will explore the relationship between books and the societies that created them and reflect on how changes in form (such as scripts, decoration, and layout) often reflected changes in purpose. Topics to be explored include the transition from scroll to codex in the late Roman empire, the evolution of monastic scriptoria and the production of liturgical manuscripts, the rise of universities and their impact on the urban commercial book trade, and the impact of an increasingly literate culture (particularly in the vernacular) on the demand for manuscript books. Students will progress toward a greater understanding of the relationship between makers and consumers of medieval texts and how their needs reflected society as a whole, preparing a final research project that will provide a physical description of a particular work placed within its historical context. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, HIUL, MVST.

HIST 3301. Medieval Women's Lives. (4 Credits)

This course will discuss women in medieval society: the noblewoman who influenced major political developments, the peasant woman who performed agricultural and manorial tasks, the townswoman who served as merchant and producer and the wife and mother who provided the basis of family life. The course will also cover attitudes toward women revealed in legal, religious and secular literature of the period. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, HIUL, MVST, PJGS, PJST, WGSS.

HIST 3302. Gender and the Body in the Middle Ages. (4 Credits)

This course will explore the complicated, multivalent relationship between medieval ideologies and the physical body. Using documents by a castrated theologian, a female mystic, physicians, and more, we will unpack the way that medieval people grappled with ideas of original sin, sex, and gender identity in a world that was otherwise stratified. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIMH, HIUL, MVST.

HIST 3303. CSI Then and Now: Forensic Medicine in Medieval and Modern Europe. (4 Credits)

This course introduces students to historical changes in law and medicine in modern Europe, broadly defined from the rise of a literate society (c. 1200) to the present day, with particular interest in the development of forensic medicine in court cases over time. Through lectures and discussions, we will study modern historical changes in law and medicine as they relate to broader changes in social, political, economic, and religious history. We will seek to pinpoint the beginning of "modern" medical and legal history, and we will examine how these origins influenced the major events and changes of the later modern period (c. 1800–1980) across time and geographic regions. We will focus on Europe as one player in a global world, with particular interest in the ways these historical changes shaped the experiences of ordinary people in their daily lives. This course encourages students to engage with historical sources, to build and improve critical thinking skills, to analyze the strengths and limitations of arguments, to cite sources according to academic standards, and to develop their own interpretations of the past. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIEH, MVST.

HIST 3305. Medieval Warfare. (4 Credits)

This course examines the social, economic, and political history of warfare from the fall of the Roman Empire to the fifteenth century. Several themes are emphasized: 1) the impact of technological developments in weaponry, fortifications, and armor on the conduct of war and society; 2) the influence of the Christian Church on warfare; 3) the relationship between social stratification and the conduct of war; and 4) the social consequences and economic costs of warfare. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST, PJST, PJWT.

HIST 3310. Medieval England: From Viking Invasions to Henry VIII. (4 Credits)

This course covers the politics and society of medieval England from the Viking invasions in the eighth century through the reign of Henry VIII. In addition to learning about the drama of the kings and nobles, students will investigate the everyday lives of people in England including how their society was inexorably altered by the Black Death plague in the fourteenth century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, HIUL, MVST.

HIST 3322. The Reformation Era. (4 Credits)

A detailed analysis of the religious upheavals of the 16th century with attention to the social, political and economic aspects of the theological movements. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, HIMH, RSHR.

HIST 3356. Confessionalization and Conflict in Early Modern Europe, 1453-8885. (4 Credits)

Through lectures and discussions of primary and secondary source material, the course will examine the Ottoman threat, confessional purity, the Peasants' Revolt, Luther and the German nobility, cuius region eius religio, the French Wars of Religion, English "wars of religion," the Thirty Years' War, the way forward: religious tolerance, or King Louis XIV's absolutism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 3362. Crime and Punishment in Europe. (4 Credits)

The history of defining, prosecuting, and punishing transgressions, both religious and secular, in Europe, especially from 1500-1800. The course will focus on the development of so-called modern beliefs about crime and law. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, IPE.

HIST 3363. Europe and Early Modern World. (4 Credits)

From 1450-1700, the European cosmos expanded intellectually to reach an infinite universe and materially to grasp the entire earth. This course will examine the transformation of understanding and power that made Europe the center of global empire and intellectual and cultural change. The reciprocal influence of the world upon European life, culture, and art is another important theme of this survey. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, EP3, HIUL.

HIST 3364. Environmental History of the Atlantic World, 1250-1650. (4 Credits)

Contemporary climate change has driven home the capacity of human societies to shape and be shaped by our environments. We are not, however, the first people to rely on fragile relationships with an ever-changing natural world. From the sequence of floods, famines, and human and animal diseases that struck Europe in the 14th century, linked to a minor fluctuation in global temperature, to the catastrophic transformation of American ecologies and societies with the arrival of Old World species, such relationships have defined our past. This course will explore the interactions between humans and their environment around the Atlantic basin, from the first faltering of the Medieval Warm Period in the 13th century, through the establishment of permanent European colonies on the North American mainland, exploring how societies were affected by changing environmental conditions, and how they tried to understand, adapt to, and shape those conditions in turn. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, ENST, ESEL, ESHC, HIEH, MVST.

HIST 3365. Environmental History of the United States and its Empire. (4 Credits)

Looking at the interactions between humans and their environments through a historical lens reveals how nature has shaped human cultures and how human activities have altered American ecology. This course examines these dynamics in the natural and built environment in the United States and its territories from first contact to the present. Over the course of the semester, we will look at how natural constraints have shaped human activities and how humans adapted and responded to them. We will also trace changes in perceptions about the built and natural environment and examine how those viewpoints informed larger political movements. Finally, we will identify how developments, such as capitalism, industrialization, colonization, and suburbanization, altered the environment as well as attitudes towards it. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HIAH.

HIST 3411. Tudor and Stuart England. (4 Credits)

Religious and political changes under Henry VIII and Elizabeth; the Stuart regime, civil war and Cromwell, the Restoration and revolution of 1688. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH.

HIST 3412. The Tudors. (4 Credits)

This course tells the fascinating story of the Tudor dynasty (1485-1603), but it will also explore the history of the Tudor state which in addition to England included Wales, Ireland and parts of France. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, IRST.

HIST 3413. Reformation England. (4 Credits)

This course studies political and religious change in England in the 16th century, from Henry VIII to Elizabeth I. It will examine Roman Catholicism before the schism, the Divine issue, Thomas Cromwell and Thomas Cranmer's influence in the English Church; and the development of Puritanism in England. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH.

HIST 3414. Cabbages and Kings. (4 Credits)

This class will explore various styles of kingship and monarchy in Europe from the end of the Middle Ages to the First World War. We will compare and contrast monarchical forms of government with the ideal of the republic, and especially with new standards created by the Enlightenment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH.

HIST 3415. European Women: 1500-1800. (4 Credits)

This course will explore the role of women in northern European society from the 16th to the end of the 18th centuries. It will examine issues of gender, and contemporary attitudes concerning women. Among the subjects that this course will address are women's work, education, marriage and childbirth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, WGSS.

HIST 3416. European Women: 1800-Present. (4 Credits)

This course will be an exciting exploration of the changing status, roles, and achievements of women in western Europe from the French Revolution at the dawn of industrialization to the present day. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, HIUL, INST, IPE, ISEU, WGSS.

HIST 3417. Civil Wars and Revolution in the British Isles. (4 Credits)

This course will explore the concepts of revolution in 17th-century Britain under the Stuart dynasty and Oliver Cromwell. It will examine the failures of King Charles I to tame Parliament and why he was overthrown. This course will also explore how Cromwell overcame Parliament to create a brief military dictatorship in Britain, as well as when new political groups developed and experiments with socialism occurred. We will explore why the monarchy was restored in 1660. This course will also discuss the Glorious Revolution of 1688, when Parliament triumphed over the monarchy forever. This course is important because it stresses how revolutions happen, what the participants hope for, and how often their expectations are disappointed. We will see why the outcomes of any revolution can be wholly surprising. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, HIEH.

HIST 3420. The English Renaissance. (4 Credits)

Studies in intellectual life in England from the late 15th through 16th centuries. This course will pay special attention to humanism and its development by examining the works of Bishop John Fisher, Sir Thomas More, Juan Luis Vives, and others. Emphasis will be placed upon the education of women; and also Renaissance art, including Holbein. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH.

HIST 3425. Henry VIII's England. (4 Credits)

Henry VIII is the most famous king England ever had. His brutality, his six marriages, his tyranny, his ego, even his physiognomy, is the stuff of legend. Often lost in all of this, however, is the fact that King Henry presided over a revolution in church-state relations and important changes in English government and society. His reign also witnessed a redefinition of England's relationship with its near neighbors Ireland, Wales, and Scotland, which was part of a broader repositioning of England in Reformation Europe. At the center of all of these developments was Henry VIII; understanding of England in what, in hindsight, was one of the most pivotal periods in the kingdom's long history is impossible without understanding the king. To do so this course will explore Henry VIII's England by looking at four interrelated themes: politics and society; the Reformation, England's relationship with Europe and with Ireland. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, IRST.

HIST 3430. The World of Queen Elizabeth I. (4 Credits)

This course explores the world of Queen Elizabeth, the last Tudor sovereign, by looking at four overlapping themes which together shaped the Elizabethan period: state and society in the kingdom of England; overseas discovery; European diplomacy; and the kingdom of Ireland. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, HIUL, IRST.

HIST 3450. Black British History. (4 Credits)

The course examines the history of the African diaspora in Britain over approximately the last 300 years, paying particular attention to changes in the demographic background to this diaspora and the ensuing debates around the various notions of Blackness. The context of the course is the growth of London as the hub of an imperial system underscored by notions of race and the subsequent changes to Britain and its relationship with the Empire during the late 20th and early 21st centuries. A theoretical underpinning of the course is that Britain is one of the centers of a Black Atlantic, as understood through the works of Paul Gilroy. The course will open up social relations at the heart of Black British history, including class, gender, and sexuality. London has a long history of ideological movements driven by the conditions of the Black Atlantic, such as abolitionism, anti-colonialism, pan-Africanism, and anti-racist struggles within Britain; all of these will be within the parameters of the course. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, GLBL.

HIST 3452. London After Dark: The Nocturnal City Since 1800. (4 Credits)

London at night has for centuries inspired both excitement and fear in its residents. Foggy, gaslit streets feature prominently in popular imagination of Victorian London, and the bright lights of the West End remain a beacon for tourists and locals through to today. The lens of the nocturnal city will allow students to explore a wide variety of historical topics including popular entertainment, youth culture, crime and fear of crime, sex and sexuality, tourism, and homelessness. Students will also explore how understandings of class, race, and gender have evolved. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 3455. 20th Century Ireland. (4 Credits)

This course examines Northern Ireland and the Southern Republic with special attention to their internal development, their relations with each other, and their relationship to Great Britain. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, INST, IPE, IRST, ISEU.

HIST 3456. Britain: 1688-1867. (4 Credits)

Aristocratic hegemony, popular culture and protest, the industrial revolution and its associated class conflict, radical and reform movements, and the transforming effect of new social forces and ideologies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, IRST.

HIST 3457. Britain: 1867-Present. (4 Credits)

Gradual democratization, imperial expansion, the rise of the Labour Party, economic decline, the impact of the two world wars, and the Thatcher Revolution. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, INST, IPE, ISEU.

HIST 3458. Ireland: 1688-1923. (4 Credits)

Revolution, nationalism, and constitutionalism in Ireland, focusing on the United Irishmen, Daniel O'Connell's reform movements, young Ireland, the Fenians, the land war, Home Rule, cultural revival, and the quest for independence in the early 20th century. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, INST, IRST, ISEU.

HIST 3459. Transgender History. (4 Credits)

This course examines the making of transgender life in the modern world. We will begin in late 19th-century Europe with the emergence of sexology, contextualizing early sexological writings in relation to contemporaneous cultures of sexual and gender nonconformity, to literary and historiographical works in which gender-variant figures appear, and to the gender dynamics of high imperialism. In this way, we will sketch out the historical matrix that gave birth to the modern invert. We will treat transgender people not only as objects of historical narratives but also as creators of historical representations. We will engage with late 20th- and early 21st-century histories of transgender life in various places, including Europe, the United States, and other areas of the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, INST, ISIN, PJGS, PJST, WGSS.

HIST 3460. Diversity and Globalization at the Irish-Atlantic Crossroads. (4 Credits)

Exploring the fateful diversity and globalization links among Irish emigration, African slavery and Indian removal in Ireland, England and America at the fateful 19th century Irish-Atlantic crossroads. A vivid mix of period and present-day people, texts, photos and films. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 3465. The Modern Atlantic World, 1780–1980: Literature and History. (4 Credits)

In this course, we will ask how literary works can help illuminate histories of the modern Atlantic world, and more generally how literature and history are related. We will begin by examining the transatlantic slave trade, reading "The Interesting Narrative of the Life of Olaudah Equiano" (1789), trial records of the Zong massacre (1781), and M. NourbeSe Philip's poetic reworking of these records in "Zong!" (2008). From here, we will consider the literary underpinnings of 19th-century nationalist movements, focusing in particular on playwright Adam Mickiewicz's contributions to Polish nationalism, and on poet José Martí's involvement in Cuban nationalism. The course will then approach the problem of how to represent modern experiences of war and mass violence, considering writings by David Jones, Aimé Césaire, Walter Benjamin, and Charlotte Delbo. Finally, our attention will turn to postwar Britain, with an examination of literary and historical materials on the Windrush generation, the Troubles in Northern Ireland, and feminist and queer movements. Here, we will read works by George Lamming, Anna Burns, Shelagh Delaney, and Carolyn Steedman, among others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, ENGL.

HIST 3474. The Arab Israeli Conflict: Cultural Perspectives. (4 Credits)

The Arab-Israeli conflict is one of the longest and most controversial conflicts in the world. Through careful analysis of Israeli literature and film, this course provides a nuanced cultural and political history of Arab-Israeli relations. Our texts emphasize the dialectic relationship between art and politics, representation and history, as well as aesthetic and ethics. The course thus explores the effect of art on politics, and the effect of politics on art. Specifically, we examine how art is instrumental in producing 1) "imagined communities" with stable national identities and 2) political resistance that disrupts these hegemonic metanarratives. We also consider the internal dynamics of Israeli society as represented in literature and film, especially tensions between the Jewish-Arab, Ashkenazi-Mizrahi, and religious-secular communities. By analyzing canonical and more contemporary stories, poems, and films (including those by S. Yizhar, Amos Oz, Said Kashua, Mahmoud Darwish, among others) we explore the dialectic between art and politics in Israeli society since 1948.

Attributes: AHC, ALC, COLI, HIGH, HUST, INST, ISME, JWST, MEST, MLL.

HIST 3480. Judaism and Islam. (4 Credits)**HIST 3503. Modern France: 1900 to Present. (4 Credits)**

We will follow the tumultuous course of French history from the turn of the twentieth century to suburban riots, recent presidential elections through three republics, two world wars (and a cold one), the painful loss of a colonial empire, the difficult emancipation of women, fast-paced urbanization and modernization, massive student and worker riots, the transition to the European Union, its troubled relationship with the United States, and the market economy and globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, INST, IPE, ISEU.

HIST 3505. The History and Politics of Cartoons and Caricature from the Middle Ages to the Present. (4 Credits)

In this course, students will examine the development of the mass media of political cartoons, caricatures, and graphic satire from the end of the Middle Ages to the present, principally in the historical context of modern Europe and the Americas, but also adopting various broader thematic and geographical approaches to caricature and cartooning within the given chronology. Topics of study include but are not limited to pictorial marginalia in illuminated manuscripts; the beginnings of caricature and sequential graphic art in Renaissance and Reformation Europe; graphic art and the conquest and colonization of the Americas; the graphic satires of William Hogarth; the development of political cartoons in the Atlantic world and Europe in the Age of Revolutions; political cartoons in the Age of Industrialization and mass culture; the birth of the comic strip; cartoons, animation, and the advent of cinema; caricature and empire; caricature, cartoons, and wartime propaganda; cartoons and television; manga and anime; cartoons and politics in the 21st century. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, COMC, COMM, HIAH, HIEH, HIUL.

HIST 3512. The French Revolution. (4 Credits)

This course examines the French Revolution, including the origins of the revolt, social conditions, ideological and political motivations, the overthrow of the monarchy, the waves of terror, and the rise of Napoleon Bonaparte. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH.

Mutually Exclusive: HIST 3513.

HIST 3513. Old Regime and French Revolution. (4 Credits)

A history of France between 1642 and 1815—from Louis XIV through the French Revolution and Napoleon. The themes we will analyze resonate well beyond French history: the rise of the state and the formation of social classes, Enlightenment thought and the diffusion of new ideas, early globalization and the culture of consumption, the first popular democratic revolution—its shining accomplishments and its descent into Terror and eventually dictatorship. We will read texts from the period ranging from novels to memoirs of Versailles courtiers or diaries of obscure people, and from political treatises and constitutions to newspapers and pamphlets. To get a fuller picture, we will also use music, songs, paintings, prints and cartoons, as well as films, along with the work of historians whose interpretations of this tumultuous, fascinating era have shaped our conceptions of modernity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH.

Mutually Exclusive: HIST 3512.

HIST 3515. Media History: 1400 to Present. (4 Credits)

This EP seminar will examine the evolution of media and the revolutions brought by new modes of communication, from the printing press in the 15th century to radio, television and the internet most recently. The book and audiovisual media have been major forces in history; we will examine the profound impact they have on culture, ideas, politics, society, and economy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, CCUS, CMST, COLI, COMC, HIAH, HIEH, HIUL, INST, ISIN, JOUR.

HIST 3517. The Belle Époque. (4 Credits)

The course will explore Europe in the three decades before the first World War. It will explore the development of a global industrial economy, imperialism, modernism, militarism, and racial reform movements in an especially dynamic period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH.

HIST 3538. The Good Earth?. (4 Credits)

An examination of the past experiences and current problems, posed by man's relations with nature in China and Japan. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, CNST, ENST, ESEL, ESHC, GLBL, HIGH, HIUL, INST, ISAS.

HIST 3541. Modern Italy. (4 Credits)

An introduction to the history of Italy from the late 18th century to the present. Drawing on a variety of sources besides historical analyses (novels, films and music), the course will pay special attention to issues of nation building and national identity and to the specificity of Italian modernity. Topics include the culture and politics of the Risorgimento, the role of the Church, gender relations, the crisis of the liberal state and the emergence of Fascism, anti-Fascism and the making of the Republic, the "economic miracle" the difficult post-1989 political transition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, HIUL, INST, IPE, ISEU, ITAL.

HIST 3543. The Connecting Sea: The Mediterranean Since 1800. (4 Credits)

The Mediterranean is a space of exchanges, confrontations, and connections among the peoples of three continents (Europe, Africa, and Asia). By drawing in multidisciplinary fashion on a variety of different sources, the course will focus on the changing relations among the polities and peoples inhabiting this multicultural region in the modern era. Topics will include Barbary corsairs and ethnic clashes, the circulation of political ideas, the relationships forged during the colonial and postcolonial periods, the legacies of anti-colonialism, beach tourism and climate change, contemporary migration and the formation of new relationships and communities in the age of globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, GLBL, HIEH, HIGH, INST, ISEU, ISIN, ISME.

HIST 3545. Race and Nation in Modern Europe. (4 Credits)

An exploration of the constructions of race and nation since the Enlightenment. Topics will include the relationship between nationalism and racism; scientific discourses and ideas of race and nation; the institutionalization of racist practices in colonial states; the rise of modern anti-Semitism; fascist racisms; immigration, national identities, and racism in contemporary Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, HIUL, INST, IRST, ISEU.

HIST 3549. Global Italy. (4 Credits)

Throughout the ages Italians have had intense exchanges with the world outside the peninsula, both in the Mediterranean and beyond. Italy has had many diasporas and continues to have significant numbers of emigrants, even though in the past couple of decades it has become primarily a migrant-receiving nation. This course will examine the relationship between the inhabitants of the peninsula and the world at large and how they have shaped their identities. Focus will be on political exiles, emigration, foreign policies, and colonialism, and the recent wave of African and Asian migration to the peninsula. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, INST, IPE, ISEU, ISIN, ITAL.

HIST 3550. Fascism from Mussolini to the Present. (4 Credits)

Fascism has been described as the "major political innovation of the 20th century" and, unfortunately, its fortunes do not seem to be spent. This course will examine what distinguished fascism from other types of nationalist and authoritarian movements and regimes and what characterized its peculiar ideological makeup and "style" of rule. The course will focus on fascist Italy and Nazi Germany, but it will also cover many other countries. Topics will include the ideological origins of fascism, the movement phase and the establishment of the regime, the use of violence, the manufacturing of consent, the cult of the leader, gender politics, racism and the Holocaust, collaboration and resistance, legacies and memories, neo-fascism, and the appeal of right-wing populism and authoritarianism in the crisis of contemporary democracies. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, HIUL, ITAL, PJSJ, PJST.

HIST 3555. Hitler's Germany. (4 Credits)

Study of the problem of how Nazism arose in German society, the ways in which it triumphed, and its significance for Germany and modern world history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, INST, IPE, ISEU.

HIST 3556. The History of the European Union (1948 to the Present): Foundations, Structures, Challenges. (4 Credits)

Following the end of World War II and the beginning of the Cold War, western European leaders decided that a strong political and economic union was indispensable to protect Europe and achieve peace and prosperity in the face of postwar challenges. This course will begin with an in-depth examination of the paths that led to the creation of the European Economic Community (EEC) and explore the political and legal dialog between member states that fostered the adoption of a supranational ideal by formerly nationalistic European nations. We will look into the expansion of the EEC, the addition of independent supranational entities such as the European Parliament, and the development of European law. We will examine the Maastricht Treaty of 1992 that created the European Union, the EU's expansion toward central Europe in the aftermath of the collapse of the Soviet Union, and the creation of a stronger central body regulating many of the political processes within Europe. Finally, we will explore the ongoing clashes between nationalism and supranationalism in today's Europe. Recently, Brexit, central intervention in the financial crises of southern European economies, and the rise of an "eastern bloc" (Poland/Hungary) dissenting over policies on refugees, human rights and democracy, have shown that the expansion of the EU project, and its core idea of creating a supranational political decision mechanism, is threatened by resurgent European nationalisms. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, HIUL.

HIST 3558. Europe: 1900-1945: Total War. (4 Credits)

The course will focus on the two world wars, the rise of fascism and communism, and the Spanish Civil War, and the impact of these events on Europe and the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, INST, ISEU.

HIST 3559. Europe Since 1945. (4 Credits)

In this second half of a two-semester sequence, whose parts may be taken separately, we will explore how Europe constructed a new civilization from the ruins of the second World War. Topics include the treatment of war criminals, the "glorious thirty years" of unprecedented economic growth which produced the consumer society, the loss of empires, the cultural revolution of the 1960's and the Thatcher years. Special attention will be paid to the construction of the Soviet empire in Europe and to the collapse of Communism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, INST, ISEU.

HIST 3562. Memory, Myth, and History in Post-1945 Europe. (4 Credits)

In the aftermath of World War II, European political leaders and ordinary people constructed false or incomplete versions of their nations' wartime actions and experiences. These narratives, which often served to deny acts of collaboration with Nazi Germany or instances of violent anti-Semitism, entered history when they were reinforced by professional historians and by educational and cultural institutions. Subsequent transformative events, such as the Cold War, decolonization, and the social movements of the 1960s, produced similar tensions between official versions of the past and the often traumatic memories of those who experienced them. In the era of fake news and "alternative facts," thinking about how and why people understand or misunderstand the past has never been more urgent. In this course, we will draw from texts by scholars, wartime survivors, and witnesses who used memory as a principal object of study and from groups who lobbied for justice. We will explore the conflict over "sites of memories," the monuments, museums, and other representations that came to symbolize how people struggled to face the past as a way to explore European politics, culture, and society since 1945. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, HIUL.

HIST 3563. New York City History in Film. (4 Credits)

This course will explore the ways in which films have shaped historical understandings of American cities, with a special focus on New York City. Films offer the magic of projected imagination, and can also present constructed versions of historical memory. Considering select films as cultural texts, this class will explore themes in urban history—including suburbanization, deindustrialization, the carceral state, and gentrification, among others—as they have been portrayed on screen. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIAH, HIUL.

HIST 3564. Environmental History of New York City: A Research Seminar. (4 Credits)

Students will undertake an intensive course of reading and writing related at the formation and ecology of New York City, from Lenape settlement and subsistence patterns to present concerns about climate change. We will visit, as a class, the New York Historical Society eight times during the semester. There students will meet and work with an archivist who will aid them in finding sources for three essays on three different periods in the city's history. Students will become members of the NYHS and use it throughout the semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, ENST, ESEL, ESHC.

HIST 3565. History of New York. (4 Credits)

The development of the City and the region from the Dutch to the deficit. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, ASHS, HIAH, URST.

HIST 3566. War and Imperialism. (4 Credits)

This course will explore the strains placed on the old Concert of Europe and its eventual collapse into two world wars. Themes of nationalism, and imperialism will be stressed as well as domestic and international sources of conflict. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, HIEH, INST, IPE, IRST, ISHI, ISIN, PJST, PJWT.

HIST 3567. A Global History of Communism. (4 Credits)

Forty years after the Russian Revolution of 1917, approximately one-third of humanity found itself living under regimes directly inspired by Soviet communism. This course offers an extensive survey of the global spread of communism, exploring the political, economic, social, and cultural dimensions of communist rule. While the Soviet Union and the People's Republic of China receive the most attention, the course covers communism across the world, including in Eastern Europe, Southeast Asia, Latin America, Africa, and the Islamic world. The course begins with an examination of the origins and evolution of communist thought, including the works of Marx, Engels, Lenin, and Mao Zedong, and proceeds to explore the key moments in the global history of communism. The course also covers topics such as the evolution of the Comintern (1919-1943)—the international organization that promoted revolution all over the globe—and the postwar communist peace movement. While the course focuses primarily on communism in power, it also examines the development of communist parties in the capitalist world, with a particular focus on Western Europe. The course will also involve a critical analysis of the debates among historians and intellectuals over communism, on topics such as political terror, collectivization and famine, everyday life and consumerism in communist societies, as well as communist policies towards women and minorities. By the end of the course, students will have gained a deep understanding of the complexities and contradictions of communism as a global phenomenon and will be able to evaluate different interpretations of its history. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIGH, HIUL.

HIST 3568. America and the Making of Europe: 1945 to Present. (4 Credits)

This class will explore the role America played in the creation of a new political and economic Europe since World War II, and it will untangle the complex relationships that have tied together and opposed at times the U.S. and the European Union and its member nations. In the aftermath of World War II, western European leaders sought to forge stronger political and economic ties to rebuild the devastated continent, to protect themselves against the Communist threat, and to achieve prosperity. The move toward a more united Europe was initially supported by the U.S. and in line with Cold War policies. The course follows the major steps toward the creation of a united Europe and charts the debates that accompanied them on both sides of the Atlantic, such as the move from nationalistic to supranational ideals and the recent backlash against it; the creation of united economic policies and the tensions between free circulation, regulations, and protectionism; the building of political institutions and internal dissensions spurred in particular by right-wing nationalism, from Brexit to the "Eastern bloc" (Poland/Hungary), among other topics. The course will also examine these topics critically from a U.S. perspective, including diverging domestic political doctrines, to reflect on the meaning and relevance of Europe to America from a political, geopolitical, and economic standpoint. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIAH, HIEH, HIUL.

HIST 3570. Genocide. (4 Credits)

We will investigate the major instances of modern genocide, including the Armenian, Rwandan, and Cambodian cases; the Ukrainian famine; and the Holocaust. There is a comparative dimension to the course. What triggers genocide? How do modern cases compare to earlier ones? Why is rescue usually not forthcoming? How did the concept arise? How effective is the punishment of perpetrators? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HHPA, HIUL, HUST, INST, ISIN, JWST, PJST, PJWT.

HIST 3575. Torture, Terror, and the Body in the Modern World. (4 Credits)

Prohibited in Europe from the 18th century and since the nearly universally condemned throughout the world as ineffective and immoral, the practice of torture nevertheless continues today in authoritarian, democratic, and theocratic states alike. This course will examine the history of torture from its abolition, stubborn endurance, and subsequent return as a pervasive state practice. Though Europe and the United States remain the particular area of study, the course will examine torture worldwide through its intended and actual effect on the human body and on the lives of men and women regardless of nationality or creed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, MEST.

HIST 3580. War, Gender, and Violence in Modern Europe. (4 Credits)

This course will explore themes related to war, gender and violence in modern European history. In particular it will focus on gender and violence during conflicts, its intersections with race and nation identity, and its effects on societies. It will also consider the aftermath and outcomes of wartime violence by looking at post-bellum trials and the politics of reparations. This course will interrogate questions such as: How is violence gendered in warfare and what are its meanings? How do citizens and combatants narrate and remember experiences of warfare and violence? How does wartime violence reverberate in cultural sources such as in films, novels and art? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, INST, ISEU.

HIST 3613. Spain and Iberian Empires. (4 Credits)

This course will explore Iberian (Spanish and Portuguese) empires and their legacies from the 14th to the present. Taught on-site in the World Heritage city of Granada, Spain, this interdisciplinary course will introduce students to the rich, complex history of two empires that extended into the Americas and Asia. What is the importance of the Reconquista, and how could religious tolerance flourish during the Inquisition? What was the experience of Asian, African, and Native American peoples colonized by these Empires? How does migration today continue to impact these former empires? Students will visit sites of Islamic and Jewish and African history and interact with invited guest experts and performers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: LALS.

HIST 3614. Revolutionary and Soviet Russia. (4 Credits)

This course explores key themes in the history of 20th Century Russia, including the decline of autocracy; the outbreak of World War I and the 1917 Revolutions; transformation of the state, society, and culture under the Soviet regime; state-sponsored terror, World War II and the Cold War; as well as socialist/Marxist theories as interpreted by key Russian/Soviet leaders and intellectuals. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, INST, IPE, ISEU, OCHS, OCST, PJST.

HIST 3619. World's Fair. (4 Credits)

Upper division course examining the world's fairs as a representation of modern culture. Topics include architecture and urbanism, leisure and amusement, tourism, and the conception of mass culture. Fairs in both Europe and America will be covered from the nineteenth century to the present. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIAH, HIEH, URST.

HIST 3620. 20th Century Europe. (4 Credits)

World War I and peace settlement; postwar problems; communism, fascism, nazism; totalitarian aggression and World War II; international cooperation and reconstruction; the cold war and the collapse of communism. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, INST, IPE, IRST, ISEU, ISHI.

HIST 3622. Great Trials. (4 Credits)

The course investigates a series of famous trials in order to pinpoint the conflicts and issues that characterized the times and places of these trials. Among the cases studied will be: Oscar Wilde, Alfred Dreyfus, The Moscow Show trials, the Nuremberg War Crimes Tribunal and the Scopes Trial. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, JWST.

HIST 3623. Screening Europe's Past. (4 Credits)

This course investigates a series of historical periods and issues through historical readings and documents and their depiction in films. Focus on Europe from medieval era to the modern period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 3624. European Cities. (4 Credits)

Topical study of the evolution of Europe's cities with emphasis on urban culture, society and the built environment. Considers the nature of urban transformation in key urban places such as Paris, London, Berlin, Rome and Moscow. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, COLI, HIEH, INST, ISEU, URST.

HIST 3626. Social History of Architecture. (4 Credits)

Studies the historical relationship between architecture, space and urban culture and the ways in which architectural innovations acts as both a reflection of and a catalyst for social and cultural transformation. Considers architecture and cultural theory as well as the evolution of building technologies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIAH, HIEH, URST, VART.

HIST 3627. History of LGBT Movements. (4 Credits)

Survey of lesbian, gay, bisexual, and transgender histories across the globe. Particular focus on the American movement since Stonewall, including the AIDS crisis. As well, the course considers philosophic traditions, and varying histories of LGBT artistic expression. Students will also study Ancient Greek same-gendered partnerings as a way to understand modern forms of sexuality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AHC, AMST, ASHS, INST, ISIN.

HIST 3633. The Cold War Space Race. (4 Credits)

In this course, we will consider the entire history of space exploration with a particular focus on the Cold War era. The course will begin with the first dreaming about space travel during the 16th century and end with the rise of new space powers such as China and India. Using a combination of primary and secondary sources, we will consider the political, military, technological, social, and cultural dimensions of space exploration. Among many issues, we will engage in speculations on why humans were drawn to the cosmos in the first place, discuss the weaponization of space, examine the geopolitical rationales for space travel, explore the popular culture of Star Trek and Star Wars, deconstruct the myth of the hero astronaut, uncover the secret Soviet space program, revisit the extraordinary Apollo missions to the Moon, and evaluate the International Space Station of the 21st century. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, EP3, INST, ISIN.

HIST 3634. Modern South Asian History. (4 Credits)

This course will survey the recent history of the nations that are part of the Indian subcontinent, including India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Myanmar (Burma). The nations of South Asia are rapidly assuming a central role in global geopolitics and the economics of globalization. In this course, we will survey a period spanning nearly four centuries beginning in 1600, from the fragmented kingdoms within the Indian subcontinent to the rise of discrete nation states by the mid-twentieth century to the geopolitical and cultural prominence of South Asia on the global state in the early twenty-first century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, GBLB, HIGH, INST, IPE, ISAS.

HIST 3635. Science in Popular Culture. (4 Credits)

This course will be a historical survey of the intersection between science and popular culture. How do ideas about science and technology appear in our everyday lives? What kinds of perceptions do lay people have about science and scientists? What shapes these perceptions? Where do we get our ideas about technology from? How are our expectations of the future shaped by perceptions (and often misperceptions) of scientific knowledge? These are some of the questions we will address during the semester. The course will be firmly grounded in history, tracing the evolution of popular science through important transformations in the modern Era, including the Scientific Revolution, the Enlightenment, the Industrial Revolution, Colonialism, and the traumas of the 20th century. Through the semester, we will study a variety of popular scientific forms, such as science fiction, magazines, comics, graphic novels, sci-fi movies, and TV shows. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, HIEH, INST, ISEU, ISIN.

HIST 3636. Social History of Technology. (4 Credits)

This course will survey the history of technology from antiquity to the present with a particular focus on the ways in which common people experienced technologies in their daily lives. During the course, we will explore how technology enabled important social changes in Europe, Asia, and North America, while at the same time turning our attention to how social needs shaped the nature and direction of technological evolution. The first portion of the course will focus on ancient and medieval technologies. As we approach the modern era, we will pay particular attention to the history, impact, and nature of such technologies as the telegraph, the atomic bomb, the jet plane, the birth control pill, the record player, and the internet. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIAH, HIEH, INST, ISIN.

HIST 3637. Stalinism: Making the Soviet State. (4 Credits)

This EP course will explore the enormous transformation in life in the Soviet Union under the rule of Stalin, one of the most brutal dictators of the 20th century and the architect of massive social transformation that turned Russia from a predominantly agrarian nation to a powerful industrial state. During this period, Soviet society was engulfed in massive traumas including a civil war, industrialization, famine, the rise of a police state, the establishment of the Gulag, and World War II. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, EP3, OCHS, OCST.

HIST 3638. Technology From Antiquity to Middle Ages. (4 Credits)

This EP course will survey the history of technology from antiquity to the Middle Ages with a particular focus on the ways in which common people experienced technologies in their daily lives. We will pay particular attention to the history, impact, and nature of technological changes in agriculture, architecture, warfare, transportation, clothing, household objects, and medicine. Our goal is to reconsider antiquity and the Middle Ages through the lens of knowledge, technology, and material culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIGH, HIMH, MVST.

HIST 3653. Gender in Early America. (4 Credits)

Consideration of the roles of women and men from the 17th century into the 1840s, and the attitudes that shaped those roles in American society. The course will explore transatlantic influences and the interchange of European, Native American, and African American values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, APPI, ASHS, HIAH, WGSS.

HIST 3656. The American Revolution. (4 Credits)

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

Attributes: AHC, AMST, ASHS, EP3, HIAH.

HIST 3657. American Constitution. (4 Credits)

The U.S. Constitution is one of the extraordinary codes of law in history, the culmination of the development of liberty within a self-governing republic, and the model for modern democratic government. Yet the course of its interpretation has been contentious and often divisive, revealing schisms between liberalism and conservatism, between citizenship and partisanship, in the quest for American identity. This course will focus on the principles of American constitutionalism—its evolution from the historical roots, the adoption of the Constitution, and its development in relation to legal, political and social changes in American history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, ASRP, HIAH, HIUL.

HIST 3670. The Modern Middle East. (4 Credits)

The chief concern of this course will be to develop a sensitivity to and awareness of the issues and problems of the modern Middle East since the late 18th century and the introduction of Western ideas/technology into the Ottoman Empire. The course will be both a survey of Middle Eastern/Islamic history and an attempt to understand and re-evaluate our own perceptions of a non-Western civilization in the 20th century. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, COLI, GLBL, HHPA, HIGH, HUST, INST, IPE, ISME, ISTP, MEST, PJRC, PJST.

HIST 3675. History of Modern Israel. (4 Credits)

The history of Israel from the rise of Zionism in 19th. Century Europe to the present. Topics include: the Zionist experiment, the history of the Israeli-Arab conflict, the U.S. and Israel's "special relationship," and socio-cultural trends. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AHC, AMST, ASHS, HHPA, HIGH, HUST, INST, IPE, ISME, JWST, MEST.

HIST 3682. The United States in the 1950s and the Illusion of Happiness. (4 Credits)

After World War II, the United States experienced an economic boom that allowed the country to prosper as never before. However, while the 1950s were presented by the media as one of happy domestic conformity, that image of contentment and abundance was far from accurate. This course will examine that packaged illusion of happiness, delving into how fear fueled the decade's rich fabric of music, film, and art—itsself symbolic of an underlying rebellion among the nation's youth; the nation's growing embrace of religion; and the rise of figures attempting to enhance the sense of conservatism that symbolized the decade. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AHC, AMST, ASHS, HIAH, HIUL.

HIST 3695. Major Debates in African Studies. (4 Credits)

Key debates that have shaped the study of Africa in the post colonial period. Includes state formation, under development, pan-Africanism and globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, AFSS, GLBL, INST, ISAF, MEST.

HIST 3700. Sickness and Health in Early Ma. (4 Credits)

This course provides an introduction to the systems of learned medicine of western Europe from Late Antiquity to the High Middle Ages. Using a wide range of sources, including medical texts, hagiography, liturgy, and modern scientific studies, we will explore the distinctions between medical theory and practice, the relationship of secular and ecclesiastical authorities to the compilation of medical knowledge and the fundamental question of what constitutes medicine and what does not. In addition, we will consider the changing definition of illness and health through an investigation of medieval responses to the cataclysm of the Black Death. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST.

HIST 3745. Colonial America 1492-1765. (4 Credits)

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

Attributes: AHC, AMST, ASHS, HIAH.

HIST 3747. Slavery and Freedom in Greater New York City. (4 Credits)

This course makes the case that slavery and Black people's quotidian struggles against it are central rather than peripheral to the history of greater New York City and examines Black struggles for freedom therein over a 300-year period. It begins in the 17th century in New Amsterdam and ends in New York City in the 1860s. Black people's survival and freedom in New York was never a historical inevitability. It was instead something that had to be fought for, repeatedly. To that end, this course explores the experience of slavery in New York during different periods and under different empires, the formation and fate of free Black communities, and tracks how members of the African diaspora shaped the major social, political, and cultural developments of the region and the United States. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, EP3, HIAH, PJRC, PJST, PLUR.

HIST 3752. Coming of the Civil War. (4 Credits)

A history of the sectional crisis in America, focusing on the questions: Why did the South secede? Why did the North decide to fight rather than allow it? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, HIAH.

HIST 3753. Civil War, Reconstruction, and Slavery. (4 Credits)

This course explores the role of the Civil War, Reconstruction, and Emancipation as a catalyst for a massive transformation in America's political economy and social organization. Enslaved people, abolitionists, freedpeople, Northerners, Southerners, politicians, workers, women, and intellectuals debated the advent of war, the strategic decisions made throughout its development, and the form of post-war Reconstruction. They later advanced social and political movements that were imbued with the war's legacy. This course will conclude by considering how diverse groups of Americans—both historians and citizens—have posited dramatically different interpretations of the war and its significance, often using war memorialization to advance social and political claims. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, HIAH.

HIST 3757. The American South. (4 Credits)

An examination of sectionalism and regionalism in American history through the study of social, cultural, economic, and political aspects of life in the southern United States. Myth and reality, honor and violence, race and poverty, Evangelists and politicians, from the origins of the Cotton Kingdom to the rise of the Sun Belt. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVVD, AHC, AMST, APPI, ASHS, HIAH.

HIST 3758. America at War. (4 Credits)

Exploration of the interaction of American society and war throughout U.S. history, focusing especially on how American society influences how the country fights war and how war influences the development of American society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, HIAH.

HIST 3759. African American Women's Activism, 1815–1915. (4 Credits)

This course will focus on women's relationships to and roles in the diverse communities that developed in the U.S., assessing how the strategies used by women to improve their positions in U.S. society have changed over time. Our exploration will include: access to educational, legal, political, and economic opportunities; women's ability to recognize and use their creative, sexual, physical, and intellectual selves; and the consequences of living within or outside of images created for women. We will pay particular attention to, among other factors, how race, ethnicity, class, citizenship, and home region defined a woman's ability to maneuver in society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVVD, AFAM, AHC, AMST, APPI, ASHS, HIAH, WGSS.

HIST 3773. American Capitalism. (4 Credits)

Focusing primarily on modern United States, this course explores the history and everyday workings of ideas and institutions that often seem to us to be timeless: property, markets, profits, and developments. Throughout the course, we emphasize how ideas about race, class, and gender have affected the workings of our economic world. Our examination draws on and analyzes the history of ideas about economic life, from the works of Karl Marx to Milton Friedman. Topics range from the rise of plantation slavery to the growth of our fossil fuel economy to the feminization of labor in the 1970s. The course assumes no knowledge of economics, but only an interest in American social and economic history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, HIAH.

HIST 3774. History of Capitalism in the U.S.. (4 Credits)

Focusing primarily on the modern United States, this course explores the history and everyday workings of ideas and institutions that often seem to us to be timeless: property, markets, profits, and development. Throughout the course, we emphasize the connections between political and economic life in the U.S. and elsewhere in the world. Topics range from the rise of plantation slavery to the growth of our fossil fuel economy to the 2008 financial crisis. Students should emerge from the course with greater insights onto how the U.S. transformed from a peripheral country that drew wealth from slave-based agriculture into the world's political and economic superpower. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST.

HIST 3775. The Early Republic. (4 Credits)

The course studies the birth of American democracy and capitalism from the course studies to the birth of American democracy and capitalism from the revolution to the age of Jackson. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, HIAH.

HIST 3780. The Era of the Civil War. (4 Credits)

Slavery and other contributory factors leading to the war for southern independence; the war; reconstruction of the southern states; 1865-1877. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, HIAH, HIUL.

HIST 3785. Robber Barons and Reformers: The Gilded Age and Progressive Era in the U.S.. (4 Credits)

No other era resonates within our own more powerfully than the Gilded Age and the Progressive Era. Industrial and technological advances spread across the nation; Americans experienced displacement as they attempted to adapt to the shifting economy; greed seeped into government; and people from all around searched for a better life. The Spanish-American War of 1898 announced the United States had arrived as an international power, and the nation continued to identify itself with expansion. However, from 1900 until World War I, the country struggled to fulfill its vision of becoming "a more perfect Union," as debates over social and political reform, as well economic, gender, and racial equality, took center stage. Amid the change—both domestic and international—Americans turned to amusement; authors from Edith Wharton and Henry James to Mark Twain and Joseph Conrad populated the nation's bookstores, and radio and film captured the public's attention. This course will examine how the events and memorable personalities who dominated the period made these years some of the most exciting and innovative in the nation's history. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, HIAH, HIUL.

HIST 3789. Modern South Africa Stories. (4 Credits)

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

Attributes: AHC, PJRC, PJST.

HIST 3795. U.S. Between Wars: 1919-1941. (4 Credits)

America between the wars was a nation in transition, and in contradiction. In a continuing quest for identity, American society faced the tensions between internationalism and isolationism, prosperity and economic collapse, progressivism and conservatism. From the anvil of the Progressive Movement, the Jazz Age, the Depression and the New Deal were forged the foundations of the "American Century." Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, HIAH.

HIST 3799. Race and American Popular Music. (4 Credits)

This course examines the historical significance of popular music in the United States in the 20th and 21st centuries. Students will learn to analyze musical sound as "text." More crucially, we will focus on the cultural, social, political, and economic dimensions (the "context") of genres including gospel, blues, jazz, rhythm and blues, rock, country, salsa, punk, hip hop, and techno. While the course will discuss the stylistic evolution of American popular music, the focus will be on reading, or listening to, music as a historical text as a key to understanding major themes in American history, with a particular focus on race. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, ASAM, ASHS, HIAH, HIUL.

HIST 3806. U.S. Immigration/Ethnicity. (4 Credits)

A survey of immigration and ethnicity in American life. Themes include the motives for migration; America's reception of immigrants; the formation of immigrant communities; the intersection of ethnicity with race, gender, religion, politics, and class; the personal meanings of ethnic identity; and the relationship of ethnicity to American national identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, APPI, ASHS, HIAH, IRST, JWST, LALS, LAUH, PJRC, PJST, PLUR, URST.

HIST 3807. The U.S in the 1920s and 1930s: From the Jazz Age to Hard Times. (4 Credits)

Topics covered in this course include Prohibition; the New Morality fundamentalism; the KKK and immigration restriction; African American migration and culture; causes and social effects of the Depression; FDR and the New Deal; popular culture; radical challenges; and the coming of World War II. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AHC, AMST, ASHS, HIAH, URST.

HIST 3808. New York City Politics. (4 Credits)

An exploration of New York City since consolidation in 1898. Topics include consolidation, the role of Tammany Hall and municipal corruption, reform and radical politics, important mayoral campaigns and administrations (including Walker, LaGuardia, Lindsay, Koch, Dinkins, Giuliani), the civil rights movement in the city, the old or ethnic groups, the 1970s fiscal crisis, and September 11th. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, HIAH, LALS, LAUH, URST.

HIST 3809. Jews in the Modern World. (4 Credits)

This course will provide an introduction to the history of the Jewish people as it encountered the modern world from the 18th century through the twentieth. It will explore the social, cultural, religious, and political aspects of this encounter, primarily in Eastern and Western Europe, the United States, and the Middle East. The course will touch on such issues and events as emancipation and the breakdown of traditional identities and communal structures: Jewish religious movements from Hasidism to Reform; the invention of modern secular culture in Yiddish and Hebrew; political movements including Socialism, Zionism and Communism; migrations and the creation of American Jewry; anti-Semitism and the Holocaust; and the rise of the State of Israel. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, ASHS, GLBL, HIGH, JWST.

HIST 3810. Jews in America. (4 Credits)

Jews have been present in North America since the 17th century, but it was in the course of the 19th and early 20th centuries that the Jewish community in the United States rose to significance both within the Jewish world and as a visible presence in American life. Never more than 4% of the population, this small minority has had a prominent role in defining American pluralism. This course traces the history of the Jews in the United States from the colonial period to the 21st century. Among the topics it will cover are the waves of immigration that formed the community: American Jewish religious movements; secular approaches to Jewish identity; class conflict and mobility; Jewish participation in politics; American Jewish relations with communities abroad; and America and the Holocaust. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, ASHS, JSHI, JWST, PLUR.

HIST 3812. Jews in the Early Modern World. (4 Credits)

This course will explore the Jews' experience from the 15th through the end of the 18th century, in Europe among Christians, around the Mediterranean basin, in the predominantly Muslim lands, and across the Atlantic in the European colonies. This course explores the complexities of the Jewish experience and their active involvement in the political and cultural processes that were taking place during the early modern period. We will see Jews as a part of the social and cultural fabric, rather than "an alienated minority" whose history has been portrayed as separate from that of their surroundings. We will follow the transformations from a pre-modern society, defined by religious identities, into a modern society, defined by a complex combination of religious, ethnic, racial, and political identities. Among the topics discussed will be, the acceptance of and resistance to the new ideas brought by the invention of the printing press, colonialism, the impact of the Reformation and European Enlightenment in different regions; questions of women and gender, migrations, and the idea of race. We will look at how these developments were represented in material culture and daily life. The course will cover the continuities and change in early modern Jewish society and will seek to show a geographically and religiously diverse range of experiences. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, HIGH, HIUL, JWST.

HIST 3815. East European Jewish History. (4 Credits)

Some 80% of Jews in the world trace their roots to eastern Europe, which was home to the largest Jewish population until WWII. From the 16th century, the impact of east European Jews on Jewish culture and society has been tremendous, in shaping the interpretation of Jewish law, the ideology of the Zionist movement at the turn of the 20th, or modern Hebrew, and American literature and popular culture. Yet, the history of this important Jewish community has been vastly misunderstood, largely due to the devastating legacy of the Holocaust and the persistence of imagery of the impoverished "shtetl" in Yiddish fiction, and later popularized through plays and films such as "Fiddler on the Roof." This course takes us beyond legends and stereotypes, and into a complex, more textured world of Jews living among Christians from the beginnings of Jewish settlement in the 13th century to contemporary Poland's small Jewish community, trying to reinvent Jewish life in the aftermath of the Holocaust and the 1968 forced migrations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AHC, AMST, ASHS, HIEH, INST, ISEU, JSHI, JWST.

HIST 3817. Technology and the Changing Papacy. (4 Credits)

Though some might like to imagine the papacy as unchanging, this course explores how it has changed a great deal since circa 1500, especially how the pope who was an Italian Renaissance prince and patron has become a kind of global pastor. The course gives special attention to ways in which introduction of new technologies, from the printing press to the steam engine and railroad, photography, radio and television, jet air planes, and the internet, have radically altered what we might call the job description of a pope.

Attributes: HIUL, THHC.

HIST 3818. The History of Islam in the U.S.. (4 Credits)

This course is an introduction to the history of Islam and Muslims in the U.S., from the arrival of the first Muslim African enslaved people and settlers in the "New World" to 9/11 and Muslim belonging and identity since the "New World Order." We will survey social, economic, institutional, political, and religious changes in America. We will discuss several important themes: slavery and conversion of Muslim enslaved people; the Civil War and its aftermath on Muslims and their religious practice; waves of Muslim immigration in the 20th century; the Civil Rights movement; religious movements in the U.S., such as the Nation of Islam, the Five Percenters, the Moorish Science Temple, etc.; and questions of race and identity, especially in a post-9/11 era. Although we will touch on Islamic practice and beliefs, this course is more focused on historical processes that help us see how communities are built in rapidly shifting, politically dire historical moments. We will engage with works by scholars of history, religion, political science, economics, anthropology, sociology, and media and gender studies. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIAH, HIUL, ISAC, PJRJ, PJST, PLUR.

HIST 3822. U.S. Cultural History. (4 Credits)

The focus of this course is on ideas, assumptions, and values in American life from colonial times to the present, from ministers' sermons to blues performances, from philosophical essays to Hollywood films. It examines the symbolic forms and social context of conflicting as well as shared beliefs and considers the character of American cultural expression on various levels, in ways in which different groups have influenced American cultural life, and the meaning of recent mass culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AHC, AMST, ASHS, HIAH.

HIST 3823. History of Labor in the United States. (4 Credits)

The history of work, workers, and the struggles between workers and employers is one of the pivots of modern society, but it is, in effect, covered up and hidden by mainstream American culture. In this course we will explore the fascinating, tumultuous history of workers in the United States, from the colonial period to the 21st century. Topics will include the vast transformations set in motion by the first and second industrial revolutions, the relations between free and slave labor in the 19th century, the rise of a nationwide labor movement in the decades after the Civil War, the successes and failures of industrial unionism in the 20th century, and the challenges posed in recent decades by neoliberalism and globalization. Perennial issues of class, race, gender, and ethnicity will thematically tie together our investigations. In the end, we'll emerge with an understanding of how the present was forged in the fiery class struggles of the past—and we'll have the conceptual tools with which to shape the future. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIAH, HIUL.

HIST 3824. U.S. Social Movements Since 1900: Struggles for Social Justice. (4 Credits)

This course examines social movements of the 20th century U.S. and how they connect to contemporary struggles for social justice. Topics include populism, the New Deal, civil rights, feminism and women's rights, LGBTQ rights, and poor people's movements. The focus is on how movements create change. Students will get out of the classroom and into the community by working, for example, with organizations serving low-income communities, immigrants, or ones dealing with gender/LGBTQ or race discrimination. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, SL.

HIST 3826. Modern US Women's History. (4 Credits)

The history of American women from the first women's rights convention in 1848 to the present. We will study women's everyday lives (including at home and work), major events like the campaign for suffrage, World War II, and the women's liberation movement, and representations of women in popular culture (magazines, movies, and T.V.). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, APPI, ASHS, HIAH, HIUL, PJGS, PJST, PLUR, WGSS.

HIST 3827. Wealth & Poverty in the US: Capitalism, Social Welfare & Inequality. (4 Credits)

Americans have long debated the meaning of wealth and poverty, questioning whether such conditions are natural (and acceptable) or the product of exploitative practices, corruption, or biased governmental policy (and potentially alterable). Over time, they have questioned the relationships among economic inequality, markets, democracy, and thriving families and communities. We will explore these and other questions surrounding the meaning of wealth and poverty in supposedly "middle-class" America, focusing mostly on the post-Civil War period. The class takes an intersectional perspective that brings questions of race and gender, as well as social class, to bear on the topics in order to better understand how various inequalities impact individuals and communities. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AHC, AMST, ASHS, HIAH, HIUL, PLUR.

HIST 3830. History of American Women and Gender. (4 Credits)

This course will introduce students to some of the key people, events, and movements in United States women's history from the American Revolution to the recent past. Students in this class will explore changes over time in women's social experiences and gender ideologies by asking: How is gender constructed? What differences do ethnicity, race, and class make in women's experiences? What is the relationship between sex, gender, and sexuality? What has distinguished women's and men's experiences, and what are areas of meaningful convergence? How does gender function in family life, the workforce, and political institutions? To investigate these questions, students will consider primary sources drawn from women's private lives and social movements, as well as from public records and popular culture. They will evaluate these sources in the context of experiential learning assignments, gender theory, academic writing, and class lecture. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AHC, AMST, APPI, ASHS, HIAH, HIUL, WGSS.

HIST 3833. Screening America's Past. (4 Credits)

An examination of American history as depicted in 20th century American films. We will assess their relative accuracy, cultural context, and contributions to the (mis)shaping of the nation's collective memory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AHC, AMST, ASAM, ASHS, HIAH.

HIST 3834. Gender, Race, and American Mass Media. (4 Credits)

How have different forms of media been created, consumed, and mobilized by different groups in American society over time? This course will explore the development of mass media in the United States, and the roles gender and race played in this process. Through a study of newspapers, radio, television, film, and websites, we will examine how representations of gender and race changed over time, how the producers of mass media segmented their audience based on these categories or tried to speak to audiences across them, and how different consumers interacted with different forms of mass media. The course will also explore the relationship of the media to the economy, politics, religion, and globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIAH, JSJI, JWST.

HIST 3838. History of U.S. Sexuality. (4 Credits)

This course offers a historical introduction to sexual behaviors and attitudes in the United States from the colonial period to the present, examining race, the state, sociocultural changes, and sexual norms and behavior. Particular attention is paid to sexuality ordered racial hierarchies and sanctioned violence against discriminated groups. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, APPI, ASHS, HIAH, PJGS, PJST, PLUR, WGSS.

HIST 3842. The Vietnam Wars. (4 Credits)

The United States became involved in French-Indo-China in 1950 and left Vietnam in 1975. This course asks basic questions about the Vietnam Wars. Why did the United States make such a vast commitment in an area of so little importance? What did it attempt to do during the quarter century of its involvement there? Why, despite the expenditure of more than \$150 billion dollars and the loss of more than 58,000 lives did the world's most powerful nation fail to achieve its objectives? What have been the consequences for Americans, Vietnamese, and others of the long and divisive war? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, HIAH, INST, ISAS, ISIN.

HIST 3844. U.S. Foreign Relations in the 19th Century. (4 Credits)

This course examines U.S. foreign relations in domestic and international contexts from 1776 to 1898. Through the examination of primary and secondary sources, students will learn about the ideological, religious, political, economic, and cultural origins, as well as the debates and outcomes of U.S. expansion, territorial and non-territorial as well as formal and informal. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, HIAH.

HIST 3845. The History of U.S. Foreign Relations, 1898 to the Present. (4 Credits)

This course examines the foreign relations of the United States from 1898 to the present, tracking the nation's trajectory from minor international power to sole superpower. Through that history, it addresses traditional diplomatic questions of international wealth and power, the link between domestic politics and foreign policy, and programs of military intervention, cultural expansion, and economic development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, HIAH, HIUL, INST, ISIN.

HIST 3846. The History of U.S. Foreign Relations, 1974 to Present. (4 Credits)

This course examines the foreign relations of the United States from the end of the Vietnam War to the present. It charts the course of recent U.S. history through the lens of its foreign relations, including major events like the energy crisis, the Iraq Hostage crisis, the Soviet invasion of Afghanistan, the Iran-Contra crisis, the end of the Cold War, and others. It addresses traditional diplomatic questions of international wealth and power, this history of contemporary globalization, the link between domestic politics and foreign policy, and programs of military intervention, cultural interchange and economic development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, HIAH, HIUL, INST, ISIN, PJST, PJWT.

HIST 3852. The American Radical Tradition. (4 Credits)

In this course, students explore the radical left and right of American politics and culture. Lectures, discussions, and assignments critically assess topics including the history of populism, socialism, the Klan, communism, Black Power, radical feminism, and the religious right. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, HIAH, PJSJ, PJST.

HIST 3854. Where the Right Went Wrong: American Conservatism 1945–The Present. (4 Credits)

Since the rise of Donald Trump in 2016, many have asked the question of how the party that once claimed Dwight Eisenhower and Ronald Reagan as standard bearers lost its way. Over the course of the fall semester, we will analyze and discuss how the GOP went from a party that celebrated internationalism and free trade to one that embraces an ideology of isolationism in economic and foreign policy. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIAH, HIUL.

HIST 3857. America Since 1945. (4 Credits)

Integrating economic, political and social history, this course will explore the development of the American economy, paying particular attention to transformations in the nature of work and labor relations. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, HIAH.

HIST 3858. The Global Cold War. (4 Credits)

An analysis of the global Cold War. Particular attention to the international forces of decolonization, revolution, and development in Asia, Africa, Latin America, and the Middle East. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, GLOB, HIGH, INST, IPE, ISIN.

HIST 3860. The "Long" 1990s in United States History (1989-2008). (4 Credits)

This course examines the 1990s as a "long decade" in United States history, spanning from the end of the Cold War to the 2008 financial crisis. Students will explore how alternating historical frames of abundance and anxiety may help explain this unsettled period of the recent past. This course foregrounds the historical question of change versus continuity in recent United States history. Among other topics, students will investigate the relationship between the First Gulf War and the Global War on Terror; the changing social and political significance of "terrorism" before and after the September 11 attacks; the rise of the internet and digital cultures; developments in popular media such as music, television, and video games; the rise of popular awareness and activism regarding anthropogenic climate change; and alternating economic visions of abundance and austerity. This course is rooted in a cultural and social approach to history but includes significant discussion of high politics and foreign policy. In addition to a wide range of discussions, readings, and written assignments, students will collaboratively construct a "primary source reader" for the American 1990s based on subtopics of their own interests. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AHC, AMST, APPI, ASHS, HIAH, HIUL.

HIST 3862. History of New York City. (4 Credits)

The political, social and cultural development of the city from trading post to metropolis. The emphasis is on leading personalities and the relationship between New York's growth and major American trends over the last century. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, HIAH, JWST, LALS, LAUH, URST.

HIST 3864. New Frontiers-1960's America. (4 Credits)

Americans remember the 1960s as a decade of great social change, an era of "new frontiers," as the young presidential contender John F. Kennedy proclaimed during the election of 1960: "The world is changing," Kennedy asserted, "the old era is ending, the old ways will not do." In its most excessive phases, the period became linked with overwhelming changes, as music, hippies, drugs, and protest marches filled the scenery of American social and cultural spaces. But to what extent did the 1960s truly expand the nation's frontiers? This course will investigate how 1960s America adopted and resisted social change, examining the period from cultural, political, economic, and diplomatic perspectives. Course themes will include, among others: social activism, including the civil rights, women's, antiwar, and student movements; politics, like changes in presidential politics and the American party system; and pivotal moments in the Cold War. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, HIAH.

Mutually Exclusive: HIST 3869.

HIST 3866. History of Comics and Superheroes. (4 Credits)

This course explores the emergence and evolution of the superhero archetype in modern comics through a deep engagement with social, cultural, and political currents in American and European history in the 20th century. We will track the creation of the first superheroes in the 1930's amid anxieties about the rise of fascism, and then trace their evolution through World War II and postwar prosperity in the U.S. The bulk of the course will explore the relationship between Cold War culture and comics, particularly the ways in which new maverick companies such as Marvel Comics reflected Cold War anxieties about advances in science and technology, nuclear annihilation, communism, consumerism, etc. The course will also look at many other superhero genres (including the recent spate of superhero movies), locating them in larger movements and episodes of the past half-century, such as the Civil Rights movement, the rise of second wave feminism, anti-war movements, the AIDS epidemic, and the War on Terror. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, ASHS, HIAH.

HIST 3867. United States History Through Television. (4 Credits)

This course is designed to explore the intersection of American history and the medium of television. A combined thematic and chronological approach will explore television and its historical consequences from the post-war dominance of three major networks, to the more diverse and fragmented cable era of the late 20th century. Various genres will be examined, including: news, scripted programming, advertising, and political campaigns. Through curated readings and video analysis, the course will explore several themes and questions, such as: how television programming has shaped the course of historical events and social/cultural/political movements; how scripted historically themed programming (series and made-for-TV films) can affect viewers' knowledge and opinions of historical figures and events; and how TV programming can be used in the study of American history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AHC, AMST, ASAM, ASHS, HIAH.

HIST 3868. Culture and Capitalism in the United States. (4 Credits)

Focusing primarily on the United States, this course analyzes the history of capitalism in an anthropological light. We trace its underlying premises and its effects on habits of life and mind. At the same time, we consider the ways in which changing cultural concepts—such as religious beliefs, racial hierarchies, and gender norms—have shaped the workings of economic life over time. Possible topics range from formation of private property in colonial America to the ethos of the 20th-century corporation. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AHC, AMST, APPI, ASHS, HIAH.

HIST 3869. 1960s America: Gender, Race and Youth. (4 Credits)

This course will investigate 1960s social change and its resistance, examining the long 1960s from a social, cultural, political, economic, and intellectual perspective. Course themes will devote particular attention to social movement activity, including the civil rights, women's, antiwar, environmental, and student movements. A pluralist perspective—relying on gender, race, class, and similar categories of historical analysis—will guide readings and discussions of related course topics, including the rise of the New Left and its discontents, changes in presidential politics and the American party system, American economic trends, and pivotal moments in the Cold War. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, HIAH, HIUL, PLUR.

Mutually Exclusive: HIST 3864.

HIST 3880. History of the Cold War. (4 Credits)

The course will examine the Cold War as a political, economic, ideological, and military contest on a global scale. It will give special attention to the American role and experience in the origins of the conflict and its historical significance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, INST, ISIN.

HIST 3900. Global Histories of Forensic Science. (4 Credits)

This undergraduate course examines the historical roots of the forensic culture we are living in, where we both rely on, yet harbour skepticism about, the ability of scientific technologies, tools, and experts to yield knowledge about human actions and behavior. With a focus on the intersections of forensic science with crime, its detection, and surveillance, the course explores how, where, and why specific techniques developed at particular historical junctures. How did these techniques evolve and congeal into an identifiable "forensic culture" as they traversed various institutional, political, and cultural contexts: scientific research and legal inquiry; real-life criminal investigation and fictional representations; the colony and the metropole? What reserves of cultural assumptions did they build on? How did forensic experts gain cultural authority? What provided the grounds for contesting their authority and truth-claims? The course explores the global career of forensic science through a series of case studies, curated from China, Egypt, England, India, Palestine, and the United States, across the early modern and modern periods. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, GLBL, HIGH, HIUL.

HIST 3901. Bloody Murder. (4 Credits)

This undergraduate elective course is designed to introduce students to the methods of historical analysis and key debates in social history, cultural history, legal history, as well as the history of science, medicine, and technology through a selection of primary and secondary sources that revolve around historical homicide cases. Homicides are horrific and tragic events that push people to ask: who committed the crime, in what manner, and why? Across human history search for answers to these questions have animated activities and conversations across legal forums, medical establishments, popular writings reaching out to contemporary society, and culture at large. Long after dust has settled on a murder case, historians turn to the archival material that homicide cases leave behind, to ask broader questions about social norms, cultural assumptions, legal doctrines, technological innovations, and states of scientific knowledge. The course brings together a selection of historical homicides from around the world and different time periods as case studies to examine how historians track changes in the worlds of ideas, politics, race, class, gender, power, and knowledge production. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 3911. U.S. and East Asia. (4 Credits)

From its earliest days, the United States has been involved with East Asia. In this course we will examine key moments in the interaction of these radically different cultures: the opening of Japan; Asian immigration (and exclusion); the United States as a colonial power in the Philippines; the Open Door Policy; the road to Pearl Harbor; the Pacific War: Hiroshima and Nagasaki; the American occupation of Japan; the "loss" of China; Korea and containment; Vietnam; the opening to the PRC; the growth of Asian America; and the emergence of the Pacific Rim. We conclude by placing current issues (economic tension, strategic concerns, human rights) in their historical content. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AHC, AMST, ASHS, HHPA, HUST, INST, ISAS, ISIN.

HIST 3915. Contemporary China. (4 Credits)

Chinese history since 1895, focusing on the scramble for concessions, the Hundred Days, the Boxer Movement, the 1911 Revolution, the emergence and rise to power of the Communist Party, the Great Leap Forward, the Cultural Revolution, Deng's four modernizations and the rising demand for a fifth democracy. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, CNST, GLBL, HIGH, INST, IPE, ISAS, PJRC, PJST.

HIST 3918. Cultural Revolution: China in Context. (4 Credits)

Given the rise of contemporary China, the Great Proletarian Cultural Revolution (1966-1976) might seem like an anomaly driven by Mao Zedong's cult of personality. This course will challenge this idea by exploring the broader trajectory of radical change in Modern China, the global contexts of popular activism and anti-imperialism, and the ongoing impact of the Cultural Revolution in China and beyond. Topics will include the role of ideology, and the workings of everyday life, the reimagining of the "peasant", revolutionary mobilization of gender, ethnicity, science and environment, and the art and literature of memory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIGH, INST, ISAS.

HIST 3919. Christianity in China. (4 Credits)

This course explores the history of Christianity in China from the seventh century to the present. We will explore the earliest evidence of Christianity in China, the Franciscan missions to the Mongols, the arrival of the Jesuits, the Chinese rites controversy, the persecution of Christianity, the rise of Protestant missions, and the explosive growth of Christianity in China today. We will also explore issues of church/state conflict, religious debate and conversion, and the complex interplay between foreign missions and Chinese developments. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, CNST, HIGH, INST, REST.

HIST 3920. Modern Japan. (4 Credits)

Japanese history since 1868. Equal attention will be given to the political, economic and cultural achievements of the Meiji era (1868-1912); to the unresolved strains that led to World War II; and to Japan's spectacular postwar recovery. The course will end with an examination of today's internal strains and external tensions. (Alternate years) \ Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, GLBL, HIGH, INST, IPE, ISAS.

HIST 3922. East Asian Cities. (4 Credits)

To 1800, half of mankind's urban history was East Asian history. Cities played central—if rather different—roles in the social, cultural, and political histories of China and Japan. After their incorporation at gun-point into a system of industrializing nation-states, pre-existing urban hierarchies were restructured, their functions transformed. In this course, we explore both the indigenous experience and its modern transformation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, CNST, COLI, GLBL, HIGH, INST, IPE, ISAS, URST.

HIST 3924. East Asian Capitalisms. (4 Credits)

An exploration of the changing roles money and markets have played in Chinese, Japanese and Korean development from pre-modern times to the first decades of the twenty-first century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIGH, HIUL, INST, ISAS.

HIST 3925. The Holocaust. (4 Credits)

As a quintessential genocide, the Holocaust is intensively studied by scholars. As the emblem for the most radical evil in the human experience, it has also widely captured the imagination of millions. Why is this so? Our course will explore the contemporary interest in the Holocaust by investigating its representation in film and the arts. We will also focus on the most significant historical issues: What is the connection between historical antisemitism and the Holocaust? How do we explain the behavior of the many thousands of perpetrators? The response of the victims? The heroism of rescuers? The failure of Pope Pius XII to do more for the victims? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, HUST, INST, IPE, ISEU, JWST, PJST, PJWT, REST.

HIST 3926. History of Political Thought in Britain from Civil War to Brexit. (4 Credits)

The study of British political thinkers will be based on their intellectual and political contexts and an analysis of their key political ideas. This will provide the student with a knowledge of the history of Britain from 1640 to the present and an understanding of some of the key political concepts which shape our understanding of contemporary politics. The course is influenced by the Cambridge School of the history of political thought and also has a goal of analyzing some of the major political ideas which will assist us in considering the political future of our post-pandemic world. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 3929. History of Chinese in the Americas. (3 Credits)

In this course, students explore the history of Chinese people and culture in the Americas from a wide range of perspectives. Units will examine the history of Chinese migrations to North and South America from East and Southeast Asia, representations of Chinese in American media, diasporic Chinese gender identities, diasporic Chinese cuisines, Chinese-American literature, labor history, and the history of Chinese people and culture in New York City, among other topics. This course will embed the history of Chinese in the Americas in a global history of political, economic, and cultural flows and open up questions of "Which China?" and "Which America?" to historical scrutiny. Students will engage with primary materials to conduct original research and collaborate with others to apply historical methods.

Attributes: AAST, ACUP, ADVD, AHC, AMST, ASHS, CNST.

HIST 3931. Colonialism and South Asia. (4 Credits)

This course provides an examination of the colonial incursions into South Asia. We will discuss the motivations and actions of colonial powers as well as responses by the local populations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIGH, INST, ISAS, ISIN.

HIST 3939. History of Global Popular Music: From Africa to the Americas and Back. (4 Credits)

Who brought the banjo to the United States? How did jazz get to Paris? Why is reggae so popular in Ghana? In this course, students will learn the history of African and African Diasporic popular music as it has crossed the Atlantic with enslaved Africans, African American soldiers, Caribbean migrants, and students from West Africa. Through primary sources, songs, films, and academic texts, students will examine issues of globalization, consumerism, migration, pan Africanism, race, and gender in the history of Africa and the Black Atlantic. The final project will involve original research in local and online archives, and will be accompanied by a post on the course blog. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, ASHS, HIGH, INST, ISAF, ISIN.

HIST 3942. Race, Sex, and Colonialism. (4 Credits)

In this course we will learn about the similarities and differences that characterize histories of interracial sexual relations in different political, social, economic, and legal contexts. We will focus on histories of interracial sexual relations in areas as diverse as colonial Zimbabwe, Haiti, Indonesia, and the U.S.A. Close attention will be paid to the position of women in these relationships, as well as their mixed race children. Case studies will be accompanied by foundational theoretical readings on race, colonialism, and sexuality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AHC, AMST, ASHS, HIGH.

HIST 3944. Africa in the Age of Decolonization. (4 Credits)

Almost all of the nation-states in sub-Saharan Africa achieved independence from the European colonial powers in the mid-20th century. This course explores the diversity of experiences of decolonization in Africa through this period, with a focus on social, cultural, and economic dimensions of this change. We will look at how African cultures resisted and adapted to European colonial rule, the emergence of nationalist movements, broad social and cultural changes in class and gender, racial and ethnic conflict, mass urbanization, and the frequently destructive repercussions of Cold War high politics on African nation-states. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIGH, INST, ISAF.

HIST 3946. African Economies and Humanitarianism. (4 Credits)

Africa is one of the leading “emerging markets” in the world; it is also one of the most misunderstood and misrepresented. Through a historically grounded, but multidisciplinary approach, this course provides students with the knowledge and vocabulary to engage in and thrive in contemporary African economic markets and development sectors. We will cover the rise of African trade unions, environmental activism, conceptions of the African consumer, innovation in African technological and mobile sectors, big-state developmental models and projects, the impact of structural adjustment and international financial institutions on African economies and societies, the role of foreign companies and nations in African economies, African states’ attempts to reclaim colonized land, and the tech and start-up market in Africa. Close attention will be paid to the methodological approaches our authors take and to the theoretical insights we can draw from our diverse case studies to help us better discern the common and singular threads running through this expansive field of inquiry. You will also hear from guests who are currently making waves within the contemporary African business, development, and humanitarian climates. This is an intensive course for those interested in doing business, development, or humanitarian work in Africa. This course is also intended for people interested in learning more about the political-economic make-up of contemporary Africa. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, AFST, AHC, ECON, HHPA, HIGH, HUST, INST, IPE, ISAF, PJEC, PJRC, PJST.

HIST 3948. Gandhi: A Global Intellectual History. (4 Credits)

This course is about the intellectual journey of Mohandas Gandhi and the interpretation of his ideas in an interconnected world. The course seeks to locate Gandhi in the context of his own times and thus to assess his place in the histories of India, Britain, and South Africa. It examines the intellectual life, practice, and legacy of Mohandas Gandhi. We will read some of his important ideas, including truth-force, non-violence, and techniques of non-violent resistance, and a critique of Western civilization as well as the intervention of his critics. Taking a global historical perspective, then this course will discuss the intellectual contributions of Martin Luther King Jr. and Nelson Mandela, both of whom drew on Gandhi’s ideas and practices. The goal of this course is to introduce students to the perspectives of global and intellectual history. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, AHC, EP3, GLBL, HIGH.

HIST 3950. Latino History. (4 Credits)

This course explores the development of the Latina/o population in the U.S. by focusing on the questions of migration, race, ethnicity, labor, family, sexuality, and citizenship. Specific topics include: United States colonial expansion and its effects on the population of Latin America; Mexican-Americans, and the making of the West; colonialism and the Puerto Rican Diaspora; Caribbean revolutions and the Cuban-American community; and globalization and recent Latina/o migrations (Dominicans, Colombians). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, APPI, ASHS, COLI, HIAH, HIUL, INST, ISIN, ISLA, LALS, LAUH, PJRC, PJST, PLUR, URST.

HIST 3951. Popular Education and Social Change in the Americas. (4 Credits)

Popular education emerged in the Americas as a liberation project nourished by revolutionary aspirations. The Brazilian educator Paulo Freire and others envisioned liberatory education by and for the people. This course will examine the historical moments and movements where popular education emerged. Taking up a range of voices and sources, we will consider the principles and practices that animated revolutionary projects and social movements in Cuba, Nicaragua, and El Salvador, among other Latin American and Latinx communities in the U.S. Together, we will learn from these experiences and enrich our own liberatory practices in and outside the classroom. This course is designed for students who have previous knowledge of Latin American or Latinx history. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, EP3, GLBL, HIGH, LALS, LAUH, PJSJ, PJST, PLUR.

HIST 3955. Slavery Freedom/Atlantic World. (4 Credits)

The course will cover multiple regions of the Atlantic World – Latin America and the Caribbean, the U.S., Africa, and Europe – to understand slavery and freedom as intersecting global themes across space and time. Starting with indigenous and African slavery in the Spanish and Portuguese empires, we will understand how political and economic institutions, racial ideas, and even Enlightenment concepts about liberty informed a global history of human bondage. The course will look at a variety of materials, from slave narratives to court cases, databases, film, and literature to understand the experience of slavery and the fight for freedom through the perspectives of slaves as well as slave owners, slave traders, and abolitionists. We will also consider the development of African diasporic cultures in the Americas and the legacy of slavery in current debates about memory, reparations, and human trafficking. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AFAM, AHC, AMST, ASHS, EP3, GLBL, HIGH, HIUL, INST, ISAF, ISEU, ISIN, ISLA, LALS, LAUH, PJRC, PJST.

HIST 3961. Rebellion and Revolution in Latin America and the Atlantic World. (4 Credits)

The course will examine principal rebellions and revolutions in Latin America and the Atlantic World from the late colonial period to the twentieth century, including: the Haitian Revolution; Brazilian slave rebellions; the Cuban War of Independence; the Mexican and Cuban Revolutions; Central American revolutions; and Pinochet's coup against Salvador Allende in Chile. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AHC, AMST, APPI, ASHS, HIGH, INST, ISLA, LALS, LAUH, PJSJ, PJST.

HIST 3962. Narratives of Truth and Justice in Latin America. (4 Credits)

There is no singular truth. In this course, students examine the varying truths that exist during and after civil wars, dictatorships, and political instability in 20th-century Latin America. As a class we will read testimonies and official documents, watch documentaries and films, and analyze other cultural productions to compare official and collective truths and how they influence memory and justice projects. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIGH, HIUL, LALS, LASS, LAUH.

Prerequisites: HIST 1400 or LALS 1400.

HIST 3963. Afro-Latin America. (4 Credits)

An interdisciplinary course exploring Afro-Latin America from the perspectives of history, the arts, literature, law, and politics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AFAM, AMST, ASHS, GLBL, HIGH, HIUL, LALS, LAUH, WGSS.

HIST 3965. Colonial Latin America. (4 Credits)

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

Attributes: ADVD, AHC, AMCS, AMST, ASHS, GLBL, HIGH, LALS, LAUH.

HIST 3967. Modern Central America. (4 Credits)

This course covers Central American history from the dictators of the 1930s until the revolutionary decades and their aftermaths. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, GLBL, HIGH, HIUL, LALS, LAUH.

HIST 3968. Mexico. (4 Credits)

The course covers the history of Mexico from pre-Columbian times to the present. It underscores major events (such as the Spanish conquest, independence, and the revolution) and long historical periods like the colonial era, the turbulent 1800s, nation-building in the 1900s, and U.S.-Mexico relations. It further seeks to explain how the colonial legacy, race, the state, and migrations have shaped Mexican culture and identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AHC, AMST, ASHS, GLBL, HIGH, INST, IPE, ISLA, LALS, LAUH.

HIST 3969. Latin America and the U.S.. (4 Credits)

This course will be a survey of the history of the Latin American policy of the United States and the impact of such policy on the Latin American countries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, APPI, ASHS, GLBL, HHPA, HIGH, HIUL, HUST, INST, ISIN, ISLA, LALS, LAUH, PJRC, PJST.

HIST 3972. Revolution in Central America. (4 Credits)

This course covers the history of Central America from the 1930s to the present. It provides the background necessary for students to understand the revolutionary movements in Central America in the 1980s. Among the topics covered will be the situation of political and social exclusion of large sectors of the population, the impact of the rapid expansion of export agriculture, insurgency and counterinsurgency strategies, U.S. strategic interests in the region and the role of liberation theology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, GLBL, HIGH, INST, IPE, ISLA, LALS, LASS, LAUH, PJSJ, PJST.

HIST 3974. Spaniards and Incas. (4 Credits)

This course traces Andean history from the growth of the Inca Empire in the 15th century through its conquest by the Spanish in the 16th century. The creation of a colonial Andean society forms the balance of the course which concludes with the Great Rebellion of the late 18th century. Specific attention will be given to the impact of Christian missionizing on indigenous populations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, GLBL, HIGH, LALS, LAUH, PJRC, PJST.

HIST 3975. The Caribbean. (4 Credits)

This course will study the history of colonialism, slavery, emancipation and nationalism in the Caribbean, using both primary sources and scholarly studies. The African and European backgrounds to Caribbean history will receive particular attention. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, GLBL, HIGH, INST, IPE, ISLA, LALS, LAUH.

HIST 3977. Latin American History Through Film. (4 Credits)

We will screen Latin American and U.S. films to examine what we learn about events or ideas from Latin American history through film. We also will seek to understand how countries interpret their own particular histories in films. Readings will put the films into historical context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, ASHS, GLBL, HIGH, INST, ISLA, LALS, LAUH.

HIST 3982. The Islamic World and the Crusades, 1099-Ca.1700. (4 Credits)

This course aims to examine the crusading thought and movement from the Muslim perspective between the 12th and 18th centuries. The traditional scholarship has assumed that the Crusades did not leave any long-lasting mark or impact on the broader Islamic world. By uncovering the centrality of the Crusades for the development of Muslim society and culture in the Mediterranean throughout the medieval and early modern eras, the course hopes to challenge this established view. The main topics to be discussed include Muslim-Christian religious, political, and cultural encounters in the Mediterranean in the context of the Crusades; the rise of the Ottoman Empire at the frontier of Christendom in the 14th century; the Crusades launched against the Ottomans between the 14th and 18th centuries; and the role of the crusading thought and movement in the making of the Ottoman and Habsburg Empires in the 16th century, with each empire seeking universal dominion to unite Islam and Christendom. By engaging with materials and documents drawn from both Muslim and Christian sources, the course aims to establish the historical importance of the Crusades to understand both the unity and the diversity of the modern Mediterranean world. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIGH, ISTP, OCHS, OCST, RSHR.

HIST 3983. Apocalypticism and Messianism in Islamic Thought and History. (4 Credits)

Apocalypticism, the belief that God has revealed the imminent end of the struggle between good and evil, has been a major element in Islamic tradition. Messianism, or belief that a savior will usher in a golden age, is intimately connected. This is a general introduction to the central themes in Islamic apocalypticism and messianism from early Islamic period to present time. It will analyze the history of beliefs related to the imminence of the Last Days in Islam in various contexts and explore the ways in which apocalyptic expectations shaped Muslim and Christian encounters. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HHPA, HIGH, HUST, INST, ISME, ISTP, MEST, MVST.

HIST 3985. Ottoman Empire/ 1300-1800. (4 Credits)

The course proposes to trace the history of the Ottoman Empire from its emergence in the early fourteenth century (ca. 1300) as a small frontier principality, to its growth into a world empire in the sixteenth century, and then down to its final dissolution in 1923. Bringing the political, cultural, and social aspects of the six-century-long imperial history together, the course seeks to understand the ways in which the Ottoman past shaped the modern middle east. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, COLI, HIGH, ISTP, MEST, OCHS, OCST.

HIST 3986. Religion and Politics in Islamic History. (4 Credits)

An introduction to the Islamic Political Thought from the rise of Islam to present, with a strong emphasis on the historical context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, GLBL, HIGH, INST, IPE, ISME, ISTP, MEST, OCHS, OCST, PJRJ, PJST, REST.

HIST 3989. History and Cinema: The Middle East and North Africa in Film. (4 Credits)

This course uses documentary and feature films to examine the modern Middle East and North Africa with an emphasis on the post-1945 period. Focusing on several aspects of this region critical to world affairs, the course surveys colonialism, imperialism, and the struggle for independence, as well as such contemporary factors as political authority and dissent, religion, gender, minorities, the origins and consequences of wars, the role of outsiders, and other factors. Film uses drama, comedy, music, and visual settings, sometimes all at once, offering viewers opportunities to understand the dynamics of this region from the perspective of the filmmakers, screen writers, actors, and others involved in film production. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIGH, HIUL, MEST.

HIST 3990. North American Environmental History. (4 Credits)

The course will explore various aspects of North American Environmental History. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, ENMI, ENST, ENVS, EPLE, ESEL, ESHC, HIAH, URST.

HIST 3991. History of the American Indians. (4 Credits)

Not long ago, 15 million people lived in what is now the continental U.S., organized into roughly 500 broad groups, speaking thousands of languages, and living in hundreds of thousands of villages. They cultivated plants that became among the most important in the world by the 20th century, especially maize: now the most widely cultivated grain on earth. They confounded the medieval conception of the Creation and course of history, forcing Europeans to reexamine everything they thought they knew. And they helped to shape the U.S., by maintaining powerful military and political confederacies in the interior. They did not merely serve as guides; they did not walk in moccasins through time, leaving not a mark on the landscape; they did not go quietly to their reservations. This course examines American Indians from their own points of view, from those of whites, and from the ways that Indians changed American culture and environment. It is broadly chronological but mostly topical, covering the period from 13,000 years ago to after World War II through a series of issues and events. The course assumes no previous knowledge of American Indians and is offered as part of Fordham's Eloquentia Perfecta initiative. Accordingly, students will learn to write and speak. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, APPI, ASHS, ENST, ESEL, HIAH, PJRC, PJST, PLUR.

HIST 3992. Capitalism. (4 Credits)

Political economy is the social science that treats the sources and methods of production for subsistence and wealth. It is the study of how political systems conceive of and organize economic life and of the ideas people hold as they set out to derive wealth from nature. Its founding authors are still read today, so convincingly did they establish the questions and the borders of the discipline. Yet these authors had a troubled relationship with the environments where commodities originate. They tended to deny that ecology and economy could possibly come into conflict. Instead, they proposed mechanistic models in which the market resolved all contradictions. This seminar considers the various ways that capitalist societies have appointed resources and conceived of nature, progress, and wealth. IT IS A TOPICAL HISTORICAL SURVEY INTENDED TO TEACH THE ORIGINS, QUALITIES, AND HISTORICAL MANIFESTATIONS OF THIS POWERFUL SOCIAL SYSTEM. The course assumes no knowledge of economics and only a basic knowledge of American and European history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, ENST, ESEC, ESEL, ESHC, HIGH, INST, IPE, ISEU, ISIN.

HIST 3993. Environmental History: New York City. (4 Credits)

Explores the ecological implications of New York City's commercial expansion and global influence. Subjects will include physical infrastructure, parks, urban redevelopment, and trade. Students will choose part of the city to examine its environmental history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, ENST, ESEL, ESHC.

HIST 3994. Climate and Society. (4 Credits)

This is a course about climate change, understood geologically, anthropologically, and historically. It considers three broad kinds of climate change. First, we will consider the causes of ice ages, including the last glacial maximum. Second, we will look at the sudden cooling in global temperatures that took place between 1350 and 1850 known as the Little Ice Age. And third, we will study how the end of the last event coincided with a period of warming that has not ended. We will cover the causes and discovery of carbon-induced global warming. The course combines science, history, politics, and popular culture. Students will evaluate arguments and weigh evidence in order to become historians of these complicated events. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, ENST, ESEL, ESHC, HIAH, HIGH, INST, ISIN.

HIST 3998. People and Other Animals in History. (4 Credits)

This upper level seminar explores the history of humans' relationships with animals, especially in scientific or medical settings. Animals, while pre-eminently natural objects, are always understood in cultural contexts and cultures mark the boundaries between humans and non-human animals very differently. This course examines the number of ways that relationships between humans and non-human animals have been imagined and conducted over the past centuries. Contexts explored include hunting, domestication of livestock, commodity-exchange, specimen collecting, zoos, museums, pet-keeping, scientific laboratories, and children's fiction. Themes include shifting ideas about animal intelligence and agency, humans' moral and ethical obligations to animals, and limits on humans' use of animals. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, ALC, ENST, ESEL, ESHC.

HIST 3999. Tutorial. (3 Credits)

Independent research and readings with supervision from a faculty member.

Attribute: AHC.

HIST 4000. History, Philosophy, and Law: Problems in Interpretation. (4 Credits)

This seminar explores constitutional interpretation from the different perspectives of history, philosophy, and law. The course will survey a variety of different scholarly approaches and examine a range of landmark Supreme Court decisions. The class will examine the different modalities of constitutional interpretation used by judges: text, history, structure, prudential arguments, and philosophical/ethical arguments. The readings will be drawn from leading historians, philosophers, legal theorists. The course will probe a variety of interpretive problems and issues at the intersection of these three disciplines. Should we treat the Constitution's text as fixed or should we embrace the idea of a living Constitution? How do historians deal with the issue of Constitutional meaning? How have philosophers grappled with the same issues? How should we interpret the Constitution? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

HIST 4005. American Photography: History and Art. (4 Credits)

An interdisciplinary study of the history, art, and practice of photography. This course explores the place of photography in American history and culture. Students will study the renowned photographers and important types of photography, such as documentary and landscape. We will also practice photography - making pinhole cameras and learning the technical elements of picture taking. The class will include field trips and meeting with photographers and curators. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ICC.

HIST 4007. Medieval Autobiographies. (4 Credits)

Although writing about oneself is often considered classical or modern, and autobiography was not classified as a genre until the eighteenth century, a handful of medieval clerics, monks, mystics, nobles and merchants wrote about their own lives. These autobiographical accounts, and the conventions and societies that shaped them are the topic of the course. By asking both the questions of genre, narrative voice, subjectivity and authorship usually posed by literary analysis, and the historical questions of what such sources about past authors, audiences and the societies that read and copied the lives, the goal is to understand autobiography and the sources themselves from an interdisciplinary perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIMH, ICC, MVST.

HIST 4008. Race and Gender in the Old West. (4 Credits)

This course uses fiction and history in an interdisciplinary approach to explore the nineteenth-century American West. It incorporates race and gender as categories of analysis to examine how concepts of racial ideology and gender roles affect social, cultural, and economic spheres. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, HIAH, ICC, IRST, LALS, LAUH, PJGS, PJRC, PJST, PLUR, WGSS.

HIST 4009. Film, Fiction, and Power in the American Century. (4 Credits)

Visual and written representations of American power have influenced, challenged and even transformed U.S. relations in the world. With their capacity to reach millions, films and fiction do more than tell stories or entertain audiences. They also have the unparalleled means to shape values and beliefs, and to convey attitudes toward the nature and practice of American power. What sort of themes of international power did authors, screen-writers, and directors address in the twentieth century? What do these reflections on power reveal about American society, its politics, and its place in the world? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASAM, ASHS, HIAH, ICC.

HIST 4011. Why America Fights. (4 Credits)

This history course analyzes the rationales that American leaders and the public have used to call for the United States to go to war in the 20th century—before, after, and during the fighting of those wars. At the same time, it examines the consequences of war on American society, including for those who dissented to those wars, from the pacifism of World War I to conscientious objectors during World War II and Korea to the massive anti-war movement of Vietnam and the less influential critiques of the early 21st century. In presenting that tension, the seminar raises one of the most important ethical and moral issues of past and present: why have some Americans called for war when others have criticized it? By studying the complex problems of war and peace in the modern United States, students will think deeply about that basic ethical question. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, EP4, HHPA, HIAH, HIUL, PJST, PJWT, PPWD, VAL.

HIST 4012. Values and Global Capitalism. (4 Credits)

It is commonplace to think of capitalism as an amoral economic system, organized around principles such as the pursuit of profit and the maximization of utility. And yet, since its foundations, the ideas and institutions we call capitalism have posed a range of ethical and political questions that were loudly debated and contested: What is the point of work? What is the meaning of freedom? How should humans think about and value the rest of nature? And how, if at all, are capitalist institutions entwined with racial, class, gender, and other social inequalities? This course examines how people have grappled with these questions from the age of mercantilist empires to the present age of global ecological crises. A special, though not exclusive focus of this class is the domain of the British Empire. Topics include debates and conflicts over land enclosure, chattel slavery, wage labor, and economic growth. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, EP4, VAL.

HIST 4019. Luther and Loyola. (4 Credits)

An interdisciplinary capstone core offering, this course examines Martin Luther (1483-1546) and Ignatius of Loyola (1491-1556), two 16th-century religious figures often thought of as diametrically opposed. This class explores how that juxtaposition is only part of a more complex story in which many intriguing similarities emerge. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, THEO.

HIST 4020. Luther and Loyola. (4 Credits)

An interdisciplinary capstone core offering, this course examines Martin Luther (1483 to 1546) and Ignatius of Loyola (1491 to 1556), two 16th-century religious reformers often thought of as diametrically opposed. This class explores how that juxtaposition is part of a more complex story in which many intriguing similarities emerge. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: STNT, THEO.

HIST 4021. Ethical Responsibility and Historical Representation. (4 Credits)

This course will consider how historians and other writers have framed the relationship between historical representation and ethical responsibility. We will begin by engaging with works that call their readers to reflect upon their implication in histories of mass violence, and how this implication places certain responsibilities upon those in the present. We will then take account of the institutional context of the course, considering Bronx County oral history projects and efforts to reckon with Fordham's institutional history. The course will then consider how historical narratives of the Reconstruction period in the U.S. were linked with 20th-century racial projects. This unit will attend to the historiographical and political legacies of W.E.B. Du Bois' book "Black Reconstruction in America." Du Bois' historical narrative wrote back against the white supremacist Dunning School of historical scholarship, which, as he showed, advanced a "propaganda of history." Following this, we will engage with two schools of historical research—shared history and connected history—each of which work to reframe historical relations between groups. Shared history in particular seeks to facilitate the difficult work of historical reconciliation, with a particular focus on Polish-Jewish reconciliation. Finally, we will consider works beyond the discipline of history that attend to the force of the past in the present, and that critically reckon with sites of white supremacist violence. Throughout the course, students will compose written reflections on select readings, and will undertake an extended research project. The research project either will entail an effort to reckon with a situation of personal implication, or will focus on a select cultural work that provides ways of understanding the relationship between historical representation and ethical responsibility. During our final course session, each student will present their project to the class. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, VAL.

HIST 4031. Rise of the American Suburb. (4 Credits)

An examination of the nineteenth century origins of the suburb as a counterpoint to the city and the role of nature in shaping the design of this new form of country living. The twentieth century transformation of the suburb into the American dream will be evaluated in light of the resultant sprawl and the policy critiques of this pattern of growth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASHS, ICC, URST.

HIST 4048. Israel: History, Society, Politics and Culture. (4 Credits)

The seminar will examine Israel's history, society, politics and culture from a variety of interpretive orientations and disciplinary outlooks. At its foundation is the history of Israel, broadly construed, from the birth of Zionism to the present. We will explore a multi-layered picture of Israeli culture through different voices, genres and styles. We will discuss the origins of Zionism and the main tenets of Zionist thought and its practical manifestations: immigration to Palestine and the development of Jewish settlement (Yishuv) under British Mandate. We will explore the origins of the Arab-Jewish conflict and survey the Jewish-Arab confrontations as well as various plans to resolve the conflict. We'll examine the peopling of the Jewish state and the effort to create a new Jew. We will study Arab Jewish relations in Israel and the tensions that led to the creation of a multi-cleavage society: Ashkenazi-Sephardic; ultra-orthodox-secular; Arab-Jewish. Students will engage with contemporary cultural production and various representations of Israeli society, while focusing on the elements that make up Israeli identity. The reading and films provide a selection of both hegemonic and peripheral narrative discourses, and concentrate on themes that are usually overshadowed by the ongoing political crisis in the region. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, GLBL, HIGH, HIUL, ICC, INST, ISME, JSHI, JWST.

HIST 4057. Seminar: History and Film. (4 Credits)

This senior seminar will examine the practical and theoretical issues of using film as historical evidence and presenting the past on screen. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

HIST 4100. Seminar: Med Political Ideologies. (4 Credits)

The course surveys the great political conflicts of the Middle Ages with particular focus on their ideological foundations. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 4104. Food and Drink in Modern Society. (4 Credits)

Eating and drinking are basic human needs. But they are much more: they are also activities that in every culture and in every society, past and present, have been central to how individuals define themselves and interact with each other. During this interdisciplinary capstone seminar, we will use a variety of approaches to unravel the social meanings of food and drink, and of eating and drinking through time and space. During our meetings, we will study the history of specific foodstuffs and beverages, and we will examine how food and drinks have been consumed over time, not only in the home but also in public places. We will apply concepts, theories, and techniques developed in history, anthropology, sociology, literary studies, linguistics, philosophy, art history, and the sciences to “read,” that is, to contextualize and interpret, texts, documents, and images. Throughout the course, students will have the opportunity to approach issues and texts from a number of different angles and from the perspective of various disciplines. By combining them, we will get a richer understanding of the place that food, beverages, eating, and drinking have occupied in our societies, and how it has changed over time. The final paper will allow students to put these insights into practice. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS, HIUL, ICC, INST, ISIN.

HIST 4105. The Early Modern World: Art and Science. (4 Credits)

European exploration and interaction in the 16th and 17th centuries expanded the horizons not only of the Europeans but of the entire world. It was also the beginning of a truly global system of exchange involving peoples, products, money, and microbes that in turned transformed European art, philosophy, religion, and science. This interdisciplinary capstone will analyze the dizzying world of early modernity through consideration of the way its scientists, artists and religious thinkers understood their society and treated the materials of their disciplines. We will trace first the economic and human consequences of this newly global system, for Europeans and non-Europeans alike, and we will then explore questions proper to each discipline at the time, the changes they underwent, as the ways that new interactions and discoveries shocked and exploded ancient traditions and authority, and how the approaches of the period compare to contemporary methods in each area. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIEH, ICC.

HIST 4111. Modern African Stories. (4 Credits)

In this course, we will read the most exciting and cutting-edge books published over the past 10 years about African people and societies. We will read books that ask unsettling questions and adopt unorthodox methodologies. Themes will include but are not limited to citizenship and nationality; knowledge production and decolonization; gender, modernization, and sexuality; policing and carceral systems; agency, ecology, and migration; and colonial science and psychiatry. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, AFST, AHC, GLBL, HIGH, HIUL, INST, ISAF, PJRC, PJST.

HIST 4115. Communication and Media in History: From Gutenberg to Google. (4 Credits)

This interdisciplinary capstone seminar will explore the role that communications and information media have played in history. It will focus more particularly on the transformations brought by new media, information technologies, and modes of communications, from the Greek alphabet and the 15th-century printing press to the internet and social media. By studying media past and present in their historical contexts, students will develop a sharper awareness of the profound ways in which communications and media have been shaping individuals and societies through time and place, in areas ranging from psychology, culture, and ideas to politics, economics, and social relations. The seminar will introduce students to a recent interdisciplinary field: communication history. It will also present theories and explanatory models elaborated in multiple disciplines—by communication and media scholars, sociologists, anthropologists, historians, neuroscientists, as well as literary scholars, philosophers, and cultural critics—to explain how communication media have been major forces in history. Themes and discussion topics will range broadly, from the ancient Middle East to early modern Western Europe and from the modern West to global virtual communities. Rather than trying to cover all parts of the world, all epochs and all media, each session will select a specific medium in a particular time and place to address a set of questions and topics critical for understanding the role of media in history. Readings will cover a combination of theoretical works with historical syntheses and case studies. As rapid shifts are remaking our media landscape and reshaping our world, the interdisciplinary study of communications media in history provides a grounding to understand what is at stake and offers a map to navigate turbulent, confusing times. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCUS, CMST, COLI, COMC, HIAH, HIEH, HIUL, ICC, INST, ISIN.

HIST 4120. Imagining Empire. (4 Credits)

This course focuses on how the modern British Empire has been represented in literature, film and historical writing. We will confine our examination to western views of empire, both critical and enthusiastic. Many of our observers get the history of empire wrong, but they nevertheless engage in British attitudes to global domination, racial and cultural assumptions of superiority, law and authority, and the use of force. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, INST, ISEU.

HIST 4137. Hysteria, Sexuality, and the Unconscious. (4 Credits)

This interdisciplinary seminar is sponsored by the Department of English and the Department of History. The seminar explores issues raised by hysteria, sexuality and the unconscious in turn of the twentieth-century western culture-topics that cross disciplinary boundaries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, BIOE, COLI, ENGL, HIST, ICC, INST, ISEU, ISIN, WGSS.

HIST 4152. The Italian Renaissance. (4 Credits)

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

Attributes: HIEH, ICC.

HIST 4195. The Crusader Kingdom of Jerusalem. (4 Credits)

The period following the First Crusade (1095 to 1099) saw the establishment in the eastern Mediterranean of one of the most diverse and complex societies of the medieval world. A French-speaking European aristocracy based in the holy city of Jerusalem ruled over a population including eastern Christians, Muslims, and Jews. This course introduces students to the history and culture of this society, looking closely at the surviving art and architecture and works written both by its inhabitants and by its Arabic and Greek-speaking neighbors in Syria and Byzantium. Particular attention will be given to the importance of archaeology and art history in challenging and complementing the evidence of the written sources. We will engage with the major historical debates concerning the organization of the kingdom and its final collapse, the relationship between the Latin Christian rulers and those they ruled, and the place of the kingdom within the long history of European colonization and conquest. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGVH, HIUL, ICC, MVST.

HIST 4295. Confucianism in Three Keys: The History, Philosophy, and Politics of Confucianism. (4 Credits)

Confucianism has taken many forms over the millennia, but its core ideas of self-cultivation, the proper ordering of society, the role of the individual in the social order, and the relationship between humanity and the cosmos have not only shaped the underlying fabric of Chinese civilization, they have deeply influenced several neighboring East Asian societies as well. Now, after decades in disfavor, Confucianism is once again entering dialogues in modern global culture, but this time with lingering anxiety about what Confucianism actually is. With this in mind, this course will examine Confucianism from three main perspectives, the historical, the philosophical, and the political. It will also make broad use of interdisciplinary (and comparative) approaches from literature, religious studies, anthropology, and art history, so that Confucianism will not speak with a single voice, and our understanding will reflect the complexity of this evolving tradition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIGH, ICC, INST, ISAS.

HIST 4308. Antisemitism. (4 Credits)

The history of anti-Jewish hostilities and their various manifestations from antiquity to the present. An examination of the theological, social, political, economic, and mythical elements of the hatred. Close readings of antisemitic texts to acquaint students with the full repertoire of antisemitic tropes: Jews as agents of cosmic evil and murderers of God, children of the Devil and followers of the Antichrist, money manipulators and usurpers of other peoples' possessions, political connivers and conspirators, sexual predators, social corrupters. A study of the encoding and transmission of these ideas and an exploration of their continued contemporary appeal. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, EP4, GLBL, HIGH, INST, ISEU, ISIN, JWST, MEST, MVST, PJRC, PJST, REST, VAL.

HIST 4310. Africa, Race, and the Global Cold War. (4 Credits)

This course explores how Africans and African states negotiated and shaped the geopolitical climate of the Cold War era. Some of the major themes covered will be the role of race and racism in the Cold War; the relationship between the Cold War and Pan-Africanism; the Cold War and African decolonization and liberation; the Cold War and African sovereignty; and the Cold War and African development. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, AFST, AHC, EP4, GLBL, HIGH, INST, IRST, ISAF, ISHI, ISIN, PJRC, PJST, PJWT, VAL.

HIST 4312. Antisemitism and Racism. (4 Credits)

As seen in current events, racial prejudice is commonplace in our society, and antisemitism and racism are the core characteristics of white supremacy. This course will examine the history of ideas and beliefs espoused by racists and antisemites: the differences and similarities, the contrasts and overlaps. Based on a wide variety of sources—texts, including literary and legal; visual evidence, such as paintings, ephemera, and films; and scholarly works by historians, literary and legal scholars, and philosophers—we will examine the history of antisemitic and racist tropes, and place them in a range of contexts and multiple perspectives: theological, legal, social, political, economic, and mythological. We will discuss how these stereotypes emerged, how they are encoded and transmitted, and why they continue to appeal to contemporary racial sensibilities. We will try to historicize them, investigating change in racist and antisemitic ideologies over time, as well as how ahistorical framings of such can trap us into discourses that generalize at the sufferance of specificities. During this course, students will also work on a hands-on exhibition in the Fordham's Special Collection. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AFAM, AMST, ASHS, ICC, INST, ISIN, JWST, PJRC, PJST, SL.

HIST 4331. US in the Middle East: 1945-Present. (4 Credits)

The seminar will examine how the United States replaced Great Britain as the preeminent power in the Middle East in the post-World War II era. We will study the conduct of the cold war in the Middle East, analyze American involvement in the Israeli-Arab conflict, examine the tensions arising from American dependence on foreign oil, and consider the conflict between American culture and the rise of Moslem fundamentalism. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVN, AHC, AMST, APPI, ASHS, HHPA, HIAH, HIGH, HIUL, HUST, INST, ISIN, ISME, JWST, MEST, PJRC, PJST.

HIST 4353. Renaissance and Renewal. (4 Credits)

The Renaissance and Reformation forced important changes in European religion and culture. Using a range of materials from art, literature, and religious writing, we will explore the renewal of Catholicism in the 16th and 17th centuries, especially in Italy, Germany, France, and Spain. Our goal will be to examine the interplay of religion, culture and life, and the significance of the Catholic Reformation in European and world culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH.

HIST 4363. SEM: Europe and the Early Modern World. (4 Credits)

From 1450 to 1700, the European cosmos expanded intellectually to reach an infinite universe and materially to grasp the entire Earth. In this course, students will examine the transformation of understanding and power that made Europe the center of global empire and intellectual and cultural change. The reciprocal influence of the world upon European life, culture, and art is another important theme of this survey. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIUL, INST.

HIST 4435. Art of the Tudor Courts. (4 Credits)

This course coincides with the Metropolitan Museum of Art's major exhibition of art at the Tudor courts. Focusing on the rich visual culture of the English court from 1485 to 1603, it investigates the power of art to support the dynastic claims of the Tudor dynasty. We will explore the intersection of art and politics during the reigns of Henry VIII and Elizabeth I. Classes will meet both on campus and at the museum. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHRB, HIEH, HIUL, ICC.

Prerequisites: ARHI 1101 or ARHI 1102 or ARHI 1103.

HIST 4510. Conquest, Conversion, Conscience. (4 Credits)

The Spanish conquest of the New World and the forced conversion of its indigenous peoples were justified as rescuing indigenous peoples from the tyranny of their own sinfulness of cannibalism and bestiality. However, those same policies of conquest and conversion were also subject to intense scrutiny on moral and ethical grounds by Spaniards. In this course we will closely examine a series of case studies and the philosophical and ethical debates they gave rise to. To understand the echoes of such debates and moral claims in the contemporary world we will look at recent debates over the doctrine of just war and cultural/religious practices of indigenous people today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, EP4, GLBL, HIGH, INST, ISEU, ISIN, LALS, LAUH, PJRC, PJST, VAL.

HIST 4548. World War II: History, Literature, and Film. (4 Credits)

In this interdisciplinary, team-taught course, we will study World War II from the perspectives of history, literature, and film. Our main goals will be to introduce a widely scoped account of the unfolding of the war (causes, conduct, aftermath) and the meaning of the war as it has been expressed through story and image from its very beginnings. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, HIUL, ICC.

HIST 4591. Seminar: Race, Sex, and Colonialism. (4 Credits)

In this Senior Values seminar, we will analyze the similarities and differences that characterize histories of interracial sexual relations in different political, social, economic, and legal contexts. We will focus on historical works that deal with interracial sexual relations in areas as diverse as colonial Zimbabwe, Haiti, Indonesia, and the U.S.A. Close attention will be paid to the methodological approaches our authors take and to the theoretical insights we can draw from our diverse case studies to help us better discern the common and singular threads running through this expansive field of inquiry. Case studies will be accompanied by foundational theoretical readings on race, colonialism, and sexuality. Weekly class presentations and revision writing will be a fundamental part of achieving eloquence in speaking and writing during the course of the semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AHC, AMST, APPI, ASHS, EP4, GLBL, HIGH, LALS, LAUH, VAL, WGSS.

HIST 4610. Seminar: Jewish Society and Culture in Eastern Europe. (4 Credits)

Our understanding of the life of east European Jews has been dominated by the Hollywood and Broadway blockbuster "Fiddler on the Roof." The "shtetl," a small insular town where Jews were said to have lived, has been the paradigm of east European Jewish experiences. But the powerful imagery of the "shtetl" is largely a creation of 19th-century writers. This is a course that will take us beyond the popular stereotypes, and will look at the history the Jews in eastern Europe from the initial settlement of the Jews there until the eve of modernity. We will examine how - beyond popular culture - historians and writers have shaped our understanding of Jewish history in that region, and how the persisting imagery of eastern European Jews was created. Why were certain stories told? What can different historical sources show us about Jewish life in Eastern Europe? We will discuss how Jewish history in eastern Europe was studied by historians, and couple the narratives created by scholars with historical sources: privilege charters, crime records, rabbinic responsa, anti-Jewish literature, and others. We will try to probe the relation between history, historical sources, and historical writings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, JSPM, JWST.

HIST 4631. Seminar: US in the Mid East: 1945-Pres. (4 Credits)

The seminar will examine how the United States replaced Great Britain as the preeminent power in the Middle East in the post-World War II era. We will study the conduct of the cold war in the Middle East, analyze American involvement in the Israeli-Arab conflict, examine the tensions arising from American dependence on foreign oil, and consider the conflict between American culture and the rise of Moslem fundamentalism. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AHC, AMST, APPI, ASHS, HHPA, HIAH, HIGH, HUST, INST, ISME, JWST, MEST.

HIST 4635. Seminar: Screening the Past. (4 Credits)

Through the writings of historians, filmmakers, film scholars and our viewing of selected films we will explore the increasingly busy intersection where the paths of historians, film scholars, and filmmakers - not to mention the wider public - meet. It is a selective introduction to the theory and practice, promise and danger, of cinematic history. We will focus on films about history, analyzed as both secondary "histories" and "texts" whose content, production, and reception are primary sources for an understanding of our culture and its historical/screen memory. We will explore how the different methodologies and emphases of history and film studies can inform each other and generate historical film criticism in class discussion, short essays, and a major research paper. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 4654. Medieval London. (4 Credits)

This course draws on material and documentary sources to explore the townscape of medieval London—its wards, streets, and buildings— and the social life of its people, including their daily routines, work, and rituals. We will examine such documentary sources as chronicles, charters, and wills, along with material evidence from human skeletons, excavation houses and churches, coins, pottery and clothing. This also contains a digital humanities component; students will be responsible for an online project to create illustrated reports and medieval objects and sites in London. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIMH, HIUL, ICC, MVST.

HIST 4657. Seminar: New York City History. (4 Credits)

Advanced readings and research in the history of New York City, 1621-2016. Topics for common reading and discussion might include the politics and culture of the city, the rise of the urban infrastructure and distinct neighborhoods, the city's changing population, etc. Students will produce and present a research paper on a topic of their own choosing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, ASHS, IRST.

HIST 4662. Seminar: Daughters of Eve. (4 Credits)

This seminar will examine the history of law and deviance in Europe, 1500-1800, emphasizing in the second half of the course crimes associated with women, particularly infanticide, reproductive crimes, and witchcraft. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4666. SEM Know Your Enemy: The Devil in History. (4 Credits)

This senior seminar examines the character and representation of the Devil in western culture, from the Hebrew scriptures to the modern day. Sources in translation range from ancient biblical texts and medieval saints' lives to plays, operas, movies, and novels. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIMH, MVST.

HIST 4671. Seminar: Technology and Society. (4 Credits)

In this course, we will try and understand the critical relationship between technology and society in the modern era, with a focus on 19th and 20th century America. Our goal is to go beyond descriptions of material objects and investigate the role of technology and its cultural markers (such as "progress") in broad social, political, cultural, and economic contexts. We will study a wide range of technological systems (such as the telegraph, the telephone, and the Internet), consumer technologies (household appliances, the birth control pill), and "Big Science" (such as the atomic bomb) with a goal to discerning how technology and society have shaped each other in the modern world.

Attributes: AHC, HIAH, INST.

HIST 4700. Seminar: Med Political Ideologies. (4 Credits)

The course surveys the great political conflicts of the Middle Ages with particular focus on their ideological foundations. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 4704. Seminar: The First Crusade: Themes and Sources. (4 Credits)

This course takes as its focus a pivotal moment in world history, when a massive expedition of as many as 100,000 western European Christians departed from their homelands in 1095 and 1096 on a three-year military pilgrimage that ended with the violent conquest of Jerusalem in 1099. The journey saw an unprecedented combination of penitential piety and extreme violence; deft and desperate political and military maneuvering; and complex encounters between Christians, Jews, and Muslims that would have implications for centuries. In this course, students will explore a wide range of themes that have emerged from scholarly debates surrounding the expedition, its origins, and impact. Students will conduct original research using a variety of original source materials in English translation, including letters, eyewitness accounts, and literary epics, and have the opportunity to participate in digital humanities projects on the cutting edge of historical scholarship. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, MVST.

HIST 4705. Seminar: Disease in the Middle Ages. (4 Credits)

This senior seminar course provides a platform for readings, discussion, essay-writing, and oral presentations for juniors and seniors interested in the cultural, medical, normative, and spiritual responses to disease and health issues in the West from 500-1500 AD. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, BEHR, BIOE, HIMH, MVST.

HIST 4707. Senior Seminar: The Making of the British Isles 1450-1660. (4 Credits)

This course will examine the history of Great Britain and Ireland from England's loss of its continental possessions in the mid-fifteenth century until the restoration in 1660 of Charles II as king of England, Scotland, and Ireland. Beginning in the late medieval period with an exploration of the English borderlands under the Tudors, the course will then chart the means by which the four nations of the British archipelago (English, Irish, Scots, and Welsh) were gradually brought into a multinational British state during the early modern period. Central to the course will be the historiographical debate surrounding the so-called 'new British history' and the difficulties associated with providing distinct but mutually dependent histories of four nations, rather than focusing on the uniqueness of each national unit. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, IRST.

HIST 4708. Seminar: The Great War. (4 Credits)

World War I is often taken as the beginning of the "short" 20th century, the "seminal disaster" of a century of disasters. This seminar explores the war through the lenses of diplomatic, military, social, and cultural history, to understand the ramifications of the war and the terms of peace across the globe and on home fronts. Themes will include the politics of war and peace, the conduct of war, mobilization and social change, the politics of food, western imperialism and the Islamic world, the collapse of empires, and the problems of memory. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, IRST, ISLI.

HIST 4710. Seminar: Early Modern British Empire. (4 Credits)

This seminar considers the rise and fall of Britain's "first empire" and the transition to its second, roughly covering the period from 1485 to 1830. Special attention will be paid to the political, economic, and cultural impact of empire on Britain itself as well as effects of and resistance to British dominion in India, Ireland, and America. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, IRST.

HIST 4711. Seminar: Post-WWII Britain. (4 Credits)

This course will offer a close examination of the history of postwar Britain. Through course readings and intensive discussion, we will consider how WWII and its aftermath changed British society; how processes of decolonization remade the British metropole; how a social democratic consensus was built and then dismantled; how people of color forged cultural institutions and social movements in the face of persistent white hostility; how conventions around gender, sexuality, and family life evolved; how the troubles in Northern Ireland unfolded; and how constitutional questions, including those concerning national sovereignty, fractured British political life. In addition to coming to terms with these historical processes, we will also work to understand how these processes interacted with the study of history in postwar Britain. We will explore how contemporary political conundrums affected the sorts of research questions British historians were asking; how history curricula in British public schools evolved; and how everyday people found new ways to relate to and learn about the past. By combining history and historiography in these ways, this course will help students think carefully about how the study of history is bound up with contentious and contingent historical processes. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH.

HIST 4715. Oil and Power in the American Century. (4 Credits)

This Senior Seminar will examine the historical evolution of the crucial link between oil, diplomacy, and national security in the twentieth century. Students will discuss the role of oil consumption in modern life, the guiding principles of the foreign oil policies of the United States in Latin America and the Middle East, and the social, political, and economic structures related to the production and consumption of oil. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST.

HIST 4716. History of One: The Art of Biography. (4 Credits)

This seminar explores biography as a form of United States history. It asks crucial questions: What are the sources and methods employed by biographers? How does biography construct identity? How can one person's life tell us about the times? How does biography construct and validate shared moral values and social, cultural, or political practices? What do biographies of dissidents tell us? What patterns can we discern in the genre? Students will read and analyze biographies written by academic historians, and special emphasis will be placed on the questions of how historians construct a biography and how they place individuals into larger historical conversations. Students will write a bibliographical essay surveying the treatment of a particular individual, as well as research and write a chapter in the biography of an individual of their choice. They will ask other important questions about the individual and their times: What deficiencies exist in current research and writing? How might they be addressed? In taking this critical and constructive approach, the seminar will engage students in the art of writing historical biography. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 4725. Seminar: Global Histories and Stories. (4 Credits)

How do we know about the lives of people who left no records of their own? Can a work of fiction or a person's memory be a source of history? How do history, travel, and narrative connect the lives of an 11th-century merchant and a modern-day traveler? These are some of the questions students will explore in this senior seminar through examples from around the world, from the streets of Cairo to the trans-Atlantic slave trade, from biographies, films, novels, oral histories by perpetrators and survivors of state terror, and from students' own family histories, among other sources. Every week, we will explore different world regions and methodologies, and students will simultaneously create original projects over the course of the semester. This senior seminar fulfills a history major requirement. The seminar is also open to seniors majoring in any field who are interested in writing a research paper based on primary sources. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, GLBL, HIUL, LALS, LAUH.

HIST 4742. Seminar: Italy Through Foreign Eyes. (4 Credits)

Research in Italian culture and politics as perceived through foreign observers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISEU, ITAL.

HIST 4743. Sem: Fascism from Mussolini to the Present. (4 Credits)

Fascism has been described as the "major political innovation of the twentieth century" and, unfortunately, its fortunes do not seem to be over. This seminar will examine what distinguished fascism from other types of nationalist and authoritarian movements and regimes and what characterized its peculiar ideological makeup and style of rule. The main focus will be Italy, but other countries will also be examined briefly for comparative purposes. Topics will include the ideological origins of fascism, the movement phase and the establishment of the regime, the use of violence, the manufacturing of consent, the cult of the leader, gender politics, fascist racism and the Shoah, collaboration and resistance, legacies and memories, neofascism and the appeal of right-wing populism and authoritarianism in the crisis of contemporary democracies. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HIUL.

HIST 4748. Seminar: The Worlds of the Enlightenment. (4 Credits)

This senior seminar focuses on the developments that transformed Europe during the Age of Enlightenment in the eighteenth century and ushered in the modern era. We will approach the period from a variety of angles to uncover how transformations in the realm of ideas, culture, politics, society, commerce, and communications shaped new worlds, not only in Europe but also globally. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 4757. Seminar: The Third Reich. (4 Credits)

Examines the origins of the Nazi Dictatorship, considering the tensions within Germany that led to the collapse of liberal democracy. In addition, the course examines the culture and politics of the Third Reich. Emphasis will be on the interaction of race and imperialism. Other topics explored will include the police state, state-party relations, and welfare policies. Students will be expected to participate in weekly discussions as well as write both a short paper for class discussion and a longer, research paper. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, INST, IPE, ISEU.

HIST 4758. Seminar: Europe: Prosperity to Crisis. (4 Credits)

This seminar concerns the important themes in European history since 1945: the social-democratic consensus and the glorious thirty years of economic growth; the cold war; the loss of empire and the emergence of multiculturalism; the social and cultural revolution of the 1960's; the communist empire, its collapse and the aftermath. We will also focus on the historical roots of the multiple crisis which faces contemporary Europe, involving the challenge of massive emergency immigration, the development of radical-right parties, the appearance of anti-democratic governments in some post-communist states, economic stagnation, and the instability of the Euro. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISEU.

HIST 4760. Seminar: Immigration to the U.S.. (4 Credits)

This course examines important developments in American immigration. It focuses on major migratory waves and on the reception immigrants have received. Coverage might include Chinese, Irish, Italian, Jewish, and Mexican immigrants, among other possibilities. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AHC, AMST, ASHS, LALS, LAUH.

HIST 4767. Seminar: Torture and the Western Experience. (4 Credits)

Torture and physical coercion have been elements of European judicial and disciplinary systems since the time of ancient Greece. This research and writing seminar will trace the history of torture in western societies until the present, the controversies surrounding its use, its significance for western understanding of the self and the body, and its implications for modern European and American culture and life. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, IPE, PJST, PJWT.

HIST 4768. Seminar: Gender, Sex and Society in the Early U.S.. (4 Credits)

This course explores western ideas about men's and women's bodies, sexuality, and reproduction spanning the 1600s-1800s. Topics include marital relations, historical views of gender and the body, conceptions of sexually transmitted disease, and debates about men's and women's roles as midwives. Content will revolve primarily around the United States and also around the larger British Atlantic World, including Britain itself. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AHC, ASHS, WGSS.

HIST 4771. Seminar: In Search of the Founders' Constitution. (4 Credits)

Americans venerate the Constitution, but there is surprisingly little agreement over what the Constitution means and how it should be interpreted. These disagreements are as old as the Constitution itself. This course surveys the origins of the Constitution, including its relationship to English common law, natural rights theory, and enlightenment political theory. It will also examine the struggle over the Constitution and the battle between Federalists and Anti-Federalists, as well as the early battles between Jefferson and Hamilton. Finally, we will look at several modern constitutional controversies, such as gun control, federalism, and the role of religion in public life. For instance: What do the Founding Generation's debates over these issues reveal about today's debates? Should we seek to interpret the Constitution according to its original meaning or would the Founders have disavowed such an inquiry and embraced a more dynamic living constitutional model? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS.

HIST 4772. Seminar: Colonial Latin America. (4 Credits)

This seminar focuses on the colonial period of Latin American history from the late 15th to the early 19th centuries. Topics may include (among others): the arrival of European explorers, conquistadors, and missionaries; their incursions into Indian land and indigenous practices; the exploitation of Indians and Africans; conversion efforts and forms of resistance; racial and gender hierarchies; criollo prerogatives; and the development of regional and national identities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIGH, LALS, LAUH.

HIST 4780. Sem: History of Capitalism. (4 Credits)

Political economy is the social science that treats the sources and methods of production for subsistence and wealth. It is the study of how political systems conceive of and organize economic life and of the ideas people hold as they set out to derive wealth from nature. Its founding authors are still read today, although they tended to deny that ecology and economy could possibly come into conflict. Instead, they proposed mechanistic models in which the market resolved all contradictions. This seminar considers the various ways that capitalist societies have apportioned resources and conceived of nature, progress, and wealth. It is a topical historical survey intended to teach the origins, qualities and historical manifestations of this powerful social system. The course assumes no knowledge of economics and only a basic knowledge of American and European history.

Attributes: AMST, APPI, ASHS, ENST, ESEC, ESHC.

HIST 4858. Seminar: Modern European City. (4 Credits)

This seminar examines issues in European urban history and the development of the city during the 19th and 20th centuries. It focuses on the process of urbanization and modernization that shifted Europe from a rural to an urban society, and considers the impact of the city, its economy, its culture, and its daily life. Topics include social reform, the boulevard builders, the world's fairs, utopian planning and modernism, totalitarian visions, and mass culture, among others. The focus will be on European capital cities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIEH, INST, URST.

HIST 4860. Seminar: 1970'S: Revolutionary Decade. (4 Credits)

While the 1960s have been viewed as a decade of change in the U.S., the 1970s may well have been more revolutionary. Often dismissed as the inward-turning "Me Decade," the 1970s witnessed dramatic social, economic, and political changes. This seminar examines closely the decade's swirling currents: Watergate's effects, Vietnam's end, the extended Civil Rights Movements (feminism, Chicano, Asian-American, & Native American rights), the white ethnic revival, environmentalism's surge, the oil crisis and the end of America's era of affluence, and the rise of conservatism. We will study a wide range of materials from the decade—such as the Pentagon Papers, the environmental novel *Ecotopia*, films like *The Godfather* and *Star Wars*, Jimmy Carter's epic "Crisis of Confidence" speech, and the Eagles' 1976 hit "Hotel California." Students will be required to complete a research paper, employing primary sources, on some aspect of the decade. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AHC, AMST, ASHS.

HIST 4900. Seminar: Transnational Lives. (4 Credits)

This course explores creative history writing on the diverse lives and experiences of people during the colonial encounter. We will read a range of non-fiction sources, including biographies, autobiographies, and creative writings that offer a new way of understanding the past. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 4905. Seminar: History of Food. (4 Credits)

Topics to be discussed: food as a driving force of history; history of specific foods; rituals of eating; food fashions; food as an aspect of national identity. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIST, HIUL, INST, ISIN, LALS, LAUH.

HIST 4910. Seminar: Genocide. (4 Credits)

We will investigate the major instances of modern genocide, including the Armenian, Rwandan and Cambodian cases, the Ukrainian famine, and the holocaust. There is a comparative dimension to the course. What triggers genocide? How do modern cases compare to earlier ones? Why is rescue usually unforthcoming? How did the concept arise? How effective is punishment of perpetrators? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HHPA, HUST, INST, ISIN, JWST.

HIST 4913. Social Darwinism: Theme and Variations in Global Context. (4 Credits)

Ever since Charles Darwin published his theory of biological evolution through natural selection, people have tried to borrow the scientific cache of his ideas and apply them to the development and administration of human societies. This course will look at the adaption and cultural impact of what later critics would call "Social Darwinism" in global context, with a particular emphasis on England, the U.S., and Asia. Topics will include pre-Darwinian concepts of social development, popularization of scientific thinking, competing interpretations of evolutionary thought and social welfare, global circulations of ideas in the 19th and 20th c. political implications of "fitness", and resistance to Social Darwinism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASHS, BEHR.

HIST 4922. "Freedom Now": Black Political Thought. (4 Credits)

Black thinkers over the past century in Africa, North America, and the Caribbean have been prescient theorists in deconstructing political-economic structures, power and marginalization, the human condition and exploitation, and race and gender relations on the individual, local, national, and international domains. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AFAM, AFST, AMST, APPI, ASHS, GLBL, HIAH, HIGH, INST, ISAF, ISIN, PJCP, PJSJ.

HIST 4933. Seminar: Cold War Science and Technology. (4 Credits)

Science and technology played a crucial role in shaping the Cold War across the globe. In this course, we will begin with the development of the atomic bomb and discuss the nuclear arms race and the popular culture of nuclear anxiety as embodied in film and literature. Other topics include the space race, the development of the internet, the origins of modern environmentalism, the rise of the military-industrial complex, and "everyday technologies" such as the birth control pill and mass media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, HIUL, INST, ISIN.

HIST 4934. Seminar: Soviet Society under Stalin. (4 Credits)

This seminar will explore the enormous transformations in life in the Soviet Union under the rule of Joseph Stalin, one of the most brutal dictators of the 20th century and the architect of massive social transformation that turned Russia from a predominantly agrarian nation into a powerful industrial state. We will take a broader perspective on this history by looking at the roots of Stalinist rule in the Russian Revolution and follow that story to the dismantling of the Stalinist system in the 1950s. During this period, Soviet society was engulfed in a series of massive traumas, including a brutal civil war, heavy industrialization, collectivization of farmland, widespread upward social mobility, the establishment of a labor camp system, the Great Terror in the late 1930s, the horrific experience of World War II, and postwar reconstruction. We will explore each of these phenomena in detail with a broad interest in underlying social, political, and cultural contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 4954. Seminar: Law and Empire Iberian Atlantic. (4 Credits)

This course explores the centrality of legal practices in Spain and its American Empire from 15th to 19th centuries. Topics may include: legal cultures in early modern Spain and the Americas; debates over legality of the conquest; how indigenous people used law to their advantage; and legal questions of ethnicity and honor as related to marriage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, ASHS, GLBL, LALS.

HIST 4998. Study Tour: Medieval Spain. (4 Credits)

One of the great medieval pilgrimage routes, the Camino de Santiago crosses northern Spain from the passes of the Pyrenees to Santiago de Compostela. This study-tour will consider the legends of the Camino, some of its many surviving monuments, and the modern revival of the pilgrimage by walking for two weeks with the peregrinos/-as from Leon to Santiago de Compostela. This class will meet periodically at Fordham before the walk to discuss reading assignments and prepare. A journal is required at the end of the course. Fees and travel costs not included. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, LALS, LAUH, MVST.

HIST 4999. Tutorial. (4 Credits)

Supervised individual projects in historical research. (Every semester.) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 5003. Advanced Readings Modern Europe. (4 Credits)

This course surveys current research in the field of modern European history with emphasis on the 19th and 20th centuries. The reading and discussion will focus on interpretive debates in the intellectual, cultural, and social history of the era. Assignments will be drawn from recent scholarship as well as from classic studies in these fields, and will look critically at social issues, the arrival of new cultural forms, mass culture, and intellectual life from a historical perspective. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5004. Advanced Readings: Early America Amidst Global Conflict. (4 Credits)

This graduate readings course will provide students with an introduction to the historiography of early America from contact through the era of revolutions. Major themes include the contestations and connections among geographic areas, including people of European, Indigenous, and African descent; the everyday experiences of work across the lines of race, class, and gender; and the rise and fall of continental and Atlantic empires. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5100. Disasters, Planning and Prediction in Global History. (4 Credits)

By considering disasters and the regimes of planning and prediction that have been used to prevent and manage them, this course examines the historical interplay between modes of human agency and the perceived “push back” of the phenomenal world. We will also explore how understandings of disasters and control have shaped historical narratives. Students will engage environmental history, urban history, religious studies, the history of science and technology, and material culture. Topics will cover a wide range of geographic areas from the early modern to contemporary periods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5102. Archives and Narratives of Global History. (4 Credits)

This course investigates the relationship between global history and particular forms of knowledge production. We will discuss classic and cutting-edge scholarship on the archives and how scholars have grappled with its possibilities and limitations. We will also consider how different ways of narrating history can attend to the silences and revelations of our sources. The interdisciplinary group of authors whose work we will discuss may include Shahid Amin, Natalie Zemon Davis, Brent Edwards, Saidiya Hartman, Lisa Lowe, Carina Ray, Ann Laura Stoler, and Zeb Tortorici. Students will also create their own research projects over the course of the semester.

Attributes: HGGH, HGMH, MVSG.

HIST 5105. The Black Radical Tradition in Comparative Perspective: U.S. and the Caribbean. (4 Credits)

This course explores the long history of black radicalism through a comparison of the United States and the Caribbean as centers of revolutionary movements that engaged problems of democracy, racism and citizenship in the global black diaspora.

Attributes: CEED, CENS, HGGH, HGMH, PSRR.

HIST 5200. Renaissance Spain: Festive Republics, Rights, Liberties and Inquisitions. (4 Credits)

Renaissance era Christians in Castile, the great central region of the Iberian Peninsula that forms the core of modern Spain, were guaranteed their rights and liberties as citizens of city-republics through written charters. These city-republics sent delegates to the Cortes, the representative assembly that consulted with the King. Collective life in the cities, whether confraternities celebrating their saints, or open town council meetings of all citizens, created the corpus mysticum of the commonwealth that for Spaniards was the city. This seminar examines urbanism, collective public life, and the growth of the modern state in Renaissance Spain through topics such as: the influence of Islam on Iberian cities, conflict between cities and crown, confraternities and saints' celebrations, public welfare, the creation of the archive, and religious minorities and the inquisition.

Attribute: HGMH.

HIST 5201. The Renaissance of the Twelfth Century. (4 Credits)

This seminar will explore the history and historiography of one of medieval Europe's most intellectually fertile and creative period, the so-called renaissance of the twelfth century. Particular attention will be given to the historical construction of this period and how it was changed, and continues to change, amid the discovery and editing of new texts, more nuanced categories of historical analysis, and new advances in interdisciplinary research. Students will be expected to give presentations on both primary and secondary sources over the course of the semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGVH.

HIST 5202. Medieval Interfaith Relations. (4 Credits)

Interfaith relations are today a valuable and potentially urgent category of historical analysis. This seminar explores relations among Christians, Muslims, and Jews across Europe and the Mediterranean from early medieval papal policy to rise of the Ottoman Turks, with a particular focus on religion, intellectual, and cultural instances of interfaith conflict and coexistence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGVH, MVSG.

HIST 5203. Medieval Hagiography. (4 Credits)

This research seminar introduces students to the challenges and pitfalls of using saints' lives and other hagiographical writings (miracula, furta sacra, etc.) as sources for medieval history. It aims to familiarize students with competing historical approaches to these genres and to provide a practical guide to the scholarly resources necessary to exploit them as historical sources. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGVH, MVSG.

HIST 5204. Medieval Environmental History. (4 Credits)

This seminar is intended to familiarize graduate students with current themes and trends in medieval environmental history. Weekly reading assignments comprise historical monographs and scholarly articles in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGVH, MVST, PSEV.

HIST 5205. The Fall of the Roman Empire. (4 Credits)

This graduate seminar introduces students to the historiographical paradigm of the “decline and fall” of the Roman Empire and examines modern responses to it. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5206. Carolingian Europe. (4 Credits)

This seminar will examine the history of Carolingian Europe from its inception in the early eighth century to the end of the first millennium through the lens of recent historiography. Topics include legitimacy and royal authority, historical writings, religious and educational reform, diplomacy with Byzantine and Islamic principalities, the survival of classical literature, manuscript culture, and the problem of periodization. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5214. Women and Gender in Medicine in Europe and North America. (4 Credits)

The period between the Renaissance and the French Revolution (roughly 1450 to 1800) witnessed an explosion of ideas about the natural world, especially the human body. Some of them were new, but many others were a reinvigoration and repackaging of older ideas about generation and sexual difference from the classical world. Within this context, men and women of varying ranks participated in the generation of knowledge about the body, with concerns that spanned the medicinal attributes of plants and animals from the New World to the processes of reproduction. Yet these two developments—the explosion of knowledge about the body and a parade of new participants investigating and healing it—did not occur in an isolated bubble of science. They took place alongside European expansion; the dispossession of Native Americans; the growth and rationalization of slavery as a labor regime; the birth of new institutions of science and learning that replaced more traditional venues for the creation and transmission of knowledge; civil wars and revolutions that challenged patriarchy, the growth of capitalism, and the institution of slavery. These major historical changes involved questions about reproduction (of the labor force), women's bodies, women's medical authority, and the value of carework. Modernity proceeded through the body. This course explores the place of women as healthcare providers and interpreters of the body in this period. Simultaneously, it probes how ideas about gender, sexual difference, and race emerged in this period of cataclysmic change. As a graduate reading seminar, the course will focus on reading and discussion of secondary scholarship on these topics. Assignments will include in-class presentations on select readings, and a final seminar paper. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGSM.

HIST 5220. (Re)Making World Order, 1800-1950: National, International, Transnational. (4 Credits)

The course explores the ways in which Europeans and Americans imagined and organized the supranational world. It will consider the ways in which nations were imagined to relate to one another, with particular attention to the intellectual traditions of realism and progressive internationalism, and the structures of empire and international law. The course will also explore the ways in which states were embedded in transnational networks—cultural, social and economic—that shaped and limited state action, as well as efforts to regulate and control those networks. This will include transnational constructions of race and efforts to control international capital flows. The goal will be to critically engage with multiple interpretive traditions of international and transnational order. Readings will include works by Susan Pederson, Mathew Spector, Patricia Clavin, Mark Mazower, Marilyn Lake, Patrick Cohr, and Nicholas Mulder. Shorter selections from Leopold von Ranke, W.E.B. DuBois, Robert Cecil, and Carl Schmitt. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5290. Luther and Reformation. (4 Credits)

October 31, 2017 marks the 500th anniversary of one of the great cultural movements that shook the History of the world: the release of Martin Luther's Ninety-Five Theses. Luther disturbed the political, social, and religious structures of Western Europe. Until his death in 1546, he challenged the papacy, the Catholic Church, the Holy Roman Empire, and Henry VIII. The Reformation he began both inspired and outraged. It represented the triumph of technology through the printing press. After Luther, nothing was exactly the same ever again. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 5300. History Theory and Methods: The Historian's Tools. (4 Credits)

This course will introduce students to a range of intellectual traditions informing historical analysis and writing. Students will study major social thinkers and how historians have grappled with the implications of their ideas. The course aims to develop essential skills as professional readers, analysts researchers and writers. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGMH, HGPS.

HIST 5302. Theory and Method in Intellectual and Cultural History. (4 Credits)

This course offers a broad overview of the theories and methods that have shaped intellectual and cultural history over the past 50 years among English-speaking historians. The course begins with the classic history of ideas approach that emerged after the Second World War and moves on to consider the influences of social history, cultural anthropology, critical theory, post-modernism, gender studies, and queer theory. The course will focus primarily on studies of the intellectual and cultural history of the Atlantic world, with a strong emphasis on North America and the British Isles. When appropriate, we will dip into the works of scholars working on early modern France and Italy. Works by the following scholars are among those we will examine over the course of the term: Bernard Bailyn, Robert Darnton, Natalie Zemon Davis, Carlo Ginzburg, Stephen Greenblatt, Perry Miller, J.G.A. Pocock, Joan Scott, Keith Thomas, E.P. Thompson, and Michael Warner. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 5310. Occitania: Language and Power. (4 Credits)

This team-taught interdisciplinary course introduces students to the cultural world of a medieval "south": Occitania, a region defined by language stretching from the foothills of the Alps to the pathways across the Pyrenees and from the Mediterranean almost to the Loire. Students will study the Old Occitan language and its manifestations in documentary writing, historical narrative, and the poetry of the troubadours from the eleventh until the thirteenth centuries. In order to best understand the context for this literature, course topics will include urban and rural communities, gender and power, the Albigensian crusade and its aftermath, and the beginning of vernacular book production.

Attribute: HGVH.

HIST 5400. Gender and History. (4 Credits)

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

Attributes: HGGH, HGMH, PSJH.

HIST 5401. Gender and Sexuality in Modern European History. (4 Credits)

This seminar will consider various approaches to the study of gender and sexuality in modern European history. Together, we will work through a combination of theoretical texts, canonical historical monographs, novels, life writings, and recent essays in the field. For many of our sessions, we'll consider a particular historiographical debate in tandem with writings, associated with this debate, that address a distinct historical period or problem. So, for example, we'll read Joan Scott's critique of E.P. Thompson in "Gender and the Politics of History" alongside Anna Clark's "The Struggle for the Breeches," a monograph that focuses on gender and labor in early 19th-century Britain. In a similar vein, we'll consider recent theoretical works in trans studies alongside histories of interwar sexology and analyses of post-1968 Italian trans-feminist movements. Other sessions will juxtapose a work of literature with writings that situate historically this primary source. Along these lines, we'll read Mrinalini Sinha's "Specters of Mother India" alongside excerpts from Katherine Mayo's 1927 book; or we'll consider Shelagh Delaney's "A Taste of Honey" in conjunction with Hazel Carby's 2019 memoir, "Imperial Intimacies," and with recent essays on race and sexuality in post-WWII Britain. In addition to the authors listed above, we'll engage with the writings of Denise Riley, Dagmar Herzog, Wendy Goldman, Carolyn Steedman, Susan Pedersen, Stella Dadzie, Judith Butler, Ann Laura Stoler, Dvoyre Fogel, Charlotte Delbo, Monique Truong, Matt Houlbrook, Nadia Ellis, and Simone de Beauvoir. Assignments will include in-class presentations on select readings, and a final seminar paper. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5403. The British Empire. (4 Credits)

This course examines the history and historiography of the British Empire and decolonization from the 16th to the 20th centuries. We will look at specific case studies, including Ireland, India, Jamaica, and South Africa, to explore both a typology and chronology of empire as well as the more detailed interaction between metropole and periphery. We will also take a more general and critical look at explanatory metanarratives of empire such as postcolonial theory. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5405. Modern Ireland 1690-1923. (4 Credits)

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

Attribute: HGMH.

HIST 5410. Race and Gender in Modern America. (4 Credits)

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

Attributes: HGMH, PMMA, PSRR.

HIST 5411. Gender and Sexuality in Early America. (4 Credits)

Readings in the history of gender and sexuality discourse in Early America and the British Atlantic world of the 17th and 18th centuries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGMH, PSJH.

HIST 5420. Sin, Crime and Sex in History. (4 Credits)

Sin and forgiveness were at the heart of the Christian message. In European tradition, sin and crime were closely related. This course examines the history of sin and crime from ancient Christianity to the present, focusing on the rise of sexual delicts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH, HGVH, PSJH.

HIST 5421. Religion and the Renaissance World. (4 Credits)

Early modern societies around the globe defined themselves in relation to religious beliefs and exercises. This seminar will focus on the nature of "religion" itself in the eyes of early moderns, particularly Europeans, as well as on the faiths and rituals that defined and separated cultures and peoples. The seminar will concentrate primarily on the three dominant religions of the European world (Christianity, Islam, and Judaism). At the same time, we will be constantly aware of one significant and distinctive feature of early modernity: the frequently hostile and always bewildering encounter of different, even unknown, religions during the course of exploration, settlement, and conquest stretching from Rome to Jerusalem to Tenochtitlan to Beijing and back.

Attribute: HGMH.

HIST 5422. 1521. (4 Credits)

In 1521, the world turned. Magellan's fleet finished circling the globe, Luther was excommunicated, and Ignatius Loyola's battle injuries turned him to pilgrimage and founding the Jesuits. And finally, Hernan Cortes and the Spanish conquered Tenochtitlan and the Triple Empire of the Aztecs, the most significant event of all. This graduate course will examine each of these world-defining events, but it will also explore the intersection and intersectionality of world-changing events to ponder the meaning and moment of globalization. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5423. Religion, Magic, and Science in the Late Medieval and Renaissance World. (4 Credits)

Medieval and Renaissance Europeans had a sophisticated, pre-modern understanding of the world and universe around them, from the canyons to the stars. This seminar explores the cosmos as seen from the perspective of Renaissance peoples, moving from the depths of inner earth to the heavens and exploring the creatures that dwelt there, from angels to demons, as well as the connections that bound them and the universe together. In this universe, religion, magic, and science coexisted uneasily and interacted constantly. A central topic will be the decay of this cosmos and its replacement by a universe more familiar to modern peoples. Readings will focus on primary texts and a combination of classic accounts and recent historiography. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVSG, MVST.

HIST 5424. Women in the History of Science and Technology. (4 Credits)

Natural knowledge and the manipulation of nature have often been gendered, but how, why, and by whom? This seminar will explore the multitude of ways that women have shaped and been shaped by these gendered visions of nature and the tools for controlling it. What forms of natural knowledge were deemed appropriate for women? Why were women understood to be particularly adept at specific technologies or handicrafts? How were spaces for scientific practice or technological production rendered hospitable or, more often, inhospitable for women? In what ways have systems of scientific authority limited or encouraged the participation of female researchers? How have science and technology been used to act on women's bodies? Are there specifically "womanly" ways of knowing? These and other questions will be explored through cases across a wide range of periods, disciplines, and geographies, allowing us not only to question the shifting place of women within the worlds of science and technology but also to question our assumptions about the place of science and technology within different societies. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5456. 20th Century Catholic Cultural Revival. (4 Credits)

This is a course in late-modern European and American cultural and intellectual history. Late-19th-century positivism and historicism reduced the boundaries of the "real" to the visible and observable—i.e., to what we might call today (in light of Charles Taylor's now-classic "A Secular Age" [2007]) an "immanent frame." In response, Catholic philosophers, novelists, musicians, and artists constructed their own world which took them, in the words of the philosopher Gabriel Marcel, beyond "morality into metaphysics." In France, this Catholic revival—frequently referred to in English as either the "intellectual" or "literary" revival—was known as the "renouveau catholique": the Catholic renovation or renewal. It had its parallel in Great Britain and migrated to the United States, especially after the Second World War's end in 1945. This course's working thesis is that certain Catholic artists and thinkers evolved a "sacramental modernism" in response to their experience of the late-19th and early-20th centuries. On the one hand, this suggests a universality in Catholic imaginations that transcends historical epochs: namely, a "sacramentality" or belief in a God at once transcendent yet deeply immanent. On the other hand, this universality was uniquely instantiated in highly-particular late-modern contexts. Most notably, the concept of divine "immanence" was confronted by two World Wars, fascism, communism, the Great Depression, the Holocaust, and the possibility of global atomic annihilation throughout the Cold War (1945-1989). As a result, the Catholic intellectual revival throughout the 20th century produced paradoxical "sacramental" representations: of a "mystery" that is often dark to the point of grotesquery; yet which, at the same time, is capable of tethering tenuous human history to some kind of enduring significance. This course will sample some of those representations of mystery. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH, HGOH, PSIC.

HIST 5457. 20th-Century Jesuit Moderns: An Intellectual History. (4 Credits)

The Society of Jesus (Jesuit Order), founded in the mid-16th century and inspired by Renaissance Christian humanism, was marked by a vision of reconciliation: grace and nature, God and the world, Christ and culture. The society was suppressed in 1773, led by numerous complicated factors; when it was restored in 1814, the world had been changed by the French Revolution, Napoleon, and a new function for "religion" within an otherwise "secular" nation-state. From 1815 to 1965, the restored society was largely marked by intransigent opposition between the Catholic Church and modernity (e.g., democratic government, liberties of conscience and religion, evolutionary science, and critical method). This course will overview Jesuits who attempted to negotiate this dilemma: representing, on one hand, a 19th- to 20th-century church bitterly opposed to modernity and, on the other hand, members of a religious order originally founded based on a 16th-century humanistic vision of reconciliation. Potential figures for consideration include Gerard Manley Hopkins, George Tyrrell, Henri Bremond, Pierre Teilhard de Chardin, Alfred Delp, Karl Rahner, Henri de Lubac, Yves de Montcheuil, John Courtney Murray, Walter J. Ong, Daniel Berrigan, William Lynch, Michel de Certeau, John W. O'Malley, Jacques Dupuis, Jon Sobrino, and Roger Haight. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH, HGOH, PSIC.

HIST 5460. Jesuits and Globalization. (4 Credits)

This course examines the history and development of the Society of Jesus in global context, and as an agent of globalization, from its founding in the mid-16th century to the early 21st century and the era of a Jesuit and Latin American pope. Emphasis will be placed on how Jesuits promoted some types of globalization and were critics of others, and how they may have both effected change and been changed in their interacting with diverse peoples and cultures. The course will include reading and discussion of primary sources as well as recent scholarly work on these topics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, PSNM, RSCS, THHC.

HIST 5472. Inventing Total War. (4 Credits)

The course will explore the development of total war in the 20th century, with particular emphasis on Germany. The dissolution of legal limits on violence and compulsion on the battlefield and at home will be examined.

Attribute: HGMH.

HIST 5506. European Nationalisms and Early Modern (Jewish) History. (4 Credits)

Modern historiography, including Jewish historiography, and history as an academic discipline are products of modern national movements. The narratives they produced provided tools for shaping national and ethnic identities in the modern era, and had long lasting ramifications not only for the study of history but also for the inclusion or exclusion of specific groups in modern European societies. This course will explore how the writing of history has been linked to the larger questions of national identity, and nationalism, and to questions of political inclusion and exclusions. We will read the early Jewish historians from Germany, Poland, and Palestine/Israel and explore how their visions of premodern Jewish history were shaped by larger questions that were also occupying other European historians and intellectuals. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGMH, JWST, PSJH.

HIST 5516. Nationalisms and Racisms in Modern Europe. (4 Credits)

The seminar will focus on the history and historiography on the construction of "race" and nation in modern Europe (from the Enlightenment onwards) and in particular on the multiple connections and intersections between nationalism(s) and racism(s). As issues of cultural identity and questions of immigration and national belonging have become hotly contested in today's European societies, the historiography on these subjects has been steadily growing. We will discuss different historical approaches, theories, and methodologies that emerge from the growing body of works addressing these issues and pay particular attention to socio-cultural histories and to transnational and comparative perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGMH, PSRR.

HIST 5517. Fascism. (4 Credits)

Fascism has been described as the "major political innovation of the twentieth century," and its fortunes are apparently—and unfortunately—not over. The main goal of this course is to offer a "orientation map" in the vast historiography on fascism, by focusing on several key issues and themes. The primary focus of the course will be on Italy, where the movement with this name was first born and took power. However, for comparative purposes and to take into consideration the transnational turn in the historiography, we will also examine some aspects of the German variant of fascism and the influence that Italian fascism exercised abroad, especially in the Americas, where it found admirers and followers. By examining and evaluating conflicting historical interpretations and approaches, we will consider what distinguished fascism from other types of authoritarian movements and regimes and what characterized fascism's peculiar ideological makeup and "style" of rule, while paying attention to the interaction between fascism and other right-wing ideologies and regimes. Topics will include the ideological components of fascism and its emotional makeup, the use of violence and the manufacturing of consent, the cult of the leader, gender politics, fascist racism and the Shoah, collaboration and resistance, legacies and memories in post-World War II Europe, and the appeal of right-wing populism and authoritarianism in the crisis of contemporary democracies.

Attributes: HGMH, PSJH.

HIST 5520. European Mass Culture. (4 Credits)

Examines cultural development in Europe in the 19th and 20th century with special reference to mass cultural characteristics, role of technology, and political content.

Attribute: HGMH.

HIST 5553. Book History: Texts, Media and Communication. (4 Credits)

This course builds on the concepts developed in book history to explore the history of media and communication in general, as well as textual scholarship. Topics range across time periods and continents, with particular focus on the medieval and early modern transitions, as well as on more recent "media revolutions." The course will introduce graduate students to key works, concepts, and methodologies that analyze how communication media of all sorts (from manuscripts to printed books, newspapers, and images, and from songs and rumors to audiovisual and digital media) have been a driving force in history, and understand how they have shaped all historical research. We will study texts and methods drawn from a wide variety of historical fields, as well as from sociology, anthropology, philosophy, literary criticism, art history, bibliography, and media studies, all of which provide historians with powerful insights and indispensable tools and skills. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGMH, HIEH, HIUL.

HIST 5560. History of Modern Science in Global Context. (4 Credits)

Science is often understood as a hallmark of both modernity and "Western" culture, but neither its methods nor its contents make sense without a more expansive approach to both time and place. By examining both the changing form and production of natural knowledge and the shifting uses and meanings of "science" as a category, this course will problematize conventional understandings of modernity, objectivity, and progress and raise challenging questions about historical approaches to period, geography, causation, and exchange.

Attributes: HGGH, HGMH.

HIST 5563. Readings in Environmental History. (4 Credits)

This course presents some of the best recent scholarship in North American environmental history, as well several of the field's founding texts, together spanning the human history of North America, from Indigenous settlement to the 21st century. Students will write two historiographical essays on aspects of the readings and participate vigorously in discussion.

Attributes: ENST, ESEL, ESHC, HGMH, PSEV.

HIST 5566. Technology and Empire. (4 Credits)

In this graduate seminar, we will explore the mutually constitutive relationship between the history of colonialism and the history of modern science. As a course about European colonial expansion from the 15th century on, we will focus specifically on the ways in which emerging scientific disciplines in the early modern era (such as botany and zoology) as well as technological instruments (such as guns and slave ships) fundamentally shaped European encounters with the Indigenous peoples of Asia, Africa, and the Americas. In turn, we will explore how those encounters deeply impacted the content of European science, technology, and medicine. Through the course, we will read a range of scholars, such as Bernard Cohn, Michel Foucault, Hannah Arendt, John Stuart Mill, Dipesh Chakrabarty, and many others to help us deepen our understanding of how colonial science, medicine, and technology were important sites for producing European self-conceptions while also enabling, justifying, and furthering the epistemic and physical violence of colonialism. The course is organized around a number of units focused on: "tools of empire," technological systems, categories of knowledge, race, gender, bodies, medicine, and Indigenous knowledge systems. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5568. Stalinism: Life and Death in Soviet Russia. (4 Credits)

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

Attribute: HGMH.

HIST 5574. U.S. Foreign Relations. (4 Credits)

This graduate reading course covers the history and historiography of U.S. foreign relations from 1898 to the present. Topics include Open Door imperialism, the First and Second World Wars, the Cold War, decolonization, the Vietnam War, and the War on Terror. Students will situate the United States, its domestic cultures, and its foreign policies to different regions, in a global perspective. In addition, students will study the economic, social, intellectual, political, and moral bases of U.S. foreign relations. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5575. The United States and the World in the Twentieth Century. (4 Credits)

This course examines U.S. foreign relations over the course of the twentieth century, with an emphasis on the myriad ways in which peoples, cultures, economies, national governments, non-state organizations, and international institutions interact. Key themes include American foreign policy, capitalism and economic policy, cultural relations, domestic politics, and perceptions of the world. The course will proceed chronologically and will examine major moments and trends: modern warfare, the Great Depression, the origins and trajectory of the Cold War, the nuclear arms race, decolonization and U.S.-Third World relations, the Vietnam War, and America's wars in the Middle East. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5576. U.S. Foreign Relations after World War II. (4 Credits)

After 1945, American power reached a pinnacle in political, economic, and cultural terms. This reading seminar examines the important questions about American power with a focus on how challenges at home and abroad shaped the nation and its global role. What were the main drivers and consequences of American expansion? What were its limits? The course will analyze cutting edge and classic histories of the Cold War, decolonization, the Vietnam Wars, domestic culture and politics, and U.S. relations with Latin America and the Middle East. Topics include intellectual history, national security, American culture overseas, human rights, modernization and development, military power, immigration, and the American Empire. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5601. Global Environmental History. (4 Credits)

History has long been a predominantly anthropocentric discipline in which non-human agents and processes have merely stood in the backdrop of human-driven narratives. This course asks: How do we see the essential features of early modern and modern history differently when we look at them through the lens of environmental history? Through both philosophical texts and historical analyses of various world regions, we consider some of the defining projects and movements of the 16th to 20th centuries—colonialism, nationalism, capitalism, and anti-capitalism—from a view in which non-human nature stands in the foreground, not the background. Possible topics range from plantation slavery in the early-modern Caribbean to hydrology in French Indochina to animal agriculture in the Soviet bloc. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5644. Writing Early America: Historians Who Have Shaped the Discipline. (4 Credits)

This course will include the most significant works in early American history and culture written during the last fifty years. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 5645. Readings in Early America and the Atlantic World. (4 Credits)

This graduate readings course will provide students with an introduction to the historiography of early America from contact through the era of revolutions. Major themes include the contesting and connecting of geographical areas across the continent, the everyday experiences of work across lines of race, class, and gender, and the rise and fall of continental and Atlantic empires. + Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5650. Approaches to Global, Transnational, & Intellectual Histories. (4 Credits)

This course is intended to introduce students to the approaches, methods, theories, and critiques of writing global, transnational, and intellectual histories. We will cover broad geographic areas and a spectrum of writings and debates, spanning from Africa, Asia, and Europe to North and Central America. On the temporal front, most of the texts cover events post-1800. The course is not intended to be comprehensive. We simply aim to introduce students to the vital debates that have taken place among historians and between history and other disciplines. The course should serve to point students in the direction of further reading and study and to also introduce them to some of the works and ideas of the Fordham history department.

Attributes: HGGH, HGMH, HIUL, INST, ISIN.

HIST 5700. Law, Gender, and History. (4 Credits)

This is an interdisciplinary seminar examining controversies about sex, gender, and sexuality in the family, the workplace, education, and constitutional law from 1970 to the present. Cross-listed with the Fordham School of Law, the course is an opportunity for students to connect law and history and develop an understanding of legal history. Those with interests in earlier periods will be able to complete papers and research projects that address these issues prior to 1970. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5725. History of American Cities. (4 Credits)

Readings in US urban history. Topics that may be covered include the growth and development of American cities, their people and diverse communities, urban politics, the urban crisis of the late twentieth century, ideas about what makes for a good city, and the economic, cultural, political, and social role of cities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 5727. History and Fiction in the American West. (4 Credits)

This course uses history and literature to study the moving western frontier in the United States. Readings explore its early origins in the 17th and 18th centuries but focus largely on its most iconic manifestations in the 19th century. The course examine race, gender, violence, and social order, among other topics.

Attribute: HGMH.

HIST 5730. History of Capitalism. (4 Credits)

A graduate seminar, open to advanced undergraduates, that considers the historical narratives, major thinker, and controversies between seventeenth and twenty-first centuries having to with capitalism as an economic system and a set of social relations. Works by Thomas Robert Malthus, Adam Smith, Karl Marx, Karl Polanyi, Fernand Braudel, among others. Students will produce two essays, one comparing Smith and Marx, and other on a historical topic. Class meetings will emphasize student argument and vigorous conversation and will include a weekly lecture by the instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5731. History of Wealth & Poverty: U.S. and Comparative. (4 Credits)

Americans have long debated the meaning of wealth and poverty, questioning whether such conditions are natural (and acceptable), or the product of exploitative practices, corruption, or biased governmental policy (and potentially alterable). Over time they have questioned the relationships among economic inequality, free markets, democracy, thriving families and communities, social disparities, and the welfare state. We will explore these and other questions focusing on the U.S. since 1865 but with substantial comparisons to Europe, Africa, and Latin America. The class takes an intersectional perspective that brings questions of race and gender, as well as social class, to bear on the topic. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH, PMMA, PSJH.

HIST 5733. The Country and the City in American History. (4 Credits)

This course explores the history of the country and the city as natural environments and symbolic landscapes through the works of historians, artists, and poets. It covers the period from the Revolution through the twentieth century, with special attention to the nineteenth century. Topics include Appalachia, slavery, and sharecropping; Lewis Mumford and Jane Jacobs; romantic landscape painting and Central Park. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 5734. U.S. Culture and Society to 1877. (4 Credits)

This course examines American culture and society through important scholarly works in the field. It is designed to provide an introduction to major historical debates and the methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in American history. Topics to be covered may include the role of social institutions and the significance of class, gender, culture and race, particularly in connection to colonial life, the revolutionary period, the early republic, the Civil War, and Reconstruction.

Attribute: HGMH.

HIST 5750. Ethnicity, Race, and Politics in NYC. (4 Credits)

This course is a historical examination of politics in New York City, with a particular focus on its relationship to immigration, ethnicity, and race in the 19th and 20th centuries, but especially since Consolidation in 1898. Readings will include some of the best books on New York politics, including classic and important recent work. Topics include Tammany Hall and the ethnic style of machine politics; immigrant radicalism; how foreign affairs have affected local politics; ethnic conflict in the political arena; the fight for racial equality; quests for ethnic inclusion; "white backlash"; and ethnically inflected attempts to deal with perennial issues such as affordable decent housing. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIUL, URSG.

HIST 5904. Slavery and Freedom in Early America and the Atlantic World. (4 Credits)

This graduate reading seminar compares and contrasts the development of systems of slavery as well as contests for freedom in the early modern Americas and the antebellum U.S. Topics for consideration include the rise and fall of the Atlantic and domestic slave trades, colonization and the development of the Atlantic plantation complex, maroon wars, struggles over time, territory, status, and cultural practice within slavery, the organizing strategies of the enslaved, and competing visions for the future. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5910. Law and Empire in the Iberian World. (4 Credits)

Law and Empire in the Iberian World explores the centrality of legal practices in the expansion of the Iberian Empire, a legal culture which produced the world's largest trove of archival documents. Topics will include the legal cultures in early modern Spain and the Americas; the debate over just war and the legality of conquest; how indigenous peoples were legally incorporated into Spanish crown, and how they used law to their advantage (including establishing legally found towns, litigation with the Spanish court system, use of wills and other legal documents); legal questions of honor and ethnicity as related to marriage and office holdings; the legal relationship between the American Viceroyalties and the crown of Castile; and place of role of law and litigation in creating civil society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5913. Golden Age Spain and Its American Empire. (4 Credits)

The Spanish empire was without question the first of Europe's globalized empires and the first modern archival state. But even the citizens of Latin American nations came to regard "modernity" as something that needed to be imported from France, England, and the United States. Their understanding and ours of the (un)importance of the Spanish colonial project for the modern world was certainly shaped by Spain's eclipse by England and the creation of an anti-Spanish and anti-Catholic rise of the West narrative in the American academy. The recent scholarship we will examine rethinks Spain's role in world history to challenge this "Black Legend" perspective and poses questions such as: Can Spain be considered at the center rather than the periphery of modernity? Is Spanish neo-scholasticism the source of the concept of popular sovereignty? Is the modern nation-state the child of the Spanish American colonies rather than of northern Europe? Students in the course will examine primary historical sources, literature, and artworks, and survey the development of historical scholarship both by Spaniards and their enemies. The course begins with the completion of the Spanish Reconquista (the defeat of Muslim Granada by the Catholic Kings) and the formation of the hybrid sociocultural order at the end of the 15th century and concludes with the collapse of Spain's mainland American empire and the rise of nation-states there in the 1820s. Themes of special focus across this time period include the centrality of Spain in the Islamic-mediated recuperation of classical knowledge known as the Renaissance; the importance of urban life for Spain and its empire; the rise of the inquisition and the promotion of the homogenous Spanish national subject; the colonial merger of ethnicity with distinctions of social estate; the relationship between political theory and large-scale events and the practices of everyday life embodied in concepts of gender, sexuality, honor, popular religiosity, death and the afterlife. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH, LALS.

HIST 5918. After Colonialism: Latin America. (4 Credits)

This course focuses on the 19th and 20th centuries. The course is designed to provide an introduction to major historical debates and methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in Latin American History. Readings include primary sources in translation as well as key studies of the era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 5919. United States and Latin American Borderlands. (4 Credits)

This course explores the concept of the borderlands in United States and Latin America history. It uses various categories of analysis, such as race, gender, and hegemony, to discuss the interaction among groups of people as they meet along political and geographic borders. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5921. Social Movements in Global Perspective. (4 Credits)

This course examines social movements in the twentieth century. It focuses on events in Latin American, Europe, and the United States, among other regions. It allows students to assess the advantages and limitations using a global approach to historical analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, PSJH.

HIST 5923. Atlantic World: Empires, Diasporas, and Migrations. (4 Credits)

Introduces students to themes and methods of Atlantic World History, 16-20th centuries. Possible themes include: The making of Iberian, English and French Empires; Indigenous, African, and European encounters; Atlantic Legal Cultures; the Slave Trade; Slavery, and Emancipation; the African Diaspora; Religion; Gender and Sexuality; Race relations; Migration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH, PSJH.

HIST 5924. Latin American History and Culture. (3 Credits)

This course provides a general survey of Latin American history and culture from the pre-colonial period to the present. It introduces graduate students to major topics, such as conquest and colonization, colonial institutions, racial and gender practices, slavery and Indian labor, the development of regional and national identities, independence movements, nation building and the rise of caudillos, foreign interventions, twentieth-century revolutions and social and political movements, among others.

Attribute: HGMH.

HIST 5925. Global Migrations. (3 Credits)

This course uses a global approach to examine major migratory movements since the 15th century, particularly since the mid-19th century. It analyzes factors that caused such emigrations and the conditions that led specific groups to certain geographic areas. It also studies the experiences of migratory groups as they arrived and adapted to their new homelands. It includes migrations from several areas of the world, primarily, but not exclusively, involving Europe and the United States.

Attribute: HGGH.

HIST 5926. The U.S. and Latin America. (4 Credits)

This course examines the relationship between the United States and Latin America from the 19th century to the present. Areas of interest include foreign policy, economic interests, domestic politics, social movements, and immigration, among others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 5950. Histories of Nationalism in Comparative Perspective. (4 Credits)

This course examines various forms of nationalism in different regional and historical settings to analyze a wide range of challenges to nationalism. We will discuss case studies, beyond Europe, dealing with different regions that include Africa, the Middle East, Latin America, and Asia. This course takes a comparative approach that combines different perspectives on how nations are understood and how they come into being, and what factors stand behind the concept of nation. The course will show how the root causes of the rise of nationalist movements in Europe were different from those in Africa, Asia, or Latin America. Students will learn comparative insights centered around two major aspects of the histories of nationalism, which include the public use of the history and its misinterpretation for contemporary political purposes and the role of political and religious elites in shaping imagined communities. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5952. Research Seminar: African American Urban History. (4 Credits)

This course will expose students to classic works in African American history and then given them an opportunity to conduct archival research in this subject area, concentrating on the oral history database and archival collections of the Bronx African American History Project, or other collections which give students opportunities to explore Black urban life in depth. The goal of the course is to promote cutting-edge research among Fordham graduate students and upper-level undergraduates looking at subjects ranging from migration and immigration, popular culture, religion and spirituality, and political movements to contemporary issues like the Black Lives Matter movement and the attack on critical race theory. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, THEO.

HIST 5961. The Age of Suleyman 1453-1574. (4 Credits)

The course aims to introduce the students to various aspects of social, political, cultural and intellectual history of the Ottoman Empire in the late 15th and 16th centuries. By focusing on the multifaceted and multidirectional nature of interaction across political, religious, cultural and linguistic boundaries between the Islamic and Christian worlds in late medieval and early modern period, the course will delineate the Ottoman state and empire formation within the theoretical and historiographical framework of the early modern Mediterranean. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGMH, HGVH.

HIST 6076. Noble Culture and Society. (4 Credits)

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

Attributes: HGVH, MVSG.

HIST 6077. The Angevin Empire. (4 Credits)

From the Middle of the twelfth until the first quarter of the thirteenth centuries, one dynasty, the house of Anjou, were the effective rulers of an enormous agglomeration of kingdoms and principalities which stretched from the North Sea to the Mediterranean and encompassed England, large parts of Ireland, Wales, and nearly half of the territory which today constitutes modern France. Following a wave of renewed scholarly interest in the politics and culture of this period, this class will explore this short-lived but powerful empire, its lands, peoples and rulers. Together we will explore the lives of dynamic individuals within the Angevin court; Angevin court culture, the governance of a medieval "empire"; dynastic politics and diplomacy; the Third Crusade; and England and France after the loss of Normandy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGVH, MVSG, MVST.

HIST 6078. The Crusader States: The Latin Kingdom of Jerusalem 1099-1291. (4 Credits)

This course charts the social, political, and cultural history of the feudal principalities that were established by Latin Christians in the Eastern Mediterranean in the wake of the First Crusade. Students will be introduced to the narrative and documentary sources through which the history of the Latin Kingdom has been constructed, as well as the archaeology and art of the Levant during the period of Frankish occupation and settlement. In addition, we will engage with the major historiographical debates concerning the constitutional organization of the Latin kingdom, the relationship between the Frankish crusaders and Muslim and eastern Christian populations over whom they ruled, and the "colonial" character of the Latin settlements. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGVH, MVSG.

HIST 6133. Medieval Religious Institutions. (4 Credits)

Today, the Catholic Church appears to as a hierarchical entity united under the supreme leadership of the pope. This is in contrast with the situation in the Middle Ages, when people made careful distinctions between monks, nuns, canons, secular priests, minor and major orders, cardinals, lay brothers and sisters, and a multitude of other clerics. Committed to their respective ranks and vocations, churchmen and churchwomen often found themselves competing with one another. In so doing, they were less likely to submit to papal authority than to enlist it for their own purposes. The seminar will examine these groups, their institutional identities, and typical conflicts of interest. The institutions of the medieval church—male and female monasteries, cathedral chapters, parishes, religious orders, dioceses, the papacy and other bodies—maintained their own two identities and pursued their own ends. The church they formed was not monolithic: medieval religious institutions were often in competition with one another for reasons both secular and religious; and, unlike modern church, religious institutions played a role in government and were the sole providers of many social services. Through consideration of medieval sources and modern studies, the course will examine the institutions that formed the medieval church, their histories, identities and members, their conflicts, and their relations to society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGVH, MVSG.

HIST 6135. Early Medieval Conflict & Peacemaking. (4 Credits)

In the Early Middle Ages of the West (500–1050), judges presiding over courts in the modern sense of the word did not exist. Written laws were not implemented unilaterally from above, and the facts of a case were investigated not as much as a painstaking reconstruction of alleged misconduct, but rather by way of collective oaths and duels. Another form of proof was the hot-iron ordeal, in which defendants placed their hand in a pot of boiling water to have guilt or innocence determined by the healing process. The course will provide a forum for the reading and discussing of recent historiography on the subject and explore the question of what made these forms of conflict peaceful resolutions "rational" and reasonable in the eyes of early medieval contemporaries. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGVH.

HIST 6136. Disease in the Middle Ages. (4 Credits)

The course will explore disease in the West from about 500 to 1500, including sudden epidemics like the Black Death, endemic illnesses such as leprosy, and the rise of literate university medicine alongside the academic laggards of surgery and midwifery. Particularly attention will be paid to issues that highlight the close nexus between medical and social practices. What accounted for the medieval rise of many enduring institutions in the health sector, for example, faculties of medicine and university-trained health practitioners with the lucrative title of "doctor"? What rendered medical know-how 'scientific' at the time and gave it its strong public appeal? What is the relationship between modern "empirical" medicine and its older "scholastic" counterpart?

Attributes: HGVH, MVSG.

HIST 6152. Medieval Women and Family. (4 Credits)

Studies in the social, economic and religious roles of women and the organization of the family in European society from the early to the later Middle Ages. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGVH, MVSG.

HIST 6153. Medieval Economy and Society. (4 Credits)

This course focuses on the major economic trends of the period from the Germanic invasions through the 'agricultural depression' on the 15th century. We will also consider the social impact of changes in seigniorial and peasant agriculture, the 'commercial revolution,' the rise of the textile industry, the Great Famine, the Black Death, and the Hundred Years War. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGVH, MVSG.

HIST 6155. Medieval Towns: Urbanization and Urban Life in Medieval Europe. (4 Credits)

This course surveys the historiography of European towns from c. 700 to c. 1500. Subjects covered will include the growth of urban centers/urbanization, towns as commercial and artisanal centers, space and the urban environment, the development of municipal governments, guilds and artisanal labor, the structures of urban society, social inequality, the urban family, and social conflict. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGVH.

HIST 6172. Late Medieval and Early Modern Ireland. (4 Credits)

This course will examine the history of Ireland from the height of the so-called Gaelic Revival in the mid-14th century to the violent collapse of Gaelic rule and the completion of the Tudor conquest in the early 17th century. Beginning in the late medieval period with an exploration between English and Gaelic worlds, the class will then chart the protracted incorporation of Ireland into a highly centralized early modern English state under the Tudors. With emphasis placed on the latest scholarly .

Attribute: HGVH.

HIST 6173. The Tudor Conquest of Ireland. (4 Credits)

This course explores how conquest became the dominant historical and conceptual framework used by historians to assess the Tudor period in Ireland. The course is designed to complicate and question this framework by showing how the Tudor kings and queens in fact resisted conquest and how Tudor conquest nevertheless came to be presented in Irish historiography as a link in a chain of English conquests of Ireland stretching from the 12th century until the Great Famine in the 1840s.

Attribute: HGMH.

HIST 6256. Torture and Western Culture. (4 Credits)

This course examines a very difficult subject that sheds an unsettling light on the history of Europe and the United States. Torture in the twenty-first century world is ubiquitous, and the very public controversy surrounding American practices is only shocking to those who do not pay attention to the world. Our goal in this seminar is to examine the history of torture in its European-American context and to determine just where current practices fit into that history. We will also ponder whether torture is a practice that can (and should) be eradicated, or whether we must adjust to the presence of torture as a permanent feature of the world and American landscape. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CEED, CETH, HGVH, PSJH.

HIST 6305. The English Reformation. (4 Credits)

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

Attribute: HGMH.

HIST 6310. Early Modern European Intellectual and Political History. (4 Credits)

This course will consider the development of early modern Europe thought and politics from the 16th through the 18th centuries. Coverage may include the intellectual and political implications of the Renaissance and the Reformation, the rise of the early modern state and its expansion, popular revolts, Scientific Revolution, political theory, absolutism, republicanism, war and empire, the Enlightenment and the French Revolution. The course is designed to provide an introduction to major historical debates and methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in Early Modern European History. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6315. Early Modern European Society and Cultural History. (4 Credits)

This course will consider the development of early modern European society and culture from the 16th through the 18th centuries. Coverage may include the social and cultural implications of the Renaissance and the Reformation, the divergence of popular and elite culture, the social dimensions of expanding population and trade, print and literacy, the economics foundations of social change, popular revolts, the impact of empire on society and culture, the Enlightenment and the French Revolution. The course is designed to provide an introduction to major historical debates and methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in Early Modern European History. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6355. Late European Political and Intellectual History. (4 Credits)

This course will explore central themes in the development of European political and intellectual life during the 19th and 20th centuries. At the discretion of the instructor students would be expected to explore topics including but not limited to liberalism, conservatism, romanticism, nationalism, modernism, counter-enlightenment, fascism, socialism, Western Marxism, memory, gender, constructions of sexuality, colonialist and racial ideologies, consumerism, and the late-twentieth century counter-cultures. The goal of the course would be to ensure students a reasonable command of the issues associated with the selected items. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6360. Late European Social and Cultural History. (4 Credits)

This course will explore central themes in the development of European social and cultural life during the 19th and 20th centuries. At the discretion of the instructor, students would be expected to explore topics including but not limited to liberalism, conservatism, romanticism, nationalism, modernism, counter-enlightenment, fascism, socialism, Western Marxism, memory, gender, constructions of sexuality, colonialist and racial ideologies, consumerism, and the late-20th century counter-cultures. The goal of the course would be to ensure students a reasonable command of the issues associated with the selected themes. Instructors are expected to ensure a representative distribution of themes across time periods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6502. The Old Regime and the French Revolution. (4 Credits)

This course will explore the history of France between 1715 and 1815, as the country moved from the apex of absolutism through the Age of Enlightenment and into the first great democratic revolution in 1789 (followed by the first successful slave revolution in Haiti) before its descent into war, civil war, and terror, followed by its authoritarian stabilization and expansion throughout Europe under Napoleon. The topics and themes covered in this class have been central to the histories of all European countries and beyond from the 18th century onward. They include the role of women in society, social class, and political representation; the creation of the modern state, constitutional democracy, and authoritarianism; colonization, race, and slavery; what causes revolutions and how to stabilize them; total war, etc. The period has been a laboratory for historians. We will read works by some of the great interpreters of the period, from Tocqueville and Edmund Burke to Marx and Furet, and from scholars representing the most important schools of historical thought. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6520. Europe in Global Perspective. (4 Credits)

This course will offer perspectives on 19th- and 20th-century Europe in light of imperialism/colonialism, trade and commerce, transnational and global networks of migration, exchange, and ideas. The course will also focus on sociocultural and socioeconomic influences between Europe and the wider world. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH.

HIST 6530. European City: 1700-2000. (4 Credits)

Upper level study of European urban history, concentrating on theoretical and interpretive approaches to the study of the city and urban life. Methods of research, evidence, and analysis form basis of seminar discussions and student research. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6531. Bombay–Shanghai–London. (4 Credits)

This course surveys the history and connecting links between Bombay–Shanghai–London in the 19th and 20th centuries. It concentrates on the exchange and movement of people, goods, culture, and information within the context of empire, and considers the coexistence of local and global influences and the uneasy balance with cosmopolitanism. The course places emphasis on economic culture, material culture, and built environment. It is suitable for students in urban history, global history, European history, Chinese history, and Indian history. Weekly readings and research papers are required.

Attributes: HGGH, URSG.

HIST 6540. Global Urban History. (4 Credits)

In this course, which covers the early modern and modern eras, students focus on urban history from global perspective, investigating the processes of urbanization, comparative urban and regional development, and urban theory as applied to urban history. Students are required to complete a research paper.

Attribute: URST.

HIST 6662. Sexuality in America. (4 Credits)

Readings in the literature of the history of sexuality in American from the Colonial Era to the end of the 20th century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6710. The Civil War. (4 Credits)

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

Attribute: HGMH.

HIST 6721. U.S. Culture and Society since 1877. (4 Credits)

An exploration of American culture and society through important scholarly works in the field. The course is designed to provide an introduction to major historical debates and the methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in American history. Topics to be covered may include the role of social institutions and the significance of class, gender, culture, and race, particularly in connection to colonial life, the the revolutionary period, the early republic, the Civil War, and Reconstruction. Instructors are expected to ensure a representative distribution of themes across time periods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6724. U.S. Thought and Politics to 1877. (4 Credits)

This course offers an exploration of American intellectual and political history through important scholarly works in the field. The course is designed to provide an introduction to major historical debates and the methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in American history. Topics to be covered may include the formation of American ideology, political movements, and the contributions of major ideological and intellectual figures, particularly in connection with the rise of the U.S. as an economic and military power, the Progressive Era, the world wars, the Great Depression, the Cold War, and the civil rights movement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6725. U.S. Thought and Politics since 1877. (4 Credits)

An exploration of American intellectual and political history through important scholarly works in the field. The course is designed to provide an introduction to major historical debates and the methodological approaches for beginning graduate students for their comprehensive exams in American history. Topics to be covered may include the formation of American ideology, political movements, and the contributions of major ideological and intellectual figures, particularly in connection to the rise of the U.S. as an economic and military power, the Progressive era, the world wars, the Great Depression, the Cold War, the civil rights movement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 6726. The United States and Human Rights: An International History. (4 Credits)

This course examines the history of human rights during the American Century. Emphasizing analysis rather than advocacy, it examines the legal and moral origins of human rights, its political structures, and the international culture of humanitarianism. Through a series of case studies of human rights organizations and U.S. diplomacy toward individual states, the course will help students understand the trajectory of human rights in the 20th century. Students will undertake independent research on an issue, location, and period of their choosing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGGH, HGMH, HUHR, HUST, PSJH.

HIST 6731. U.S. Immigration and Ethnicity. (4 Credits)

This course will examine several important issues that have engaged the attention of historians of immigration and ethnicity. These include perennial concerns as the nature of the processes of settlement and Americanization, and the evolution of American views on citizenship and immigration policy. Also among the issues to be discussed are recent trends in thinking about the invention of racial identities and about ethnic diasporas and "transnationalism." Finally, the course will cover several cases of the stresses of ethnic identity in wartime. Readings will include recent scholarly monographs and articles, as well as several examples of ethnic memoir literature. Note that the course is organized thematically, and that readings have therefore been chosen because they reflect on the themes under discussion. As a result, not all ethnic groups are covered adequately. Students will have a chance to deal with the ethnic groups of their choice in their independent work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CEED, CETH, HGGH, HGMH, PSJH.

HIST 6853. America Between the Wars. (4 Credits)

The course will focus upon political, economic and social events and trends in America during the era between the two World Wars of this century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HGMH.

HIST 7024. Proseminar: Making Money in the Middle Ages. (4 Credits)

This is the first half of a two-semester proseminar/seminar course in which graduate students will formulate and produce original (article or M.A.-thesis length) research projects that touch on medieval social and economic history. Topics discussed may include coinage and money, commerce and trade, merchants and artisans, labor, credit, religious and cultural attitudes to usury and profit, wealth and poverty, social mobility, and overall economic development during the European middle ages. In this proseminar, we will read and discuss relevant works, while students work on formulating and laying the groundwork for their research projects. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGPS, HGVH, MVSG.

HIST 7025. PSM: Medieval Religious Cultures. (4 Credits)

Debates in the study of medieval religious culture and approaches to its study will be examined through works on the cult of saints, popular religion, and liturgy and ritual. Issues presented in the current literature will be tested by the close reading of selected primary sources. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGPS, HGVH, MVSG.

HIST 7026. Classics in the Middle Ages. (4 Credits)

This seminar deals primarily with the transmission and reception in western Europe of classical Greek and Latin texts written before 525 CE, with a focus on the Latin tradition. The overarching aim of the seminar is to highlight the achievement of the Latin Middle Ages in preserving the ancient classics and appropriating them for new uses in a Christian civilization. It treats the most influential authors in the medieval schools (Virgil, Horace, and Ovid), as well as the persistence of the most prominent genres of classical literature, including didactic poetry, drama, elegy, encyclopedic works, epic poetry, epigram, grammatical works, historical writings, legal works, literary criticism, lyric poetry, oratory, philosophical writings, prose fiction, and satire. Lastly, the seminar also considers centers of transmission, book collections, and the medieval commentary tradition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGPS, HGVH, HIMH.

HIST 7056. PSM: Medieval Political Cultures. (4 Credits)

This course, the first part of a two-semester proseminar/seminar sequence will introduce students to recent debates and different approaches to cultures of power and political processes in western Europe in the central middle ages. Among the many topics we might consider are lordship, status and authority, political assembly and consultation, courtliness and persuasion, rulership and sanctity, and the rise of accountability. Students will become familiar with a wide range of source material, from diplomatic and documentary collections to historical narratives and courtly literature. With this solid foundation in the current historiography and available research tools, students will be expected to identify a suitable topic for a sustained research project. Completing this project will be the objective of the seminar course to be offered in the Spring. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGPS, HGVH, MVSG.

HIST 7070. PSM: Medieval Intellectual Cultures. (4 Credits)

This course takes a broad approach to medieval intellectual history, focusing not just on the texts and ideas that were central to medieval intellectual life but also on the cultural conditions that enabled scholarship and creativity to flourish. Beginning with the late antique absorption of classical learning, the seminar will over the course of two semesters examine a range of intellectual cultures spanning the western Middle Ages. A particular focus of the class will be the study of the liberal arts and the evolution of teaching practices. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGPS, HGVH, MVSG.

HIST 7110. PSM: Church Law and Medieval Society. (4 Credits)

This course will consist of a two-semester proseminar/seminar sequence inviting graduate students to formulate and conduct original research projects in the field of medieval church law. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGPS, HGVH, MVSG.

HIST 7150. PSM: Medieval England. (4 Credits)

This is the last half of a year-long course that focuses on the social, economic, and administrative history of England from the eleventh through fifteenth centuries. Special emphasis is placed upon 1) how to identify and exploit a wide variety of primary sources (such as wills, cartularies, court rolls, account rolls, chronicles, among others); 2) how to use major historical collections (such as Rolls Series, VCH, Record Commissioners, Royal Historical Manuscripts Commission, the Ordnance Survey, Selden Society, and others); and 3) gaining an awareness of the regions and landscape of medieval England, as well as the contributions of historical geography. Besides treating thematic issues such as the church and society, law and legal system, the growth of government and administration, maritime trade and industry in town and country, the weekly discussions will also consider economy among the peasantry, townspeople, and the landowning elite. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGPS, HGVH, MVSG.

HIST 8000. Research Colloquium. (1 Credit)

Required for M.A. and Ph.D. students in Modern and Global History and taken in conjunction with a 3-credit research tutorial, this colloquium attends to the professional and practical aspects of their research project and provides a forum for progress reports and feedback.

HIST 8024. Seminar: Making Money in the Middle Ages. (4 Credits)

This is the second half of a two-semester proseminar/seminar course, and is a continuation of HIST 7024. Students will primarily work on their individual original (article or M.A.-thesis length) research projects. Class time will primarily be devoted to discussing and overcoming research problems, and workshopping early findings. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGSM, HGVH, MVSG.

HIST 8025. SEM: Medieval Religious Cultures. (4 Credits)

Participants will build on the reading and topics from HSGA7025 (Proseminar: Medieval Religious Cultures) to prepare research papers based on sources and debates in the study of medieval religious cultures. Weekly readings will be selected by the participants from materials for their papers; later in the semester, they will present drafts of their own papers, and prepare critiques of others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGSM, HGVH, MVSG.

HIST 8026. Classics in the Middle Ages. (4 Credits)

This seminar deals primarily with the transmission and reception in western Europe of classical Greek and Latin texts written before 525 CE, with a focus on the Latin tradition. The overarching aim of the seminar is to highlight the achievement of the Latin Middle Ages in preserving the ancient classics and appropriating them for new uses in a Christian civilization. It highlights the most influential authors in the medieval schools (Virgil, Horace, and Ovid), as well as the persistence of the most prominent genres of classical literature, including didactic poetry, drama, elegy, encyclopedic works, epic poetry, epigram, grammatical works, historical writings, legal works, literary criticism, lyric poetry, oratory, philosophical writings, prose fiction, and satire. Lastly, the seminar also considers centers of transmission, book collections, and the medieval commentary tradition. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: HIST 7026.

HIST 8056. SEM: Medieval Political Cultures. (4 Credits)

In the Spring semester, students will spend the semester working on research papers based on the topics identified in the Fall. At class meetings, students will have the opportunity to present their research and to read and critique each others' writing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGSM, HGVH, MVSG.

HIST 8070. SEM: Medieval Intellectual Cultures. (4 Credits)

Students continue to work on the project they defined in the Proseminar to this course. Classes convene intermittently to discuss progress on the ongoing research projects and for presentations on untranslated or little-known primary source (either recently made available or long forgotten) that deserve greater attention. Students complete the seminar by giving a 20-minute conference paper on their research project and on their research project and writing a thesis-length original research paper that could be published as a scholarly article. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGSM, HGVH, MVSG.

HIST 8110. SEM: Church Law and Medieval Society. (4 Credits)

This course will consist of a two-semester proseminar/seminar sequence inviting graduate students to formulate and conduct original research projects in the field of medieval church law. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGSM, HGVH, MVSG.

HIST 8150. SEM: Medieval England. (4 Credits)

Continuation of HSGA 7150. The first half of the course focuses on database analysis, writing skills, research methods, and public speaking. Students also work on a final research paper that was formulated in HSGA 7150. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HGSM, HGVH, MVSG.

HIST 8999. Independent Study. (0 to 4 Credits)

HIST 9999. Dissertation Direction. (1 Credit)

HIST MTNC. Maintenance-History. (0 Credits)

History Law (HSGL)

HSGL 0202. Great Books in American Law. (2 Credits)

Students in this seminar will read the following six books, plus reviews and commentary on each of the books: Oliver Wendell Holmes, *The Common Law*; Benjamin N. Cardozo, *The Nature of the Judicial Process*; Adolph Berle and Gardiner Means, *The Modern Corporation and Private Property*; Alexander M. Bickel, *The Least Dangerous Branch: The Supreme Court at the Bar of Politics*; John Hart Ely, *Democracy and Distrust: A Theory of Judicial Review*; and Antonin Scalia, *A Matter of Interpretation: Federal Courts and the Law*. Students will be expected to write twelve 2-3 page response papers on the books and materials circulated for the twelve classes discussing the books and commentary. The first class will be introductory. There will be no final exam.

HSGL 0203. United States Constitutional History: The Warren Court. (2 Credits)

The main work in our workshop is reading forthcoming scholarship (work in progress) or recent books in constitutional history and then meeting with the authors to ask them questions and constructively critique their work for their benefit. Authors benefit tremendously from these workshops in getting feedback, and students learn from how historians engage legal questions and how history can be relevant to contemporary legal arguments. These workshops also add to Fordham's intellectual and scholarly life. We will have a few weeks in the beginning of the semester on foundational work on originalism and its critics, as well as background on the Founding era.

Attributes: INLJ, LLM, PIF.

HSGL 0204. Recent Books in Constitutional Theory. (2 Credits)

The purpose of this course is to give students an opportunity to read, discuss, and write about important recent books in constitutional and legal theory, and to meet and engage with the authors of those books. We will cover each book in two class sessions. For each book, in week one, students will write 5 page response papers, and the students and I will meet to discuss the book. In week two for each book, the author will come to class and discuss the book with the students and me. The grade is based on the response papers and class participation. There is no final paper or final exam. Although I am assigning all six books described below in full, I will provide guidance regarding parts of each on which students may focus. Here are the books we will read: Weeks 1 and 2 (1/18 and 25): John McGinnis and Michael Rappaport, *Originalism and the Good Constitution* (McGinnis, from Northwestern University, will come to class). This book argues in favor of originalist methods of interpreting the Constitution, largely from a consequentialist framework, i.e., that we are better off as a nation following originalist methods. The book also advances a distinctive originalist argument focusing on the supermajoritarian nature of our Constitution. (Note that the response paper for this first book is due 1/16, so students will be reading the book over winter break. Response papers are due the Monday morning before the first Wednesday session for each book.) Weeks 3 and 4 (2/1 and 8): James E. Fleming, *Fidelity to Our Imperfect Constitution: For Moral Readings and Against Originalisms*. The title well describes the book. Fleming (a former Fordham Law School professor, now at Boston University) is one of our leading anti-originalists and pro-Dworkinian constitutional scholars. He claims moral readings of the Constitution are both best and unavoidable. Weeks 5 and 6 (2/15 and 22): Frederick Schauer, *The Force of Law*. Schauer (University of Virginia) is one of our leading legal theorists and First Amendment scholars. This book challenges a leading legal theory account (H.L.A. Hart's notion of people following the law just because it's the law, i.e., internalizing a sense of legal obligation) and argues instead that coercion – the force of law – is central to understanding the core of law and its efficacy. Weeks 7 and 8 (3/1 and 8): Richard H. McAdams, *The Expressive Powers of Law: Theories and Limits*. This book is a nice counterpoint to Schauer's book. Conventional accounts of legal compliance focus on deterrence (Schauer's approach) and legitimacy. McAdams (University of Chicago) adds that law has an expressive mechanism that generates compliance, as well, through a coordinating function and an information function. In part through game theory, McAdams advances both descriptive and normative claims supporting his thesis. Weeks 9 and 10 (3/22 and 29): John D. Inazu, *Confident Pluralism: Surviving and Thriving through Deep Difference*. Whereas the first four books provide general constitutional and then legal theory approaches, the final two books focus on more specific areas. Inazu (Washington University in St. Louis) advances a deeply pluralistic theory of our constitutional order, analyzing freedom of speech, religion, assembly, and association arguments. Weeks 11 and 12 (4/5 and 12): Heidi Kitrosser, *Reclaiming Accountability: Transparency, Executive Power, and the U.S. Constitution*. Kitrosser (University of Minnesota) challenges standard defenses of presidential power, especially "supremacy" and "the unitary executive." She argues that presidential power need not be as centralized as unitary theories maintain, and that secrecy of information and programs within the executive branch are antithetical to proper understandings of accountability. She also discusses First Amendment issues surrounding prosecution of leakers and publishers of classified information. Week 13 (4/26): Wrap-up discussion and I hope some kind of party #. Note: I am trying to keep costs reasonable for students, and have figured out a way to reimburse you if total book costs per student go over \$200.

Attribute: INLJ.

HSGL 0293. History of Competition/Antitrust Law. (2 Credits)

This seminar examines the history of competition laws in four periods:
 1. pre-modern era before 1890 (Mesopotamian cities, classical Athens, Rome, medieval Europe and early modern Europe, imperial China, the Islamic world and pre-British India)
 2. U.S. antitrust law
 3. EU competition law
 4. post-1990 competition laws around the world, notably in transition and developing countries
 The seminar will examine the political, social and intellectual contexts, the underlying economic and non-economic policies, and the enforcement institutions in these various societies and periods. Continuities, innovations and recurring legal and economic issues will be explored, together with their relevance to today's competition law issues.

Attributes: ICE, LAW, LAWI, LLM, LWR.

HSGL 0308. American Legal History. (3 Credits)

This course examines the tension between individual liberty and governmental authority expressed in law from the seventeenth century to contemporary debates among modern political and legal conservatives, liberals and moderates. The specific issues and details of the conflict between liberty and authority have changed over time, but they have involved questions regarding the specific rights in which freedom consists, the manner in which personal liberties should be enjoyed and exercised, who should enjoy them, and how law and public policies can best facilitate, protect, and regulate the exercise of personal freedom. This course explores how events and ideas have influenced the evolution of law relating to these subjects over the course of American history.

Attributes: JD, LLM, PIF.

HSGL 0311. Laws of War and Peace. (3 Credits)

This course will address the important field historically called The Laws of War. While we focus principally on constraints on the conduct of war (*jus in bello*) inevitably we will discuss the limits societies have placed on going to war (*jus ad bellum*). As long as people have waged war, some have sought to civilize it, to make it more humane. They have sought to limit the destruction by time, place, means and targets. Limiting it by time means requiring wars have a moment of beginning (presumably with a justification for initiation) and an end (presumably with a formal agreement). To instantiate these limitations, societies have constructed norms, international rules and military codes. And starting with Nuremberg, they have also attempted to punish transgressions with international tribunals – a movement that gained momentum in the late 20th Century. And as long as people have sought to civilize warfare, others have transgressed, sometimes as policy, like William T. Sherman who infamously observed that “War is hell. You cannot qualify war in harsher terms than I will. War is cruelty, and you cannot refine it.” And often, atrocities have occurred on account of a failure to exercise command authority or take adequate precautions. Either way, the struggle continues to “save succeeding generations from the scourge of war” (as the UN Charter demands). This course will introduce students to this long, tragic history and engage them in research to develop their own insights.

Attribute: INLJ.

HSGL 0322. Natural Law and Social Justice. (2 Credits)

Natural Law reasoning can be found woven throughout the fabric of American legal culture. Many Founders believed that the American Constitution derives its legitimacy from natural law. Senator William Seward, in his influential anti-slavery speech of 1850, argued that “there is a higher law than the Constitution” which can be used to assess and critique the Constitution itself. Figures within the American abolitionist, labor, and civil rights movements have relied on natural law reasoning in order to advance their claims about social justice and progress. Martin Luther King, Jr., famously invoking the natural law perspective of St. Augustine, proclaimed that “unjust law is no law at all.” This course will examine the theoretical foundations and practical implications of natural law reasoning, with the aim of showing how such reasoning can provide us with critical, realistic leverage for understanding, assessing, and reforming our prevailing legal structures. Some key questions that we will consider are the following: “What is the nature of justice, and are there different kinds of justice?” “What does it mean to have a right, and why are rights said to be inviolable?” “How can rights be inviolable, if the social and material conditions which sustain actual rights are always evolving?” “Is there a necessary connection between law and morality, as some natural theorists have claimed?” “How can one justify the claim that unjust law is no law at all?” “Is it possible to explain why there is a *prima facie* obligation to obey the law, while at the same time explaining the legitimacy of civil disobedience?” “Is there a sound basis for distinguishing between private law (e.g., property, contract, and tort law) and public law (e.g., administrative and criminal law)?” “Is private law merely private, or does it bear some intrinsic connection to social justice and the common good?” “What is the essence of crime, and what are the justifications and limits of punishment?” “How might natural law reasoning inform ongoing debates about inequality and social justice, constitutional interpretation, judicial review, religious liberty, private property, human rights, and civil disobedience?” The course will examine arguments from classical natural law thinkers (e.g. Aristotle, Augustine, and Aquinas) and will draw such arguments into “dialogue” with the claims of American social justice visionaries (e.g. Frederick Douglass, Henry George, and Martin Luther King, Jr.) and the ideas of Anglophone legal theorists (e.g. Lon Fuller and Ronald Dworkin). The ultimate aim of the course will be to achieve an understanding of natural law reasoning and its relevance for addressing contemporary legal and social problems. No prior acquaintance with legal history or legal theory is assumed; the relevant concepts will be developed in class. Students will have a choice between taking an open book take-home exam or submitting a written paper.

Attributes: CEED, CEMP, HECH, INLJ, LWR, PIF.

HSGL 0511. Crime and Punishment in American History. (2 Credits)

Why do we punish? The answer to this question has changed dramatically over the course of American history. As the reasons behind punishment shifted, so did its methods change. Sometimes these developments occurred amidst great public debate and scrutiny; at other times, they proceeded almost without notice. This seminar challenges students to think critically about the relationship between laws on crime and punishment on one hand, and American society, politics, and culture on the other. What did it mean to be “criminal” at various points in American history? How have criminal laws both reflected and shaped their times? And what does this history mean for modern crime control and its reform? .

HSGL 0614. Law, Gender & History. (2 Credits)

This is an interdisciplinary seminar examining controversies about sex and gender roles in the family, the workplace, education, and constitutional law from 1970 to the present. Students will read seminal texts and hear prominent historians and legal scholars presenting works in progress on topics in the law and history of gender. Weekly short response papers commenting on the paper to be presented each week will be required along with a final paper requiring legal or historical research on a specific question of the student's interests, to be approved by the instructors.

Attribute: LLM.

HSGL 0780. Monopoly and Antitrust Law. (2 Credits)

This seminar examines monopoly and antitrust laws from an historical perspective. Discussion will focus on the economic, political and social concerns about monopoly reflected in laws in pre-industrial societies, in America from the earliest English settlements to the present U.S. antitrust law, in Europe after 1945, and in emerging and developing countries after 1990. For example, today's legal challenges to large firms like Amazon and Google will be examined in this historical context.

Attributes: CRCP, LAWB, LAWI, LLM.

HSGL 0799. American Indian Law. (2 to 3 Credits)

This course examines the legal relationship between American Indian nations and the United States, including implications for states and individual citizens. Indian tribes have a legal status that is unique both within our legal system and throughout the world. This complex legal framework affects not only tribes and individual tribal members, but non-Indians as well. To understand the complexities of the present, it is necessary to have some understanding of the historical situation that brought us here. The course will begin with historical materials, followed by an overview of federal Indian policy periods, and then will proceed to examine the legal framework chronologically at first, and then by subject matter. In addition, effective advocacy in Indian Country, whether on behalf of tribal communities or individual Indians, necessarily entails some understanding of tribal cultures and community lifeways. Therefore, the course will also serve to provide students with cultural context for the application of legal principles.

Attributes: INLJ, JD, LAWJ, LLM.

Honors Program - FCLC (HPLC)

HPLC 0045. Honors Thesis Completion. (0 Credits)

This is a 0-credit administrative course in which all Fordham College at Lincoln Center Honors students enroll in the spring of their senior year, when completing their Honors Thesis requirement. A passing grade indicates successful completion of the Honors Thesis.

HPLC 1001. Honors Philosophy. (3 Credits)

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

HPLC 1011. Honors: Speech and Rhetoric I. (1 Credit)

1 credit lab session in effective speaking techniques to be combined with the honors core.

HPLC 1201. Honors: English. (3 Credits)

Beginning with the premise that works of literature and criticism constitute an ongoing dialogue that shapes and is shaped by historical, cultural, and aesthetic movements, seminar participants will be encouraged to develop their own voices in that literary dialogue.

Attribute: TC.

HPLC 1401. Honors: Theology. (3 Credits)

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

Attribute: REST.

HPLC 1603. Honors: Natural Science I. (4 Credits)

This course is the first half of a yearlong science honors sequence. In the fall semester, we focus on the interactions of matter and energy. The course begins with a discussion of the advent of modern physics and chemistry during the Enlightenment and moves through thermodynamics, quantum mechanics, and the contemporary conception of the four fundamental forces and the standard model of modern physics. The course then covers how energy and matter interacted to generate the universe and our world (cosmology and earth science), and how energy and matter interact in the biosphere (metabolism and ecology). We meet for two and a half hours of lecture and three hours of laboratory work each week.

Attributes: ENST, ENVS, ESNS, ESPS, NEUR.

HPLC 1604. Honors: Natural Science II. (4 Credits)

This course is the sequel to HPLC 1603. Here, we focus on logic and the flow and interpretation of information. The course begins with the analysis of electronic circuitry and moves through how information is processed in artificial systems (computer circuitry and Boolean logic) and organisms (the nervous system and genetics), and how biological information changes over many generations (evolution). We meet for two and a half hours of lecture and three hours of laboratory work each week.

Attributes: ENST, ENVS, ESLS, ESNS, NEUR.

HPLC 1801. Honors: History. (3 Credits)

Study of the Western cultural tradition from the Enlightenment to the Postmodern era by focusing on the quest for modernity. Course work will focus on the philosophical debates, the search for utopia, the role of the avant-garde, and the cultural tensions that make up the Western experience.

HPLC 1811. Honors: Writing Intensive. (2 Credits)

This is a two-credit workshop on writing and research skills, offered in the first semester of the Honors Program.

HPLC 1999. Tutorial. (1 Credit)

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

HPLC 2501. Honors: Art History at the Museums. (3 Credits)

This course offers an introduction to the study of global art history, approached through the lens of New York's museums and galleries. We will analyze works from Asia, the Americas, Africa, and Europe to explore the roles of painting, sculpture, and architecture in the formation and communication of cultural identities. Using the collections at the Metropolitan Museum of Art and other museums throughout the city as primary sources, we will study the role of museums, analyze the form and function of a variety of objects, and consider the roles of patron, artist, and audience. Students will have the opportunity to study major monuments of world art in person and to gain an understanding of artists and the periods in which they worked. In addition, this course aims to develop visual literacy skills, helping students analyze and interpret visual information. Some classes will be held at Fordham, but most classes will be held in museums.

Mutually Exclusive: ARHI 1101.

HPLC 2610. Globalization: Seminar. (3 Credits)

This course will introduce you to a comprehensive set of frameworks for the understanding and analysis of globalization understood as a process of global system formation. It provides you with the ability to survey and understand the wide variety of information regarding the historical development of globalization and prepares the student to assess the possibilities for the global future and its impact on our lives.

Attributes: INST, ISIN.

HPLC 2800. Internship. (2 Credits)

Internship.

HPLC 2803. Honors: Trends in NYC. (3 Credits)

In this course, we will analyze topics illustrating the development over time of New York City's populace, governance, economy, and social and cultural organization.

HPLC 2811. Honors Sacred Texts. (3 Credits)

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

Attributes: JWST, MEST, REST, STXT, THEO.

HPLC 2999. Tutorial. (2 Credits)

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

HPLC 3800. Internship. (3 Credits)

Internship.

HPLC 3999. Tutorial. (3 Credits)

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

HPLC 4050. Honors: Senior Values Seminar. (4 Credits)

Using a combination of literary, theological, and philosophical texts, this class will explore an ethical issue or issues that are relevant to our contemporary global society. Recent examples include human rights for people with disabilities and the intersection of environmental and social justice. The class will focus on the history and basis for human rights, and in particular the question of whether we can justify the claim that there are universal basic rights: (1) Are universal rights consistent with a wide array of varying cultures and ways of life? (2) Are concepts of rights somehow inherently "western" or 'individualist', or can relativist doubts about human rights be answered? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENGL.

HPLC 4500. Thesis Workshop. (3 Credits)

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

HPLC 4800. Internship. (4 Credits)

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

HPLC 4888. Honors: Internship. (3 Credits)

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

HPLC 4999. Honors Tutorial. (4 Credits)

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

Honors Program - FCRH (HPRH)

HPRH 1101. Interdisciplinary STEM I. (3 Credits)

This course is the first part of a yearlong interdisciplinary study of quantitative reasoning and science, providing an introduction to important methods, theories, and modes of thinking in the fields of mathematics, computer science, and physics.

Attributes: ENST, ESNS, ESPS.

HPRH 1102. Foundational Texts: Theology/Classics. (3 Credits)

This course will explore primary texts from Western Asia, Greece, and Rome, such as the works of Homer and Virgil, the Hebrew Bible, the New Testament.

Attribute: CLAS.

HPRH 1103. Foundational Texts: Philosophy. (3 Credits)

This course will explore primary texts on core philosophical issues in antiquity and beyond, both Western and Asian.

Attribute: CLAS.

HPRH 1104. Bronx Exploration. (1 Credit)

This course is an introduction to the borough in which Rose Hill Honors students will spend their college years. The course combines readings about and discussions on the history, economy, and culture of the Bronx. There will also be several field trips to important Bronx historical and cultural sites. The course may also include opportunities for community engagement.

HPRH 1201. Interdisciplinary STEM II. (3 Credits)

This is the second part of a yearlong interdisciplinary study of quantitative reasoning and science. The course will include an introduction to important methods, theories, and modes of thinking in the participating fields of biology and chemistry.

Attributes: ENST, ESLS, ESNS.

HPRH 1202. Foundational Texts: Literature. (3 Credits)

This course will examine texts that have been foundational for the development of English literature, including those by influential authors such as Chaucer, Shakespeare, Milton, and Austen.

Attributes: ENGL, ENHD.

HPRH 1203. Foundational Topics: History. (3 Credits)

This course will explore classic and universal themes in both the West and globally—including but not limited to religion, slavery, gender, nation, identity, and polity—in the pre-modern world.

HPRH 1204. Foundational Topics: Art/Music History. (3 Credits)

This course is an introduction to the disciplines of either art history or music history.

HPRH 1205. Foundational Topics: Art. (3 Credits)

This course is an introduction to the discipline of art history.

HPRH 1206. Foundational Topics: Music History. (3 Credits)

This course is an introduction to the discipline of music history.

HPRH 1999. Tutorial. (1 Credit)

Independent research and reading with supervision from a faculty member.

HPRH 2101. Justice I: The American Experience. (3 Credits)

This course focuses on key concerns of justice in the American experience within the professor's field. At different times, courses in the humanities, social sciences, or STEM fields are offered. Honors students must take at least one Justice course in the social sciences.

Attributes: AMST, APPI, PJSJ, PJST.

HPRH 2102. Focused Study: History. (3 Credits)

Designed with an awareness of what students learned in their Foundational Topics course, the Focused Study: History course delves into a particular topic in history. Students choose among different course topics offered each semester.

Attribute: HIUL.

HPRH 2103. Research Methods/Oral Presentation. (1 Credit)

This course is an introduction to the basics of academic research and the skills of oral presentation. Components include how to develop a viable research question, how to formulate a research proposal, and how to give an elevator speech, among other topics. Students in the course complete a preliminary research proposal and present it orally to their Honors cohort at the end of the semester.

HPRH 2201. Justice II: Global Contexts. (3 Credits)

This course focuses on key concerns of global justice in the professor's field. At different times, courses in the humanities, social sciences, or STEM fields are offered. Students must take at least one Justice course in the social sciences.

Attributes: PJSJ, PJST.

HPRH 2202. Focused Study: Philosophy. (3 Credits)

Designed with an awareness of what students learned in their Foundational Texts course, the Focused Study: Philosophy course delves into a particular topic in philosophy. Students choose among different course topics offered each semester.

HPRH 2999. Tutorial. (2 Credits)

Independent research and reading with supervision from a faculty member.

HPRH 3001. Religion in the Modern World. (4 Credits)

An examination of the way that the world's major religious traditions have come to terms with the philosophical and practical challenges of modernity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IPE.

HPRH 3075. Ignatian Education Seminar. (1 Credit)

This seminar will examine the distinctive nature of a liberal arts education in the Ignatian tradition. Intended for junior and senior Honors students, the seminar will be an opportunity to reflect on their own education in conversation with a small group of their peers and a member of the faculty or administration. This one-credit course will meet four times during the semester and will be graded on a pass/fail basis.

HPRH 3101. Focused Study: Literature. (4 Credits)

Designed with an awareness of what students learned in their Foundational Texts course, the Focused Study: Literature course delves into a particular topic in literature. Students choose among different course topics offered each semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ENGL.

HPRH 3201. Focused Study: Theology. (4 Credits)

Designed with an awareness of what students learned in their Foundational Texts course, the Focused Study: Theology course delves into a particular topic in theology. Students choose among different course topics offered each semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HPRH 3999. Tutorial. (3 Credits)

Independent research and reading with supervision from a faculty member.

HPRH 4001. Senior Thesis. (4 Credits)

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

HPRH 4999. Tutorial. (4 Credits)

Independent research and reading with supervision from a faculty member.

Honors Program - Gabelli (HPCB)

HPCB 3221. Financial Management. (3 Credits)

An enhanced honors section of Financial Management. This course will discuss financial analysis, planning and control in the business firm; optimum capital structure and leverage; working capital management and sources of suitable short-term funds; long-term investment decisions and capital budgeting; and valuation problems in financing and acquisitions.

HPCB 3435. ST: Evolution of American Bus. (3 Credits)

This course is designed to trace major developments in the nature of capitalism, corporate structures, business ethics, and the constitution and legal statutes. These developments will be followed in American history and literature. In units that include Puritanism, the Colonial Era, the American Revolution, the Federalist Era, the Agricultural and Industrial Revolutions, the Rise of Big Business, the Progressive Era, the Great Depression, and Post-War America, the course will be designed to have readings in history, law, religion, sociology, urban studies philosophy, art history, and other areas.

HPCB 4441. Honors Strategy. (3 Credits)

Ignite Scholars Program section of Strategy. This integrated course brings together the student's previous study of the functional areas of business. The course focuses on the activities of the chief executive's top management group in defining the objectives and goals of the organization and in developing programs for the achievement of those goals. Major attention is devoted to the sophisticated, contemplative action of top-level decision makers.

HPCB 4701. Global Business Readings. (3 Credits)

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

HPCB 4703. Probability and Statistics. (4 Credits)

This course is an intensive study of probability theory and statistical analyses for planning, decision making, and operational review. Topics include probability distributions and density functions; descriptive and inferential statistics; and such methods for hypothesis testing as the analysis of variance, simple and multiple regression, categorical analyses, time series analyses, and principal components or axis factoring. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HPCB 4704. ST: Business Practices. (3 Credits)

This course addresses business processes, including strategy, and contemporary issues in business.

HPCB 4800. Ignite Scholars Readings. (3 Credits)

This seminar-based course is open to students in the Ignite Scholars program. It focuses on contemporary literature highlighting technology, innovation, resilience, and ambiguity in the workplace, incorporating examples drawn from governments and from socially innovative companies.

HPCB 4801. Ignite Scholars Readings -SO. (3 Credits)

Ignite Scholars Program course for sophomores. Ignite Scholars Program course. This seminar-based course draws on readings and theoretical frameworks, coupled with guest lectures and case studies featuring social entrepreneurs and intrapreneurs in multinationals. Students will gain an understanding of prominent organizations in the sector, explore emerging trends, and analyze how social innovation models work in practice.

HPCB 4802. Ignite Capstone Project I. (1.5 Credits)

Ignite Capstone Project I is the first seminar in a three-semester sequence for students in the Ignite Scholars Program. Through the sequence, students will work to identify a societal issue, analyze its breadth and depth, devise a plan of action, and develop metrics for measuring the plan's social impact.

HPCB 4803. Ignite Capstone Project II. (3 Credits)

Ignite Capstone Project II is the second seminar in a three-semester sequence for students in the Ignite Scholars Program. Through the sequence, students will work to identify a societal issue, analyze its breadth and depth, devise a plan of action, and develop metrics for measuring the plan's social impact.

HPCB 4804. Ignite Capstone Project III. (1.5 Credits)

Ignite Capstone Project III is the third seminar in a three-semester sequence for students in the Ignite Scholars Program. Through the sequence, students will work to identify a societal issue, analyze its breadth and depth, devise a plan of action, and develop metrics for measuring the plan's social impact.

HPCB 4999. Tutorial. (1 to 3 Credits)

Hospitality (HOSP)

HOSP 5072. Hospitality Finance and Investment. (3 Credits)

This course will focus on hospitality finance and investment fundamentals. Students will explore core concepts including investment strategy, sourcing, selection, evaluation, "closing the deal," and asset management. This course will consider the perspectives of different types of investors and risk/reward profile of each type. The course will also make extensive use of Excel and industry data sources. Key topics include establishing realistic financial objectives; identifying and calculating the primary components of returns in hotel real estate; preparing operating pro forma cash flow and sources and uses of funds statements; understanding debt-financing underwriting requirements and metrics; calculating and interpreting industry standard measures of return, including capitalization rates and internal rate of return; and sourcing equity investments from alternative sources. Other topics will include sensitivity analyses and understanding capital structures and waterfall arrangements. The course is designed to help students understand the important role of various financial structures and financial sources in the hospitality industry.

HOSP 5074. Hospitality Accounting and Budget Management. (3 Credits)

This course introduces and emphasizes the principles, concepts, and systems utilized in the managerial accounting and budgetary areas of a hospitality business. Focus will be on assessing financial information to develop student's knowledge, skills, and techniques throughout the managerial decision-making process. The class will also address macroeconomic factors and their related managerial decisions.

HOSP 5076. Marketing, Branding, and Public Relations. (3 Credits)

This course will provide students with an introduction to marketing, branding, and public relations principles. Students will begin with an understanding of key terminology and progress into core concepts, including strategic planning, brand identity development, public relations, communication tools, and measurement/key performance indicators. It will also explore how these principles apply in the context of the hospitality industry to enhance customer experience, manage reputation, and drive business growth.

HOSP 5078. Human Resources and Labor Management. (3 Credits)

This course reviews the role of the human resource professional as a strategic partner in helping to effectively manage an organization. The course will examine key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations. A review of legal and governmental environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed.

HOSP 5080. Hotel Operations. (3 Credits)

This course will provide students with a comprehensive understanding of the hospitality industry, focusing on the various aspects of hotel management and operations. Students will explore key topics related to the day-to-day functioning of hotels, including front office operations, housekeeping, revenue management/pricing strategy, customer service, and facilities design and management. By the end of the course, students will have gained the knowledge and skills necessary to begin and advance in hotel management roles and contribute to the success of the hospitality industry.

HOSP 5082. Hotel Real Estate Investment, Design & Development. (3 Credits)

This course will explore the development process for hospitality properties from inception to operation to disposition, as well as methods of valuation and drivers of demand for a variety of property types, including downtown, suburban, boutique, and resort. Students will become familiar with income analysis for food and beverage, retail components, spas, and golf courses. Additionally, the course will introduce students to fundamental concepts of design psychology and considerations, as well as the space allocation and programming of public areas, guest rooms, back-of-house areas, and amenities.

HOSP 5084. Food Service Management. (1.5 Credits)

This course will provide students with a comprehensive understanding of the principles, practices, and challenges associated with managing food service operations. The course covers various aspects of food service management, including menu planning, culinary operations, financial management, customer service, and sustainability. Students will develop the skills necessary to lead and optimize food service establishments in diverse settings with a special emphasis on food and beverage operations in hotel establishments.

Attribute: HMGT.

HOSP 5086. Travel and Tourism Studies. (1.5 Credits)

This course will provide students with a comprehensive understanding of the travel and tourism industry. The course covers various aspects, including tourism management, destination development, cultural tourism, sustainable tourism, and the economic impacts of tourism on local economies and populations. Students will gain insights into the complexities of the travel and tourism sector, exploring both global and local perspectives.

Attribute: HOID.

HOSP 5110. Feasibility Studies for Hospitality. (1.5 Credits)

This course will provide students with the knowledge and skills necessary to conduct comprehensive feasibility studies in the context of the hospitality industry. Students will explore various aspects of feasibility assessment, including market analysis, financial evaluation, and risk assessment, with a focus on hospitality-related enterprises and projects. Through a combination of theoretical discussions, case studies, and practical exercises, students will develop the expertise needed to critically evaluate the viability of hospitality projects.

Attribute: HOEL.

HOSP 5112. Luxury Travel Segment. (1.5 Credits)

This course will provide students with an introduction to the luxury travel segment of the hospitality industry and focus on marketing to affluent clientele, providing high-touch service to the luxury seeking traveler, managing and marketing luxury brands, and surveying trends and technologies in the luxury travel segment. The course is designed to give a hotel operator, manager, or owner a better understanding of this lucrative segment of the travel industry so that they can make better decisions when managing an asset that can cater to the luxury market.

Attributes: HMGT, HOEL.

HOSP 5114. Business Travel Segment. (1.5 Credits)

This course will provide students with an introduction to the business travel segment of the hospitality industry and focus on marketing to business clientele, programming hotels and venues for the business traveler, and surveying trends and technologies in the business travel world. The course is designed to give a hotel operator, manager, or owner a better understanding of this lucrative segment of the travel industry so that they can make better decisions when managing an asset that can cater to the business market.

Attributes: HMGT, HOEL.

HOSP 5116. Event Management. (1.5 Credits)

This course will provide students with a comprehensive understanding of the principles, strategies, and practical skills required to plan, organize, and execute successful events in the hospitality industry. The course covers a range of topics including event planning, budgeting, marketing, logistics, and event execution and management. Students will also explore emerging trends and technologies in the field of event management.

Attributes: HMGT, HOEL.

HOSP 5118. Revenue Management and Booking Systems. (1.5 Credits)

This course will provide students with a comprehensive understanding of revenue management principles and systems in the hotel industry, focusing on the integration of technology and booking systems. Students will explore key concepts including optimizing revenue, pricing strategies, and the effective use of booking platforms. The course will also cover the technological tools and systems that support revenue management in the hotel industry.

Attributes: HMGT, HOEL, HOID.

HOSP 6020. Hospitality Internship. (1.5 Credits)

The internship course is an integral part of the master's in hospitality program and is designed to equip students with the practical experience and professional acumen necessary to excel in the hospitality industry. This course is designed to bridge the gap between academic learning and real-world application, enhancing students' professional development and preparing them for advanced roles within the hospitality sector.

Attribute: HOEL.

HOSP 6500. MSH Applied Capstone Project. (1.5 Credits)

This course provides students with the opportunity to conduct an in-depth case study applied project in the hospitality field under the guidance of a faculty member. Structured as a seminar, the course requires regular class attendance to discuss and document project progress, as well as individual meetings with the instructor. Lectures will be highly interactive in nature and will largely focus on feedback, discussion, and refinement of interim milestone submissions, in addition to illustrating examples of best practices.

Humanitarian Studies (HUST)

HUST 1999. Tutorial. (1 Credit)

Independent study.

HUST 2001. Introduction to Community and Global Public Health. (4 Credits)

Community and Global Public Health transcends boundaries and disciplines. As such, this course will examine health from a holistic and high-level point of view, reviewing elements of culture, geography, environment, political stability, and poverty, among others, as they relate to disparity, prevention, and cure of disease, and access to health care. Students will learn about the determinants of health; the inequities that drive disparity; the indicators used to measure population health; and the key disciplines, structures, and stakeholders that work to understand and address all these components to improve health and reduce morbidity and mortality. Students will be required to review relevant publications, research pressing Community and Global Public Health issues, and contribute to meaningful discussion about social justice and moral, political, and economic concerns associated with health and disease, applying principles of social and biological sciences as the foundation for their perspectives. Students will gain skills in communication, public speaking, time management, research, writing and creative thinking that are indispensable to any future career. Ultimately, students will gain an understanding of Community and Global Public Health, what it is, who it involves, what disciplines and skills are required to find solutions, and how their interests and passions may intersect with and contribute directly to the objectives of the sector. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HPSE, ISIN.

HUST 2999. Tutorial. (2 Credits)

Independent study.

HUST 3999. Tutorial. (3 Credits)

Independent study.

HUST 4001. The Humanitarian System: Past, Present, and Future. (4 Credits)

In this course, students will consider both theoretical and applied approaches to humanitarian action. The course will be centered on ways of thinking and actions that bridge these two responses. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, INST, ISIN, MEST, PJCR, PJST, SOIN, URST.

HUST 4100. Refugee and Asylum Law. (4 Credits)

This course will examine the evolution of international law governing refugees and asylees from the establishment of the United Nations to the present, and the forms of relief available to refugees and asylees, both immediate and long term. This course will also examine the national responses to the influx of refugees and asylees in four specific countries to be used as case studies: Australia, Hungary, Sweden, and the United States. Legal remedies often reflect the mores and values of nations; accordingly, we will explore the moral and ethical questions presented by the migration policies and asylum law systems of the countries to be studied, including the practice of mandatory and remote detention, extraterritorial adjudication, safe third-country agreements, and the attendant violations of civil and human rights. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HPSE, LALS, LASS, PJEC, PJST.

HUST 4200. Forced Migration and Humanitarian Action. (4 Credits)

Forced migration is a central issue in the provision of humanitarian and assistance. This course will examine the causes of forced migration, including violent conflict, natural disasters, development projects, human trafficking and others, and will use a variety of case studies to examine international responses to forced migration, the migrant experience, legal and human rights around migration, and the role of human agencies and NGOs in responding to forced migration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HPSE, INST, ISIN, LAHA, LALS, PJCR, PJST.

HUST 4500. Evolution of Development and Humanitarian Aid Systems. (4 Credits)

This course digs deeply into the political economy, politics, infrastructure, design, incentives, and dilemmas related to the current international development and humanitarian aid system. Blending both practitioner and theoretical perspectives, this course takes a critical approach to the evolution of aid systems, with reflection on historical and economic context, interests and motivations, and perceptions of success and failure, among other topics. There is special emphasis on the perspectives and vantage points of affected populations. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISIN, PJEC, PJST, SOIN.

Prerequisite: HUST 4001.

HUST 4501. Humanitarianism and Global Health: Unequal Access for the Displaced and Marginalized. (4 Credits)

This course will examine the greater impact of global health crises on marginalized groups—conflict affected, displaced, women, the elderly and LBGQT communities. Exploring through case studies the way international actors—including development institutions, UN agencies, states, private companies, foundations and humanitarian actors—respond to health crises. Trauma, epidemics disease, access to food, gender and human rights will be topics of concern. Four-credit courses that meets for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ESEL, HPSE, INST, ISIN, PJSJ, PJST.

HUST 4800. International Humanitarian Internship. (4 Credits)

The Undergraduate course on Humanitarian Action: Theory and Application offers an introduction to humanitarian aid work and provides an understanding of the complexities and challenges the key actors face in an applied context. The course focuses on teaching the common principles of the world of humanitarian affairs, with a cross-cutting, interdisciplinary perspective that also analyzes gender, age differences, human rights frameworks, and indigenous cultural approaches to conflict and post-conflict phenomena. In addition to these teach topics, students would have an opportunity to intern at prominent international humanitarian organizations in New York. These would help them gain the necessary exposure and understanding of the dynamics of such organizations and their mission. Students would be required to meet with, and relate their experiences with the professor periodically and be mentored on how best to utilize the skills they gain to further advance their interests in humanitarian aid work. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISIN, SOIN.

Prerequisites: HUST 4001 and HUST 4500.

HUST 4801. Summer Humanitarian Internship. (1 Credit)

This course offers students the opportunity to reflect on internship with an international humanitarian on intergovernmental organization in New York City.

HUST 4888. Senior Thesis Seminar. (4 Credits)

The seminar is designed to assist Humanitarian Studies Major students through the main stages of their thesis: formulating appropriate questions; undertaking effective research to answer those questions; organizing, analyzing and communicating findings and arguments. The seminar is a single-semester course, taken in students' senior year. The students will meet weekly to discuss problems of common interest under the guidance of faculty members from a variety of disciplines drawn from the major committee. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: SOIN.

Prerequisites: HUST 4001 and HUST 4500.

HUST 4999. Tutorial. (4 Credits)

Independent study.

HUST 5005. NOHA Network on Humanitarian Action Study Abroad. (0.5 to 12 Credits)

This is an administrative registration for students participating in the NOHA Network on Humanitarian Action Study Abroad program.

HUST 5012. Contemporary Issues in Humanitarian Action. (0 to 3 Credits)

This course will introduce students to the pressing issues and acute challenges of contemporary humanitarian response through three modules on (1) Threats and Vulnerabilities, (2) Accountability in Humanitarian Response, and (3) Innovations in Humanitarian Response. The aim of the course is to examine how the international community forms consensus regarding best practices, and how this, in turn, informs humanitarian practice.

Attributes: PMMA, PSIC, PSJH.

HUST 5013. Fundamentals of Humanitarian Action. (0 to 3 Credits)

This course will introduce students to the principles of humanitarian action through three modules on (1) Defining Humanitarian Assistance, (2) Management, and (3) Strategic Planning. The aim of the course is to provide an overview of the critical aspects of international humanitarian coordination from an organizational perspective.

Attributes: PMMA, PSIC, PSJH, PSNM.

HUST 5014. Humanitarian Resource Management and Administration. (0 to 3 Credits)

This course will introduce students to the operational aspects of humanitarian response and focus primarily on the role of human resources (HR) and financial management. In response to the continuing professionalization of the humanitarian sector, this course will provide students with a common understanding of hiring practices, budget management, and donor relations in a humanitarian intervention.

Attribute: GSSE.

HUST 5015. Information Management. (0 to 3 Credits)

This course will introduce students to the principles and strategies behind the effective flow of information in a humanitarian setting. Gathering and managing information is crucial in order to understand the cause of the emergency, identify impacted populations, and determine crisis-afflicted geographical locations. The aim of this course is for students to understand the components of a successful information management network within a humanitarian intervention and identify how information can contribute to future preparedness.

Attributes: PSIC, PSJH, PSNM.

HUST 5016. Monitoring and Evaluation in Humanitarian Response. (0 to 3 Credits)

This course will introduce students to the principles and theoretical frameworks behind data collection and analysis in the context of humanitarian response. It will cover qualitative and quantitative research methods used in humanitarian program monitoring and evaluation (M&E). The aim is to give students an overview of basic methodologies utilized in the field as well as the tools to determine appropriate M&E strategies in various humanitarian settings.

Attribute: PMMA.

HUST 5025. Cash, Commodities, and Services in a Humanitarian Response. (0 to 3 Credits)

For decades, humanitarian assistance was delivered by the supply of commodities and services, often by international humanitarian organizations. More recently, technological advances have made it practical, and cost-effective, to provide humanitarian assistance through cash transfers. This development has both been welcomed as the new way forward and viewed with some suspicion by others who view it as lacking in accountability. This course will examine the roles played by cash transfers, commodities, and services in response to humanitarian crises, along with the advantages and disadvantages of each. The course will also examine the mechanisms now in place for the further development and regulation of cash transfers.

Attribute: HUCB.

HUST 5035. Forced Migration: The Humanitarian Challenge of the Decade. (0 to 3 Credits)

Millions of people worldwide have been forcibly displaced across countries and continents for a wide range of reasons, including armed conflict and natural disasters. Some have become refugees or Internally Displaced Persons (IDPs), while others live as irregular migrants. Some have been trafficked and live as victims of modern slavery. All find their futures dependent on political decisions and local perceptions driven by the media. This course will equip students to understand the complexity of forced migration and its relevant legal and protection framework, including International Refugee Law and the Guiding Principles on Internal Displacement. It will also address recent developments and the shift in emphasis from solving the problem of forced migration to the provision of durable solutions. This course is recommended for students who are interested in forced migration or who may wish to work in the areas of protection and response to affected populations. It is also recommended for humanitarian practitioners who are already working in this field and want to improve their knowledge and understanding of these complex issues.

Attributes: HUHR, PSIC, PSJH.

HUST 5045. Humanitarian Advocacy: Communicating the Need and Motivating the Response. (0 to 3 Credits)

Humanitarians work in hostile environments where people are struggling for survival in situations of armed conflict or natural disasters. In such environments, people may have been forced to flee their homes with few—if any—belongings and may have suffered or witnessed human rights violations. Their plight needs to be communicated to the world in a way that will motivate the deployment of the protection and aid they so desperately need. This course will prepare students for the task of advocacy in humanitarian environments. It will focus on the identification of the most vulnerable members of a large group of survivors and the communication of their needs. It will equip students with the skills required to effectively communicate with local authorities as well as the international donor community. Students will learn to write in a different way than the academic style expected in other courses, focusing on effective advocacy messaging. This course is recommended for students who may envision working directly in advocacy for responding to humanitarian needs. It is also recommended for humanitarian practitioners who wish to prepare for a role in advocacy or are already working in this area.

Attributes: HUCB, PMMA.

HUST 5061. International Disaster Management. (0 to 3 Credits)

Covering the full spectrum of the disaster management cycle and, for the first time, integrating epidemiology, economics, behavioral psychology, and business administration into the curriculum, this course provides the fundamental insights needed to bridge the gap between national emergency planning, international humanitarian coordination, and global disaster risk reduction.

Attribute: HULI.

HUST 5075. Leadership and Management in Humanitarian Assistance. (0 to 3 Credits)

When responding to humanitarian emergencies, managers need the right skills to work in exceptional, rapidly changing, and sometimes dangerous situations. While some conventional techniques may be employed, having skills that take into account the environment and the emotional impact of emergencies on teams and individuals is crucial. This course will teach students the skills required to manage teams responding to humanitarian crises. For students planning to work in such environments, it is recommended that they reflect on whether they envisage being in leadership roles or might need to understand the role of those under whose management they will work. The course is also recommended for humanitarian practitioners at all levels who want to improve their leadership and management skills.

Attributes: HULI, PMMA, PSIC, PSJH.

HUST 5082. Integrity, Accountability and Transparency in Humanitarian Operations. (0 to 3 Credits)

This course will examine the values, principles, and ethical standards that humanitarian personnel must follow when engaged in humanitarian work. Adherence to these values, principles, and standards is critical in developing and maintaining beneficiary confidence, promoting a strong public image, cultivating an effective workforce, and nurturing accountability and transparency. At the end of this course, students will have a better understanding of the meaning of ethics in the context of humanitarian work; the standards of conduct applicable to humanitarian personnel; how to systematically approach ethical problem situations; key ethical and corruption risks pertaining to the humanitarian sector; how to report and deal with ethical breaches, including sexual and other interpersonal misconduct; how to make ethical decisions; and where to seek help.

Attributes: HUHR, PSIC, PSJH.

HUST 5085. Security Management: Delivering Aid in Potentially Dangerous Situations. (0 to 3 Credits)

This course will examine security management of humanitarian personnel working in high-risk environments. Students will analyze the most common security threats and trends and the ways to be proactive in order to reduce exposure to such threats. Students will also analyze organizational duty of care and learn to develop compliant security plans and to conduct security risk assessments. The concept of acceptable risk will be explored, as will the idea of balancing security risks with program delivery. Upon gaining an understanding of security planning, students will be introduced to techniques for critical incident management to reduce the impact of such events. In the final module, students will be taught how to better protect themselves during high-risk events to increase their chances of survival if deployed to work in high-risk environments.

Attribute: HULI.

HUST 5200. Protection for Vulnerable Populations. (0 to 3 Credits)

This course will provide students with a comprehensive introduction to international practices and norms concerning the protection of vulnerable populations in humanitarian emergencies. The past 20 years of international humanitarian interventions has given rise to standardization of humanitarian activities, with a particular emphasis on protection practices. Students will gain an understanding of the landscape of organizations and entities involved in designing these frameworks and assess their efficacy and continued relevance to protecting vulnerable groups.

Attributes: GSSC, HUHR, PMMA.

HUST 5205. Children in Armed Conflict. (3 Credits)

This course will provide students with a comprehensive introduction to the impact of armed conflict on children. In the 21st century, armed conflict continues to put millions of children in harm's way, exposing them to human rights violations, including recruitment and use by armed forces and armed groups, military detention and ill treatment, rape and other forms of sexual violence, forced displacement, family separation, and physical injuries. Children also suffer from trauma and other serious and long-lasting psychological consequences resulting from the violence they have experienced. In addition to these direct violations, children are equally affected by indirect violations of their rights, including attacks on schools and hospitals and denial of humanitarian access. Students will examine the international legal framework for the protection of children in armed conflict and the international humanitarian response system designed to assist their physical and mental well-being. Students will critically assess these mechanisms for their efficacy and continued relevance for protecting children during war.

Attributes: GSSE, HUHR, PMMA, PSIC, PSJH.

HUST 5210. Access to Education During Crisis and Conflict. (3 Credits)

This course will provide students with an introduction to the growing field of education in emergencies. With as many as 40 million children living in countries affected by crisis and conflict it has become increasingly important for humanitarian practitioners to understand the complexities of planning and implementing educational programming in these settings. Building on the theoretical frameworks covered in the course courses, students will evaluate the relationship between education, international development and humanitarian aid through the use of theoretical texts and case studies from around the globe.

Attribute: HUHR.

HUST 5215. Accountability for Sexual and Gender-Based Violence in Humanitarian Settings. (3 Credits)

Sexual and gender-based violence (SGBV) is a well-documented public health and human rights issue that is under-resourced and poorly responded to in most countries across the globe. In crisis settings, existing systems for physical and social protection are further destabilized or destroyed. SGBV is commonplace in many societies but can contribute to conflict, is exacerbated by conflict, is frequently used as a weapon of war, and is poorly responded to in post-conflict settings, despite having lasting consequences on individuals, families, and communities. In this course, students will consider why SGBV is such a challenging topic in the context of conflict and examine how the domestic and international communities have handled accusations of SGBV or documented cases of SGBV. In particular, we will identify how SGBV has been defined in domestic and international laws, and how it has been handled in post-conflict settings using a range of judicial and non-judicial approaches. This course will use a range of case studies and will emphasize the perspectives of affected populations.

Attributes: HCWL, HUHR, PJGS, PJST, PMMA, WGSS.

HUST 5300. International Responses to Migration. (3 Credits)

This course will provide students with an enhanced awareness and understanding of the complex interaction between migration and humanitarian interventions from the point of view of the migrant, national authorities, and the international humanitarian community. With the crisis in the MENA region, particularly in Syria, and the mass migration to southern Europe it is imperative for students to understand the different motivations and determinants of action from regional (EU), national and local stakeholders as well as the diverse circumstances of the migrating populations. Students will be encouraged to critique the influence and motivations of mass and social media on the understanding of the economic, political, legal, and cultural factors of migration.

Attributes: HULI, PMMA, PSIC, PSJH.

HUST 5310. Urban Humanitarian Operations. (0 to 3 Credits)

This course will examine the interconnected systems that make up today's urban contexts, the impact on urban populations when these systems are disrupted by conflict and disasters, and the programmatic models used by humanitarians to respond to the needs of conflict and disaster-affected populations. Students will analyze programmatic models that are specific to urban contexts, as well as those traditionally used in camp and rural settings that can be modified for use in urban areas. Through case studies, students will also analyze existing best practices and ways of increasing the resilience of affected populations in both formal and informal urban settlements. At the end of this course, students will be able to create a desk review summary and stakeholder analysis of an urban context, plan a multi-cluster/sector initial rapid assessment (MIRA) of a disaster- or conflict-affected urban setting, and develop a cluster- or sector-specific urban program plan.

Attribute: HULI.

HUST 5350. Climate Change in the West African Sahel: Impact on Water and Migration. (0 to 3 Credits)

This course will examine the impact of climate change on societies, cultures, and economies in the West African Sahel, which includes Burkina Faso, Chad, Mali, Mauritania, Niger, and Nigeria. The Sahel, a transitional zone between the Sahara Desert and the savanna in sub-Saharan Africa, has been particularly affected by climate change, which has led to unpredictable rainfall and drought. This is also an area of significant out-migration to other parts of Africa and Europe. Considering the movement of Sahelian populations in search of areas with heavier rainfall or irrigation, this course aims to examine the interdependence existing between climate change, conflict, and migration in order to confront the challenges facing rural and urban development in the Sahel. The course goes beyond approaches focused on the physical and chemical aspects of water to develop a constructive perspective, valuing local and international responses to climate change and water management.

Attributes: HULI, PSEV, PSJH, URSG.

HUST 5410. Gender Integration in Humanitarian Action. (3 Credits)

This course will introduce students to the myriad ways in which gender impacts the experience of both the humanitarian crises and subsequent intervention. Students will explore the legal, political, cultural, and economic frameworks that contribute to gender inequality as well as those that provide support for vulnerable groups. Emphasis will be placed on the tension between international guidelines/norms, program implementation, and unanticipated consequences of gender programming.

Attributes: HUCB, PSIC, PSJH.

HUST 5500. Mental Health in Complex Emergencies. (0 to 3 Credits)

Over the past several years, the IIHA has run a popular 12-day course largely for mental health professionals. We will now be offering a distance learning course covering similar materials over a 15-week semester.

This is a training course for mental health professionals and program staff who wish to establish mental health or psychosocial programs in a humanitarian context within conflict and post-conflict areas. This course is also open to Fordham graduate students in humanitarian studies or other relevant disciplines. It will aim to provide practical orientation and training, including how to conduct rapid assessments, designing and setting up mental health services or psychosocial programs (exploring the differences between them), and clinical work and therapeutic approaches in non-Western contexts. It will address the issues of cultural validity, conflict resolution and negotiation, taking care of oneself and dealing with burnout. This course will also introduce potential field workers to essentials such as personal security, logistics, and practical aspects of humanitarian work in the field.

Attributes: HUCB, PMMA.

HUST 5600. International Humanitarian Law: Policy and Practice. (0 to 3 Credits)

This course will explore the development and application of International Humanitarian Law (IHL), also known as the law of armed conflict. IHL is a set of rules that, in times of armed conflict, seeks to protect people who are not or are no longer participating in hostilities, and to restrict the means and methods of warfare. The rules of IHL aim to balance military necessity against fundamental principles of humanity. IHL also provides a normative framework to facilitate the delivery of aid by humanitarian organizations engaged in mitigating the suffering caused by armed conflict. Students will examine the rules of international customary law, as well as treaty law, which form the legal bases for IHL; in particular the four Geneva Conventions of 1949 and their two additional protocols of 1977, and the Hague Regulations of 1907. Students will also study the principles of proportionality and distinction between military objectives and civilian objects, as well as the prohibition against means of combat that lead to unnecessary suffering and superfluous injury, which underpin this body of law. Questions to consider throughout the course include: What is international humanitarian law? How is it created, interpreted, applied, and enforced, and how does it evolve? How does it intersect with other branches of public international law, mainly international criminal law and international human rights law? This course will use case studies to illustrate principles and concepts.

Attribute: HUHR.

HUST 5801. Humanitarian Internship. (1 Credit)

Students will have an opportunity to intern at prominent international humanitarian organizations, helping them gain the necessary exposure and understanding of the dynamics of such organizations and their mission. Our location enables students to pursue internships at and exposure to various United Nations agencies, diplomatic missions, international nongovernmental organizations, and prominent research and think-tank institutions. Students will complete an internship tutorial that matches their concentration area.

HUST 5990. Master's Thesis Research I. (2 Credits)

Students should develop a thesis topic with a Fordham faculty advisor and a reader who has significant practical experience in humanitarian affairs, ideally after completing Module 2. This project is the culminating demonstration of the knowledge and skills gained throughout the MIHA coursework. The thesis will focus on practical examples of past mistakes, contributing possible solutions to the existing literature. The research methods necessary to writing the thesis are taught within the context of each module. Thesis projects should incorporate learning from previous MIHA courses, followed by final editing, defense and approval.

HUST 5991. Master's Thesis Research II. (2 Credits)

This project is the culminating demonstration of the knowledge and skill gained throughout the MIHA coursework. The thesis will focus on practical examples of past mistakes, contributing possible solutions to the existing literature. The research methods necessary to writing that thesis are taught within the context of each module. Thesis projects should incorporate learning from previous MIHA courses, followed by final editing, defense and approval.

HUST 5992. MSHS Thesis. (2 Credits)

In order to successfully complete the M.S. in Humanitarian Studies, students will be expected to synthesize the cumulative knowledge gained from their coursework, additional research, and internship experience (if appropriate) to write an original, substantive, and academic final thesis. The subject will be agreed upon between the student and their faculty advisor in conjunction with a humanitarian aid professional recognized by the Institute for Humanitarian Affairs.

HUST 5993. MSHS Thesis Research. (0 Credits)

In order to successfully complete the M.S. in humanitarian studies, students will be expected to synthesize the cumulative knowledge gained from their coursework, additional research, and internship experience (if appropriate) to write an original, substantive, and academic final thesis. This course will allow students to complete research for their thesis.

HUST 6000. International Diploma in Humanitarian Assistance. (0 to 8 Credits)

The International Diploma in Humanitarian Assistance (IDHA), the flagship program of the Institute of International Humanitarian Affairs, equips mid-career professionals to drive the humanitarian sector of the future in a more effective, sustainable, and dignified direction. Students will also develop a holistic perspective on global humanitarian issues to propel them to the next level in their careers, helping them create positive social change both in and out of the field.

HUST 8999. Independent Study. (1 Credit)

This is a graduate tutorial/independent study registration for humanitarian studies.

HUST MTNC. IHA Maintenance of Matriculation. (0 Credits)

Students must maintain continuous registration throughout their studies in the graduate program. International Humanitarian Action students working toward the Master of Arts Degree are to use this registration during each semester when not participating in module.

Independent Study (UG) (INDP)

INDP 1800. Internship. (1 Credit)

Internship.

INDP 2999. Tutorial. (2 Credits)**INDP 3800. Internship. (3 Credits)**

Internship.

INDP 4800. Internship. (1 to 4 Credits)

Internship.

INDP 4999. Tutorial. (0.5 to 6 Credits)

Independent Study Law (INGL)

INGL 0001. IDEAL Placement Seminar. (0 Credits)**INGL 00S1. Pathway 2: 1st Semester. (0 Credits)****INGL 00S2. Pathway 2: 2nd Semester. (0 Credits)****INGL 00S6. Pathway 2 (6). (0 Credits)****INGL 0101. Independent Study. (1 Credit)****INGL 0102. Independent Study - 2 Cr.. (2 Credits)****INGL 0103. Independent Study - 3 Cr.. (3 Credits)****INGL 0199. Semester Abroad: SKKU Korea. (12 Credits)****INGL 0202. Perspectives on Doctrinal Analysis. (2 Credits)**

This course surveys core U.S. legal doctrine in key areas tested on the Uniform Bar Exam (UBE) which will be administered in New York starting in July of 2016. Core subjects will be reviewed and analyzed and then serve as the foundation for practical application on all components (MBE, MEE, and MPT) of the UBE. Periodic exams throughout the semester and a final exam test students' knowledge and skills toward success on the UBE. This is a graded, two credit course intended for graduating students who wish to jump start their bar exam preparation. It is not a substitute for a full bar review course. If you have additional questions, please contact Cynthia Juco in the Office of Student Affairs: cjuco@fordham.edu.

Attribute: JD.

INGL 0206. Semester Abroad - Comillas. (12 Credits)**INGL 0260. SJD Dissertation Development I. (9 to 10 Credits)****INGL 0262. SJD Dissertation Development II. (8 to 10 Credits)****INGL 0263. SJD Dissertation Development III. (9 to 10 Credits)****INGL 0264. SJD Dissertation Development IV. (8 to 10 Credits)****INGL 0300. Graduate Thesis. (3 Credits)****INGL 0302. SJD Colloquium. (1 to 2 Credits)**

The S.J.D. Colloquium, required for all doctoral candidates in residence, will consist of a series of in-person workshops. During each class, upper-level candidate will lead a class on a topic related to his or her dissertation. Each candidate will select, assign, and present readings, leading a discussion about the topic that will include all students in the class.

Attribute: LLM.

INGL 0311. Fashion Law Capstone/Thesis. (3 Credits)

Students must seek approval from Anthony Agolia or Ariele Elia in order to register for this course.

Attributes: FASL, LAWF.

INGL 0312. Compliance Capstone: Building Effective Ethics & Compliance Programs. (1 or 3 Credits)

In this course, students will complete a substantial paper or project, under the close supervision of the course instructor, on the design and implementation of effective ethics and compliance programs. The paper/project is an opportunity to synthesize and apply the learnings from companion course [CRN 42615] and prior compliance courses, and strengthen the analytical, organizational and leadership skills that are needed to be a successful compliance officer.

Attributes: CORC, LLM.

INGL 0530. Semester Abroad - Fudan Law School, China. (12 Credits)**INGL 0601. SJD Dissertation Research I. (8 to 9 Credits)****INGL 0615. Quantitative Methods for Graduate Students. (1 Credit)**

Quantitative Methods for Graduate Students introduces basic financial concepts and general quantitative reasoning skills that lawyers and compliance officers and other professionals should possess.<p>Quantitative Methods for Graduate Students will expose students to the following law-related finance concepts:
 Supply and demand, markets, and externalities
 Cost-benefit analysis
 Probability and causation
Expected value and the time value of money
 Financial statements<p>The instructors, a litigator and a forensic accountant, will use role plays and demonstrations to illustrate these concepts.<p>Students will be evaluated on the basis of a proctored examination. The course will be graded on a Credit/No Credit basis.<p> This course is required for all LLM students in their first semester of enrollment.
<i>Please email Professor Dowd and Gottlieb your resumes and cover letters explaining your post graduation employment plans and if you plan to search for employment, what kind of job you intend to look for? .

Attribute: LLM.

INGL 0702. SJD Dissertation Research II. (8 to 10 Credits)
 INGL 0703. SJD Dissertation Research II. (8 Credits)
 INGL 0708. Independent Study: Fashion Law Research. (2 Credits)
 INGL 0780. Law Study. (0 Credits)
 INGL 0781. SJD Dissertation Extension I. (9 to 10 Credits)
 INGL 0782. SJD Dissertation Extension II. (8 to 10 Credits)
 INGL 0783. SJD Dissertation Extension III. (9 to 10 Credits)
 INGL 0784. SJD Dissertation Extension IV. (8 to 10 Credits)
 INGL 0785. SJD Dissertation Extension V. (10 Credits)
 INGL 0786. SJD Dissertation Extension VI. (10 Credits)
 INGL 0900. Semester Abroad - Amsterdam. (12 to 14 Credits)
 INGL 0904. Semester Abroad - Madrid. (12 Credits)
 INGL 0905. Consortium Agreement. (0 to 12 Credits)
 INGL 0908. Semester Abroad: Bucerus. (12 Credits)
 INGL 0914. Semester Abroad - Icade Mexico. (10 to 12 Credits)
 INGL 0915. Semester Abroad - Icade Spain. (12 Credits)
 INGL 0920. Semester Abroad - Italy (Luis). (0 to 12 Credits)
 INGL 0921. Semester Abroad - Paris. (6 to 14 Credits)
 INGL 0922. Semester Abroad: Switzerland. (12 Credits)
 INGL 0924. Semester Abroad: Lucerne. (12 Credits)
 INGL 0925. Semester Abroad Waseda Law Sch. (12 to 14 Credits)
 INGL 0929. Bocconi Law School. (12 Credits)
 INGL 0930. Study Abroad - Esade Spain. (12 to 14 Credits)
 INGL 0962. Semester Abroad: FGV. (12 Credits)
 INGL 0971. China U. of Politics and Law. (12 to 14 Credits)
 INGL 0972. Study Abroad - Germany. (12 Credits)
 INGL 0990. SEmester Abroad: Tel Aviv. (12 Credits)
 INGL 0992. East China University of Politics and Law. (10 to 12 Credits)
 INGL 0996. Semester Abroad - Italy (Luis). (12 Credits)
 INGL 0997. Law School-Summer Institute. (0 Credits)
 INGL 0998. Visiting Scholars Program. (0 Credits)
 INGL 1998. Pre-Law Institute. (0 Credits)
 INGL 1999. Winter Institute. (0 Credits)
 INGL 4000. Student Affairs Holder. (0 Credits)
 INGL 9999. International Legal Practice. (0 Credits)

Information Systems (Gabelli Graduate) (ISGB)

ISGB 6910. Business Tech & Analytics. (3 Credits)

FT MBA CORE/ PMBA FLEX CORE COURSE (Formerly "Business IT")
 This course focuses on applied tech and analytics skills for business managers/leaders, and strategic use of digital technologies in business. It will help students meet two objectives: (1) Make effective business decisions involving digital technologies and data; (2) Build essential hands-on software skills. We will use and demo a number of hands-on tools useful for managers and business leaders. Students will analyze case studies and will learn to become valuable participants in business decisions involving digital technologies. They will learn how to evaluate business applications, propose digital innovation ideas and work on a semester-long project to make data-driven decisions or develop a proposal/prototype for a company. Topics include enterprise applications, systems development processes, data management, data visualization, data mining, web analytics, IT for competitive advantage, e-commerce, creating a web presence, network effects and platform strategies, digital business models, digital innovation foundations & tech trends, cloud strategies, mobile commerce, social business technologies, adtech and cybersecurity. The course emphasizes applied active learning and a global perspective, informed by industry speakers from the vibrant NYC tech ecosystem. (This is an MBA core course, and a recommended course for other MS students interested in an introduction to business tech and analytics).

Attributes: BUAN, BUBA, ISCY, ISDT, ISEC, ISEL.

ISGB 7811. Internship Project. (1 to 3 Credits)

Internship project in information technology or business analytics.

ISGB 7901. E Business Strategies & Appl. (3 Credits)

This course introduces students to concepts, issues, technologies and trends essential to conducting business in the Internet-based digital economy. The main question answered is: How do you create a successful web presence for your company? The course emphasizes marketing aspect of e-business and hands-on skills on building effective business websites. The course reviews common e-business models (e.g., e-tailing, digital content, digital social media, etc) and applications such as web-based customer relationship management (CRM) and e-procurement. It addresses search engines, web analytics & metrics and discuss cutting-edge issues including e-retailing, content providers, Internet advertising technologies, e-payment systems, regulatory & tax issues, security & privacy concerns and mobile commerce. This course has a global focus through case studies in a variety of business sectors, including retailing, financial services, information services and global e-commerce. Hands-on skills include use of HTML, CSS, Javascript, WordPress, and other related technologies and platforms. In a group project, students will propose an e-commerce business strategy and create a website to implement it.

Attributes: ABEB, ABEP, ABIB, ISDT, ISEL.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7902. System Analysis & Design. (3 Credits)

This course aims to give you the analysis skills and hands-on tools to analyze and design high quality systems. It provides the foundations and current issues of systems analysis and design and related systems development and software product development issues in business. The course teaches the language that connects IT with business units and cultivates essential skills for tech professionals and other managers involved in developing new IT business solutions. The course emphasizes technical skills, managerial skills, processes, software tools, challenges, opportunities, and success factors in systems development within established companies and startups. Course topics include: systems development lifecycle, agile development, capturing and managing system requirements, data and process modeling using the Unified Modeling Language (UML) standard, redesigning business processes, architectural and detailed design, UI/UX design, testing, and deployment. Students will acquire hands-on skills such as modeling using UML and structured methods, and a number of analysis and design tools and platforms. Students will deliver a group project in phases.

Attributes: ABFI, BUAN.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7905. Web Applications Development. (3 Credits)

(Formerly Web Technologies and E-Business Applications) This course begins with a brief review of e-business models and applications, such as online purchasing, customer relationship management, electronic marketplaces, application service providers, supply chain management, enterprise resource planning, and enterprise portals. It will cover the full web application development lifecycle, with an emphasis on hands-on web systems design, build, and implementation. Students will use both WAMP/MAMP and MERN stacks and discuss project control procedures, tools, metrics, and organizational change enablement.

Attributes: ABEB, ABEP, ISEA.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7910. Info Systems Strategy & Mgmt. (3 Credits)

Focuses on issues of aligning business and technology strategies. Addresses how IT supports business strategy and business processes, the role of the CIO, systems integration, outsourcing, the value of IT, selection of technologies IT strategy and infrastructure, dealing with emerging technologies and organizational issues surrounding technology implementations. This is the Information Systems area capstone course.

Attributes: ABGS, ABIB, BUAN.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7922. Healthcare IT. (3 Credits)

This course introduces students to the subject of health information technology (HIT) and describes the organizational context surrounding the implementation, use, and management of HIT. Students examine the concepts, applications, and strategies of HIT. Key concepts include the role of HIT in enabling quality, safety, and efficiency of health care delivery. The course also surveys the various types of HIT, including electronic health records, clinical decision support systems, master patient indexes, analytics, and telemedicine, among others. The organizational issues of user acceptance, value measurement, alignment, workflow analysis, and management are discussed. And contemporary developments—including the trend toward service-oriented architectures/web services and meaningful use—are highlighted. The key challenges of security, privacy, and compliance with regulations are also examined.

Attributes: ABHM, BUAN, ISDT, ISEA, ISEL.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7924. Mobile E-Commerce and Apps. (3 Credits)

Roughly two-thirds of the world's population participates in the new mobile economy. Leveraging the mobile marketplace requires a conceptual understanding of mobile-commerce as well as the practical skills needed to create the next generation of wireless enabled goods and services. This course will provide both, using a combination of global case studies and hands-on experience in building mobile applications for handheld devices.

Attributes: ABEB, ABEP, BUAN, ISDT, ISEL.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7932. Accounting Info System. (3 Credits)

The rapid advances in information technology (IT) of recent years have brought with them dramatic changes in the way business organizations operate and compete. Information technology, for example, is generating new products and services and transforming the world economy. Familiarity with information systems (IS) has become indispensable to the leaders of today's and tomorrow's organizations. It is equally true that any enterprise in either the private or public sector requires sound accounting procedures and processes that integrate throughout. It comes as no surprise that Account Information Systems have become integral to the vitality of the corporation. It has become even more critical with the surge in fraud and white-collar crime which has resulted in the sweeping Sarbanes-Oxley legislation. The purpose of this course is to introduce students to the subject of computer-based accounting information systems. The four critical objectives are a sound understanding in business processes, transaction cycles, internal controls, and the systems components of each.

Attributes: BUAN, ISDT, ISEC, ISEL.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7933. Audit Data Analytics. (3 Credits)

Introduces audit and accounting students to data analytics foundations, methods and tools. It reviews industry applications and trends. Students will do hands-on projects analyzing audit and other accounting data.

Attributes: BUAN, BUBA, CME, GB02, ISBA, ISEL.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7934. Artificial Intelligence. (3 Credits)

The goal of this course is to acquaint you with the objectives and methods of researchers and practitioners in Artificial Intelligence. We will explore numerous aspects of computational models of intelligence including search and problem solving, planning, machine learning, reasoning, knowledge representation, robotics, natural-language processing, speech recognition, vision, cognitive science, and expert systems. We will also discuss genetic algorithms, fuzzy logic and deep machine learning including neural networks. The ethics of Artificial Intelligence is also addressed. The course is organized as a seminar style survey, with hands-on assignments in open-source artificial intelligence tools. The course focuses on concepts, design, tools, and applications. Python knowledge is required; the underlying math is not discussed. This course is an applied course focused on the hands-on, practical aspects of AI.

Attributes: BUAI, BUAN, GB02, ISBA, ISEL.

Prerequisites: BYGB 7967 or ISGB 7967 and BYGB 7977 or ISGB 7977 and BYGB 7990 or ISGB 7990.

ISGB 7942. Optimization Models in Bus. (3 Credits)

Optimization models seek to find the best decisions given a set of constraints. Applications are in diverse areas of business, including finance, logistics and marketing. The course will introduce different kinds of models, including network, linear programming, mixed-integer programming, and non-linear programming, and demonstrate their use in different areas of business. Students will learn how to use optimization software, including solvers and modeling languages.

Attributes: BUAN, BUBA, ISBA, ISEL.

ISGB 7943. Programming with Python. (3 Credits)

This introductory course covers the fundamentals of programming in Python. Through lectures, hands-on coding exercises and assignments, as well as a project, students will gain a solid understanding of Python syntax, data structures, control flow, functions, and essential packages used in business applications and data analysis.

Attributes: ABEP, ABFI, BUAN, BUDS, CME, GB01, ISEC, ISEL.

ISGB 7944. Sports Analytics. (3 Credits)

Sports businesses achieve superior performance and gain competitive advantage by leveraging data and analytics. The course explores technologies, tools and analytics projects in Sports business.

Attributes: BUAN, BUBA, GB02, ISBA, ISEL.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7945. IT and Sustainability. (3 Credits)

(Formerly Business Design Through IT). This course discusses the transformative role of information and communication technologies (ICTs) in enabling sustainability. ICTs' effect on sustainability dimensions are felt at both the macro, societal level, as well as at the business level. These include ICTs' positive impact on development, education, environment, health care, power, transportation, and others. Simultaneously, ICTs themselves are subject to sustainability practices, for example, green computing. Additional topics include the design of smart cities, digital divide, the knowledge society, rebound effects, governance, and world development indicators. Students working in groups will analyze several contemporary cases from a global perspective and also develop an IT-based sustainability plan.

Attributes: ABEB, ABEP, ABGS, ISDT, ISEL, SOIN.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7955. Project Management. (3 Credits)

Provides the skills project managers need to complete projects on time and on budget. Technology improvements in organizations are implemented through projects, and strong project management skills are a key success factor for companies to achieve the expected benefits from their technology investments. Topics include setting and maintaining project scope, developing work plans, estimating required resources, developing work programs, organizing project teams, super-users, monitoring and controlling projects, maintaining relationships with users and management, status reporting and key factors for realizing the anticipated benefits from the investment. Students use a computer-based project management tool as part of this course.

Attributes: BUAN, ISEA.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7967. Machine Learning for Business. (3 Credits)

Machine Learning, a branch of Artificial Intelligence, is concerned with constructing computer programs capable of learning from data. This course covers the core concepts, theory, algorithms, and business applications of machine learning. Topics include supervised learning (e.g., regression and classification), unsupervised learning (such as association rules models), and an introductory overview of Deep Learning. Students engage in hands-on model building exercises using machine learning libraries and software tools.

Attributes: ABFI, ASDM, GB01.

Prerequisites: ISGB 6910 (may be taken concurrently) or GBA Waiver Information Systems with a score of 070.

ISGB 7973. Data Management and SQL. (3 Credits)

This course covers the basics of database management including modeling and structured query language (SQL), a critical element of all IT organizations. Databases are the foundation for operational/transaction systems and for analytics and management decision-making. Topics include database analysis and data modeling, database design with entity-relationship and relational models, and SQL. Additional managerial topics include data administration, data warehousing and ETL, security and privacy, distributed and no-sql databases and the Internet database environment.

Attributes: ABFI, GB02, ISEA.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7975. Data Visualization. (3 Credits)

This course introduces the concepts of business analytics/data visualization and various related concepts and techniques, including business intelligence, data analytics, data science, the scientific method, visualization, visual storytelling, and brief overviews of statistical and machine learning analytics. It explores the process, contents, and context of managerial decision making and looks at how business analytics can help in improving management decision-support effectiveness in the various functional areas of business, such as marketing, finance, and manufacturing. Managers in general, not just IT individuals, stand to gain from the discussion. We'll also discuss the managerial issues of data ethics, ownership, governance, standards, privacy, and security. Further, we'll discuss analytics in different industries (e.g., supply chain, health, customer, sustainability, etc.). Class members working individually and in teams will gain hands-on experience in implementing an analytics project. Students will be expected to apply primarily visualization, with additional statistical and machine learning models in the project.

Attributes: ASDM, GB01, ISBA, ISEA, ISEL.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7977. Natural Language Processing and Applications. (3 Credits)

This course introduces the concepts of processing, analyzing, extracting, and generating insights from rich text data. You will explore a range of important topics in text analytics, including basic natural language processing techniques, sentiment analysis, text classification and clustering, information extraction, probabilistic topic models, social media analysis, and text visualization. The course combines lectures with case studies and student projects to offer a well-rounded learning experience. You will use Python throughout the course and become proficient in NLP packages such as NLTK.

Attributes: ABFI, ISBA, ISEL.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7978. Web Analytics. (3 Credits)

Web analytics is the science of accessing and analyzing vast swaths of Internet data to create business value. Typical data types include content (user queries in search engines, discussion threads in online forums, chats in social media), linkage (webpage links and social network links), and website usage logs (clickthrough data). This course also covers two core components of web analytics in modern businesses. First, students will build skills that extract and integrate data from online sources for actionable business insights. Second, they will learn conceptual and hands-on approaches to analyzing web content, linkage, and usage, including how search engines work, how online marketing web works, and how to model and analyze population-scale networks. Students will use Python throughout the course and become proficient in Google Analytics.

Attributes: ABEB, ABEP, GB02, ISBA, ISEL, PMMA.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7980. Bus Modeling w/Adv Sprdsheets. (3 Credits)

Covers the vital role of advanced spreadsheet methods in business modeling and decision-support. Students learn to build and analyze decision-making models using a spreadsheet package (Excel), with extensive hands-on use of the package and add-ins. Students model and solve representative practical problems covering key business functions such as accounting and finance, sales and marketing, management and operations and human resources. Topics include various advanced spreadsheeting functions, "what-if" analysis, list and data management tools, Solver and sensitivity analysis, simulation and forecasting models. A basic understanding of Microsoft Excel is required for this course.

Attributes: BUAN, BUBA, GB02, ISBA, ISEL.

ISGB 7985. Data Warehousing. (3 Credits)

Provides an advanced, comprehensive overview of data warehousing along with in-depth discussion of critical issues in planning, design, deployment and ongoing maintenance. Students gain a clear understanding of techniques for data extraction from source systems, data cleansing, data transformations, data warehouse architecture and infrastructure, and the various methods for information delivery. Additional concepts discussed include data marts, real-time information delivery, data visualization, requirements gathering methods, multi-tier architecture, OLAP applications, Web click-stream analysis, data warehouse appliances, and data-mining techniques. Students undertake hands-on exercises and projects in commercial data warehousing modeling and implementation tools and perform case analyses.

Attributes: BUAN, BUBA, ISBA, ISEA, ISEC, ISEL.

Prerequisites: ISGB 6910 or INSY 6910 or ICGB 6910 or GBA Waiver Information Systems with a score of 070 and ISGB 7973.

ISGB 7988. Business Performance Analytics. (3 Credits)

This course aims to help students develop the knowledge required and techniques available to enable managers to measure and manage business performance and risk within their organization. There will be an emphasis on the role of business analytics in enabling business performance and risk management. The application of analytics to such concepts as balanced scorecard strategy maps, KPIs, corporate metrics, risk analysis, corporate governance information communication and dissemination, compliance and regulation assessment, and reporting and information assurance is the hallmark of this course. The social, ethical, and behavioral dimensions of the role of technology in analytics and performance management are discussed.

Attributes: GB02, ISBA, ISDT, ISEL.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7989. Info Tech in Transnatl. (3 Credits)

Provides practical guidelines for managers to integrate international business with IS planning and operations. As businesses increasingly operate globally, corporations with transnational business strategies must also develop transnational Information Systems. Today's managers need to coordinate international telecommunications and IS operations as well as exploit the organizational and economic opportunities International System creates for businesses that operate globally. INTERNATIONAL BUSINESS COURSE.

Attribute: ABIB.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7990. Cloud Computing for Analytics. (3 Credits)

Many of the world's biggest discoveries and decisions in science, technology, business, medicine, politics, and society are now being made based on analyzing massive data sets. Those typical datasets include millions of online customer reviews, social comments from Facebook, Twitter, and other popular social platforms, shopping transaction records, mobile messages, financial news, climate data, IoT data, and others. Today's organizations face the key challenge of analyzing massive data to gain key insight to make informed decisions. This course provides a broad and practical introduction to Big Data from three perspectives: (1) introduction to the Big Data problem, current challenges, trends, and applications; (2) technologies for Big Data management, Big Data technology and tools, special consideration made to the MapReduce paradigm and the Hadoop ecosystem; (3) algorithms for Big Data analysis, mining and learning algorithms that have been developed specifically to deal with large datasets. Technology is still evolving very rapidly. Therefore, there is a level of experimentation with new material that will take place during the semester.

Attributes: ABFI, GB02, ISBA, ISEL.

Prerequisite: ISGB 7967.

ISGB 799D. Cybersecurity for Business. (3 Credits)

This class will explore the concepts of cyber risk management within an enterprise. The course will help a manager develop a solid understanding of cyber risk and successful mitigation strategies to reduce an organizations risk profile. The course will include topics such as IT control assessments, static and dynamic application security, network security, information security policies and standards, threat modeling and analysis, risk/benefits of BYOD (Bring you own device), IOT (The Internet of things), and many other real-time cyber topics.

Attributes: BUAN, ISCY, ISEL.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 799L. Study Tour: Germany. (3 Credits)

The study tour to Germany will be held from March 21 - April 1 during the spring/Easter break. It allows students to learn about the business environment in Germany and the European Union. Through academic presentations, company visits, and visits to cultural and historic sites, students will learn how the current business practices in Germany have been influenced by its rich culture, the world wars and the formation of the European Union and technology led globalization. The study tour will include stays in Marburg, Frankfurt, and Munich. There is no Course related readings and pre-trip and post-trip assignments will be available in the first week of the spring semester. Expenses for the trip, including airfare are expected to be around \$2,700 per student (in addition to the tuition for the course). Please contact Prof. Saharia at saharia@fordham.edu with any questions. The course is open to MBA and MS students in good standing.

Attributes: ABIB, ISDT, ISEL.

ISGB 799R. IT Audit and Information Assurance. (3 Credits)

This course will present an overview of the various elements of IT Audit and Information Assurance. Basic IT audit and information assurance concepts will be discussed and analyzed. General IT and application controls will be covered along with how the controls underlie SOX Section 404 Legislation. The course will also examine business processes, technologies and controls relating to financial reporting. Key components of information systems, including operating system security, database controls, network safeguards, systems development and application maintenance will also be covered. Technology processes supported under COBIT 5 will be discussed along with risk assessment techniques. The challenges around information assurance, data governance and privacy will be explored in detail.

Attributes: BUAN, BUBA, CME, ISDT, ISEL.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 799S. C++ Programming. (3 Credits)

This course will teach Object Oriented programming using the C++ programming language. Students will learn the fundamentals of developing coherent, expressive programs. Students will work on a realistic albeit simplified financial application project.

Attributes: ISEC, ISEL.

Prerequisite: ISGB 6910.

ISGB 799V. R Statistical Programming. (3 Credits)

This is a programming course using the R programming language. Applications will focus on data analytics and statistical programming.

Attributes: BUAN, BUDS, BUSA, CME, GB01, ISEC, ISEL.

ISGB 799W. Java Programming. (3 Credits)

This course provides an introduction to business applications programming concepts, techniques and tools. Students will acquire practical skills and experience with object-oriented development using the Java language, one of the most widely used programming languages. Topics include the elements of the language, common Java classes, object-oriented programming including inheritance and interfaces, object-oriented design, and database integration. Case studies in e-commerce and finance will show how Java can leverage the wide variety of available libraries and web services. Course work includes individual assignments and group projects.

Attributes: ISEC, ISEL.

ISGB 799X. Fintech -An Introduction. (3 Credits)

FinTech is a new and emerging field of technology that is disrupting the way that many companies are conducting business. FinTech has already "forever" changed many sectors including mobile payments, social media, money transfers, loans, fundraising, travel, trading and asset management. It has completely revolutionized the way companies are developing products, conducting research, establishing directed sales and marketing plans, and utilizing start-up technology. Businesses are using FinTech to expand their products and services at a fraction of its previous cost. Entrepreneurs are utilizing FinTech as a central foundation for research, funding, and product development. Customers are already utilizing FinTech as part of their daily lives - mobile apps, social media, banking, online shopping, entertainment and gaming. This course will introduce students to the breadth of FinTech, and touch upon the technical underpinnings.

Attributes: BUAN, BUDS, ISDT, ISEC, ISEL.

Prerequisites: ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 799Y. Blockchain Tech & App Dev. (3 Credits)

The main objective of this course is to familiarize students with the ecosystem, technologies, and development skills surrounding blockchain. The course starts with foundational concepts, such as distributed state machine, hash tree, P2P network, GPU processing, cryptocurrency, and cryptography. Using simulated sandbox and locally installed environments, the course guides students through the development, front-end integration, and deployment of blockchain-based smart contracts. Other topics covered will include rapid prototyping, design patterns, and agile development to maximize the likelihood of successful blockchain projects.

Attributes: ABBC, BUAN, BUDS, ISDT, ISEC, ISEL.

ISGB 799Z. Deep Learning. (3 Credits)

The goal of this course is to acquaint you with the objectives and methods of deep machine learning DML. We will explore and learn the basic types of deep neural networks including convolutional, recurrent, and generative adversarial, and the type of data each is designed for. Key additional topics include techniques to improve training, preventing overfitting, and best practices for minimizing error. Students will study the major technology trends driving DML. A key takeaway is a working knowledge of the vocabulary of concepts and algorithms in DML. The challenges and issues surrounding the use of DML including design issues, ethics, governance, ownership of data, privacy, security standards and quality control and validation are also discussed. Emphasis is on business applications. The course is organized as a seminar style survey course, with hands-on assignments in DML tools. The discussion is in the context of business and more application driven. The course focuses on concepts, design, tools, and applications. Python knowledge is expected; the underlying math is not discussed. This course is an applied course focused on the hands-on, practical aspects of DML.

Attributes: BUAI, BUAN, GB02, ISBA, ISEL.

Prerequisites: (ISGB 7943 or Gabelli Grad Python Waive Exam with a score of 1) and (BYGB 7967 or ISGB 7967).

ISGB 79AA. Advanced Python for Financial Programming. (3 Credits)

This course covers advanced Python programming using examples in finance. Topics include data access from a variety of sources (spreadsheets, databases, web pages, and web services) as well as data visualization and statistics. There is hands-on exposure to an extensive set of Python packages and to the definition and design of object-oriented programming. Finance topics include an introduction to financial instruments and analytics (equities, fixed income, options, f/x), portfolio analysis (simulation for risk analysis, optimization for portfolio balancing), machine learning approaches, and handling of intraday data.

Attributes: BUAI, BUAN, BUDS, GB02, ISBA, ISDT, ISEC, ISEL.

Prerequisites: ISGB 7943 or Gabelli Grad Python Waive Exam with a score of 1.

ISGB 79AB. Programming for Analytics. (3 Credits)

This course covers both Python and R as programming languages. The Python portion of the course empowers professionals to process data, handle complex computations, automate procedures, and conduct research efficiently on a massive scale. This course also introduces and advances the understanding of the R programming language in a statistical environment. Students will understand the fundamental syntax and logic of both languages, and learn how both are applied to solve business problems algorithmically.

ISGB 79AC. Cybersecurity Analytics for Business. (3 Credits)

Cyber attacks pose an increasing threat to the nation's critical infrastructure, including computer networks, cyber-human systems, business applications, sensor networks, and mobile devices. This course provides an introduction to data analytics for multiple aspects of information security and focuses on using data analytics methods for discovering anomalies pertaining to cyber threats through hands-on exercises in programming, visualization, statistical analysis, machine learning, and big data analytics tools. Prior knowledge of Python and R expected.

Attributes: BUAN, BUBA, GB02, ISCY, ISEL.

Prerequisites: ISGB 7975 or BYGB 7975.

ISGB 79AD. Digital Forensics. (3 Credits)

This course provides students with an introduction to digital forensic science and the systematic process of acquiring, authenticating, and analyzing digital evidence. Technical and managerial topics will be explored, providing students with both theoretical and practical hands-on experience using forensic equipment and software. The topics of e-discovery, data retention, data disposal, litigation, internal investigations, regulatory compliance, and incident response will be covered.

Attributes: BUAN, BUBA, ISCY, ISEL.

ISGB 79AE. Robotic Process Automation. (3 Credits)

The Institute of Robotic Process Automation (IRPA) defines RPA as "the application of technology that allows employees in a company to configure software or a 'robot' to capture and interpret existing applications for processing a transaction, manipulating data, triggering responses and communicating with other digital systems." Traditional workflow automation tools relied on APIs or dedicated scripting languages to converse with back-end systems. RPA, on the other hand, observes a user's actions when interacting with software and mimics those actions by itself. In simpler terms, RPA can also be thought of as a digital assistant that is programmed to behave similarly to the way you do. This course will introduce you to the key concepts of RPA and discuss how organizations can automate some of the internal processes to bring about an improvement in productivity and get employees to move up the work value chain. Additionally, the managerial issues surrounding the introduction of RPA into the organization include cultural and technical challenges, demonstrating the business value of RPA, privacy and security, training, ownership and governance, etc. Additionally, the business and societal implications of the effects of automation will be discussed. Students will do individual hands-on assignments and a group project in learning and applying the key RPA platforms. RPA case studies will be discussed.

Attributes: BUAI, BUAN, BUDS, ISDT, ISEC, ISEL.

ISGB 79AF. Business Dynamics: Systems Thinking & Simulation. (3 Credits)

Managers and business leaders need to make sense of a complex and fast-changing business landscape. They need to map, model, analyze, and manage complexity to achieve superior performance. This course introduces systems thinking and associated modeling methods, techniques, and software tools that are essential to master complexity and drive business performance. The course explores models, model-modeling approaches for managers, business leaders, and business consultants. These skills can be used to understand system structure and dynamic behavior across a variety of business domains and applications, including business transformation, digital transformation, business model design, and sustainability. Case studies across a variety of industries and a group project add to the student learning experience.

ISGB 79AG. Cloud Computing and Finance Uses. (1.5 Credits)

This course introduces the core concepts of cloud computing, including networking, storage, database, access control, security, compliance, and pricing. Cases will be drawn from the finance industry. The course does not require prior programming or cloud computing experience. Students will create their own account on a cloud platform and gain some hands-on experience by provisioning a cloud service and working with it.

Prerequisite: ISGB 6910.

ISGB 79AH. Digital Technology and Social Justice. (3 Credits)

This course will examine the social impacts of advances in digital technologies on society. The topics covered in the course will include the digital divide, technology-enabled classroom and remote learning, the effect of technology on employment opportunities and social mobility, AI and the future of work, and the role of social media platforms in forming opinions about "others" (as defined by race, gender, nationality), e-government, and uneven access to government services. While our primary focus will be on how technology changes affect underprivileged minorities in the U.S., we will also examine the effects of uneven development across different nations. The course will be run as a research seminar. Each student, working individually or in groups, is expected to undertake research on digital technology and social justice topics. The course is open to Gabelli School of Business graduate students and undergraduate seniors.

ISGB 79AJ. Ethics of Data Analytics & AI. (3 Credits)

This class aims to provide students with a comprehensive understanding of the data market and artificial intelligence (AI) business from an ethical perspective. Data analytics opens a set of possibilities and improvements for decisions in business. However, it introduces new risks and moral challenges. This course aims to explore the ethical implications of data analytics within business, with a focus on AI systems. We will study concepts such as privacy, surveillance, power, justice, and accountability related to the production and use of data. The classes will be tied to discussions of a current case (an article or two) following a theory or concept. Our readings include work from philosophy, law, computer science, economics, and AI ethics. The goal is to provide students with the tools to develop critical thinking toward data analytics with ethical frameworks, theories, concepts, and real-world examples.

ISGB 8999. Independent Study. (1 to 3 Credits)

Independent Study - Information Systems.

ISGB 899A. Disrupting Financial Services. (1.5 Credits)

Graduate students will learn directly from industry experts how new technologies, changing demographics and investor preferences are significantly impacting the delivery of wealth management, creation of investment products and capital market mechanisms. From the global adoption of crypto currencies to the trillion dollar tsunami of money flowing into passively managed ETFs, students will be exposed to the current and future implications of these "disruptions" and gain helpful insight and intelligence impacting their careers. We will focus on one "disruption" per week with subject matter experts explaining the economic and cultural implications for both winners and losers. This course will be valuable to all students navigating future employment opportunities in financial services.

ISGB 899B. Applied Project. (1.5 Credits)

This course aims to provide experiential learning to students by working on real-life scenarios collaborating with organizations and companies. Students will 1) apply data analytics including machine learning, statistics and visualization to offer data-driven solutions and(/or) 2) develop AI tools to help organizations improve their performances.

Information Systems (Gabelli Undergraduate) (INSY)

INSY 2299. Information Systems: GSB Integrated Core Only. (1.5 Credits)

This course introduces students to the subject of computer-based information systems in business. Upon completion of this course students should be familiar with the basic concepts and current developments in the field of information technology and information systems; appreciate the role of information systems in business organizations; and understand the issues that employing information technology raises. Students also learn to use effectively key software tools (spreadsheets and databases) that improve personal productivity and can contribute to business value.

INSY 2300. Information Systems. (3 Credits)

This course introduces students to the subject of computer-based information systems in business. Upon completion of this course students should be familiar with the basic concepts and current developments in the field of information technology and information systems; appreciate the role of information systems in business organizations; and understand the issues that employing information technology raises. Students also learn to use effectively key software tools (spreadsheets and databases) that improve personal productivity and can contribute to business value.

Attribute: BUMI.

INSY 2301. Information Systems: GSB Integrated Core Only. (1.5 Credits)

This course introduces students to the subject of computer-based information systems in business. Upon completion of this course students should be familiar with the basic concepts and current developments in the field of information technology and information systems; appreciate the role of information systems in business organizations; and understand the issues that employing information technology raises. Students also learn to use effectively key software tools (spreadsheets and databases) that improve personal productivity and can contribute to business value.

INSY 3421. Accounting Information Systems. (3 Credits)

This course introduces students to computer-based accounting information systems (AIS). Students master the understanding of business processes, transaction cycles and internal controls, as well as their respective current day systems components.

Attributes: FTIS, PRQU.

Prerequisites: (INSY 2300 or INSY 2299) and ACBU 2222.

INSY 3432. Database Systems. (3 Credits)

This course focuses on database design principles and techniques, including entity relationship model, relational model and normalization. Students will become familiar with SQL (structured query language) and database management system capabilities. The concepts and techniques are applied to practical business data processing environments. The course includes a series of exercises on design and implementation of database applications using commonly available database management systems. It is recommended that MICS majors and ICS primary concentrators take this course concurrent with, or prior to, Systems Analysis (INSY 3441).

Attribute: FTIS.

Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 3433. Programming with Java. (3 Credits)

(Formerly "Business Applications Development") This course provides an introduction to business applications programming concepts, techniques and tools. Students will acquire practical skills and experience with object-oriented development using the Java language. Topics include the elements of the language, common Java classes, object-oriented programming including inheritance and interfaces, and object-oriented design. Examples will be drawn from various business areas.

Attributes: ENT, FTIS.

Prerequisites: HPCB 2300 or INSY 2299 or INSY 2300.

INSY 3436. ST: Programming with Python. (3 Credits)

Do you want to be able to solve business problems through programming and coding? This course introduces key concepts, techniques, and tools. Students will learn to program using the widely used Python programming language. For students new to programming, this is the recommended introductory course.

Attributes: ACIS, ENT.

Prerequisites: INSY 2299 or INSY 2300.

INSY 3437. ST: Sports Analytics. (3 Credits)

Sports businesses achieve superior performance and gain competitive advantage by leveraging data and analytics. The course explores technologies, tools, and analytics projects in sports business.

Attribute: SJOR.

Prerequisites: INSY 2299 or INSY 2300.

INSY 3438. ST: Cybersecurity in Bus. (3 Credits)

This class will explore the concepts of cyber risk management within an enterprise. The course will help a manager develop a solid understanding of cyber risk and successful mitigation strategies to reduce an organization's risk profile. The course will include topics such as IT control assessments, static and dynamic application security, network security, information security policies and standards, threat modeling and analysis, risk/benefits of BYOD ("bring your own device"), IOT (the Internet of Things), and many other real-time cyber topics.

Attribute: ENT.

Prerequisites: INSY 2299 or INSY 2300.

INSY 3441. Systems Analysis. (3 Credits)

An introduction to the process of developing information systems. Emphasizes soliciting business, user, and functional requirements, and building conceptual models that help to analyze these requirements. Major topics include project identification, selection, and planning; requirements solicitation, development, and management; business process modeling; and traditional and object-oriented system analysis techniques. It is recommended that MICS majors and ICS primary concentrators take Database Systems (INSY 3432) concurrent with, or prior to, this course.

Attribute: FTIS.

Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 3442. Web Apps Design and Development. (3 Credits)

A well-designed web presence and useful web applications are essential for all companies today. This course focuses on hands-on development of web applications that create business value. Major topics include a review of project planning, system analysis, and project management; architecture design; detailed component, database, network, and (user and system) interface design; web applications programming and testing; and web applications implementation (deployment and transition to use and support organization). Languages covered include HTML, CSS, JavaScript, and PHP. Note: It is recommended that students take Systems Analysis (INSY 3431) prior to this course.

Attributes: ENT, NMAC, NMDD.

Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 3450. ST: Fintech - An Introduction. (3 Credits)

FinTech is a new and emerging field of technology that is disrupting the way that many companies are conducting business. FinTech has already "forever" changed many sectors including mobile payments, social media, money transfers, loans, fundraising, travel, trading and asset management. It has completely revolutionized the way companies are developing products, conducting research, establishing directed sales and marketing plans, and utilizing start-up technology. Businesses are using FinTech to expand their products and services at a fraction of its previous cost. Entrepreneurs are utilizing FinTech as a central foundation for research, funding, and product development. Customers are already utilizing FinTech as part of their daily lives - mobile apps, social media, banking, online shopping, entertainment and gaming. This course will introduce students to the breadth of FinTech, and touch upon the technical underpinnings.

Attribute: ENT.

Prerequisites: INSY 2299 or INSY 2300.

INSY 4411. ST: Healthcare Info Tech. (3 Credits)

Introduces students to the subject of health information technology (HIT) and describes the organizational context surrounding the implementation, use and management of HIT. Examines the concepts, applications, and strategies of HIT. Key concepts include the role of HIT in enabling quality, safety and efficiency of health care delivery. The course surveys the various types of HIT including electronic health records, clinical decision support systems, master patient indexes, analytics, telemedicine, etc.

Prerequisites: INSY 2299 or INSY 2300.

INSY 4412. ST: IT and Sustainability. (3 Credits)

This course discusses the transformative role of information and communication technologies (ICTs) in enabling sustainability. ICT's effect on sustainability dimensions are felt at both the macro, societal level, as well as at the business level. These include ICT's positive impact on development, education, environment, health care, power, transportation, and others. Simultaneously, ICT's themselves are subject to sustainability practices, for example, green computing. Additional topics include the design of smart cities, digital divide, the knowledge society, rebound effects, governance, and world development indicators. Students working in groups will analyze several contemporary cases from a global perspective and also develop and IT-based sustainability plan.

Attributes: ENT, SOIN.

Prerequisites: INSY 2299 or INSY 2300.

INSY 4413. ST: Digital Technology and Social Justice. (3 Credits)

This course will examine the social impacts of advances in digital technologies on society. The topics covered in the course will include the digital divide, technology-enabled classroom and remote learning, the effect of technology on employment opportunities and social mobility, AI and the future of work, and the role of social media platforms in forming opinions about "others" (as defined by race, gender, nationality), e-government, and uneven access to government services. While our primary focus will be on how technology changes affect underprivileged minorities in the U.S., we will also examine the effects of uneven development across different nations. The course will be run as a research seminar. Each student, working individually or in groups, is expected to undertake research on digital technology and social justice topics. The course is open to Gabelli School of Business graduate students and undergraduate seniors.

Prerequisites: (INSY 2299 and INSY 2301) or INSY 2300.

INSY 4414. ST: Ethics of Data Analytics and AI. (3 Credits)

This class provides a comprehensive understanding of the data market and artificial intelligence (AI) business from an ethical perspective. Data analytics opens a set of possibilities and improvements for decisions in business. However, it introduces new risks and moral challenges. This course aims to explore the ethical implications of data analytics within business, with a focus on AI systems. We will study concepts such as privacy, surveillance, power, justice, and accountability related to the production and use of data. The classes will be tied to discussions of a current case (an article or two) following a theory or concept. Our readings include work from philosophy, law, computer science, economics, and AI ethics. The goal is to provide students with the tools to develop critical thinking toward data analytics with ethical frameworks, theories, concepts, and real-world examples.

INSY 4431. Web Analytics. (3 Credits)

In a global market where Internet usage has increased dramatically, it's becoming increasingly critical for businesses to be more aware of how their potential customers can find them via online search, understand the value of social media and understand website performance measures. Web analytics course aims to discover useful knowledge from Web hyperlinks, page content and usage log. The course covers the following topics: mining and integration of useful web content information, web structure analysis, social network analysis, web traffic and visitor analysis, Search Engine Optimization (SEO) and Pay-Per-Click (PPC) model in Search Engine Marketing (SEM). The course is a combination of lecture, case studies, hands-on exercises and a real world project.

Attributes: ENT, NMAC, NMDD, NMMI.

Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 4432. Mobile Commerce & Apps. (3 Credits)

Roughly two-thirds of the world's population participates in the new mobile economy. Leveraging the mobile marketplace requires a conceptual understanding of mobile-commerce as well as the practical skills needed to create the next generation of wireless enabled goods and services. This course will provide both, using a combination of global case studies and hands-on experience in building mobile applications for handheld devices.

Attributes: ENT, NMAC, NMDD.

Prerequisites: INSY 2299 or INSY 2300.

INSY 4433. Advanced Python for Business. (3 Credits)

This course covers advanced Python programming using examples in several business areas, including Finance, Marketing, Supply Chain, and Healthcare. Python topics include: - Integrating Python with spreadsheets, databases, Web pages, and Web services - Hands-on exposure to a diverse set of Python packages (in the context of different business areas) - Techniques and tools for building Python-based systems: defining requirements, system design, unit testing, and source code control Using Python for specific analytics models is also covered, including statistics, simulation, optimization, and machine learning.

Attribute: FTIS.

Prerequisite: INSY 3436.

INSY 4434. ST: Data Mining for Business. (3 Credits)

This course introduces students to data mining techniques and their use in business decision-making. It is a hands-on course that provides an understanding of the primary methods in classification and prediction. Students work in teams to solve business problems by applying data mining tools with real-world data sets.

Attributes: OCIT, ENT, FTIS.

Prerequisites: INSY 2299 or INSY 2300.

INSY 4435. ST: AIS Consulting Project. (3 Credits)

Students define and implement controls to accurately capture and process data and to protect information assets against internal and external risks. Working in teams and under the guidance of a faculty mentor, students develop client solutions that are rooted in rigorous analysis. At the end of the term, students present their project findings to the client and receive client feedback. Students acquire consulting and project-management skills, and they network with industry professionals in the accounting and information system areas.

Attribute: ACIS.

Prerequisites: INSY 2299 or INSY 2300 and (ACBU 2222 and ACBU 2223).

INSY 4505. E-Commerce. (3 Credits)

Entrepreneurs use new technologies to create radically new online markets. These markets allow trading partners to find each other more efficiently and trade goods and services previously thought not possible. Such innovations also pose new challenges: How should car services match drivers with passengers? How should housing brokers select which listings to show to a guest who is searching for accommodation? How can car owners trust short-term renters? Should e-commerce platforms compete with affiliated sellers with store brands? How do online platforms price their products? You will learn how to analyze online markets, how to address their fundamental problems, and how to develop and evaluate business plans related to online markets. We will (i) examine the characteristic problems of "traditional" e-commerce platforms and their typical solutions; (ii) develop the basic conceptual, analytic, and data science tools used to address challenges encountered in the budding area of two-sided online marketplaces; and (iii) learn how to design, conduct, and interpret experiments to optimize the operations of online markets. Lectures will be supplemented by hands-on sessions in which the concepts and techniques discussed will be applied to real-world data (no prior programming experience is required).

Attributes: ENT, NMAC, NMDD.

Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 4506. Business Analytics. (3 Credits)

This course introduces Business Analytics and such related concepts and techniques as Business Intelligence (BI), data analytics, data warehousing, and data mining. It explores how business analytics can help in improving management decision-support effectiveness in such functional areas as marketing, finance, and manufacturing. The course is intended for business students in general and not just IS/IT specialists. In addition to conceptual material, students will gain substantial hands-on experience with a set of BI tools.

Attributes: OCIT, AAAF, ENT, FTIS.

Prerequisites: INSY 2300 or INSY 2299.

INSY 4507. Project Management. (3 Credits)

This course provides the project management skills needed to develop information and communications systems on time and within budget. It concentrates on methods and issues of organizing, planning and controlling of projects and the use of computer-based project management tools. Cross-listed with MGBU 4507.

Attribute: OCIT.

Prerequisites: INSY 2300 or INSY 2299.

INSY 4508. Business Modeling With Spreadsheets. (3 Credits)

(Formerly "Advanced Spreadsheet Methods") Spreadsheets have become the near-exclusive tool used by millions of managers in analyzing business problems. Nowadays, spreadsheets contain many powerful tools that can be used to analyze more sophisticated models and make better decisions. This course introduces students to many advanced features in Microsoft Excel and the key ideas of modeling and management decision making that will be important throughout their careers. Students will learn to build and analyze decision-making models in Excel. The emphasis is "hands-on" use of Microsoft Excel and its add-ins. Students will have opportunities to model and solve various representative practical problems in class and in homework using Excel. Students are expected to have basic understanding of Microsoft Excel prior to enrolling in this class.

Attributes: OCIT, ACIS, FTIS, PRQU.

Prerequisites: INSY 2300 or INSY 2299.

INSY 4706. Honors Thesis II - Info Sys. (3 Credits)

Honors project in Info Systems.

INSY 4800. Global Information Technology Strategy and Management. (3 Credits)

Information Technology has become one of the most important strategic tools in business, as businesses have gone global in the new “flat” world. Companies that leverage technology creatively and effectively are poised for outsized opportunities and increased profitability. Information technology is examined from both a general manager and IT department perspective under different organizational frameworks. The goal is to explore how managers evaluate and utilize existing and emerging technologies for process improvement and new business ventures on a global scale.

Attributes: ACIS, GLBB, PRQU.

Prerequisites: (INSY 2300 or INSY 2299).

INSY 4999. Independent Study. (1.5 to 3 Credits)

INSY Independent Study.

Institute of American Language and Culture (IALC)

IALC 0080. Leadership and Global Citizenship. (0 Credits)

This program of intensive study targeting college-bound high school students and their instructors fosters the critical thinking and communication skills at the core of effective leadership. In part one, students investigate the challenges and strategies of sustainable development, leveraging Fordham University’s unique status as a recognized NGO. In part two, students underscore the importance of navigating cultural differences in international relations through hands-on activities and guided excursions in and around New York City.

IALC 0091. Private English Instruction. (0 Credits)

This course provides ten hours of private English instruction. Content and themes are based on a personalized needs assessment.

IALC 0092. Customized Private Instruction (20 Hours). (0 Credits)

This course provides 20 hours of private English instruction. Content and themes are based on a personalized needs assessment.

IALC 0093. Customized Private Instruction (30 Hours). (0 Credits)

This course provides 30 hours of private English instruction. Content and themes are based on a personalized needs assessment.

IALC 0094. Independent Study. (0 Credits)

This course offers students a unique opportunity to delve into a topic of personal interest while receiving expert guidance from a dedicated faculty member. This course encourages students to take charge of their learning journey, nurturing their intellectual curiosity and honing critical skills under the mentorship of a seasoned educator.

IALC 0101. Community ESL: Basic. (0 Credits)

This course is open to the community and introduces the English alphabet, basic sentence structure, vocabulary, and speaking skills in English. Special emphasis will be on understanding and producing short, simple texts and basic words and phrases.

Attribute: ESL.

IALC 0102. Community ESL 2. (0 Credits)

This course is open to the community and introduces daily English, simple sentence structure, vocabulary, and common speaking skills. Special emphasis will be on understanding and producing short, simple texts and basic words and phrases that students can use in daily life.

Attribute: ESL.

IALC 0103. Community ESL 3. (0 Credits)

This course is open to the community and covers English used in daily life and the workplace. Special emphasis will be on understanding and producing complex sentence structure, contextual vocabulary, and conversational skills.

Attribute: ESL.

IALC 0104. Community ESL 4. (0 Credits)

This course is open to the community and covers complex English used in daily life and the workplace. Special emphasis will be on understanding and producing lengthy texts, contextual vocabulary, and conversations that may be encountered in the workplace and in health care or educational settings.

Attribute: ESL.

IALC 0105. Community-Based Leadership Seminar. (0 Credits)

This bilingual seminar is open to the community and explores multiple contexts and practices of leadership in the community. Special emphasis will be on developing leadership skills among participants by reading texts, case studies, completing self-assessments, and discussing topics related to agency and the impact of personal leadership as an agent of change in the community.

Attribute: ESL.

IALC 0106. Citizenship and Civic Engagement Seminar. (0 Credits)

This course is open to participants in the community who plan to apply or have applied for naturalization. Special emphasis will be given to the topics that participants will discuss during the civics portion of their naturalization interview, such as American history, government and law, and geography of the United States.

Attribute: ESL.

IALC 0107. Digital Literacy Seminar. (0 Credits)

This seminar is open to members of the community who want to learn basic computer/device skills and terminology. Practical instruction will cover common hardware and software, email, creating and saving multiple file types, and accessing online services and information.

Attribute: ESL.

IALC 1001. Grammar Workshop. (0 Credits)

A free weekly grammar workshop for Fordham students.

IALC 1002. Pronunciation Workshop. (0 Credits)

This workshop provides an intensive review of English pronunciation for learners at all levels.

IALC 1003. Conversation Workshop. (0 Credits)

This workshop provides an opportunity to practice speaking and understanding conversational language in a small-group setting. Students will discuss various topics related to personal interests and current events in the target language.

IALC 1004. TOEFL Workshop. (0 Credits)

Free workshop to improve TOEFL and IELTS scores.

IALC 1005. Service Learning Project. (0 Credits)

For students at CEFR level A2 and above. This course encourages student engagement in the local community through volunteer opportunities arranged in partnership with the Center for Community Engaged Learning at Fordham. Special emphasis is on promoting greater awareness of issues in the United States concerning equity, class status, race, and nationality through service-learning experience, readings, films, and discussions.

IALC 1006. Academic Writing Seminar. (0 Credits)

CEFR: A2-B2+ This seminar provides a review of academic writing conventions. The seminar will help students organize, clarify, and support their ideas. Special attention will be given to revision and editing, structure and organization, paraphrasing and summarizing academic texts, critique and argumentation strategies, as well as a review of references, citations, and steps to avoid plagiarism.

IALC 1130. Basic Reading and Writing. (0 Credits)

CEFR: A1-A1+. This course introduces basic grammar, general vocabulary, and reading skills in English. Special emphasis will be on understanding and producing short, simple texts and basic words and phrases.

IALC 1135. Basic Reading and Writing B. (0 Credits)

CEFR: A1-A1+. This shortened, 7-week course introduces basic grammar, general vocabulary, and reading skills in English. Special emphasis will be on understanding and writing short, simple texts and basic words and phrases.

IALC 1140. Intermediate Reading, Writing, and Grammar 1. (0 Credits)

CEFR: A1-A2. This course is designed to strengthen students' comprehensive grammar integrated with reading and writing skills. Special emphasis will be on understanding a short factual description or report within their own field, and writing a series of simple phrases and sentences linked with simple connectors.

IALC 1145. Intermediate Reading, Writing, and Grammar B. (0 Credits)

CEFR: A1-A2. This shortened, 7-week course is designed to strengthen students' comprehensive grammar integrated with reading and writing skills. Special emphasis will be on understanding a short factual description or report within their own field, and writing a series of simple phrases and sentences linked with simple connectors.

IALC 1150. Intermediate Reading, Writing, and Grammar 2. (0 Credits)

For students at CEFR level A2 to B1. This course is designed to enhance students' comprehensive grammar integrated with intensive and extensive reading and writing skills. Special emphasis will be placed on developing scanning skills to gather information from different parts of a text, and writing connected texts by linking a series of shorter discrete elements into a linear sequence.

IALC 1155. High Intermediate Reading, Writing, and Grammar B. (0 Credits)

CEFR: B1-B2. This shortened, 7-week course is designed to enhance students' comprehensive grammar integrated with intensive and extensive reading and writing skills. Special emphasis will be placed on developing scanning skills to gather information from different parts of a text, and writing connected texts by linking a series of shorter discrete elements into a linear sequence.

IALC 1160. Academic Writing Skills. (0 Credits)

CEFR: B1-B2+. This course is designed to improve students' academic writing skills and to help English language learners prepare for mainstream academic environments. Students will be equipped with skills tied to specific learning outcomes along with authentic writing strategies and technical vocabularies. Special emphasis will be on synthesizing and evaluating information and arguments from a number of sources and developing critical and creative thinking in academic writing across different disciplines—science, technology, engineering, arts, and mathematics (STEAM).

IALC 1165. Academic Writing Skills B. (0 Credits)

This shortened, 7-week course aims to improve students' academic writing skills and to help English language learners prepare for mainstream academic environments. Students will be equipped with skills tied to specific learning outcomes along with authentic writing strategies and technical vocabularies. Special emphasis will be on synthesizing and evaluating information and arguments from a number of sources and developing critical and creative thinking in academic writing across different disciplines—science, technology, engineering, arts, and mathematics (STEAM).

IALC 1170. College Writing 1. (3 Credits)

CEFR: B2-C1. This course is designed to improve students' strategies for university-level reading, writing, and critical thinking. Students will acquire new ways to read critically and reflect on a variety of academic texts, conduct peer review of writing in progress, and revise work according to feedback from classmates and their instructor. In support of these skills, the course will also review grammar, essay organization, APA, and academic integrity. Special emphasis will be on writing clear, well-structured research papers, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons, and relevant examples, and rounding off with an appropriate conclusion.

Corequisite: IALC 1270.

IALC 1171. College Writing. (3 Credits)

CEFR: B2-C1. This course will help students develop university-level reading, writing, and thinking strategies. As a participant in complex academic conversations, students will learn to engage with and respond to college-level texts. To this end, students will practice critical reading and writing in common academic genres, including summary-response writing, argumentative essays, and library research. In support of these skills, students will participate in discussions of readings, review key grammar concepts, build their academic vocabulary, provide comments on peers' writing, and revise work according to feedback from classmates and the instructor. Special emphasis will be on writing clear, well-structured research papers, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons, and relevant examples, and rounding off with an appropriate conclusion.

IALC 1175. College Writing 2. (3 Credits)

CEFR: B2-C1. This course is a continuation of College Writing I and will introduce students to college-level reading and writing through the lens of culture, identity, and contemporary social issues, among other topics. Students will write well-organized expository essays and opinion essays in response to university-level readings. The focus of the course is on supporting students to acquire the ability to analyze, revise, and edit their own writing, as well as to read and analyze the writings of others; and correcting flaws in grammar, word usage, and sentence and composition structure. In support of these skills, students will also learn key grammar concepts.

IALC 1180. Intro to Research Writing. (0 Credits)

CEFR: B2+C1. This course is designed to support students in developing the writing skills necessary to meet a range of anticipated writing tasks that they will encounter during their academic careers. Students will learn to communicate effectively within disciplinary contexts, read critically, and use resource materials effectively in research writing. Special emphasis is given to the structure and logic of the author's argument, the use of tables and graphs, the placement of transitions, word choice, and flow.

IALC 1230. Basic Listening & Speaking. (0 Credits)

CEFR: A1-A1+. This course introduces basic grammar, general vocabulary, and communication skills in English. Special emphasis will be on understanding and speaking basic words and short sentences in simple conversations.

Attribute: ESL.

IALC 1235. Basic Listening & Speaking B. (0 Credits)

CEFR: A1-A1+. This shortened, seven-week course introduces basic grammar, general vocabulary, and communication skills in English. Special emphasis will be on understanding and speaking basic words and short sentences in simple conversations.

IALC 1240. Intermediate Listening and Speaking 1. (0 Credits)

CEFR: A1-A2. This course is designed to strengthen students' speaking and listening skills, as well as vocabulary, grammar, and pronunciation skills. Special emphasis will be on building academic vocabulary knowledge, understanding phrases and expressions related to areas of most immediate priority, and giving a simple description or presentation.

IALC 1245. Intermediate Listening and Speaking B. (0 Credits)

CEFR: A1-A2. This shortened, seven-week course will strengthen students' speaking and listening skills, as well as vocabulary, grammar, and pronunciation skills. Special emphasis will be on building academic vocabulary knowledge, understanding phrases and expressions related to areas of most immediate priority, and giving a simple description or presentation.

IALC 1250. Intermediate Listening and Speaking 2. (0 Credits)

CEFR: A2-B1. This course is designed to enhance students' academic listening and speaking skills. Special emphasis will be on understanding main points and specific details of a speech or lecture, and presenting a variety of topics fluently with simple reasons and explanations.

IALC 1255. High Intermediate Listening and Speaking B. (0 Credits)

CEFR: A2-B1. This shortened, seven-week course is designed to enhance students' academic listening and speaking skills. Special emphasis will be on understanding main points and specific details of a speech or lecture, and presenting a variety of topics fluently with simple reasons and explanations.

IALC 1260. Academic Communication Skills 1. (0 Credits)

CEFR: B1-B2+. This course is designed to improve students' oral communication skills and help English language learners prepare for mainstream academic environments. Special emphasis is on understanding the main ideas of complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in a field of specialization, and giving clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points and relevant supporting detail.

IALC 1265. Academic Communication Skills 1B. (0 Credits)

CEFR: B1-B2. This shortened, seven-week course is designed to improve students' oral communication skills and help English language learners prepare for mainstream academic environments. Special emphasis is on understanding the main ideas of complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in a field of specialization, and giving clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points and relevant supporting detail.

IALC 1270. Intercultural Skills 1. (2 Credits)

CEFR: B2-C1. This course introduces basic concepts, skills, and strategies to identify and manage cultural and academic expectations in the U.S. Through weekly readings, semester-long research, and practical class discussions, students will learn the importance of preconceptions, context, roles, and power in intercultural communication. Special emphasis is on recognizing a wide range of idiomatic expressions and colloquialisms, identifying opportunities and challenges that arise from cultural differences, and learning ways to address them effectively and appropriately in both academic and social settings.

Corequisite: IALC 1170.

IALC 1271. Intercultural Exchange. (3 Credits)

CEFR: B2-C1. This course is designed for exchange students and introduces the concepts, skills, and strategies to identify and manage cultural and academic expectations in the U.S. The course is designed to familiarize students with contemporary American culture and to help them feel "at home" in NYC. Through weekly readings, ethnographic observations, and practical discussions, students will learn the importance of preconceptions, context, roles, and power in intercultural communication. Special emphasis is on explaining interpretations of culturally-specific opinions, practices, beliefs, and values, pointing out similarities and differences to students' own and other cultures.

IALC 1275. Intercultural Skills 2. (2 Credits)

CEFR: B2-C1. This course is intended for culturally and linguistically diverse learners and introduces basic concepts, skills, and strategies to identify and manage cultural and academic expectations in the U.S. The students will be introduced to the concept of intercultural communicative competence and learn to use language appropriately and effectively while embracing the "differences." Special emphasis is on recognizing a wide range of idiomatic expressions and colloquialisms, identifying opportunities and challenges that arise from cultural differences, and learning ways to address them effectively and appropriately in both academic and social settings.

IALC 1280. Academic Communication Skills 2. (3 Credits)

CEFR: B2+ C1. This course is designed for students to strengthen academic communication skills by participating in a variety of discussions and mini presentations. Special emphasis is on arguing a case on a complex issue, formulating points precisely, and employing emphasis effectively.

IALC 1301. Int Integrated English Skills. (0 Credits)

CEFR: B1-B2. This course will strengthen students' ability to read, compare, discuss, and debate in English. Students will practice reading fictional short stories, writing complex sentences, giving short presentations, participating in discussions, and producing a digital story. Special emphasis is on producing clear, detailed descriptions and presentations with relevant supporting details.

IALC 1302. Adv Integrated English Skills. (0 Credits)

CEFR: B2-C1. This project-based course will guide students to become editor in chief of a digital publication they create themselves, from concept to completion. By completing small projects every week, students will be exercising writing, speaking, listening, reading, and grammar skills, which will strengthen their English proficiency. Special emphasis is on employing the structure and conventions of various genres, varying the tone, style, and register according to addressee, text type, and theme.

IALC 1303. Summer Integrated English Skills. (0 Credits)

This course will strengthen students' skills to analyze, report, and debate in English. Students will practice reading, writing, listening, speaking, and will produce an e-publication and present on their work. Special emphasis is on producing clear, detailed descriptions and presentations with relevant supporting details.

IALC 2026. College ESL Writing I. (6 Credits)

CEFR: B2-C1. This course introduces students to college-level reading and writing through the lens of identity, intercultural communication, and education, among other topics. Special emphasis is on reading critically, reflecting on a variety of texts, and writing well-developed narrative, persuasive, and argumentative academic essays. In support of these skills, students will also learn key grammar concepts.

IALC 2200. Special Topics. (0 Credits)

CEFR: A2-C1. This course is designed to enhance students' communication competence on a variety of topics. Special emphasis is on practicing discussions and delivering speeches on topics of their interests.

IALC 2240. Int Weekend English Skills. (0 Credits)

CEFR: A2-B1. This weekend course is designed to develop students' English language skills at the intermediate level, with a focus on developing accuracy and fluency in communication. Special emphasis is on improving reading comprehension, vocabulary knowledge, paragraph writing, speeches, and presentation skills.

IALC 2260. Adv Weekend English Skills. (0 Credits)

CEFR: B1-B2. This weekend course is designed to develop students' English language skills at the advanced level. It will help students build effective communication skills. Special emphasis is on refining accuracy and fluency by reading more complex texts, and developing effective oral presentation/writing skills.

IALC 2300. Presentation & Public Speaking. (0 Credits)

CEFR: B2-C1. This course is designed to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches. Special emphasis is on giving a clear, systematically developed presentation, with appropriate vocabulary usage, techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations.

IALC 2303. Intro to U.S. Culture & History. (0 Credits)

CEFR: B1-B2. This content-based course strengthens language proficiency while developing a broader and deeper understanding of various aspects of U.S. culture and history. Special emphasis is on producing clear, detailed text on a wide range of cultural and/or historical topics and explaining a viewpoint on a topical issue giving the advantages and disadvantages of various options.

IALC 2304. Intro to World Religions. (0 Credits)

CEFR: B2-C1. This course introduces the core beliefs, concepts, traditions, and essential elements of major religions practiced widely throughout the world, including but not limited to Hinduism, Buddhism, Daoism, Confucianism, Christianity, and Islam. Special emphasis is on producing well-structured writings on world religions by thinking critically, evaluating collected resources, and synthesizing information.

IALC 2305. English and the NY Environment. (0 Credits)

This course is designed for students to investigate environmental features of natural parks and urban landmarks in New York City. As students visit these sites, they will learn the vocabulary, history, and unique features of the context. Special emphasis will be placed on improving oral and written fluency in describing places, events, significant experiences, and feelings. CEFR: A2-B2.

IALC 2306. Comprehensive University Preparation 1. (0 Credits)

CEFR: B1-B2. This course introduces techniques for listening actively to academic lectures, taking effective notes, and formulating opinions based on content. Special emphasis is on extracting main ideas, learning different note-taking strategies, summarizing information, and sharpening their critical thinking and comprehension skills.

IALC 2307. Comprehensive University Preparation 2. (0 Credits)

CEFR: B2-B2+. This course is a continuation of Comprehensive University Preparation 1 and will introduce students to more in-depth college-level academic study skills. Special emphasis is on outlining the main points in disagreement with reasonable precision and explaining the positions of the parties involved.

IALC 2308. American Culture in Film. (0 Credits)

CEFR: A2-C1. This course is designed to help students improve their oral/aural skills and their understanding of American culture through an examination of various films. Special emphasis is on writing reflections and sharing comments while understanding idiomatic language as well as recognizing different interpretations in selected scenes.

IALC 2309. American Culture and the Visual Arts. (0 Credits)

CEFR: A2-C1. This course introduces two- and three-dimensional visual arts genres, from the High Renaissance leading up to modern and contemporary Western and American art and architecture. Special emphasis is on recognizing and comparing multiple genres of different visual arts through paraphrasing, discussing, and presenting a visual journal.

IALC 2310. Fiction and Storytelling. (0 Credits)

This course is designed to introduce techniques and terminologies for creative writing and explore uses of language through various genres (fiction, comic strips, plays, children's books, and poetry). The goal is to improve and develop students' creative writing skills and help them practice intonation and rhythm in storytelling. Special emphasis is placed on writing well-developed creative stories or strips by incorporating idioms and distinctive vocabulary.

IALC 2311. Creative Writing and Drama. (0 Credits)

CEFR: B1-B2. The course is designed to improve and develop the craft of creative writing, to find your own style and preferred genre or media as an introduction to professional script-writing. Special emphasis is on writing a well-developed script by incorporating idioms and distinctive vocabulary.

IALC 2312. English for News and Social Media. (0 Credits)

CEFR: B1-B2+. The course guides students to explore print and digital media through authentic readings, social media, TV news, and video lectures. Special emphasis is on expanding vocabulary knowledge, discussing news, and increasing the ability to read, listen, research, and develop local and global news stories.

IALC 2313. Conversational English. (0 Credits)

For students at CEFR level A2 and above. This class is designed to introduce and develop students' conversational skills through role-plays, case studies, and a variety of scenarios. Special emphasis is on understanding the surface and underlying meanings of one's statements and using appropriate expressions in various contexts.

IALC 2400. Conversational English for Professionals. (0 Credits)

For students at CEFR level B2 and above. This course is designed to teach communication strategies essential for students to remain competitive in today's global and dynamic economy. Special emphasis is placed on speaking with fluency and spontaneity and building cultural competence through interactive exercises and case studies.

IALC 2401. English for Business 1. (0 Credits)

CEFR: B1-B2. This course is designed for students who are either currently working professionals or for those who are seeking work. Special emphasis is on getting familiarized with the major writing and speaking formats in a business setting including emails, reports, phone calls, and presentations.

IALC 2402. English for Business 2. (0 Credits)

CEFR: B2-C1. This course is designed for students who are either currently working professionals or for those who are seeking work. Special emphasis is on improving language and problem-solving skills through role-play, discussion, and case studies of various business scenarios.

IALC 2403. English for Legal Studies 1. (0 Credits)

CEFR: B1-B2. The course is designed for students who want to major in law or pursue graduate studies in law. Special emphasis is placed on practicing interviewing, client counseling, and negotiating skills.

IALC 2404. English for Legal Studies 2. (0 Credits)

CEFR: B2-C1. The course is designed for students who want to major in law. Special emphasis is placed on polishing oral and written skills through different types of language practice activities namely courtroom role-plays, problem-solving discussions, and formal letter writing practice.

IALC 2405. Current Events. (0 Credits)

CEFR: A2-B1. This course is designed to enhance students' reading comprehension and communication skills by discussing the world and local issues that affect our daily lives. Special focus is placed on summarizing, reporting, and providing opinions about current events.

IALC 2406. Social Issues in America. (0 Credits)

CEFR: A2-B1+. This course is designed to identify significant social issues in American society, examine the process of how these social problems arose, and discuss and debate possible solutions. Special emphasis is placed on formulating opinions using expressions and vocabulary related to social issues.

IALC 2407. TOEFL Preparation. (0 Credits)

CEFR: B1-B2. This course is designed to help students prepare for the TOEFL iBT. Special emphasis is on developing the four language skills (reading, writing, listening, and speaking) as well as specific test-taking strategies.

IALC 2408. Language for Community Engagement. (0 Credits)

CEFR: B1-B2. This project-based course is designed for students to get involved and make positive changes in the community. Special emphasis is placed on using appropriate vocabulary, expressions, and idioms, as well as using critical thinking to analyze the issue and research a potential solution.

IALC 2409. New York: Issues and Events. (0 Credits)

CEFR: B1-B2. This course is designed for students to explore current issues related to the politics, culture, faiths, and people of one of the world's most fascinating and recognized urban centers. Special emphasis is placed on expressing opinions with precision and writing short essays or reports that develop an argument systematically, including appropriately highlighting significant points.

IALC 2410. Intro to Intercultural Communication. (0 Credits)

For students at CEFR level B1+ and above. This course, intended for culturally and linguistically diverse learners, introduces basic concepts, skills, and strategies to identify and manage cultural and academic expectations in the U.S. Special emphasis is placed on expanding students' awareness of similarities and differences between cultures for successful intercultural communication in both the personal and professional domains.

IALC 2420. Intro to Global Citizenship. (3 Credits)

This course is designed to help students build intercultural competencies as members of the global community through research, discussion, and group projects. Models will be drawn from the U.N. Sustainable Development Goals and the Ignatian Perspective on Global Citizenship. Special emphasis is on deepening the awareness of their place and responsibilities, both locally and globally, and working with others toward the goals of a sustainable earth and just society.

IALC 7100. IALC Winter Holiday Institute (4-Day Intensive). (0 Credits)

This is a 4-day immersive language program exploring innovation, tradition, and creativity in the context of the winter holiday season in New York City. Students receive in-class English language instruction and join guided experiential learning activities and excursions, bringing pedagogic rigor together with real-life experience.

IALC 7200. IALC Winter Institute. (0 Credits)

The Institute of American Language and Culture's Winter Institute challenges participants to explore themes of cultural expression through art, politics, and communities within the context of New York City. While participating in the program, participants become New Yorkers, navigating the complexity of a dynamic and diverse society while enhancing their English proficiency both in and out of the classroom. Classwork strengthens language proficiency and provides students with firsthand exposure to the unique participatory style of American classroom interaction, all while encouraging them to reflect critically on the significance of culture in key international relationships.

IALC 7300. IALC Summer Institute. (0 Credits)

The Institute of American Language and Culture's Summer Institute challenges students to explore the diverse neighborhoods, rich artistic heritage, and natural environment of New York City. Participants receive in-class English language instruction with a special focus on content related to strengthening intercultural competence and communication skills. Guided experiential learning activities and excursions are scheduled for afternoons, evenings, and weekends, fusing pedagogic rigor with real-life experience.

Insurance Law (ISGL)

ISGL 0351. Fundamentals of the Law and Business of Insurance. (2 Credits)

This course will provide an introduction to the landscape, i.e., the scope, breadth, and structural components of the insurance industry in the 21st Century economy. We will cover the basic legal principles and business practices governing property and casualty insurance. We will explore the basic legal and business concepts underpinning insurance contracts, policy interpretation, by the industry and the courts, risk management, reinsurance, and the insurance regulatory framework. <p> The course goals include equipping students with a foundational understanding of how property and casualty insurance is embedded and operates within the legal, financial, and, social structures of our economy and society. The course will also convey the extent to which insurance and insurance-related decision-making permeates and affects all aspects of personal and business life in 21st century society and economy. It will also expose students to the myriad career opportunities in the insurance and risk management business environment. <p> For more information: go to
 <https://podcasts.apple.com/us/podcast/michael-goldstein-on-insurance-law-everywhere/id1671246836?i=1000648870040> .

Attribute: LAWB.

ISGL 0419. Insurance Regulation and Consumer Protection. (3 Credits)

The insurance industry is central to the U.S. economy, and every person has some contact with insurance, whether for health, auto or other insurance needs. Insurance companies are heavily regulated, primarily on the state level, with federal law impacting certain aspects of insurance products and regulation. The goal of this course is to provide students with an overview of insurance regulation and consumer protections, including health insurance and life insurance, whether students are seeking general knowledge for litigation or transactional careers, or considering a career in the financial services field, in either the private or public sector. The course will rely on background documents and articles, as well as recent regulatory actions, rather than a formal textbook. <p> In the United States, the insurance industry is primarily regulated at the state level, with the twin aims of regulation being insurance company solvency and consumer/policyholder protection. Topics in the course will include the evolution of the state-based system of insurance regulation and the McCarren-Ferguson Act; the definition of insurance, insurable interest, and the different kinds of insurance; the state system of licensing of insurance companies and insurance agents; the National Association of Insurance Commissioners (NAIC) and the role of accreditation and model laws; the insurance policy contract and the role of regulators in the approval of insurance policy forms; insurance rate-setting and the role of regulators; the provisions of the Dodd-Frank Wall Street Reform and Consumer Protection Act, following the financial crisis, related to insurance; financial regulation of insurance companies, including examinations, and reserves regulation; market conduct regulation of insurance companies, including multistate examinations and enforcement matters; the concept of unfair discrimination in insurance eligibility and rate-setting; potential bias in underwriting of insurance products, and the use of data in determining eligibility and rates for insurance products; the Affordable Care Act, its constitutionality, and related Supreme Court cases; the state-based system of health insurance regulation and state differences in health insurance products; federal government health insurance including Medicare and Medicaid programs; ERISA preemption and the role of the U.S. Department of Labor; overview of life insurance and annuity products regulation; consumer protections for life insurance products, including contestability provisions, suitability and best interests regulation, and advertising and marketing regulation; long-term care insurance and market challenges; general overview of property/casualty insurance, including climate change risk and the insurance industry; consumer protections related to title insurance and force-placed property insurance; anti-money laundering and sanctions controls requirements applicable to the insurance industry; data privacy and cybersecurity laws and regulations; the role of state insurance regulators in the rehabilitation and liquidation of insurance companies, and state guaranty funds. <p> This course is taught by Maria Vullo, who served as Superintendent of Financial Services for the State of New York, Executive Deputy Attorney General for Economic Justice in the Office of the New York Attorney General and was a partner in a major law firm. As Superintendent, Ms. Vullo led an agency of 1,400 employees that was responsible for the supervision of all insurance companies and agents licensed to do business in New York and the enforcement of New York's Insurance Law, as well as all New York state-chartered banks and nonbanks. In addition to teaching, Ms. Vullo presently serves on boards of directors, as a financial services consultant, and as regulator-in-residence at the Fintech Innovation Lab NYC.

Attributes: CRCP, LAWB.

Integrative Neuroscience (NEUR)

NEUR 1999. Tutorial. (1 Credit)

Independent Study.

NEUR 2999. Tutorial. (2 Credits)

Independent Study.

NEUR 3999. Tutorial. (3 Credits)

Independent Study.

NEUR 4900. Neuroscience Capstone Seminar. (1 Credit)

Senior-level integrative Neuroscience majors from all three tracks meet weekly in the spring semester to share and discuss the results of their independent research. Students will be required to give a minimum of two presentations of their research, once in first half of the semester and again in the second half. The content of this course will build upon what students learned in NEUR 4999 the previous semester.

NEUR 4999. Neuroscience Research. (3 Credits)

Independent laboratory research or meta analysis of published work beginning no later than the summer/fall of the senior year. The project will be on a specific neuroscience topic and mentored under the supervision of a faculty member. Grade and credits are given only upon completion of a final research paper or poster that integrates the project findings with previously published studies in neuroscience.

Intellectual Property (IPGL)

IPGL 0105. Patent Practice Skills. (2 Credits)

The patent practice skills course provides students with the opportunity to learn and apply fundamental patent law skills to a variety of practical, real-life law firm and business scenarios. Through a series of fact based exercises and complementary text and case law readings, students will analyze a proposed invention, assess patentability, organize a patent procurement strategy including developing a patent specification, claims and related disclosure and prosecution documents. <p> Students will also learn the fundamentals associated with a freedom to operate analysis, basic principles of patent licensing, and patent due diligence protocols in connection with an IP related acquisition. <p> The final module will focus on post grant review procedures including preparation of IPRs, CBMs and PGR Petitions and related strategies in using these procedures. Post grant review tactics will be discussed in the litigation context, and the mechanics of preparing the Petition. The final project will be directed to preparing an inter partes review (IPR) Petition. <p> Students will explore cutting edge patent law issues in a practice-oriented context that will help them not only develop specific patent practice skills, but will help them understand and apply important patent law principles and cases.

Attributes: IPIE, JD, LAW.

Prerequisite: IPGL 0131.

IPGL 0129. Fashion Law and International Trade. (1 or 2 Credits)

This course covers various federal laws and regulations affecting the importation into, exportation from, and sale of fashion products in the United States, with comparative reference to other jurisdictions. It provides a practical, step-by-step approach to reviewing and analyzing diverse fashion products (e.g., apparel, footwear, eyewear, jewelry, etc.) to ensure that they comply with the ever-changing legal requirements enforced by numerous agencies. We will discuss topics such as: country of origin determination and marking (including "Made in U.S.A." claims), tariff classification and duty rates, duty-free and partial-duty trade agreements, valuation, composition/care labeling, product safety/recalls, use of animal products (e.g., skins, feathers, etc.), addressing governmental inquiries, and judicial proceedings and decisions. With 97% of apparel and footwear sold in the United States manufactured abroad, we will also discuss the potential effects of global events (e.g. "Brexit") and the U.S. administration's call for the renegotiation of various bi-lateral and multi-lateral trade agreements (e.g. NAFTA, etc.) and/or the implementation of a blanket "border adjustment tax." We will also examine practical strategies for working with and addressing the unique requirements of members of the fashion industry, including fashion houses, their in-house counsel, and other parties involved in the movement of such goods.

Attributes: FASL, LAW, LAWI, LLM.

IPGL 0130. Copyright Law. (3 to 4 Credits)

This course examines the law of copyrights including discussions of subject matter, ownership, duration, rights, infringement, fair use and remedies. <p> This course will cover the applicable doctrine and precedents but will also address underlying policies. In this context, it will discuss why and how courts, juries, adversaries and clients approach copyright matters and issues in a real-world sense. The course requires very careful reading of opinions and critical thinking about factors that influence decision-making. This is the first step in predicting what will happen in the next case, and in being able to influence that result. <p> We will also explore copyright matters in the news and international developments.

Attributes: IPIF, LAW, LLM.

IPGL 0131. Advanced Patent Law. (2 to 3 Credits)

This course is an introduction to patent law intended both for students intending to focus their practice on patents and for those preparing for a more general commercial practice. Patent law is a fascinating legal topic because of its combination of statutory and common law elements, its international aspects, and the thorny issues that accompany attempts to match the evolution of the law with the evolution of technology. Because of the importance of intellectual property assets and of technology in general, a basic familiarity with patent law is useful in virtually any commercial practice. The course focuses primarily on substantive patent law, including the law governing patentability and the law concerned with enforcing patent rights. A basic introduction to the United States patent system and the respective roles of the US Patent and Trademark Office and the courts will also be given.

Attributes: IPIF, LAW.

IPGL 0132. Advanced Patent Law. (2 Credits)

The course will focus on “knotty” problems in U.S. patent law including strategies to be adopted when first considering an invention, issues arising when considering whether an invention is obvious, what disclosure is needed to optimize the protection that can be obtained by a patent and how such considerations interact with the possibility of trade secret protection, copyright protection for computer software and other forms of protection for product shapes. The course will also look at some international issues including U.S. law on the export of technology and use of the ITC to bar imports of products that would infringe U.S. patents as well as major issues to be considered when considering international protection for an invention using the European Patent System and the new Unified European Patent Court system as examples of different approaches to important questions of patent law.

IPGL 0135. Intellectual Property Law. (3 to 4 Credits)

This course is designed as an introductory overview of the protection of intellectual property. It will examine the policies underlying intellectual property law and will teach the basic principles of copyright, trademark and patent law and will also cover right of publicity and trade secrets. The course will be taught from a legal realist perspective. This means addressing why and how courts, juries, adversaries and clients approach intellectual property matters and issues in a real-world sense, not just from a legal doctrine perspective. The course requires very careful reading of opinions and critical thinking about factors that influence judicial decision-making. Ultimately, students should be able to tell why a case was decided the way it was. This is the first step in predicting what will happen in the next case, and in being able to influence that result.

Attributes: IPIF, LAW.T.

IPGL 0149. Cultural Heritage, Museums, & Ethics in the Art World. (1 Credit)

The art market is undergoing seismic changes as ethical questions inform the ways in which collectors and institutions acquire and display art. As such, regulations concerning the purchase and sale of art and cultural heritage are evolving as well. This seminar will examine laws related to art and cultural heritage, the ever-changing role of cultural institutions, and ownership disputes involving culturally significant objects. Student evaluation will be based on class participation, a short final paper, and one short take-home exam.

IPGL 0152. Advanced Blockchain, Digital Assets and Smart Contracts. (2 Credits)

Tokenization: Security Tokens (“Smart Securities) and Digital Assets: An examination of the regulatory and legal issues of using blockchain technology in capital markets. Instructor: Donna Redel
 Guest Lecturer: James Jalil
 Introduction: Beginning in 2018 and continuing through 2019 the financial applications for digital assets and blockchain use cases have continued to progress. In particular, the industry has moved swiftly to security tokens (i.e. securities represented as blockchain based smart contracts or “tokens”) in a move to be “fully compliant” with security regulations. The Securities & Exchange Commission (“SEC”) and the Commodity Futures Trading Commission (“CFTC”) along with several other regulators have provided some preliminary guidance on how existing regulations apply to this technology. However, the pace of technological development, in the view of many, is outpacing the regulatory framework. Security Tokens (Smart Securities or Digital Assets) are an exciting new blockchain application for the financial system. The adoption of security tokens has the promise of reduced costs, increased transparency and compliance, faster settlement, and the potential for improved liquidity for assets such in real estate, art, and even patents. The move to DeFi or Deregulated Finance is reshaping existing financial institutions and fostering startups. In the course we will discuss the most significant legal and regulatory issues associated with the development and utilization of security tokens. We will cover the history of security tokens, how they are issued, how they trade, how they are regulated and debate many of the “less clear” application of the existing regulatory framework. A brief introduction to blockchain technology and crypto currencies will be included so as to better understand the context as well as technology around Security Tokens.

Attributes: CORC, CRCP, LAW.B, LAW.T, LLM, LMCO.

IPGL 0156. Biotechnology Patents in Food, Drug, and Vaccine Regulations. (2 Credits)

There is a thriving biotechnology industry in the United States today and well over 1,450 technology companies developing diagnostic and treatment technologies in medicine, creating more nutritional food and innovating new industrial processes. Yet this 30 billion dollar sector of the economy is not without controversy. The bio in biotechnology comes from living biological entities-people, plants, animals and even bacteria. People are the source of the raw material for the discovery of genes for research, diagnosis and therapy, raising a whole host of issues about rights and responsibilities and societal obligations. Paper required.

Attributes: IPIE, LLM.

IPGL 0191. Intellectual Property & Beyond: A Global Perspective. (3 Credits)

This course will cover material related to Israel, in comparison to the US and Europe, and include international aspects.

IPGL 0203. Law Practice Technology. (2 Credits)

This course will cover the technological tools of law practice, giving students both an opportunity to use these tools and an understanding of their development. Students will explore case management systems, e-discovery tools, competitive intelligence solutions, firm-specific research portals, and some of the other rapidly evolving applications and devices confronting the 21st-century attorney. "Hands-on" use of these tools will be emphasized. Students will also explore the issues arising from new technological developments in law practice. These topics include new ethics requirements for more technologically savvy attorneys, the implications of technology on client confidentiality, and the automation of Alternative Dispute Resolution. Guest lecturers from local law offices may be invited to showcase examples of the technology adopted in their offices and the accompanying best practices.

IPGL 0204. Technological Change and the Law. (2 Credits)

This course surveys the ways in which law interacts with emerging technologies. We will consider a variety of controversies involving, for example, virtual currency, health technologies, surveillance, and robotics.

Attribute: IPIE.

IPGL 0215. Surveillance and Privacy in the Digital Age. (2 Credits)

New technologies, from the Internet to cell phones to drones, have reshaped the world in the past few decades. They have brought new modes of communications and new conveniences—as well as new opportunities for surveillance. This course will explore how the current constitutional and statutory frameworks address surveillance in the digital world and how laws and policies should regulate any threats to privacy posed by the use of emerging surveillance technology.

Attributes: CORC, CRCP, IPIE, LAWT.

IPGL 0219. Global Financial Regulation in the Digital World. (2 Credits)

Exposure to technological innovation and the digital world has revolutionized most services that the banking and the financial industry provide. New ways to make a payment, get a loan, or finance a business have developed. Digital coins replace money, virtual crypto exchanges have spawned, and platforms such as "robinhood" have made trading accessible to retail investors. US law has been grappling with applying existing statutory law and precedents, often dating back to the 1930s, to these new developments. A variety of bills have been proposed in Congress, but so far none has passed. By contrast, the EU has pressed ahead with a wave of new laws, targeting any offer that is marketed to EU consumers. Against this background, EU law will not only be relevant as a benchmark for the global competition on how to best regulate digital assets. Any US company that is offering digital assets on EU markets must comply with relevant EU regulation.<p> This course introduces students to the current legal framework, highlights open questions, and explores ways forward when dealing with in these exciting new developments. We cover US and basics of EU law. <p> The course has two parts: First, we start with an introduction to current banking, payments, and securities law. Much of US securities markets regulation was built after the great depression of the 1930s, when lawmakers and the government were afraid of a loss of trust in public securities markets. 1956 saw the Bank Holding Company Act, a major piece of US legislation, come into force. Crypto markets, in many ways, repeat the story of hyped trading, scams, and fraudsters, along with brilliant, and innovative ideas. Hence, a solid understanding of current securities law is the basis for coping with the novel challenges of the crypto world. <p> Second, we explore how to apply traditional law to the novel digital world. We take a global perspective, i.e.: while building an in-depth understanding of US law, we learn about international financial institutions and contrast the US regulatory perimeter with relevant EU law.

IPGL 0229. Fashion Modeling Law. (2 to 3 Credits)

The seminar will provide a comprehensive overview of the legal, business and societal issues faced by fashion models and their agencies. Topics will include the structural, legal and regulatory constraints within which the industry functions; formation and dissolution of business relationships among fashion models, agencies and clients; intellectual property rights, use and misuse, and litigation as a remedy; the effect of digital media and social networking on the fashion modeling business; immigration and finance concerns; and the significant social and cultural issues relevant to the industry.

Attributes: FASL, LAWB, LAWF, LAWI, LAWT, LIP.

IPGL 0231. Patent Litigation. (2 Credits)

The course covers all aspects of patent litigation from pre-filing considerations to appeal and is designed to address problems that arise in real-world lawsuits. Particular attention is devoted to initial pleadings, discovery, motion practice, and the use of technical experts at trial. The role of juries in patent litigation is also discussed, including the recent advent of so-called Markman Hearings. Lastly practical trial preparation techniques, trial practice, and the law of remedies will be explored.

Attributes: IPIS, LAWT, LIDR, LLM.

IPGL 0242. Artificial Intelligence in the Legal Industry. (1 Credit)

In this course, Huu Nguyen, lawyer, computer scientist, and partner at Squire Patton Boggs will provide a solid substantive introduction to the legal, regulatory, and ethical issues raised by artificial intelligence technologies. <p> Students will also get hands-on experience with leading AI-based technologies currently being adopted by law firms for such purposes as e-discovery, legal drafting, data analytics, legal research, and contract due diligence from representatives from LawCheck, Relativity, Zero, Kira, Ross, and more. <p> This course provides the efficient overview of the law of artificial intelligence accompanied with actual use of leading AI-based practice technology products that you need to put you ahead of the competition at interview time.

Attribute: LLM.

IPGL 0272. AI & Law Practice Today. (2 Credits)**IPGL 0293. Fashion Law. (2 to 3 Credits)**

This seminar explores the legal substance of style, with emphasis on current issues involving clothing and the global fashion industry. Topics will include the application of intellectual property law to fashion design; counterfeiting and alleged links to organized crime and terrorism; licensing agreements; import/export regulations and quotas; fashion financing; garment district zoning and urban planning; manufacturing and sustainability; consumer protection; sumptuary laws; and civil rights issues related to apparel. Schedule final exam required. If students wish to satisfy the writing requirement, they must complete a 25 page paper in addition to the the scheduled final and may receive an additional credit for the paper.

Attributes: FASL, IPIE, LAWB, LAWF, LAWI, LAWT.

IPGL 0299. Intellectual Property Law and Design. (2 Credits)

What do a couture gown and a semiconductor chip have in common? Neither adapts easily to the traditional categories of the intellectual property law system. <p> IP assumes a fundamental division between expression and function, institutionalized in the separate forms of copyright and patent protection. Most of the created objects that we encounter in our daily lives, however – from the buildings in which we live to the clothes we wear to the icons on our computer screens – combine aesthetic, expressive, and functional elements. <p> This seminar explores the concept of design as it relates to intellectual property law, including the domestic and international doctrines and mechanisms that address the perceived gap between art and craft. In the process, we will examine the theoretical underpinnings of IP law itself, along with the ways in which creative industries ranging from fashion design to information technology to architecture (and many others) have responded to the challenges of the IP regime. Paper required. <p> Pre- or Co-requisite of either intellectual property law, at least one of the primary courses within the intellectual property field (copyright, patent, trademark), or equivalent professional experience.

Attributes: IPIE, JD, LAW, LLM.

IPGL 0302. Beyond Intellectual Property. (3 Credits)

The course will explore the interconnection between intellectual property and related subjects, focusing on the challenges of advanced technologies, artificial intelligence (AI), machine learning, robots, Blockchain and cyberspace, on intellectual property, privacy and other legal regimes in the 3A era (autonomous, advanced and automated). Are intellectual property laws relevant when AI systems generate artworks or patents? How do AI systems actually work? Are they really human like? Who should be the owner? Who is (can be) responsible for infringements? Can AI systems be subject to legal rights and obligations? Can regulation, transparency or insurance efficiently control these systems? Why is intellectual property regime important to other fields of autonomous entities (autonomous cars, autonomous weapons and autonomous ADR systems)? The course constitutes novel and non-traditional perspectives of the scholarly discourse between advanced digital technologies and intellectual property laws. <p> Each of the topics will be presented and discussed within the practical challenges as well as the theoretical background and international contexts, in the US and in comparative jurisdictions. Moreover, many of the topics are related to either drafts, suggestions or recommendations of international tools being discussed by leading international organizations, especially WIPO (World Intellectual Property Organization). The course will address, inter alia, the following topics: intellectual property, artificial intelligence, machine learning and robots, Blockchain, 3D printings, the challenges to intellectual property in the digital - cyberspace era and cyberspace privacy, theoretical justifications to intellectual property, the mainstream justifications as well as the hidden justifications, intellectual property rights in the workplace, traditional knowledge, intellectual property and gender, access to knowledge for persons with disabilities, freedom of association of workers from the entertainment sector vs. competition and antitrust laws and many more. <p> The unique character of the course will be the involvement of the students in conducting legal research (US laws, comparative and international and theoretical aspects) and preparing a paper to be published and/or to be submitted (subject to certain limitations) to the relevant international organizations (i.e. WIPO). In this way students will work on research projects that promote innovative recommendations through the design, implementation, and reform of relating conventions and have the opportunity to try to influence policy makers. The students will gain not only knowledge and tools on contemporary advanced technology issues as well as theoretical, international and comparative legal knowledge but also will acquire new ways of thinking and practical legal experience. The students of this course have the option to attend an international seminar in the most important intellectual property international organizations: WIPO in Geneva and the Swiss Institute of Comparative Law in Lausanne, subject to the approval and conditions of the specific organization. Some of the final works will have the option of being published, under certain conditions. <p> The course will include three academic hours of class presentations per week including consulting meetings and discussions with the students regarding their research.

Attribute: LAW.

IPGL 0304. Trademark Law. (2 or 3 Credits)

This course examines the law of trademarks, right of publicity and related doctrines. The emphasis will be on subject matter, ownership, registration, infringement and remedies. <p> This course will cover the applicable doctrine and precedents but will also address underlying policies. In this context, it will discuss why and how courts, juries, adversaries and clients approach trademark matters and issues in a real-world sense. The course requires very careful reading of opinions and critical thinking about factors that influence judicial decision-making. This is the first step in predicting what will happen in the next case, and in being able to influence that result. <p> We will also explore trademark matters in the news and international developments.

Attributes: IPIF, LAWT, LIP.

IPGL 0306. Advanced Trademark Law. (2 Credits)

Prerequisite: Trademark Law, IP Law or permission of the instructor. This is a paper course which may be used to satisfy the writing requirement. <p> The course will start where the basic course in trademark law (or IP Law trademark section) left off. It will go deeply into selected areas of trademark law and practice and also address current trademark matters in the news. <p> We will have guest lecturers, including those from trademark practice, the PTO Trademark Trial and Appeal Board, the European IP Office, and the Executive Director of the International Trademark Ass'n.

Attributes: IPIE, JD, LAWT.

Prerequisites: (IPGL 0135 or IPGL 0304).

IPGL 0307. Advanced Copyright Law. (2 or 3 Credits)

An in-depth analysis of selected areas of copyright law including how the law has been developed by the courts and how practitioners can predict and influence these developments. It will also look at how copyright law is used in and affects core copyright industries -- those whose primary purpose is to create, produce, distribute or exhibit copyright materials. We will have guest speakers from these and other industries. Students can use any copyright casebook they had for a copyright course. The preferred casebook is Copyright Law, Ginsburg, et al., 9th edition. <p> Paper required. Satisfies Writing Requirement. Emphasis will be placed on each student's paper with guidance along the way. <p> Prerequisite: Copyright Law, Intellectual Property Law or a copyright course in another school; or extensive acquired copyright knowledge and experience from practice.

Attributes: IPIE, JD, LAWT, LLM.

Prerequisite: IPGL 0130.

IPGL 0320. Art Law. (2 or 3 Credits)

Integrally related to intellectual property, art law encompasses the complexities of international law, contract law, and Constitutional law. This seminar will examine the intersection between the law and the art world, a complex world of individuals, institutions, and expressive works. We will explore some of the legal issues associated with those intersections and relationships. The seminar will examine participants' roles, including artists; art patrons and consumers; art dealers and auction houses; government officials; art experts, such as museums, historians, and critics; as well as the "bad guys," such as forgers, thieves, and looters. We will analyze the relationships between art institutions and those who produce, collect, protect, and "deal" in art. The substance of the course is an exploration of legal issues, including but not limited to, expressive rights, intellectual property, and moral and economic rights. The course will also focus on the international movement of art in times of peace and war, as well as the preservation and protection of antiquities and cultural property. Student evaluation will be based on class participation, a final paper, and the completion of ongoing readings accompanied by short assignments. In addition to class meetings, students will also be required to view films, attend lectures, and visit museums outside of the regularly scheduled class time.

Attributes: IPIE, LAWT.

IPGL 0321. Art Law Practicum. (2 or 4 Credits)

The Art Law Practicum will focus on the relationship between intellectual property and art. Through discussions, assignments, class readings, visual materials, guest speakers, and field trips, this course will examine how copyright, moral rights, trademark, and rights of publicity affect the production and reception of contemporary art. Practical aspects of this course will include issues with interacting, advising, and representing contemporary artists and arts entities who work in and exhibit diverse artistic practices, strategies and media, such as appropriation art, photography, video/film, conceptual art, digital art, and organic materials. This course will also introduce students to major 20th Century and contemporary art movements and theories necessary to understanding contemporary art and law.

Attributes: LAWT, LLM.

IPGL 0322. Programming for Lawyers. (2 or 3 Credits)

This course provides an introduction to computer programming using the programming language Python. The ability to program (or "code") will make you better-prepared to understand and advise clients whose businesses rely on technology (which today includes most clients). It will also help you understand how computer programs affect various areas of law such as privacy, antitrust, discrimination, e-discovery, and criminal investigation. There are no prerequisites for the course, and any student should be able to complete the class, which is open only to those with no significant programming experience. Grading will be based on the completion of problem sets assigned more-or-less weekly; there will be no exam. Attendance in class and labs, including the first class and lab, is mandatory. Attendance in the first week is also mandatory for students who are interested in adding the course if slots open up; those students should email the professor before the first class. In addition, both enrolled students and those hoping to enroll must complete the first reading assignment and problem set prior to the first class. That problem set will be ungraded, but completing it, or trying to, is essential to enable you to decide if the course is for you.

Attributes: JD, LAWT, LLM.

IPGL 0329. Fashion Law Practicum. (2 or 3 Credits)

Prerequisite: At least one prior fashion law course <p>

Description of course: This advanced seminar, which consists of both a classroom component and a fieldwork placement, will develop students' skills in the practice of fashion law. Students will complete a series of drafting assignments of increasing complexity, such as a cease-and-desist letter, a licensing agreement, a retail lease, a manufacturing agreement, an employment agreement, a consignment agreement, articles of organization and an operating agreement for a limited liability company, a model release form, sweepstakes rules, website terms of use, and a privacy policy and/or a complaint, each related to an aspect of fashion law. In addition, each student will be assigned to fieldwork placement at a fashion house or other fashion-related company, nonprofit organization, or law firm with a substantial practice in the field of fashion law.

Attributes: EXP, FASL, IPIS, LAW, LLM.

IPGL 0332. Counseling and Advocacy in Intellectual Property and Information Technology Matters. (2 Credits)

This course is designed as an experiential course for J.D. and LL.M. students wishing to understand how to address the needs of diverse clients with issues related to intellectual property and information technology law in a comprehensible, business-friendly and cost-efficient manner. <p> Each skill is approached by examining the underlying theories, where available, through readings and class discussions and demonstrations, and then experientially, by means of in-class exercises and simulations in which students assume the role of the lawyer. These role plays provide opportunities to practice the skills in hypothetical situations, followed by self-evaluation and feedback from faculty, actors, and peers. The readings, which will be provided in advance of each class, are primarily redacted drafts of real client communications that have been modified to illustrate best practices and issues surrounding client communication and advocacy. In critically evaluating the readings and in particular, why particular language was utilized or avoided, students will develop their own skills in writing to and on behalf of clients in ways that are calculated to meet the clients' needs, respect the clients' time, anticipate their questions and concerns, facilitate appropriate responses, and persuade others.

Attributes: EXP, IPIS, LAW, LLM.

Prerequisite: IPGL 0135.

IPGL 0340. Advertising and Marketing Law. (2 Credits)

Lawyers play an important role in all aspects of advertising, in its many forms. Practitioners at law firms and in corporate law departments must be well-versed in the regulatory, industry-specific and competitive environments, and applicable case law. This course, which covers a broad range of substantive topics, is designed to give law students an overview of the tools they need to advise clients creating, producing and placing ads, and will be complementary to several other courses, such as intellectual property, media, internet, and entertainment law. <p> Expect lively class discussions about the ads we all encounter in our daily lives. For example, should Universal Pictures be liable for tricking people into watching the movie Yesterday by featuring Ana de Armas in trailers, even though she didn't actually appear in the movie? If a box of Barilla pasta says "Italy's #1 brand of pasta", would a reasonable consumer believe the pasta was made in Italy? I will be sharing how I approached the review of marketing materials for Yellowjackets, Shameless, Homeland, Billions, Dexter, The L Word, Desus & Mero, Ray Donovan, Vice News, The Circus, Queer as Folk, Ziwe and many documentaries, presented to me during my long in-house career at SHOWTIME. Depending on scheduling, guest speakers will enlighten us with their expertise.<p> Students will be graded on class participation (20%) and a final exam (80%).

Attribute: LAW.

IPGL 0350. Blockchains, Autonomy, and Decentralization Blockchains, Autonomy, and Decentralization . (2 Credits)

Blockchain technology's asserted "trustlessness" relies on two characteristics of importance to the law. First, blockchains typically claim autonomy, or independence from outside control. Second, blockchains are decentralized, and thus often assert independence even from a single internal authority. These claims are largely accurate with respect to Bitcoin and smart contracting on Ethereum. There are exceptions even on the Bitcoin and Ethereum blockchains, however, and many of the most important applications of blockchain—like stable coins, DAOs ("decentralized autonomous organizations), social media on the blockchain, and private and permissioned blockchains—abandon one or both of these characteristics. This seminar will focus on the external control and internal "governance" issues posed by blockchain technology in its various applications. Note that this seminar will not focus either particularly on cryptocurrencies like Bitcoin or on current legal regulation of blockchains. Grading will be based in part (60%) on written work (response papers and, at your option, a longer paper) and in part (40%) on an oral presentation and class participation.

IPGL 0370. ONL: Global Governance of AI: EU and US. (2 Credits)**IPGL 0402. Technological Change and the Law. (2 Credits)**

This course surveys the ways in which law interacts with emerging technologies. We will consider a variety of controversies involving, for example, virtual currency, health technologies, surveillance, and robotics.

Attributes: LAW, LLM.

IPGL 0410. Internet Law and Policy Seminar. (2 Credits)

The law and policies that govern the internet touch on all aspects of our digital ecosystem. As lawyers, you can expect to engage with these issues whether you are interested in corporate law, litigation, or regulatory law. This course is intended to be a primer on the core legal frameworks that govern the internet, including those that were not designed with the internet in mind, but must still adapt to the changing technology landscape. <p> There is no prior knowledge required for this course. We will review tech fundamentals in the beginning of the course, going over the origins of the internet, how it was built (tubes are not involved), why it was built, and how it has changed over time (Web 1.0, Web 2.0, Web 3.0). You will gain familiarity with technical concepts such as code, algorithms, protocols, servers, open-source, the backbone, hashes, etc.<p> <p> We will review the regulatory bodies at the state, federal, and international levels that govern the internet and the different — and at times conflicting — roles they play. We will consider issues such as net neutrality, internet speech and Section 230, encryption, cybersecurity, data privacy, intermediary liability, and, of course, generative AI, among other things. <p> Grades will be based on: 30% class participation,* 25% 2,000 word paper, 45% 4,000 word paper. <p> *It is important to me and the ethos of the class that all individuals feel equally capable of engaging with the material and gaining value from the discussions. Therefore, if any individual is concerned with the class participation portion of the grade for personal reasons, I encourage them to reach out privately and we can work to establish an alternative grading mechanism.

IPGL 0412. Civ Rts/Liberty in Digital Age. (2 Credits)**IPGL 0413. Digital Civil Rights and Civil Liberties in Global Perspective. (3 Credits)**

This seminar explores the emerging law of digital civil rights and civil liberties. The digital revolution opens up tremendous social and economic benefits, but also involves perplexing challenges, including human rights challenges implicating, inter alia, privacy, equality, free speech, and freedom of thought. With the Edward Snowden revelations, the Cambridge Analytica scandal, and the whistleblowing of Frances Haugen, many observers have asked whether we now, in effect, live in a post-privacy society. Increasingly, the digital economy is built on a surveillance (or information) economy, in which technology companies depend on mining data on our consumer habits (and even our political preferences) so that this information can be sold and monetized, for example to advertisers or political campaigns. How will the digital space change our relationships with each other, with the state, and even with ourselves – in terms of how we perform and express our identities online? On the equality front, we now know that artificial intelligence (AI), big data and algorithms can be used in spheres ranging from predictive policing to the online housing market – whether through facial recognition or other online tools – which can promote online profiling based on race, gender, disability, family status, etc. Meta, formerly known as Facebook, recently entered into a settlement agreement with the Justice Department’s Civil Rights Division, resolving claims that Meta engaged in discriminatory advertising on their race, color, religion, sex, disability, familial status, and national origin in violation of the Fair Housing Act (FHA), through a targeting tool known as the “Lookalike Audience” (which uses a machine-learning algorithm that identifies Facebook users who share similarities with groups of individuals selected by an advertiser using options provided by Facebook). Amazon recently admitted that a hiring tool it developed to hire skilled tech workers discriminated against women because it “learned” to exclude those who went to women’s college or used “gendered” language on CVs. In the wake of the Supreme Court’s reversal of *Roe v. Wade*, new concerns are emerging concerning digital surveillance over women’s reproductive freedom. On the speech front, the problems include not only censorship of speech, but the challenge of “too much” speech – concerning whose speech is heard, the competition for limited attention span, and the question of online hate speech. As for freedom of thought, while the New York Times and other mainstream media have always curated our news and information (i.e., what appears on the front page or in headlines), search engines, social media platforms, and a wide range of other forms of technology now shape, curate, and personalize what ideas reach each individual’s newsfeeds. Through weekly readings and guest speakers, this seminar will explore who gets to decide how to address these thorny issues; the implications for our democracy and individual autonomy; and what mix of government regulation and corporate self-regulation is ideal. These topics are extremely timely, due to discussions in Washington, DC (and elsewhere) over regulation, newly adopted state laws on privacy (notably in California, the home of Silicon Valley), and the European Union’s adoption of the General Data Protection Regulation (GDPR) and the Digital Services Act. In the upcoming semester, we may provide an experiential component, through which students would have an opportunity to work on real-world policy projects, potentially in partnership with organizations that work on technology, law, civil rights and/or civil liberties.

Attributes: INLJ, IPIE, LAWT, LLM.

IPGL 0500. European Union Information Law and Policy. (2 Credits)

This course offers an overview of fundamental issues of the EU Digital Single Market Policy. Enhancing the use of digital technologies and online services is a European horizontal policy, covering all sectors of the economy and the public sector to achieve a Digital Single Market. The European Commission reinforced its Digital Single Market strategy in May 2015 with the global economic objective of supporting the regulatory barriers and transforming the 28 national Markets into one unique digital market. A Digital Single Market is one in which the free movement of goods, persons, services, and capital is ensured and where individuals and businesses can seamlessly access and exercise online activities under conditions of fair competition, and a high level of consumer and personal data protection, irrespective of their nationality or place of residence. This course considers this Strategy and all the legislative proposals, Communications and reviews of previous directives and regulations on different fields of law, enacted by the European Commission. It also considers the role of the other European institutions, especially the European Parliament and the European Court of justice, and their positive impact on the protection of the fundamental rights of European citizens. Finally, this course takes into account the relationship between the EU and the US, for instance regarding the personal data protection, as well as a brief comparison with the US main rules on information law.

Attributes: ICE, LAWI, LAWT.

IPGL 0507. Intellectual Property and the Life Sciences. (2 Credits)

This course will explore legal doctrines in intellectual property particularly patent law that shape innovation, research, and development in the life sciences. Students will be introduced to laws that influence decision makers in the life sciences and participate in a series of exercises to apply legal doctrines and understand the incentives and outcomes produced by the existing legal framework. Course topics include selecting drug candidates, IP licensing, material transfer agreements, how firms use IP to protect pharmaceuticals, the optimal timing of patent protection, building patent portfolios, regulatory exclusivity, Hatch-Waxman litigation (litigation between brand-name and generic drug companies), and generic drug development. The course will be a combination of an in-person lecture with 30 minutes asynchronous each week and problem-solving exercises. The asynchronous work does not count toward the maximum 15 online credits. There are no prerequisites for this class.

Attributes: IPIE, LAWT.

IPGL 0510. Fashion Law and Finance. (2 Credits)

Product design, manufacture, distribution, and sales within the fashion industry are engaged in on a global level. In order to fully and effectively manage a fashion company, it is necessary to implement a multinational strategy and to take advantage of the growing market. This course intends to introduce many of the aspects of finance and operations that both affect and influence the fashion industry. The course will offer an introduction to subjects including corporations, federal taxation and international law all while exploring their unique effects on the fashion industry. During the course of the semester, outside speakers may be brought in to relate their experiences in the industry and elaborate on topics we discuss in class. Students do not need a background in finance as a prerequisite to taking this course and are encouraged to enroll so as to expand their knowledge of the fashion industry. The course will walk through the evolutionary stages of a global fashion house. Course Requirements: Class attendance and preparation. Active class participation is strongly encouraged. Readings will be assigned weekly and you are expected to bring the assigned course materials to class. The final exam will be multiple choice.

Attributes: FASL, ICE, LAWB, LAWF, LLM.

IPGL 0520. Fashion Law and Social Justice. (2 Credits)

This course will explore how fashion and technology are impacting culture and global public policy, with an interdisciplinary approach analyzing intellectual property law, diversity, equity and inclusion (DEI), cultural appropriation, climate change and consumer privacy. Part one will provide an overview of the history and business of the fashion industry, including the role of talent from underrepresented and marginalized populations in building the textiles and apparel sector. We will also examine how technology has transformed the fashion industry and analyze legal and policy issues related to fashion and tech. Part two will examine DEI across fashion's talent pipeline, supplier diversity and awareness and action on public policy and social justice issues. Students will take part in interactive discussion throughout the course, with an interdisciplinary emphasis on the business of fashion, technology, law, public policy and social justice.

Attributes: INLJ, LAWF.

IPGL 0521. International/Comp Patent Law. (2 Credits)**IPGL 0529. Fashion Ethics, Sustainability and Development. (2 Credits)**

Ethics is a rapidly growing concern for fashion companies and their attorneys today. Topics covered in this seminar include ethical sourcing, design and manufacturing; supply chain monitoring; blood diamonds and conflict minerals; corporate reporting requirements; eco-chic or "green" fashion and environmental impact; the Federal Trade Commission's Green Guides; fair trade; cruelty-free fashion; religious fashion; fashion-related nonprofits; corporate social responsibility and charitable co-branding; and fashion's role in international development, including ethical issues raised by clothing donations to the poor and to developing countries. Final paper required.

Attributes: EXP, FASL, ICE, INLJ, LAWB, LAWF, LAWI.

IPGL 0602. Intellectual Property and Advanced Technology: Artificial Intelligence and Blockchain. (3 Credits)

"Standing at the edge of the next digital revolution, when we already live in the "3A era" of Advanced, Automated, and Autonomous systems, we have to confront major challenges to the existing intellectual property (IP) regime as well as other fields of law. In this sense, the course takes you for a journey to the nearest future (that is already here for lawyers).<p> The course focuses on advanced technologies including, artificial intelligence (AI), machine learning (ML), blockchain, robots, along with other revolutionary technologies, such as natural language processing (e.g. Google translate or "Sofia"). The course addresses major challenges and threats arising from these technologies, such as IP ownership and accountability when AI systems create works of art and invent new inventions; privacy; and equality, within IP and related legal regimes. We discuss the laws, theoretical justifications, and suggest new and creative reforms.<p>The course constitutes novel and non-traditional perspectives of the scholarly discourse regarding advanced digital technologies and IP and other laws while addressing a series of novel legal questions and rethinking traditional legal concepts around the tremendous potential of these technologies and its rapid developments.<p> How do artificial intelligence (AI) systems or blockchain technology actually work? Are AI systems really human-like? How can AI and blockchain systems replace humans, legal and governmental agents? Who will be entitled to the ownership benefits of AI-generated artworks or software? Who will be held responsible for infringements and subsequent damages of AI-generated works? Are robots and AI systems eligible for legal rights and duties? Should IP laws be replaced with other tools? How can regulation, transparency, or insurance efficiently control these systems? <p>As all AI autonomous devices (e.g. autonomous cars and weapons) are copyrightable and patentable systems, the IP regime has become a crucial factor in addressing new technologies from a legal perspective in court decisions. All these developments pose new opportunities and challenging legal implications that lawyers in all legal fields shall address. <p> The course discusses the most updated regulations and court decisions around AI systems and blockchain in the US and around the world and addresses alternative legal and other solutions, encouraging creative thinking and writing, outside the box. The course will include videos, discussions, moot court, assignments, fieldwork, and more. <p> The students will gain not only knowledge about IP laws in the US, in other jurisdictions and internationally, as well as, knowledge about contemporary advanced technologies but they will also acquire the most updated laws, practical legal experience, understanding and new legal discourse, innovative ways of thinking that will give them a major advantage in their legal career.<p> The students of this course have the option to attend a subsequent international seminar and learn with world-leading experts in the most important institution in the world, such as WIPO in Geneva; Oxford University UK , subject to the approval and conditions of the specific organization. <p> Some of the final works will have the option of being published, under certain criteria. <p> The course will include three academic hours of class presentations per week including consulting and discussions with the students regarding their research. The research paper can satisfy the writing requirement.

Attributes: CORC, ICE, IPIE, LAWT, LLM, LWR.

IPGL 0615. Cybersecurity Law. (3 Credits)

This seminar will introduce students to the significant challenges that government, law enforcement and the private sector face in addressing cybersecurity risks. The seminar will focus on cyber threats that have significant legal, economic and social consequences and threats that jeopardize national security. Students will learn about US technological vulnerabilities, the existing legal and policy framework and the development of new policies to protect US interests including those for cyber-defenses and the protection of civil liberties.

Attributes: CORC, CRCP, INLJ, IPIE, JD, LAWJ, LAWT, LLM.

IPGL 0627. Law & Technology. (1 to 2 Credits)

The course covers the corporate lifecycle of technology companies, from their founding to their potential sale, dissolution or bankruptcy – or even their world domination! Each week will focus on a different set of problems or choices faced by tech companies. The course will cover, but not be limited to:
 Organizational choices in founding the company
 Capital raising and securities registration
 Protecting control of the company and its technology
 Initial public offerings
 Securities lawsuits
 Antitrust concerns
 Company sales
 Bankruptcy <p> The course will draw heavily from recent events, such as Twitter's takeover, Meta's antitrust lawsuits, and FTX's bankruptcy. The course will also focus on how and why legal issues facing tech companies differ from those facing non-tech companies. <p> Course evaluations will be based on class participation (25%) and a 15-20 page paper, to be submitted at the end of the course (75%). A list of potential paper topics will be provided. Students are also encouraged to choose their own topics. All course materials will be provided.

Attributes: LAWB, LAWI, LAWT, LLM.

IPGL 0666. Key Intellectual Property Issues: Past, Present And Future . (2 Credits)

This course will examine important IP issues by looking at how they were viewed by experts and courts in the past, how are they viewed now and what if any changes can be expected in the future. The course materials will be panel transcripts from past and present Fordham IP Conferences in which the issues were discussed, case law and related blogs and law review articles. <p>There is no prerequisite. The first two classes will consist of an overview of IP law. The next six classes will be divided in to two classes each for copyright law, trademark law and patent law. There will be some comparison with foreign law.

Attribute: LLM.

IPGL 0693. Introduction to Blockchain, Crypto Currencies, and Digital Assets: The Legal and Business Issues. (2 Credits)

The course is designed to give students the ability to analyze the legal issues and business issues relating to the blockchain & digital assets industry. It will explore the development of blockchain as a vehicle for innovation, the legal issues surrounding blockchain projects/protocols through case studies, current litigation and current legislative proposals. The course will address the basics of virtual and crypto currencies, digital assets, tokens, DAOs, and NFTs. Students will analyze Bitcoin, Ethereum, several Initial Coin Offerings (ICOs) and newer digital assets, including stablecoins and CBDCs (central bank digital currency) from legal, business, economic, policy, and privacy perspectives. The course will introduce students to the primary legal framework in the USA : CFTC, SEC, FINCEN, FINRA, IRS, OCC, and state regulators. Having an understanding of the functions and roles of each of these regulatory bodies is important for product offerings as well as for how entrepreneurs and lawyers have to navigate the space. Students will gain a perspective of how the regulatory uncertainty creates risks, opportunities, and exposure. Guest Speakers will provide insight, industry experience and different points of view.

Attributes: CORC, CRCP, IPIE, LAWB, LAWT, LLM.

IPGL 0708. Governing the Algorithmic Society. (2 Credits)

Society is increasingly controlled by algorithms. New technologies based on finding patterns in data are used in choosing who gets jobs, credit, and housing, where to send police, how long people stay in prison, how speech is regulated and opinions influenced. How should society respond? What role does law play in responding to a world increasingly dominated by algorithmic decision-making? What must we understand about the relationship between technology and society in order to answer that question? <p> This interdisciplinary course will explore how algorithmic decision-making challenges some of law's fundamental stated and unstated assumptions. We will begin with a brief introduction to theories of technology, society, and law, which will serve as the analytical frame for the semester. In each week thereafter, we will move through different social and legal environments, such as employment, policing, trials, and injuries from autonomous vehicles, to understand how and why algorithmic decision-making is challenging to govern. The readings will draw on cutting edge research in law, computer science, and social theory, as well as contemporary news articles and opinion pieces. By the end of the semester, we will better understand not just the relationship between algorithms and society, but how to think about the governance of technology generally, which will become ever more important as new technologies develop in the future. <p> Assessment will primarily be based on class participation and a final paper. While a willingness to scrutinize the details of technology is required, no math is required or expected.

IPGL 0714. Artificial Intelligence, Business Applications and the Law. (2 Credits)

This course will provide an overview of artificial intelligence and associated legal risks. The objective is to examine the state of the law, in particular privacy and IP, and an array of commercial products (including closed and open-source foundation models) to gain the level of understanding needed to address commercial clauses. The course will also consider ethical issues and developing litigation concerning artificial intelligence. Assessment: Scheduled papers .

Attribute: JD.

IPGL 0730. Advanced Blockchain, Digital Assets, Smart Contracts. (2 Credits)

Building on the introductory course “Blockchain and Digital Assets” the class will focus on Decentralized Finance (DeFi), protocols, smart contracts, DAOs governance, new products such as staking as a service, lending/borrowing applications all of which are revolutionizing the global financial markets and capital markets. We will look at the trends regarding meme coins, points, bringing real world assets on chain and how that has the potential to disrupt traditional financial models and middlemen. What are the legal and regulatory implications for the industry? How are the regulatory frameworks evolving? How are the cases presenting new issues for the courts and the legislative efforts. Additionally, we will explore how blockchain and crypto can add provenance /truth to AI. <p> We will look more deeply into issues around tokenization, custody, KYC/AML/Money laundering related issues. The course will look at important recent court decisions, and the impact on regulation as well as various other issues. Additionally, the course will explore the approach that other jurisdictions have taken, notably the EU, and analyze if this is a model for the USA. What are the bills currently before Congress? Professor Jalil will join us weekly to assist on all securities related issues. Guest speakers from the industry will participate to provide expertise and different points of view.

Attributes: CORC, IPIE, LAWB, LAWT, LLM, LWR.

Prerequisite: IPGL 0693.

IPGL 0781. Fashion Law Drafting. (2 Credits)

Every major fashion brand today is developing and securing its intellectual property – copyrights, trademarks, and patents. In this course, we will review the law and business of fashion licensing, the anatomy of a license agreement, and current trends in the industry in the US and worldwide. Cases regarding copyright and trademark infringement and counterfeiting will be discussed and reviewed. Monthly writing assignments with 1 final paper/presentation. Professor Angela Byun.

Attributes: EXP, FASL, IPIE, LAW, LAWF, LAWT, LLM.

IPGL 0799. Law and Technology Survey. (3 Credits)

How is technology changing law and legal practice? This survey course explores the intersection of law and various forms of technology, including but not limited to the internet, blockchain, and artificial intelligence. This course will cover both substantive debates in law and tech (How effectively do websites implement CCPA and GDPR privacy requirements? How should we regulate cybersecurity risk?) and the ways new technology is transforming legal practice (Will ChatGPT automate legal writing? Are smart contracts really contracts?). No prior technical experience is assumed or required. Paper required.

Attributes: LAWT, LLM.

IPGL 0807. Fintech and Artificial Intelligence: Regulatory and Corporate Law Framework. (2 Credits)

“FinTech” and Artificial Intelligence have revolutionized many services which the banking and the financial industry provide. The pandemic has been accelerating these developments. New ways to make a payment, get a loan or finance a business have developed. Lenders and credit scoring agencies are starting to use artificial intelligence to assess creditworthiness based on big data. “Initial coin offerings” promise an alternative to traditional initial public offerings (IPO), algorithms are employed when giving investment advice, platforms such as “robinhood” have made trading accessible to retail investors.

Attributes: CRCP, LAWB, LLM.

IPGL 0811. Digital Copyright. (3 Credits)

Since the mid-1960s it has been apparent that digital technologies would pose significant challenges to the evolution of U.S. copyright law. During the first several weeks of the term, we will focus on studying how courts have analyzed the proper scope of copyright protection for computer programs. Although copyright law does not generally protect functionality, it does protect some literal and nonliteral elements of programs, which are, by definition, virtual machines that happen to be constructed in texts. We will review the major appellate court rulings on software copyright scope, including the controversial Oracle v. Google rulings of the Court of Appeals for the Federal Circuit, which Google is seeking to persuade the Supreme Court to review. A second focus will be on the evolution of rules establishing direct and indirect liability of Internet service providers and technology platforms for infringements committed by third parties. A third focus will be on limiting principles of U.S. copyright law, such as fair use and exhaustion of rights, as applied to digital uses of copyrighted works. Because the European Union has different rules about digital copyright protections, some comparative analysis will also be featured.

IPGL 0921. Fashion and the In-House Counsel Role. (2 Credits)

Fashion and the In-House Counsel Role is a comprehensive and practical course that addresses the unique legal landscape of the fashion industry. This course combines aspects of corporate law, contract law, intellectual property law, data privacy, Corporate Social Responsibility (“CSR”) and Artificial Intelligence (“AI”) with a focus on the challenges and opportunities that in-house counsel face within fashion companies. This course will also focus on practical skills required to succeed in the in-house counsel role, including verbal and writing skills, presentation skills, negotiation skills, as well as soft skills such as executive presence and conflict resolution. This course combines lectures, class discussions, case studies, written assignments and practical exercises tailored to the fashion industry.

Attributes: LAWF, LLM.

IPGL 0991. Fashion Retail Law. (2 Credits)

This course will explore current legal issues related to fashion retailing, from single-brand boutiques to large multi-brand stores. Topics include the following legal practice areas that impact retail companies: vendor relationships; licensing and manufacturing; e-commerce negotiations and agreements; labor and employment; real estate and leasing; advertising; regulatory; litigation; corporate governance and M&A transactions; risk analysis; and other related topics. Student evaluation will be via a series of short assignments.

Attributes: LAWF, LLM.

IPGL 1609. blockchain and Cryptocurrency. (2 Credits)

Interdisciplinary (IDIS)

IDIS 0100. Fordham Pre-Law Institute. (0 to 3 Credits)

This course will introduce students to the fundamentals of the U.S. legal system and U.S. law. Topics include Introduction to the U.S. Legal System, Constitutional Law and Legislation/Regulation, Foundations of Private Law, Criminal Justice, Civil Procedure and Litigation, Legal Ethics and Professional Responsibility, and Legal Research and Writing. Classes are taught by Fordham Law School faculty, who will introduce the Socratic method of teaching common in legal education. Optional sessions will prepare students for the law school admissions process, the first year of law school studies, and legal professional development. One class will feature a conversation with law graduates working in various legal positions in the public and private sectors. This course is designed for those contemplating law school but all are welcome.

IDIS 0800. Pre-College Skills Development. (0 Credits)

This course, for entering first-year students accepted through HEOP, is a developmental course with seminars aimed to enhance college survival skills by focusing on issues related to time management, study skills, personal growth, financial aid, and career planning. It is offered as part of the mandatory HEOP Summer Program for new first-year students.

IDIS 1001. Quantitative Skills Review Workshop for Social Studies. (0 Credits)

This workshop is the perfect opportunity to get a refresher or review of quantitative skills for those pursuing studies in the Sciences. While the workshop is designed for students in the Post-baccalaureate /Pre-Medical/Pre-Health program, it is open to all students who need or would like instruction or a refresher in the listed subject areas. The workshop will provide students with the necessary foundation for Chemistry, Physics, Calculus, Psychology, and other courses needed to prepare for advanced science studies. The 5-session workshop, conducted in a relaxed setting, will cover essential topics that will help prepare you for a rigorous science curriculum. Topics will include a review of basic algebra, refresher on exponents and radicals, functions and graphs, logs and exponents, polynomial and rational equations, calculator use and exponential and logarithmic expressions. An optional trigonometry overview is available. In person lessons, video links and resources will be provided and in-class problem sessions will assist to increase your math skills and confidence.

IDIS 1002. MCAT Problem Solving: A Unique Approach for ESL. (0 Credits)

The purpose of this two-part workshop is to help students effectively handle the reading passages on the MCAT. General preparation strategies for the MCAT will be presented with a focus on the CARS portion of the exam, emphasizing careful and efficient reading of questions, and applying these techniques to the science sections of the test. While this material is designed specifically for pre-med students for whom English is not the first language, the workshop is for anyone who is struggling to handle the large amount of written material on the MCAT. The sessions discuss the structure of the MCAT while helping students identify and address the skills that are being tested. The workshop will provide techniques and strategies that can be adapted for dealing with the verbal aspects of the MCAT.

IDIS 1003. Health Professions Development Seminar. (0 Credits)

The CHP Development Workshop sets the preparatory framework for post-baccalaureate/pre-medical/pre-health students who have been selected to participate in the Committee on Health Professions process. The workshop, intended only for students who are in the Committee on Health Professions program, covers the requisite areas for their aspirant school application cycle, which includes strategies and techniques for MCAT test preparation and test taking, preparing narratives, interviewing skills, and the CHP portfolio process, which will lead to the CHP letter to support school applications. Prior approval from the program director is required.

IDIS 1005. College Skills Development-1. (3 Credits)**IDIS 1006. College Skills Development. (4 Credits)**

This course, open to entering first-year students accepted through HEOP, is designed to enhance student skills related to college composition, critical reading, mathematical analysis, science, and economics. It is offered as part of the mandatory HEOP Summer Program for new entering first-year students. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 1007. College Skills Development-2. (3 Credits)**IDIS 1010. Critical Reading in the Disciplines. (3 Credits)**

This course will provide students with the critical skills necessary to read successfully and use reference materials at the college level. Selections from disciplines such as literature, psychology, history, and natural sciences will be analyzed for information, main and subordinate ideas, logical structure, inference, tone, and irony. Written exercises and reports will measure students' comprehension.

IDIS 1011. Introduction to Microsoft Word. (0.5 Credits)

This course provides students with a thorough review of the Word screen with its ribbon menus and of working in an existing Word document. Techniques to move through the document, to select and edit text, spell-check, and save and close are introduced. Printing with the print dialog box is covered. Learners will also create new documents with short lines and wrapped text and will use many key features: page setup and margins, page breaks, indented paragraphs including numbering and bullets, envelopes, and special fonts. Learners will work with memo, letter, and report document formats.

IDIS 1012. Intermediate Microsoft Word. (0.5 Credits)

This course covers intermediate-level Microsoft Word features related to selecting/editing text, symbols, and printing a multipage document. Word file management is covered. Designing Word tables is covered in detail, with formatting the table and individual rows for titles and formulas for totaling data in a table. Working with larger documents, including ones with multiple headers/footers, is also covered. Mail merge is shown merging Word lists, Access queries, and Excel spreadsheets, including sorting and selecting special records. Labels and envelopes are covered in mail merge and as individual items.

IDIS 1013. Advanced Microsoft Word. (0.5 Credits)

This course will help students master complex tasks involving collaboration, communication, security, long documents, mail merges, and automation. Students will gain experience tracking changes, comparing documents, combining documents, and other processes to help them collaborate with others more effectively. Students will continue to improve their collaboration practices by learning about document security, electronic forms, and cloud-sharing options. They will be introduced to ways to leverage communication features, including mail merge, language and translation options, and accessibility tools. Finally, the class wraps up with tools to help students work more efficiently, including task automation with macros and customizing your ribbon. This class is customizable to meet the unique needs of the attendees.

IDIS 1014. Introduction to Microsoft Powerpoint. (0.5 Credits)

This course begins with a thorough introduction to the PowerPoint screen, including ribbons and the screen layout. Working with an existing presentation, learners will create a new slide between existing slides, edit slides in outline view and slide view, change the order of slides, and apply animation in the slide sorter. Learners create a presentation from scratch after learning how to design a presentation; work with the title slide and bullet slides; select a template for design/color; customize the master slides; change layouts; enhance the presentation with clip art and photos; and print for outlines, handouts, speaker's notes and slides.

IDIS 1015. Introduction to Microsoft Excel. (0.5 Credits)

This course provides students with a thorough introduction to the Excel environment, including screen layout, selecting with mouse, spreadsheet design, and the commands needed to create, copy, edit, format, save, print, and back up spreadsheets. The course also covers the use of the print-preview function and techniques for working with large spreadsheets. In addition, the formatting features such as bold, underlined text, wrapping text, and merging cells will be introduced. The general capabilities and limitations of Excel are also outlined.

IDIS 1016. Intermediate Microsoft Excel. (0.5 Credits)

This course provides learners with techniques to enable them to use Excel more effectively. The course covers how to set up and format more than one sheet simultaneously, creating 3D and other multi-sheet formulas, and working with formulas linked to different Excel files. The course will also introduce techniques for maximizing efficiency when managing lists of information. The course pinpoints the database components of Excel to sort, filter, and subtotal volumes of information within an Excel sheet. Time-saving pivot tables are explained and practiced to show how to quickly summarize information.

IDIS 1017. Advanced Microsoft Excel. (0.5 Credits)

In this course, students learn when and how to use macros. Learners will start by recording a simple set of actions. Building on the simple recorded macros, they will learn how to modify the code to make the macro more flexible and to incorporate decision-making and looping commands that allow the macro to repeat, as needed, based on the results in the cells. Learners will be introduced to Visual Basic in order to modify and enhance recorded macros and broaden their functionality and will practice using the Visual Basic debugger to step through and debug macros.

IDIS 1018. Introduction to Microsoft Project. (1 Credit)

This course introduces students to the fundamentals of project management through Microsoft Project, using time as the fundamental unit of measure. Students will learn to create a simple project plan, work with tasks in the project plan, produce a printed view of the project plan, and a Gantt chart. They will also use the feature to track actual time and progress and learn how to reschedule activities when projects slip or other activities intervene. In addition, learners will work with the existing reports and views available within MS Project.

IDIS 1100. The Adult Learner: Identity, Change, and Development. (3 Credits)

This seminar has been designed to encourage each student to study his or her own unique identity development in adulthood. Each adult learner will be assisted in examining their skills, values, goals, experience, educational background, learning style and personality. Students can use this information for both short and long term career, educational and life planning. This new self-discovery will be developed through assessment testing, occupational research, informational interviewing and consultations with career development and educational specialists. The course utilizes a combination of readings, lecture, class discussions, presentations, exercises, guest speakers and video material.

IDIS 1101. Being Different in NYC: A Journey in Reading and Writing. (3 Credits)

In this course, students develop writing and reflective thinking skills through explorations—literary, musical, and otherwise—of the dynamic, diverse city. To explore our differences and identify a common ground in NYC through writing, reading, and outings, we will come to reflect on what makes each student unique in their college education. Students will learn to develop a critical awareness of different genres of traditional and multimedia writing, including short stories, poetry, essays, journalism, and visual arts; turn personal experiences in and feelings about NYC into bigger reflections on wider social and historical context through journal writing; interpret NYC's cultural landscape critically and reflect on how their unique insights about the city can contribute to their sense of belonging and their learning experiences at Fordham; and cultivate aesthetic appreciation of cultures and subcultures and solidify their identity as compassionate global citizens.

IDIS 1200. Seminar: Career Transition Leaders. (1 Credit)

Designed to enhance students' personal/professional understanding of career development and life management skills to transition to a professional/corporate career. The course will assist students to obtain internships in a structured, interactive, open form. It will also offer access and networking with employers.

IDIS 1250. Foundations of Community and Public Health. (3 Credits)

This course will introduce students to community and public health. We will study the foundations of community and public health using readings and class discussions, and will examine prevailing community and health problems and new developments. There will be an emphasis on developing the knowledge base and skills necessary for a career in health education and health promotion. Topics will include definitions of health, community health, public health, and mental health, epidemiology, communicable and noncommunicable diseases, environmental health, health disparities in various population demographics, and racial and ethnic populations. Practitioners and experts in the field will be invited to give presentations to the class. Students will get opportunities to explore the various health issues and discuss prevalence of various diseases, with a focus on COVID-19, diabetes, asthma, and other diseases, as well as opportunities to participate in a volunteer experience in a clinical/hospital setting.

IDIS 1999. Tutorial. (0.5 to 1 Credits)

Tutorial.

IDIS 3015. Culture and Community. (4 Credits)

A study of culture and community in contemporary American society and lifestyles. The course will study the entire way of life that is faced by various groups in American life. An interdisciplinary consideration of the concepts of culture and community will be studied. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3020. War and New York City. (4 Credits)

This course is an explanation of the impact of war on the political, social, economic, and cultural development of New York City. The course will examine wars and times of conflict from several periods in American history, including, but not limited to: the American Revolution, the Civil War, WWII, and September 11th. An integral element of this course will be using the City itself as our classroom. We will be making several field trips to various locations of historical events, museums, etc. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3025. Social Problems in America. (4 Credits)

This course will examine and study major issues and problems in contemporary American society in the context of individuals and community in a complex society. Research and writing will use an interdisciplinary approach. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3035. The Helping Professions: Theory and Practice. (4 Credits)

This course will examine the helping professions and the issues related to becoming a well-trained professional, including ethics, burnout, motivation, dual relationships, and boundaries. The class will also examine the major theories and the techniques used by psychoanalysis, cognitive behavioral therapy, group therapy, and others.

IDIS 3040. Gettysburg: A Study Tour. (4 Credits)

Three days and 51,000 casualties – the Battle of Gettysburg was the turning point of the Civil War and a seminal moment in the history of the United States. So striking was the battle, President Abraham Lincoln vowed that the men who died there did not do so in vain – in fact their sacrifice gave a new birth of freedom to the idea of democracy for the world. Robert E. Lee, deeply depressed at his failure, fearing he cost his nation the possibility of independence and peace, offered his resignation to Confederate President Jefferson Davis. This course will examine Gettysburg from several perspectives, including military and political strategy, Lincoln's Gettysburg Address, Davis' and Lee's reactions, and the battle's long-lasting impact on American society and mythology. The course includes an overnight field trip to the Gettysburg Battlefield. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3045. Presentation Strategies for Professional Impact. (4 Credits)

Competent and compelling presentations are important in all professional settings. In this class, students develop their public presentation and performance skills by exploring physical and vocal communication techniques. Taught in a workshop format, students explore verbal and nonverbal communication, use of visual aids, organization, and delivery through weekly action-oriented exercises. Students learn strategies to enhance their public persona and gain confidence through instructor and peer feedback, developing the ability to create presentations that have professional impact. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3050. A Bloody Lane and Forever Free: Antietam, a Study Tour. (4 Credits)

Antietam – September 17, 1862 was the single bloodiest day in American military history. The 23,000 casualties on that single day were four times the number of casualties at Normandy. The number of men who died in combat that day was twice the number who died in combat during the War of 1812, the Mexican War, and the Spanish-American War combined. Antietam ended the British and French momentum for recognition of the Confederacy and gave President Abraham Lincoln the opportunity to issue the Emancipation Proclamation. This course will examine Antietam from several perspectives, including military and political strategy, Lincoln's Emancipation Proclamation, Davis' and Lee's reactions, and the battle's long-lasting impact on American society. The course includes a two night field trip to the Antietam Battlefield. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3055. Warriors, Monks & Merchants: The Silk Road from Antiquity to the Future. (4 Credits)

Globalization is sometimes considered a modern phenomenon, driven by new travel, commerce, and communication technologies. But people have moved throughout Asia, the Middle East, Africa, and Europe for centuries to trade, fight, or spread religions. This course uses routes of movement to explore connections between and among regions people moved through and considers the effects of these movements on both people and the regions over time. Historically, this movement facilitated economic, cultural, political, and religious interactions between the East and West, commonly called the "Silk Road".

IDIS 3060. Civil War in Popular Memory. (4 Credits)

The Civil War has been the topic of over 50,000 books, thousands of websites, and hundreds of multimedia sources – ranging from films to television shows to comic books to video games. Americans have long been fascinated by the Civil War, which cost more Americans their lives than WW I, WWII, the Korean War, and Vietnam War combined. Much of what Americans know about the Civil War did not come from textbooks or scholarly sources or the classroom, but rather from popular culture. This course will explore how the Civil War is portrayed in popular culture and examine how Americans' perception and memory of the Civil War has changed over time – change that often had more to do with American society at the time than the "facts" of the War itself. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3070. Baseball - the New York Game. (4 Credits)

Interdisciplinary course that will trace the relationship between baseball and New York society and culture. The course will study the early history of the game and historical developments as the emergence of the New York City professional teams in connection with government, culture and issues of society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3071. Baseball: The American Game. (4 Credits)

Baseball: The American Game is an interdisciplinary course that will trace the relationship between baseball and American society and culture. The course will study the early history of the game and historical developments during the emergence of the American professional teams in connection with government, culture, and issues of society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: HIST.

IDIS 3080. Winners and Losers in Literature and Film. (4 Credits)

Literature and film are filled with so-called "winners" and so-called "losers." Who can claim these titles and why? Who decides and how? In analyzing these topics, we'll explore what can be learned about the human condition in the individual and in society. Works discussed will include, Snow White; Goldilocks and the Three Bears; Death of a Salesman; Charlie Chaplin's Little Tramp; Glengarry Glen Ross; My Left Foot, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3090. Democracy and Social Justice: A Global Perspective. (4 Credits)

Through a multi-disciplinary analysis, this course will explore global definitions of freedom, solidarity and the self within a social context. Readings will lead to discussions on resistance models influencing World Order and the criterion of an underclass, that must organize for transformative change for the sake of survival. Analysis of texts and classroom discourse will explore the development of a nation state, its emphasis on economic globalization, cultural difference and liberationist criticism, in conjunction with an analysis of social ethics and morality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3800. Internship. (3 Credits)

Internship.

IDIS 3836. Fiction into Film. (4 Credits)

The purpose of this course is to study and analyze a variety of literary works and the cinematic adaptations made of those works. Our topics will include theme, narrative, film language, music and lyrics, costume design, scenic design, and more. The course will cover a variety of literary and cinematic genres and will include works by the authors Joyce, Baum, and King, and the directors Wilder, Hitchcock, and Coppola.

IDIS 3999. Tutorial. (3 Credits)**IDIS 4999. Tutorial. (1 to 4 Credits)****Interdivisional (GSE) (EDGE)****EDGE 0210. Child Abuse Identification and Reporting Workshop. (0 Credits)**

Child Abuse Identification and Reporting Workshop.

EDGE 0220. Drug, Alcohol, and Tobacco Training. (0 Credits)

Drug, Alcohol and Tobacco Training (0 credit)

EDGE 0230. Schools Against Violence Education Workshop. (0 Credits)

Schools Against Violence Education Workshop.

EDGE 0250. Health and Physical Education Training. (0 Credits)

Health and Physical Education Training (0 credit)

EDGE 0260. Dignity for All Students Training. (0 Credits)

Bullying behaviors and the impact of bullying on students, the importance of bullying behavior prevention and intervention, and key strategies to address bullying.

EDGE 0270. Autism Training Module. (0 Credits)

This module is an overview of Autism Spectrum Disorders (ASD) and will examine the psychological, physiological, social, and educational characteristics of individuals who have been identified as having autism. The module will focus on definition, diagnosis, causes, intervention and program planning.

EDGE 0666. Maintenance of Matriculation. (0 Credits)

ADV. MSE. MST - Maintenance of Matriculation (0 credit) (MAINTENANCE OF MATRCLTN) Added degrees to title as doctoral students were registering for this course instead of either doctoral seminar or mentoring.

EDGE 0990. Dissertation Oral Defense. (0 Credits)

Dissertation Oral Defense (0 credit) (DISSERTATION ORAL DEFENSE)

EDGE 0999. Dissertation Format Review. (0 Credits)

Dissertation Format Review (0 credit) (DISSERTATION FORMAT REVIEW). Notified March 18, 2014 that billing is now from .000 to 1.000.

EDGE 6100. Issues and Trends in American Education. (3 Credits)

The course is designed to provide students with the opportunity to become familiar with the important movements, trends, and innovations that are shaping the education profession.

EDGE 6101. Race and Multicultural Education in American Society. (3 Credits)

Examines the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups; examines the institutionalized nature of prejudice and its impact on the cultural, economic, social status, and mobility patterns of selected ethnic groups.

EDGE 6106. Hre Practicum I. (3 Credits)

This course integrates the knowledge and skills acquired during the program. In this first practicum, students identify an organizational problem and begin the consultation process. They must identify a sponsor, contract for the assignment, collect data and provide feedback to the appropriate organizational members.

EDGE 6107. Hre Practicum II. (3 Credits)

This course continues the process begun in Practicum I. In partnership with the organization, students design and implement an intervention based on the data collected earlier in the consultation process. They must evaluate the performance outcomes associated with the intervention.

EDGE 6226. Design of Interactive Learning Systems. (3 Credits)

Cognitive theory and programming skills are taught that enable students to develop multimedia instructional software in a variety of paradigms (for example, simulation, coaching, hypertext, multimedia, tutorial, and drill and practice). To ensure instructional effectiveness, emphasis is placed on building instructional strategies (based on cognitive theory) into the design. To ensure usability, human-computer interaction issues are considered (again, based on cognitive theory). Prerequisite: PSGE 5220 or consent of instructor.

EDGE 6703. Meas Hum Res Ed. (3 Credits)

Focuses on understanding, using and developing assessment tools in the workplace. Students design an instrument, collect and analyze data, and write and present their findings. Measurement concepts of reliability and validity are discussed in relation to developing or purchasing assessment tools.

EDGE 8001. Doctoral Research Apprenticeship. (0 Credits)

A seminar (two consecutive semesters and a summer) in which the student is required to attend monthly seminars. The student is required to undertake research with a faculty member, culminating in a research project that demonstrates the student's ability to do doctoral work. Prerequisite: Permanent Matriculation Status.

EDGE 9990. Independent Study. (0 to 4 Credits)

Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration only by approval of professor directing study, chairman of the student's division, and director of graduate studies.

EDGE 9995. Doctoral Maintenance of Matriculation. (0 Credits)

Doctoral Maintenance of Matriculation (0 credit) (DOCTORAL MATINTENANCE)

International Business Bridge (IBGB)

IBGB 0012. American Business Application. (0 Credits)

This course gives insight into the most relevant topics in modern American business practice. Modern business organizations have chosen to focus on areas and concepts in constant evolution, such as current leadership practices, new financial considerations, and techniques that play a large role in decision making. This class will help prepare students for modern careers in an increasingly interlinked global economy.

IBGB 6001. Applied Finance. (3 Credits)

IBGB 6002. Financial Statement Analysis. (3 Credits)

IBGB 6003. Read & Write for Business I. (3 Credits)

Read & Write for Business I.

Attribute: ESL.

IBGB 6004. Pres & Public Speaking. (3 Credits)

IBGB 6005. Comm: Speaking & Listening. (3 Credits)

Comm: Speaking & Listening.

Attribute: ESL.

IBGB 6006. Financial Modeling. (3 Credits)

In this course, students will develop strong computer skills in business analysis by integrating conceptual material with spreadsheet-based numerical solution and simulation techniques. Over the past few decades, spreadsheets have become a vital tool for modeling and decision-making. A strong familiarity with these tools is a must in the business world. This course will help students build familiarity and confidence by completing and applying models used in typical business practice.

Attribute: ESL.

IBGB 6007. Applied Economics & Analysis. (3 Credits)

IBGB 6008. Marketing Analytics. (3 Credits)

IBGB 6009. Read & Write for Business II. (3 Credits)

IBGB 6010. History of American Business. (3 Credits)

This course will focus on the interrelationships between the business community and the development of the United States of America. The course is divided into three sections that will cover such topics as the colonization of America by the Europeans, industrialization in the United States and the civil war and creating an environment of business regulation.

IBGB 6011. Business Ethics. (3 Credits)

The goal of this course is to help students create a strong base for making sound moral judgments as they evaluate their own values and make managerial decisions; to help them argue ethically in business environments and contribute to group decisions; and to help them understand and evaluate opinions of those from different cultural traditions or ideological backgrounds as they differentiate between what is right and what is politic.

IBGB 6012. American Business Landscape. (3 Credits)

The business landscape in America can be vastly different than your home country. This course will give you a foundation for how various industries operate, what the different business customs are, and how culture plays a large role in business. This will help prepare student for their time spent in New York. The course covers the topics below. A segment of each topic is assigned to groups within the class to prepare a presentation to their classmates. Finance Industry Marketing Industry Accounting Industry Entertainment Industry Government Regulatory Agencies Stock Market Business Etiquette Sports Industry Doing Business Abroad Social Media Education.

IBGB 6013. Statistics for Managers. (3 Credits)

This course provides an Introduction to mathematical Statistics and a foundation for acquiring the skills to apply advanced statistical models to many important areas of decision-making in business and finance. The course focuses on developing an understanding of random variables, their distribution functions, and sampling theory.

International Law (ITGL)

ITGL 0101. Introduction to United States Legal System and Process. (2 or 3 Credits)

This course presents an overview of the U.S. legal system. Subjects include an overview of the U.S. system of government including federalism, separation of powers and checks and balances, and supremacy and preemption the judicial systems, including the organization and functioning of the federal courts, state judicial systems, and the lawmaking power of the courts sources of law, including the distinction between primary and secondary sources of law and the use of precedent, including the defining principle of stare decisis and synthesizing case law and an overview of civil litigation in the U.S. Case reading and analysis is a fundamental aspect of this course.

Attribute: LLM.

ITGL 0103. Perspectives in United States Law. (2 to 4 Credits)

This course will examine current American law based on case law and statutory law related to selected topics in contracts, criminal law, wills corporations, domestic relations and New York Practice with special emphasis on New York distinctions. Note: No prerequisite required for this course.

Attributes: LLM, LMCO.

ITGL 0121. U.S. Legal System and Law Study. (3 Credits)

ITGL 0123. Law Practice Fieldwork for Graduate Students. (1 to 2 Credits)

Fieldwork graded as credit/no credit.

Attributes: EXP, LAW, LLM.

Prerequisite: ITGL 0226 (may be taken concurrently).

ITGL 0203. International Trade Law. (2 to 4 Credits)

This course covers the international law that governs the cross-border movement of goods, services and investment capital. It focuses on the multilateral (WTO) treaty law that governs normal trade relations among 165 countries, and also covers the regional and bilateral treaty law that governs free trade relations, cross-border investment, and other commerce among smaller groups of countries. In addition, we will look at how governments implement their trade treaty rights and obligations through national law and procedure. We will discuss how counsel can use this international law to compel a foreign government to more readily admit a client's goods or services into a foreign market, or to better regulate a foreign enterprise in which a client has invested. Among current topics we will examine are the U.S. trade war with China, ongoing U.S. trade negotiations with the EU, UK and others, current U.S. efforts to secure supply chains involving sensitive technologies, incorporation environmental and labor standards into trade barriers, WTO reform, and the current U.S. effort to negotiate an Indo-Pacific Economic Framework Agreement among 14 countries subsequent to the U.S. withdrawal from the 12-country Trans-Pacific Partnership Free Trade Agreement.

Attributes: CORC, ICF, LAWI, LLM.

ITGL 0204. Asian Americans and the Law. (2 Credits)

This 2-credit seminar will examine the history of legal regulation of people of Asian and Pacific descent within the United States and its territories. As background, we will begin with the history of Asians in the United States and the connection between race and national identity. We will then explore the evolution of U.S. state and federal laws concerning Asians, focusing especially on immigration, naturalization, and citizenship, anti-miscegenation, economic discrimination, public benefits including education and civil rights and the Japanese-American internment during World War II. We will reflect on how the history of past regulation of Asian and Pacific Americans (APA) bears upon current hot-button legal questions involving APAs and others, such as race-conscious admissions policies to selective schools and universities, and how APA experiences compare to those of other non-European descent groups. Grades will be based on class participation and (1) a research paper or (2) a series of reaction papers to assigned readings. The research paper satisfies the Law School's written work requirement. There is no final exam.

Attributes: INLJ, PIE.

ITGL 0213. Litigation Management for the International Lawyer. (3 Credits)

This course aims to provide students with an overview of the various stages of a United States litigation involving foreign parties including practical advice on how to manage a litigation having connections to multiple jurisdictions. At the outset of the course, students will be presented with a fact pattern involving a foreign company being sued for product liability in the United States. Students will take on the role of the law firm hired by the foreign company to handle this complex, multi-jurisdictional litigation. The course will follow this litigation from the filing of complaints throughout the United States all the way through trial and appeal. Specifically, students will learn and discuss issues such as jurisdiction, evidence, discovery (including e-discovery), and class actions. Students will be presented with issues that arise at various stages of an American litigation and understand strategic considerations and techniques for managing these issues. This course is intended for International L.L.M. students.

Attributes: LAWB, LAWI, LIDR, LMCO.

ITGL 0215. Aviation Law. (2 Credits)

Considers problems in the sources and organization of the law of international and domestic air transport, routes and rates, choice of law and forum, hijacking, exculpatory clauses, carrier liability for personal injury, death, and cargo damage, governmental liabilities, types of liabilities and limitations thereof, ground damage and other offensive aircraft operations, including air pollution and sonic boom.

Attributes: LAWB, LAWI, LLM.

ITGL 0224. Current Issues in International Human Rights. (2 Credits)

This seminar will make an in-depth consideration of a range of the most challenging human rights issues facing the world today. Among this may include: repression of Uyghurs in Xinjiang, human rights and climate change, the current situation in Hong Kong, the plight of the Rohingya in Myanmar, and mass incarceration and treatment of migrants by the US. The course will begin with an introduction/refresher concerning international human rights law. Students will be expected to write a research paper concerning one of the topics covered, or one of their choice.

Attribute: ICE.

ITGL 0226. Law Practice Seminar for Graduate Students. (1 or 2 Credits)

This seminar will explore various topics related to law practice and developing a robust and sustainable legal professional persona. The seminar will begin with a discussion of goal setting, a theme that will be revisited throughout the seminar. In addition, the seminar will focus on three broad features of defining and developing a professional persona: (1) Building blocks—(un)conscious (in)competence, habit formation, intelligence for lawyers, and leadership; (2) self-management (mindset and dispositions), time management and organization, and wellbeing and sustainability; and (3) relationships—working with others, talent management, effective communication, and your public professional persona. The course will conclude with student presentations reflecting on what they learned in developing their professional persona over the course of the fieldwork and seminar. This course is open by permission only. Permission will be granted only to students who have secured externship placements and received approval from Anthony Agolia to receive externship credit for the placement. Students must simultaneously be registered for the 2-credit Graduate Externship Fieldwork. This course will be graded on a Credit/No Credit basis. Professor Marcella Gurgel will be visiting guest lecturer.

Attributes: EXP, LLM.

Prerequisite: ITGL 0123 (may be taken concurrently).

ITGL 0227. Transnational Rep & Advocacy. (2 Credits)

This course will provide students the opportunity to hone their advocacy skills in the realm of transnational dispute resolution from the perspective of the advocate. The course will consider the role of New York state and U.S. federal courts in adjudicating disputes involving conduct that occurred abroad. The course will also consider the role of international arbitral tribunals in adjudicating disputes involving parties of different jurisdictions and will also discuss how to settle disputes involving foreign investors (commonly referred to as "Investor-State Dispute Settlement"). The course will discuss the most effective techniques for researching and drafting memoranda, briefs and memorials before New York courts and arbitral tribunals; and will help students become effective oral advocates in their future professional careers. Finally, the course will consider the ethical issues that arise in representing clients involved in transnational litigations. Readings will include relevant statutes and procedural rules; treaties and other sources of international law; judicial opinions; and arbitral awards.

Attributes: ICE, LAWJ, LIDR, LLM.

ITGL 0231. International Litigation and Arbitration. (3 Credits)

This course will examine a number of different themes that arise in U.S. civil litigation relating to international litigation and arbitration, such as choice of law, jurisdiction, discovery abroad, foreign sovereign immunity, and the enforceability of foreign judgments and arbitral awards. Each student will be responsible for one reaction paper and presentation on a week's reading, as well as a final appellate brief and an accompanying moot appellate oral argument.

Attributes: ICE, JD, LAWI, LDF, LIDR, LLM.

ITGL 0234. International Human Rights Scholarship. (2 Credits)

This two-credit seminar will provide a survey of state-of-the-art scholarship in the field of international human rights, broadly defined. After an introductory session, each week we will read and discuss a recent paper written by a prominent scholar of international human rights. Students must submit six reaction papers limited to 1000 words each over the course of the term. No examination will be given. Students who wish to satisfy the writing requirement may write a term paper for an additional credit. Both LLM and JD students are welcome.

Attributes: ICE, INLJ, PIE.

ITGL 0235. International Litigation & Arb. (3 Credits)

This course will examine a number of different themes that arise in U.S. civil litigation relating to international litigation and arbitration, such as choice of law, jurisdiction, discovery abroad, foreign sovereign immunity, and the enforceability of foreign judgments and arbitral awards. Each student will be responsible for one reaction paper and presentation on a week's reading, as well as a final appellate brief and an accompanying moot appellate oral argument.

Attributes: ICF, LAWI, LDF, LIDR, LLM.

ITGL 0260. National Security and the Rule of Law in 21st Century America. (2 Credits)

This course looks at the evolution of U.S. national security law and policy in the 21st century. We will look at wars abroad, extremist violence at home, and the laws, norms and policies that have evolved to address threats to safety and security in the United States. We will study the role of the president, the executive branch, Congress and the courts and the challenges they face in ensuring stability and security for the country. Class readings and discussions will focus on the structural and institutional entities designed to protect national security, the laws and norms pertinent to ensuring security, the tensions between national security policies and constitutional protections, the challenge posed by foreign influences, and more.
 This class can be used to fulfill the writing requirement.

Attributes: INLJ, JD, LLM, LWR.

ITGL 0261. National Security Law and Policy In Post 9/11 America. (2 Credits)

An exploration of the evolution of American law and legal policy throughout the war on terror, with a focus on civil liberties, executive powers, and court decisions. The course will examine the country's major post 9/11 terrorism prosecutions including the military commissions cases at Guantanamo, and will study the course of legislation and policy related to surveillance, detention and war from the fall of 2001 to the present, including the USA Patriot Act, the FISA Amendments Act, and the 2001 Authorization to Use Military Force. Relevant court decisions from the FISA Court, the Supreme Court, and several circuit court decisions will be included as well. (Writing requirement can be satisfied with this course.)

Attributes: ICE, INLJ, LAWJ, LLM.

ITGL 0292. Introduction to Chinese Law. (3 Credits)

This class will offer an introduction to the legal system of the People's Republic of China. Topics addressed will include the historical, philosophical, and ideological foundations of modern Chinese law, Chinese legal institutions, evolving administrative, civil, constitutional, criminal, and property law norms, and citizen efforts to use the legal system. No prior knowledge of Chinese history, law, or politics is required. Regular class attendance and participation is required, as is completion of short response papers to the readings. It is not a writing req. course - no paper is required. It is a lecture and discussion-based class.

Attributes: ICE, JD, LAWI, LAWJ, LLM.

ITGL 0295. Introduction to Intellectual Property: A Global Perspective. (2 or 3 Credits)

A brief introduction to intellectual property law and how the United States and Europe have taken different paths in determining what deserves to be considered intellectual property worth protecting. This course will mainly focus on global issues in copyright law but will also examine patents, trademarks, and trade secret protection. The course will also address the conflict in enforcing IP across international borders based on the differences in grantable rights in various countries. The discussion will include the recent changes to U.S. patent law that bring it in line with Europe, a number of recent cases from the United States and Europe, as well as treaties (both signed and still being negotiated).

Attributes: ICE, IPIE, JD, LLM.

ITGL 0305. Human Rights in Africa. (2 Credits)

This module provides a critical examination of structures and processes of the African regional system and its role in the promotion and protection of human rights. It considers contemporary human rights institutions within the African Union more especially the work of the African Commission and the African Court. The course also focuses on various normative frameworks mainly the African Charter on Human and Peoples' Rights, and other instruments for protection of special groups such as women, children, refugees, and LGBTIQ+ people. The overall aim of the course is to enable students to critically engage with core and distinctive features of the African human rights system; and assess how principles and processes of the African human rights system fulfil their purposes. Paper required.

Attribute: INLJ.

ITGL 0307. Emergency and the Rule of Law. (2 to 4 Credits)

This is a class about judicial review during times of emergency. Students will explore an array of recent court decisions involving major questions of national security and immigration policy. Students will first explore a number of Supreme Court and appellate rulings after the 9/11 attacks, focusing on the detention and prosecution of terror suspects at Guantanamo Bay and related matters concerning their safe return to third countries and their rights to access U.S. courts while on and off the Base. Students will also explore an array of immigration-related issues that include detention, prosecutorial discretion, and relief from deportation, as well as the Trump Administration's rescission of Obama-era deferred action programs, the Trump Administration's call for efforts to control migration through a border wall, and its more recent interpretations of U.S. asylum law. <p> These issues will be explored through case law, statutes, court papers, and a rich law review literature. In addition to analyzing these questions from the position of legal doctrine and theory – including the relationship between procedural and substantive law and the different ways that horizontal and vertical separations of power can shape court review – students will also employ the tools of courtroom litigators by learning how advocates marshal non-traditional arguments when approaching new and intractable legal problems for their clients. This latter, more granular inquiry will explore features of complex litigation and the practical skills lawyers use in representing clients, including points of trial and appellate practice, litigation strategy, and legal ethics. <p> There are no prerequisites. This course is recommended for those interested in administrative law, constitutional law, immigration law, and national security law. <p> There will be a take-home exam at the end of the semester.

Attributes: ICE, INLJ, PIE.

ITGL 0320. Admiralty and International Maritime Law. (3 Credits)

Seminar style analysis of Admiralty and International Maritime law based upon decisions by United States Courts (primarily), domestic legislation, and international treaties concerning: jurisdiction practice and procedure maritime property persons cargo chartering services and products casualties marine insurance and general average limitation of liability emerging topics.

Attributes: ICE, LAWI.

ITGL 0321. Comparative Entrepreneurial Law. (2 to 3 Credits)

Comparative Entrepreneurial Law will provide a critical perspective on the role the law plays in affecting entrepreneurship across the globe. We will explore the legal challenges of forming, protecting, and funding a startup; the impact of various laws on supporting or hindering innovation; and the extent to which jurisdictional variations in such laws affect the growth of entrepreneurship in those jurisdictions. This course will examine these questions by comparing the laws of the United States and Ghana—two countries with vibrant entrepreneurial ecosystems.

Attributes: ICF, INLJ, LLM.

ITGL 0322. Nuclear Weapons and International Law. (2 Credits)

This international law seminar will explore issues as to the lawfulness of the use and threat of use of nuclear weapons in the Post 9/11 World in light of contemporary strategic realities, including Russia's increased adventurism and reliance on nuclear weapons; Iran's nuclear weapons aspirations and the 2015 agreement; North Korea's nuclear weapons; the instability of Pakistan and possible availability of its nuclear weapons to terrorists; the risks and potential effects of an Indian/Pakistani nuclear war; the spread of terrorism and willingness of terrorists to use nuclear weapons; the July 7, 2017 Treaty on the Prohibition of Nuclear Weapons; the risks of further nuclear proliferation and collapse of the NPT regime; the U.S. withdrawal from the Intermediate-Range Nuclear Forces Treaty; the United States' continuing reliance on nuclear weapons notwithstanding its substantial hegemony over the rest of the world in conventional weapons; the widespread practice of nuclear deterrence; and the relationship between nuclear power plants and nuclear weapons. The course will also focus on facts that are central to the legal analysis, including the characteristics and effects of nuclear weapons; psychological factors that affect policies as to nuclear weapons; litigation throughout the world concerning nuclear weapons; and the 1996 Advisory Decision of the International Court of Justice on the Legality of the Threat and Use of Nuclear Weapons. This is a paper course and students are required to present their papers in class. The assignments will primarily consist of readings from the second edition (in process) of Charles J. Moxley, Jr., *NUCLEAR WEAPONS AND INTERNATIONAL LAW IN THE POST COLD WAR WORLD* (Austin & Winfield, scheduled for 2020) (to be provided electronically). This course can be used to satisfy the writing requirement.

Attributes: ICE, INLJ.

ITGL 0332. International Mergers and Acquisitions. (1 Credit)

This course provides an overview of, and insight into, the issues and complexities associated with cross border mergers and acquisitions. Course materials focus on comparing and contrasting relevant U.S. and European law and regulation (including the fiduciary duties and responsibilities of Boards of Directors in different jurisdictions), understanding the components of acquisition agreements and examining the differences between friendly and hostile takeovers. Class lectures and discussion use significant recent case studies that the lecturers have worked on to explore the M&A dynamic from the perspective of a deal lawyer participant. Many of the case studies involve transatlantic transactions covering U.S. as well as European legal and regulatory issues and considerations. The class will also discuss and debate M&A tactics as well as important ethical considerations encountered in the day to day life of an M&A practitioner.

Attributes: LAWB, LAWI, LLM.

ITGL 0343. Comparative Constitutional Law and Challenges to Democracy. (2 or 3 Credits)

The course will cover various topics of comparative constitutional law, focusing on one issue each week. Issues will include free speech, drunk driving, elections, courts, gay marriage, emergency powers and response to the pandemics, protection of fundamental rights and liberties, and judicial review. We will also explore how constitutional systems change, both by amendments to the constitutions' text and through the interpretation. We will look into questions such as: (1) Where should the limits of hate speech be? (2) Should DUI offenders have the right to have their drunk driving histories erased? (3) Is solving electoral disputes in courts helpful or dangerous for the integrity of elections? (4) Where should the limits be regarding transparency of government and the judiciary (5) What are the current trends in constitutions worldwide? The course will be taught by a lawyer who has worked as a consultant to governments or international organizations OSCE, European Union, Council of Europe, Greco, and UNDP in Uganda, Canada, United States, France, Finland, Latvia, Monaco, Malta, Romania, and elsewhere. He led successful impact litigation projects in national and international courts. Students will be graded based on a paper on a chosen topic relevant to comparative constitutional law (six to ten pages, 80% of the grade) and active class participation.

Attributes: CRCP, ICE, INLJ, JD, LAWI, LLM.

ITGL 0344. Comparative Corporate Governance. (2 Credits)

This course examines the wide variety of corporate ownership and governance structures around the world from the perspectives of law, finance, and markets. Selected topics will include controlling shareholder versus dispersed shareholder regimes, Chinese state capitalism, mergers, and corporate finance. Legal rules will be situated in the context of national legal institutions and prevailing political economies.

Attributes: ICE, JD, LLM.

ITGL 0347. Immigration Law. (3 or 4 Credits)

This class is a survey of immigration law and policy in the United States. The course is grounded in the rules governing how newcomers are admitted to and removed from this country. It provides an overview of the agencies that make and implement immigration policy. It examines the various categories of visas for temporary visitors, and the routes to permanent residence and citizenship in the United States. It explores the law of asylum for those who fear persecution in their home countries. In addition, the class sets out the criteria for admission to the United States and deportation from it, and reviews removal procedures, with a particular focus on the interaction between criminal convictions and immigration law. The course also addresses the subjects of undocumented immigration and citizenship. But the study of immigration is more than just learning who gets in and who will be barred at the door or later ejected. Immigration policy brings up broad constitutional issues, draws on (and sometimes flouts) core principles of international and administrative law, and, most fundamentally, raises the questions of who we imagine ourselves to be as a country and who we really are.

Attributes: ICE, INLJ, LAWI, LLM, PIE.

ITGL 0350. Human Rights Seminar. (2 to 3 Credits)

This seminar will allow each student to devise their own human rights project or course of study which might include independent research and writing projects or internships at local human rights organizations. These might also include group projects that could have a regional or substantive focus. Seminar content will reflect the projects of the students.

Attributes: ICS, JD.

ITGL 0356. Human Rts Crowley Cswk. (1 Credit)**ITGL 0357. International Taxation. (2 to 4 Credits)**

This four credit course is a comprehensive study of the U.S. international tax rules that apply to foreign persons investing and engaging in business in the U.S. and U.S. corporations investing and engaging in business abroad. The "inbound" portion focuses on how the U.S. taxes foreign persons on their U.S. passive income, business income, and income from the sale of real property. The "outbound" portion focuses on the U.S. foreign tax credit rules, the U.S. anti-deferral regimes, and some aspects of the U.S. transfer pricing regime. The examination of tax treaties is an important part of the course. We will also discuss recent developments in international tax, such as the global tax deal. Evaluation will be by an in-class examination.

Attributes: BFE, ICE, JD, LAWB, LAWI, LLM.

Prerequisite: TXGL 0348.

ITGL 0359. International Business Transactions. (2 to 4 Credits)

The course introduces students to laws involved when doing business in more than one nation. The goals are to provide: 1. Core subject knowledge to students wanting to take only one international business law course 2. A solid foundation from which to pursue advanced topic-specific international law courses to students interested in international careers. The course is divided into two parts. Part I covers underlying legal concepts: Transnational lawyering by U.S. and foreign attorneys Dispute resolution: issues of jurisdiction, enforcement, arbitration, discovery Public international law: customary law, treaties, expropriation, nationalization World trade system: trade regulation, exchange controls, role of private lawyers Corporations: nationality, alien corporations, multinational enterprises, limited liability International tax: corporation tax status, US taxation of foreign businesses, tax treaties. Part II adopts a transactional approach. Students examine legal issues within the context of fundamental international business transactions: Transnational sales (choice of law and choice of forum, transportation and financing, export controls, anti-boycott legislation, Foreign Corrupt Practices Act) Agency and distribution agreements (termination, exclusive distributorships) Licensing agreements (international aspects of intellectual property law) Foreign direct investment (choice of business form, national restrictions on foreign investment, protection of foreign investments) Mergers and acquisitions (stock purchase agreement, securities law issues, EC Merger Regulation, Exon-Florio, privatization) and Joint ventures (Chinese regulation of foreign investment). U.S. and EU antitrust law issues will be covered as they arise in many of these transactions. This course will have a scheduled in-person final exam. Student attendance and participation will also be taken into consideration for the final grade.

Attributes: ICF, LAWB, LAWI.

ITGL 0360. Multinational Corporations. (2 Credits)

This seminar is an introduction to a range of legal issues facing business entities that operate in a transnational setting, and more particularly, the legal issues that they face because of their multinational character. The course will focus, *inter alia*, on methods of entry into other markets and alternative forms of organization; current trends in the use of joint ventures; regulation of foreign direct investment and vulnerability of multinationals to country risk and expropriation. The course shall also examine the risk analysis and preventive use of contractual provisions; antitrust aspects of doing business across borders, extraterritorial application of U.S. securities, environmental and employment legislation; international regulation and codes of conduct for multinationals. Paper Required.

Attributes: ICE, LAWB, LAWI, LLM.

ITGL 0364. European Union and Intellectual Property Law. (2 to 3 Credits)

Paper required. Satisfies the writing requirement. This course explores IP case law from the European Court of Justice and the enacted and proposed EU directives and regulations which harmonize Member State laws of copyrights, trademarks, patents and industrial designs. In addition, international treaties and organizations, including the WIPO, which affect these laws, are examined. Prerequisite: any intellectual property law course here or in another school, or permission of instructor.

Attributes: ICE, IPIE, JD, LAWI, LAWT.

ITGL 0367. International Arbitration. (2 to 3 Credits)

This is a core course in law and practice of international arbitration as an alternative to litigation, private method of international dispute resolution. We will cover in depth the international arbitration process from the arbitration agreement to arbitral proceeding and arbitral award, as well as post-award moves by the parties, such as requests to the courts for setting aside or recognition and enforcement of arbitral awards. In doing so, we will analyze court decisions and arbitral awards and study the 1958 Convention on the Recognition and Enforcement of Foreign Arbitral Awards (the New York Convention), domestic arbitration laws (the Federal Arbitration Act and laws following the UNCITRAL Model Law on International Commercial Arbitration), the rules of leading arbitral institutions (such as the ICC, AAA/ICDR, and LCIA), the UNCITRAL Arbitration Rules, and the IBA rules and guidelines in international arbitration. We will conclude the course with the overview of investment arbitration, where the focus will be made on investor-state arbitrations conducted under the 1965 Convention on the Settlement of Investment Disputes between States and Nationals of Other States (the Washington Convention). We will largely rely on the casebook supplemented by occasional law review articles and more recent cases. There will be several group practice exercises. The course will be graded based on a 24-hour take-home final examination (60% of the final grade) and class participation, including attendance (40%).

Attributes: ICF, LAWI, LDE, LIDR, LLM.

ITGL 0369. International Environmental Law. (2 Credits)

International Environmental Law is no doubt one of the most challenging and innovative fields in international law. The past two decades have seen the emergence of numerous international principles and rules in this area challenging many of the more established rules and principles in the international legal field. Several multilateral environmental agreements (MEAs) have been adopted and international environmental rules regulate almost every environmental issue one can think of. For example, just to mention a few areas, there are treaties dealing with marine pollution, hazardous activities, atmospheric pollution, waste management, access to information and so on. <p>This course aims to offer an overview of international environmental law to allow students to familiarize themselves with the key concepts in this field. The course will begin with an overview of the key international legal principles and rules dealing with the protection of the environment. It will do so by giving an historical introduction to put the evolution of this field in context. After this introductory lectures, the course will address the role that international institutions play in this field before moving on to examine selected treaty regimes to provide concrete and practical examples of the international regulation of environmental issues. In particular, the course will examine some of the most topical global environmental legal regimes, with particular attention to global environmental problems such as the depletion of the ozone layer, the trans-boundary movement of hazardous waste, the conservation of biological diversity and the international responses to climate change. The course, finally, will examine cross cutting issues, including the relationship between human rights and the protection of the environment, the protection of the environment in times of war and the question of compliance with environmental obligations.

Attributes: ICE, INLJ, LAWJ, LLM.

ITGL 0371. Human Rights and Resolving Conflict in Northern Ireland. (3 Credits)

A look at how the human rights regime and conflict resolution principles affect Northern Ireland, past present and future. This is a 10-day course in which Week 1 (June 6-10) is at Queens University Belfast and Week 2 (June 13-17) is at the University College of Dublin as part of the Ireland Summer Program.

Attributes: ICE, ICF.

ITGL 0395. Corporate Sustainability, Transnational Business, and Human Rights. (2 Credits)

This seminar is focused on the social dimension of corporate sustainability, defined as a company's delivery of long-term value in financial, social, environmental and ethical terms. In particular, this seminar explores the multifaceted intersection of business and human rights, including labor rights. While some still consider that the social responsibility of business is merely to increase its profits, the idea that business has human rights responsibilities - moral and/or legal - has been steadily gaining acceptance. Growing awareness of the impacts that business can have on human rights - positive and negative - as well as of the increasing power of corporations vis-à-vis the States in which they operate has raised the volume on calls for businesses to ensure that, at a minimum, human rights are respected within their operations and value chain. Key developments include: Well-known human rights organizations, like Amnesty International and Human Rights Watch, have launched human rights and business campaigns and monitor and report on human rights abuses by businesses. Consultancies and law firm practices advise businesses on how to improve their human rights performance. A growing number of multinational corporations now assess their human rights impacts, have introduced human rights policies and training programs, report on their human rights performance and have hired experts in corporate social responsibility (CSR) and human rights. Some companies even find themselves being sued for their involvement in human rights violations. Major international organizations, such as the United Nations, the International Labour Organization and the OECD, have issued principles and standards outlining the social responsibilities of businesses. In particular, a six year process undertaken by the UN Special Representative of the Secretary-General on Business and Human Rights culminated in June 2011 in the endorsement by the UN Human Rights Council of a set of Guiding Principles on business and human rights. Most recently, in June 2014, the UN Human Rights Council adopted a resolution to embark on a process to elaborate an internationally legally binding instrument on transnational corporations and other business enterprises with respect to human rights. These developments beg questions - which will be explored in the seminar - such as why human rights are or should be a business issue; if so, to what extent; what can a company do to respect and support human rights; and what remedies might be available for those whose human rights have been adversely affected by a business. The seminar addresses the following main areas: A) Why human rights is a business issue B) Some further context for business and human rights C) The international business and human rights framework D) Applications of business and human rights E) Remedies.

Attributes: CORC, CRCP, ICE, INLJ, LAWB, LAWI.

ITGL 0402. European Corporate and Securities Law. (2 Credits)

The course offers a comparative overview on basic principles, rules and precedents of European Corporate and Securities law. We will start with a short introduction into the difference between European law and the laws of national member states. Next, we will go through the law governing each corporate governance actor: boards, shareholders, and the general assembly. We will work on case studies concerning, for example, capital increase, shareholder minority rights, institutional and activist shareholders, and competences of the general assembly. We will then move on to main principles of EU securities law, namely prospectus and disclosure rules, insider trading, and securities fraud. Case studies on an "initial coin offering", on inside information and securities fraud will be discussed in class. <p> Prerequisite/corequisite: Corporations .

Attributes: ICE, LAWB, LAWI, LLM.

Prerequisite: (BUGL 0201 (may be taken concurrently)).

ITGL 0413. Slavery and the Law: Comparative and International Perspectives. (2 Credits)

This course will offer a survey of the law pertaining to Atlantic slavery and the slave trade. First, the course will consider how international law on slavery and the slave trade developed, and what it covers. It will consider but decenter U.S. experiences, to consider the relationship between slavery and the law in a select number of jurisdictions across the Black Atlantic. Second, the course will explore key themes, including the relationship between slavery and legal tradition, and the impact of slavery on basic private law principles. Third, the course will consider slavery's legacy. Some argue that slavery's legacy is seen in "contemporary forms of slavery" around the world. Others find slavery's legacy in the ongoing subordination of people of African descent. Both currents find a presence in international law, but may entail starkly different understandings of the relationship between slavery and territorial dispossession, and about remedies. The course will require a paper.

Attributes: ICE, INLJ, LLM.

ITGL 0418. Global Governance. (3 Credits)**ITGL 0420. International Migration Law and Refugee Law. (2 Credits)****ITGL 0441. International Commercial Arbitration. (2 to 3 Credits)**

The course will cover the law and practice of international commercial arbitration through casebook readings, lectures and classroom discussion. The topics covered by the course will include the content and effect of the arbitration agreement, authority to arbitrate, arbitrator qualifications, independence and impartiality, appointment of and challenge to the arbitrators, the arbitral proceedings, choice of law in arbitration context and enforcement of and challenges to the award. The student's grade for the course will be based on a final exam, subject to adjustment up or down by one grade level (e.g., B+ to A- or vice versa) for class participation. The learning outcomes for the course are: (i) understand the legal framework for arbitration for the resolution of cross-border commercial disputes, including arbitral authority, the role of courts, ethical considerations, challenging and enforcing awards and (ii) gain familiarity with the main phases of an international arbitration.

Attributes: ICE, LDE, LIDR, LLM.

ITGL 0442. Human Rights Law. (2 to 4 Credits)

This is the core course in the Law School's human rights curriculum. The course examines issues ranging from mass atrocities to hate speech to economic rights, racial injustice, sex equality, LGBTQA+ rights, and more—whether in wartime or peacetime. The course begins with the origins of the idea of rights from an historical, philosophical and analytical perspective. It then turns to the rise of the modern international human rights regime, basic international and regional human rights instruments, oversight, and enforcement institutions (including remedies under international, regional, and domestic law). This course also interrogates human rights in comparative perspective, including, specifically, in the context of racial and ethnic inequality, gender, individuals in LGBTQA+ communities, and refugees. It also considers the relationship between international criminal law, international humanitarian law, and human rights law. Additionally, the course analyzes the human rights responsibilities of business enterprises, including tech platforms, as well as in other areas regarding non-state actors, such as with the protection of rights in the context of counterterrorism efforts. Overlaying these various themes, we'll also explore the influence of politics and power on human law.

Attributes: ICF, INLJ.

ITGL 0444. Human Rights and Corporate Social Responsibility. (3 Credits)

This course will focus on international human rights law and practice and how the human rights framework applies to business. The class sessions will be divided into three parts: (I) Foundations of human rights; (II) Business and human rights; (III) Implementation challenges of business and case studies of human rights issues in different industries, including academia. There will be one course paper due at the end of the term. A short draft outline will be due in the middle of the term. The assigned readings are drawn from legal and policy writing, news articles and several business case studies. Part of your grade will be based on class participation; you will be expected to have a basic familiarity with the assigned reading and make reference to it in class discussion.

Attributes: INLJ, LLM.

ITGL 0500. International Development and Trade. (3 Credits)

What role does international trade law have to play in addressing poverty and inequality in the global economy? The course focuses on the intersection of two key objectives of the international order and international economic law: the promotion of central rules and policies for the stabilization and liberalization of international trade; and the encouragement of economic growth and development in poor countries. Thus course will consider the challenge of addressing poverty and development in a climate of increasing challenge to the post-World War II consensus on international trade, and assess the effects of current controversies around trade and development for the fracturing world economic order. The first part of the course will focus on the primary multilateral trade organization, the World Trade Organization (WTO), and its predecessor, the General Agreement on Tariffs and Trade (GATT). The second part of the course focuses on trade regimes affecting particular regions of the developing world, with special emphasis on U.S. trade law and policy in respect of those regions.

Attributes: ICE, LLM.

ITGL 0501. Market Structure Regulation, Trading and Risk Management. (2 or 3 Credits)

This course examines the advancement and operations of trading (particularly high frequency or quantitative trading) in the context of its regulatory framework and market structure. Emphasis is placed on learning how to architect resilient and scalable technological, legal, risk, and compliance programs to properly design, monitor, manage, and supervise trading environments. The course explores algorithmic trading strategies, high frequency trading, dark pools, and what happens when things go wrong from accidental (flash crashes, firm disasters) and intentional perspectives (market manipulation, rogue trading). Case studies and enforcement actions are used to analyze real situations, navigate market structure, fulfill regulatory requirements, and be equipped to "manage the machines."

Attributes: CORC, CRCP, LAWB, LLM.

ITGL 0510. Antitrust and Big Tech. (2 Credits)

This seminar will explore selected important and current legal and economic antitrust/competition issues in a comparative law setting, with an emphasis on the U.S. and EU laws and decisions. Specific topics will include: Institutional differences in enforcement (eg administrative authorities, private actions and courts) and policy; the role of economics and experts; cartels and oligopolies; vertical restraints; abusive unilateral conduct; mergers, joint ventures and other collaboration among competitors (eg sports leagues); hot industries – including high tech, transportation, media, telcom, natural resources, etc. – and related global enforcement issues.

Attributes: ICE, JD, LAWB, LAWI, LLM.

ITGL 0516. International Law. (0 to 4 Credits)

This is an introductory course in international law designed primarily for those who have not previously studied the subject. The course aims to illustrate the importance of international law in relation to many of the central issues that preoccupy national governments and to highlight the extent to which the assumptions underpinning it have changed in recent decades. Like any general international law course, the coverage of topics is necessarily selective given the range of possible subjects. The assumption, however, is that the materials provide an understanding of the essential normative and analytical frameworks required to tackle any issue within the field of public and quasi-public international law. It does so by providing an introduction to diverse specialist areas such as human rights, the use of force, international trade, and the law of the sea, as well as exploring how international law is applied in U.S. courts.

Attributes: ICF, INLJ, LAWI.

ITGL 0530. Understanding War, Crime, and Justice after 9/11: Today's National Security Law in context. (2 Credits)

This course exams the philosophical and legal arguments which infused the numerous legal debates surrounding war on terror policies. We will look at the long tradition of philosophical and juridical debates which have focused on the relationship between law and violence and the responses over time of the U.S. government and the courts to these evolving philosophical premises. Readings will include Hannah Arendt, Cesare Beccaria, Richard Posner, Michael Walzer, Robert Cover, among others, as well as several Supreme Court decisions related to war and political violence. (Writing requirement can be satisfied with this course.)

Attribute: ICE.

ITGL 0555. Mediation: International and Comparative Perspectives. (2 Credits)

Mediation is a problem-solving process that focuses on individual interests and attempts to develop solutions that respond directly to those interests. Over the last fifteen years, there has been significant growth and development in the field of international mediation and in some respects, a move away from arbitration as a method of international dispute resolution. Reasons for this trend include: the difficulty of enforcing arbitration awards in some countries; the need for global corporations to find an effective method to resolve cross border disputes; increased cross border on line transaction disputes; and the pressure to manage dispute resolution costs. This seminar will introduce students to the wide variety of contexts in which mediation is practiced in public and private settings, from commercial disputes to United Nations peacemaking efforts. Students will study theories of mediation and explore how different mediation models operate under various cultures and codes of ethics. The course is conducted through lectures, selected readings and simulations. A final research paper is required.

Attributes: ICE, INLJ, LDE, LIDR, LLM.

ITGL 0602. United States Foreign Relations Law. (3 to 4 Credits)

This course will provide an in-depth introduction to the relationship between U.S. constitutional law and public international law. On the domestic side, selected topics will include the courts and foreign relations, Congress v. the President in foreign affairs, the role of the states, and the status of treaties and customary international law. With regard to international law, treaties, custom, jurisdiction, and sovereign immunity. Special emphasis will be placed on the place of international human rights in both the international and domestic legal regimes.

Attributes: ICE, JD, LAWI, LAWJ, LLM.

ITGL 0621. International Law and the Russia-Ukraine Crisis. (2 Credits)

Course description: Russia's invasion of Ukraine in February 2022 triggered a global crisis on many fronts: including aggression, war crimes, occupation, sanctions, civil reparations, international adjudication before various tribunals, and alliance politics. The evolution and resolution of these legal issues promise to shape important landscape elements of international and transnational law for many years to come. This seminar explores those elements and what the crisis teaches about the role of international law in addressing and resolving crises. The instructor, formerly Legal Adviser and Assistant Secretary of State for Human Rights at the US Department of State and long-time teacher and scholar of international law, represents Ukraine in two of its ongoing cases against Russia before the International Court of Justice. Sessions will include expert guest speakers and student presentations. Enrollment is limited to twenty students. Grade will be based on class participation and class presentation, and either a scheduled 2 hour take-home exam or 20 pp. paper.

ITGL 0650. National Security: War, Crime and the Rule of Law. (2 to 3 Credits)

This course is an introductory survey of U.S. national security law. Topics include constitutional design and structure; presidential and congressional war powers; detention, interrogation, prosecution, and targeting of suspected terrorists; electronic surveillance; regulation of covert CIA activities; and issues of secrecy and political accountability. In considering those topics, attention will be paid to comparative institutional competence, the allocation of decision-making authority among institutions, trade-offs between security and liberty, and the relationship between domestic law and international laws and norms. Note, however, that this course focuses predominantly on U.S. law and legal institutions. While the course is open to non-J.D. students, it may be difficult for those who have not taken an introductory course in U.S. constitutional law.

Attributes: INLJ, JD, LAWJ, LLM.

ITGL 0691. International Commercial Law Seminar. (2 Credits)

This seminar covers a broad range of private law topics that often emerge in transnational trade and business. Each topic would be considered from an international or transnational perspective: insolvency law; secured transactions (or commercial finance) law; consumer protection (especially consumer financial protection) law; sales law; payments law; transport law (including shipping, air and road transport); recognition and enforcement of judgments; arbitration and conciliation; and e-commerce. This seminar will be taught from a systems approach, which looks to embed learning about areas of the law from the perspective of the economic and political context in which these laws are produced, implemented and enforced.

Attributes: BFE, LAWB, LAWI, LLM.

ITGL 0718. Labor Law in the International Context. (2 Credits)

This course addresses the development of workers' rights in the global economy and explores various obstacles to their successful realization. Trade, investment, and economic growth have expanded rapidly at the international level in the past 35 years. As a result, the rights of workers in a transnational setting have become critically important—for national governments, multinational corporations, international public bodies, and NGOs as well as for tens of millions of workers. The course will examine legal structures and implementation practices that are shaping the rights of workers in this competitive global setting.

Attributes: CORC, ICE, INLJ, LAWI, LWR, PIE.

ITGL 0747. International Refugee Law and Policy. (2 Credits)

This course examines refugee law in both theory and practice. The first half of the course will look at the principles of refugee law, examining 1) the refugee definition; 2) procedures to determine qualification; and 3) rights and responsibilities during the course of such procedures. The second half of the course takes a practical approach in examining States' responsibility to grant access to refugee protection, and the policies and practices commonly employed to deflect that responsibility. The course will cover recent measures by the US and EU including safe third country designations and agreements. The course seeks to engage students in reflection and discussion. The grade will be based on class participation, interim written reflections and exercises, and a final paper.

Attributes: ICE, INLJ, PIE.

ITGL 0782. Global Perspective Entrepreneurship Law. (3 Credits)

This course provides an introduction to the theory and practice of entrepreneurship law from a global perspective, as well as a critical analysis of how entrepreneurship supports and complements human rights and civil society efforts. It includes perspectives on the rise of entrepreneurship associated with the global economy, technology, automation and changing labor opportunities. Topics include the role of entrepreneurship in a global economy, corporate social responsibility, disruptive technologies, microbusiness, social business, social entrepreneurship, the creative economy, sustainable local economies, cooperatives and shared work, and inclusive entrepreneurship. The course will also cover the role of transactional lawyers in representing entrepreneurs and the legal structures that promote profit alongside sustainable economic and human development.

Attributes: JD, LLM.

ITGL 0800. Contracting in International Development: The UN and Beyond . (2 Credits)

This course will review issues of contracting as applied to the field of international development. The course will focus on how development partners (the UN in particular) use different contract modalities as a tool to implement development projects around the world. Students will learn from Benedetta Audia, Corporate Legal Advisor and Head of Commercial and Institutional Law Practice at UNOPS.

Attributes: INLJ, LAWI, LLM.

ITGL 0802. International Disputes and Investigations. (2 Credits)

This course explores the challenges faced by attorneys in managing international and investor-state disputes, particularly those that arise against the backdrop of investigatory proceedings in the U.S. (brought by the DOJ, SEC, etc.) and/or abroad. The course will examine key aspects of managing parallel civil and criminal proceedings in New York state and U.S. federal courts. The course will also consider the use of international arbitration in commercial disputes involving parties of different jurisdictions and those involving foreign investors (commonly referred to as "Investor-State Dispute Settlement"). The course will further explore the potential role of tribunals created under public international law (including human rights law) when faced with adverse state action. Compliance issues that may arise from parallel cross-border litigations and/or international arbitrations and criminal investigations (i.e., cyber-attacks) will be considered throughout the course. <p> This course will provide students the opportunity to hone their advocacy skills in the realm of transnational dispute resolution from the perspective of the advocate. The professors will discuss the most effective techniques for researching and drafting memoranda, briefs and memorials before New York courts and arbitral tribunals with the goal of helping students become effective advocates in their future professional careers. Readings will include statutes and procedural rules treaties and other sources of international law and judicial opinions.

Attributes: LAWI, LIDR, LLM.

ITGL 084. IMMIGRATION, ENFORCEMENT, AND PROTECTION FIELDWORK. (1 Credit)

Immigration, Enforcement, and Protection will immerse students in current issues in immigration enforcement and refugee protection in the United States through an academic and experiential component. For the first week of the Winter Term, students will participate in a seminar that explores the unique legal landscape applicable to the border region of the United States through the lens of two dominant but competing policy frameworks in immigration law: international protection and domestic law enforcement. The course will introduce students to key provisions of domestic and international law that assign and restrict the power of federal and state government actors, citizens, and noncitizens in the border region and at ports of entry. It also will examine policy choices related to protection and enforcement with a focus on civil immigration detention and expedited removal proceedings. Students will spend the second week of the Winter Term in Dilley, Texas, working under the supervision of the course instructor and licensed attorneys at Texas Rio Grande Legal Aid ("TRLA"). Students will apply their academic coursework to supervised, limited-scope representation of asylum-seeking families in expedited removal proceedings. Through the seminar component, the course aims to prepare students to think critically about their observations and experiences on-the-ground and to contextualize those observations and experiences within the broader framework of the rule of law at the southern border. By placing them in Dilley under the supervision of TRLA attorneys and Fordham faculty, the course aims to develop students' client counseling and advocacy skills while exposing them to creative, crisis lawyering and providing desperately-needed legal services to a vulnerable population. Students will spend 12.5 hours in the seminar and will perform at least 45 hours of on-the-ground work and given the demands of on-the-ground advocacy very likely more. To meet the requirements of an experiential course, students will be required to set goals during the seminar and write self-reflective assignments and keep a regular journal during the field component in Dilley, Texas. Spanish-language ability is preferred, but not required.<p>For the fieldwork, students depart Saturday, January 6th, and return Saturday, January 13th. The Feerick Center arranges for and pays for flights from New York City to Texas and back to New York, ground transportation in Texas, and accommodations in Dilley, Texas but not students' food expenses. Acceptance in the course is subject to Feerick Center approval. Registrants will receive instructions after they submit the Winter Registration Form .

Attribute: LLM.

ITGL 0875. Immigration, Enforcement, and Protection. (1 Credit)

Immigration, Enforcement, and Protection will immerse students in current issues in immigration enforcement and refugee protection in the United States through an academic and experiential component. For the first week of the Winter Term, students will participate in a seminar that explores the unique legal landscape applicable to the border region of the United States through the lens of two dominant but competing policy frameworks in immigration law: international protection and domestic law enforcement. The course will introduce students to key provisions of domestic and international law that assign and restrict the power of federal and state government actors, citizens, and noncitizens in the border region and at ports of entry. It also will examine policy choices related to protection and enforcement with a focus on civil immigration detention and expedited removal proceedings. Students will spend the second week of the Winter Term in Dilley, Texas, working under the supervision of the course instructor and licensed attorneys at Texas Rio Grande Legal Aid ("TRLA"). Students will apply their academic coursework to supervised, limited-scope representation of asylum-seeking families in expedited removal proceedings. Through the seminar component, the course aims to prepare students to think critically about their observations and experiences on-the-ground and to contextualize those observations and experiences within the broader framework of the rule of law at the southern border. By placing them in Dilley under the supervision of TRLA attorneys and Fordham faculty, the course aims to develop students' client counseling and advocacy skills while exposing them to creative, crisis lawyering and providing desperately-needed legal services to a vulnerable population. Students will spend 12.5 hours in the seminar and will perform at least 45 hours of on-the-ground work and given the demands of on-the-ground advocacy very likely more. To meet the requirements of an experiential course, students will be required to set goals during the seminar and write self-reflective assignments and keep a regular journal during the field component in Dilley, Texas. Spanish-language ability is preferred, but not required.<p>For the fieldwork, students depart Saturday, January 6th, and return Saturday, January 13th. The Feerick Center arranges for and pays for flights from New York City to Texas and back to New York, ground transportation in Texas, and accommodations in Dilley, Texas but not students' food expenses. Acceptance in the course is subject to Feerick Center approval. Registrants will receive instructions after they submit the Winter Registration Form.

Attributes: INLJ, LAWJ, LLM.

ITGL 0876. Global Business, National Security, and the Law. (1 Credit)

This course will examine the nexus of national security interests and the fight against financial crime, namely the use of economic sanctions and anti-money laundering initiatives to deprive criminal enterprises and terrorists of access to the US financial system. The course will also examine the challenges that global corporations face in trying to abide by the laws involving economic sanctions, second order liabilities, and Foreign Corrupt Practices Act issues. The course will discuss key agencies, including the NSA and DHS, with a focus on the Department of Treasury's Office of Foreign Asset Control and Financial Crimes Enforcement Network, their mandates and the unique role financial institutions play in executing on those mandates, as gate-keepers to the U.S. financial system. Readings will include a selection of enforcement cases, articles and regulatory guidance that demonstrate how national security policy objectives are dependent, at least in part, on the effective deterrence and detection of financial crime.

Attributes: CRCP, INLJ, LAWJ, LAWJ, LLM.

ITGL 0895. International Business Negotiations: A Simulation with Cardozo School of Law. (3 Credits)

This course is structured around a semester-long, simulated negotiation exercise which is intended to provide an in-depth study of the structuring and negotiating of an international business transaction. This class will be taught in counterpart with a class at Cardozo Law School. Students in this class will represent a U.S. pharmaceutical company, and the students in the class at Cardozo will represent an African agricultural production company. The two companies are interested in working together to exploit a new technology developed by the pharmaceutical company that uses the cassava produced by the African agricultural production company. The form of their collaboration could be a joint venture, a licensing agreement or a long term supply contract. The negotiations between the two classes will take place through written exchanges and through real-time negotiations which will be conducted in face to face meetings, alternating between Fordham and Cardozo. <p> The purpose of the course is to provide students with an opportunity (i) to experience the sequential development of a business transaction over an extended negotiation, (ii) to study the businesses and legal issues and strategies that impact the negotiation, (iii) to gain insight into the dynamics of negotiating and structuring international business transactions, (iv) to learn about the role that lawyers and law play in these negotiations, (v) to give students experience in drafting communications, and (vi) to provide negotiating experience in a context that replicates actual legal practice with an unfamiliar opposing party (here, the students at Cardozo). Students will also learn about the legal and business issues that may arise in joint ventures, supply agreements and licensing agreements. <p> The thrust of this course is class participation and active involvement in the negotiations process. Students are expected to spend time outside of class, working in teams, to prepare for class discussions involving the written exchanges, as well as preparing for the live negotiations. Class discussions will focus on the strategy for, and progress of, the negotiations, as well as the substantive legal, business and policy matters that impact on the negotiations. <p> This class will meet on Thursdays from 6:00 to 8:50. NOTE: Since some of the Thursday live negotiations will take place at Cardozo, students will need to allow for commuting time; it will also be important to be at all negotiating session somewhat early to set up and be ready to begin promptly. It should also be noted that negotiation sessions may not end precisely at 8:50; if negotiations are robust, a session may run over to allow for a natural end of discussions. Finally, the last negotiation session will be scheduled for four (4) hours, with the last hour reserved for a collective "debrief" between the students in both classes. <p> SCHEDULED NEGOTIATIONS WITH CARDOZO:
 Sept. 28: 6-8:50PM
 Oct. 12: 6-8:50PM
 Oct. 26: 6-8:50PM
 Nov. 9: 6-8:50PM
 Nov. 16: 6-9:50PM (1 additional hour)

Attribute: LAWI.

ITGL 0936. Antitrust-Intl Cross Bord Merg. (2 Credits)

Large, complex transactions often raise substantive antitrust issues in multiple countries. Understanding how the antitrust enforcers in these jurisdictions approach these issues, and interact with one another is critical to successfully guiding a deal to closing. In this course, we will explore how antitrust enforcers in a number of key jurisdictions (including the U.S., EU, UK, China and others) evaluate mergers as well as related issues. We will cover how the agencies are structured, typical timelines, approaches to a variety of substantive issues and strategic considerations in working with multiple antitrust agencies and advising clients. We will not use a case book, rather, we will rely on real-world examples and current events for readings and to guide our discussion. We will also have jurisdictional "experts" and practitioners join us throughout the course to provide their unique first hand insight on select jurisdictions. Because there is so much going on in the antitrust M&A world at this point in time, we will expect everyone to keep abreast of relevant antitrust news and events, so we can discuss hot-button issues in class on a real time basis.
 A background in antitrust is not required for this course.

Attributes: ICE, LAWB, LAWI, LLM.

ITGL 0950. Introduction to the United States Legal System for M.S.L. Students. (1 Credit)

This course, designed for MSL students, examines the principal features of the U.S. legal system, including federalism the structure and operation of the national government the federal and state judicial systems the use of precedent, methods of reading, analyzing, and synthesizing case law and dispute resolution. <p> The course will be taught on-line, with a few sessions held in the evenings. Online lectures will be available in early August. Students should plan to complete the lectures and required readings before the start of the regular semester. <p> Students will be evaluated on the basis of an examination to be administered early in the semester.

ITGL 0952. Dept of Just & Natl Sec. (2 Credits)**ITGL 0963. Crimmigration: The Intersection Of Immigration, Criminal Law, and Procedure. (2 Credits)**

The course will focus on the historical and legal relationship between criminal and immigration law. First, we will discuss substantive immigration law and how it relates to the criminal system. The goal of this part of the course is to provide the student with an understanding of the immigration consequences of criminal conduct and how the student can navigate through the criminal system to best assist the non-citizen. The second part of the course will focus on immigration process and procedure, including removal proceedings and detention, and provide the students with an understanding on how to best represent the non-citizen before the immigration authorities.

Attributes: INLJ, LLM, PIE.

ITGL 0992. Protection of Sexual Orientation and Gender Identity Under International Human Rights. (2 Credits)

This course will explore the protection of LGBTI persons under international human rights law and how sexual orientation and gender identity have been addressed through international and regional mechanisms. In particular, we will analyze specific rights protections identified by key human rights treaty bodies, as well as how these issues have been addressed by the Human Rights Council through various resolutions, the Universal Periodic Review process, and reporting by Special Procedures. We will also compare these approaches to those taken through regional mechanisms such as the Inter-American, European, and African systems. We will use these frameworks to assess rights protections pertaining to such issues as violence against LGBTI persons, criminalization of same sex activity, marriage and same sex relationship recognition, gender markers in government documentation, and equal access to housing, employment, education, and public accommodations. Paper required.

Attributes: ICE, LAWJ.

ITGL 0995. Introduction to US Legal System & Legal Study. (3 Credits)**ITGL 0996. Laws of War. (3 Credits)****ITGL 1101. Introduction to the United States Legal System and Process. (3 Credits)**

International Political Economy and Development (IPED)

IPED 0912. Requirement Preparation. (0 Credits)

IPED master's student registration is necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam. Students who are studying for comprehensive examinations while still completing coursework do not need to register for any special status; however, if they are neither registered for coursework nor taking comprehensive examinations during the semester in question, they must register for Requirement Prep.

IPED 0914. Requirement Preparation in Summer. (0 Credits)

For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

IPED 0934. Master's Comprehensive Examination Preparation. (0.5 Credits)**IPED 0936. Master's Comp Exam-IPED. (0 Credits)****IPED 3999. Tutorial. (3 Credits)**

Independent study.

IPED 5550. The UN & Int'l Security. (3 to 4 Credits)

The UN & Int'l Security.

IPED 5771. Project M&E: Philippines. (3 Credits)

This course trains students to monitor and evaluate small community development projects. The Philippines, because of its rich and vibrant civil society, offers access to a large number of community organizations and projects focusing on, among other areas, fisherfolk, farmers, indigenous people, women, the rural poor, and the environment. A key component of the course requires students to form research teams that will conduct actual field surveys of local community development projects in the surrounding rural provinces outside metropolitan Manila.

IPED 6000. Latin America: Current Trends. (3 Credits)

The objective of this course is to help students develop the basic tools for political analysis in the context of an overview of the current political environment and economic circumstances of Latin America's main players. The course will provide information and guidelines for understanding the present situation within each of the main influential countries in the region and the interrelationship among these countries. The relationship with the United States and other extraregional players with increasingly important roles in the region, as well as the influence of the Organization of American States will also be explored.

Attribute: PSIC.

IPED 6010. Emergency Relief Workshop. (0 Credits)

A two day workshop on emergency relief done in cooperation with Fordham's Institute on International Humanitarian Assistance.

IPED 6020. Int'l Emergency Relief. (3 Credits)

(Replaces HAGA 6020). Course studies relief efforts in situations where the capacity to sustain life is threatened frequently by political factors associated with high levels of violence.

IPED 6500. Boren Fellowship Preparation. (0 Credits)

Boren Fellowships provide students opportunity to add important international and language component to their graduate education through specialization in area study, language study, or increased language proficiency in areas of the world that are of significance to U.S. interest. The student will study a less commonly taught language and would be involved in research in a field of study deemed critical to U.S. national security.

IPED 6502. Boren Fellowship: Jordan. (0 Credits)

Boren Fellowships provide students opportunity to add important international and language component to their graduate education through specialization in area study, language study, or increased language proficiency in areas of the world that are of significance to the U.S. interest. The student will study a less commonly taught language and would be involved in research in a field of study deemed critical to U.S. national security.

IPED 6503. Boren Fellow: China. (0 Credits)

Boren Fellowships provide students opportunity to add important international and language component to their graduate education through specialization in area study, language study, or increased language proficiency in areas of the world that are of significance to U.S. interest. The student will study a less commonly taught language and would be involved in research in a field of study deemed critical to U.S. national security.

IPED 6504. Boren Fellow: Mozambique. (0 Credits)

Boren Fellowships provide students opportunity to add important international and language component to their graduate education through specialization in area study, language study, or increased language proficiency in areas of the world that are of significance to U.S. interest. The student will study a less commonly taught language and would be involved in research in a field of study deemed critical to U.S. national security.

IPED 6505. Boren Fellow: Senegal. (0 Credits)

Boren Fellowships provide students with an opportunity to add an important international and language component to their graduate education through a specialized area study, language study, or increased language proficiency in areas of the world that are of significance to U.S. interest. Students study a less-commonly taught language and are involved in research in a field of study deemed critical to U.S. national security. The Boren Fellowship assignment for this student recipient is in Senegal.

IPED 6520. Int'l Law & Development. (3 Credits)

Covers international organizations, human rights and environmental law.

Attribute: ABGS.

IPED 6700. IPED Fellow: Burkina Faso. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6701. IPED Fellow: Ecuador. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development assessment.

IPED 6702. IPED Fellow: East Timor. (0 Credits)

The International and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6703. IPED Fellow: El Salvador. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6704. IPED Fellow: Ghana. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6705. IPED Fellow: Honduras. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6706. IPED Fellow: Jerusalem. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6707. IPED Fellow: Rwanda. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6708. IPED Fellow: Sierra Leone. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6709. IPED Fellow: Lesotho. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6710. IPED Fellow: Cameroon. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6711. IPED Fellow: Uganda. (0 Credits)

The International Peace and Development Fellowship enable's a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6712. IPED Fellow: Senegal. (0 Credits)

The international Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6713. IPED Fellow: Mali. (0 Credits)

The international Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6715. IPED Fellow: Holy See Mission. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in key international development and humanitarian issues with the Permenenet Mission of the Holy See to the United Nations. The student will serve in the Mission's office in New York to assist in the Mission's work in dealing with issues on migration and globalization.

IPED 6716. IPED Fellow: Guinea. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6717. IPED Fellow: Philippines. (0 Credits)

The International and Development Fellowship enables a student to gain valuable field experience in project management and Catholic Relief Services. The student will serve overseas as an assistant to a senior manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6718. IPED Fellow: Haiti. (0 Credits)

The International and Development Fellowship enables a student to gain valuable field experience in project management and Catholic Relief Services. The student will serve overseas as an assistant to a senior manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6719. IPED Fellow: Malawi. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development, and project assessment.

IPED 6720. IPED Fellow: Kenya. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development, and project assessment.

IPED 6721. IPED Fellow: Zambia. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development, and project assessment.

IPED 6722. IPED Fellow: Tanzania. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development, and project assessment.

IPED 6723. IPED Fellow: DR Congo. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable overseas field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project implementation, project proposal development, and project assessment.

IPED 6724. IPED Fellow: Gambia. (0 Credits)

The International Peace and Development Fellowship enables a student to gain valuable overseas field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project implementation, project proposal development, and project assessment.

IPED 6740. Project Accounting. (1 Credit)

This course is a one-credit, four week review of basic accounting concepts used by project managers working for international relief and development organizations as well as for economic analysts in government and the private sector. Regular and complete accounting courses needed for business careers are offered in the Graduate School of Business.

Attribute: HUCB.

IPED 6750. Project Design. (1 Credit)

This course is intended to help students (a) understand the origins, purposes and logic of results-based project and program management, (b) know what its major tools are and how they can be used and abused, (c) understand the challenges that the social sector (especially health and education) in developing countries poses to result-based management, and (d) to understand recent trends in international development cooperation that affect project and program management.

IPED 6760. Project Proposal Development. (1 Credit)

A practical course on the written and oral presentation of projects. Students preparing project proposals for Fulbrights and other prestigious awards may take the course at no course for zero credit.

IPED 6901. Women & Public Policy Fellowship. (0 Credits)

The Women & Public Policy Fellowship is an intensive leadership development program offered by the Center for Women in Government and Civil Service (CWGSC). The program is designed to maximize the skills and contributions of women who seek to achieve excellence in public service. The fellowship prepares women for leadership roles in public policy by fostering the knowledge and promoting the skills necessary to become accomplished public service leaders. The fellowship provides policy-related placements in New York State agencies, the Legislature, and statewide nonprofit advocacy organizations.

IPED 8080. IPED Internship. (3 Credits)

The IPED Internship course provides IPED graduate students with the opportunity to accumulate relevant professional experience and the practical training they need. This course version requires a substantial research component in addition to the internship.

IPED 8081. IPED Internship. (1 Credit)

Intended for students who are engaged in an internship in a work that is related to their IPED field of study during the semester/term.

IPED 8085. IPED Internship. (0.5 Credits)

The IPED Internship course provides IPED graduate students with the opportunity to accumulate relevant professional experience and the practical training they need.

IPED 8090. IPED Intern Fellow. (0 Credits)

Graduate course. The IPED Intern Fellow course identifies IPED graduate students who have obtained prestigious and competitive internships that provide them with an exceptional opportunity to accumulate relevant professional experience and the practical training they need.

IPED 8999. Independent Study. (0 to 6 Credits)

Independent Study.

IPED MTNC. Maintenance - IPED. (0 Credits)

Maintenance - IPED.

International Studies (INST)

INST 1800. Internship. (0.5 Credits)

Internship.

INST 1999. Tutorial. (1 Credit)

Independent study.

INST 2500. Introduction to International Studies. (4 Credits)

This course uses an interdisciplinary perspective to explore the issues and questions that define the modern world and contemporary life. It asks: What political, economic, historic, cultural, environmental, and social dynamics and problems shape our world at the global, national, and local level? The goal is to prepare students for the international studies major by teaching them to think, read, research, and write analytically and critically, so they may face the challenges of today's world. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GLBL.

INST 2800. Internship. (2 Credits)

Internship.

INST 2999. Tutorial. (2 Credits)

Independent study.

INST 3000. International Internship. (4 Credits)

Through this course, students intern in internationally oriented organizations and businesses in the New York metropolitan area for approximately 112 hours during the semester. The instructor works with students to find a placement that meets their interests and needs. Students discuss and analyze their internship experience. They also analyze and discuss international affairs in relation to their internships. Students majoring in international studies may use this course to fulfill one of their track/concentration requirements for the major. However, the content of the chosen internship must align with their track. For example, Amnesty International for the international/global concentration; the European-American Business Organization for the Europe concentration; etc. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ISAF, ISAS, ISEU, ISIN, ISLA, ISME.

INST 3100. The Global Environment. (4 Credits)

The course surveys the impact of globalization on the environment since the end of World War II, and analyzes the outlook for the future. It draws on the social sciences and humanities to study how the internationalization of culture, economics, and politics have transformed the natural and human-made environment the world over. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, ENST, EP3, ESEL, ESHC, GLBL, ISIN, ISWH, LALS, LASS, PJEN, PJST.

INST 3859. Post-1945: A Global History. (4 Credits)

Students study the dramatic post-World War II transformation of the world, including the role played by economic revival, technological change, institutional innovation, and increasing interconnection between regions. They analyze why it is increasingly important to think globally, even when studying "local" issues, problems, or actions. The course especially brings into focus the fabric of the post-World War II world in order to better analyze contemporary affairs. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIGH, HIST, HIUL, ISIN, ISWH, LALS, LAUH.

INST 3999. Tutorial. (3 Credits)

Independent study.

INST 4000. International Studies Senior Thesis Seminar. (4 Credits)

This is a capstone seminar in which students conceptualize, plan, research, and write their senior thesis under the guidance of the thesis course instructor and their faculty thesis adviser. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

INST 4620. The World of Democracy. (4 Credits)

This course studies democracies across the globe, analyzing the meaning of democracy in different theories and cultures. It then compares the political systems of different nations, asking how democratic they are. It concludes by assessing the state of democracy in the world today. Note: This course is identical to POSC 4620. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, EP4, ISAF, ISAS, ISEU, ISIN, ISLA, ISME, PJCR, PJST, VAL.

INST 4800. Internship. (4 Credits)

Internship.

INST 4999. Tutorial. (4 Credits)

In consultation with the director of the program, students may take an appropriate tutorial in their area of interest.

Introductory Law (LWGL)

LWGL 0001. Admin Resched Block. (0 Credits)**LWGL 0105. Legal Process and Quantitative Methods for Lawyers. (1 Credit)**

Legal Process will teach new law students about cases, statutes, and other sources of law, with emphasis on common law reasoning and how law develops. Students will be introduced to court structures and the litigation process, as well as fundamental concepts of law and legal argument. *Legal Writing and Legal Practice* will introduce students to certain essential lawyering skills. *Quantitative Methods for Lawyers*
In *Quantitative Methods*, we will consider the legal problems that the pharmaceuticals manufacturer Merck & Company faced as a result of its sales of Vioxx, a prescription pain medicine that allegedly caused heart attacks and strokes. We will look at Merck's legal problems through a series of analytical frameworks that lawyers, judges, lawmakers, and regulators find useful in evaluating legal problems. Those frameworks are basic supply and demand, cost-benefit analysis, the time value of money and risk assessment, and accounting principles and financial statements. What these frameworks have in common is that they make use of numbers: dollars and cents, as well as percentages, discount rates, and probabilities.

Attribute: JD.

LWGL 0299. United States Law and Legal Institutions. (2 Credits)

This class will introduce students to the basic features of American law that are both distinctive and foundational for non-lawyers engaged in compliance and other forms of legal and quasi-legal work. Topics will include the structure of American legal institutions, common law reasoning and statutory interpretation, judicial review, the administrative state, federalism, as well as a number of aspects of the legal profession.

Attribute: CORC.

LWGL 0313. Foundations of Private Law. (3 Credits)

This course will survey major principles of U.S. private law, with a focus on contract and tort law.

Attributes: CORC, LAWB, LAWI, LIDR.

LWGL 0708. House Meeting. (0 Credits)**LWGL 0807. First Yr JD Makeup. (0 Credits)****LWGL 0903. United States Law and Legal Institutions. (3 Credits)**

This class will introduce students to the basic features of American law that are both distinctive and foundational for non-lawyers engaged in compliance and other forms of legal and quasi-legal work. Topics will include the structure of American legal institutions, common law reasoning and statutory interpretation, judicial review, the administrative state, federalism, as well as a number of aspects of the legal profession.

Fall 2019 Class meetings:
 Aug. 25, 10:00am-4:15pm
 NO CLASS LABOR DAY 9/1
 Sept. 8, 10:00am-4:15pm
 NO CLASS 9/15 (Prof is out of town)
 Sept. 22, 10:10am-12:40pm
 Sept. 29, 10:10am-12:40pm
 Oct. 6, 10:10am-12:40pm
 NO CLASS Oct. 13 (COLUMBUS DAY WEEKEND)
 Oct. 20, 10:10am-12:40pm
 Oct. 27, 10:10am-12:40pm
 Nov. 3, 10:10am-12:40pm
 Nov. 10, 10:10am-12:40pm
 Nov. 17, 10:10am-12:40pm
 Nov. 24, 10:10am-12:40pm
 NO CLASS THANKSGIVING WEEKEND
 TAKE HOME EXAM DEC. 7, 9:00 a.m. through DEC. 8, 11:59 p.m.

Attributes: CORC, LLM.

Irish Studies (IRST)

IRST 1999. Tutorial. (1 Credit)

In consultation with the director of the program, students may take a tutorial in Irish studies.

IRST 2999. Tutorial. (2 Credits)

In consultation with the director of the program, students may take a tutorial in Irish studies.

IRST 3409. Irish Language and Culture 1. (4 Credits)

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

Attribute: IPE.

IRST 3412. Irish America. (4 Credits)

This course traces the historical experience of Irish emigrants from the mid-17th century to the present day. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, APPI, ASHS.

IRST 3418. 20th Century Irish Women Literature. (4 Credits)

Introduction to 20th century Ireland and both the role of women and how they were portrayed in literature. Focus on gender roles, sex, and marriage, motherhood and society in a slowly modernizing, independent Ireland. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IRST 3419. Contemporary Irish Literature. (4 Credits)

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

IRST 3450. Irish Language and Culture 2. (4 Credits)

This course is a continuation of Irish Language and Culture I and seeks to advance students knowledge of the Irish language. More emphasis will be placed on advancing conversation skills through the use of interactive modern language teaching techniques. The course also aims to provide a greater context of the language's cultural aspects, such as Osean-n-so song, dance, and folk traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IRST 3999. Tutorial. (3 Credits)

In consultation with the director of the program, students may take a tutorial in Irish studies.

IRST 4999. Tutorial. (4 Credits)

In consultation with the director of the program, students may take a tutorial in Irish studies.

Italian (ITAL)

ITAL 1001. Introduction to Italian I. (5 Credits)

An introductory course that focuses on the four skills: speaking, reading, writing and listening providing students with a basic knowledge of Italian linguistic structures, vocabulary and culture, which studied interdependently, comprise the Italian Language.

Mutually Exclusive: ITAL 1002.

ITAL 1002. Introduction to Italian II. (3 Credits)

This course will enhance the reading, writing, speaking and listening skills acquired by students in Introduction to Italian I or from prior study. It will further promote a deeper understanding of Italian and its literary and cultural traditions.

Prerequisite: ITAL 1001.

Mutually Exclusive: ITAL 1001.

ITAL 1501. Intermediate Italian I. (3 Credits)

Intermediate Italian I will continue introducing students to the fundamentals of the Italian language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based Italian learning program. Conducted in Italian.

Attribute: IPE.

Prerequisites: ITAL 1001 or ITAL 1002.

ITAL 1502. Intermediate Italian II. (3 Credits)

Intermediate Italian II will continue introducing students to the fundamentals of the Italian language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based Italian learning program. Conducted in Italian.

Attribute: IPE.

Prerequisite: ITAL 1501.

ITAL 1999. Tutorial. (1 Credit)

Study of a particular aspect of Italian literature or thought. Independent research and readings. Weekly or bi-weekly meetings with faculty adviser. Designed for majors with permission of instructor.

Attribute: IPE.

ITAL 2001. Italian Language and Literature. (3 Credits)

A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.

Attribute: IPE.

Prerequisite: ITAL 1502.

ITAL 2201. Italian Community Engaged Learning: Art and Society. (3 Credits)

This course is part of the core language sequence and corresponds to ITAL 2001, Italian Language and Literature. In this course, students develop linguistic, cultural, and intercultural skills by studying Italian texts and artifacts in their sociopolitical context, with a focus on the period after World War II. By collaborating with an Italian cultural Institution in New York state, students will examine the interplay between the local U.S. community and the institution, with a focus on representation and access, and experience and reflect on the negotiation of communication in an intercultural setting. Must have taken ITAL 1502 or placement.

Prerequisite: ITAL 1502.

Mutually Exclusive: ITAL 2001.

ITAL 2400. Acting in Italian. (0 Credits)

Course focuses on improving diction, pronunciation, expansion of vocabulary and conversational skills through the study and performance of dramatic works.

Attributes: IPE, THEA.

ITAL 2500. Approaches to Literature. (4 Credits)

A basic course in Italian literature. Close readings in the major forms, prose fiction, poetry and drama, and an introduction to the varieties of critical strategies for reading them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 2561. Reading Culture Through Literature. (4 Credits)

This course is designed to introduce students to different aspects of Italian cultural tradition and history by closely reading representative literary texts from the early and modern periods, in a variety of genres including poetry, narrative, and drama. Students will acquire a technical vocabulary and practice different interpretive strategies to speak to continue the study of Italian literature and culture at the advanced level. The course's thematic focus, and the primary texts and secondary sources may vary. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, IPE, ISEU.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 2605. Italian Conversation and Composition. (4 Credits)

Composition with emphasis on improvement of grammatical skills and facility in Italian phraseology. Recommended for those students continuing in Italian as majors or minors, whose curricula will include historical surveys of Italian literature or civilization. Emphasized skills include letter writing, descriptions and exposition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IPE.

Prerequisite: ITAL 2001.

ITAL 2640. Classics of Italian Cinema. (4 Credits)

In this course we will explore selected masterpieces of Italian cinema focusing on the visual techniques and narrative strategies developed by world-renowned filmmakers such as Rossellini, Fellini, Visconti, Antonioni, Wertmuller, Tornatore, Benigni, and others. We will discuss how historical events, national, cultural and gendered Italian identities, fashion, and political and social issues have been represented or constructed by means of innovative and unique cinematic languages. Conducted in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IPE.

ITAL 2700. Filming the City Inside and Out: A Cinematic Journey Through Italy. (4 Credits)

This course introduces students to Italian cinema by focusing on the representation of Italian cityscapes and urban life as well as the dynamic between urban and rural cultures in modern Italy, from the so-called "economic miracle" of the late 1950s to the present. At the same time, students will be introduced to the fundamentals of Italian film analysis. Through screenings, critical readings, class discussions, and essay writing, students will develop the appropriate Italian vocabulary and analytical skills to examine a film focusing on its historical and cultural context, and the narrative, visual, and sound techniques it employs. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, IPE, ISEU, ITMO, URST.

Prerequisite: ITAL 2001.

ITAL 2705. The Souths of Italy: Words, Images, and Sounds. (4 Credits)

In this course, we will explore the rich and diverse cultural production in Southern Italy in the twentieth and twenty-first centuries with the purpose of challenging general assumptions and stereotypes about the "South," and breaking through the North-South divide that has plagued Italian culture since Italy's unification in the 1860s. We will discuss literary texts, visual texts, and music, focusing on the legacy of the past, gender and family relations, urban culture and rural life, the push for modernization, and regional identities versus globalization, among other topics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, IPE, ISEU, ITMO.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 2775. Modern Italy and the Arts: Tradition and Innovation. (4 Credits)

Should art provoke or placate, politicize or popularize? These are some of the questions we will probe as we learn about the aesthetics and historical contexts that shaped movements such as Decadentism, modernism, realism, Avantgarde, and neo-Avantgarde in Italy's nineteenth and twentieth centuries. In addition to better understanding the interconnectedness of literature and the figurative arts in modern Italian culture, students will develop and practice strategies for observing, interpreting, and analyzing literary texts, film, and works of art in written and spoken Italian. This course is taught in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ITMO.

Prerequisite: ITAL 2001.

ITAL 2800. Italy and the Arts: Politics, Religion, and Imagination in Medieval and Renaissance Italy. (4 Credits)

This course is directed to undergraduates with interests in figurative arts, literature, the history of art, and the humanities. It explores the great changes that occurred in the arts and in their political and religious role during the period of Italian Renaissance humanism. The course concentrates on the 14th and 15th centuries and presents the multifaceted reality of Italian arts within the context of a rapidly changing society at the dawn of modernity. Students will explore the central role all arts play in one of the most fascinating periods in the history of ideas and creativity through a variety of texts, including literature, figurative arts, music, architecture, and theater from Giotto to Michelangelo. Students will learn about the artists' conceptions of art, the political role of civil as well as religious patronage, the relation between literary and visual languages, and the birth and evolution of the figure of the artist. Readings include works by Saint Francis, Dante, Boccaccio, Giotto, Petrarch, Leon Battista Alberti, Leonardo da Vinci, and Michelangelo Buonarroti. This course includes the use of media and film. Taught in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE, ITMA, MVST.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 2802. Lorenzo de' Medici (The Magnificent) and the Invention of Modernity. (4 Credits)

Lorenzo the Magnificent's power lasted 23 years (1469 to 1492) and revolutionized many aspects of Italian culture, politics, and science. What he created—while succeeding in taking under control internal dissension—was a new civilization in Florence. Everything he did was, in its essence, new, and under his leadership, Florence remained united and became the center of Italian innovation with unprecedented social mobility under the guidance of new political groups and public officials. Of course, he inherited a well-prepared path, but the 'équipe' of intellectuals he gathered together, and the vision Lorenzo had in mind in regard to what kind of peaceful society it was necessary to create, had not ever been seen before. In this course, we will study how politics, literature, science, and the arts (painting, architecture, and music) were at the center of Lorenzo's cultural, political, and social revolution. We will read Lorenzo's literary masterpieces (he was one of the greatest poets of his time) and will study his patronage and his interactions with major writers such as Angelo Poliziano and Luigi Pulci, and his connection with philosophers such as Marsilio Ficino and Pico della Mirandola, as well as musicians, scientists, and artists. Taught in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ITRE.

Prerequisite: ITAL 2001.

ITAL 2805. Gods, Demigods, and Men: Renaissance and Baroque Italian Theater. (4 Credits)

The course is designed to introduce students to the exploration of the theatrical production in Italy during the Renaissance and the Baroque, from Italian theater's rebirth in 15th century Florence to the masterpieces of the 16th century. We will analyze the development of characters and their vision of truth, society and human relations, while investigating notions of subjectivity and gender. We will see how men, heroes, gods or half-human and half-supernatural creatures struggle against their own desire and lust (or against impediments and adverse fortune) in order to manipulate reality and resolve dilemmas. Readings will include plays by major authors such as Angelo Poliziano, Niccolò Machiavelli, Lodovico Ariosto, Torquato Tasso, Giordano Bruno, and Gian Lorenzo Bernini, and Opera librettos, such as the Orfeo by Alessandro Striggio, with music by Angelo Monteverdi. Some plays will be read entirely, others as selection. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IPE.

ITAL 2910. Emigration in Literature and Film 1850-Present. (4 Credits)

Between 1880 and 1920, millions of Italians left the shores of the peninsula from various regions—Veneto, Liguria, Campania, and Sicilia, to mention only a few—and headed to other parts of the world to seek work, wealth, and a new way of life. Their first destinations were Argentina, Brazil, Venezuela, later the United States, and finally Canada. This course explores the causes of this mass exodus and the benefits reaped by the destination countries, as well as the conditions that immigrants found there. Narratives by De Amicis, Verga, Pirandello, Giacosa; filmmakers Crialesi and Taviani; historian Colajanni; and Italian-American writers, such as Gambino, Helen Barolini, and others will be examined and discussed. The class will be conducted in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE, ITMO.

Prerequisite: ITAL 2001.

ITAL 2999. Tutorial. (2 Credits)

Study of a particular aspect of Italian literature or thought. Independent research and readings. Weekly or bi-weekly meetings with faculty adviser. Designed for majors with permission of instructor.

Attribute: IPE.

ITAL 3002. The Art of Translation. (4 Credits)

The study of transferring texts from one linguistic code into another; analysis of various elements of texts, literal and figurative meaning, style, syntax, etc. will be the focus of the course as well as hands on practice working with different types of texts translating from English into Italian and vice versa. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3005. Translation: Theory and Practice. (4 Credits)

The patron saint of translators, Saint Jerome (347-420 AD)—translator of the Bible (along with some 70 other scholars), which came to be known as the Vulgate or the Septuaginta—advised that one should translate concepts and not words, a precept that he derived from Cicero (106-43 BC). But Dante (1265-1321) pointed out in "Convivio" that certain texts, especially poetic ones, cannot be "transmutati" without losing their original harmony and musicality. Benedetto Croce (1866-1952), a 20th-century philosopher and literary critic—nominated 16 times for the Nobel Prize—noted that every linguistic expression is an intuition that unites thought and speech indissolubly and therefore, translation for him is not possible because it must separate words and ideas, as the latter are transposed into another language. Ferdinand de Saussure (Geneva 1857-1913) suggested that the concept is inseparable from the words used to express it, thus leaning toward the impossibility of translation. But we also know that, somehow, translations work: They are done all the time, are useful, and are practical. But what can we conclude from the fact that one idea can be said in literally dozens of ways in another language? There are hundreds of translations of Dante in English: which "Divine Comedy" are we in fact reading when we read Dante in English? This course will deepen our understanding of translation and explore what it can and cannot accomplish. We will translate a variety of texts and see what Umberto Eco (1932-2016) meant by his book on translation, "Dire quasi la stessa cosa." Taught in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3011. Dante and His Age. (4 Credits)

Readings from Dante's Comedy in the light of the cultural production of his day including Provençal and Sicilian lyric, influential philosophical texts, and economic and political changes in 13th-century northern Italy. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE, MVLI, MVST.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3012. Medieval Storytelling. (4 Credits)

"Merchants' Tales." This course introduces students to the analysis of medieval literary texts, illustrating the development of urban mercantile civilization and its ethical, social, religious, and political ideas and contradictions. Students will reflect on such concepts as wealth, profit, work, utility, and trade as they emerge in visual and written texts; professional notarial and mercantile documents and writing practices; chronicles; manuals for mercantile education; and literature produced in and for the mercantile milieu. Through the readings, students will learn how to analyze a period of great socioeconomic and political transformation, such as the one between the XI and the XV centuries. By situating these texts within the political, historical, and intellectual context of the rising mercantile society in which they were produced, students will identify ideas and values that still inform contemporary society and will be able to make connections with the contemporary world in which we live. Boccaccio, Chaucer, Petrarch, Erasmus, and Leon Battista Alberti are the authors included in this course. Taught in Italian.

Attributes: ALC, AMCS, COLI, EP3, IPE, ITMA, MVLI, MVST.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3020. Renaissance and Baroque Novella. (4 Credits)

This course will investigate the evolution of Italian narrative prose from the Renaissance to the Baroque. Particular attention will be devoted to the tradition of the unframed short story (Novella Spicciolata), but we will also explore collections of Novelle composed by major authors such as Bandello, Straparola and Basile. Taught in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE, ITRE.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3021. Vice and Virtue in Medieval Italian Literature. (4 Credits)

Informed by Aristotle's Nicomachean Ethics and Aquinas' Summa as well as by writings of Andrea Capellanus, Abelard and others, this course discusses the ethical value systems sustained in works by Jacopone, G. D'Arezzo, Donte, Petrouea, Boccaecio, as they first expressed in Poetry and Prose. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE, ITMA.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3030. Criminal Tales. (4 Credits)

Representation of violence in its political, organized and subversive manifestations in post-war Italy, its historical evolution, its sociological and anthropological interpretations. Films and various literature will be examined. Authors and directors: Rosi, Saviano, Wertmüller, Carofiglio, Camilleri, Mammarella, Ferrara, Salvatores, Giordana, among others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, IPE, ISEU, ISIN, ITMO.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3050. Arts and Politics in Italian Humanism. (4 Credits)

This course analyzes the main characters of the early humanist movement in Italy. It focuses on arts and politics and presents authors such as Petrarch, Valla, Lorenti de Medres. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE, ITMA, ITRE.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3051. Survey of Italian Literature. (4 Credits)

This course will cover the social and cultural background of Italian literature with selected readings and analysis of some of the most representative authors of the time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3062. Ethics and Economic Value in Medieval Literature. (4 Credits)

This course introduces students to the literary representation of economic values such as profit, work, and utility as they emerge in medieval texts. Students will analyze these values within the critical perspective of the 13th to 15th century authors as seen in their political, historical, and literary contexts. This course includes works from early European lyric poetry, and authors such as Dante, Boccaccio, Petrarch, Erasmus, and Leon Battista Alberti. Students will learn to set their discussions in the broad perspective of European intellectual history. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE, ITMA.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3063. Saturnian Spirits: Art and Literature in Italy. (4 Credits)

As an examination of different literary genres of the Italian Renaissance and Baroque (novella, theatre, poetry, autobiography and epic poems), this course will focus on some of the most important courts of the peninsula (Firenze, Urbino, Mantova, Ferrara, Venezia and Roma), and will explore the relation of the visual arts to the literary production of eminent writers and artists (Brunelleschi, Alberti, Pico della Mirandola, Poliziano, Boiardo, Ariosto, Machiavelli, Michelangelo, Leonardo, Cellini, Vasari, Tasso, Striggio, Marino). In addition to engaging in close-readings of key works, students will be encouraged to investigate other art forms such as paintings, sculpture, architecture and music, in an attempt to address the questions: What role did patronage of the arts play during the Renaissance and Baroque? What did it mean to be a writer and an artist in Italy between the 15th and 17th centuries? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3065. Lies and Liars in Medieval and Renaissance Italian Literature. (4 Credits)

In the late medieval and Renaissance periods, philosophers, writers, scientists, and artists regularly addressed the problem of how reality, truth, and untruths were strictly intertwined in contradictory ways. In this course, we will analyze the various forms of deceit in order to explore their implications with regard to freedom and power (both political and personal), sincerity or clarity and opacity of the self. We will read works written by leading authors such as Dante, Boccaccio, Leon Battista Alberti, Lorenzo Valla, Luigi Pulci, Matteo Maria Boiardo, Machiavelli, Ariosto, Galileo, Giordano Bruno, and Torquato Accetto. Taught in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ITRE.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3111. New Italian Cinema. (4 Credits)

The representation of social and cultural issues elaborated in the dramatic, multimedia discourse of playwrights and film directors such as Pirandello, Fellini, Moretti; in works that include *Six Characters*, *La Dolce Vita*, *La Vita e Bella*. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, IPE, ISEU.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3120. Renaissance Literature. (4 Credits)

A study of the principal poets and writers of the 15th and 16th centuries. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE, ITRE.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3123. Fantastic Beasts, Fantastic Renaissance: Matteo Maria Boiardo's "Orlando in Love". (4 Credits)

This course is dedicated to the fascinating and highly entertaining chivalric poem "Inamoramento de Orlando" ("Orlando in Love"), written by Count Matteo Maria Boiardo in Ferrara, Italy, during the late Quattrocento (15th century). We will read the poem (selection) and discuss the rich ethical and moral symbolism, as well as the meaning of the numerous fantastic, magical, and supernatural episodes. Topics will include the relationship between war, duel, and love; the ambiguous dynamic between fiction, history, and oral traditions; the narrator's voice; and the sophisticated nature of Boiardo's intertextuality. We will analyze the exemplary technique of the composition and the author's ability to develop a plot that became a unique model of interlacement, which influenced future developments of the modern novel. Our attention will concentrate especially on folkloric traditions, the ogre, jealousy and eroticism, the short stories within the poem (from the noir story of Stella and Marchino to the courtly story of Iroldo, Prasilido, and Tisbina), the fairies and their gardens, and the trials of the knight lost in a dangerous land. We will also read and discuss the recent graphic novel about the text, published in Italy in 2022. The class will be conducted in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, EP3, ITRE.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3125. Magnificence and Power: The Medici and Renaissance Florence. (4 Credits)

The course is dedicated to the study of the relationship between culture and politics. In particular we will discuss how the practice of power and the exercise of patronage affected Florentine writers in 15th and early 16th centuries, during the period of Medici's supremacy. It will be central to the course to verify why the Medicean government was surprisingly far from being simply a repressive and propagandistic political regime. Indeed, Florence, during those years, became an extraordinary place for the arts and, in particular, for literature. Many Florentine masterpieces were produced in different genres (novella, theatre, poetry, autobiography, epic poems, dialogue) and were influential in the development and the shaping of 16th century European culture-at-large. This course will focus on the literary production of eminent writers and artists such as, but not limited to, Alberti, Pico della Mirandola, Poliziano, Lorenzo de' Medici, Luigi Pulci, Machiavelli, Michelangelo. In addition to engaging in close-readings of key works, students will be encouraged to investigate other art forms such as painting, sculpture, architecture and music, in an attempt to address the questions: What role did Medici patronage of the Arts play during the Renaissance in Florence? What did it mean to be a writer and an artist in Florence between the 15th and 16th centuries? Course taught in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE, ITRE.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3215. Love and Honor in the Renaissance Courts. (4 Credits)

This course will focus on some of the most important courts of the Peninsula (in particular Firenze and Ferrara) and will explore the epic poems of eminent writers such as Pulci, Bolardo, Ariosto, Tasso, and Marino. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE, ITRE.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3280. The Italian Short Story. (4 Credits)

This course will investigate the evolution of the Italian short story from the Middle Ages to the contemporary era. Particular attention will be devoted to the unframed short story (novella spicciolata) and to the collections of novelle composed by major authors (we will also consider some cinematic renditions as well as the interplay between the novella and painting). Readings will be from writers such as Giovanni Boccaccio, Machiavelli, Matteo Bandello, Verga, Grazia Deledda, Pirandello, Italo Calvino, Natalia Ginzburg, Elsa Morante, and Alberto Moravia, among others. Weekly meetings will involve lectures and class discussions, both of which will proceed from a close reading of the texts (sometimes with the help of English translations). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ITRE.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3452. Italoophone Migrant Literature From Africa and Beyond. (4 Credits)

In this course, we will read works written by contemporary Italoophone writers, those who have adopted the Italian language initially to document their experience of migration and later to reflect creatively on their culture and country of origin as well as on Italian society and history. What stories do these writers tell? What personal and historical experiences do they describe and give voice to? What languages and narrative techniques do they employ? What is the cultural impact and political relevance of their work in contemporary Italy when considered in Mediterranean, European, and global contexts? We will consider questions of representation; gender, ethnic, racial, and religious identity; and political and cultural pluralism with a dual aim. First, to explore how Italian society has changed or resisted changing in the last decades by confronting its imperial past and current neo-colonial ambitions under the sustained pressure of mass immigration and global mobility. And second, to discuss how these original artistic voices, and the testimony they give, have enriched Italy's literary canon and tradition while also fostering a novel understanding of Italy's cultural history. Please note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, GLBL, INST, IPE, ISAF, ISEU, ISIN, ISME, ITMO, PJRC, PJST.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3500. Comedy and Satire in Italian Cinema. (4 Credits)

Commedia all'Italiana or satirical comedy represents a major contribution to world cinema with a significant approach to modifying social injustice, prejudice, and abuses. A broad range of styles and film techniques provide a forum to analyze film language and visual experiences. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3530. The Stage and Society Since 1700. (4 Credits)

Social changes, traditions and reforms, love, family and economics as they are interpreted and cast on the stage by renowned playwrights such as Goldoni, Giacosa, De Filippo, Di Giacomo, Pirandello and others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3550. Italian Unification: Film/Literature. (4 Credits)

Realism and idealism in the achievement of Italian unification analyzed in the works of filmmakers such as Blasetti and Scola, and in writers like Foscolo, Mazzini, Garibaldi, Lampedusa and others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE, ITMO.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3553. Italy From Unification to 1945: Literature, Culture, and Society of the Modern Period. (4 Credits)

This course will focus on major cultural figures such as Carducci, Pascoli, D'Annunzio, Ungaretti, Svevo, Montale, and Calvino, among others, and will explore their relationship with and contribution to the social conditions and developments of their times. Taught in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3625. The Modern Italian Theater. (4 Credits)

Italian playwrights such as: Pirandello, Betti, Fabbri, Dr. Filippo Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE, ITMO.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3650. Italy at War. (4 Credits)

In this course we will read literary works—narrative, theater, and poetry—written in Italy during three key periods of its modern history, namely World War I, World War II, and the so-called "years of lead" (the late 1960s through the early 1980s). We will discuss the response of Italian writers and intellectuals to war, fascism, and terrorism by focusing our attention particularly on the techniques that they use to represent, exalt, or denounce individual and collective violence, and to support or critique extreme ideologies, whether on the right or on the left of the political spectrum. In Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, IPE, ISEU, ITMO.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3701. Italian Women Writers. (4 Credits)

Outstanding Italian women writers such as Colonna, Morra, Deledda, Ginzburg, Morante, Maraini, Loy. Taught in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, IPE, ISEU, ITMO, WGSS.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3901. Narrative and Film. (4 Credits)

The development, trends, and interplay of literary texts and Italian film in the history of the Italian cinema from its origins to today. Films by DeSica, Visconti, Bertolucci, Pasolini, Taviani, Bellocchio, Rosi, and Tornatore. Literary works by Pirandello, Bassani, Levi, Boccaccio, Cain and Verga.

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

Attributes: ALC, COLI, IPE, ITMO.

ITAL 3910. Italy Today. (4 Credits)

This course explores the cultural and sociopolitical development of Italy since the end of World War II. Emphasis will be placed on multiculturalism and multilingualism, women and minorities, the impact of the media on culture, politics and society, terrorism and the Mafia, and migration to and from Italy. Classes are conducted in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, IPE, ISEU, ITMO.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3920. Words on Fire: Contemporary Italian Poetry and Society. (4 Credits)

This course examines the evolution of current Italian poetry through the analysis of the literary, cultural, and social influences on a variety of contemporary poetic works. Readings will include poems by celebrated masters, as well as by young emerging poets living in Italy and abroad. Class discussions will address the lively discourse on poetry and criticism currently unfolding in a variety of mediums, such as newspapers, magazines, literary journals (printed and online), and blogs. Authors include Eugenio Montale, Giuseppe Ungaretti, Pier Paolo Pasolini, Giovanni Raboni, Antonella Anedda, Amelia Rosselli, Valerio Magrelli, Alberto Bertoni, Milo De Angelis, Maria Luisa Spaziani, Alda Merini, and Patrizia Cavalli, among others. The class will be conducted in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, EP3, ITMO.

Prerequisites: ITAL 2001 or ITAL 2201.

ITAL 3999. Tutorial. (3 Credits)

Study of a particular aspect of Italian literature or thought. Independent research and readings. Weekly or bi-weekly meetings with faculty adviser. Designed for majors with permission of instructor.

Attribute: IPE.

ITAL 4800. Italian Internship. (2 to 4 Credits)

Internship.

Attribute: IPE.

ITAL 4998. Senior Thesis Tutorial. (4 Credits)

Independent research, supervised by a faculty in the language, leading to the completion of a senior thesis.

Attribute: IPE.

ITAL 4999. Tutorial. (4 Credits)

Study of a particular aspect of Italian literature or thought. Independent research and readings. Weekly or bi-weekly meetings with faculty adviser. Designed for majors with permission of instructor.

Attribute: IPE.

ITAL 5090. Italian for Reading. (0 Credits)

This course provides students with the skills for reading Italian. It combines instruction of basic structures of grammar and syntax with the application of techniques in building vocabulary, reading comprehension and translation practice in a collaborative learning setting. Students will read texts from various disciplines in the humanities and social sciences and will gain practical experience in translation and research methods.

Attributes: IPE, MVSG.

ITAL 9101. Introduction to Italian. (0 Credits)

Japanese (JPAN)

JPAN 1001. Introduction to Japanese I. (3 to 5 Credits)

An intensive introductory course that focuses on the four skills: speaking, reading, writing and listening, providing students with a basic knowledge of Japanese linguistic structures, vocabulary and culture, which, studied interdependently, comprise the Japanese language.

JPAN 1501. Intermediate Japanese I. (3 Credits)

Intermediate Japanese I will continue introducing students to the fundamentals of the Japanese language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based Japanese learning program. Conducted in Japanese.

Attribute: IPE.

Prerequisites: JPAN 1001 or JPAN 1002.

JPAN 1502. Intermediate Japanese II. (3 Credits)

Intermediate Japanese II will continue introducing students to the fundamentals of the Japanese language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based Japanese learning program. Conducted in Japanese.

Attribute: IPE.

Prerequisite: JPAN 1501.

JPAN 1999. Tutorial. (1 Credit)

Independent Study.

JPAN 2001. Japanese Language and Literature. (3 Credits)

A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.

Attribute: IPE.

Prerequisite: JPAN 1502.

JPAN 2500. Japanese Culture and Society. (4 Credits)

This course will provide an introduction to Japanese culture and society while focusing on the continued improvement of students' speaking, listening, reading, and writing skills. Students will develop the ability to comprehend and analyze authentic materials such as academic articles, essays, haiku, short novels, and journal or newspaper articles and further develop critical writing and speaking skills. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISAS.

Prerequisite: JPAN 2001.

JPAN 2999. Tutorial. (2 Credits)

Independent Study.

JPAN 3999. Tutorial. (3 Credits)

Independent Study.

JPAN 4999. Tutorial. (4 Credits)

Independent Study.

Jewish Studies (JWST)

JWST 1999. Tutorial. (1 Credit)

This course will be tailored to individual student needs. It will be an intense tutorial in Jewish Studies.

JWST 2999. Tutorial. (2 Credits)

This course will be tailored to individual student needs. It will be an intense tutorial in Jewish Studies.

JWST 3300. Literatures and Cultures of Modern Israel. (4 Credits)

The course will explore major themes in modern Israeli literature, film, art, and popular culture. Among topics discussed will be the social and cultural dynamics of Israeli history and contemporary life, constructions of identity, questions of ethnicity, nationality, gender, war, and conflict, and more. Texts and assignments will be in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, MEST, MLL.

JWST 3474. The Arab Israeli Conflict: Cultural Perspectives. (4 Credits)

The Arab-Israeli conflict is one of the longest and most controversial conflicts in the world. Through careful analysis of Israeli literature and film, this course provides a nuanced cultural and political history of Arab-Israeli relations. Our texts emphasize the dialectic relationship between art and politics, representation and history, as well as aesthetic and ethics. The course thus explores the effect of art on politics, and the effect of politics on art. Specifically, we examine how art is instrumental in producing 1) "imagined communities" with stable national identities and 2) political resistance that disrupts these hegemonic metanarratives. We also consider the internal dynamics of Israeli society as represented in literature and film, especially tensions between the Jewish-Arab, Ashkenazi-Mizrahi, and religious-secular communities. By analyzing canonical and more contemporary stories, poems, and films (including those by S. Yizhar, Amos Oz, Said Kashua, Mahmoud Darwish, among others) we explore the dialectic between art and politics in Israeli society since 1948.

Attributes: ALC, COLI, HUST, MEST, MLL, REST.

JWST 3999. Tutorial. (3 Credits)

This course will be tailored to individual student needs. It will be an intense tutorial in Jewish Studies.

JWST 4800. Internship in Jewish Studies. (1 to 3 Credits)

This internship program will include work at one of Jewish cultural institutions in New York City—such as the Center for Jewish History, the Museum of Jewish Heritage, or the Derfner Judaica Collection—during the summer or academic year. The internship will require substantive academic work in the archives or art collections and with public educational programs. For example, the training might include: Research and drafting of text to contextualize archival or museum objects; ;Inventorying and documenting the collections; Verifying information in the collections database; Recording information into the collections database; Researching specific objects and artists/makers; Preparation of archival/museum materials for public/educational workshops; Researching specific objects in preparation for exhibitions and educational programs. The student will produce a final paper and report on the internship, and they will regularly connect with the director of the Jewish Studies program on the progress of the internship.

Attribute: SL.

JWST 4999. Tutorial. (4 Credits)

This course will be tailored to individual student needs. It will be an intense tutorial in Jewish Studies.

Journalism (JOUR)

JOUR 1701. Introduction to Multimedia Journalism With Lab. (4 Credits)

A course designed to introduce the student to various fundamentals of journalism today, including writing leads; finding and interviewing sources; document, database and digital research; and story development and packaging. The course also discusses the intersection of journalism with broader social contexts and questions, exploring the changing nature of news, the shifting social role of the press and the evolving ethical and legal issues affecting the field. The course requires a once weekly tools lab, which introduces essential photo, audio, and video editing software for digital and multimedia work. This class is approved to count as an EP1 seminar for first-year students; students need to contact their class dean to have the attribute applied. Note: Credit will not be given for both this course and JOUR 1702. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Mutually Exclusive: JOUR 1702.

JOUR 1702. Introduction to Journalism. (4 Credits)

A course designed to introduce the student to various elements of reporting- including writing leads and articles and finding and interviewing sources- as well as the nature of news, the social role of the press, and the ethical and legal issues that face it. Students are encouraged to submit work to the college newspaper for possible publication. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Mutually Exclusive: JOUR 1701.

JOUR 1761. The Power of News. (3 Credits)

This course studies the interaction between the American mass media, politics and public policymaking. We will examine some of the most important interactions between the press and politicians to answer questions about the role of media in American society. The point of the course is to demonstrate the power of news by examining in depth some of the most important interactions of media and American government. After all, the media is no longer just an institution that covers the news—the media now actually help shape the political process as an important political institution in their own right.

Attributes: AMST, APPI, ASAM, FRSS, JPLH, MANR, SSCI.

JOUR 1800. Internship. (1 Credit)

Internship.

JOUR 1999. Tutorial. (1 Credit)

Independent research and readings with supervision from a faculty member.

JOUR 2711. Intermediate Multimedia Reporting. (4 Credits)

This course further develops the skills students learned in Introduction to Journalism by focusing on broadcast journalism as well as print. Students will focus on narrative techniques and reporting skills in print, visual, and audio journalism while learning to harness the storytelling possibilities of each platform. This is the third of the courses in our core journalism sequence, and a requirement to many of the more advanced courses in broadcast journalism. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: JOUR 1701 or (JOUR 1702 and DTEM 2421) or (JOUR 1702 and FITV 2425) or (JOUR 1702 and DTEM 2425).

JOUR 2712. Intermediate Print Reporting. (4 Credits)

This is an intermediate reporting course which focuses on developing investigative skills through the use of human sources and computer-assisted reporting. Students will develop beat reporting skills, source-building and journalism ethics. Students will gather and report on actual news events in New York City. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

JOUR 2714. Radio and Audio Reporting. (4 Credits)

A survey of the historical styles, formats and genres that have been used for radio, comparing these to contemporary formats used for commercial and noncommercial stations, analyzing the effects that technological, social and regulatory changes have had on the medium. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

Prerequisites: COMM 2083 or COMM 2082 or JOUR 1701 or JOUR 1702.

JOUR 2722. Intermediate Feature Writing. (4 Credits)

In this intermediate-level class, students will be required to report out a number of feature stories, such as soft news stories (human interest, profiles) and news features. They will build skills by editing their own stories as well as those of their classmates. They will also study, learn from, and challenge an established set of writing from journalists who blazed the path long ago, including the "masters" of New Journalism, as well as those who continue to provide high-quality narrative nonfiction today from a variety of viewpoints. This course will also touch upon the changing landscape of news publishing to help us better understand the demand for longer features, and the spaces in which they can exist today (and perhaps in the future). Students who have not taken the necessary prior courses (JOUR 1701 or JOUR 1702) may request permission from the instructor to take this course. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

Prerequisites: JOUR 1701 or JOUR 1702.

JOUR 2723. Introduction to Climate Storytelling. (4 Credits)

The threats posed by climate change have reached a level of urgency around the world. Yet many people in the U.S. and across the globe lack sufficient information and literacy to comprehend this life-changing issue—let alone to take or demand action. The challenge of communicating complex scientific information to the public is compounded by obstacles to understanding created by sophisticated PR campaigns, corporate "greenwashing," political polarization, and multibillion-dollar misinformation and disinformation campaigns targeted to prevent or undermine climate policies. The accelerating crisis calls for journalists and climate communicators to sharpen and redouble their efforts to credibly inform the public. Improving climate literacy through effective climate information is itself seen as an essential climate solution. This course will introduce students to essential challenges and recent developments in climate change storytelling today—and connect relevant communication research with journalistic and nonfiction storytelling practice, fostering innovation and strategic skill-building to further advance climate coverage and public understanding of what's happening in our world. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASAM, CCMS, COMC, ENST, ESEL, ESHC, JPLH, JWRI, PPWD.

JOUR 2725. Writing Workshop. (4 Credits)

The writing workshop is about writing in all of its forms—press releases, op-eds, movie reviews, short stories, more. There is one writing assignment per week. The emphasis is on writing professionally, for either online or print publications. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

JOUR 2735. Video Journalism. (4 Credits)

A practical, intensive course in all aspects of video news production. The course will build on JOUR 2711 Intermediate Multimedia Reporting to help students improve the skills needed to create high-quality video news, particularly video “packages.” Skills covered include writing for broadcast, shooting, using audio, digital editing, and storytelling in the visual medium. The course will also cover on-camera skills and key journalism concepts including interviewing, story research, and addressing issues of diversity, equity, and inclusion. Students should leave the class with a reel of their own stories to use in job hunting or the search for internships. Note: Four-credit courses that meet for 150 minutes per week, require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

Prerequisite: JOUR 2711.

JOUR 2786. Sports Writing and Reporting. (4 Credits)

In this course, students will read from the canon of great sportswriting, from print to broadcast to digital. To gain practice in this craft, students will also complete original reporting assignments in a range of forms, such as game story, column, feature profile, broadcast script, and live tweeting. The evolution of the sports genre will also be connected to essential social movements, such as civil rights, women's liberation, and the consequence of big money following the birth of TV. For perspective, specific attention will be paid to the treatment of iconic modern American sports figures, including such seminal athletes as Babe Ruth, Muhammad Ali, Lance Armstrong and Serena Williams. Pre-Req: Introduction to Journalism (Jour 1701 or COMM 2082 or COMM 2083) or permission of instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, JWRI, SJWR.

Prerequisites: JOUR 1701 or COMM 2082 or COMM 2083 or JOUR 1702.

JOUR 2787. Fashion Journalism. (4 Credits)

Fashion Journalism combines beat reporting with an emphasis on the cultural, artistic, social, historical and business aspects of fashion. An in-depth review of the history of fashion journalism sets the stage for students to learn and understand the digital revolution in fashion journalism and marketing, including social media, blogs and websites. Topics to be covered include: Catwalk and trend reporting, fashion criticism, feature and fashion writing. Course will enable students combine the love of writing with the interest in fashion and acquire the skills to become a fashion journalist using different media formats. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: FASH.

Prerequisites: COMM 2082 or COMM 2083 or JOUR 1701.

JOUR 2789. Sports Broadcasting. (4 Credits)

This class will provide a detailed study in all aspects of the sports broadcasting industry. Students will be introduced to a wide array of techniques and philosophies for sports broadcasting, from fundamentals and essentials to advanced learning methods. The course will consist of discussions, critiques, learning exercises, take home assignments and hands-on practice and participation. The course assumes no prior experience in sports broadcasting.

Attributes: JWRI, SJWR.

JOUR 2999. Tutorial. (2 Credits)

Independent research and readings with supervision from a faculty member.

JOUR 3712. The Multimedia Newsroom Experience. (4 Credits)

This is a newsroom experience course where students produce journalism at WFUV public radio, the National Public Radio affiliate station based on Fordham's Rose Hill campus. Students will be required to attend a weekly 2.5-hour class meeting each week and will also spend approximately 8 hours per week training and working in the WFUV newsroom. This hands-on journalism experience would form the core of the course. This class will provide undergraduates with experience working in a professional workplace. It will provide them with an opportunity to work collaboratively and communicate ideas, in addition to how to research and report on deadline. During the Multimedia Newsroom Experience course offered in the fall, students will work at WFUV as a newscaster and/or general assignment reporter and/or an interviewer for one of the station's news programs. JOUR-3712 is the first half of a year-long sequence of hands-on journalism at WFUV. Students have the option of taking just the fall semester but are encouraged to commit to both fall and spring semesters, when the second half of the sequence, JOUR-4712 The Advanced Multimedia Newsroom Experience, will be offered. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

Prerequisite: JOUR 2711.

JOUR 3715. Writing for Broadcast News. (4 Credits)

An overview of the skills required for the writing of news stories for radio and television including hard news and features. This course is designed to strengthen the student's ability to write clearly, concisely, and accurately for broadcast, emphasizing critical thinking skills. Storytelling techniques are explored, as well as writing to film/videotape. Students will eventually write to deadline under simulated newsroom conditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Outside of class, students will be required to screen specific news programming and submit critical essays evaluating content.

Attribute: JWRI.

Prerequisites: COMM 2082 or COMM 2083 or JOUR 1701 or JOUR 1702.

JOUR 3718. On-Air Reporting. (4 Credits)

In this class, students will learn how to craft and present stories for air. The course will include lessons on how to build a news package, how to present for broadcast (both on television and for podcasts), and will include assignments with in-class deadlines. Class will feature visits from working journalists/news personalities in New York City. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

JOUR 3719. Data Journalism. (4 Credits)

Obtaining, interpreting, visualizing, and displaying data are essential skills for journalists in the 21st century. This hands-on introductory course in data visualization will help students learn to use data to tell visual stories. Topics discussed will range from where to find data and how to evaluate sources to how to organize data to create visually appealing graphics that tell stories that can be grasped in an instant. Students will critique published visualizations to identify common pitfalls, as they create a data-based story to add to their portfolio. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

JOUR 3723. Interviews and Profiles. (4 Credits)

(Formerly COMM 3081): This course includes intensive work in developing and writing profiles accompanied by readings and analysis of the genre. Students will examine various interview strategies and apply those skills in their own projects across several interview and profile projects. In-depth critiques of interviews and profiles will be provided. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CVW, ENGL, JWRI, PPWD.

Prerequisites: COMM 2083 or COMM 2082 or JOUR 1701 or JOUR 1702.

JOUR 3724. First Person Journalism. (4 Credits)

First person journalism is nothing new. As part of the New Journalism movement, reporters like Tom Wolfe and Joan Didion have been infusing their storytelling with subjectivity for decades. Still, the digital shift in journalism and explosion of social media has brought a new wave of first person journalism to the web. This course will explore the history of first person journalism and help students use first person perspective to bring reported pieces to life. Students will look critically at the form to consider the limitations of personal narrative in journalism. On that note, this course will not be limited to personal narratives. Students will also work on reported stories in which their experiences as journalists and citizens impacts their storytelling structure. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: JWRI, LALS.

JOUR 3727. Writing for Magazines. (4 Credits)

(Formerly COMM 3084): Intensive practice in developing ideas into non-fiction pieces intended for general interest or specialized publications. Inquiries, field and library research, interviews, presentation of technical subjects to non-specialists. Students may wish to concentrate on areas in which they have particular interest or expertise. Note: Credit will not be given for both this course and COMM 4201/ JOUR 4727. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CVW, ENGL, FASH, JWRI, PPWD.

Prerequisites: COMM 2083 or COMM 2082 or JOUR 1701 or JOUR 1702.

JOUR 3728. Special Reporting: In-Depth Reporting. (4 Credits)

An in-depth reporting class focused on the production of a newspaper Special Report on a given topic each year. The class will use a team-based approach to develop a multi-element story package, in print format from conceptualization, through research, reporting, writing, editing, production and publication. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

JOUR 3729. Investigative Reporting. (4 Credits)

All great reporting is investigative reporting. There is some truth to that claim. But investigative journalism is not about breaking news, or what happened yesterday. It's an explanation of the complex machineries of big systems: policies, business, foreign policy, economics. It involved systematic, in-depth and original reporting, and it takes weeks, months, sometimes years, using multiple media tools: interviews, documents, data. It shows people how power works, and, at its best, it breaks through layers of deception and obfuscation. This is a hands-on course that will require students to study and analyze investigative journalism, major cases and techniques, and undertake investigative projects requiring on the ground reporting and writing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: JOUR 1701 or JOUR 1702.

JOUR 3731. Criminal Justice Reporting. (4 Credits)

This course helps students prepare for a career in journalism by giving them experience in covering criminal justice and providing them with opportunities to learn about the criminal justice system. Topics will include covering police and other agencies involved in criminal justice, the court systems, and the sociology of crime. In addition to reporting projects, students will delve into the legal and ethical issues related to covering criminal justice, as well as issues of diversity, inclusion, and equity. The idea is to create reporters who will serve the public interest through informed, sensitive reporting. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: JWRI, PJCJ, PJST.

Prerequisite: JOUR 2711.

JOUR 3732. Breaking News Reporting. (4 Credits)

Most journalists will spend a large part of their career covering breaking news. This course helps students prepare for a career in multiplatform journalism by focusing exclusively on covering breaking news in print, audio, video, and photography. Students will focus on topics including writing under deadline, verification of facts during fluid situations, covering press conferences when news is breaking, continuing coverage of stories that unfold over time, and covering emergency situations. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

Prerequisite: JOUR 2711.

JOUR 3740. Ethics and Diversity in Journalism. (4 Credits)

This course covers the basics of ethical behavior and norms for multimedia journalists in a connected and complex world. The course covers theories and case studies in the pre-digital and digital eras. The class also includes issues of diversity and inclusion, including covering diverse communities and increasing diversity in the newsroom. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CELP, JETH, PJRC, PJST, PLUR.

JOUR 3760. The Journalist and the Law. (4 Credits)

(Formerly COMM 3205): An investigation of the legal concerns of the working journalist: prior restraint, shield law, libel, invasion of privacy, the Freedom of Information Act. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASAM, ASSC, CELP, JPLH.

Prerequisites: COMM 1000 or COMM 1010.

JOUR 3763. The Murrow Years: 1938-65. (4 Credits)

This course traces the career and contributions to broadcast journalism of Edward R. Murrow, one of America's foremost reporters, from his remarkable accounts of London under German bombing attacks to his documentary work on the "See It Now" and "CBS Reports" series. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, JPLH.

JOUR 3769. History of Television and Radio News. (4 Credits)

Traces the history of electronic journalism, from its infancy in the 1930's to the present day; emphasis on the work of the most prominent broadcast journalists of these decades. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, JPLH.

JOUR 3776. Social Media for Journalists. (4 Credits)

This is a research and practice-based course on social media, aimed at journalists who will need to understand and use social media. Students will research historical and contemporary innovation relating to social media, and will then develop strategies for creating impact throughout the course of the semester with their own journalistic projects using social media. Readings, discussions, project critiques, and hands-on work will all be used methodologically to allow students to delve into the possibilities of social media. Students will come to understand the power and limitations of social media as both a reporting tools and a tool to aid in the marketing of powerful journalism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JSME.

Mutually Exclusive: DTEM 3476.

JOUR 3781. Arts and Culture Reporting. (4 Credits)

In this course, students will have the opportunity to apply their journalistic skills to the area of art and cultural reporting and criticism, including popular culture (television, movies, pop music, books, etc.) and the fine arts (theater, classical music, dance, and the visual arts, etc.). They will develop an ability to identify, describe, and evaluate for readers/viewers the full range of our culture's creative output, including live shows and events. This includes recognizing the importance of the historical, social, and political context of what they are reporting on and reviewing. As budding arts and culture journalists, students will learn how to balance being both a reporter and cultural critic, and develop a strong, reliable voice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

JOUR 3782. Science Journalism. (4 Credits)

At a time when science and technology permeate debates on everything from climate change to stem cell research, to nuclear power to genetically modified foods many Americans lack sufficient understanding of these basic science and health concepts. This course will explore fundamentals in science and medicine reporting emphasizing the essential research and story development skills needed bring complex medical, science and health issues to the general public. It will explore the scientific process, how to evaluate scientific and health information, ethical controversies, and what makes science and medical news. Students will learn how to break, report, translate, and illuminate scientific information, forging journalism that helps build scientific literacy equal to contemporary challenges. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, JWRI.

Prerequisites: COMM 2082 (may be taken concurrently) or JOUR 1702 (may be taken concurrently).

JOUR 3783. Theater Journalism. (4 Credits)

In this course, students will learn about the layered world of theater journalism, including a variety of genres (review, trend, profile, news, etc.) using a variety of media, such as print, video, social media, blogs, etc. The course will include visits to (and from) theater professionals and journalists skilled in both traditional and social media. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CVW, ENGL, JWRI, PPWD.

Prerequisites: JOUR 1701 or JOUR 1702.

JOUR 3785. Writing for the Media. (4 Credits)

Analysis and practice of writing for a variety of print, broadcast, and online media. Exploring different media contexts such as news, entertainment, public relations, and advertising, the approach in this course assumes that media writers tell stories, that they write for multiple formats, and that they engage in ethical activities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

JOUR 3788. International Reporting. (4 Credits)

For decades an aura has surrounded international correspondents, the corps of reporters who cover foreign governments, war fronts and conflict zones to bring the news out of some of the world's most dangerous, complex and influential places. They risk lives and freedom in the struggle to dig out the truth behind government propaganda and military secrecy, whether in battlefields or presidential palaces or besieged regions. This course will define and explore the underpinnings of international reporting and its evolution from the mid-20th century to the digital age. Students will study and practice reporting, writing and video skills. We will examine the importance of understanding foreign cultures, histories and languages, discuss the work and lives of major foreign correspondents, and examine where the art of foreign correspondence stands today. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

Prerequisites: JOUR 1701 or JOUR 1702.

JOUR 3999. Tutorial. (3 Credits)

Independent research and readings with supervision from a faculty member.

JOUR 4711. Advanced Multimedia Reporting. (4 Credits)

Advanced Internet Reporting picks up where Introduction to Journalism leaves off, offering students a way to continue their study of multimedia journalism in a converged setting. The class will be project-based, with students completing both breaking news and features assignments. Each story for the course will need to be done in both print and video form. Students will also have the option of producing audio or photo slideshow versions of their reports. Completed projects, with the student's permission, will be posted on Fordham news sites like that of The Ram and WFUV News. This course differs from COMM 3083, Advanced Television Production (Bronxnet) in that it will also cover print, audio and photo. It differs from JOUR 3717/COMM 3978, Online Journalism, in that it will not focus on blogging or social media. **PREREQUISITE:** Intro to Journalism with Lab (JOUR1701/COMM 2083), Advanced Television Reporting (BronxNet) (COMM 3083), Intermediate Television Production (JOUR 3716), or permission of instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: DTEM, JWRI.

Prerequisites: COMM 3083 or JOUR 3716 or COMM 2083 or JOUR 1702.

JOUR 4712. The Advanced Multimedia Newsroom Experience. (4 Credits)

This course continues the work of the fall semester Multimedia Newsroom Experience course to give students additional practical work experience in the WFUV newsroom. WFUV is the National Public Radio affiliate station based on Fordham's Rose Hill campus. Students in this course will be required to attend a weekly 2.5-hour class meeting each week and will also spend approximately 8 hours per week training and working in the WFUV newsroom. This hands-on journalism experience forms the core of the course. This class will provide undergraduates with experience working in a professional workplace. It will provide them with an opportunity to work collaboratively and communicate ideas, in addition to how to research and report on deadline. Advanced Newsroom Experience students will move on to longer and more complex stories across platforms than they did in the fall semester Multimedia Newsroom Experience course, including podcasts and documentaries. Students will also work collectively to produce two community engagement events during the spring semester, focusing on bettering outcomes for a particular underserved community in the WFUV listening area. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

Prerequisite: JOUR 3712.

JOUR 4713. Audio Reporting and Podcasting. (4 Credits)

This class will teach students how to create professional level audio reports and podcasts. Students will learn the major theories and practices of audio journalism. They will also develop practical skills on how to choose stories for audio journalism, write for broadcast, gather and use sound, interview for audio, edit audio journalism, and promote their work. Students will work on both short- and long-form projects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: JWRI, NMDD, NMMI.

Prerequisites: COMM 2082 or COMM 2083 or JOUR 1701 or JOUR 1702.

JOUR 4727. Advanced Magazine Article Writing. (4 Credits)

Planning, researching, and writing magazine articles. Emphasis is placed on preparing manuscripts of professional caliber. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

JOUR 4733. Photojournalism. (4 Credits)

American photojournalism emerged in the late 1920s and has an increasing role to play in both news and feature reporting in today's digital world. As online journalism and its audiences take shape, visual storytelling is finding new modes and roles. This course will introduce students to the contemporary practices and production of photojournalism. It will be conducted in a manner similar to the real working world of professional journalism while also touching on the aesthetic, technical, cultural, and historical forces that have shaped its evolution into the present day. Students will be responsible for taking pictures with their own cameras and producing their own digital images, photo slideshows and visual reporting. While the emphasis of the course will be on picture taking and visual storytelling, students will also learn how to edit their own photographs and how to prepare selected images in Adobe Photoshop. (Pre-requisite COMM 2082 or JOUR 1702 or instructor's permission) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, JWRI.

JOUR 4745. Campus Journalism Practicum. (4 Credits)

This course teaches provides a way for students to gain practical experience in journalism and academic credit by working on a student media outlet at Fordham under the supervision of a professor. Students will learn to research, report, write, shoot, edit and/or design, using one of the campus publications as a learning laboratory. Students will meet individually with the supervising professor to go over work and improve it, to help ensure that the student leaves the course with elements of a portfolio in journalism. This course is particularly well-suited for students working at The Ram or WFUV, but students who are working or want to work at any campus media outlet are eligible. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

Prerequisites: COMM 2083 or COMM 2082 or JOUR 1701 or JOUR 1702.

JOUR 4747. Reporting the Bronx. (4 Credits)

This intermediate-advanced level journalism course will focus on the creation of content about the Bronx for the Bronx community. In this service learning course, students will be paired by the instructor with a Bronx media organization and spend most of their course time creating multimedia content about the borough, appropriate for that outlet. Weekly class meetings will focus on advanced writing and multiplatform reporting techniques that are appropriate for public service journalism. Students will also have required individual meetings with the professor to go over stories and review the student's work experience with their client organization. Pre-req: JOUR 2711 or permission of the instructor is required. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

Prerequisite: JOUR 2711.

JOUR 4750. Values in the News. (4 Credits)

Values in the News examines the ethical and moral codes and standards observed, or violated, by the news media in the United States. These standards are under scrutiny in this challenging transition from traditional or legacy media to digital journalism and the advent of various platforms including citizen journalism and social media. Students will analyze contemporary and historical examples of ethical violations and ethical questions in print, television, cable and digital news. The class will research, interpret, analyze and write about these cases and will explore the obstacles journalists face trying to adhere to a set of ethical rules. This seminar is writing intensive and requires class debate. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASAM, ASRP, CELP, EP4, JETH, VAL.

JOUR 4766. Television News Innovators. (4 Credits)

This interdisciplinary capstone course bridges the disciplines of journalism studies, media studies, and history. It surveys the most prominent figures in the history of electronic journalism—producers, executives, anchors, correspondents—and explains how their work shaped the course of American history. Innovators whose work is studied include Edward R. Murrow, Walter Cronkite, Ted Koppel, Barbara Walters, Mike Wallace, Ed Bradley, Roone Arledge, Ted Turner, and Roger Ailes. We discuss the historical episodes covered by these innovators including World War II, McCarthyism, the Civil Rights movement, the Vietnam War, the Iran Hostage Crisis, and the 1991 Gulf War. We will then investigate how the television news coverage of these events affected their outcomes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASAM, ASHS, FITV, ICC, JPLH.

JOUR 4767. History of Women's Magazines. (4 Credits)

This course will explore the history and mission of women's magazines from the 19th century to the 21st century with special emphasis on magazines such as Godey's Lady's Book, Lady's Home Journal, and Cosmopolitan. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, ASHS, FASH, ICC, JPLH, WGSS.

Prerequisites: JOUR 1701 or JOUR 1702.

JOUR 4770. Media Law and Journalism Ethics. (4 Credits)

Media Law and Journalism Ethics will introduce students to the legal and ethical issues confronting the media on a daily basis. Journalists, in particular, face complicated decisions as technology changes the way news is produced. With communication tools increasing the speed at which news is gathered and disseminated, media industries are growing more powerful. As the journalism industry shifts from traditional newspapers and broadcasting to social media, podcasts and blogs, the rules and limitations also change. This course will explore ethical principles that govern journalism, such as freedom of expression, the right to privacy and the public's right to know. Students will develop an understanding of the ethical and legal issues that are unique to journalism in a Democracy, and become more critical consumers of news media.

Attributes: CELP, JETH, JPLH.

JOUR 4773. Public Media. (4 Credits)

Public media goes well beyond Big Bird. In this course, we will delve into the history of public media, take a close look at its newsgathering efforts, analyze some of public media's best news programs, and provide you an opportunity to produce your own journalism, specifically audio, with public media's core values in mind. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CMST, COMC, JWRI.

JOUR 4784. Business Journalism. (4 Credits)

If money makes the world go round, as the famous saying goes, then following the money is a creative way to discover gripping stories that can make you stand out as a journalist. But how do you find the money angle? This course will teach you to understand business and economics, and also how to tell financial stories creatively. Over the course of the semester, students will learn ways in which they can "follow the money" in order to tell great multimedia stories about people and institutions. Students will also learn about financial concepts and markets including stocks, bonds, and balance sheets. The course assumes no background in economics or finance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWRI.

Prerequisites: JOUR 1701 or JOUR 1702 or COMM 2082 or COMM 2083.

JOUR 4789. Sports Television Production: Theory and Practice. (4 Credits)

In this course, students will learn how to report, write, edit, and produce television content by creating sports programming in cooperation with the Fordham athletics department. Fordham produces several television shows that air on BronxNet, the Bronx's community television course. Students in this course will serve in a number of behind-the-scenes production roles on the shows, including as producers, writers, camera operators, and sound engineer. Students will also study the theories that underlie the practices of broadcast journalism and sports journalism. Students should be prepared to do part of their work for the course outside of the class meeting time. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: FIPR, FITV, SJOR.

Prerequisite: JOUR 2711.

JOUR 4999. Tutorial. (4 Credits)

Independent research and readings with supervision from a faculty member.

Jurisprudence (JUGL)

JUGL 0104. Philosophical Perspective on Law. (2 Credits)

This seminar will concentrate on three broad sets of questions. The first set concerns the fundamental issue: what does the moral rightness or wrongness of a putative law have to do whether it is really the law? We will focus on the most prominent version of this debate in Anglo-American Legal Philosophy in the past several decades: the debate between H.L.A. Hart and Ronald Dworkin. The second set of questions pertains to the nature of justice: What does justice require of a legal and political system in the modern era? John Rawls' A Theory of Justice will be the primary emphasis in this part. The third and final part of the course will examine the relation among justice, mercy, and forgiveness, particularly within the criminal law: If justice requires that wrongdoers be punished, how could it be virtuous to forgive wrongdoers or show them mercy? Hampton and Murphy's book, *Forgiveness and Mercy*, will be the primary text.

Attributes: JD, LAWJ, LLM.

JUGL 0129. Electoral College. (2 to 3 Credits)

This course will explore the origins of the system; the American context in 1787; the impact on the college of political parties; the hidden defects and dangers in the system that manifested themselves; the workings of the system prior to the Civil War; the post-Civil War history and the rise of close elections and faithless presidential electors; and the engagement of lawyers in changing the system, resulting in passage of a popular vote constitutional amendment by the House of Representatives in 1969. <p> The course will analyze current proposals to reform the system, including the national popular vote plan; the impact of the media and polls in the functioning of the system; and the understanding of the Electoral College system by the American people. It will also discuss the intersection of the Electoral College with the presidential succession system. <p> The course will be taught by Professor John D. Feerick, who served as advisor to the 1966-67 American Bar Association Commission on Electing the President and provided the views of the ABA in testimony before Congress during the period 1967-79. He participated in the drafting of the 1969 proposed amendment, is the author of a major article on the subject for the *Fordham Law Review*, and has spoken widely on the subject before citizen and other groups. <p> Paper Required.

Attributes: INLJ, LLM, LWR.

JUGL 0130. Reforming Our Electoral System. (2 Credits)

JUGL 0203. Judges, Justice and the Rule of Law. (3 Credits)

This introductory jurisprudence class will address basic questions about the structure of our legal system through the writings of legal scholars, judges, justices, and philosophers. Its most basic problematic predates the founding of our nation but strikes many Americans as especially pressing today: what is the rule of law, how can we best adhere to it, and how important is adherence to the rule of law relative to other values? Is there really a tension between justice and the rule of law, and, if so, how should legal officials resolve this tension? Do judges compromise or advance the rule of law when they aim to bring our constitutional order into the present day? Answering these questions will involve exploration of classic debates regarding the nature of law, legal interpretation, and the rule of law. Classes will be a mix of lecture and discussion. There are no prerequisites. There will be a take-home final.
 (counts as equivalent to Introduction to Jurisprudence for purposes of the Concentration in Public Interest and Service: PIF)

Attributes: INLJ, LLM, PIF.

JUGL 0207. National Security and Civil Liberties. (2 Credits)

JUGL 0216. Race, Sex, and Love. (2 to 3 Credits)

The U.S. Supreme Court rendered its landmark decision in *Loving v. Virginia* invalidating prohibitions on interracial marriage more than 40 years ago. But race still plays a significant role in the intimate lives of most Americans. Decisions regarding whom we date, marry, or with whom we enter into other long-term intimate commitments are very much colored by race and prevailing racial norms. This course will consider why this is so by exploring the role that state laws and practices regarding the family and intimate associations have played in the social construction of race and racial identity. We will also consider the influence of race and racial norms on our attitudes about sexual intimacy, gender roles, and commonly-held conceptions of and approaches to issues such as marriage, reproduction, and parenting. Students will be encouraged to explore a range of issues relating to race and intimate associations, including how structural issues affect our intimate choices; the role that state laws bearing on family and intimate relations have played in policing racial identity; and the utility of analogies drawn between race and gender-based restrictions on marriage in the current debate concerning the extension of marriage rights to same-sex couples.

Attribute: INLJ.

JUGL 0227. Election Law and the Presidency. (2 Credits)

We will survey election and voting rights laws with a specific focus on how we nominate and elect the President; as well as the powers and limits of the office, and the process of impeachment and issues of succession.

Attributes: INLJ, LWR, PIE.

JUJL 0293. How Judges Decide. (2 Credits)

This class will explore fundamental questions about judging through conversations with and interviews of judges, lawyers and journalists. Whether a case is a civil or criminal matter, one which will be decided by a jury or a judge, the question of how judges decide any of the myriad of issues they confront is critical. The subject is not often explored beyond the simplistic formulation that judges research the law, apply the facts and then reach a conclusion. But this description ignores all of the essential inputs about just what guides a judge in figuring out the law, and finding the facts and applying one to the other. How does a judge's personal background influence the decision making process? What choices does a judge have when trying to decide how to interpret a statute? Does popular opinion influence how judges decide cases? Should it? Rather than try to understand these and related questions solely from what academics and critics of the system have said, this class will explore these issues and ideas by talking to judges, and lawyers who appear before them. Federal and state court Judges will participate in class and will be interviewed by us and you about cases the judges have selected. They are largely cases which could have "gone either way". You will be required to interview judges in class about the assigned readings, and each of you will have an opportunity to be the "lead" questioner during the semester. The goal is to try to get some understanding of the judge's values, his or her assessment of the equities and personalities in the case, and any other psychological or human factors that went into their decision-making. September 9 – Attorneys Steven Molo, Esq.; Gerald B. Lefcourt, Esq. September 16 – Hon. Shira A. Scheindlin (Ret.); Hon. Vaughn Walker (Ret.) September 23 – Hon. Denny Chin September 30 – class rescheduled to October 10 from 8:30 am to 10:20 am room 3-07; Hon. Richard Berman October 7 – Hon. Colleen McMahon October 21 – Hon. Doris Ling-Cohan October 28 – Hon. Rolando Acosta; Hon. David B. Saxe (ret.) November 4 – Hon. Michael Garcia; Hon. Arthur Engoron November 11 – Hon. George B. Daniels; Hon. Karen Peters (ret.) November 18 – Magistrate Judge James Orenstein; Robert Tembeckjian, Esq. November 25 – Hon. Lizbeth Gonzalez December 2 – Hon. Loretta Preska .

Attribute: LIDR.

JUJL 0302. Race and Structural Inequality. (3 Credits)**JUJL 0305. Philosophical Perspectives on Law . (2 Credits)****JUJL 0320. Law of Democracy. (3 to 4 Credits)**

This course examines the laws that govern our democratic process, including campaign finance reform, voting rights, redistricting, ballot access, election administration, campaign advertising and the role of SuperPACs. The course is a blend of constitutional law, legal history and legal theory. We will focus attention on the different legal theories and the empirical assumptions used by lawyers and judges in key Law of Democracy cases. Because of the centrality of constitutional law, we conduct a series of mock Supreme Court arguments around the key cases. There is a take home exam, but students who wish to do so may write a 30 page research paper. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INLJ, LAWJ, LLM.

JUJL 0321. Legal Issues in Gaming. (2 Credits)

This seminar will explore the legal aspects, both practical and policy-oriented, of gaming (including gambling) in the United States from the varied perspectives of game developers and operators, game players and the public interest. In some respects, a gaming business encounters the same issues facing any enterprise, but in other respects unique or at least highly specialized legal issues are confronted by this multi-billion-dollar industry. A major focus of the course will be intellectual property rights in characters and images, logos, programming and "look and feel" which present copyright, trademark and patent issues. We also will explore contract and licensing issues in some depth as they relate to distribution and monetization. Additional topics will include: data privacy, terms of use, government regulation, free speech issues, Indian gaming law and liability issues. A paper on an approved topic will be required.

Attributes: IPIE, JD, LAW, LLM.

JUJL 0347. Jewish Law: Sourc, Prin, Juris. (2 to 3 Credits)

The five legal sources of Jewish law (Halakhah), namely, interpretation, codification, custom, precedent and reason provide the framework for the course. Amongst the major topics are: the tension between the lexical meaning of a text and its legal significance; the definition and significance of the categories of Biblical Law (Deorayta) and Rabbinic Law (Derabbanan); Rabbinic legislation running counter to Biblical law; important legislative landmarks in Jewish family law; the "chained wife" (Agunah); the use of reason as a justificatory principle; questions of life and death, and the balancing of competing claims to life in tragic choice situations.

Attributes: CEED, CETH, HECH, ICE, INLJ, LLM.

JUJL 0358. Jurisprudence. (2 to 3 Credits)

Jurisprudence poses basic questions about the nature of law, legal interpretation, and justice. What is law? What, if any, is the connection between law and morality? Are there typically objectively correct answers to real-life legal questions, or do judges just decide what they feel is best? If law is supposed to aspire towards justice, why have American laws long been among the most powerful instruments for sustaining inequality along lines of race, gender, and class? What is civil disobedience, and when is it permissible? Through readings of leading thinkers from natural law, legal positivism, and legal realism to critical race and feminist theorists, students will gain an overview of key debates. The class will be a combination of lecture and discussion. There will be a take-home final.

Attributes: CEED, CETH, INLJ, PIF.

JUJL 0359. Gender, Violence, and the Law. (2 Credits)

This class will discuss the ways in which the law is used to address the intersection between gender and violence, using a broad understanding of intimate partner violence as a baseline from which we will pursue other topics. The course will open with a discussion of the current legal framework to respond to intimate partner violence and sexual assault, then move through evolving conversations on related topics such as sexual harassment, sexual assault, reproductive coercion, "men's rights" organizations and incels. This class will emphasize critical thinking, with a particular focus on analyzing whether civil and/or criminal legal systems are the most appropriate or effective tools to address what are often very intimate harms, as well as what an understanding about IPV teaches us about these other issues. When possible, some final projects will involve working with a local nonprofit organization on an issue of importance to them. The classes at the end of the semester are sometimes adjusted should there be contemporary events that fit into the course framework.

Attributes: INLJ, LLM, PIF.

JUGL 0399. Philosophical Perspectives on Law . (2 Credits)**JUGL 0523. Colloquium in Law and Philosophy. (4 Credits)**

This seminar will be a unique opportunity to engage with leading legal and philosophical theorists from around the continent. Each week, Fordham Law School will host a visiting professor who will discuss a working paper in subjects including (but not limited to) constitutional law, criminal law, private law, and moral and political philosophy. On Tuesdays in advance of each session, Professors Bagchi and Zipursky will meet with students to exchange ideas about the paper to be presented. Students will submit a short response paper prior to the Tuesday discussions (responses papers will be 1-2 pages, every other week). On Thursday, professors and students will engage the author directly about the paper in an extended session. Students will gain exposure to live philosophical questions in many areas, and develop skills to defend and critique philosophical arguments in the legal and political domain. They will practice these skills in a research paper of their own (20-25 pages) in a subject of their choice. Students who wish to utilize the seminar for the writing requirement may do so. There are no prerequisites.

JUGL 0529. Race, Gender and Crime. (2 Credits)

It is well known that racial minorities are disproportionately represented in our carceral system. The same observation, however, can also be made with respect to men. This course goes beyond these easy observations to examine the how and why of these disparities. How does the historical context of race and sex relations in this country impact this disparity? And what role has the law played in all of this? To what extent have race and gender informed criminal law and criminal procedure? And what role have criminal law and criminal procedure played in policing and maintaining racial and sexual boundaries? To answer these questions, this seminar examines various criminal law and criminal procedure issues, as well as race-based and gender-based critiques of those issues. The goal of the seminar is two-fold. The first goal is to provide students a deeper understanding of criminal law and criminal procedure issues, putting such issues in historical context. The second goal is to provide students an opportunity to challenge – critically and collegially – basic assumptions about crime, race, and gender. <p> The course is limited to 20 students. <p> There are no prerequisites, but it is recommended that students who enroll in the course have taken Criminal Procedure <p> This is a laptop free course. <p> Grading: Students will be graded on class participation, and their written work. With respect to the latter, students are required to write four reading response papers (each paper being 5-6 pages) over the course of the semester. Students can also use this seminar to satisfy the Upperclass Writing Requirement. Students seeking to fulfill the Upperclass Writing Requirement will be required to write a 25-page paper.

Attributes: LLM, LWR.

JUGL 0601. Education Law. (2 to 3 Credits)

This course surveys the law governing schools in the United States. The course will cover the following topics: basic school finance; equality and nondiscrimination with respect to race, sex, and gender identity; the regulation of student and faculty expression; the intersection of schools and religion; the education of children with disabilities; the regulation of private schools; school choice; and the regulation of the ed-tech sector. A small number of additional topics will be covered based upon student interest. The primary focus of the class is K-12 education; higher education will be treated briefly and not comprehensively. Students must write some combination of weekly response papers and a final paper. The course may be used to fulfill the JD writing requirement.

Attributes: INLJ, LLM, PIE.

JUGL 0612. The Presidency. (2 Credits)

The Presidency. Professors Andrew Kent and Jed Shugerman. 2 credits. Paper required. Supervised writing credit available. Online course. This seminar will examine contemporary legal and policy issues about the U.S. Presidency. We will cover issues such as the power to go to war; relations between the White House and the Department of Justice; control over foreign affairs; impeachment; executive privilege and control of information; the pardon power; civil liability of the president; problems with the presidency revealed by the Trump years; and potential post-Trump reforms of the presidency. Our texts will be several recent books by notable legal scholars, recent Supreme Court decisions, and other scholarship and legal materials. Some classes will be traditional seminar-style discussion among the two faculty members and students, while others will feature outside authors discussing their work with the class.

Attribute: LWR.

Prerequisite: FCGL 0102.

JUGL 0622. Islamic, Catholic and Jewish Laws of War, Economic Regulation, and the Environment. (2 Credits)

This seminar will use a conceptually based comparative law approach to explore the major legislative and juridical approaches of Islamic, Jewish and Canon (Catholic) Law toward the issues of (i) war and violence, (ii) social welfare and economic development, and (iii) the environment. The course will begin with an introductory unit examining the norms, structures and history of each legal system. Students will be introduced to legal, ethical and religious concepts that typify, unite and distinguish the three systems and will also become familiar with key historical developments of each. <p> The course will then explore the rich troves of legal rules and approaches of each system in the important areas of the law of war, social welfare and the environment. Each system has a well-developed approach and body of rules regarding these spheres. At the end of this course, students will be able to articulate and compare the approaches each legal system takes and offer examples of how those views have entered into, shaped or have been rejected by American or International Law. <p> Students will have the option to write a paper or complete a take home exam.

Attributes: INLJ, LLM.

JUJL 0691. Comparative Elect Law. (2 Credits)

The course will cover various topics in comparative election law, including voter suppression, discrimination, free speech and disinformation, social media, elections during the pandemic, money and elections, electoral disputes, election law drafting, voting by mail or via the Internet, international election standards, and observation. This is a discussion-based seminar, and active participation is encouraged. Each student will prepare a final paper (4,000–6,000 words) on a chosen topic relevant to comparative election law. Students will orally present their papers' arguments in class, and discuss their colleagues' arguments. A student may choose to write a book review as their paper. The class offers students unique opportunities to publish their papers. Students who write book reviews will be given guidance on how to publish them. Students who write papers on selected countries' election law may be invited by the professor to publish them as chapters of a book now being compiled. Students will also have an opportunity to present their research at an international online academic conference. Students are welcome to email the professor to ask for more information about these activities and opportunities. Grading: the paper is 75% and the presentation is 25%. Active class participation increases the grade by up to 15%. The course will be taught by a lawyer who has worked as a consultant to governments and international organizations, including OSCE, the European Union, Council of Europe, Greco, and UNDP in Uganda, Canada, the United States, France, Finland, Latvia, Monaco, Malta, Romania, and elsewhere. He has led successful impact litigation projects in national and international courts. He co-edited *The Routledge Handbook of Election Law* (2022, with David Schultz).

Attributes: ICE, INLJ, LWR.

JUJL 0709. Intimate Partner Violence and the Law. (2 Credits)

This seminar will provide an overview of the "special victims" offenses of domestic violence (DV) and sex crimes. In the first half of the course, students will be exposed to the evolution of domestic violence law and the many difficult issues involved in the prevention, identification, and prosecution of domestic violence crimes, such as orders of protection, successfully building cases against offenders with reluctant witnesses, and providing services to victims. In the second half of the course, we will focus on sex-based offenses, exploring legal developments and issues faced by sex crimes prosecutors and others, such as how to work with sexual assault victims, the role of forensics and DNA, evidentiary issues including rape shield laws, expert witnesses, and Title IX issues at educational institutions.

Attributes: INLJ, LLM.

JUJL 0730. Conflicts of Interest. (2 Credits)

Often we can't believe what we hear or trust what we buy. This seminar will consider an important reason for these problems, conflicts of interest. A conflict of interest is present when a person can derive personal benefit from a decision that the person is responsible for making based on other criteria. The law addresses conflicts in many areas and in several ways. Professional regulation, anti-corruption law, securities regulation, antitrust law, and evidence law all address conflicts either explicitly or implicitly. And some conflicts rules ban the relationships that create conflicts, some seek to constrain the decision-making process, and some require only disclosure of the conflict. Surprisingly, however, there is very little systematic analysis of conflicts. In this seminar we will discuss conflicts generally and seek to determine whether the relevant legal rules are appropriate in light of the nature and seriousness of various types of conflicts. We will also consider problems like fake news that are not currently regulated but to which conflicts principles might fruitfully be applied.

JUJL 0781. Gender, Sexuality, and the Law. (2 Credits)

This seminar will examine how the law has dealt with, applied to, and been enforced on issues relating to sexual orientation and gender identity, and how sexual orientation and gender identity influence the application of legal rules to individuals in our society. The seminar will address the role of the law in shaping the social meaning of sexuality and identity, and how legal rights, protections, and deprivations have evolved based on identities as heterosexual, lesbian, gay, bisexual, and transgender in a number of contexts including employment, education, marriage, sexual expression, family relationships and the military. Throughout the course, we will examine the extent to which assumptions about morality, gender, and race have shaped the law's approach, and the ways in which the movement for lesbian, gay, bisexual, and transgender rights is different from and similar to other rights movements. The course will emphasize constitutional doctrines, including equal protection, due process/privacy, and freedom of speech and association. Our primary text will be *Sexuality, Gender and the Law* by William N. Eskridge, Jr. and Nan D. Hunter.

Attributes: INLJ, PIE.

JUJL 0785. Department of Justice and National Security. (2 Credits)

This course will examine the history of the Department of Justice and its role in national security policy in the 21st century. Discussion and readings will focus on the legal and policy responses to the attacks of 9/11, the George Floyd protests, the January 6th Capitol Riot and more. We will examine, in historical perspective, the role of the Attorney General and the Solicitor General, the Department's relationship with the White House, and the available mechanisms for oversight and accountability. (This course can be used for the writing assignment)

JUGL 0807. Feminism, Race and the Law Practicum. (2 or 3 Credits)

This practicum introduces students to lawyering skills through the lens of feminist legal theory and its intersections with critical race as well as other critical perspectives. The class focuses on these perspectives to offer both a method for understanding historical and ongoing gender discrimination and tools lawyers can use to achieving gender equality and redressing gender inequality, in the present and future. By highlighting the intersection of gender, race, and other vectors of inequality in a practicum setting, the course offers opportunities for students to work on actual cases and/or other advocacy projects. On a conceptual level, the class analyses the ways feminism has traveled (or should travel further) to recognize a variety of intersections, including not only race, but also sexuality, gender identity, family and pregnancy status, class, disability, religion, ethnic identity, age, socioeconomic background, and more. <p> Thus, the practicum is intended to be a space for exploring ways gender discrimination can be compounded—based on race and other forms of discrimination—and, more broadly, intersectional dimensions of feminism. Through hands on work on litigation and/or policy work (project details of which will be determined during summer 2024), students will grapple with cutting edge concerns in an era of great flux in equality law. In the wake of Roe v. Wade’s reversal—and given emerging roll backs of other rights (beyond reproductive freedom)—the seminar will also explore the possibilities and limitations of feminism for rule of law and democracy as a whole. <p> Having been offered previously as a traditional seminar (and under the prior name, “Feminism and the Law”), this practicum is a new iteration of the class, building on a foundation that was initially developed by a student-led team of students and faculty. The seminar is intended to be about as participant-driven as our rules and norms permit. The first few weeks will cover canonical texts in the field, readings on lawyering skills, and an introduction to the particular projects students will be working on. For the remainder of the semester, students will collaborate on the projects—under the close supervision of the professor— and present their projects in a format structured to elicit input from the class to problem-solve and enhance representation for individual or organizational clients and partner. Projects may involve domestic, international, or transnational matters, given the professors background in the federal government and public interest world on both domestic and global concerns.

Attributes: PIE, PIF.

JUGL 0813. Movement Lawyering: How Lawyers Work with Social Justice Activists & Organizations. (2 Credits)

This seminar will explore how lawyers best contribute to movement for racial, economic, gender, environmental and social justice. We will consider various theoretical and strategic perspectives on law and organizing. We will play close attention to contemporary practice models and issue as well as lawyers’ historic rules, especially in the Black freedom struggle and the labor movement.

Attribute: PIE.

JUGL 0915. Gender Law and Policy. (3 Credits)

This course examines the law and public policies of gender equality. The course will begin with the historical evolution and constitutional frameworks of legal feminism, within and beyond the United States. It will then explore policy areas in which gender equality has been defined and contested, and the laws that implement or constrain these policies. Topics will include employment (e.g., discrimination, equal pay, low-wage work, and economic security), family (e.g., care giving and social welfare), reproductive rights and justice (including pregnancy, abortion, surrogacy, and childcare policy), gender violence (including sexual harassment, and rape, domestic violence), regulation of free expression and markets (e.g. pornography and sex work), measures to overcome women’s under representation in positions of economic and political power, and the intersections of legal feminism with anti-racist and LGBTQ agendas in law and public policy for equality. Course requirements: One short paper (1500-2500 words) commenting on a recent case, and a final exam.

Attribute: LLM.

JUGL 0929. Market Structure and Democracy. (2 or 3 Credits)

This course will explore the connections between the laws that govern market structure and democratic theory. It begins in American history, where we read a sampling of writers from the founding era and the late 19th and early 20th century. We then move to the modern day, where we apply the market structure framework to contemporary issues of labor, communications infrastructure, race, politics, and big data. Paper required.

Attributes: LLM, PIF.

JUGL 0939. Market Structure and the Pandemic. (1 Credit)

Juilliard Exchange (JUIL)

JUIL 050. Sightreading and Musicianship 1. (0 Credits)**JUIL 052. Sightreading and Musicianship 2. (0 Credits)****JUIL 121. Ear Training Ia. (0 to 4 Credits)**

Ear Training Ia.

JUIL 122. Ear Training Ib. (0 to 4 Credits)

Ear Training Ib.

JUIL 131. Orchestration IA. (2 Credits)

This course is the fall-semester component of Orchestration. It is offered through the Juilliard Evening Division exchange program.

JUIL 132. Orchestration IB. (0 to 2 Credits)

This course is the spring-semester component of Orchestration. It is offered through the Juilliard Evening Division exchange program.

JUIL 221. Ear Training IIa. (2 to 4 Credits)**JUIL 222. Ear Training IIb. (0 to 4 Credits)**

Ear Training IIb.

JUIL 231. Orchestration IIA. (2 Credits)

This course is the fall-semester component of Advanced Orchestration. It is offered through the Juilliard Evening Division exchange program.

JUIL 232. Orchestration IIB. (0 to 2 Credits)

This class is the spring-semester continuation of Orchestration IA. Advanced Orchestration topics are covered, including scoring for full orchestra.

Prerequisite: JUIL 231.

Labor (LBGL)

LBGL 0131. Workplace Discrimination Law. (2 Credits)

This course will examine the law governing workplace discrimination, with a primary focus on discrimination and harassment on the basis of race and sex, as prohibited by Title VII of the Civil Rights Act of 1964 (and amendments), and the New York State and City Human Rights Laws. In addition to examining the nature and meaning of race and sex discrimination, the different theories of workplace discrimination, and the legal frameworks used to analyze the merits of employment discrimination claims, this course will emphasize the practical aspects of bringing and defending race and sex discrimination claims in litigation, arbitration, and before administrative agencies. Topics will include disparate treatment, disparate impact, harassment, retaliation, the intersections between race/sex and other protected classes, and procedures for enforcing anti-discrimination laws. Grades will be based on a windowed take-home final exam. Class participation may also be considered.

LBGL 0204. Wage Theft, Employee Rights, and Employer Responsibilities. (2 Credits)

Lawsuits under the Fair Labor Standards Act (FLSA) now comprise almost 15% of the federal court docket in New York and this trend is expected to continue. This course will cover issues relevant to the current employment law practitioner in New York. We will start with the history of the FLSA and New York Labor Law. We will discuss how to compute the applicable minimum wage and overtime, recordkeeping and burden of proof issues, and the definition of a covered employee, including independent contractor issues and exemptions from the FLSA. We will also cover United States Department of Labor and New York State Department of Labor procedures and special rules, issues pertaining to certain industries, such as the restaurant industry and domestic worker industry (nannies, home health aides, etc.), collective and class actions, special litigation issues, settlement of FLSA cases, and retaliation.

Attributes: CORC, LLM.

LBGL 0325. Law of the Platform Economy. (1 Credit)

This seminar engages the law of the so-called platform economy, with a particular focus on both antitrust and labor regulation. The central question we address—across legal issues, economic sectors, and types of business models—is the legal regulation of economic coordination in the platform economy. We may cover topics such as: antitrust regulation of vertical and horizontal coordination; the role of employment status; antitrust exemptions; business models such as Uber and Amazon; and/or case-law concerning “two-sided markets.” We will read current and historical cases while also examining changing business models and organizing strategies. We will try to tease apart technological change, business structure evolution, and legal development, and seek to identify the connections between them. The goal of this short seminar, at the broadest level, is to think critically about market regulation in a way that will carry over to subject matter areas beyond the ones we directly cover.

LBGL 0329. Compar Employ Discrim. (2 Credits)

LBGL 0334. Employment Discrimination. (2 or 3 Credits)

This course will examine the law governing employment discrimination, with a focus on the major federal statutes prohibiting discrimination in employment: Title VII of the Civil Rights Act of 1964 (and amendments); the Age Discrimination in Employment Act (and amendments); and the Americans with Disabilities Act (and amendments). We will also cover certain subjects addressed by state laws, including discrimination on the basis of sexual orientation. Topics will include: the nature and meaning of discrimination; disparate treatment vs. disparate impact; burdens and methods of proof; affirmative action; the relationship between antidiscrimination and accommodation; retaliation; procedures for enforcement of antidiscrimination laws; and remedies. Grade based on take-home final exam. Class participation will also be considered.

Attributes: CORC, INLJ, LAWB, PIE.

LBGL 0343. Anti-Discrimination Law. (3 Credits)

Attribute: INLJ.

LBGL 0359. Labor Law. (3 to 4 Credits)

Federal regulation of labor-management relations in the private sector, primarily through the National Labor Relations Act as amended. The course focuses on employee organizational and representational rights; the selection of a collective bargaining representative; the collective bargaining process; contract administration and enforcement; and the union’s duty of fair representation. The course also addresses related issues of US labor law: judicial review of arbitration decisions and promises to arbitrate; successorship and the obligations of a successor employer; and federalism and the preemption of state workplace statutes.

Attributes: INLJ, JD, LAWB, LLM, PIE.

LBGL 0361. Employment Law. (2 or 3 Credits)

This course addresses federal and state law approaches to the relationship between individuals and their employers, including constitutional, statutory, and common-law regulation of the employment relationship. We will discuss the appropriate classification of individuals who perform services in exchange for compensation and engage in a high-level discussion about Title VII, the ADEA, and ADA, which will inform discussions about the hiring process, including recruiting, interviews and background checks. Compensation under the Fair Labor Standards Act, and the balance between an employer’s right to manage its employees and an employee’s right to be left alone will also be covered. Finally, we will consider issues typically associated with termination of employment, including employment at-will and common law exceptions thereto, whistleblower protections, and separation agreements.

Attributes: CORC, INLJ, LAWB, PIE.

LBGL 0375. Labor and Employment Arbitration. (2 Credits)

This course will provide a comprehensive look at the world of labor and employment arbitration – its history, procedures, laws, ethics and practice, with a specific focus toward labor arbitration. This course will address arbitration topics such as discipline and discharge, contract interpretation and due process issues through a wide diversity of materials including judicial decisions and arbitration awards.

Attributes: INLJ, LDE, LIDR, LLM.

LBGL 0521. Workers, Law & Changing Econ. (2 Credits)

The economy of the United States has undergone massive changes over the past five decades. The law of the workplace, however, has remained largely static. Changes in the structure of work, and the misfit between that structure and current law, have created barriers for workers who seek to organize for collective representation or to enforce basic workplace rights. The result has been deteriorating wages and working conditions for many workers, in particular at the low-wage end of the spectrum. This disproportionately impacts African Americans and other workers of color, immigrants, and women. Through this class, students will develop a comprehensive understanding of the obstacles that workers and advocates face as they attempt to enforce baseline laws and improve wages and working conditions in low-wage sectors, and explore ways that reconfigured laws, new government policies, alternative organizing strategies, and creative lawyering approaches might support efforts to achieve higher standards. Students write three short papers over the course of the semester. There is no final exam.

Attributes: CORC, INLJ, PIE.

LBGL 0807. Fashion and Employment Law. (2 Credits)

No matter how fabulous any fashion business might be, it requires a network of support, in the form of employees and/or contingent workers, to help deliver its particular brand of magic. It's important that any such business engage in these relationships lawfully for the good of its employees and/or contingent workers, its reputation, and avoid legal liability. Thus, understanding employment law and how it operates in the fashion space is critical to the success of any business. This course will provide a general introduction to U.S. employment law and highlight particular aspects of the law impacting the fashion industry.

Attributes: FASL, LAWF.

LBGL 0906. ERISA, Employee Benefits and Executive Compensation. (2 Credits)

The legal practice that focuses on employee benefits has steadily increased in importance and profile. Virtually all major firms have partner-level support in the area. Specialists enjoy among the highest level of security and mobility in law. The benefits lawyer often also handles executive compensation and, indeed, exec. comp. has for many become its own discrete practice area. Many different legal regimes play a part, including the Employee Retirement Income Security Act (ERISA), the Internal Revenue Code, the securities law and the Affordable Care Act. In-house counsel and other outside business advisers should have a good working understanding of these issues in order to advise their clients properly, and business entrepreneurs as well should understand these rules in order to run a successful company. Students in this class will achieve a high-level understanding of ERISA and executive compensation, the market forces driving compensation practices and the laws and regulations governing them. Students will also be exposed to many elements of employment law and other quasi-ERISA areas affecting employees. The course will be practical in its bent, taught from the practitioner's perspective.

Latin (LATN)

LATN 1001. Introduction to Latin I. (3 Credits)

An introduction to Latin grammar with selected readings.

Attributes: MVLA, MVST.

LATN 1002. Introduction to Latin II. (3 Credits)

This course will enhance the skills acquired by students in Introduction to Latin I or from prior study. It will further promote a deeper understanding of Latin and its literary and cultural traditions.

Attributes: MVLA, MVST.

Prerequisite: LATN 1001.

LATN 1004. Intensive Latin. (4 Credits)

An accelerated introduction to the Latin language covering a full year of grammar in one semester. From here students are able to enter LATN 1501.

Attributes: MVLA, MVST.

LATN 1501. Intermediate Latin I. (3 Credits)

A continuation of LATN 1002 with an introduction to the reading of texts.

Attributes: MVLA, MVST.

LATN 1999. Tutorial. (1 Credit)

Independent Study.

LATN 2001. Latin Language and Literature. (3 Credits)

An appreciation of the language, literature, and culture of antiquity through original readings in classical Latin authors.

Attributes: MVLA, MVST.

Prerequisite: LATN 1501.

LATN 2999. Tutorial. (2 Credits)

Independent Study.

LATN 3000. Latin Poetry. (4 Credits)

To introduce advanced students of Latin to the lyric poetry of Catullus and Horace through translation, stylistic and metrical analysis and discussion of the poets' literary tradition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

LATN 3009. Horace: Odes. (4 Credits)

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

Attributes: ALC, COLI.

LATN 3015. Caesar's Commentaries. (4 Credits)

This course offers a survey of Julius Caesar's Gallic Wars. It attempts to situate Caesar's Commentaries in their historical context and in relation to the larger literary tradition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, MVST.

Prerequisite: LATN 2001.

LATN 3021. Roman Love Poetry. (4 Credits)

Readings from the works of Catullus, Ovid, Propertius and Tibullus. Study of Metrics and Poetic Forms. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVLA, MVST.

LATN 3039. Suetonius. (4 Credits)

Select readings in Latin of Suetonius' "Lives of the Caesars," with consideration of historical and literary settings.

Attribute: ALC.

LATN 3041. Ovid. (4 Credits)

This course offers a survey of the works of Rome's most versatile poet, Publius Ovidius Naso, in Latin. We will read and discuss Ovid's poetry in light of the immediate historical context in which he wrote and of the broader Greco-Roman literary tradition to which he belonged. Students with equivalent preparation to LATN 2001 should contact the department to register. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, MVLA, MVLI, MVST.

Prerequisite: LATN 2001.

LATN 3043. Drama in Ancient Rome. (4 Credits)

Close reading of selections from Plautus, Terence and Seneca. The cultural history of Roman drama. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LATN 3045. Livy. (4 Credits)

Readings in Livy's History of Rome (*Ab urbe condita*) in Latin. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, ALC, HIST, MVST, OCST.

Prerequisite: LATN 2001.

LATN 3050. Cicero's Orations. (4 Credits)

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

LATN 3051. Cicero's "De Oratore". (4 Credits)

This course will focus on Cicero's "De Oratore" (read partly in Latin and partly in English), closely examining its impact on rhetorical and educational theory while considering its place in the history of rhetorical theory since Aristotle.

Attributes: ALC, COLI, MVST.

Prerequisite: LATN 2001.

LATN 3052. Cicero: A Survey. (4 Credits)

This course offers a selective survey of Cicero's works in Latin. We shall start with the rhetorical treatises and orations before sampling a selection of letters and ending with his philosophical works. If time permits, we may also read some Ciceronian verse. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, HIST, MVST.

LATN 3055. The Roman Novel. (4 Credits)

Readings from Petronius and Apuleius. Examination of the ancient tradition of prose, narrative, and romance, and of the appearance in antiquity of early forms of the novel.

LATN 3060. Readings in Vergil. (4 Credits)

Readings from Eclogues, Georgics, and Aeneid. Taught in Latin. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, MVLA, MVLI, MVST.

Prerequisite: LATN 2001.

LATN 3061. Christian Latin. (4 Credits)

A study of the language and literature of the late classical and early Christian eras. Taught in Latin. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, AMCS, COLI, MVLA, MVST, REST.

LATN 3142. Readings in Tacitus. (4 Credits)

A careful reading of one book of Tacitus' "Annales". Discussion of historical background, textual questions, diction and stylistics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

LATN 3300. Advanced Latin. (4 Credits)

A reading of selections from Ovid's Amores and his Ars Amatoria, with cultural and literary analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, MVLA, MVST.

LATN 3332. Seneca's Letters. (4 Credits)

A select survey of Seneca's Moral Epistles in Latin. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

Prerequisite: LATN 2001.

LATN 3334. The Letters of Pliny. (4 Credits)

A reading of select letters of Pliny the younger. Discussion of textual and stylistic questions and of the place of the letters in the Roman tradition of epistolography. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

LATN 3456. Imperial Latin Biography. (4 Credits)

A reading of selections from the imperial lives of the "Historia Augusta," with literary and historical analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

LATN 3466. Late Latin Poetry. (4 Credits)

A survey of late-antique Latin poetry, in particular Claudian, Ausonius, Rutilius, and the Centones. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: LATN 2001.

LATN 3542. Medieval Latin Literature. (4 Credits)

This course offers a survey of medieval Latin literature from the Latin Vulgate and St. Augustine to the Carmina Burana and Petrarch. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, MVST.

LATN 3545. Lucretius. (4 Credits)

This course offers a survey of Lucretius' "De Rerum Natura" ("On the Nature of Things") in Latin. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

Prerequisite: LATN 2001.

LATN 3999. Tutorial. (3 Credits)

Independent Study.

LATN 4999. Tutorial. (4 Credits)

Independent Study.

LATN 5001. Introduction to Latin I. (3 Credits)

An introduction to Latin grammar with selected readings.

Attribute: MTAM.

LATN 5002. Introduction to Latin II. (3 Credits)

This course will enhance the skills acquired by students in Introduction to Latin I or from prior study. It will further promote a deeper understanding of Latin and its literature and cultural traditions.

Attribute: MTAM.

LATN 5003. Intermediate Latin. (3 Credits)

A continuation of LATN 5002 with an introduction to the reading of texts.

Attribute: MTAM.

LATN 5004. Latin Languages and Literature. (3 Credits)

An appreciation of the language, literature and culture of antiquity through original readings in classical Latin authors.

Attribute: MTAM.

LATN 5006. Intensive Latin. (4 Credits)

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

Attribute: MTAM.

LATN 5043. Drama in Ancient Rome. (3 Credits)

This course offers a survey of drama in ancient Rome via select texts from Plautus, Terence, and Seneca the Younger.

LATN 5045. Livy. (3 Credits)

Readings in Livy's *Ab urbe condita*.

LATN 5052. Cicero: A Survey. (3 Credits)

This course offers a selective survey of Cicero's works in Latin. We shall start with the rhetorical treatises and orations before sampling a selection of letters and ending with his philosophical works. If time permits, we may also read some Ciceronian verse. Students will be encouraged to develop a research project over the course's term.

LATN 5055. Roman Novel. (3 Credits)

Readings from Petronius and Apuleius. Examination of the ancient tradition of prose narrative and romance and of the appearance in antiquity of early forms of the novel.

LATN 5061. Christian Latin. (3 or 4 Credits)**LATN 5090. Latin for Reading. (0 Credits)**

A course designed for graduate students seeking a reading knowledge of Latin in their discipline. Some prior study of Latin is desirable but not necessary.

LATN 5093. Ecclesiastical Latin. (3 Credits)

This course is a study of the grammatical structure, form, and vocabulary of Church Latin, focusing on the Bible, the Church fathers, and medieval thinkers.

Attributes: MTAM, MVSG.

LATN 5211. Latin Prose Composition. (3 to 4 Credits)**LATN 5300. Advanced Latin. (3 Credits)**

A reading of selections from Ovid's *Amores* and his *Ars Amatorie*, with cultural and literary analysis.

LATN 5334. The Letters of Pliny. (3 Credits)

A reading of select letters of Pliny the Younger. Discussion of textual and stylistic questions and of the place of the letters in the Roman tradition of epistolography.

LATN 5456. Imperial Latin Biography. (4 Credits)

A reading of selections from the imperial lives of the "Historia Augusta," with literary and historical analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LATN 5542. Medieval Latin Literature. (4 Credits)

A reading knowledge of Latin is, of course, essential, but it is assumed that the facility with the language will vary widely from student to student. Antiquity serves as the starting point for an examination of the history and development of the Latin language from Biblical, Christian and Patristic, through Late, to Medieval Latin in its various guises. Readings are based on representative selections taken from the broad and varied corpus of the religious and secular literature of the Latin Middle Ages. A reading knowledge of Latin is required, but it is assumed that facility with the language will vary widely from student to student. Antiquity serves as a starting point for an examination of the history and development of the Latin language from Biblical, Christian, and Patristic through Late Medieval Latin in its various guises. Readings are based on representative selections taken from the broad and varied corpus of the religious and secular literature of the Latin Middle Ages, for example, The Bible, Prudentius, St Augustine, Einhard, Hrothsvitha, *Carmina Burana*, Peter the Venerable, and Petrarch.

Attributes: MTAM, MVLA, MVSG.

LATN 5545. Lucretius. (3 Credits)

This course offers a survey of Lucretius' "De Rerum Natura" ("On the Nature of Things") in Latin.

LATN 6247. Terence and the Tradition of Roman Comedy. (3 Credits)

This course offers a survey of Terence's works in Latin and studies the reception of Terentian comedy in the later literary tradition.

LATN 6321. Roman Elegy. (3 Credits)

A survey of Roman Elegy from Gallus to Ovid. A survey of Roman elegy from Gallus to Ovid.

LATN 6332. Lucretius. (3 Credits)

Literary, philosophical, and philological analysis.

LATN 6361. Horace and the Tradition of Latin Poetry. (3 Credits)

This course offers a survey of Latin lyric poetry from Horace to the medieval period and into the Renaissance.

LATN 6393. Lucan. (3 Credits)

This course offers a close study of Lucan's "Pharsalia" ("Bellum Civile"). Special emphasis on the poem's historical content, context, literary style, and subsequent reception. Student presentations, midterm exam, and final paper.

LATN 6423. Cicero's Speeches. (3 Credits)**LATN 6450. Augustine's Confessions. (3 Credits)**

This course will offer an in-depth analysis of Augustine's "Confessions" in Latin.

Attribute: MTAM.

LATN 6452. Tacitus. (3 Credits)

A close reading of Tacitus' *Agricola*, *Germania*, and substantial portions of the *Annals*. The emphasis will be on Tacitus' preoccupations and his artful constructions of the narrative.

LATN 6453. Caesar's Commentaries. (3 Credits)

Readings in the "Commentaries," with a focus on the literary genre and Caesar's purposes in writing.

LATN 6454. Livy's First Pentad. (3 Credits)

Select Latin readings from Livy 1-5 with thematic, historiographical, and literary analysis.

LATN 6455. Sallust. (3 Credits)

This course offers a close reading and in-depth analysis of the works of Sallust, "the most brilliant author of Roman history" in Tacitus's opinion (Ann. 3.30.2). Most of the course will be devoted to the study of Sallust's two fundamental monographs (*Bellum Catilinae* and *Bellum Jugurthinum*), but we shall read also selected passages from Sallust's most ambitious but fragmentary *Historiae* and from works that were not written by Sallust, but attributed to him. Close attention will be devoted also to Sallust's language and style, the transmission of his texts, and the fortuna of his work. In addition to the textual work and discussion of issues of translation, we shall focus on the following broader topics: Sallust's place within the tradition of ancient historiography, the historical context of his works, and the complex relationship between ancient rhetoric and historiography. Additional readings of ancient sources (e.g., Cicero's *Catilinarian Orations*, excerpts from Plutarch's *Life of Marius* etc.) will be assigned in translation.

LATN 6464. Seneca's Tragedies. (3 Credits)

We will read five of Seneca's tragedies; discussing questions of performance, poetics, politics, historical content, and reception.

LATN 6465. Gellius and the Tradition of Roman Antiquarianism. (3 Credits)

This course surveys the Roman tradition of antiquarianism from the second century BCE to the sixth century CE. We will focus in particular on the *Attic Nights* of Aulus Gellius and read selection from Varro, Verrius Flaccus, Festus, and Isidore.

LATN 6466. Late Latin Poetry. (3 Credits)

A survey of late-antique poetry, in particular Claudian, Ausonius, Rutilius, and the *Centones*.

LATN 6471. Suetonius. (3 Credits)**LATN 6521. Latin Palaeography. (3 Credits)**

"From Script to Print": In this course, students will explore the history and development of Latin handwriting from antiquity to the Renaissance, and study manuscripts as books (codicology) and cultural artifacts, while giving some consideration to textual transmission and critical editing. There will be hands-on practice in reading the various scripts. Primary emphasis will fall on the reading and recognition of the various scripts, with a final project of transcribing and identifying an original manuscript leaf from the Fordham collection. Advanced students in other fields, with specific research needs, may, with permission, develop their own final palaeographical projects.

Attributes: HGOH, HGVH, MVSG.

LATN 6542. Ovid's Fasti and the Roman Calendar. (3 Credits)

This course offers a close reading of Ovid's *Fasti* in Latin and explores the reception of Ovid's poem and the Roman calendar in the medieval and renaissance periods.

LATN 6543. Statius, Achilleis. (3 Credits)

A seminar on the unfinished epic by Statius, the *Achilleid*: reading and discussion of the Latin text, accompanied by research papers presented by the participants. The text is of interest for its later influence, especially in the medieval period in Western Europe, and for its historical positioning: composed in Imperial Rome at the end of the Domitian's reign, around 93 to 95 CE, *Achilleid* is a summa of the entire Greek and Roman tradition of the poetry, mythology, archaic, Classical, and Hellenistic and a very innovative text, rich in experiments and subversive allusions. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LATN 7001. Latin Survey I. (3 Credits)

The first part of a two-semester survey of Latin literature.

LATN 7002. Latin Survey 2. (3 Credits)

The second part of a two-semester survey of Latin literature.

LATN 8999. Independent Study. (1 to 3 Credits)

LATN 9000. GSAS Language Audit. (0 Credits)
GSAS Language Audit.

LATN 9101. Introduction to Latin I. (0 Credits)

LATN 9102. Introduction to Latin II. (0 Credits)
Introduction to Latin II.

LATN 9306. Readings in Vergil. (0 Credits)

Latin American and Latino Studies (LALS)

LALS 0914. Requirement Preparation in Summer. (0 Credits)

For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

LALS 1400. Understanding Historical Change: Latin America. (3 Credits)

This course provides an introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the history of Latin America from the independence movement to the present.

Attributes: AMCS, AMST, ASHS, GLBL, HC, HIST, INST, IPE, ISLA, LAIN, PJRC, PJST.

LALS 1999. Tutorial. (1 Credit)

Independent Study.

LALS 2005. American Pluralism. (4 Credits)

Contemporary and historical studies in the racial and ethnic diversity of American (U.S.) society with a special emphasis on the issues of race relations, migration and immigration and their relation to either (1) the distribution of economic or political power or (2) their cultural manifestations in literature, the arts and/or religion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS, HIAH, HIST, HIUL, LAHA, LASS, PLUR.

LALS 2999. Tutorial. (2 Credits)

Independent Study.

LALS 3000. Latinx Images in Media. (4 Credits)

This class will analyze changing Latinx images in U.S. media. The emphasis will be on English-language film and television productions. Gender, color, and class issues will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, ASHS, CCUS, COMC, COMM, LASS, PLUR, SOCI, URST, WGSS.

LALS 3005. Latin American Themes. (4 Credits)

This course allows students to explore ways to synthesize key topics in Latin American and Latina/o Studies (LALS) as an interdisciplinary field of study. It will compare the distinct approaches to these topics of the different disciplines represented by the LALS faculty (including History, Literature, Film Studies, Theology, Art History, Sociology, and Anthropology). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, ALC, AMST, CCUS, COLI, COMC, COMM, LAHA, LAIN.

LALS 3007. Spanish Linguistics. (4 Credits)

This course focuses on the linguistic study of the Spanish language. The course discusses the formal domains of language structure - including speech sounds and their mental representations, sentence structure and semantic meaning, as well as social realities of language use and language change across different varieties of Spanish in the world. The course is taught in Spanish.

Attribute: ASSC.

LALS 3130. Race and Gender in Latin American Popular Music. (4 Credits)

More than just entertainment for the young, popular music is an important cultural force, especially its role in the creation, negotiation, and articulation of identities. In this course, we will analyze the various effects popular music can have on identity, especially race and gender, as well as how it serves as a link to the past, as part of creating an imagined community, and as a form of resistance to dominant ideologies. Examples of music genres will include bachata, dembow, soca, samba, zouk, tango, and trap. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LAHA, PJRC, PJST.

LALS 3275. Hybrid Futures: A Panorama of Mexican Short Fiction. (4 Credits)

This course will explore the main themes of Mexican science fiction, from the late nineteenth century to today, using a panoramic approach that encompasses different forms of cultural production and media (literature, film, comics, street art, etc.). Through the science fiction lenses we will examine Mexico's relation to technology and the processes of modernization, as well as the imagined future of labor, gender, and immigration, among other issues. We will frame Mexican science fiction as part of a larger Latin American tradition, while also discussing the connections to more mainstream (i.e. American and English) visions of the genre. All materials will be available online.

Attributes: ACUP, ADVD, ALC, AMST.

Prerequisite: SPAN 2500.

LALS 3343. Crime and Minority Rights. (4 Credits)

This course is designed to present an overview of criminal law. Topics will include theories of crime; the purpose of punishment; specific types of crimes, such as homicide, rape, robbery, and burglary; and the reasons why people commit crimes. In addition, the role of race will be discussed within the context of the administration of the criminal justice system. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, LAHA, LASS, PJJC, PJST, URST.

LALS 3344. Crime, Literature, and Latinos. (4 Credits)

This course examines the relationship between criminal law and literature. We will study how writers use stories about the law to express ideas of humanity. We will also examine the interplay between law and morality and discuss how authors have viewed the criminal justice system, with particular emphasis on the experience of Latinos. The reading list will include criminal law and criminal procedure law, as well as works by Latino fiction writers such as *Bodega Dreams*, *Carlito's Way*, and *House of the Spirits*, and by non-Latino writers such as Billy Budd and *The Trial*. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, APPI, ASHS, ASLT, COLI, ENGL, INST, ISLA, LASS.

LALS 3346. Latinos and the Media. (4 Credits)

A seminar and workshop on the impact and influence of the news media on Latin Americans and U.S. Latinos and their image by acclaimed journalist and memoirist, Luisita Lopez Torregrosa, former national editor at *The New York Times* and author of the critically acclaimed memoirs, *Before the Rain: A Memoir of Love and Revolution* and *The Noise of Infinite Longing*. This course will discuss and analyze the impact of negative labels and cultural and social typecasting on news written about Latin Americans and U.S. Latinos. It will also examine sources, such as films, memoirs, and scholarly books, as alternative ways to transform and reinvent these images of Latin Americans and Latinos in the news. Students will learn to analyze the presentation of Latin American and Latino subjects in the news and compose news reports and essays that present more expansive and knowledgeable views of the lives and cultures of Latin Americans and U.S. Latinos. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, LAHA.

LALS 3352. Policy Issues and Procedures in Criminal Law. (4 Credits)

Through a casebook and problem solving approach, this course will explore criminal procedure laws—including the Fourth, Fifth, and Sixth Amendments of the Constitution—and how the police implement these laws. Particular emphasis will be placed on the manner in which police practices affect minority communities. The course will also examine and critique the criminal justice system. Please note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: LASS.

LALS 3407. Foreignness & Translation: Multilingual Autobiography Writing in Contemporary Latin-American & Latino Literature. (4 Credits)

This course studies manifestations of multilingualism in contemporary Latin-American and Latino literature, more particularly multilingualism that creates a tension between mother tongue and adoptive language when one of the languages is Spanish. It focuses on narratives and memoirs written by authors whose roots are in the Southern Cone (Argentina and Chile: Manuel Puig, Sylvia Molloy, Paloma Vidal, Ariel Dorfman...), the Caribbean (Pérez Firmat, Judith Ortiz Cofer...) and México (Richard Rodríguez, Gloria Anzaldúa, Ilan Stavans...). The paradoxes of multilingualism will be approached formally (categories of multilingualism: alternating between languages, self-translation, code switching...; rhetorical patterns, central tropes), thematically (identity construction and the perception of the self, the affective function of language) and sociologically (the difficulties to publish real bilingual texts as a consequence of unequal relationships of power between North and South). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, INST, ISLA, SPAN.

Prerequisite: SPAN 2500.

LALS 3421. Latin American Fiction. (4 Credits)

A study of Latin American narrative forms. Selected readings from major Latin American writers. Topics such as unity, diversity, magic realism, the search for a national identity, literature and underdevelopment, etc. will be examined in their social and literary context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, GLBL, LAHA.

LALS 3427. Hispanics/Latinos in the USA. (4 Credits)

Explores the Hispanic mosaic in the U.S. Special emphasis is given to Hispanic education, culture, and assimilation; the political significance of Hispanics; issues of gender, color, and race; and work and the changing economy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMCS, AMST, ASHS, INST, ISLA, LASS, PLUR, URST.

LALS 3575. Painting the Empire: Understanding the Spanish Empire Through Art and Literature. (4 Credits)

The Golden Age of Spanish art and literature (known as "el Siglo de Oro") coincided with the configuration of Spain as a global empire after the rise of the Habsburg dynasty to the Spanish throne (from around 1550 to around 1650). This course proposes a study of the main social, political and cultural conflicts that conformed that empire from a multidisciplinary perspective that combines the works of the empire's most famous painters (El Greco, Diego Velázquez, José de Ribera, among others) with the works of its most representative writers (Lope de Vega, Miguel de Cervantes, María de Zayas, among others); topics such as the symbolic construction and shaping of space, gender, national identity or social and religious relationships will be approached through a combination of visual and textual representations. The course will also take great advantage of the important collections of Spanish Renaissance and Baroque painting held at several New York institutions such as the Metropolitan Museum of Art of the Hispanic Society of America, including visits to those institutions and field work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI.

Prerequisite: SPAN 2500.

LALS 3600. Latin America: Current Trends. (4 Credits)

The objective of this course is to help students develop the basic tools for political analysis in the context of an overview of the current political environment and economic circumstances of Latin America's main players. The course will provide information and guidelines for understanding the present situation within each of the main influential countries in the region and the interrelationship among these countries. The relationship with the United States and other extraregional players with increasingly important roles in the region, as well as the influence of the Organization of American States will also be explored. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, INST, ISLA, LASS, PJRC, PJST.

LALS 3601. Latin American Archeology. (4 Credits)

Latin America is one of the great culture areas of the ancient and modern worlds. The peoples of the region developed unique civilizations long before the arrival of Europeans. This course considers the religion, hieroglyphic writing systems, architecture, political economy, myth, and history of Pre-columbian cultures of Mesoamerica, South America and the Caribbean. We examine the latest archaeological research and primary ethnohistoric documents to study the Maya, Zapotec, Aztec, Moche, Inca, and Taino culture. A broad historical and geographical sweep allows us a deeper understanding of how the Latin American past continues to shape the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, GLBL, LASS.

LALS 3602. Crossing Borders: Migrations, Gender, Sexuality. (4 Credits)

How does migration impact gender and sexuality? How do ideas about the 'border' affect concepts of gender and sexuality? This course uses anthropological work on the border as an analytical frame to address the construction of the meanings of home, identity, belonging, citizenship, the body and space in transnational contexts. Through engagement with migrant communities in the city it will examine how the changing concepts 'female,' 'male,' and transgender as well as sexual identities are redefined and practiced cross-culturally in the transnational Latino migrant experience. A review of contemporary theories about gender and sexuality and visits to Latino migrant communities and organizations in the city. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LALS 3670. Hispanic Women. (4 Credits)

In this course, students will examine the changing roles of Hispanic women with regard to Hispanic men, motherhood, the labor force experience, sexual awareness, media myths, political and economic power, and women's liberation. Through the lenses of analytical work and literature, students will also examine the structural position and changing concepts of Hispanic women in the Americas. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS, LAHA, LASS, PLUR, SOCI, URST, WGSS.

LALS 3840. Latin America Through Film. (4 Credits)

Major topics of Latin American cultural criticism through an examination of Latin American and Latino film production, with a special emphasis on the documentary as an alternative to mainstream cinema and television. Latin American media theories and cultural criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, COLI, FITV, INST, ISLA, LAHA, SPAN.

LALS 3930. Contemporary Cuban Culture Study Tour. (1 Credit)

This one-week, one-credit, spring study-tour course will explore renewed importance of Havana as both a local and global purveyor of culture since the fall of Soviet-style socialism in the 1990's. It will focus on the city's vibrant contemporary cultural scene in music, art, dance, literature and film as exhibited in museums, galleries, workshops, concert halls, and community centers and will give students a lived sense of the issues, topics and concerns addressed by contemporary Cuban artists in new innovate forms that respond to local conditions of economic transitions and to a globalized world market.

Prerequisite: SPAN 2001.

LALS 3950. Latino History. (4 Credits)

This course explores the development of the Latina/o population in the U.S. by focusing on the questions of migration, race, ethnicity, labor, family, sexuality, and citizenship. Specific topics include: United States colonial expansion and its effects on the population of Latin America; Mexican-Americans, and the making of the West; colonialism and the Puerto Rican Diaspora; Caribbean revolutions and the Cuban-American community; and globalization and recent Latina/o migrations (Dominicans, Colombians). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AHC, AMST, APPI, ASHS, COLI, HIAH, HIST, INST, ISIN, ISLA, LAUH, PLUR, URST.

LALS 3951. Popular Education and Social Change in the Americas. (4 Credits)

Popular education emerged in the Americas as a liberation project nourished by revolutionary aspirations. The Brazilian educator Paulo Freire and others envisioned liberatory education by and for the people. This course will examine the historical moments and movements where popular education emerged. Taking up a range of voices and sources, we will consider the principles and practices that animated revolutionary projects and social movements in Cuba, Nicaragua, and El Salvador, among other Latin American and Latinx communities in the U.S. Together, we will learn from these experiences and enrich our own liberatory practices in and outside the classroom. This course is designed for students who have previous knowledge of Latin American or Latinx history. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, HIGH, HIST, LAUH.

LALS 3955. Slavery Freedom/Atlantic World. (4 Credits)

The course will cover multiple regions of the Atlantic World – Latin America and the Caribbean, the U.S., Africa, and Europe – to understand slavery and freedom as intersecting global themes across space and time. Starting with indigenous and African slavery in the Spanish and Portuguese empires, we will understand how political and economic institutions, racial ideas, and even Enlightenment concepts about liberty informed a global history of human bondage. The course will look at a variety of materials, from slave narratives to court cases, databases, film, and literature to understand the experience of slavery and the fight for freedom through the perspectives of slaves as well as slave owners, slave traders, and abolitionists. We will also consider the development of African diasporic cultures in the Americas and the legacy of slavery in current debates about memory, reparations, and human trafficking. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AFAM, AHC, AMST, ASHS, HIST, INST, ISAF, ISEU, ISIN, ISLA, LAUH.

LALS 3962. Narratives of Truth and Justice in Latin America. (4 Credits)

There is no singular truth. In this course, students examine the varying truths that exist during and after civil wars, dictatorships, and political instability in 20th-century Latin America. As a class, we will read testimonies and official documents, watch documentaries and films, and analyze other cultural productions to compare official and collective truths and how they influence memory and justice projects. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIGH, HIUL, LASS, LAUH.

Prerequisites: HIST 1400 or LALS 1400.

LALS 3963. Afro-Latin America. (4 Credits)

An interdisciplinary course exploring Afro-Latin America from the perspectives of history, the arts, literature, law, and politics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AFAM, AMST, ASHS, GLBL, HIGH, HIST, HIUL, LAUH, WGSS.

LALS 3967. Modern Central America. (4 Credits)

This course covers Central American history from the dictators of the 1930s until the revolutionary decades and their aftermaths. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, APPI, ASHS, GLBL, HIGH, HIST, HIUL, LAUH.

LALS 3968. Mexico. (4 Credits)

This course covers the history of Mexico from pre-Columbian times to the present. It underscores major events (such as the Spanish conquest, independence, and the revolution) and long historical periods such as the colonial era, the turbulent 1800s, nation-building in the 1900s, and U.S.–Mexico relations. It further seeks to explain how the colonial legacy, race, the state, and migrations have shaped Mexican culture and identity. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVL, AHC, AMST, ASHS, GLBL, HIGH, HIST, INST, IPE, ISLA, LAUH.

LALS 3972. Revolution in Central America. (4 Credits)

This course covers the history of Central America from the 1930s to the present. It provides the background necessary for students to understand the revolutionary movements in Central America in the 1980s. Among the topics covered will be the situation of political and social exclusion of large sectors of the population, the impact of the rapid expansion of export agriculture, insurgency and counterinsurgency strategies, U.S. strategic interests in the region and the role of liberation theology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, GLBL, HIGH, HIST, INST, IPE, ISLA, LASS, LAUH, PJSJ, PJST.

LALS 3977. Latin American History Through Film. (4 Credits)

We will screen Latin American and U.S. films to examine what we learn about events or ideas from Latin American history through film. We also will seek to understand how countries interpret their own particular histories in films. Readings will put the films into historical context. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVL, AHC, AMST, ASHS, GLBL, HIGH, HIST, INST, ISLA, LAUH.

LALS 3999. Tutorial. (3 Credits)

Independent Study.

LALS 4001. Music, Text, and the Imperial Encounter. (4 Credits)

Beginning in the Middle Ages, cultures on different continents began to discover each other in new ways, and music played a vital role in their encounters. Using the disciplinary tools of literary studies and musicology, this course explores those interactions, focusing on writing and music as agents of political and religious power in processes of cultural exchange and conflict. Through units on Latin America, New England, China, and Africa, the course examines how missionaries and colonial leaders mixed literary and musical forms of cultural production to build new social structures; pre-existing indigenous cultures, and their creative post-contact collaboration and resistance in shaping hybrid identities. We study practices from both sides of the encounters. Knowledge of Spanish OR music is helpful but not required. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ICC, LAHA.

LALS 4005. Queer Theory and the Americas. (4 Credits)

Drawing from the often divergent traditions of Anglo and Hispanic America, this course will take an interdisciplinary approach to queer methodologies for cultural and literary studies. Students will encounter foundational queer theoretical texts (both historical and contemporary) as well as novels, plays, and films, and will explore, for themselves, what queerness means and does. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVL, AMST, ASHS, COLI, ENGL, ICC.

LALS 4100. Speaking For/As the Other. (4 Credits)

What are the implications of giving voice to those who are "voiceless"? This course explores the role of writing and speaking during the encounter of black, Indian, mestizo and Hispanic cultures in Latin America and Latina/o United States. By examining these cultural encounters, the course examines the political and ethical implications of speaking for and as the other. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, EP4, INST, IPE, ISLA, LAHA, SPAN, VAL, WGSS.

LALS 4105. Queer Caribbean and Its Diasporas. (4 Credits)

This interdisciplinary course (ICC) examines the representation of queer gender and sexual identities and cultural practices in the Caribbean and its diasporas. It brings together the fields of anthropology, comparative literary studies, and film studies to study the Caribbean as a multicultural, multiracial, multilingual, and transnational space. Through lectures, readings, film screenings, class discussions, and external activities we will compare processes of racialization, gendering, nation building, class stratification and migration in the formation of queer identities and practices in the Caribbean and its diasporas. Themes will include: gender and sexuality in citizenship formation, impact of colonialism on Caribbean queer identities and practices, queerness and its relationship to nation-building and modernization, queerness in revolutionary processes and revolutionary forms of queerness, Afro-Caribbean spiritual practices and queerness, queerness and urban culture, political and cultural and responses to state and interpersonal violence, the sociopolitical context of the HIV/AIDS epidemic in the region, sexual tourism and globalization, and the impact of migration on queer identities and practices. An upper-level interdisciplinary capstone course (ICC) in Women, Gender and Sexuality Studies, this course is also cross-listed with: Anthropology and Sociology, African and African American Studies, COLI, LALS and English. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AFAM, AMST, ANTH, ASHS, COLI, ENGL, ENRJ, ICC, LAHA, PJGS, PJST, SOCI, SPAN, WGSS.

LALS 4192. Rediscovering the New World. (4 Credits)

This course uses the lenses of literary studies and physics to consider the technologies that enabled the Spanish conquest of Mexico, Central America, and the Caribbean. In particular, it highlights 15th- and 16th-century writings of Christopher Columbus, Hernán Cortés, and others on the emergent science of the age of exploration. Concurrently, it examines scientific technologies that have emerged in the last decade and are being used to uncover “lost” pre-Hispanic cultures at sites such as Chichén Itzá, Tulum, and Teotihuacan. Students will hone their critical and analytical skills, and particularly their oral and written expression, in a multidisciplinary context while exploring one of the most dynamic time periods in modern history. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, LAHA.

Mutually Exclusive: PHYS 4192.

LALS 4347. Latinx Borders. (4 Credits)

This course uses an interdisciplinary approach to examine the experiences of Latin Americans and Latinos. It employs literature and history to introduce students to the benefits of using multiple ways of acquiring knowledge. It then relies on other academic areas such as art and sociology to reinforce its interdisciplinarity. As a capstone course, it allows students to incorporate disciplines from their own academic foundation. It covers topics such as politics, social justice, race, gender, and identity. The course is taught in English, with readings and writings in Spanish. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, APPI, COLI, GLBL, ICC.

Prerequisite: SPAN 2500.

LALS 4510. Conquest, Conversion, Conscience. (4 Credits)

The Spanish conquest of the New World and the forced conversion of its indigenous peoples were justified as rescuing indigenous peoples from the tyranny of their own sinfulness of cannibalism and bestiality. However, those same policies of conquest and conversion were also subject to intense scrutiny on moral and ethical grounds by Spaniards. In this course, we will closely examine a series of case studies and the philosophical and ethical debates they gave rise to. To understand the echoes of such debates and moral claims in the contemporary world we will look at recent debates over the doctrine of just war and cultural/religious practices of indigenous people today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, EP4, GLBL, HIGH, INST, ISEU, ISIN, ISLA, LAUH, PJRC, PJST, VAL.

LALS 4620. Oscar Romero: Faith and Politics in El Salvador. (4 Credits)

This course will investigate the life and ministry of Oscar Romero of El Salvador. Coming to office in a period of socio-political and religious upheaval, Romero functions as a lens through which students can explore important themes including: the nature and impact of liberation theology, the effects of US Cold War foreign policy, power in the Catholic Church and numerous issues involving the relationship between religion and politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, LAHA, PJRJ, PJSJ, PJST, REST.

Prerequisites: THEO 1000 or THEO 1001 or THEO 1006 or THEO 1010 or THEO 1007 or THEO 1008 or THEO 1009 or HPLC 1401.

LALS 4855. Fascisms, Aesthetics and the Hispanic World. (4 Credits)

This course will explore various iterations of fascism in Spain, Latin America, and the United States in the 20th and 21st centuries. We will concentrate first on debates among historians about the definitions and origins of fascism, and then move on to its aesthetic embodiments throughout the Spanish-speaking world. We will examine primary texts that both uphold and undermine fascist ideals, as well as theoretical texts that illuminate the mechanisms by which this works. Our discussions will be informed by historical, philosophical, and literary approaches to fascism's beginnings its transnational and transatlantic repercussions; and the persistence today of fascist rhetoric and aesthetics on three continents, particularly vis-à-vis the growing Hispanic presence in the US. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, IPE, LAHA, LALS.

Prerequisite: SPAN 2500.

LALS 4999. Tutorial. (4 Credits)

Independent Study.

Leading People and Organizations (Graduate) (LPGB)

LPGB 6610. Introduction to Modern Management. (1 Credit)

This course introduces students to the current challenges managers are facing. It provides frameworks of competing theories on human nature and explores their consequences for managing organizations.

LPGB 6613. Leading People and Organizations. (3 Credits)

FT MBA CORE/ PMBA FLEX CORE COURSE. Presents theories of designing the structure and processes of organizations, as well as the elements of the global competitive environment within which such organizations operate and ways of relating to this environment. Explores critical issues related to the individual and the firm. Focuses on defining management's role and responsibilities in the continual improvement of quality, productivity, and the competitive position of the enterprise. Previous course title: Fundamentals of Management.

LPGB 7610. Leadership and Change. (3 Credits)

Prepares students to meet the requirements of today's economy, where leadership demands a combination of personal capabilities and insights, as well as in-depth knowledge of organizational change processes and practices. Through readings, cases, class discussions, self-assessment exercises, and leader-directed learning projects, participants gain important insights into their own management style and develop essential knowledge and skills for successful implementation of major change initiatives.

Attribute: ABEP.

LPGB 7615. Cross-Cultural Negotiation and Communications. (3 Credits)

Explores how cultural differences and international settings affect business communication and negotiation - key skills for managers who seek to get solutions accepted and implemented. The dimension of culture is used to increase the student-managers' self-awareness and reflection and to build flexibility in their conceptual understandings and skills. Emphasizes specific strategies, styles and techniques that help the negotiator/communicator.

Attributes: ABGS, ABIB.

LPGB 7616. Training and Development. (3 Credits)

An introduction to preparing, offering, and evaluating interventions for personnel training and organizational development. Topics include needs assessment, adult learning, instructional design, and transfer of training from the corporate classroom to the work site.

LPGB 7617. Assessment in Human Resources. (3 Credits)

Prepares students to conduct measurements, assessments, and reports of human resources programs and practices. Topics include job analysis, organizational development surveys, compensation reviews, organizational culture, and benchmarking.

LPGB 7619. Leading Organizational Change. (3 Credits)

Students learn to analyze organizational environments to identify challenges and constraints, to understand stakeholders' attitudes about the status quo, to understand and manage change according to several change models, and to align business strategies with organizational systems and structures. Elements of strategy, planning, and implementation are included.

Attribute: LSE.

LPGB 7623. Contemporary Issues in HR. (3 Credits)

This course provides an in-depth exploration of a current topic, issue, or practice in the area of strategic human resource analysis. The course uses cases, readings, and applied exercises to examine the topic and its implications for HR practice.

LPGB 7625. Team Dynamics. (3 Credits)

Focuses on examining and developing interpersonal skills consistent with modern business's evolution toward an integrated, self-managing, team-oriented structure. This structure emphasizes group problem-solving, interpersonal communication and leadership among peers. There are two face-to-face class sessions. The rest of the class is taught through asynchronous online modules.

LPGB 7637. Entrepreneurial Mindset. (1.5 or 3 Credits)

This is a non-traditional entrepreneurship course based on experiential learning: learning by doing. It is an introductory course that enables students to discover and grasp the nuances of entrepreneurship, and in particular, how to think, feel, and act like an entrepreneur. At a high level, students will be introduced to the risks and rewards, as well as the challenges and opportunities, of entrepreneurship and being a change agent; however, the emphasis will be on developing the framework of a new venture—from identifying and building out an idea to delivering an impactful pitch.

Attributes: ABEP, ABGS.

LPGB 7638. Career Management. (3 Credits)

Helps students plan and control their personal and career development by surveying theoretical concepts and research findings. Through discussions, case analyses and interpretation of diagnostic tests, students acquire the personal insights necessary to complete a self-assessment and career/life plan.

LPGB 7670. Mgmt of Human Resources. (3 Credits)

Studies the personnel function in private and public organizations from the viewpoint of the manager. Topics include recruiting, employment, wage and salary administration, management development, performance appraisal, job evaluation and design, career development, employee turnover, manpower planning, training and affirmative action.

LPGB 769A. Leadership for the 21st Century. (3 Credits)

The challenges of leading organizations, especially businesses, in the current era are vast. Globalization requires competitive strategies and cultural sensitivity, the worsening environmental crisis calls for sustainable practices, and increasing social problems and inequalities increase pressure for social responsibility beyond traditional profit making. Many current management paradigms have to be rethought and remodeled to deal with these challenges effectively. In this course we look at challenges to organizations on the systemic level (environmental and social pressures), the organizational level (employee commitment and stakeholder trust), and the individual level (happiness) and examine ways of dealing with them proactively.

Attributes: ABGS, LSE.

LPGB 769B. Sustainability Reporting and Finance. (3 Credits)

Financial decisions worldwide are increasingly influenced by the unique risks of the 21st century. All activities demand focus on sustainability issues—from the looming impacts of climate change and risks associated with health and safety to credit and investment gaps that limit business opportunities and hamper economic progress in many parts of the world. As the challenges of scarcity of resources, the search for profits through efficiency, and impact of climate change continue to mount, environmental, social, and governance (ESG) data become essential for prudent decision-making. Along with several multinational investment banks, Dow Jones has a sustainability index indicating that the search for profitability through efficiency has transcended trends and become the new corporate norm. Students in this course study finance, corporate disclosures, and sustainability reporting practices as integrated subjects, beginning with an introduction to financial and reporting principles and moving through financial analysis and industry-focused disclosures. Additionally, the course covers diverse aspects of sustainable reporting and offers tools for effective risk assessment.

LPGB 769T. Me, Inc.. (3 Credits)

If you were to conduct your life like a well-run business, what would it look like? The key to unlimited personal and professional success in daily life is in incorporating the best practices of exceptional companies into everyday living. This course begins by sharing basic business principles of the most successful and enduring companies and how they can be applied to your personal life. From there, this practical course will show you how to envision the kind of success you want and craft an "exceptional living plan" - much like a business plan - that will get you there.

LPGB 76AB. Personal Leadership Development. (3 Credits)

This course will explore emotional intelligence and leadership with an emphasis on self awareness and self management. Various instruments will be used to help students define clearly their personality, motive profile, signature strengths, values and belief systems. Once a level of self awareness is achieved, we will turn to self management to help students make choices that enhance their lives, improve their leadership, and make better career decisions.

LPGB 76AE. Turnaround Management. (1.5 or 3 Credits)

In today's demanding and fast-paced environment, there is a premium on individuals who can produce outstanding results on a continuing basis. Business as usual is not sufficient to sustain organizational vitality over the long term. Increasingly, leaders are expected to deliver growth and productivity improvements while satisfying clients, motivating employees, and meeting the needs of a myriad of internal and external stakeholders. This course is designed to prepare students to lead organizations to higher levels of performance by applying critical elements of leadership theory and practice.

LPGB 76AG. Managing Innovation Change. (3 Credits)

This course is geared towards deepening the understanding of the challenges, techniques, and burdens associated with initiating and implementing major change in an organization.

LPGB 76AI. Managing Transnational Firm. (3 Credits)

Organizations are complex systems. Different theories of designing structure and processes of such organizations are presented. The elements of the global competitive environment within which such organizations operate and ways of relating to this environment.

LPGB 76AS. Boards and C-Suite Decision Making. (3 Credits)

This course is designed to enhance the MBA's understanding of the theory and reality of decision making at the most senior levels of the corporate organization. It will focus on decision-making among the Board of Directors, CEO/CFD and other senior management in a variety of contexts and will include international as well as U.S. perspectives. In addition to lectures and case studies, current CEOs, CFOs, and Directors will share their experiences with the class.

LPGB 76AV. Developing the Sustainability Mindset. (3 Credits)

This hands-on workshop/seminar is designed for individuals ready to take leadership roles in contributing to solutions to our species' greatest challenge - dealing with the climate-change/global-unsustainability situation already impacting our lives, careers, businesses, and societies.

Attributes: ABGS, LSE, SOIN.

LPGB 76AW. Leadership & Trust. (3 Credits)

This course will cover some evolving concepts of leadership and then concentrate on how leaders build trust among followers and other stakeholders and how they architect high trust teams and organizations. The course will be centered around Dr. Hurley's new book *The Decision to Trust*, which was named one of the best leadership books of 2011 by the *Washington Post*.

Attribute: SOIN.

LPGB 76BG. New Models of Mgmt. (3 Credits)

This new course will explore the management systems, management processes, and global context required for the 21st-century. There is ample evidence that the "business as usual" management systems, processes, leadership, and goals of the 20th century are inappropriate for the realities of the 21st-century. Building upon the conceptual framework of three technologies (systems) of managing - traditional management, managing for quality and productivity, and managing for global sustainability - this course will explore the possibilities and emerging realities of management systems and leadership for global sustainability. Particular attention will be paid in the course to developing among class members the management skills necessary for this new system of managing and, most importantly, the mindset necessary to provide leadership for this emerging future.

LPGB 76BH. Organizational Behavior for Managers: How to Develop Workplace Motivation and Well-being. (3 Credits)

Organizational behavior (OB) examines how your employees' outlooks, abilities, personalities, and motivation affect their work. This highly applied, workshop-oriented course will give you an overview of OB and its practical implications for managers. We'll particularly focus on how to help shape your employees' job behaviors and well-being. The applied workshops which make up the course will introduce you too to Google's 'mindfulness' initiative in employee well-being and job performance.

LPGB 76BJ. From Managing Creativity to Leading Innovation: A Survey Course. (3 Credits)

Knowing how and where to innovate and to do so in a way that is sustainable financially, socially, and environmentally makes you invaluable to any employer. In this course you will learn tools and gain insights that can equip you to understand the process of innovation at a deeper level, by understanding its complexity and the multiple levels it can and needs to occur to be successful (including individual creativity, product/service innovation, business model innovation, governance innovation, social/sustainable innovation at the systems level).

Attribute: LSE.

LPGB 76BN. Jesuit Leadership and Culture. (3 Credits)

Experience the Spiritual Process that made Saint Ignatius of Loyola; Reflect and Discern on your own Leadership Style and how it compares to the Jesuit Culture of Leadership; Understand the Importance of Team Building in recreating a successful Walking Pilgrimage; Learn the Foundation of Jesuit History.

LPGB 76BQ. Entrepreneurship Bubble: Coworking, Incubators, Startup Contests, and the Purpose Bubble. (3 Credits)

This course provides a focus on the entrepreneurship and innovation bubbles as well as the shortcomings of startup structures. Topics include sources of funding and organizing such as: incubators, coworking spaces, open floor plans, angel investors, venture capital, IPO's, and governmental mechanisms. Upon completion, students will be able to effectively analyze the weakness of an entrepreneurial venture and innovation processes.

LPGB 76BT. Org Development & Change. (3 Credits)

This is a workshop-oriented, applied course on diagnosing and managing organizational development, especially in a climate of uncertainty. Cases, lectures, guest speakers, and exercises will cover a wide variety of OD applications, practical interventions, and approaches to change evaluation.

LPGB 76BU. Design Thinking. (3 Credits)

Design thinking is an iterative problem-solving process of discovery, ideation, and experimentation that, when combined with business models, provides decision-makers with effective tools for innovation and transformation. This hands-on course will guide students in the use of a variety of design-based tools and techniques to clarify and solve human-centered organizational, business, and public service challenges.

Attribute: LSE.

LPGB 76BV. Leading the Sustainable Business Organization. (3 Credits)

This course will outline current challenges and opportunities of modern, sustainable business management. It will focus on leadership opportunities for the advanced business student and highlight best and emerging practices of leadership in the 21st century (incl. Tesla, Unilever, Patagonia and social enterprise).

Attribute: LSE.

LPGB 76BW. Applied Sustainability Innovation. (3 Credits)

This course is a real-life consulting engagement for students with a leading fair trade company (Fairtrasa). Its CEO, Patrick Struebi, will present real-life challenges his company is facing and selected student teams will work on developing innovative solutions guided by peers and faculty. This course is a capstone for the management consulting concentration and the social innovation concentration, as well as the sustainable business minor.

LPGB 76BX. Social Innov Master Class. (3 Credits)

This class is a special offering for students deeply interested in understanding and experiencing the promise of social innovation. In partnership with leading global organizations like the Schwab Foundation, Ashoka, and the World Economic Forum, students will learn from global leaders in the field how social innovation can shape business strategy for the 21st century.

LPGB 76BY. Leading For Impact. (3 Credits)

Have you ever wondered why Tesla, Patagonia and Toms have achieved such remarkable success while generating positive impact for society? This course focuses on social innovation and how businesses can generate social and environmental impact, besides being financially sustainable. Students in this course will learn about the world's most pressing challenges and how new business models such as sharing economy (Uber, AirBnB), circular economy, IOT, etc. can create innovative solutions that generate positive impact for millions. Students will be provided with a comprehensive overview of the latest social business models and how their own creative ideas may be turned into a viable business venture. This course includes Community Engaged Learning (CEL) and students will be working on projects with community partners.

Attribute: LSE.

LPGB 76BZ. Managing Human Performance. (3 Credits)

This course examines compensation theory and practice, including strategic compensation planning as well as the development and management of compensation/reward systems, such as direct wages, indirect payments, and employee benefits. Topics include: economic and behavioral theories of compensation; job-based and knowledge-based pay systems; individual, group/team, and organizational performance pay plans; employee benefits; pay equity; executive compensation; and system administration and implementation issues.

Attribute: LSE.

LPGB 76CB. Sustainable Business Master Class. (3 Credits)

This 3-credit intensive will help prepare students to be leaders in the rapidly emerging world of sustainable business. The world today is in crisis: 65 million refugees on the move, fleeing climate change and failed states; the climate crisis has thrown millions into collapse, and will get far worse; we are living in the sixth great extinction, with millions of species going extinct; inequality is so bad that eight men have as much wealth as the bottom 3.5 billion people on earth? These and related crises are threatening economies across the planet, and business everywhere.

Attribute: ABGS.

LPGB 76CD. Soft Skills for Success. (3 Credits)

Functional knowledge (e.g. finance, IT, marketing, etc.) must be combined with implementation skills in order to create value. For example, a product manager who knows marketing but who cannot influence his or her advertising agency will not have a great career. Similarly, an investment banker who is great a financial engineering will not be successful unless they can negotiate effectively with people on all sides of the deal. The same with an accounting major who understands the accounting or tax rules but cannot lead the audit team or the many groups that report into the CFO. These implementation skills are often referred to as "soft skills". This course will cover 8 key soft skills (reading people, influence, self-management, difficult conversations, conflict, negotiation, leading teams, execution) in quick burst format to enhance your skills and maximize your careers prospects in a short period of time. 1. Reading people – Understanding how people differ and how you should approach them to be effective. 2. Influencing people – How to increase the odds that people will act to promote your interests. 3. Managing self to maximize impact – How to understand our strengths and weakness and act to maximize the former and mitigate the latter. 4. Having difficult conversations – How to conduct conversations that may prove emotional or threatening but that need to happen to increase joint understanding, head off conflict and increase productivity. 5. Conflict resolution – How to resolve conflicts among people productively. 6. Negotiation – How to help others serve your interests and you serve theirs in ways that create value. 7. Leading teams and managing meetings – How to understand group dynamics, increase productivity and stay on track when you lead groups of people. 8. Execution – managing in such a way that you under-promise and over-deliver results to increase trust and confidence in your leadership .

LPGB 76CE. Business and the Green Real Deal. (3 Credits)

This course seeks to discern the role of energy choices and systems in responding to the climate challenge, and to specify and critically assess opportunities for business enterprise to take initiative in responding constructively to the climate challenge. Students will be organized into small teams. Each team will prepare a business case for an innovation that responds constructively to some aspect of the climate challenge.

Attribute: LSE.

LPGB 76CF. Innovation and Resilience. (3 Credits)

This course focuses on the process of innovation, including the resilience required to weather inevitable ambiguity, risk, mistakes, and even failures along the journey. Topics include: identifying opportunities, managing creativity, evaluating ideas, decision-making in uncertain environments, and resilience.

LPGB 76CG. Leadership for Sustainability and Regenerative Value Creation. (3 Credits)

This course focuses on the inner and outer dimensions of leadership for sustainability and regenerative value creation. We focus on the inner conditions necessary to lead effectively while examining the outer conditions calling for novel solutions. We examine leading companies (Philips, Barry Wehmiller, SEKEM, Natura, Body Shop) and learn from leaders such as Paul Polman, Nelson Mandela, Ibrahim Abouleish, Guilherme Peirão Leal, Eileen Fisher, Anita Roddick, Ben Cohen and Jerry Greenfield, Desmond Tutu, and many more. This course is a unique and advanced course for those wanting to make a powerful difference in the world of business and beyond.

LPGB 7811. Management Internship. (1 to 3 Credits)

This course is intended for students with a Management internship in this term that wish to receive academic credit for it. The course will begin with an orientation session and will be followed by additional meetings with students. The course instructor will provide additional details to enrolled students.

LPGB 869A. Leadership Forum. (1.5 Credits)

Do you think you can lead? Leading in today's complex environment is probably more of a challenge than at any other time in our history. The challenge is distinguishing between a true leader and a good manager. Additionally, how do leaders handle work/life balance? The Fordham Leadership Forum brings together many successful CEOs to articulate their road to success and the obstacles they needed to overcome, as well as great institutional leaders who will discuss how fortuity lead to them becoming heads of their respective institutions. Who should take this course? If you intend to eventually run a company, begin your own, or move up within the institution in which you are presently employed, this is probably the right course for you. Sander Flaum is well known as a leader within the pharmaceutical industry, having been the Marketing Head of a large pharmaceutical company as well as CEO of the No. 2 global advertising agency in healthcare. He now runs a marketing and sales effectiveness firm which also trains the "rising stars".

LPGB 869B. Leading Global Corporations. (1.5 Credits)

In this course we will focus on three specific areas: managing large-scale organizational change, creating cultures of integrity for sustainable growth, and developing the inner qualities of the global leader.

Attribute: ABIB.

LPGB 869D. Research For Final Project. (1.5 Credits)

Under the guidance of a faculty member(s), students will work as a team to analyse and dissect issues and generate recommendations for each group member and their specific action plan. This course will thus allow for some type of "return on investment" for the student.

LPGB 869H. Team Dynamics. (1.5 Credits)

This course is designed to help students understand teams, be a more productive team member, build and lead teams, and manage team conflict. While the theory aspects of the course come from organization theory and behavior, the practice component involves face to face and virtual team interactions, where students experience the relevance of key group dynamics concepts.

LPGB 8999. Independent Study. (0 to 3 Credits)

Leading People and Organizations (Undergraduate) (LPBU)

LPBU 3223. Principles of Management. (3 Credits)

In Principles of Management, you will learn about why good management is critical for successful people, teams, organizations, and societies.

This unique course centers all around the concept of excellence, or what the Jesuits term magis. This is the idea that, through self-reflection, we can aspire to always do more and do better for the common good in order to achieve human flourishing in business and society writ large. Although intelligence and technical skills are certainly important for good leadership, being an excellent leader requires more than these skills alone. A significant determinant of leadership effectiveness is understanding how people (including ourselves) work. Therefore, this class is designed to introduce you to the principles of management as both a body of knowledge and a personal practice. You will deepen your knowledge about organizational behavior, and you will learn what you can do personally to improve your own effectiveness as a teammate, employee, and leader. An overarching theme of the course is self-awareness. Throughout the entire course, you will engage in self-reflection, mindfulness practices, and interactive teamwork in order to become an effective change agent in your journey to human excellence.

Attribute: BUMI.

LPBU 3226. Exploring Entrepreneurship. (3 Credits)

An introductory course that allows students to discover and grasp the nuances of entrepreneurship—particularly how to think, feel, and act differently to achieve entrepreneurial success, the three cornerstones of the Entrepreneurship program. Using a variety of reading assignments, case studies, and interactive projects, students will learn how to identify and evaluate potential business ideas, push the limits of their imagination and creativity, challenge the status quo, and learn to embrace change.

Attributes: BLEB, ENT, NMAC, NMDD, SOIN.

LPBU 3227. Innovation and Resilience. (3 Credits)

This course focuses on the process of innovation, including the resilience required to weather inevitable ambiguity, risk, mistakes, and even failures along the journey. Topics include: identifying opportunities, managing creativity, evaluating ideas, decision-making in uncertain environments, and resilience.

Attributes: OPMA, ENT, NMAC, NMDD, SOIN.

Prerequisites: MGBU 3226 or LPBU 3226.

LPBU 3233. ST:Start-Up Venture Experience. (3 Credits)

Intern duty and weekly seminar during which students analyze their work experience with a faculty member. Selected readings, case analysis, and written projects. The course will be taught in a business incubator, and include interaction with startup entrepreneurs. The focus will be real world exposure to the issues and uncertainty that exists for a startup with limited resources.

Attributes: ENT, PRQU.

LPBU 3234. ST: Leading for Impact. (3 Credits)

In this course, students will delve into some of the world's most pressing social and environmental issues and learn how they can take the lead on moving toward innovative solutions to address them. The course will examine existing business models that are already generating a positive impact, guiding students toward using their own creative ideas to achieve social impact. Using a systems-thinking approach, students will delve deep into a social or environmental issue that matters to them and explore, probe, and research all of its connecting elements and factors.

As part of the course, students will participate in Map the System, a global competition sponsored by the University of Oxford. The course and the competition will foster global connections and use a learning-first approach to social change. Students from any discipline are encouraged to enroll.

Attributes: OPMA, ENT, SOIN.

LPBU 3235. ST: Inside Tech Ventures. (3 Credits)

This experiential course is designed to give students the opportunity to gain an in-depth look and understanding of tech-based ventures from inception to exit. The merging of Entrepreneurship and Technology is - and will continue to be - the foundation of business for the foreseeable future. The course includes a one week intensive in Silicon Valley (required) hosted by NASDAQ Entrepreneurial Center. The overall objective is for students to be better prepared to take on a leadership role in a tech-based venture to maximize profitability and impact.

Attributes: ENT, SOIN.

LPBU 3236. Personal Development: The Start-Up Called You. (3 Credits)

Choosing a meaningful career or "discovering one's calling" can be a challenging and tricky process requiring self-awareness and leadership skills to navigate a path to career success. In this course, a follow-up to The Principles of Management, students learn theoretical frameworks along with research-based methodologies and techniques to address these challenges effectively. Course objectives include: utilizing insights regarding one's talents and career aspirations to create a personal brand, conveying one's unique value, improving networking, and creating opportunities.

Attributes: OPMI, ENT.

Prerequisites: MGBU 3223 or LPBU 3223.

LPBU 3237. ST: Leadership Forum. (1.5 Credits)**LPBU 3430. ST: Sustainable Business. (3 Credits)**

Foundations of Sustainable Business. This course will provide a general overview of the problems and opportunities provided by the challenges of sustainable management. Students will learn what it means to manage for planet, people and profit simultaneously. In the first part of the class, students will be exposed to the context of business in the 21st century and learn how strategies of the 20th century need to be rethought. In the second part of the class, students will examine the traditional perspectives on the organization (business) and how it needs to be rethought to successfully address the challenges of sustainable management. We will examine business strategy, supply chain management, and the supporting functions of finance, accounting, marketing, communications and information technology.

Attributes: OCMG, OPMA, ENST, ENT, ESEC, ESEL, PJEN, PJST, PRQU, SOIN.

LPBU 3432. ST: Modern Economics for a Sustainable World. (3 Credits)

The goal of this course is to demonstrate a novel perspective on economics that allows for well-being for all on a healthy planet. Students will learn the philosophical and religious as well as the modern scientific basics for sustainable development. This course focuses on applications of modern economics for global challenges.

Attributes: ENST, ESEC, ESEL, SOIN.

LPBU 3433. Industrial Relations and Personnel Management. (3 Credits)

An advanced treatment of issues, problems and techniques in personnel management. Findings from the behavioral sciences are applied to the problems and practices of human resource management in organizations. The course utilize small group and organization-theory as frameworks for analyzing the latest methods in the areas of selection, training, compensation, collective bargaining and performance measurement.

LPBU 3436. ST: Capitalism and Its Alternatives. (3 Credits)

What is the philosophical foundation of capitalism? What are the viable alternatives to capitalism? This course considers answers to these questions from the fields of economics, political theory, and humanistic management. Authors covered include Adam Smith, Milton Friedman, and FA Hayek.

LPBU 3446. ST: Social Entrepreneurship. (3 Credits)

This course discusses ways of creating social value through the principles of entrepreneurship. Social entrepreneurship is a rapidly developing movement that is blurring the boundaries between government, business, and the NGO sector. Social entrepreneurs are individuals with innovative solutions to society's most pressing social problems. Rather than leaving societal needs to the government or business sectors, social entrepreneurs find what is not working and solve the problem, spread the solution, and change the system by persuading entire societies to take new leaps. We study examples of successful social entrepreneurs, such as Mohammad Yunus (Noble Laureate, 2006), and identify patterns that promote positive social change. We will also engage in Social Business Plan writing based on the students' project ideas.

Attributes: OPMA, ENT, PJEC, PJST, PRQU, SOIN.

LPBU 3449. Leading And Investing in Change. (3 Credits)

This course is designed to provide students with the skills and knowledge to influence and lead social impact in business and generally through a specifically crafted case and exercise. By the conclusion of this course, each student should have a robust toolbox of frameworks and concepts inherent to social impact and social change, and a clear understanding of capital deployment as it relates to impact investments. This class utilizes a digital gaming exercise designed for this type of course. The case \$50 Million for Change requires students to step into the role of a player in the impact funding mix in a fictional city and state.

LPBU 3450. Research in Management: Managing Professional Relationships. (3 Credits)

This course introduces students to research in impression management within the organizational behavior field in management. It aims to improve students' understanding of scholarly research effort in defining impression management concepts, theories, methodological techniques, and findings, as well as to improve students' analysis and usage of impression management in the workplace. This course is also designated as Fitness Integrated Learning (FIL), which is an innovative way of teaching and learning course material while students are engaged in a physical activity of spinning. The class will take place in the Spinning studio at the McGinley Center. Students will be riding stationary bikes at their own effort level throughout the duration of the class.

Attribute: OPMA.

Prerequisites: MGBU 3223 or LPBU 3223.

LPBU 3451. ST: Business Trends & Disruption. (3 Credits)

This course focuses on the inevitable in business: change. In today's business world, your company/industry is either doing the disrupting or being disrupted. Students will do a deep dive into business and technology trends in a variety of industries to learn how to 1) ride the wave of current and future trends, and 2) embrace disruption. The skills, knowledge, and mindset acquired will position students to be impactful thought leaders and change makers.

Attribute: ENT.

Prerequisite: LPBU 3223.

LPBU 3452. ST: Mindful Leadership. (3 Credits)

This course offers students understanding and application of mindful strategies for leaders. The curriculum provides knowledge of how the brain works, how emotions and conflict can disrupt critical thinking, and frameworks for successful collaboration. Students learn about self-reflection, self-regulation, and how mindful leadership can be applied in a variety of professional and global contexts. Mindful practices serve as a foundation for dialogue, collaboration, and change.

Attribute: OPMI.

Prerequisite: LPBU 3223.

LPBU 3454. ST: Design Thinking. (3 Credits)

Design thinking is an iterative problem-solving process of discovery, ideation, and experimentation that, when combined with business models, provides decision-makers with effective tools for innovation and transformation. This hands-on course will guide students in the use of a variety of design-based tools and techniques to clarify and solve human-centered organizational, business, and public service challenges.

Attribute: ENT.

LPBU 3455. ST: Research for Consulting. (3 Credits)

In this course, students will explore various analytical frameworks for problems companies experience (i.e., environmental challenges, social legitimacy challenges, cost pressures, positioning challenges, human motivation challenges etc.). They will do research to apply the various frameworks and analytical skills needed to address such problems. Students ultimately will develop their research skills and present potential solutions to various sets of problems companies typically hire consultants for. This course will also be designated as Fitness Integrated Learning (FIL), where students will have the option to ride on stationary bikes at their own speed during class lectures.

Attribute: OCMG.

LPBU 3456. ST: Foundations of Consulting. (3 Credits)

This course focuses on building skills relevant for consulting jobs. It provides an overview of the consulting industry, its job profiles, and the consulting process. It focuses on managing professional relationships for consulting engagements, including creating offers, pitching offers, project management, team dynamics, leadership, and presentation skills.

LPBU 3457. ST: Applied Innovation Consulting. (3 Credits)

This unique, "hands-on" course that many refer to as "an internship on campus" will give you the chance to experience what it's like to work as a consultant. You'll be provided with a real-life consulting engagement and along with a team of your peers, be responsible for working directly with your client organization, helping them address pressing business challenges with social impact implications. The course projects are set up for you to gain valuable expertise in the stages of the consulting process. In lieu of a final exam, at the semester's end, each team presents their research results and recommendations in the form of a written report and an oral presentation to their client organization. Clients have included Juice Press, Stratasys, Lafayette 148, the Responsible Business Coalition, Sheltersuit, EggXYt, and the Resilience Center for Veterans and Their Families (and the USVA).

Attributes: OCMG, OPMI.

LPBU 3458. ST: Awareness & Self Leaders. (3 Credits)

This course will take a deep dive academically and experientially into what we know about individual differences and managing ourselves to create benefit for ourselves and the society we are embedded in.

Attribute: OPMI.

LPBU 3461. ST: Sustainable Fashion. (3 Credits)

This course delves deeply into the principles that define sustainable business, as well as the impact areas that are considered both the cause, and areas of cure, within fashion's environmental, social, and economic footprint. It is through this greater understanding of the forces in sustainability that a more comprehensive set of strategic decisions can be considered in the planning and marketing of business within the fashion industry's transforming reality. Through using different readings, cases, and assignments, students will master the analysis of more deeply structured marketing strategies that filter decisions through a broader lens of people, planet, and profit.

Attributes: ENST, ESEC, ESEL.

LPBU 3550. ST: Film, Character & Leadership. (3 Credits)

This course uses the inherent power of the cinema to better clarify the topics of character and character-based leadership.

Prerequisites: MGBU 3223 or LPBU 3223.

LPBU 4001. Fair Trade and Microfinance. (3 Credits)

This course examines the structure of Fair Trade as an alternative form of commerce which specifically expresses solidarity with the poor. The course is concerned with running all aspects of a small Fair Trade business. The class acts as employees on a team which seeks to make profit sustainably, yet effectively. Readings support a greater understanding of the realities of poverty.

Attributes: ENT, GLBB, PJEC, PJST, SOIN.

LPBU 4003. Spirituality and Fair Trade. (3 Credits)

This course is designed to ignite a spiritual awareness of economic injustice which ultimately motivates action, large or small. We begin by exploring the mechanisms of poverty, and looking at alternative forms of commerce. We look at why Fair Trade is able to answer some of the human rights issues associated with poverty. Readings highlight spiritual leaders from the past, and the models for action that their life stories provide. How should business students evaluate their lives and their careers? What might "solidarity with the poor" mean, in a variety of contexts.

Attributes: GLBB, PJEC, PJRJ, PJST.

LPBU 4004. Entrepreneurship and Fair Trade. (3 Credits)

This course focuses on the entrepreneurial response to economic injustice, as expressed in the Fair Trade movement. The class will be divided into teams, to consult with emerging Fair Trade businesses in the New York area, ongoing throughout the semester. Against this backdrop we will learn from problem solving methods of entrepreneurs who have involved themselves with using business structures as a means of fighting poverty.

Attributes: ENT, GLBB, PJEC, PJST.

LPBU 4005. ST: Fair Trade Entrepreneurship. (3 Credits)

Fair trade is a global response to social injustice and poverty. Whether it is capital for "startups" or markets for fair trade coffee, the fair trade movement promotes socially and environmental responsibility business practices here and abroad. This course reviews the fair trade movement's successes and failures to find alternatives to business as usual that reduce poverty and build a sustainable global economy. Students focus on country specific examples of fair trade and microfinance social innovation that reduce poverty by creating viable livelihoods. Marketing, insurance, finance and management can all be applied to build a socially justice and sustainable global economy. "We urgently need a humanism capable of bringing together the different fields of knowledge, including economics, in the service of a more integral and integrating vision," Pope Francis argues in his recent Encyclical Letter. This course explores this vision.

Attributes: ENT, IPE, PJEC, PJST, SOIN.

LPBU 4006. ST: Launch Your Startup. (3 Credits)

Come see where theory meets practice! This hands-on, applied course focuses on the creation, evaluation, and development of YOUR business venture. In this course you will create/refine your business model as well as develop, test, and validate your business and customer assumptions. You will also take a deep dive into product and market analysis, your go-to-market strategies, team selection, management, financing, legal considerations, and more! Students who complete the class will have developed comprehensive new venture-planning documents, an investor pitch deck, a minimum viable product, and a validated business model. To enroll in the class, you must have a business or well-developed business idea, which will be presented on the first day of class.

Attribute: ENT.

Prerequisite: LPBU 3226.

LPBU 4440. ST: Advanced Management. (3 Credits)

This course fulfills the requirements for the management concentration and mandatory course requirement for the secondary concentration in Personal Leadership and Development (PDL). Through case studies and current events, we will explore and identify the most pressing global challenges facing leaders today and the skills that will help them lead others and organizations toward a sustainable future. You will gain foundational knowledge in organizational dynamics as well as changemaking skills for teams and organizations. The course also affords you the opportunity to sharpen your consulting skills using the Burke-Litwin model to diagnose organizational performance issues and recommend solutions for a member company of the Business Roundtable.

Attribute: OCMG.

Prerequisite: LPBU 3223.

LPBU 4443. ST: Personal Leadership. (3 Credits)

This is a course that covers the topic of leadership in a personal way. The class starts with the premise that leadership is personal because it is manifested and comes through you, a human with a unique persona. The second premise is that generic lectures about attributes of leaders are less useful than helping you find an approach to leadership that fits your strengths. This helps you spend your time trying to become the best version of yourself rather than a mediocre copy of someone else. Not only do we all not have to lead the same way, followership is just fine as well and perhaps you learn a style of followership that works for you and adds value to others as well. The goal of the course is to help students develop their own style for their careers and their lives. The core of the course is the contribution that has been made to the leadership literature from the domain of research on emotional intelligence.

Attribute: OPMI.

LPBU 4466. ST: Global Immersion Israel. (3 Credits)

The course provides students the first-hand opportunity to explore a vibrant business environment of Israeli organizations. Students are introduced to the management, marketing, and organizational practices across start-up, national, and international organizations within the country of Israel. Through the examination of impactful environmental factors, the role of national cultural, historical, and political setting are analyzed on how they shape and drive the unique business landscape in Israel. The course is a combination of in-class and online learning during the semester and culminating in a global immersion trip to Israel during the winter break.

LPBU 4467. ST: Global Immersion: Entrepreneurship and Innovation in Rwanda. (3 Credits)

In this course, students will examine the impact of Rwanda's history, politics, culture, and economy on the entrepreneurial ecosystem. Students will receive training and preparation on the challenges that startup entrepreneurs typically face, particularly in developing economies, and develop innovative solutions to address them. Students will travel to Rwanda during the break to gain firsthand knowledge of the context while applying what they have learned, working in teams on consulting engagements with selected entrepreneurs connected with Westerwelle Startup Haus Kigali.

Attributes: ENT, GLBB, SOIN.

Prerequisite: LPBU 3223.

LPBU 4476. ST: Cross Cultural Negotiation. (3 Credits)

This course exposes students to the legal, ethical, and practical challenges of negotiating globally. It develops negotiation skill sets and enhances appreciation of the impacts of cultural difference and international institutional settings on business negotiations. Case-based simulations offer the opportunity to refine in practice the concepts learned in reading and films. Students will emerge from the course better prepared to work in multi-cultural teams and business settings.

Attributes: OPMA, GLBB, INST, ISIN.

LPBU 4488. ST: Sports Management. (3 Credits)

An in-depth treatment of special topics in sports management, that integrates the sport industry and strategic management, will be explored through the use of case studies, lectures, and projects. Sport management programs that train people for positions in such areas as professional sports, coaching, college athletics, fitness centers, officiating, marketing, and sporting goods manufacturing will be highlighted.

LPBU 4706. ST: Honors Thesis II - Mgt. (3 Credits)

Selection of honors thesis topic. Monitoring of progress on the thesis over the term. A module in advanced communication is included. Students will complete their thesis and present them to the seminar.

LPBU 4999. Independent Study. (1 to 3 Credits)

Independent Study.

LPBU 769B. Sustainability Reporting and Finance. (3 Credits)

Financial decisions worldwide are increasingly influenced by the unique risks of the 21st century. All activities demand focus on sustainability issues—from the looming impacts of climate change and risks associated with health and safety to credit and investment gaps that limit business opportunities and hamper economic progress in many parts of the world. As the challenges of scarcity of resources, the search for profits through efficiency, and impact of climate change continue to mount, environmental, social, and governance (ESG) data become essential for prudent decision-making. Along with several multinational investment banks, Dow Jones has a sustainability index indicating that the search for profitability through efficiency has transcended trends and become the new corporate norm. Students in this course study finance, corporate disclosures, and sustainability reporting practices as integrated subjects, beginning with an introduction to financial and reporting principles and moving through financial analysis and industry-focused disclosures. Additionally, the course covers diverse aspects of sustainable reporting and offers tools for effective risk assessment.

Legal English Institute (LEGL)

LEGL 0102. Foundations of Private Law. (0 to 2 Credits)

Foundations of Private Law offers a unified approach to contract, property, and tort law – the three fundamental areas of private law with which all attorneys should have familiarity. This course will be taught using a traditional case law Socratic method.

LEGL 0103. Introduction to the United States Legal System and Law Study. (0 to 4 Credits)

Introduction to the U.S. Legal System and Study first introduces students to the basics of studying law in the U.S., including tips for reading, outlining, and note taking; case law analysis; approaches to exam taking; and other suggestions for success in U.S. law school. The second part of the course will introduce participants to the basics of the U.S. legal system, including the constitutional foundations of the U.S. legal system, such as federalism, separation of powers and checks and balances, and supremacy and preemption; the judicial systems; sources of law and especially the defining principles of precedent and stare decisis and the practice of synthesizing case law; and U.S. civil litigation.

LEGL 0109. LEI Workshop. (0 to 2 Credits)**LEGL 0110. Legal English Institute Tutorial. (0 to 1 Credits)****LEGL 0129. Fundamental Lawyering Skills. (0 to 3 Credits)**

Fundamental Lawyering Skills provides opportunities for participants to practice their interviewing, client counseling, and negotiating skills. You will be exposed to the unpredictable and complex world of legal practice through role plays, and you will receive comprehensive guidance and feedback from your classmates and faculty.

Attributes: EXP, JD.

LEGL 0201. Working with Contracts. (0 to 2 Credits)**LEGL 0260. Legal Professional Persona. (0 to 1 Credits)**

This course will help students in their efforts to develop a professional identity. As law firms move to competency-based models for employment, advancement, and retention, and as job seekers outnumber positions, this course will provide participants with the tools to improve their prospects of career success. Topics will include leadership; the importance of observation and self-reflection and healthy habits of practice; mindset; organization and time management; civility and judgment; communication skills; reliability and accountability; and ability to work with others. Students will get ample experience writing and doing role-plays and other in-class exercises.

LEGL 0299. Communication Pragmatics for Lawyers. (0 to 2 Credits)

Communication Pragmatics for Lawyers will integrate legal and extra-legal content from the other LEI courses into a highly practical, communication-based curriculum. The objective of this course is to polish student's speaking, writing, listening, and reading abilities into the kind of multifaceted, communicative skill-set that is expected from attorneys practicing at top-tier law firms, businesses, international organizations, and government agencies. Students in this class will learn to integrate the content from LEI's broad legal coursework into their own English-language communicative framework.

Legal Writing (LTGL)

LTGL 0001. LTGL. (0 Credits)**LTGL 0100. CPT Seminar. (1 Credit)****LTGL 0106. Legal Writing and Research. (0 to 3 Credits)**

Training in analysis of legal problems, the legal process, legal writing, and legal research. This is a small-group required course that meets weekly for approximately twelve weeks in the fall semester and eight weeks in the spring. The fall semester focuses on objective writing (law office memoranda) and common law research, while the spring semester concentrates on advocacy writing (briefs) and oral argument skills. Although the number and length of the writing assignments are uniform for all writing sections, the content of the problems varies from professor to professor. Legal research sessions, which meet in a different time slot for six weeks in the fall semester, are conducted by lawyer-librarians on the law library staff. Students learn the process of legal research using basic primary and secondary sources in both print and electronic formats. The course also introduces students to the lawyering skills of interviewing and negotiating.

Attribute: JD.

LTGL 0113. Principles of Legal Drafting. (2 Credits)

This seminar is designed to develop a student's general skills in drafting a variety of legal documents. Documents examined in depth will include wills, commercial leases, judicial opinions, and entertainment law contracts. Other topics will include the drafting of definitions, the development of "legalese," and the rise of the "Plain English" movement. The number of students in the course will be limited to 12, as each student's writing will receive substantial individual attention from the professor.

Attributes: EXP, LAW.

LTGL 0129. Discovery Drafting. (2 to 3 Credits)

This seminar covers the preparation of civil discovery papers and related documents in a trial court. Students analyze the discovery issues raised by real cases and hypothetical fact patterns, learn how the discovery process fits within the larger pre-trial preparation process, evaluate, critique, and comment on sample discovery-related documents, and prepare various discovery-related documents, such as initial disclosures, interrogatories, requests for production, requests for admissions and deposition outlines. Students will consider special problems related to electronic discovery, expert discovery, and privilege disputes, and will be required to draft court papers common in situations involving those topics, including letters to opposing counsel, privilege logs, and motions to compel. Students will also gain some experience in specific practice skills based on the discovery and court papers drafted.

Attributes: JD, LAW, LDS.

LTGL 0153. Securities Regulation Drafting. (2 or 3 Credits)

[http://www.fordham.edu/info/22148/](http://www.fordham.edu/info/22148/advanced_legal_writing_program/7327/securities_regulation_drafting)

[advanced_legal_writing_program/7327/securities_regulation_drafting.](http://www.fordham.edu/info/22148/advanced_legal_writing_program/7327/securities_regulation_drafting)

Attributes: BFS, LAW.

Prerequisites: BUGL 0201 (may be taken concurrently) and SCGL 0417 (may be taken concurrently).

LTGL 0156. Entertainment Law Drafting. (3 Credits)

<http://www.fordham.edu/info/22148/>

[advanced_legal_writing_program/7318/entertainment_law_drafting.](http://www.fordham.edu/info/22148/advanced_legal_writing_program/7318/entertainment_law_drafting)

Attributes: IPIS, LAW.

LTGL 0207. Narrative Advocacy Drafting. (2 Credits)**LTGL 0225. Legal Writing and Research for LL.M.s. (2 Credits)**

[http://www.fordham.edu/info/23814/llm_legal_writing_program.](http://www.fordham.edu/info/23814/llm_legal_writing_program)

Attribute: LLM.

LTGL 0230. Criminal Litigation Drafting. (2 or 3 Credits)

<http://www.fordham.edu/info/22148/>

[advanced_legal_writing_program/7316/criminal_litigation_drafting.](http://www.fordham.edu/info/22148/advanced_legal_writing_program/7316/criminal_litigation_drafting)

Attributes: EXP, INLJ, JD, LDS, PIS.

LTGL 0271. Corporate Finance Drafting. (2 Credits)

This one-credit course will teach students to draft documents common to the practice of corporate finance, including a series of preferred stock, a convertible debenture, and amendments to a certificate of incorporation. For each assignment, students will submit a preliminary draft, receive feedback, and then respond to that feedback in a final document. This class will meet only for the second half of the semester; there will be no add/drop period for this course.

LTGL 0288. Narrative Advocacy Drafting. (2 Credits)**LTGL 0301. Commercial Drafting. (2 to 3 Credits)**

This course will teach the principles of drafting for business contracts and transactions and lay out the art and science of commercial drafting. The course will cover how to (i) structure a contract, (ii) use language and format to achieve clarity in drafting and (iii) identify and resolve issues in documents lawyers prepare or review. The course will emphasize how to select the correct contract principle to effectuate each part of a business transaction. The class will study how to draft to safeguard a client's interests. Students will become familiar with different types of contracts, and other documents used in commercial transactions, and the drafting problems they present. Students will draft and critique contracts, both in written assignments and in-class exercises.

Attributes: BFS, EXP, LAW, LAWB, LAWI.

LTGL 0302. Advanced Legal Writing Strategies and Skills. (2 or 3 Credits)

This class is designed to strengthen each student's persuasive legal writing and advocacy skills. Using a practice-based approach, the centerpiece of the class will be an appeal pending (or recently decided) in federal or state court. Students will work directly from an actual appellate record and learn to write clear and compelling factual statements and legal arguments through a process that includes outlining, drafting, editing, and rewriting. Additionally, as part of the writing process, students will explore how the underlying policy issues in the selected case may impact the judicial outcome and shape their writing and advocacy choices.

Attributes: JD, LAW, LDS, PIS.

LTGL 0310. Civil Litigation Draft. (2 or 3 Credits)

This class is designed to teach students general principles of strong legal writing through exposure to the types of legal drafting common in civil litigation, with an emphasis on writing a legal brief in support of or in opposition to a motion. By outlining, drafting, and revising their own demand letters and briefs over the course of the semester, students will learn to write clearly, persuasively, and purposefully.

Attributes: LDS, LIDR, PIS.

LTGL 0316. Family Law Drafting. (2 or 3 Credits)

<http://www.fordham.edu/info/22148/>

[advanced_legal_writing_program/7319/family_law_drafting.](http://www.fordham.edu/info/22148/advanced_legal_writing_program/7319/family_law_drafting)

Attributes: EXP, JD, LAW.

LTGL 0329. Upper-Class Legal Writing Workshop. (2 Credits)

This 2-credit seminar will build on the first-year legal writing course in developing and enhancing basic legal writing skills. The primary focus will be on writing in a clear, organized, precise, and accessible fashion. Class sessions will review basic principles of good writing, covering in particular issues of structure, style, and grammar (and also analysis to the extent that good legal reasoning is essential to good legal writing). The course will consist of a series of short writing assignments in a variety of substantive areas. Students will learn to write objective documents that new lawyers typically produce in practice, including memoranda, letters, client advisories, judicial opinions, and simple contracts. The course will also explore the writing process (prewriting, writing and rewriting) and teach students effective techniques of self-editing. There is no final examination. Enrollment is limited to 12 students. This course does NOT satisfy the upper-class writing requirement.

Attribute: EXP.

LTGL 0345. Trusts and Estates Drafting. (2 or 3 Credits)

This course focuses on drafting documents used in estate planning. The class integrates substantive law discussions into exercises for drafting documents commonly used by estate and trust practitioners. Documents covered in the course include wills, trusts, and beneficiary designations for life insurance policies and retirement funds.

Attributes: JD, LAW.

LTGL 0351. Employment Law Drafting. (2 or 3 Credits)

This course exposes students to the principles and skills of writing in the employment law context. Students will draft documents commonly used in the course of an employment relationship, such as employment and separation agreements, restrictive covenants, and handbook policies. Students will also draft documents involved in employment discrimination actions in federal court such as demand letters, EEOC charges and position statements, pleadings, mediation statements, and discovery devices. 2 credits.

Attributes: EXP, JD, LAW, PIS.

LTGL 0417. Counter-Storytelling. (2 Credits)**LTGL 0505. Media Law Drafting. (2 or 3 Credits)**

<http://www.fordham.edu/info/22148/>

[advanced_legal_writing_program/7323/media_law_drafting](http://www.fordham.edu/info/22148/advanced_legal_writing_program/7323/media_law_drafting).

Attributes: IPIS, JD, LAW.

LTGL 0622. Intellectual Property Drafting. (2 or 3 Credits)

This is a transactional drafting course that focuses on license and services agreements addressing copyrights, trademarks, rights of publicity, and related rights. The course is designed to give students a real-life look at intellectual property agreements and to impart practical drafting and analytic tools.

Attributes: IPIS, LAWT, LLM.

LTGL 0690. Real Estate Drafting. (2 to 3 Credits)

In this course, students will learn to prepare, negotiate and revise documents used in commercial real estate transactions from the perspective of each of the parties to the documents. Discussions and assignments will be based upon hypothetical fact patterns and mock negotiations by guest speakers. The course will teach students to identify legal and business issues that arise in the preparation and revision of documents, and to address both in a clear and well-organized fashion. The course will cover commercial leases, subleases, purchase and sale agreements and other documents used in real estate transactions. The course will be useful to students who plan careers in real estate and to other students who are interested in learning more about commercial transactions and legal drafting.

Attribute: LAW.

LTGL 0781. Commercial Litigation Drafting and Mediation. (2 or 3 Credits)

This class will focus on the practical writing, analytic and advocacy skills for litigating and settling a commercial dispute. Students will focus on strategies and briefing for a motion for summary judgment and supporting papers in connection with a paradigmatic example of commercial law litigation, and then engage in a related mediation/settlement process culminating in a settlement agreement. Based on a common dispute scenario, students will (i) draft supporting, opposing and reply litigation papers (including supporting affidavits) covering the essential elements of the claim and defenses on a motion for summary judgment, (ii) be divided into groups to engage in a global mediation process, and (iii) draft a Settlement Memorandum of Understanding and Settlement Agreement. <p> The course will utilize TWEN as the course platform, so students should register for the course on TWEN (rather than Blackboard) and monitor TWEN regularly. A Zoom link has been posted on the TWEN Calendar for each Tuesday morning session..

Attribute: LDS.

LTGL 0828. Effective Drafting and Advocacy in Criminal Law. (2 Credits)

This seminar is designed to provide students with practical written and oral advocacy skills in criminal prosecution and defense. The course will cover investigative techniques, charging decisions, discovery obligations, sentencing, and appeals. Criminal procedure is strongly recommended as a prerequisite or concurrent course.

Attribute: EXP.

LTGL 0900. Writing Requirement. (0 Credits)**LTGL 0901. LLM Writing Requirement. (0 Credits)****LTGL 0903. MSL Writing Requirement. (0 Credits)****LTGL 0929. Contract Drafting and Negotiation for Graduate Students. (2 Credits)**

This course will focus on the basic principles of negotiation and contract drafting. Special emphasis will be placed on financial and commercial contracts. The course will be divided into three parts. First, we will cover the basic principles of effective negotiation. Second, we will cover the basic principles of clear and unambiguous contract drafting including general principles of proper English usage. Finally, we will review and understand specific types of agreements. Particular attention will be given to the US financial system by studying Credit Agreements and other types of agreements typically used in financing transactions. The course is taught through a combination of lectures and hands-on drafting and negotiation exercises. The final grade will be determined on a weighted basis combining assignments and a scheduled final exam.

Attributes: LAWB, LAWI.

LTGL 0972. Fashion Law Drafting. (2 Credits)**LTGL 1111. First Year JD Research Sections. (0 Credits)****LTGL 1225. LLM Writing Facilitation. (0 Credits)****LTGL 1929. Legal Writing and Research for M.S.L. Students. (2 Credits)**

This course will introduce MSL students to the mode of writing that lawyers typically engage in (outside of the litigation context). The goal of the course is to better prepare MSL students for their law school work as well as for aspects of their professional lives in which they may interact with attorneys, corporate officers, or others with whom they need to communicate in well-crafted legal language. The course will help students write in the analytical way common to lawyers and to draft effective legal memoranda, letters, emails and contracts. One class session will introduce and be devoted to the use of standard legal citation form.

Life Experience (LIFE)

LIFE 0999. Life Experience Workshop II. (0 Credits)**LIFE 2999. Life Experience Workshop. (2 Credits)**

Linguistics (LING)

LING 1100. Introduction to Linguistics. (3 Credits)

An introduction to linguistics, the study of language. The course surveys the core domains of theoretical linguistics including phonology, syntax, and semantics as well as select areas of applied linguistics. Taught in English.

Attributes: CLAS, COLI, ENGL.

LING 1400. Introduction to Sociolinguistics. (3 Credits)

This course introduces students to the field of sociolinguistics, which studies how language and language use are shaped by social and cultural contexts. The course will provide a survey of important topics in sociolinguistics, including language variation and change; language contact and multilingualism; language standardization; and language ideologies. We will also explore the development of sociolinguistics as a discipline from first wave single-variation studies to third-wave studies on social meaning expressed through language style.

Attribute: MLL.

LING 1500. Introduction to Psycholinguistics. (3 Credits)

An introduction to psycholinguistics, also called the psychology of language. The course focuses on how the mind and brain acquire and process language across the lifespan and in different populations. Taught in English.

Attributes: NECG, SSCI.

LING 2025. "You talk like a ____": Language, Identity and Stereotype. (4 Credits)

What does it mean to "talk like a ____?" Can you tell where someone is from by listening to them? Can you guess their race, ethnicity, gender, or social class? This course will explore how language is used in the creation of identity and social difference. Through a variety of linguistic anthropological and sociolinguistic texts, we will look at how ways of thinking about language (language ideologies) affect ways of thinking about people who speak language. We will analyze how language and linguistic difference intersects with authority, power, identity, and performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LING 2050. Pragmatics of Communication. (4 Credits)

Linguistic competence is central to being a speaker in a speech community. This class brings together readings in pragmatics, sociolinguistics, and linguistic anthropology to explore what it means to be a socially competent speaker. The course examines norms of communication, such as politeness registers and appropriateness in cross-cultural contexts, and analyzes personal and professional communication practices. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MLL.

LING 2075. Politics of Language in China. (4 Credits)

This course examines contemporary language politics in China, including Mandarin promotion, language standardization, and the treatment of minority languages and non-Mandarin dialects. We will explore what counts as a language and what counts as a dialect, and we will look at how language has been implicated in state and nation-building projects. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CNST, MLL.

LING 2400. Analyzing Discourse: Text and Talk in Context. (4 Credits)

During this course students will acquire basic knowledge and skills for analyzing different types of discourse, including political debates, advertisements, and media texts, in order to reveal the underlying ideas, values and opinions of language users. We will explore how language can be used to subtly convey ideas, ideologies, and value and we will focus on uncovering how language and discourse construct identities, and produce, or reproduce, stereotypical and/or xenophobic perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, COMC, LALS, MLL.

LING 2675. Sounds of New York. (4 Credits)

There are more than 800 languages spoken in New York City. This course introduces students to the vast linguistic diversity in their own backyard. The course will pair theoretical readings with a significant hands-on research project. Students will conduct ethnographic fieldwork among language or speech communities of their choice. Students may choose to work with the Bronx Italian-American initiative. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ANTH, LAHA, LALS, MLL, PLUR.

LING 3007. Spanish Linguistics. (4 Credits)

This course focuses on the linguistic study of the Spanish language. The course discusses the formal domains of language structure - including speech sounds and their mental representations, sentence structure and semantic meaning, as well as social realities of language use and language change across different varieties of Spanish in the world. The course is taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, LALS.

Prerequisite: SPAN 2001.

LING 3010. Bilingual Minds. (4 Credits)

Worldwide, there are more bilinguals than monolinguals. Bilingualism research has revealed dynamic social, cultural, linguistic, and psychological characteristics of the bilingual experience. This course focuses on the study of the bilingual mind; that is, how bilinguals learn and process their languages and how the bilingual experience of living with two or more languages influences linguistic and non-linguistic skills and behaviors. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP3, MLL, NECG, PSYC.

LING 3025. Language Endangerment. (4 Credits)

There are about 7,000 languages spoken at present, and linguists estimate that within 100 years, more than 50% of these languages will be lost. This course explores the interrelated processes of language shift, language loss, and language death, as well as efforts to preserve or revitalize endangered languages. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ANTH, GLBL, INST, IRST, ISIN, MLL.

LING 3035. Language, Linguistics, and Social Justice. (4 Credits)

The intersection of language, linguistics, and social justice comprises many distinct, but interrelated, disciplines in which scholars, practitioners, and communities strive to recognize and uproot core causes of social injustices, particularly regarding the impacts of language. In this course, we discuss issues at this intersection – including language and the criminal justice and health care systems, linguistic biases, language myths, speaker identities, bilingualism, and bilingual education. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

LING 3607. Topics in Multilingualism. (4 Credits)

This course discusses the historical and contemporary underpinnings of multilingualism in the globalized world. The course content includes discussion of empirical social and cognitive research on multilingualism as well as multilingual language education and policy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, GLBL.

LING 4015. Language and Thought. (4 Credits)

This course discusses theories and research in the study of language from a cognitive science perspective. The course elaborates on contemporary issues in the relationships between language and thought, including linguistic relativity and embodied cognition, among other areas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, NECG, NEUR, PSYC.

LING 4020. Language and Race. (4 Credits)

This class explores the role of language in the social construction of race and racism, from the use of linguistic differences to construct racial categories in the 19th century to present-day "English only" policies and the stigmatization of race-based accents and dialects. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ICC, LAHA, LALS, PLUR.

LING 4999. Linguistics Research. (4 Credits)

Students enrolled in Linguistics Research will complete a faculty-mentored independent research project. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MLL.

Prerequisites: LING 1100 and LING 1400 and LING 1500.

LLM-Professional Skills (SKGL)

SKGL 0156. Counseling and Advocacy in Intellectual Property and Information Technology Matters. (2 Credits)

This course is designed as an experiential course for LL.M. students wishing to understand how to address the needs of diverse clients with issues related to intellectual property and information technology law in a comprehensible, business-friendly and cost-efficient manner.

Attributes: EXP, LAWT, LLM.

SKGL 0204. In-House Lawyering and Dispute Resolution. (2 Credits)

In this experiential, skills-based class co-taught by the former General Counsel of Mastercard, students will learn, and practice, the skills necessary to successfully prevent and manage disputes as an in-house lawyer – a skill that is critical if you become an in-house lawyer yourself and quite valuable when you have one for a client. Students will practice handling a dispute, beginning with interacting with senior management upon learning of a dispute, investigating and ascertaining the relative strengths and weaknesses of a matter, including performing corporate early case assessments. This will include a damages analysis, law firm selection, early mediation decision-making and other methods which will help students understand the various options there are for early dispute resolution and how to determine how best to leverage these tools to drive thoughtful resolutions. The students will also learn about negotiating strategies, what to consider in selecting outside counsel, what to consider in drafting dispute resolution provisions (litigation vs. arbitration) and how to be an effective advocate in a mediation.

Attributes: EXP, LIDR, LLM.

SKGL 0299. Fundamental Lawyering for LLM. (3 Credits)

We will discuss some of the skills that affect most areas of law. We will begin the course with an overview of the professionalism demanded by the profession. We will then move onto communication skills, especially in the context of communicating with those from different backgrounds. After these introductory classes we will tackle the skills of interviewing, fact analysis, counseling, and negotiation. In each of these areas the students will simulate these important areas of practice and critique each other's performance. There will be a panel where the students will hear from practitioners in various practice areas who will discuss how these skills are applied in their practice. Finally, we will wrap up the class with a discussion of what we can take away from these areas as we potentially head towards trial and students will apply the case theories developed over the course and deliver an opening statement. Students will be evaluated based on participation and preparation in simulations and analysis, developments of theories and strategies, and any written assignments. There will be no examination.

Attributes: EXP, LLM.

SKGL 0321. International Law and Justice Practicum. (2 Credits)

In this course students examine factual scenarios, identifying and analyzing whether international law rights are at risk. Through a series of integrated readings and interactive exercises, activities, and legal writing assignments, students develop lawyering skills as well as a nuanced understanding of the doctrine underlying publicinternational concepts, and the legal theory that has developed around specific areas of international law. Through integrated exercises, students refine their legal writing skills and practice making legal arguments in small group formats and larger public settings, for a variety of audiences and sophistication-levels. With direct oversight and supervision, as well as a system of self-evaluation journaling, each student is provided with detailed feedback and training on their performance in a variety of lawyering tasks in the following four three-week units: Unit 1 - Crimes Against Humanity Unit 2 - Public Environmental International Law Unit 3 - Human Rights and Gender-Based Violence, Human Trafficking, and International Women's Day and Unit 4 - Blockchain, Cryptocurrencies, and Privacy: Regulation in International Law.

Attributes: EXP, INLJ, LLM.

SKGL 0521. Foreign Account Tax Compliance Act and Global Tax Compliance. (2 Credits)**SKGL 0615. LL.M. International Arbitration Practicum. (2 Credits)**

In this experiential learning course, students develop professional skills needed to counsel and represent clients regarding legal, strategic, and ethical issues that typically arise in an international arbitration practice. Through a series of interactive, integrated exercises and legal writing and video assignments, students develop lawyering skills as well as an understanding of international arbitration law, rules and practice. With direct oversight and supervision, as well as written self-evaluation, each student is provided with detailed feedback and training on their performance in a variety of lawyering tasks. The class will include a mock arbitration hearing at the New York International Arbitration Center, one of the world's leading arbitral facilities.

Attributes: EXP, LAWI, LIDR.

SKGL 0708. Commercial Drafting for LL.Ms. (2 Credits)

This course will teach you the principles of contemporary commercial drafting and introduce you to documents typically used in a variety of transactions. The skills you gain will apply to any transactional practice and will even be useful to litigators. Upon finishing the course, you will have learned: (i) the business purpose of each of the contract concepts, (ii) how to translate the business deal into contract concepts, (iii) how to draft each of a contract's parts, (iv) how to draft with clarity and without ambiguity, (v) how to add value to a deal, (vi) how to work through the drafting process and (vii) how to review and comment on a contract.

Attributes: LAWB, LAWI, LLM.

SKGL 0780. Advising the Global Commercial Client. (2 Credits)

This course is designed as an experiential course for any L.L.M. student who wishes to understand the needs of the global commercial client in order to provide the best counselling and service. The hypotheticals we will address and role playing are presented from the in-house perspective, but apply equally to students who intend to enter the law firm setting. In-house counsel are among the most important clients for law firm counsel to retain.

Attributes: EXP, LAWB, LAWI, LLM.

SKGL 0909. International Business Transactions: A Practical Perspective. (2 Credits)

This course is designed to introduce the student to several types of frequently encountered private international transactions - joint ventures, private equity, strategic alliances, partnerships, and mergers and acquisitions - and the role that counsel plays from inception to closing. Students will learn to identify different types of risk with the goal of understanding the ways they can be allocated among the parties to a transaction. We will discuss what makes a transaction international and how cross border arrangements differ from domestic deals. We will review basic concepts such as capital structure, how businesses are financed, and the interrelation between debt and equity. The purpose of the course is to provide students with an opportunity to experience the development of an international business transaction in a context that replicates actual legal practice. We will follow the stages of a hypothetical international transaction and the documentation that accompanies each phase. Through practical exercises and interactive participation, we will discuss, analyze and draft a letter of intent, a term sheet and selected sections of deal documents. We will discuss the importance of legal due diligence and how to undertake it. We will look at specific aspects of the US regulatory framework that may impact a cross border transaction as well as cultural barriers and ethical issues that an international lawyer may face in these types of arrangements. Emphasis will be made on real life examples and practical experience. Through direct supervision students will receive regular feedback and training during the semester. Negotiations and class assignments will help develop problem solving and written and oral communication skills. Students will gain insight into the dynamics of cross border deals and the different strategies used in negotiations.

Attendance Policy: Mandatory
Grading: Class participation counts for twenty percent (20%) of the final grade and a take-home final exam will account for the other eighty percent of the final grade (80%).

Attributes: EXP, LAWB, LAWI, LIDR, LLM.

Management Masters (MMGB)

MMGB 6007. Investment Applications. (3 Credits)

The objective of this course is to introduce the student to investment principles in the U.S. and in the global capital market. We will understand existing assets and investment vehicles, the functioning of capital market, the theoretical principles that underline asset pricing, and its applications in the valuations of fixed income and equity securities.

Attribute: MOE.

MMGB 6009. Financial Fundamentals. (3 Credits)

Introduces the financial system and basic methods of valuation. Students will learn how to interpret financial data reported in the press and will discuss topical subjects facing the financial industry and the economy. Course topics include: financial markets, instruments, and institutions; time value of money, net present value, and applications; valuation of stocks and bonds; elements of firm and enterprise value; and risk and return.

MMGB 6010. Financial Markets and Responsibility. (3 Credits)

This course is intended as an introduction to global financial markets. We will discuss the instruments traded in the markets, the institutions that support and frame the markets, the trading mechanisms, and the regulatory structure. The course is intended to be descriptive and conceptual. The aim is to familiarize you with the breadth and scope of equity, debt, and derivative markets. We shall discuss the recent developments in the U.S. and the development of financial markets globally.

Attribute: MOE.

MMGB 6111. Accounting and CSR Reporting Principles. (3 Credits)

This course focuses on traditional critical concepts of accounting principles while integrating new CSR (Corporate Social Responsibility) reporting practices for environmental, social, and governance known as ESG.

Mutually Exclusive: ACGB 6111.

MMGB 6411. Finance in Sustainable Org. (3 Credits)

Good financial management is critical for the survival of any organization since it must have enough accessible cash to operate and pay its bills (liquidity) and enough money be able to weather bad times (solvency, resilience). However, some organizations, supported by current finance theory, focus solely on profit and financial value creation, often at the expense of other human needs. In this course we look at finance through the lens of sustainability. After learning key finance concepts we consider how organizations can go beyond current finance theory and use financial tools, techniques, and insights not only to create monetary wealth, but also to support the organization to contribute to a robust, healthy environment and to social justice and inclusion.

Mutually Exclusive: FNGB 6411.

MMGB 6610. Being a Discerning Leader. (0 to 3 Credits)

This course introduces students to the current challenges managers are facing. It provides frameworks of competing theories on human nature and explores their consequences for managing organizations.

Mutually Exclusive: MGGB 6610.

MMGB 6611. Marketing in the Digital Age. (3 Credits)

This course introduces the ways in which marketing creates value in the interactions with other business functions, stakeholders and consumers. It emphasizes why and how successful marketing needs to be customer-driven, especially in the digital age where consumer engagement through various channels is key to a firm's success. Topics covered include the strategic marketing process; the exchange of value; market segmentation, targeting, and positioning, and the marketing mix in the digital economy.

Mutually Exclusive: MKGB 6710.

MMGB 6613. Leading Organizations in the 21st Century. (3 Credits)

This course presents organizational structure and process theories, focusing on the ways in which organizations operate within and relate to a competitive global environment. This course also explores critical issues related to the individual and the firm; and defines management's role and responsibilities in the continual improvement of quality, productivity, and the competitive position of the enterprise.

Mutually Exclusive: MGGB 6613.

MMGB 6620. Leading Innovation for a Global World. (2 to 3 Credits)

In this course, students will build on the insights gained in Introduction to Modern Management. Students will explore various global initiatives that are ongoing in terms of addressing global challenges, including climate change, social inequity, and poverty. Students will complete a research project and prepare a case study.

MMGB 6627. Modern Operations & Supply Chain Management. (3 Credits)

Operations/supply chain management is responsible for the design, daily operation, and improvement of operations/supply chain processes to provide a product, a service, or a product-service bundle. This course provides an introduction to this field to understand the major decisions made by operations/supply chain managers along these processes. Topics include operations strategy, process management, service operations, inventory management, quality management, lean supply chain, global sourcing, etc. The course will provide students many hands-on activities to understand the challenges on the supply chain and the impact of operations decisions on financial performance of an organization.

Mutually Exclusive: MGGB 6627.

MMGB 6630. Sustainable Bus Master Class. (3 Credits)

This three-credit intensive will help prepare students to be leaders in the rapidly emerging world of sustainable business. The world today is in crisis: 65 million refugees on the move, fleeing climate change and failed states; the climate crisis has thrown millions into collapse, and will get far worse; we are living in the sixth great extinction, with millions of species going extinct; inequality is so bad that 8 men have as much wealth as the bottom 3.5 billion people on earth.... These and related crises are threatening economies across the planet, and business everywhere.

MMGB 6631. Social Innov Master Class. (3 Credits)

This class is a special offering for students deeply interested in understanding and experiencing the promise of social innovation. In partnership with leading global organizations like the Schwab Foundation, Ashoka, and the World Economic Forum students will learn from global leaders in the field how social innovation can shape business strategy for the 21st century.

MMGB 6632. Applied Sustainability Innovation. (3 Credits)

This course is a real-life consulting engagement for students with a leading fair-trade company (Fairtrasa). Its CEO, Patrick Struebi, will present real-life challenges his company is facing, and selected student teams will work on developing innovative solutions guided by peers and faculty. This course is a capstone for the management consulting concentration, the social innovation concentration, and the sustainable business minor.

MMGB 6633. Leadership in 21st Century. (3 Credits)

The challenges of leading organizations, especially businesses, in the current era are vast. Globalization requires competitive strategies and cultural sensitivity, the worsening environmental crisis calls for sustainable practices, and increasing social problems and inequalities increase pressure for social responsibility beyond traditional profit making. Many current management paradigms have to be rethought and remodeled to deal with these challenges effectively. In this course we look at challenges to organizations on the systemic level (environmental and social pressures), the organizational level (employee commitment and stakeholder trust), and the individual level (happiness) and examine ways of dealing with them proactively.

MMGB 6650. Advanced Business Communication. (3 Credits)

Communicating effectively is essential to successful management, yet many managers lack an understanding of their own communication skills. This course instructs students on what effective management communication means for teams and leadership styles, including communicating change, managing stakeholders, empowering others, and presenting compelling ideas. Students learn how to provide constructive feedback and how to examine their own communication style, applying theories and concepts via practical means in course activities and assignments.

Attribute: MOE.

Mutually Exclusive: CMGB 7550.

MMGB 6710. Purpose-Driven Marketing. (3 Credits)

This learning-by-doing course introduces students to purpose-driven marketing: the innovative use of marketing frameworks to enhance individual and societal well-being. Participants will learn how to develop stakeholder-oriented marketing strategies (using segmentation, targeting, differentiation, positioning), adapt the 4Ps of the marketing mix (product, price, placement, promotion), and balance the triple bottom line (people, planet, profit). Class discussions and course projects will address the full spectrum of marketing activities from conducting market research to creating, delivering, and communicating new services.

Mutually Exclusive: MKGB 6710.

MMGB 6820. Managerial Statistics. (3 Credits)

This course introduces students to the basic statistical concepts essential for business research and decision-making, including descriptive statistics, probability distributions, statistical inference, and simple and multiple regression.

Mutually Exclusive: DGGB 6820.

MMGB 760A. Sustainability Reporting and Finance. (3 Credits)

Financial decisions worldwide are increasingly influenced by the unique risks of the 21st century. All activities demand focus on sustainability issues—from the looming impacts of climate change, to risks associated with health and safety, to credit and investment gaps that limit business opportunities and hamper economic progress in many parts of the world. As the challenges of scarcity of resources, the search for profits through efficiency, and impact of climate change continue to mount, environmental, social, and governance (ESG) data become essential for prudent decision-making. Along with several multinational investment banks, the Dow Jones has a sustainability index indicating that the search for profitability through efficiency has transcended trends and has now become the new corporate norm. Students in this course study finance, corporate disclosures, and sustainability reporting practices as integrated subjects beginning with an introduction to financial and reporting principles and moving through financial analysis and industry-focused disclosures. Additionally, the course covers diverse aspects of sustainable reporting and offers tools for effective risk assessment.

Attribute: MOE.

MMGB 7620. Understanding the Digital Consumer. (3 Credits)

Consumer behavior is rapidly changing as channels and shopping offer more options and more data points. This course prepares students for marketing to digital consumers, covering the latest social science research and theories to better understand consumer behavior. The course focuses on applications in managerial decision-making for digital consumers. Topics include motivation, learning, memory, perception, attitude formation and change, and consumer and social wellbeing that aid in predicting consumer behavior in traditional marketplaces and on digital platforms.

Attribute: MOE.

MMGB 7637. Crisis Communication and Leadership Strategies. (3 Credits)

Every organization faces crises. Yet, how crisis is handled is critical to helping its brand move forward. Students learn theoretical conceptualizations, public relations and crisis management skills to handle real world crises. Students assess how public-relations fits into the strategic management and decision-making of an organization during a crisis situation. Possible remedies for crisis are examined by applying best strategies for specific situations, using both traditional and new media, while also focusing on strategies and approaches for crisis prevention.

Attributes: ABIB, MEMG, MOE.

MMGB 7642. Sustainability and Finance. (3 Credits)

In this course we explore how the evolving needs of society are changing the way financial theories, tools, and techniques are conceived and applied.

MMGB 7660. Business Strategy for the Modern World. (3 Credits)

This course focuses on defining an organization's mission, establishing its objectives, developing strategies for achieving those objectives, and assuring implementation and continual updating of long-term plans.

Mutually Exclusive: MGGB 7660.

MMGB 7680. Social & Digital Media. (3 Credits)

This course examines social media innovations and the disruptive force they create on traditional media, as well as how businesses across industries are handling the new technological environment. This course examines the factors affecting why and how consumers adopt or fail to adopt new media technologies and services. It also considers how the characteristics of individual technologies and services affect the adoption process and how adoption patterns differ across consumer categories.

Attribute: MOE.

MMGB 76AK. Persuasive Corporate Communications. (3 Credits)

Business professionals have long known that the ability to influence is a critical business skill. Developing long-term relationships with clients and developing an effective corporate culture is highly valued. Students will critically examine contemporary scholarship from the academic and applied field detailing effective and ineffective practices for persuading stakeholders at various levels. Students will examine how different communication channels can impact the degree to which an audience is persuaded. The course will focus on internal and external organizational communication.

Attribute: MOE.

MMGB 8999. Independent Study. (1 to 3 Credits)

Mandarin Chinese (MAND)

MAND 1001. Introduction to Mandarin I. (5 Credits)

An introductory course that focuses on the four skills: speaking, reading, writing, and listening providing students with a basic knowledge of Chinese Linguistic structures, vocabulary and culture, which, studied interdependently, comprise the Chinese Language.

MAND 1501. Intermediate Mandarin I. (3 Credits)

Intermediate Mandarin I will continue introducing students to the fundamentals of the Mandarin language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based Mandarin learning program. Conducted in Mandarin.

Attributes: CNST, IPE.

Prerequisites: MAND 1001 or MAND 1002.

MAND 1502. Intermediate Mandarin II. (3 Credits)

Intermediate Mandarin II will continue introducing students to the fundamentals of the Mandarin language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based Mandarin learning program. Conducted in Mandarin.

Attributes: CNST, IPE.

Prerequisite: MAND 1501.

MAND 1551. Business Mandarin. (4 Credits)

Development of communication skills in everyday and business context with attention to vocabulary building, grammar review, conversation, and composition. Reading and discussion of literary, cultural, and business-related texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MAND 1999. Tutorial. (1 Credit)

Independent Study.

MAND 2001. Mandarin Language and Literature. (3 Credits)

A critical analysis of selected cultural and literary texts: composition, conversation, and review of pertinent grammatical structures.

Attributes: CNST, IPE.

Prerequisite: MAND 1502.

MAND 2500. Approaches to Literature. (4 Credits)

How has Chinese philosophy shaped literature, aesthetic discourse, and our perception of the world? This course introduces students to a wide range of genres, including philosophic texts, aesthetic treatises, poetry, tales of the strange, classic paintings, and other visual materials. They will be studied under three interrelated sections: philosophy, aesthetics, and emotion. This course is for native speakers and for non-native and heritage speakers who have successfully completed MAND 2001. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, CNST, COLI, IPE.

Prerequisite: MAND 2001.

MAND 2601. Mandarin Conversation and Composition. (4 Credits)

This course is designed for advanced mandarin learners to improve their listening, speaking, reading, and writing proficiency. It will enable the learners to acquire up-to-date spoken Chinese by introducing contemporary TV series, mini plays, and movies. Students will also produce written texts based on the materials covered in class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CNST, IPE.

Prerequisite: MAND 2001.

MAND 2999. Tutorial. (2 Credits)

Independent Study.

Attribute: IPE.

MAND 3002. Topics in Chinese Culture. (4 Credits)

This course is designed for intermediate high and advanced Chinese learners. The aims of the course are 1) to further develop students' language proficiency in all areas: listening, speaking, reading and writing and 2) to increase students' awareness and appreciation of Chinese culture. Students will learn various aspects of contemporary Chinese society and compare Chinese cultural practice products and perspectives with their own culture to enhance understanding of Chinese people and culture. Class discussions will be held and reading and writing assignments will be assigned regularly to help students improve their skills in articulating Chinese in spoken and written forms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, CNST, INST, IPE, ISAS.

Prerequisite: MAND 2500.

MAND 3015. Learning Mandarin Chinese Through Music and Songs. (4 Credits)

This course introduces to students representative songs of various genres. Through learning lyrics of the songs, students continue consolidate their listening, speaking, reading and writing skills in Mandarin Chinese and continue to learn Chinese culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CNST, IPE.

Prerequisite: MAND 2500.

MAND 3020. Learn Chinese Through Film. (4 Credits)

It is a course designed for advanced Chinese learners, who successfully completed Mandarin 2500 or equivalent to continue developing their skills in listening, speaking, reading, and writing through studying Chinese films and to achieve a better understanding of Chinese culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, CNST, COLI, INST, IPE, ISAS.

Prerequisite: MAND 2500.

MAND 3025. Reading Chinese Short Stories. (4 Credits)

This course will introduce students to the narrative of well-known 19th and 20th-century Chinese writers such as Lu Xun, Bing Xin and others. Upon completion of the course, students will have acquired a basic knowledge of modern Chinese literature and will have further enhanced their speaking, reading and writing skills in Mandarin Chinese. Taught in Chinese. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CNST, COLI, INST, IPE, ISAS.

Prerequisite: MAND 2500.

MAND 3030. Masterpieces of Chinese Film: Theory and Texts. (4 Credits)

This course provides an introduction to Chinese film, focusing on important genres, directors and movements. We will follow two parallel (often times intersecting) threads throughout the course: "politics of film" as well as "poetics of film." The former explores Chinese film's engaging dialogue with Chinese sociopolitical issues whereas the latter investigates key terms of film theory such as spectatorship, gaze, apparatus theory, and authorship. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE.

Prerequisite: MAND 2500.

MAND 3031. Chinese Cultural Concepts. (4 Credits)

This course introduces students to the complexity and diversity of China and Chinese culture through a range of topics such as family and kinship, popular religion, women and gender, gift exchange and guanxi networks, economic and social reforms, Maoism, post-Maoism, and globalization. We will approach these issues through anthropological, sociological, and historical texts. This course aims to deepen students' knowledge of contemporary Chinese society and provide them with a nuanced understanding of cultural differences. Taught in Mandarin. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ANTH, CNST, COLI, GLBL.

Prerequisite: MAND 2500.

MAND 3032. Chinese Political Thought. (4 Credits)

In this course, students will explore political thoughts and ideologies in the times of the Republic of China and People's Republic of China. By reading selected texts in the original Chinese, we shall understand different schools of political thought in China and their historical development. They include liberalism, socialism, communism, Confucianism, and nationalism. We will also focus on how Chinese thinkers conceptualize important political ideas such as democracy, rights, equality, merit, and the nation-state. Most readings are in modern vernacular Chinese. We may also read excerpts from classical Chinese texts and English secondary materials. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, CNST.

Prerequisite: MAND 2500 (may be taken concurrently).

MAND 3035. Confucius and the Analects. (4 Credits)

It is always said that to understand Chinese politics and philosophy one must understand Confucianism, and to understand Confucianism one must read the Analects (Lunyu). In this course we will do a close reading of selected texts from the Analects, in its original classical Chinese and modern Chinese translations. We will discuss core Confucian virtues such as ren (benevolence), yi (righteousness), li (ritual propriety), and xiao (filial piety), and how the cultivation of these virtues can lead to good governance. Students will also learn how Confucius has shaped ethical and political theory and praxis in East Asia for millennia. Readings and discussion in the course will be in Mandarin Chinese and English. Secondary materials about contemporary Confucian political theory will also be provided. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CNST, INST, ISAS, POPT, POSC.

Prerequisite: MAND 2500 (may be taken concurrently).

MAND 3040. Topics in Mandarin Chinese Literature. (4 Credits)

This course examines the rich tradition of Mandarin Chinese literature from 1900 to present. Readings include a variety of genres in Mandarin Chinese, such as short stories, critical essays, poetry and screen plays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, CNST, INST, IPE, ISAS, PJRC, PJST.

Prerequisite: MAND 2500.

MAND 3045. Chinese Linguistics. (4 Credits)

This course focuses on the linguistic study of the Chinese language. Students discuss the formal domains of language structure with a focus on Chinese and discuss contemporary research and theory in Chinese linguistics. We will address key topics in Chinese linguistics, like whether Chinese has morphology or a tense/aspect system. The course is taught in Chinese. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: LING.

Prerequisite: MAND 2500.

MAND 3050. China in the Headlines: An Advanced Newspaper Reading Course in Mandarin Chinese. (4 Credits)

This course will have students' reading skills in formal written Chinese through studying texts, such as, new reports, editorial essays, and transcripts of interviews. A variety of students will also develop listening and speaking skills through watching news clips and discussion and debate over top stories in Chinese media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, CNST, INST, IPE, ISAS, PJRC, PJST.

Prerequisite: MAND 2500.

MAND 3055. China and Globalization. (4 Credits)

This course is designed to further develop students' all-around Mandarin Chinese language skills through intensive readings related to the multifaceted nature of contemporary globalization and social, political, and economic aspects of developments in the context of China. Students will solidify their advanced-level language skills and develop superior level skills, such as defending one's view, making a hypothesis, and handling linguistically unfamiliar situations, through activities such as discussion and debate. Students are expected to reach at least advance-low level at the end of the semester. Courses in Translation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, CNST, COLI, INST, IPE, ISAS.

Prerequisite: MAND 2500.

MAND 3060. Contemporary Chinese Politics. (4 Credits)

This course will discuss aspects of political life in the People's Republic of China. We will read materials in Chinese on the history of the Communist Party and Communist revolution, political ideologies of the government, the Constitution and political institutions, social movements, foreign policies, as well as timely issues such as Xinjiang, Tibet, Hong Kong, and Taiwan. Readings will be primary sources in modern vernacular Chinese, supplemented with academic articles in English. Discussions will be conducted in Mandarin Chinese. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, CNST, ISAS, POCP, POSC.

Prerequisite: MAND 2500.

MAND 3999. Tutorial. (3 Credits)

Independent Study.

Attribute: IPE.

MAND 4999. Tutorial. (4 Credits)

Independent Study.

Attribute: IPE.

MAND 9101. Intro to Mandarin I. (0 Credits)**MAND 9152. Intermediate Mandarin II. (0 Credits)****MAND 9201. Mandarin Language and Literature. (0 Credits)**

Marketing (Graduate) (MKGB)

MKGB 6710. Responsible Marketing Management. (3 Credits)

This course discusses the role of marketing in developing responsible business practices to create, communicate, and deliver value for business entities, consumers, and society as a whole. Interactive class discussions focus on how marketing interacts with other business functions within a company, as well as how marketing contributes to both the company bottom-line and societal well-being. Topics covered include the strategic marketing process, shared value creation, circular economy, responsible marketing, market segmentation, targeting, and positioning, and the marketing mix. Lectures, comprehensive case analyses, in-class exercises, and team projects are used to provide a complete understanding of the role of responsible marketing management toward achieving well-being of all stakeholders. (Previous title: Customer Driven Marketing, new title: Responsible Marketing Management).

Attribute: PMMA.

Prerequisites: BEGB 6220 or GBA Waiver Managerial Eco with a score of 070.

Mutually Exclusive: MKGB 6711, MMGB 6711.

MKGB 6711. Marketing in the Digital Age. (3 Credits)

This course introduces the ways in which marketing creates value in the interactions with other business functions, stakeholders and consumers. It emphasizes why and how successful marketing needs to be customer-driven, especially in the digital age where consumer engagement through various channels is key to a firm's success. Topics covered include the strategic marketing process; the exchange of value; market segmentation, targeting, and positioning, and the marketing mix in the digital economy.

Mutually Exclusive: MKGB 6710.

MKGB 6720. Understanding Digital Consumer. (3 Credits)

Consumer behavior is rapidly changing as channels and shopping offer more options and more data points. This course prepares students for marketing to digital consumers, covering the latest social science research and theories to better understand consumer behavior. The course focuses on applications in managerial decision-making for digital consumers. Topics include motivation, learning, memory, perception, attitude formation and change, perception, consumer and social well-being that aid predicting consumer behavior in traditional marketplaces and on digital platforms.

Mutually Exclusive: MKGB 7720.

MKGB 6730. Contemporary Research Methods. (3 Credits)

This course provides a fundamental understanding of analytical methods and their application in marketing and communications. It covers analytical tools needed to quantify market potential, empirically establish customer needs, and optimize efficiencies of market communications. It discusses the research process and the identification, collection, analysis and dissemination of consumer data. Topics include problem definition, using secondary data, quantitative and qualitative methods, preparation and evaluation of surveys, and data analysis.

Mutually Exclusive: MKGB 7730.

MKGB 7720. Consumer Behavior. (3 Credits)

Analyzes the latest social science research and theories to better understand consumer behavior. Special attention is directed to applications in managerial decision-making. Topics including motivation, learning, memory, perception, attitude formation and change and decision-making are covered to explain and predict how consumers behave in the marketplace.

Attributes: ABGS, PMMA.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

Mutually Exclusive: MKGB 6720.

MKGB 7721. Marketing Management for China. (4.5 Credits)**MKGB 7723. Strategic Branding. (3 Credits)**

Demonstrates the strategic importance of branding by focusing on the various ways the brands acquire and sustain value in the marketplace. Analyzes relevant and comprehensive theories, and all the necessary tools, ideas and concepts to uncover the brands' identities and help managerial branding decisions. Topics discussed include socio-cultural perspectives on branding and brand management, emotional branding, financial considerations and consequences of branding decisions. PREVIOUSLY TITLED: BIG BRAND MARKETING.

Attribute: PMMA.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7730. Research Methods. (3 Credits)

Provides a fundamental understanding of research methods and their application in different business functions, offering perspectives from both the provider and user of information needed for managerial decision-making. Discusses the research process with an emphasis on the identification, collection, analysis and dissemination of business and consumer data. Topics include problem definition, the use of secondary data, various quantitative and qualitative methods, preparation and evaluation of surveys, and basics of data analysis. REQUIRED COURSE FOR MARKETING CONCENTRATION.

Attributes: ASDM, BUAN.

Mutually Exclusive: MKGB 6730.

MKGB 7755. Integrated Marketing Communications. (3 Credits)

This course analyzes the planning, execution, and measurement of advertising campaigns, with a focus on developing ad campaigns and media planning that maximize consumer engagement. Topics include the role of advertising in the marketing mix, tools, techniques and processes used in creating advertising strategy, media planning, legal issues and ethical considerations in advertising. An emphasis is placed on creative ways to foster awareness and maintain consumer involvement through digital media platforms and other marketing tools. MKGB 7720 (or MKGB 6720) is suggested as prior coursework.

Attribute: ABEP.

Prerequisites: MKGB 6710 or MKGB 6711 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7760. Marketing Technology and Innovation. (3 Credits)

This course introduces students to the marketing implications of the latest technologies (the current and future trends). These technologies have led to new forms of marketing and customer-related activities. Marketing students need to have an overall understanding of the latest technological advances to take advantage of these technologies and be able to communicate with technology specialists. Adopting a learn-by-doing approach, the course seeks to help students integrate their knowledge and skills with the latest advances. Students will implement this integration of knowledge in assignments and projects that seek to create new value for consumers, offer personalized customer experience, address a marketing challenge, or create and capture new opportunities.

Prerequisites: MKGB 6710 and MKGB 8701.

MKGB 7765. Sales Management. (3 Credits)

Focuses on personal selling and salesforce management in the context of large and small organizations. Examines the sales process and its relationship to overall marketing strategy, evaluation of salesforce performance and the function of sales manager. Explore such topics as sales planning, forecasting as well as recruiting, selecting, motivating and compensating a salesforce.

Attribute: PMMA.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7775. Mktg of Finl Services. (3 Credits)

Provides a scientific understanding of tactics and strategies associated with the marketing of financial services. Emphasizes the role of industry deregulation, intensified competition, and the emergence of new technologies and products on the emerging marketing practices used by financial services institutions. Explore consumers' unique decision-making styles in financial matters, the effects of technology deployment, and the fiduciary constraints that guide marketing activities in the markets for commercial banking services, mutual funds, investment banking services, insurance and other forms of financial services.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7785. Marketing Strategy. (3 Credits)

Presents an integrated framework on how company marketing decisions can be guided by the environment in which the company is operating, the company's own strengths and weaknesses, and the future prospects in the marketplace. Provides a synthesis of current research findings on strategic marketing theory through the text and other material, and put theories into practice by the students through the use of computer simulations and case analyses. Enables students to develop the techniques needed to optimize marketing activities related to pricing, advertising, distribution and product development.

Prerequisites: MKGB 7730 or MKGB 6730.

MKGB 7792. New Product Development. (3 Credits)

Provides a sequential methodology for identifying new product opportunities, designing products and services to meet consumer needs. Examines processes and methods used for managing different stages of product development, from idea generation to market testing. Discuss ethical and financial considerations of new product development processes for the business and society at large.

Attributes: ABEP, ABGS.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779H. Marketing Decision Models. (3 Credits)

This course provides students with hands-on training in applying analytical tools and computer programs to assist marketing decisions. The course brings together topics from statistics, data mining, analytics, and substantive areas of marketing to help marketing students learn the necessary skills regarding marketing models to succeed in the job market. Upon successful completion of the course, you will be able to understand and use certain marketing modeling approaches, hands-on SQL skills to use marketing databases for marketing purposes, apply and use analysis to assist managerial decision-making, and think critically about the business goals and have the basic skills to fill the gap between managerial needs and data.

Prerequisite: MKGB 6710.

MKGB 779I. Data-Driven Marketing Decisions. (3 Credits)

This course provides students with hands-on training in applying analytical tools to data to assist marketing decisions. The course seeks to fill the gap between managerial needs and technical expertise by bringing together topics from both analytics and substantive marketing areas. Adopting a learn-by-doing approach, the course provides students with hands-on training on simulating data-driven marketing decisions and formulating sound recommendations. The course seeks to help students improve their skills for effectively integrating knowledge, critical thinking, analytical problem solving, presentation of ideas, teamwork, leadership, and analytical tools for solving business problems.

Attributes: ASDM, BUAN, ISEL.

Prerequisite: MKGB 7730.

MKGB 779N. Sports Marketing. (3 Credits)

It is estimated that the sports industry generates over \$200 billion a year in revenue and it is still growing. Sports products are more than just the sporting event, the athlete and the arena and now encompass items such as sporting goods and equipment, licensed merchandise and clothing lines, collectibles and memorabilia, personal training/fitness centers and health services, sports camps and instruction as well as sports information and media. In addition, sports products include the successful and strategic management of operations/facilities, overseeing revenues and investments as well as bringing events to the attention of the public through advertising, sales, promotion and sponsorships. This course is designed to provide the sport business student with an overview of the major marketing issues facing the sports industry. As one can see, this is a diverse and growing industry centered around THE ASSOCIATION OF SPORT. With this as a background, this course will focus on the industry, the market opportunities and strategies for seizing those opportunities.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779T. Marketing Mgt & Strategy. (3 Credits)

Introducing the fundamental concepts and processes essential for marketing goods, and services in today's competitive environment. This course presents an integrated framework on how such strategic decision should be made. The course is anchored on three tools: Strategic Marketing Theory, Computer Simulation and Application and Cases.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 77AA. Marketing Decision Models. (3 Credits)

Demonstrates the benefits of using systematic analytic and modeling based approach to marketing decision-making and equips. Enables students to work on marketing data with a heavily applied approach and construct models to aid managerial decisions about which strategies to choose.

Attribute: BUAN.

Prerequisite: MKGB 7730.

MKGB 77AH. The Art of Social Business. (3 Credits)

Social Media is not a technology, a tool, or a trend; it is a fundamentally new way for businesses to connect with all of the people that matter at an unprecedented scale. People have embraced social platforms faster than any other form of communication, forcing organizations to ultimately reconstruct their business models. The course will provide students with a foundation of new social business practices across different industries. It will introduce new concepts and theories on how to transform existing business structures or develop new models that are social and personalized at the core. Students will learn how all disciplines within companies, especially marketing and marketing-related functions, are now being socialized (e.g. Marketing, Advertising, New Product Development, HR, Finance, R&D, Operations, etc.) The course will also address how a company's culture is impacted by creating more connectivity across employees and its customers. Specific areas that will be covered include: Brand and Media Management, Creative and Advertising, Data and Measurement, which will also touch upon consumer privacy. Course work will include readings, in-depth discussions, and three group projects.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 77AM. Digital Marketing. (3 Credits)

Digital Marketing is designed to provide students with a thorough knowledge of the digital marketing process. Throughout this course, students will be taught various digital marketing techniques and strategies so they have will have a strong knowledge base once this course is complete.

Prerequisites: MKGB 6710 or MIGB 6710.

MKGB 77AN. Design Thinking. (3 Credits)

Design thinking is an iterative problem-solving process of discovery, ideation, and experimentation that, when combined with business models, provides decision-makers with effective tools for innovation and transformation. This hands-on course will guide students in the use of a variety of design-based tools and techniques to clarify and solve human-centered organizational, business, and public service challenges.

Attribute: PMMA.

MKGB 77AP. Business Strategy Simulation. (3 Credits)

The design of this course is built upon a decision-making laboratory (DML) that creates a context-rich simulated business environment in which student teams manage simulated businesses. The course adopts a strategic orientation and promotes the synthesizing of knowledge conveyed through the curriculum with deliberate attention to marketing, accounting, finance, and management of organizations. The course also presents a means for practicing approaches to dealing with rapid and systemic change in a business environment. Students work in teams that have control over how they should organize—by function, by market, by product, etc. Each student team is assigned as the management team of a specific business enterprise in a realistic, safe, virtual industry/market environment. The bookends of the course are brief exercises called "From Reality to Lab" and "From Lab to Reality".

Prerequisite: MKGB 6710.

MKGB 77AU. Social Marketing. (3 Credits)

This course introduces participants to social marketing, the creative use of marketing for the betterment of society. Participants will discuss how organizations can utilize marketing frameworks to address contemporary social problems (e.g., domestic violence, systemic racism, transphobia, homelessness, addiction, income inequality, political polarization). This course also covers related concepts such as corporate social responsibility (CSR); diversity, equity, and inclusion (DEI); and public service announcements (PSAs). (This course should not be confused with Social Media Marketing.)

Prerequisite: MKGB 6710.

MKGB 77AV. US/UK Sustainability Communication and Reporting. (3 Credits)

This course will enable students to develop a deeper understanding of the risks and opportunities of being a sustainable business and the similarities and differences of sustainable communications between companies in the U.S. and in the U.K. Students will have the opportunity to travel to the U.K. and hear directly from leaders of industry about the challenges they face when trying to identify, evaluate, and report the issues that will allow them to operate as a sustainable business. Students will research companies in the U.K. and the U.S. to compare and contrast how different companies are handling similar situations with a focus on how they are using the U.N. Sustainable Development Goals to evaluate risk exposure and to communicate to their stakeholders.

Prerequisite: MKGB 6710.

MKGB 77AW. Customer Experience Management. (3 Credits)

This learning-by-doing course introduces participants to customer experience management—the set of practices that companies use to ensure that customers are satisfied at every touchpoint of their journeys with brands. Participants will learn how to attract consumer attention in different product categories and how to keep customers satisfied across multiple service encounters. This course also covers customer journey mapping, a widely used tool for designing and improving customer experiences across physical and digital touchpoints.

Prerequisite: MKGB 6710.

MKGB 77AX. Marketing with Cultural Intelligence. (3 Credits)

The course helps students develop the cultural intelligence needed to serve customers whose experiences, worldview, and lifestyles are different from one's own. Through a variety of experiential and immersive experiences, students will learn how to step out of themselves and into the heart and mind of someone else, and in doing so, create their own personal toolbox for learning about diverse markets. By the end of the course, they will have developed a new appreciation for the nuances of culture that exist within and across countries and the empathy needed to speak and engage with diverse consumers in a manner that is relevant.

Prerequisite: MKGB 6710.

MKGB 7811. Marketing Internship. (1 to 3 Credits)

This course is intended for students with a Marketing internship for this trimester that wish to receive academic credit for it. The course will begin with an orientation session and will be followed by additional meetings with students. The course instructor will provide additional details to enrolled students.

MKGB 8701. Marketing Analytics. (1.5 Credits)

This mini-course seeks to familiarize students with using data in marketing contexts and understand data-driven approaches to marketing decisions. Students will learn about various data sources and understand their context, similarities, differences, and business use-cases. They will also learn how to perform basic data checks, manipulation, and analysis for actionable marketing insights.

Attributes: ABEP, ASDM.

Prerequisites: (MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070).

MKGB 8703. Revealing Consumer Insights. (1.5 Credits)

Applies theories of anthropology and ethnography to the study of consumer behavior and purchase decisions. Topics include the study of cultures and subcultures, ethnographic research designs, customer immersion, and contemporary ethnographic writing.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 8709. Digital Marketing Analytics. (1.5 Credits)

Provides students with a hands-on experience with using various analytical methods and tools to explore digital marketing, including social media marketing and google analytics.

Prerequisites: MKGB 6710 (may be taken concurrently) or MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879E. Luxury Marketing. (1.5 Credits)

This course will provide excellent support for those planning a career in luxury marketing, brand management, retailing and distribution and communications. It covers areas such as history and trends of the luxury sector; marketing of luxury goods and services; strategy evaluation for luxury businesses; luxury consumer behavior, luxury product and brand management; luxury marketing communications and retailing and channel management within the luxury sector.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879P. Science of Shopping. (1.5 Credits)

This course will examine the anthropological dimensions of retail shopping from four interconnected perspectives: practical, relational, socio-economic and sensory-physical. Students will learn the pragmatics of shopping – how people manage to navigate a store; they will explore shopping malls in terms of self-identity, social class and feelings of community; they will look at the rituals of Christmas shopping; they will evaluate the sensory dimensions of a store in experiential shopping.

From exploring the interplay of these variables, students should receive a practical and theoretical understanding of the retail experience for consumers and its importance to our culture. Students will read a range of materials, write essays and conduct primary ethnographic research in shopping locations.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879R. Psychology of Pricing. (1.5 Credits)

When is it better to price a product at \$3.99 compared to \$4.00? Should an e-tailer include shipping charges in their products' prices or add them separately? Among a marketer's tools, price is arguably the most important because it is the only one that represents revenue, rather than a cost, to the firm. Yet decisions like these are often wrought with complexity and uncertainty. This mini course brings structure to the issue through explorations of consumers' beliefs, feelings, and behaviors with respect to prices and pricing tactics.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879X. Applied CRM. (1.5 Credits)

Customer Relationship Management (CRM) is the strategic process of selecting the customers a firm can most profitably serve and of shaping the interactions between a firm and their customers. The goal is to optimize the current and future value of the customers for the company. This course introduces students to CRM strategy, teaches the range of metrics used for customer analytics and includes applied, hands-on usage of a real-world CRM system. Students in this course will gain experience in the strategies of and application of CRM for business and marketing effectiveness.

Attributes: BUAN, ISEL.

MKGB 879Y. Marketing Analytics Insights. (1.5 Credits)

This course provides students with hands-on training on how to build an effective analytics framework and deliver actionable data and analytics insights to marketing and advertising decision-makers and other stakeholders. The course teaches students how to transform data-driven findings into clear and actionable recommendations, and how to tailor them for marketing decision-makers. The topics include creating a learning agenda, crafting a measurement framework, selecting the appropriate tools and analysis techniques, designing human-friendly charts, graphs, and visuals, and taking complex analytical outputs and transforming them into a compelling narrative.

Prerequisite: MKGB 8701 (may be taken concurrently).

MKGB 879Z. Customer Loyalty Programs. (1.5 Credits)

Customer loyalty is key to growing a profitable brand. In response, firms invest heavily in programs to drive loyalty, increase market share, and build a moat around their most valuable customers. This course will explore the drivers of customer loyalty and will delve into the program strategy, program structure, marketing communications, and financial implications of running a customer loyalty program.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 87AA. Retail Digital Marketing. (1.5 Credits)

Over the past decade, traditional brick and mortar businesses have been shifting their operating models to fuel digital investments. This course is designed to introduce the fundamental concepts and processes essential to prepare for an executive position in retail digital marketing for today's competitive e-business environment. Upon completion of the course, students will be able to confidently strategize and lead digital marketing initiatives for CPG products in both luxury and big box retail environments. Throughout the semester, students will be introduced to the critical elements of digital marketing including how to strategize business planning for results. Studies include fundamentals e-retail, performance marketing, digital content for conversion, and digital transformation including digital upskilling of employees.

Prerequisite: MKGB 6710.

MKGB 87AB. Measuring Marketing Effectiveness. (1.5 Credits)

This course provides students with an in-depth analysis of best practices of advertising and branding strategies and the tools used to evaluate and improve brand strategies and campaigns. The class seeks to provide practical applications—translating research and analytical projects into marketing insights and actionable recommendations.

MKGB 8999. Independent Study. (1.5 to 3 Credits)

Marketing (Undergraduate) (MKBU)

MKBU 3225. Marketing Principles. (3 Credits)

Marketing's role within an organization is to develop products or services that have value to potential customers, to estimate that value and price accordingly to distribute the goods efficiently and to communicate their value and availability effectively. This course introduces students to techniques and theories that help the marketer to accomplish these tasks, whether for a mom- and-pop store or a global or multinational manufacturer.

Attribute: BUMI.

MKBU 3431. Professional Selling and Sales Management. (3 Credits)

American businesses spend substantial sums on personal selling and employ more than 6.4 million people in sales and sales-related jobs. This course studies the field in depth with an analytical approach to organizing and managing the sales, function, personnel, development, forecasting, budgeting, communication ethics, and the role of government. Selective cases relate to theory and practice. Independent (but supervised) research by students is encouraged.

Prerequisite: MKBU 3225.

MKBU 3432. ST: Fashion Marketing. (3 Credits)

This course examines the marketing mix through the lens of the fashion industry. Topics to be covered include merchandising, new product development with an emphasis on private label and celebrity brands, customer loyalty programs, and licensing among others. Students will also explore the key issues and challenges of the fashion business model and discuss emerging trends such as m-commerce, social media and apps.

Attribute: FASH.

Prerequisite: MKBU 3225.

MKBU 3434. Fundamentals of Integrated Marketing Communication. (3 Credits)

Advertising is the most pervasive element of the marketing mix: the average American family of four is exposed to 1,500 advertising messages a day! Students will study the role of advertising in the marketing communications mix, allocating the promotional budget and developing advertising strategy: product positioning, creative development, media planning, research and control, legal issues and ethical considerations. Students will apply theories to case discussion and develop a full-fledged competitive advertising campaign for a potential "client." Note for Gabelli students: Since MKBU 3434 is an upper-level business course, credit for this course (for transfer students) can come only from accredited business schools (AACSB guidelines) and not from similarly titled courses at liberal arts colleges.

Attributes: CCMS, COMC, COMM, NMAC, NMDD, NMMI.

Prerequisite: MKBU 3225.

MKBU 3435. Consumer Behavior. (3 Credits)

An interdisciplinary approach to the study of consumer behavior and motivation. Topics include behavioral science findings and their implications in the marketing mix; socioeconomics, demographic and cultural influences; theories of promotion and communication; consumer behavior models; attitude measurement; perception and consumerism.

Attribute: FASH.

Prerequisite: MKBU 3225.

MKBU 3436. ST: The Business of Fashion. (3 Credits)

This course explores the dynamic business of fashion which is a significant contributor to the economy of NYC and the United States and is one of the largest employers in our country. Topics discussed will include: textiles, fibers, fabrics, leather and fur as well as product development, fashion enterprises, unique channels of distribution, retailing, merchandising, globalization, the buying and selling of fashion products. Students will also learn basic business concepts such as: forms of business, entrepreneurship, management, human resources, marketing, financial information, and socially responsible behavior and ethical issues in fashion. Whenever possible, guest speakers and visits to fashion-centric exhibits and points-of-interest will be incorporated into course-related activities.

Attribute: FASH.

MKBU 3439. ST: Branding. (3 Credits)

This course examines the strategic importance of branding by focusing on the various ways the brands acquire and sustain value in the marketplace. It analyzes relevant and comprehensive theories, ideas and concepts to demonstrate how managers can make strategic branding decisions. Students learn about socio-cultural perspectives on branding and brand management, financial considerations and consequences of branding decisions.

Attributes: OCMK, ENT, FASH, NMDD.

Prerequisite: MKBU 3225.

MKBU 3440. Global Marketing. (3 Credits)

This course addresses the need for global approaches to today's business by focusing on product design, promotion, distribution channels and pricing strategies that are tailored to diverse international cultural, political, competitive and economic environments. Specific attention is placed on the feasibility of import/export, and national or global policies regarding marketing issues.

Attribute: GLBB.

Prerequisite: MKBU 3225.

MKBU 3441. Marketing Research. (3 Credits)

A practical approach to the study of research principles and procedures as an important tool of marketing, stressing the role of research in planning, operating and controlling marketing activities. Problems are examined from the perspective of managerial decision making in the age of computers. Analytical and qualitative techniques and their applications to "live" cases are emphasized.

Attributes: OCMK, PRQU.

Prerequisite: MKBU 3225.

MKBU 3442. ST: Marketing Consulting. (3 Credits)

Small groups of students-maxium 3- will work with organizations on a real life marketing problem. The students will work, with the host organization, but not necessarily at the organizations premises, towards a solution. The solution will be formally presented at the end of the semester to the host organization. Additionally the students will be able to draw on a tutor who is an experienced Marketing professional who will provide academic and practical support. This could be in any area of marketing, for eg: Research; Product Development; Communications; Internet. The students will be responsible for finding a host organization. This will be part of the grading criteria.

Prerequisites: MKBU 3445 or MKBU 3441 or MKBU 4451 or MKBU 4113 or MKBU 3435.

MKBU 3445. ST: Marketing Analytics. (3 Credits)

The course introduces students to a variety of marketing metrics and analyses. Students will be exposed to syndicated sources of data such as Nielsen and IRI, as well as the techniques for manipulating and analyzing primary data.

Attributes: OCMK, ENT, PRQU.

Prerequisite: MKBU 3225.

MKBU 3448. ST: Social Marketing. (3 Credits)

This learning-by-doing course introduces students to the marketing dimensions of social innovation and sustainable business. Course projects address the full spectrum of marketing activities from conducting market research and identifying market opportunities to improving existing services and developing new services.

Attributes: BLEB, ENT, SOIN.

Prerequisite: MKBU 3225.

MKBU 3449. ST: Customer Experience Mgt. (3 Credits)

This course aims to teach students the discipline, methodology and process used to comprehensively manage a customer's exposure, interaction and transaction with a company, product, brand or service. It offers an integrated framework for managing customer experiences that would create a competitive advantage for companies.

Prerequisite: MKBU 3225.

MKBU 3454. ST: Design Thinking. (3 Credits)

Design thinking is an iterative problem-solving process of discovery, ideation, and experimentation that, when combined with business models, provides decision-makers with effective tools for innovation and transformation. This hands-on course will guide students in the use of a variety of design-based tools and techniques to clarify and solve human-centered organizational, business, and public service challenges.

Attributes: OCMK, ENT, NMAC, NMAT, NMDD, NMMI.

MKBU 3455. Business Anthropology in Global Context. (3 Credits)

Business anthropology is a growing field of study and an emerging professional market, globally. Anthropology holds that there are many different and complex social and cultural ways of ordering life. This course will instruct students on ways to develop and understand local consumer behavior for global brand reach, devise brand strategies for specific markets, and understand brands from a local point of view.

Prerequisite: MKBU 3225.

MKBU 3456. Global Consumer Behavior. (3 Credits)

This course studies consumer behavior in a global context with an interdisciplinary approach. Topics include behavioral science findings and their implications in the marketing mix; socioeconomics, demographic and cultural influences; theories of promotion and communication; consumer behavior models; attitude measurement; perception and consumerism.

Prerequisite: MKBU 3225.

MKBU 3457. Bus Anthropol in Global Context. (3 Credits)

Business anthropology is a growing field of study and an emerging professional market, globally. Business leaders increasingly find that insights from anthropology are necessary to reduce complexity and rethink what they can offer their customers on their terms. This course will instruct students on ways to develop and understand local consumer behavior for global brand reach, devise brand strategies for specific markets, and understand brands from a local point of view.

Prerequisite: MKBU 3225.

MKBU 3458. ST: Global Sustainability Mkt. (3 Credits)

This course aims to provide the knowledge and skills necessary to successfully market sustainable products and services in global markets. It examines global trends and issues that influence the success of sustainability marketing and discusses the role it plays for global companies. Students learn about the key elements of developing a successful marketing approach for sustainable offerings in global markets.

Prerequisite: MKBU 3225.

MKBU 3459. Cross Cultr Consumer Insight. (3 Credits)

This course applies theories of anthropology and ethnography to the study of consumer insights in a cross-cultural context. Topics include the study of cultures and subcultures, ethnographic research designs, customer immersion, and contemporary ethnographic writing.

Attribute: SOIN.

Prerequisite: MKBU 3225.

MKBU 3461. ST: Sustainable Fashion. (3 Credits)

This course delves deeply into the principles that define sustainable business, as well as the impact areas that are considered both the cause, and areas of cure, within fashion's environmental, social, and economic footprint. It is through this greater understanding of the forces in sustainability that a more comprehensive set of strategic decisions can be considered in the planning and marketing of business within the fashion industry's transforming reality. Through using different readings, cases, and assignments, students will master the analysis of more deeply structured marketing strategies that filter decisions through a broader lens of people, planet, and profit.

Attributes: ENST, ESEC, ESEL, FASH.

Prerequisite: MKBU 3225.

MKBU 3463. ST: Marketing Competition. (0 Credits)

Designing and organizing competitions and training and coaching students. Organizing tasks may include designing and preparing competition objectives and rules, tasks, timelines, judging, and managing the competition. Training and coaching activities may include teaching workshops and other training programs, guiding students on their tasks, reviewing their work and offering feedback, mock presentations, and other forms of support.

MKBU 4105. ST: Services Marketing. (3 Credits)

Services account for over 75% of the GDP in the US and, even in a difficult economic environment, many sectors are growing rapidly. This course will provide in-depth analysis of the challenges and opportunities in marketing services to consumers and businesses. Students will learn how to identify, create and develop winning service marketing strategies. Topics will include marketing principles, buyer behavior and delivery of service quality from both consumer and business-to-business perspectives.

Prerequisite: MKBU 3225.

MKBU 4109. ST: Revealing Consumer Insights. (1.5 to 3 Credits)

This course aims to teach students about revealing insights and underlying themes from vast consumer data to identify opportunities for improving consumer products, brands and services. Students will learn to discover insights and overall consumer trends and use them to make strategic marketing decisions.

Prerequisite: MKBU 3225.

MKBU 4112. ST: Data Driven Sales Strateg. (3 Credits)

This course provides a working understanding of different analytical tools like CRM software, Social Selling strategies and techniques to mine publicly available market data to strengthen sales engagements. In-class role playing utilizing the popular "Challenger Sales" methodology, presentation training and digital tools demonstrations are used enable best-in-class data-driven sales skills.

Prerequisite: MKBU 3225.

MKBU 4113. Digital Marketing. (3 Credits)

This course provides students with hands-on training in the conceptual foundations of digital marketing and the skills related to using tools to design, implement, and measure digital marketing activities. The course focuses on the underlying principles, strategic and tactical decisions, designing digital presence, and activities across various digital channels. This is accomplished through a series of educational materials, class discussions, hands-on practices, and projects. The course introduces students to the fundamental concepts and processes in digital marketing for today's competitive e-business environment.

Prerequisite: MKBU 3225.

MKBU 4114. Marketing Technology and Innovation. (3 Credits)

This course introduces students to the marketing implications of the latest technologies (the current and future trends). These technologies have led to new forms of marketing and customer-related activities. Marketing students need to have an overall understanding of the latest technological advances to take advantage of these technologies and be able to communicate with technology specialists. Adopting a learn-by-doing approach, the course seeks to help students integrate their knowledge and skills with the latest advances. Students will implement this integration of knowledge in assignments and projects that seek to create new value for consumers, offer personalized customer experience, address a marketing challenge, or create and capture new opportunities.

Prerequisite: MKBU 3225.

MKBU 4115. Marketing Messaging & Activation. (3 Credits)

This course will teach students advanced approaches to developing advertising strategies and brand messaging, along with how to activate those messages in key outlets and platforms. Students will also learn about consumer engagement, charting the consumer's path to purchase, and how proper brand messaging and activation can move the consumer along the consumer experience journey. Before you take this course you will need to take MKBU 3434 Fundamentals of Integrated Marketing Communications, which provides the foundations of branding, brand strategy, STP, and an overview of advertising and media strategies.

Prerequisites: MKBU 3225 and MKBU 3434.

MKBU 4441. Marketing Strategy. (3 Credits)

Students exercise the business skills they have developed in previous course work in all functional fields by applying these techniques and theories to a series of marketing challenges. Case analysis and discussion present an integrated approach to decision making that will achieve corporate objectives.

Attribute: OCMK.

Prerequisites: MKBU 3225 and MKBU 3441.

MKBU 4442. ST: Mktg Fincl Services. (3 Credits)

Students completing a robust finance major (10 courses) can use this course to fulfill a finance elective. Students pursuing a finance concentration are not permitted to use this course to fulfill a finance concentration. The Finance Area advises students with a finance concentration to take a different Finance course to increase the depth of their understanding of finance. The objective of this course is to provide an understanding of the successful strategies associated with the marketing of financial services. Financial services have witnessed a significant growth in marketing activity during the past five years due to industry deregulation, intensified competition, and the emergence of new technologies and products. These changes have made it critical for business students who anticipate being active in financial services to expand their skill sets and to explore new approaches for successful marketing of these services. Many of these approaches are found through systematic exploration of opportunities arising from the financial decision making styles of consumers the dynamics by which technology will be influencing consumer choices in the near future. This course is intended for students who anticipate becoming active marketers of financial services at some point in their careers. Having completed this course, students should be able to manage consumer marketing activities for a wide array of financial services organizations.

MKBU 4451. ST: Data Driven Marketing Decisions. (3 Credits)

The course aims at offering students advanced analytical marketing and decision making tools in order to help them solve typical marketing managerial situations. It will allow students to simulate data driven marketing decisions and formulate sound recommendations. The course will deal with lectures that will immediately be applied to case studies and in-class exercises.

Attribute: PRQU.

Prerequisite: MKBU 3225.

MKBU 4454. ST: Sports Marketing. (3 Credits)

The entertainment sector is a major industry. Within that sector, sports activities are targeting a number of demographic and other segments of the population. While some sports (collegiate and professional) are quite successful in their marketing strategies, others struggle to gain or to hold their audience within a competitive market place. This course evaluates the marketing mix of those sports teams and institutions that are successful and assesses the marketing ingredients of those sports activities that are struggling to gain a larger or profitable share of the audience.

Attribute: SJOR.

Prerequisite: MKBU 3225.

MKBU 4456. ST: Global Corporate Communication. (3 Credits)

The ability to influence is a critical business skill for business professionals in any industry, including consulting. This course focuses on corporate communication, including both internal and external communication. It includes sessions with faculty and industry professionals. We first define corporate communication and persuasion to better understand how organizations develop long-term relationships with clients, as well as internal and external stakeholders. We will discuss how to assess corporate communication, as well as various modes of effective corporate communication. Students will demonstrate their ability to assess stakeholders and audit an organization's communications. They will also gain experience in developing communication plans.

MKBU 4457. ST: CB Consulting Project. (3 Credits)

A team of undergraduate students will have the opportunity to participate in a one semester project acting as consultants in an advisory role. Students will be given a consulting project and asked to complete a plan for a final course of action for which a company can undertake. Students will apply their academic and individual expertise to the development of this plan.

MKBU 4462. ST: Global Immersion: Rome. (3 Credits)

This class aims to teach how a city as a whole could be incorporated into the marketing mix and be used for marketing purposes. It is a mix of rigor and eclecticism delivered in an accessible manner, in historical city of Rome. Class meetings prior to departure will be comprised of lectures focused on the class model, as well as film screenings to provide context and prepare students for their experience in Rome.

MKBU 4463. ST: Global Immersion Ireland. (3 Credits)

This study tour course focuses on doing business in Ireland and the European Union by allowing students to personally experience business practices and culture in this major global market. Students meet with faculty and periodically during the preceding semester to discuss reading assignments and tour arrangements. Students travel to Ireland in early January, to meet as a class with local businesses, advertising agencies, the U.S.-Irish Chamber of Commerce, government agencies, and manufacturers and retailers.

Attribute: GLBB.

MKBU 4465. ST: Study Tour in Paris. (3 Credits)**MKBU 4466. ST: Global Immersion Israel. (3 Credits)**

The course provides students the first-hand opportunity to explore a vibrant business environment of Israeli organizations. Students are introduced to the management, marketing, and organizational practices across start-up, national, and international organizations within the country of Israel. Through the examination of impactful environmental factors, the role of national cultural, historical, and political setting are analyzed on how they shape and drive the unique business landscape in Israel. The course is a combination of in-class and online learning during the semester and culminating in a global immersion trip to Israel during the winter break.

MKBU 4469. ST: Global Immersion Germany. (3 Credits)

This course offers students an introduction to the field of social entrepreneurship. It will examine the evolution of social innovation and entrepreneurship theory and practice, compare and contrast organizational models and supportive ecosystems in the United States and Germany, and engage students in charting a course for the future.

MKBU 4477. ST: Study Tour to Spain. (3 Credits)

This course includes travel to Spain for business and cultural site visits as well as pre-travel lectures, assigned readings, pre-travel exam, company research assignments, and a final research paper.

Attribute: GLBB.

MKBU 4484. ST: Study Tour of Tokyo. (3 Credits)

This class aims to teach how a city as a whole could be incorporated into the marketing mix and be used for marketing purposes. It is a mix of rigor and eclecticism delivered in an accessible manner, in an extraordinary mega city of Tokyo. Class meetings prior to departure will be comprised of lectures focused on the class model, as well as film screenings to provide context and prepare students for their experience in Japan.

Prerequisite: MKBU 3225.

MKBU 4485. ST: Study Tour Iceland. (3 Credits)

Students will have the opportunity to learn firsthand the journey Iceland has taken from a country in the middle of a major financial crisis in 2008, to a new era of economic growth beginning in 2011 with growth in GDP as well as declined trends in unemployment. Visits to a variety of marketing /business related companies, both domestic and foreign, will focus on marketing to a segment of the EU that is still in the process of transforming a challenging situation into a country with an improved consumer confidence. A visit to Iceland's capital, Reykjavik, will be a representation of the marketing difficulties that once faced this now thriving city. In addition to business visits, cultural visits will enable students to understand the impact that this financial crisis has had on the social/cultural environment. Students will experience what many regard as "One of Europe's Recovery Success Stories"

Prerequisite: MKBU 3228.

MKBU 4706. Honors Thesis II - Marketing. (3 Credits)

Honors project in Marketing.

MKBU 4999. Independent Study. (1 to 4 Credits)

Marketing Intelligence (MIGB)

MIGB 6710. Responsible Marketing Management. (3 Credits)

This course discusses the role of marketing in developing responsible business practices to create, communicate, and deliver value for business entities, consumers, and society as a whole. Interactive class discussions focus on how marketing interacts with other business functions within a company, as well as how marketing contributes to both the company bottom-line and societal well-being. Topics covered include the strategic marketing process, shared value creation, circular economy, responsible marketing, market segmentation, targeting, and positioning, and the marketing mix. Lectures, comprehensive case analyses, in-class exercises, and team projects are used to provide a complete understanding of the role of responsible marketing management toward achieving well-being of all stakeholders. (Previous title: Customer Driven Marketing, new title: Responsible Marketing Management).

MIGB 7720. Consumer Behavior. (3 Credits)

Analyzes the latest social science research and theories to better understand consumer behavior. Special attention is directed to applications in managerial decision-making. Topics including motivation, learning, memory, perception, attitude formation and change and decision-making are covered to explain and predict how consumers behave in the marketplace.

MIGB 7723. Strategic Branding. (3 Credits)

This course demonstrates the strategic importance of branding by focusing on the various ways brands acquire and sustain value in the marketplace. It analyzes relevant and comprehensive theories, and all the necessary tools, ideas, and concepts to uncover the brands' identities and help managerial branding decisions. Topics discussed include socio-cultural perspectives on branding and brand management, emotional branding, financial considerations, and consequences of branding decisions.

Prerequisite: MIGB 6710.

MIGB 7730. Research Methods. (3 Credits)

This course provides a fundamental understanding of research methods and their application in different business functions, offering perspectives from both the provider and user of information needed for managerial decision-making. It covers the research process with an emphasis on the identification, collection, analysis, and dissemination of business and consumer data. Topics include problem definition, the use of secondary data, various quantitative and qualitative methods, preparation and evaluation of surveys, and basics of data analysis, including multivariate statistics.

MIGB 7732. Data-Driven Marketing Decisions. (3 Credits)

Analyzes the latest social science research and theories to better understand consumer behavior. Special attention is directed to applications in managerial decision-making. Topics including motivation, learning, memory, perception, attitude formation and change and decision-making are covered to explain and predict how consumers behave in the marketplace.

Attribute: ASDM.

MIGB 7755. Integrated Marketing Communications. (3 Credits)

This course analyzes the planning, execution, and measurement of advertising campaigns, with a focus on developing ad campaigns and media planning that maximize consumer engagement. Topics include the role of advertising in the marketing mix; tools, techniques, and processes used in creating advertising strategy; media planning; legal issues; and ethical considerations in advertising. An emphasis is placed on creative ways to foster awareness and maintain consumer involvement through digital media platforms and other marketing tools.

Prerequisite: MIGB 6710.

MIGB 7760. Marketing Technology and Innovation. (3 Credits)

This course introduces students to the marketing implications of the latest technologies (the current and future trends). These technologies have led to new forms of marketing and customer-related activities. Marketing students need to have an overall understanding of the latest technological advances to take advantage of these technologies and be able to communicate with technology specialists. Adopting a learn-by-doing approach, the course seeks to help students integrate their knowledge and skills with the latest advances. Students will implement this integration of knowledge in assignments and projects that seek to create new value for consumers, offer personalized customer experience, address a marketing challenge, or create and capture new opportunities.

Prerequisites: MIGB 6710 and MIGB 8701.

MIGB 7765. Sales Management. (3 Credits)

This course focuses on personal selling and sales force management in the context of large and small organizations. It examines the sales process and its relationship to overall marketing strategy, evaluation of sales force performance, and the function of sales manager. Explore such topics as sales planning, forecasting, recruiting, selecting, motivating, and compensating a sales force.

Prerequisite: MIGB 6710.

MIGB 7785. Marketing Strategy. (3 Credits)

Marketing Strategy.

MIGB 7792. New Product Development. (3 Credits)

This course provides a sequential methodology for identifying new product opportunities and designing products and services to meet consumer needs. It examines processes and methods used for managing different stages of product development, from idea generation to market testing. We will discuss ethical and financial considerations of new product development processes for the business and society at large.

Prerequisite: MIGB 6710.

MIGB 779H. Marketing Decision Models. (3 Credits)

This course provides students with hands-on training in applying analytical tools and computer programs to assist marketing decisions. The course brings together topics from statistics, data mining, analytics, and substantive areas of marketing to help marketing students learn the necessary skills regarding marketing models to succeed in the job market. Upon successful completion of the course, you will be able to understand and use certain marketing modeling approaches, hands-on SQL skills to use marketing databases for marketing purposes, apply and use analysis to assist managerial decision-making, and think critically about the business goals and have the basic skills to fill the gap between managerial needs and data.

MIGB 779N. Sports Marketing. (3 Credits)

It is estimated that the sports industry generates over \$200 billion a year in revenue, and it is still growing. Sports products are more than just the sporting event, the athlete, and the arena, and now encompass items such as sporting goods and equipment, licensed merchandise and clothing lines, collectibles and memorabilia, personal training/fitness centers and health services, sports camps, and instruction, as well as sports information and media. In addition, sports products include the successful and strategic management of operations/facilities, overseeing revenues and investments, as well as bringing events to the attention of the public through advertising, sales, promotion, and sponsorships. This course is designed to provide the sports business student with an overview of the major marketing issues facing the sports industry. As one can see, this is a diverse and growing industry centered around the association of sport. With this as a background, this course will focus on the industry, market opportunities, and strategies for seizing those opportunities.

Prerequisite: MIGB 6710.

MIGB 779Z. Applied Project. (3 Credits)

In this course, students will work in teams on a real-world project for a real client. Operating under a non-disclosure agreement, student teams will receive direction and data from a consumer brand, ad agency, or market research company. Recent clients have included McCann Worldgroup, Circana, Web Md, and Medidata. Under the guidance of faculty, students will apply skills learned in MSMI to conduct research, analyze data, and make a final presentation to the client marketing team. The Applied Project provides MSMI students with the opportunity to build their resumes with actual professional experiences.

MIGB 77AM. Digital Marketing. (3 Credits)

Digital Marketing is designed to provide students with a thorough knowledge of the digital marketing process. Throughout this course, students will be taught various digital marketing techniques and strategies so they have will have a strong knowledge base once this course is complete.

Prerequisite: MIGB 6710.

MIGB 77AN. Marketing Analytics - Enhanced. (3 Credits)

This course is an enhanced version of the Marketing Analytics mini course, designed for MSMI students who want to pursue a career in analytics. The class seeks to familiarize students with using data in marketing contexts and understanding data-driven approaches to marketing decisions. Students will learn about various data sources and understand their context, similarities, differences, and business use-cases. They will also learn how to perform basic data checks, manipulation, and analysis for actionable marketing insights.

MIGB 77AU. Social Marketing. (3 Credits)

This course introduces participants to social marketing, the creative use of marketing for the betterment of society. Participants will discuss how organizations can utilize marketing frameworks to address contemporary social problems (e.g., domestic violence, systemic racism, transphobia, homelessness, addiction, income inequality, political polarization). This course also covers related concepts such as corporate social responsibility (CSR); diversity, equity, and inclusion (DEI); and public service announcements (PSAs). (This course should not be confused with Social Media Marketing.)

Prerequisite: MIGB 6710.

MIGB 77AW. Customer Experience Management. (3 Credits)

This learning-by-doing course introduces participants to customer experience management—the set of practices that companies use to ensure that customers are satisfied at every touchpoint of their journeys with brands. Participants will learn how to attract consumer attention in different product categories and how to keep customers satisfied across multiple service encounters. This course also covers customer journey mapping, a widely used tool for designing and improving customer experiences across physical and digital touchpoints.

MIGB 77AX. Marketing with Cultural Intelligence. (3 Credits)

The course helps students develop the cultural intelligence needed to serve customers whose experiences, worldview, and lifestyles are different from one's own. Through a variety of experiential and immersive experiences, students will learn how to step out of themselves and into the heart and mind of someone else, and in doing so, create their own personal toolbox for learning about diverse markets. By the end of the course, they will have developed a new appreciation for the nuances of culture that exist within and across countries and the empathy needed to speak and engage with diverse consumers in a manner that is relevant.

MIGB 8701. Marketing Analytics. (1.5 Credits)

This mini-course seeks to familiarize students with using data in marketing contexts and understanding data-driven approaches to marketing decisions. Students will learn about various data sources and understand their context, similarities, differences, and business use-cases. They will also learn how to perform basic data checks, manipulation, and analysis for actionable marketing insights.

Prerequisites: MIGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MIGB 8702. Exp Career Dev Portf I. (0 Credits)**MIGB 8703. Reveal Consumer Insights. (1.5 Credits)****MIGB 8704. Qualitative Research. (1.5 Credits)****MIGB 8705. Applied CRM. (1.5 Credits)**

Customer Relationship Management (CRM) is the strategic process of selecting the customers a firm can most profitably serve and of shaping the interactions between a firm and their customers. The goal is to optimize the current and future value of the customers for the company. This course introduces students to CRM strategy, teaches the range of metrics used for customer analytics and includes applied, hands-on usage of a real-world CRM system. Students in this course will gain experience in the strategies of and application of CRM for business and marketing effectiveness.

MIGB 8706. Experimental Design. (1.5 Credits)**MIGB 8707. Language of Consumers. (1.5 Credits)****MIGB 8709. Digital Marketing Analytics. (1.5 Credits)**

Provides students with a hands-on experience with using various analytical methods and tools to explore digital marketing, including social media marketing and google analytics.

MIGB 8712. Exp Career Dev Portf II. (0 Credits)**MIGB 879E. Luxury Marketing. (1.5 Credits)**

This course will provide excellent support for those planning a career in luxury marketing, brand management, retailing and distribution, and communications. It covers areas such as history and trends of the luxury sector, marketing of luxury goods and services, strategy evaluation for luxury businesses, luxury consumer behavior, luxury product and brand management, luxury marketing communications, and retailing and channel management within the luxury sector.

Prerequisite: MIGB 6710.

MIGB 879Y. Marketing Analytics Insights. (1.5 Credits)

This course provides students with hands-on training on how to build an effective analytics framework and deliver actionable data and analytics insights to marketing and advertising decision-makers and other stakeholders. The course teaches students how to transform data-driven findings into clear and actionable recommendations, and how to tailor them for marketing decision-makers. The topics include creating a learning agenda, crafting a measurement framework, selecting the appropriate tools and analysis techniques, designing human-friendly charts, graphs, and visuals, and taking complex analytical outputs and transforming them into a compelling narrative.

Prerequisite: MIGB 6710.

MIGB 879Z. Customer Loyalty Programs. (1.5 Credits)

Customer loyalty is key to growing a profitable brand. In response, firms invest heavily in programs to drive loyalty, increase market share, and build a moat around their most valuable customers. This course will explore the drivers of customer loyalty and will delve into the program strategy, program structure, marketing communications, and financial implications of running a customer loyalty program.

Prerequisite: MIGB 6710.

MIGB 87AA. Retail Digital Marketing. (1.5 Credits)

Over the past decade, traditional brick and mortar businesses have been shifting their operating models to fuel digital investments. This course is designed to introduce the fundamental concepts and processes that are essential to prepare for an executive position in retail digital marketing for today's competitive e-business environment. Upon completion of the course, students will be able to confidently strategize and lead digital marketing initiatives for CPG products in both luxury and big box retail environments. Throughout the semester, students will be introduced to the critical elements of digital marketing including how to strategize business planning for results. Studies include fundamentals e-retail, performance marketing, digital content for conversion, and digital transformation including digital upskilling of employees.

MIGB 87AB. Measuring Marketing Effectiveness. (1.5 Credits)

This course provides students with an in-depth analysis of best practices of advertising and branding strategies and the tools used to evaluate and improve brand strategies and campaigns. The class seeks to provide practical applications—translating research and analytical projects into marketing insights and actionable recommendations.

MIGB 8999. Tutorial. (1.5 Credits)

Master's Seminar (Gabelli) (MSGB)

MSGB 6801. Cdc Launch to Landing. (0 Credits)

Designed for the MBA cohort to participate in numerous personal and professional development activities to enhance employability and ensure "career readiness." Students will be required to attend a recruitment overview, complete a career assessment and attend a related small group discussion session, complete an Excel workshop, and meet with a career adviser at least once per term to fulfill the career check-in component of the course.

MSGB 6802. Launch to Landing II. (0 Credits)

This course builds on the foundation laid in Launch to Landing I. In order to ensure further career readiness, students will take part in a workshop to help them develop cross-functional leadership skills and participate in a presentation-skills workshop as well as a negotiation-skills workshop. Students are also required to meet with a career adviser at least once per term to fulfill the career check-in component of the course.

MSGB 6810. Gabelli +. (0 Credits)

Gabelli +.

MSGB 6820. Value and Value +. (0 Credits)**MSGB 809A. Adv Pres and Public Speaking. (1.5 Credits)**

A course on advanced skills in public speaking and presentation skills.

Attribute: ESL.

MSGB 809B. Advanced Corporate Communications. (1.5 Credits)

A course on advanced communication skills in the corporate environment.

Attribute: ESL.

Mathematics (MATH)

MATH 0100. Effective Mathematical Thinking. (2 Credits)

A preparatory course to assist students in PCS with the analytical, computational and reasoning skills necessary to succeed in further mathematics courses including Finite Mathematics. Emphasis is on the use of problem solving tools and critical thinking. Topics include numeration, algebra, functions and graphs, probability and sets, logical thinking, and patterns and sequences. This course does not satisfy the mathematical reasoning core curriculum requirement.

MATH 1000. Precalculus. (3 Credits)

In this course, students will be introduced to a rigorous treatment of the mathematics necessary to succeed in calculus. Topics include intervals, equations, inequalities, functions, operations on functions, inverse functions, graphing polynomial functions, exponential and logarithmic functions, trigonometric functions, and identities. This course does not fulfill the mathematical/computational reasoning core requirement.

MATH 1001. Math for Business: Precalculus. (3 Credits)

This course is designed to prepare students in the Gabelli School of Business for Math for Business: Calculus. Topics include inequalities; linear, polynomial, rational, exponential, logarithm and inverse functions and their graphs; distance, lengths, and area of simple regions. This course does not satisfy the mathematical/computation reasoning core requirement.

MATH 1003. Mathematics and Democracy. (3 Credits)

What is the relationship between mathematics and democracy? In this course we explore answers to this question from different perspectives. One approach is that members of society must have a certain mathematical literacy for informed participation in their society. It is increasingly the case in our world that people must comprehend and analyze numbers and quantitative information, in complicated contexts, on a regular basis. We'll discuss and look at examples of the numeracy skills needed to evaluate data and information, to analyze statistics, and to understand and formulate quantitative arguments, as well as social justice issues of access to mathematics. We will then explore the contributions of mathematics to the development of democratic systems, looking at voting and the larger question of how a group can best arrive at a decision. Topics may include decision-making strategies, the manipulability of voting systems, fair division and apportionment, and the mathematics of competition. This course should be particularly relevant to students in political science, philosophy, economics, and sociology.

Attributes: MANR, MCR.

MATH 1100. Finite Mathematics. (3 Credits)

This course introduces students to topics in mathematics that have real-world applications, include sets and Venn diagrams, counting principles; basic concepts of probability, conditional probability and Bayes' theorem, applications of probability, binomial probability, random variables; elements of statistics, normal distribution; and an overview of mathematics for finance. High school algebra is the only prerequisite.

Attribute: MCR.

Mutually Exclusive: MATH 1108.

MATH 1106. Math for Business: Precalculus. (1 Credit)

A one-credit course for Gabelli students who have not completed Precalculus.

MATH 1108. Math for Business: Finite. (3 Credits)

This course, open to Gabelli School of Business students, introduces fundamental mathematical concepts and techniques arising in business. Topics include linear programming, mathematics of finance, counting techniques, as well as basic concepts of probability and statistics such as conditional probability, Bayes' formula, and binomial and normal distributions. Upon successful completion of this course, students should be able to formulate mathematical models of a range of real-world problems and solve them using some of the above mentioned tools.

Mutually Exclusive: MATH 1100.

MATH 1109. Math for Business: Calculus. (3 Credits)

This course provides business majors with an introduction to differential and integral calculus. Topics include differentiation, integration, and their applications, in particular derivatives of polynomials, rational, exponential and logarithmic functions; curve sketching, optimization problems; and the definite integral. Applications are drawn from business and economics. This course is open only to students in the Gabelli School of Business.

Mutually Exclusive: MATH 1203.

MATH 1198. Honors Business Math. (4 Credits)

Topics covered in this course include elements of multivariable calculus, solutions of systems of linear equations, discrete and continuous probability, and applications to business. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MATH 1200. Topics in Finite Mathematics. (1 Credit)

This course covers basic concepts of finite mathematics: counting techniques including Venn diagrams, permutations, combinations, probability, and Bayes' theorem.

MATH 1203. Applied Calculus I. (3 Credits)

This calculus course is designed for students who do not require Calculus 2 or other upper-level math courses as part of their major. Topics include derivatives of polynomial, rational, exponential, and logarithmic functions; curve sketching; and optimization problems.

Attributes: ENVS, MCR, NEUR.

Mutually Exclusive: MATH 1109.

MATH 1204. Applied Calculus II. (3 Credits)

A continuation of MATH 1203. Topics include derivatives of trigonometric functions, methods of integration and applications, calculus of functions of several variables, Lagrange multipliers.

Prerequisite: MATH 1203.

MATH 1205. Applied Statistics. (3 Credits)

This course is designed for students in fields that emphasize quantitative methods. It includes calculus-based preliminary probability material followed by an introduction to basic statistical methods such as estimation, hypothesis testing, correlation, and regression analysis. Examples from a variety of fields and practical experience with statistical software are also provided.

Attribute: ENVS.

Prerequisites: MATH 1203 or MATH 12AB or MATH 12BC.

MATH 1206. Calculus I. (4 Credits)

This calculus course is intended for science and math majors. Topics include limits; continuity; intermediate value theorem; derivatives; mean value theorem; applications such as curve sketching, optimization, related rates, linear approximation, and differentials; antiderivatives; Riemann sums; definite integrals; the Fundamental Theorem of Calculus; substitution rule; inverse functions and their derivatives; and logarithmic and exponential functions. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENVS, MCR, NEUR.

MATH 1207. Calculus II. (4 Credits)

This calculus course is a continuation of Calculus I. Topics include inverse trigonometric and hyperbolic functions and their derivatives; techniques of integration, such as integration by parts, partial fractions, trigonometric integrals and substitutions; approximate integration; improper integrals; volumes; arc length; surface area; parametric curves; area and length in polar coordinates; sequences and series; convergence and divergence tests; power series; and Taylor and Maclaurin series. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: MATH 1206 or MATH 12AB or MATH 12BC.

MATH 12AB. Transfer Calculus AB. (3 Credits)**MATH 12BC. Transfer Calculus BC. (3 Credits)****MATH 1700. Mathematical Modelling. (4 Credits)**

This course shows how discrete and continuous mathematical models can be built and used to solve problems in many fields. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENVS, MCR, NEUR.

Prerequisites: MATH 1206 or MATH 1207 or MATH 12AB or MATH 12BC.

MATH 1800. Internship. (1 Credit)

Internship.

MATH 1999. Tutorial. (1 Credit)

Independent Study.

MATH 2001. Discrete Mathematics. (4 Credits)

This course introduces students to the language and writing of mathematical proofs in the context of discrete structures. Topics include elementary logic; basic proof techniques such as direct proof, proof by contradiction, contraposition, case division, induction; division, the Euclidean algorithm, modular arithmetic; set theory, relations and equivalence, functions. Additional topics may include cardinality of sets, combinatorics, and graphs. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: MATH 1206 or MATH 1207 or MATH 12AB or MATH 12BC.

MATH 2004. Multivariable Calculus I. (4 Credits)

Topics covered in this course include vectors and the three-dimensional coordinates methods of solid geometry, vector-valued functions, functions of several variables, partial derivatives, gradients, Lagrange multipliers, and multiple integrals. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: MATH 1207.

MATH 2005. Multivariable Calculus II. (4 Credits)

This is a continuation of MATH 2004. Topics covered in this course include vector fields and their derivatives, multiple integrals, line and surface integrals, and the theorems of Gauss, Green and Stokes. One or more of the following additional topics may be covered, as time permits: differential forms, functions of a complex variable, fluid mechanics, or geometry of surfaces. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: MATH 2004.

MATH 2006. Linear Algebra I. (4 Credits)

Topics covered in this course include systems of linear equations, real and complex vector spaces, linear independence, dimension, linear transformations, matrix representations, fundamental theorem of linear algebra, determinants, and eigenvalues. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: MATH 1206 or MATH 1207 or MATH 12AB or MATH 12BC.

MATH 2011. Programming for Math and Science. (4 Credits)

This course focuses on Python programming and scripting of algorithms coming from basic linear algebra. Students develop their own implementations that form the basis of many computational methods. The course is accessible to students in mathematics and the physical, social, and computer sciences. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: MATH 1206.

MATH 2999. Tutorial. (2 Credits)

Independent Study.

MATH 3001. Linear Algebra II. (4 Credits)

Topics include vector spaces over arbitrary fields, triangular form, Jordan canonical form, inner product spaces, coding theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: MATH 2001 and MATH 2006.

MATH 3002. Differential Equations. (4 Credits)

Topics covered in this course include existence and uniqueness theorems for ordinary differential equations, linear differential equations, power series solutions, Laplace transform and numerical methods. Note:

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

Prerequisite: MATH 2004.

MATH 3003. Real Analysis. (4 Credits)

This course focuses on analysis on Euclidean spaces. Topics include limits, continuity, uniform continuity, sequences of numbers and functions, modes of convergence, differentiability, Riemann integrability, and associated theorems. Students who have not taken MATH 2004 prior to taking Real Analysis may request permission from the instructor. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: MATH 2001 and MATH 2004.

MATH 3004. Complex Analysis. (4 Credits)

Topics include complex numbers and mappings, analytic functions, Cauchy-Riemann equations, Cauchy integral theorem, Taylor and Laurent series expansions, residue theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: MATH 2004.

MATH 3005. Abstract Algebra I. (4 Credits)

Topics include well ordering and induction, unique factorization, modular arithmetic, groups, subgroups, Lagrange's theorem, normality, homomorphisms of groups, permutation groups, simple groups.

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

Prerequisites: MATH 2001 and MATH 2006.

MATH 3006. Probability. (4 Credits)

Topics include discrete and continuous probability models in one and several variables, expectation and variance, limit theorems, applications. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: MATH 2004.

MATH 3007. Statistics. (4 Credits)

Topics include sampling distributions, estimation, testing hypotheses, analysis of variance, regression and correlation, nonparametric methods, time series. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: MATH 3006.

MATH 3008. Number Theory. (4 Credits)

Topics include divisibility and related concepts, congruencies, quadratic residues, number theoretic functions, additive number theory, some Diophantine equations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: MATH 2001.

MATH 3009. Mathematics of Finance. (4 Credits)

The market for options, a type of contract in finance, has grown quickly in the past fifty years. In this course we will explore the Nobel Prize-winning Black-Scholes-Merton model for valuing these contracts. We will introduce basic notions of probability (such as Brownian motion) as well as basic notions from finance (such as the No Arbitrage Principle) and use these to derive and solve the Black-Scholes equation. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: MATH 3006.

MATH 3010. Scientific Communication. (4 Credits)

In this course, students develop skills in written and oral communication needed to produce scientific articles, monographs, and presentations that are accomplished in both form and content. The course covers both the use of LaTeX to produce work that meets the highest standards of design and typography, and the techniques of writing, organization, and scholarly citation needed to ensure that this work accurately embodies, effectively communicates, and professionally documents the author's scientific thought. Students will learn the ins and outs of generating and using copyright material, and how to present data in forms of pictures, tables, graphs, or schematics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP3, PPWD.

MATH 3011. Mathematical Imaging. (4 Credits)

In this course, students will learn about the mathematical tools used in digital image processing and analysis. It covers essential mathematical concepts and techniques for image representation, intensity transformation, spatial filtering, and frequency filtering. The course also introduces various models for image enhancement, image degradation, and restoration. If time permits, image segmentation (identifying components of the scene) will also be introduced. To reinforce students' understanding and practical skills, theories will be complemented by computer exercises. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: MATH 2004 and MATH 2006.

MATH 3012. Math of Infinity. (4 Credits)

Topics covered in this course include elementary set and function theory; the notion of counting infinite sets, including Hilbert's infinite hotel; cardinality and infinite cardinals; and Cantor's work on infinite sets. Additional topics may include well-ordered sets and math induction; prime number generators; the Riemann zeta function; logic and meta-mathematics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MATH 3800. Internship. (3 Credits)

Internship.

MATH 3999. Tutorial. (3 Credits)

Independent Study.

MATH 4001. Mathematical Ethics Practicum. (4 Credits)

In this class, which fulfills the Senior Values seminar requirement of the Core Curriculum and serves as a capstone to both the pure and applied tracks of the Mathematics major, students will learn the ethical responsibilities of mathematicians, both as interpreters and as creators of mathematics. The course will combine historical and contemporary case studies with practical training in the skills and disciplines students must master to assume full ownership of their mathematics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, VAL.

MATH 4002. Preparing for Industrial Careers in Mathematics. (2 Credits)

This is an experiential learning course that introduces students to problems arising in industry and the development of solutions using mathematical approaches. Students work in teams on a research problem identified by a community partner from business, industry, or government. This course is intended for students with a strong interest in industrial applications of mathematics and computation, and provides an opportunity to develop mathematical and programming skills. Student success will depend on real-world industry metrics, which include teamwork, effective communication, independent thinking, problem-solving, and deliverables. Students will use mathematics from previous coursework but will also need to find new ideas and learn new techniques to make progress on their problems. Finally, students will grow in their ability to work in a professional setting by preparing oral and written reports for a non-mathematical audience.

Prerequisites: MATH 2004 and MATH 2006.

MATH 4004. Topology. (4 Credits)

Topics include open sets and continuity in metric spaces and topological spaces, subspaces and quotient topologies, compact sets, connected sets. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: MATH 2001 and MATH 2004.

MATH 4005. Abstract Algebra II. (4 Credits)

Examples and properties of rings and fields. As time permits, examples of algebraic structures that appear in other mathematical disciplines, such as symmetry groups, topological invariants, and cryptography. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: MATH 3005.

MATH 4006. Numerical Analysis. (4 Credits)

In this course, students analyze and implement numerical algorithms used to efficiently solve problems coming from science and engineering, such as root finding, systems of equations, approximation of functions, integration, differential equations, and direct and iterative methods in linear algebra. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: MATH 2004 and MATH 2006.

MATH 4009. Topics in Geometry. (4 Credits)

In this course, students focus on the study of Euclidean and non-Euclidean geometries using an axiomatic approach. We study propositions from Euclid's Elements before focusing on more advanced results in Euclidean geometry and their proofs. We follow the history of the parallel postulate, the discovery of non-Euclidean geometry, and the attendant philosophical implications. We build models and prove theorems from incidence, neutral, and hyperbolic geometries. Some properties may be investigated through the use of interactive geometry software. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: MATH 2004.

MATH 4011. Mathematics of AI. (4 Credits)

The course will start with a review of required tools from Linear Algebra and Probability. The course then covers gradient descent optimization, linear regression, logistic regression, neural networks, kernel methods, and infinite-width limits of neural networks. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: MATH 2004 and MATH 2006.

MATH 4020. Differential Geometry. (4 Credits)

This course introduces the geometry of curved spaces in many dimensions, which are the basis of subjects such as Einstein's theory of gravitation. Topics include manifolds, tangent spaces, the Gauss map, the shape operator, curvature, and geodesics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: (MATH 2004 and MATH 2006).

MATH 4022. Partial Differential Equations. (4 Credits)

This course provides students with an introduction to partial differential equations. Topics include first-order, diffusion, wave, and Laplace equations; Fourier series; Green's functions; and finite difference methods. Partial differential equations are a fundamental tool in physics and find application in machine learning and finance. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: MATH 2005 or (MATH 2006 and MATH 3002).

MATH 4999. Tutorial. (4 Credits)

Independent Study.

Medieval Studies (MVST)

MVST 0912. Requirement Preparation. (0 Credits)

For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, Master's thesis, or dissertation submission.

MVST 0914. Requirement Preparation in Summer. (0 Credits)

For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

MVST 0930. PhD Certificate Comprehensive Examination. (0 Credits)**MVST 0936. Master's Comprehensive Examination-Medieval Studies. (0 Credits)****MVST 0937. Master's Research Paper Preparation. (0.5 Credits)**

For students preparing their MA thesis in Medieval Studies.

MVST 1210. Literature and Society. (3 Credits)

This course explores different literary genres (such as saga and myth, romance, ballads and poetry, drama and devotional treatises) from different medieval cultural contexts (such as Icelandic society, feudal society, the clergy and urban society). The texts chosen for study, as well as the particular societal contexts, will vary from instructor to instructor.

Attribute: MVLI.

MVST 1250. Traditions of Storytelling. (4 Credits)

Comparative study of traditions of storytelling, placing questions of narrative form within global cultural and historical contexts. Selections from ancient forms of storytelling will be considered alongside modern examples from European and American literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST.

MVST 1999. Tutorial. (1 Credit)

Independent research and readings with supervision from a faculty member.

MVST 2360. Illuminated Manuscripts. (4 Credits)

Before the invention of the printing press in the 15th century, every book was a precious, hand-produced object. Often these manuscripts were richly decorated with painting, called illumination. This course examines the development of manuscript illumination over the length of the Middle Ages in Europe (circa 300 to 1500). Issues examined include illuminated manuscripts and the establishment of the church, illumination and royal power, manuscripts and popular devotion, relations between Christians and Jews, and the role of the artist as illuminator. This course includes site visits. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHAM, MVAM, MVST, OCAH, OCST.

MVST 2370. Art and Science in the Middle Ages. (4 Credits)

This course investigates intersections of art and science from the Carolingian period through the 14th century and the historical role images played in the pursuit of epistemic truths. Science in the Middle Ages included a broad range of intellectual pursuits into both the supernatural and natural worlds, and scholars have classified these pursuits in various ways (e.g., experimental or theoretical science, practical science, magic, and natural philosophy). A particular focus of this course is placed on the assimilation of Greek and Islamic scientific advances in cartography, cosmology, and optical theory into the Latin theological tradition. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHAM.

MVST 2999. Tutorial. (2 Credits)

Independent research and readings with supervision from a faculty member.

MVST 3057. Medieval German Literature: Potions, Passions, Players, and Prayers. (4 Credits)

This course will introduce students to the rich literary and cultural heritage of Medieval Germany. The texts will all be read in English translation, but we will go over some passages in their original languages in class to catch some of the flavor of the Medieval German. Topics covered will include pre-Christian charms, the epic of the Nibelungs, love poetry, and urban carneval plays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, GERM, MVLI, MVST.

Prerequisite: GERM 2001.

MVST 3102. Medieval Women Writers. (4 Credits)

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

Attributes: MVLI, WGSS.

MVST 3210. King, Court, and Crusade: Writing Knightly Life in the High Middle Ages. (4 Credits)

This course will view the medieval world through a lens provided by the life and writings of one man, John of Joinville (d. 1317). John was a knight, a crusader, and a close friend of King Louis IX of France (canonized as Saint Louis). He wrote a *Life of Saint Louis* that is rich with information about his own life, as well as the saintly king's. We will use the *Life* to open an examination of key themes in the knightly experience in the high middle ages, including: power, faith, the crusades, noble culture, family and social relations. It will also consider the usefulness of biography/autobiography in understanding the past.

Attributes: AHC, HIMH, HIST.

MVST 3215. Medieval Fashion and Its Meanings. (3 Credits)

In medieval Europe, the importance of dress as a signifier of identity changed drastically over time. Relatively unimportant in the early Middle Ages, by the 14th century dress had become a primary means of expressing individual identity as well as class, gender, status, and other forms of group membership. In this course, we aim to demonstrate the ways in which dress and culture shape and are shaped by one another, illuminating the Middle Ages in a non-traditional way and encountering new tools for historical analysis. Our work will culminate in a research project: students will choose a particular type of medieval garment and trace its evolution, the factors which shaped it, and the effect of that garment or those garments on society.

Attributes: FASH, HIMH, MVAM.

MVST 3225. Hollywood's Holy Grail: Medieval French Literature on the Screen. (4 Credits)

This course examines the foundational texts about King Arthur and the Holy Grail that have made their way into American and French films. Why do these thirteenth-century stories about the fourth century continue to fascinate us today in the twenty-first century? Why do they remain so successful as sources for compelling narratives? We will explore the cultural adaptation of these stories to their times and in particular changes made to the role gender plays in them. Topics covered will include: gender; folklore; high and low art; adaptation of text to screen; translation; the political use of the past. Course in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, COLI, FFPM, FRME, IPE.

Prerequisite: FREN 2600.

MVST 3500. The Knights of the Round Table. (4 Credits)

In this course, we will look for the traces of King Arthur and his Knights in modern-day London and its environs. Reading the foundational texts of Arthurian literature right where it all happened, we will be able to go to the sites and see the artifacts that remain. We will be reading excerpts from the early annals and chronicles, which laid the foundation for Arthur's fame in history, and we will follow the exploits of some of the most prominent members of the Round Table as they were depicted in medieval literature: Sir Gawain, the ladies' man (Sir Gawain and the Green Knight, Geoffrey Chaucer's "Wife of Bath's Tale), Sir Perceval, the Grail Knight (Chretien de Troyes, Perceval), Sir Tristrem, the knight who fell in love with his uncle's wife, (Gottfried von Strassburg, Tristen and Isolde) and Merlin the sorcerer (in the modern rendition by Mary Stewart, The Crystal Cave). We are planning excursions that will take us to Winchester to have a look at the tangible, wooden, "Round Table," Stonehenge, the mythical stone circle associated with Merlin and his craft, and Canterbury, the destination of the most important pilgrimage on English soil. In London, we will visit Westminster Cathedral, the British Library, Museums holding Arthurian artifacts, and the Crypt of St. Martin-in-the-Fields for some brass rubbing and afternoon tea. This immersion into medieval culture will allow us to read Arthurian literature in a way uniquely possible in London. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MVLI.

MVST 3501. Between Conquest and Convivencia: The Spanish Kingdoms of the Middle Ages. (4 Credits)

Like many Mediterranean regions in the Middle Ages, the Iberian Peninsula (modern-day Spain and Portugal) had diverse kingdoms composed of Christians, Muslims, and Jews. Historians have often framed Iberia's medieval past as either a constant religious war (the Reconquista) or a precursor to modern notions of tolerance. As with most dichotomies, the truth lies somewhere in between. This course examines how the diverse polities and peoples of the Iberian Peninsula lived together from approximately 711 to 1492. It illustrates violent moments of conflict alongside irenic instances of cultural production through a variety of primary sources—chronicles, romances, pilgrim's guides, architecture, notarial documents, military treatises—supplemented by scholarly research in history, literature, anthropology, and other disciplines. Through lectures, discussions, as well as oral and written projects, students will learn how ideas about holy war, kingship, philosophy, economics, and more led to the rise and eventual fall of Iberia's diverse society. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ANTH, COLI, ENG1, ENGL, ENHD, HIST, HIUL, IPE, JSHI, LALS, LAUH, MEST, MLL, MVLI, MVTH, PJRC, POCP, REST.

MVST 3502. The Clerkenwell Tales: England's Literature. (4 Credits)

Where did *Oliver Twist* learn to pick pockets? In Clerkenwell. Where did William Shakespeare submit his plays to the Master of the Revels? In Clerkenwell. And where did the Knights of the Order of St. John have their headquarters? Indeed, in Clerkenwell, too. In this course, we will read texts that are quintessentially "British"—because they are linked to people, places, and historical events, and because they address issues of gender, race, and social class in ways that are grounded in their environment and thus have a specifically Londonesque character. The medieval romance of Sir Gawain and the Green Knight will start us off by looking at concepts of gender and nobility that have been formative for the way in which English aristocracy defines itself up to this day—an uninterrupted tradition which we can witness at our trips to Westminster Abbey and the Tower. The Globe Theatre will provide us with the opportunity to experience a Shakespeare play as "groundlings": standing, eating, drinking, and rubbing elbows with audience and actors alike. By the time Charles Dickens wrote "*Oliver Twist*," London had expanded into a metropolis with a large population of urban poor. It is only logical that England's oldest orphanage would be located in London, too, a museum today which we will be able to visit in addition to Dickens' house, both a stone's throw from our campus. The concluding text will be "*The Clerkenwell Tales*," Peter Ackroyd's modern-day take on Chaucer's "*Canterbury Tales*," which will bring together the main themes addressed in our discussions—gender, race, and social class—and place them right at our doorstep. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ENBE, ENGL, HIST, HIUL, ISEU.

MVST 3535. Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias. (4 Credits)

This course introduces students to the investigation of the role that economic concepts such as profit, work, utility, and exchange play in defining the ideal city as a realizable political project. Students will explore ethical and economic concepts and their interrelation in the debate on the best form of State and government that developed from antiquity to modern American utopian communities. This course includes texts from various sources - philosophical, theological, juridical, and literary. Through these readings, students will learn how theoretical and practical ideas on the best form of society developed in time and still influence modern political thought. The course also focuses on the impact of the socioeconomic doctrines of the Catholic Church in shaping the idea of a possible, realizable, ideal city. Among the texts and authors included are Plato, St. Augustine, Thomas Aquinas, Dante, Boccaccio, Thomas More, Leon Battista Alberti, Tommaso Campanella, Francis Bacon. Taught in English with coursework in Italian for credit in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, APPI, ASHS, ASRP, INST, ISIN, ITAL, ITMA, ITRE, MVPH, MVST, URST.

MVST 3542. Medieval Latin Literature. (4 Credits)

This course offers a broad survey of medieval Latin literature from the Vulgate and St. Augustine to the *Carmina Burana* and Petrarch. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, CLAS, COLI.

MVST 3552. Medieval Philosophy. (4 Credits)

The origins of medieval philosophy. The Carolingian renaissance. Anselm. Abelard and 12th-century humanism. Philosophical currents of the 13th century; introduction of Aristotle into the University of Paris; the reaction of the Augustinian philosophers to Aristotle; Bonaventure, Aquinas and Siger of Brabant. Duns Scotus. William of Ockham and the rise of nominalism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVPH, OCHS, OCST, PHIL, PHMD.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

MVST 3590. Medieval Political Philosophy. (4 Credits)

An investigation of the major political theories of the Middle Ages from the collapse of the Roman Empire in the West until the eve of the Protestant Reformation. Students will read the classic texts of this era from Augustine's "*City of God*" to Masilius of Padua's "*The Defender of Peace*." Special attention will be given to different theories of kingship and of the basis of political authority and the relationship between papacy and empire. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVPH, OCHS, OCST, PHIL, PHMD, PJRJ, PJST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

MVST 3700. Medicine, Magic, and Miracles: Sickness and Health in the Early Middle Ages. (4 Credits)

This course provides an introduction to the systems of learned medicine of western Europe from Late Antiquity to the High Middle Ages. Using a wide range of sources, including medical texts, hagiography, liturgy, and modern scientific studies, we will explore the distinctions between medical theory and practice, the relationship of secular and ecclesiastical authorities to the compilation of medical knowledge and the fundamental question of what constitutes medicine and what does not. In addition, we will consider the changing definition of illness and health through an investigation of medieval responses to the cataclysm of the Black Death. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIMH, HIST.

MVST 3701. Royal Saints of Medieval Europe: Politics, Liturgy and Gender. (4 Credits)

This course investigates how kings and queens became saints during the European Middle Ages, alongside broader debates about medieval notions of sanctity, gender, and power. Using varied sources including hagiography, liturgy, chronicles, and material culture, we will explore the reasons why royal saints were remembered and the ways they were venerated in the celebrations of the Church. Through a series of case studies, we will also consider the uses of royal saints as propaganda by church and secular authorities to legitimize their rule, promote ongoing Christianizing efforts, and engender zeal for the Crusades.

MVST 3800. Cloisters, Castles, and Kings: Medieval Bavaria. (4 Credits)

This course will explore medieval secular and church history as it manifested itself in the literature and culture of Bavaria. Includes a study abroad component. Spring break visit to Regensburg and Munich. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, GERM, MLL.

MVST 3999. Tutorial. (3 Credits)

Independent research and readings with supervision from a faculty member.

MVST 4003. War and Peace: Just War Theory. (4 Credits)

This is a Senior values seminar, usually offered in Philosophy. It is a course in applied ethics. It will involve the application of a normative ethical theory to the moral problems associated with war. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MVPH.

MVST 4005. The Medieval Traveler. (4 Credits)

This course follows the routes of pilgrims, crusaders, merchants, nobles, and peasants as they charted a course for lands of promise and hoped-for prosperity. In *The Medieval Traveler*, we will read selections from the diaries, chronicles, and historical literature written by and about travelers in the Middle Ages. We will begin and end with travelers who sought miracles, marvels, and new trading routes on the cusp of the known world. We will focus in particular on the practicalities of medieval travel, as well as the reasons for traveling: the sacred, the profane, and everything in between. This will be an interactive class; be prepared to discuss and debate issues of interest. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, ENRJ, GLBL, HIMH, HIST, HIUL, ICC, MVLI, OCST, REST.

MVST 4006. Dante's Cosmos: Science, Theology, and Literature. (4 Credits)

This course investigates Dante's cosmos in the *Divine Comedy* through medieval science, theology, and poetry. Disentangling the context of the *Comedy* from Dante's encyclopedic culture through reading in the disciplines of his time will lead students to a deeper comprehension of the multidimensionality of Dante's universe than is possible through any singular disciplinary. The course will broaden students' perception of the medieval cosmos in contrast with contemporary notions of cosmology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, COLI, ICC, ITAL, ITMA, MLL, MVTH.

MVST 4007. The Medieval Foundations of Modernity: Petrarch and the Origins of Modern Consciousness. (4 Credits)

This course retraces the foundations of modern consciousness in Petrarch's works through poetry and philosophy. Students will concentrate on Petrarch's literary and philosophical works to explore the passage from a medieval to a humanist vision of the self and of the world. The interdisciplinary approach of the course will provide a deeper understanding of Petrarch's ideas on the educative role of the intellectual, the crisis of scholastic thought, and the emergence of a new perception of the self. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ICC, ITAL, ITMA.

MVST 4008. Medieval Autobiographies. (4 Credits)

Although writing about oneself is often considered classical or modern, and autobiography was not classified as a genre until the eighteenth century, a handful of medieval clerics, monks, mystics, nobles and merchants wrote about their own lives. These autobiographical accounts, and the conventions and societies that shaped them are the topic of the course. By asking both the questions of genre, narrative voice, subjectivity and authorship usually posed by literary analysis, and the historical questions of what such sources about past authors, audiences and the societies that read and copied the lives, the goal is to understand autobiography and the sources themselves from an interdisciplinary perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIST, ICC, MVLI.

MVST 4009. Medieval Jerusalem. (4 Credits)

What has made Jerusalem so beloved to - and the object of continual strife for - Jews, Christians, and Muslims? This course will explore the ancient and medieval history of Jerusalem, from its Jebusite inhabitants before the time of King David through Suleiman's construction of the modern city walls in the 1540s. Students will learn to analyze a variety of literature, through which we will explore the themes of sacred space, conquest, destruction and lament, pilgrimage and religious polemic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, JSPM, JWST, MEST, OCHS, OCST, REST.

MVST 4010. Medieval Franciscans and the Dream of a Just Economy. (4 Credits)

The medieval Franciscan Order struggled continually to define what poverty meant. This definition impacted them internally, as an order dedicated to renouncing property personally and collectively, but also had implications for the world around them in their capacity as preachers, confessors, and spiritual advisers. In struggling with these questions they became, as Giacomo Todeschini called them, "professionals of poverty," experts in discerning the true value of things and arbiters of proper economic behavior; some have even gone so far as to claim that they invented capitalism *avant la lettre*. While this has been strenuously (and rightly) contested, Franciscans provide a useful lens through which to examine the relationship between religion, especially activist religion, and the economy; between economic theory and its sometimes messy practice. By drawing on texts from the medieval Franciscan Order (c. 1220–1517) on a variety of economic problems (especially: trust, contracts, and the just price; theories of interest, condemnations of usury, the ethics of lending, and the obligation to restitution; concerns about consumer society and the proper uses of wealth) supplemented by secondary readings in theology and economics, this course explores the nature of ethically and religiously motivated intervention in the realm of economic activity, and the responsibilities of consumers, producers, and other economic actors to act ethically, which echo down to the present day. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, COLI, HIST, ICC, PJEC, PJST, PPWD, REST, RSHR, RSTE, THEO.

MVST 4040. Exploring Medieval New York. (4 Credits)

All five boroughs of New York City bear traces of the medieval, despite having been built long after the period that corresponds with the European Middle Ages (c. 500 to c. 1500 CE) ended. This course aims to explore the medieval, broadly understood, in New York City, using the sources and methodologies of digital humanities, history, art history, and medievalism studies. In doing so, we will keep in mind several broad categories of what constitutes medieval: Medieval objects and artifacts in New York City. How did they get here? Where and when are they from? This embraces both medieval history and the collecting activities of tycoons and scholars as they decided what was medieval. How do the accumulations of cultural patrimony show the history of the city, and how are they experienced by different populations within the city today? Medieval-inspired objects and architecture. Why do "medieval" structures within the city look the way they look? From apartment buildings to houses of worship to colleges and universities to monuments, the medieval takes a particular form in New York City and has a number of not always obvious meanings. Medieval-inspired people and communities of practice. How do self-professed medieval practitioners (crafting, music, art, combat, etc.) define their relationship to the medieval? How have public literary or artistic figures interpreted the medieval in New York? New York during the Middle Ages. What did New York look like during the period that corresponds with the European Middle Ages? How did the Indigenous people who lived there experience and interact with the land that we stand on now? How can we, standing at such a distance, hope to glimpse what they might have seen? New York City through the lens of the medieval city. What can New York, arguably the archetypal modern megalopolis, tell us about medieval cities, and vice versa? How can we use comparison with a medieval city to shed light on urban life more broadly? Students will participate in the Medieval New York project sponsored by Fordham's Center for Medieval Studies. This project aims to investigate these issues and to craft walking itineraries around the city, showcasing these sites and ideas through the use of audio guides and multimedia materials for a broad public audience. By the end of this project, in addition to talking through these issues, students will collaboratively craft an itinerary of Fordham's Rose Hill campus and its surroundings, and lead a walk-through of the itinerary open to members of the community. The itinerary and related materials will be featured on the project's site at medievalny.ace.fordham.edu.

Attributes: ACUP, AMST, ASHS, HIST, ICC, PPWD, URST.

MVST 4100. Modern Sounds, Early Music. (4 Credits)

Medieval and Renaissance music's fragmentary survival has inspired scholars, performers, composers, and artists to realize what remains according to varying creative urges and ideological preoccupations. This course examines the cultures of early music as well as their living legacies. Studying musical traditions from 1000 to 1600, we build a technical vocabulary for discussing music and seek to understand how historical change affects aesthetics, music-making, and listening from 1000 to the present. We also study the reception of medieval music—how it has been rejected, restored, recreated, and reimagined—to consider how "the medieval" is historically produced. No prior musical experience is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MVAM.

MVST 4301. Jews and Christians in Antiquity. (4 Credits)

In this seminar, we will discuss the emergence of Christianity from its Jewish matrix, as well as the coexistence of Jews and Christians in classical and late antiquity. We will examine change and diversity within these two religions, as well as their interactions and rhetorical depictions of one another. While the seminar has a strong historical and diachronic component, its main focus will lie on the question of religious otherness within a confined geographic and intellectual space, as well as on related issues of racial, ethnic, linguistic, and geo-cultural diversity. Thus, in addition to acquiring knowledge about an important topic in a formative period of religious history, students will gain insight into the processes whereby religious difference is articulated and religious identity is shaped. The first goal of the course is to familiarize students, through the study of key texts and events, with the main landmarks in the history of coexistence between Christians and Jews over the long late antiquity. The second goal of the class is to allow students to acquire or consolidate skills in pursuing independent research. The third goal of the course is to increase students' ability to examine critically diverging historiographic perspectives and to analyze, explain, and historically contextualize primary sources. This course fulfills the History, Culture, and Society advanced seminar requirement and the Ancient/Medieval period requirement for the theology religious studies major and minor. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: THAM, THHC.

MVST 4654. Medieval London. (0 to 4 Credits)

This course draws on material and documentary sources to explore the townscape of medieval London—its wards, streets, and buildings— and the social life of its people, including their daily routines, work, and rituals. We will examine such documentary sources as chronicles, charters, and wills, along with material evidence from human skeletons, excavated houses and churches, coins pottery and clothing.

Attributes: HIMH, HIST, ICC.

MVST 4997. Medieval Studies Honors Thesis Tutorial. (4 Credits)

The honors thesis can be completed during the fall or spring semester of a student's senior year. To qualify, students must have at least a 3.0 GPA in the medieval studies major at the time of application. Students able to pursue an honors thesis option through their double major must make a compelling case for why they wish to pursue the thesis under medieval studies. If approved to write a thesis, the student registers for MVST 4997, a four-credit Medieval Studies Honors Thesis Tutorial. This course counts for credit toward the medieval studies major as an elective and will not replace a major requirement. Faculty advisors will be provided with a design and grading rubric. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 4998. Study Tour: Medieval Spain. (4 Credits)

One of the great medieval pilgrimage routes, the Camino de Santiago crosses northern Spain from the passes of the Pyrenees to Santiago de Compostela. This study-tour will consider the legends of the Camino, some of its many surviving monuments, and the modern revival of the pilgrimage by walking for two weeks with the peregrinos/-as from Leon to Santiago de Compostela. This class will meet periodically at Fordham before the walk to discuss reading assignments and prepare. A journal is required at the end of the course. Fees and travel costs not included. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIMH, HIST, HIUL, ICC, LALS, LAUH.

MVST 4999. Tutorial. (4 Credits)

Independent research and readings with supervision from a faculty member.

MVST 5031. Byzantium, Islam and the West. (4 Credits)

This course is a seminar specifically designed around an exhibition at the Metropolitan Museum of Art opening in March 2012. Byzantium and Islam: Age of Transition (7th-9th century). The exhibition offers a unique opportunity to study not only the impact on the visual arts of the interaction of the Byzantine and Islamic cultures at this critical historical period, but also to examine the art of architecture of Carolingian France and Visigothic Spain from this perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5050. World of Late Antiquity: Introduction to History, Art, and Culture. (4 Credits)

This course offers an introduction to the history, art and culture of the Late Antique world from the third to the sixth century. We will explore the older narratives of decline in this period alongside powerful alternatives proposed by scholars more recently, drawing on both primary sources and monuments and critically examining the secondary literature that studies them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CLAS.

MVST 5064. The Divine Comedy: Poetry, Theology, and the Medieval Imagination. (4 Credits)

This seminar offers an in-depth study of the poetic and theological imagination of Dante's Divine Comedy. We will combine close reading of selected cantos with primary and secondary works illuminating key aspects of Dante's literary and theological invention. Issues will be discussed within the historical and ideological contexts of the relevant theological and poetic debates in Dante's time. We will consider Dante's theological influences, such as Augustine, Boethius, Bernard of Clairvaux, and Bonaventure, and explore theological topics such as medieval Christian practices of pilgrimage, scholastic debates about atonement and the afterlife, cosmology, and the relationship between erotic love and divine union in Christian mystical theology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5070. Manuscript Culture. (4 Credits)

Introduction to principles, materials, and study of medieval manuscripts and primary documents as well as to problems of evaluation of the cultural contexts of their production and use. Ancillary topics will include manuscript illumination, the resources of codicology and paleography, the preparation and evaluation of modern editions, the assessment of readership and patronage, material philology and the materialism of the middle ages, the development of libraries. Students will do hands-on work with primary sources at the Morgan Library, the rare book collection of the New York Public Library, and the rare books and manuscripts collection in Walsh Library. Final projects will be tailored to the students' primary research areas and expertise. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5071. Sources, Archives, and Materials for Medievalists. (4 Credits)

This course will introduce students to many of the most important sources for the study of the medieval world. Drawing on the diversity of expertise among Fordham's faculty and the rich resources of New York City, the course will introduce students to a variety of handwritten sources (including manuscripts and other documents), as well as coins and seals, and the specialized skills used to understand and interpret these sources. The course will also feature discussions of the processes whereby libraries and archives were developed and maintained, and how scholars use these sources in the digital era. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5076. Digital Humanities for Premodern Scholars. (4 Credits)

This course explores the use of digital tools and platforms in scholarship related to the premodern world. The class will read a variety of approaches and theories concerning the rise of Digital Humanities and its applications for the study of premodernity. Students will receive training in the creation of datasets for digital processing and in several platforms currently in use by Fordham. Many classes will meet in the LITE (Technology and Innovation) Learning Commons in Walsh Library. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5077. Editing Medieval Texts. (4 Credits)

This is a course in the theory and practice of editing, especially as it relates to medieval texts, with most of the examples coming from Middle English. We'll give attention to documentary, historical, and aesthetic approaches, and we will spend some time exploring digital methods and concerns. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENGL.

MVST 5078. Medvl Books & Materials. (4 Credits)

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

MVST 5080. Interdisciplinary London: Medieval Manuscripts, Sources, Methods. (4 Credits)

An introduction to methodologies in Medieval studies through a focus on the primary sources and material culture of medieval London. The course will center on how an interdisciplinary approach that draws on a range of sources (textual, visual, and material) and methods (employed in archaeology, digital humanities, history, literary studies, and paleography/codicology) can enrich our understanding of one medieval place and its people. Training in paleography is an important element of the course. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HIST, MVSG.

MVST 5095. Medieval Pilgrimage. (4 Credits)

Pilgrimage will be conceptualized broadly, entertaining a variety of aims for travel and also considering the pilgrimage form as a purely conceptual exercise as well as a journey with more practical aims. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENG1, ENME.

MVST 5100. Cultures of Music and Sound in the Medieval World. (4 Credits)

Music and Sound enriched every facet of pre-modern life, liturgy and ritual above all. This interdisciplinary seminar introduces medievalists - especially those without formal musical education- to the cultures of medieval and Renaissance music. It should enable students from any discipline to engage music and the sonic more fully in their research and teaching. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5101. Modern Sounds, Early Music. (3 Credits)

Medieval and Renaissance music's fragmentary survival has inspired scholars, performers, composers, and artists to realize what remains according to varying creative urges and ideological preoccupations. This course examines the cultures of early music as well as their living legacies. Studying musical traditions from 1000 to 1600, we build a technical vocabulary for discussing music and seek to understand how historical change affects aesthetics, music-making, and listening from 1000 to the present. We also study the reception of medieval music—how it has been rejected, restored, recreated, and reimagined—to consider how "the medieval" is historically produced. No prior musical experience required.

MVST 5102. Theorizing Medieval Sound: Medieval Sonic Worlds. (4 Credits)

In this interdisciplinary seminar, we read widely and listen actively to the texts, musics, and objects of the European Middle Ages to find out just how closely we can come to encountering medieval sonic worlds. Using an electric array of primary, secondary, and theoretical works, we study medieval sound cultures and the production of sonorous meanings for medieval listeners in all their complexity. At the same time, we investigate how open-minded engagement with the sonorous Middle Ages can challenge us to rethink prevailing popular and scholarly attitudes towards the body, the senses, media, and the past.

MVST 5103. Reading Richard Rolle's World. (4 Credits)

Richard Rolle of Hampole was perhaps the most influential and widely read English author of the late Middle Ages. Exceeded in testamentary bequests only by biblical and liturgical books, Rolle's writings exercised immense influence over the literary, mystical, and devotional cultures of late medieval and early modern England. The hermit penned meditations on Christ's passion, lyrics that would shape devotional poetry for a generation, popular books of instruction for female religious, an English translation and commentary on the Psalter, and experimental Latin prose works teetering on alliterative chaos. His corpus captures the devotional spirit of 14th-century England. In this interdisciplinary seminar, we will survey Rolle's writings and explore their literary, theological, affective, hermeneutic, and theoretical innovations. We will also glance backward at the sources from which Rolle draws, and forward to his impact on future authors of spiritual literature. Rollean texts may include *Melos amoris*, *Incendium amoris*, English Psalter, *Meditations on the Passion*, *Ego Dormio*, and devotional lyrics; readings may also include selections from Bernard's *Sermons on the Song of Songs*, the *Wooing Group*, *Cloud of Unknowing*, *Of Angels' Song*, *Book of Margery Kempe*, Middle English lyrics, biblical plays from York and Chester, and late medieval songs. No prior experience with Middle English or Latin is required. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5201. The Renaissance of the 12Th Ce. (4 Credits)

This graduate seminar explores the religious, intellectual, literary, and cultural contours of the "long" 12th Century with equal weight given to the diversity of medieval sources that survive and to modern historiographic interpretations. The class will include visits to the Coisters museum and to the Morgan library. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5202. Medieval Monsters: Terrors, Aliens, Wonders. (4 Credits)

Taught in conjunction with an exhibition of medical manuscripts at the Morgan Library & Museum, this course examines the vital role played by monsters in medieval art and culture. The course is taught by the curators will include gallery visits and meetings at the Morgan and will involve original research and work on an online exhibition.

MVST 5205. Court Culture Med Iberia. (4 Credits)

This course will explore the cultural, social, political and religious tensions that helped to form medieval Iberian courtly communities from the 10th to the 15th centuries. The unique situation of Iberia during this period, when the centralization and consolidation of sovereignty occurred in different religious and cultural contexts (Islamic and Christian) and political territories (Castile, Aragon) allows for a diverse, rich and contrasted analysis of medieval court culture. Our approach will be multidisciplinary and include literary texts, artistic manifestations, legal codes, religious writings, and chronicles. Among the courts to be studied will be the Omeyan court of the 10th century Cordoba, the Muslim kingdoms of 11th century Granada and Zaragoza, the Christian courts of Alfonso X of Castile and Jaume I of Aragon, and the late medieval court of Isabella Ferdinand. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5300. Occitania: Language and Power. (4 Credits)

This course introduces students to the cultural world of a medieval "south": Occitania. Texts in Old Occitan include documentary writing, historical narrative, and the poetry of the troubadours. Topics include urban/rural communities, gender and power, the Albigensian crusade and its aftermath and the beginning of vernacular book production.

Attributes: ENG1, ENME.

MVST 5305. Writing East: Outremer and Identity in the Middle Ages. (4 Credits)

As the stage for the central events of the Gospel narrative, the lands of the eastern shore of the Mediterranean long occupied a central place in the collective imagination of Latin western Europe. Over the course of the Middle Ages, however, increasingly frequent encounters resulting from trade, pilgrimage, and crusade not only enriched the European image of the East, but vastly enhanced the significance to how medieval Christians approached the eastern Other. This course will trace the rise of a discourse of differences centered in what was called in England and France, "Outremer," the land beyond the sea. Together with medieval literary productions, histories, letters and travel narratives, we will read works from the growing body of scholarship on this important topic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENG1, ENME.

MVST 5310. Chivalric Romance. (4 Credits)

This seminar will look at the genre of the chivalric romance at the intersection of different vernacular traditions and genres. What happens to Chretien de Troyes' classics when they are adapted to the language and culture of another country? And how does the romance relate to the *chanson de geste*, the saint's life, the *lai*, or the *fabliau*? What if the protagonist is not a knight but rather a woman? Or a peasant? A Saracen? A pope? Or a combination of some of the above? The goal of this seminar will be to provide an overview of the wide range of romance themes and adaptations in Europe, including their reception to the present day. Students are expected to read and a well-annotated Middle English romance in the original. All other texts can be prepared in translation, while some of the class time will be dedicated to closely reading some crucial passages in the original Latin, Old French, and Middle High German. Open to seniors with a G.P.A. of 3.0 or better. Please consult your advisor.

MVST 5311. Arthurian Literature. (4 Credits)

This seminar will provide an overview of Arthurian romance themes and adaptations in Europe. Chrétien de Troyes may not have written the very first chivalric romance, but he was the pioneer who defined the genre and created the texts which would set the standard for centuries to come. The central role which Chrétien's œuvre occupied in the French-speaking world is reflected in a wave of adaptations into many other vernacular languages, set off almost instantly and covering all of medieval Europe. In this class, we will focus on three literary traditions: the Yvain, Tristan, and Perceval stories in their early Old French versions as well as their Middle High German, Middle English, and Old Norse adaptations. The degree to which these translations try to recreate their sources' original content varies greatly and is determined by a nexus of cultural, political, and social factors which we will examine in some detail. Students are expected to read the Middle English versions in well-annotated editions. All other texts can be prepared in English translation while some of the class time will be dedicated to closely reading some crucial passages in the original vernacular languages. Additional texts in other languages (Italian, Latin), in post-medieval renditions (e.g., T.S. Eliot's "Wasteland" or Richard Wagner's "Parsifal"), other media (films, opera, musicals), and material culture (frescoes, tapestries, book illuminations, etc) will be determined based on the interest of the seminar participants. In addition, we will make use of the rich resources New York City has to offer and explore some of the spectacular Arthurian artifacts housed in the Metropolitan Museum of Art, the Cloisters, and the J. P. Morgan Museum and Library—online if necessary, on site if possible. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5400. Courtly Culture. (4 Credits)

Courts, as spaces of political power, intellectual activity, and social influence, have long been a focus of both scholarly inquiry and the popular presentation of the medieval world. Courts across medieval Afro-Eurasia shared literary traditions and cultural forms, exchanging and adapting songs, stories, objects, fashions, and ideas. This course will address some of the central themes of scholarly inquiry into courtly culture including the phenomenon of courtly love, debates about the "civilizing process" of courtly manners, and the evolution and diffusion of courtly themes and literary forms. The course will also evaluate the potential for the study of courtly culture to reshape the field of medieval studies and the wider understanding of the Middle Ages as interconnected, diverse, and truly global. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5570. Medieval Crusades. (4 Credits)

This course adopts an interdisciplinary approach to the study of the medieval crusades in the Levant, southern France, Iberia, and the Baltic, with attention paid to the Islamic and Byzantine perspectives. The sources to be discussed include chronicles, charters, sermons, literary texts, songs, and hagiography, as well as architectural and artistic monuments and objects. Among the themes to be treated are crusader motivations, crusades and memory, European 'colonization', women and family in crusading society, crusading liturgies, the military orders, and diplomacy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5707. Meditation, Contemplation, and the Spiritual Senses. (4 Credits)

The late Middle Ages saw an astonishing proliferation of texts, practices, and styles of devotion seeking to draw human beings closer to God through the body. New emphasis on Christ's humanity and Aristotelian natural philosophy prompted the rediscovery of the five corporeal senses and their cognitive processes in devotional literature. In this course, we will examine the languages, knowledges, desires, and anxieties surrounding the senses in a diverse corpus of texts, probing them for their theological import as much as for their literary design. Major authors: Aristotle, Augustine, Origen, Hugh of St. Victor, Bonaventure, Richard Rolle, Chaucer, Margery Kempe, *Meditationes Vitae Christi*. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENG1, ENME.

MVST 5708. Struggling Toward God: Meditation and Prayer in the 11th- and 12th-Century Monastery. (4 Credits)

This course explores the dimensions of medieval monastic contemplation in the heyday of Benedictine and Cistercian spiritual writing, the 11th and 12th centuries. The course will aim to answer the following questions: What did extra-liturgical prayer and meditation look like for medieval monks and nuns? When, where, and how was it practiced? Was there a set way to engage with monastic meditation, or were there a variety of medieval monastic meditative experiences in the 11th and 12th centuries? What did monks and nuns perceive as the limitations of monastic prayer and meditation? What extra-textual tools did monks and nuns rely upon to stimulate their practices of meditation? And what does monastic meditation reveal about the emotional lives of Benedictine and Cistercian monks and nuns in the high Middle Ages? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 6209. Themes in Preconquest Lit. (4 Credits)

This course is an advanced-level seminar on the language and literature of Anglo-Saxon England. We will read (in Old English) texts including poetry, homilies, saints' lives, and chronicles. Substantial attention will also be given to Anglo-Saxon palaeography and relevant critical literature, with the aim of providing students with the resources needed for the scholarly study of OE. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 6225. Old French in the Medieval World: Language Contact, Conquest, and Difference. (4 Credits)

This interdisciplinary course offers an introduction to the cultural history of French language and literature during the Middle Ages. Before it was the national language of France, French was a language of empires in England, Italy, Cyprus, and Greece; a tongue of invaders and reformers; and an idiom spread by immigrants, scholars, merchants, sailors, artisans, poets, and romancers. We will explore the diversity of old French, its connections to political power and ideologies, its manuscript contexts, and its contact with other medieval languages and works of literature, such as Arabic, Hebrew, Greek, Latin, old English, middle Welsh, and old Occitan. In addition to interdisciplinary seminar topics and readings, weekly language instruction and fully supported readings from Chrétien de Troyes's "Story of the Grail" will allow students to gain competence in a primary language for research at the graduate level in several disciplines and perhaps the key to eternal life. Previous experience of old French is not expected; basic reading or speaking of modern French is not required but may be helpful; experience with other older languages is welcome.

Attribute: ENG1.

MVST 6232. Fr of Eng: Doc & Lit Cult. (4 Credits)

This course focuses on law, mercantile, medical and other forms of documentary and civic texts in the French of England, as well as literary texts, both the well-known and the under-researched: texts with Middle English versions will be included wherever possible. For newcomers to the subject, a linguistic practicum, which should be regarded as obligatory, is offered in the hour preceding the class meeting: some knowledge of modern French is a must. Some linguistic work together with seminar student presentations and discussion takes place in each class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 6700. Medieval Scholasticism. (4 Credits)

This interdisciplinary graduate course will provide an introduction to the history, theology, and philosophy of the Scholastic movement in the High Middle Ages. Topics to be considered include: the economic, social, political, religious, and educational transitions that together constitute the "renaissance of the twelfth century"; the rise of open urban schools and the development of the university; and characteristic modes of thought and discourse in scholastic theology and philosophy. Thinkers to be examined include Anselm of Canterbury, Hugh and Richard of St. Victor, Peter Abelard, the school of Laon, Peter Lombard, Albert the Great, Thomas Aquinas, Bonaventure, John Duns Scotus, and William of Ockham. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 8100. Internship for Medievalists. (1 Credit)

This is the obligatory tutorial to be taken in conjunction with any internship taken at libraries, museums, or other institutions of professional interest to medievalists. The student will meet with the instructor regularly to reflect on their internship experience and document their work in an appropriate format (journal, blog etc)

MVST 8500. Independent Research. (1 to 4 Credits)**MVST 8501. Independent Research. (1 Credit)****MVST 8999. Tutorial. (0 to 4 Credits)****MVST MTNC. Maintenance-Medieval. (0 Credits)**

Maintenance matriculation.

Middle East Studies (MEST)

MEST 1999. Tutorial. (1 Credit)

Independent research and reading with supervision from a faculty member.

MEST 2000. Introduction to the Modern Middle East. (4 Credits)

A multidisciplinary introduction to the modern Middle East and North Africa from the perspectives of history, anthropology/sociology, economics, political science and international affairs. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, AFSS, AFST, GLBL, INST, ISME, JWST, POSC.

MEST 2400. Middle East Dilemmas. (4 Credits)

This course examines intellectual, political, and social change and reaction to it in the Middle East from 18c to the 21c. Focus is on the impact of the West, the transformation of identities, the constancy of tradition, the establishment of modern nation-states, and the effects of globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MEST 2600. Medieval Islam. (4 Credits)

This course surveys the rise of Islam in Arabia and its spread throughout the Mediterranean and beyond. It examines Muslim civilization and its institutions in the medieval period, the impact of Turkic and Mongol invaders, and the rise of the Ottoman and Safavid Empires. Emphasis is on the political and cultural role of the religious and military classes, on the impact of Islam on gender and minorities, and on the various exchanges with Christendom. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ISTEP.

MEST 2999. Tutorial. (2 Credits)

Independent research and reading with supervision from a faculty member.

MEST 3324. Israel in Fiction and Film. (4 Credits)

This course draws upon fiction and film to explore notions of Jewish and Israeli realities and collective memories. Films, novels, and short fiction created in Israel and by Israelis, with additional cinematographic and literary sources, will be examined to highlight relevant issues. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, INST, ISME.

MEST 3500. Modern Egypt. (4 Credits)

This course will survey the transformation of Egypt from the end of the 18th century to the present. A dormant Ottoman province when Napoleon Bonaparte invaded it in 1798, by the end of the 19th century, Egypt had turned into the region's entrepot while evolving as a center of political and cultural dynamism. During the Cold War, the country emerged as the USSR's main client in the Middle East until the Camp David Accords of 1979 when it became a strategic partner for the US. Topics to be covered include British economic and French cultural imperialism; the genesis and growth of Egyptian nationalism; urbanization; gender issues; foreign resident minorities; the Muslim Brotherhood; the formation of a modern indigenous bourgeoisie; Nasser's revolution, its impact, and his pan-Arabism; Sadat's domestic and regional policies, crony capitalism under Mubarak; and the re-Islamization of society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, INST, ISME.

MEST 3501. Modern Turkey and Iran. (4 Credits)

This course will assess the ideas, events, and personalities that contributed to the transformation of the Ottoman and Persian Empires into modern Turkey and Iran respectively in the past two centuries. Topics examined comparatively will include the impact of the west, the internal forces of modernization, Islamist and other reactions to such developments, the formation of nationalist identities, authoritarian transition to modern democracy in Turkey and Islamist republic in Iran education, industrialization, urbanization, religion, and mass politics, gender and minorities, and the impact of regional dynamics since the end of World War II. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MEST 3502. Palestine-Israel Conflict. (4 Credits)

This course examines the issues, events, and personalities that shaped dynamics between Jews and Palestinians from 19th-century nationalism to the present. Topics include land and its symbolism, religious identity, political aspirations and frustrations, the origins and consequences of wars, as well as regional and global interplay. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISME, JWST.

MEST 3620. Islam in America. (4 Credits)

This course will examine the history of Islam and the experience of Muslims in American from the time of the slave trade to the present day. Through a close analysis of both primary and secondary materials, students will explore – through speaking and writing exercises – the rich diversity of US Muslim communities and their multi-faceted contributions to the global umma and the formation of an “American Islam”. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AFAM, AMST, ASHS, HIUL, ISAC, PLUR, RSCS, THEO, THHC.

MEST 3701. Urban Theatre Dance and Music. (4 Credits)

By viewing and visiting performances in the forms that define theater, dance, and music in differing Middle East cultures, the course contrasts devotion, philosophy, and gender to performance styles as viewed from both the Middle Eastern perspective and Western sensibilities. Focus will be on sociocultural context for these performing arts disciplines and the resilience and luminosity they offer to daily life in this diverse region. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, GLBL, INST, ISME, REST.

MEST 3702. Urban Theatre, Music, Dance: Culture and the Formation of Middle East Identities. (4 Credits)

Performances, productions, and some museum and gallery trips will enable students to witness bold, artistic works of the Middle East as seen through the lens of the art world of urban New York and Paris. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, GLBL.

MEST 3800. Internship. (3 Credits)

Internship.

MEST 3901. The Middle East in Film. (4 Credits)

Using documentaries and features from Algeria to Yemen, this course examines politics, religion, gender, and minorities as well as love, comedy, and music, sometimes all together, and their impact on the region's diverse societies. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

MEST 3999. Tutorial. (3 Credits)

Independent research and reading with supervision from a faculty member.

MEST 4001. Seminar: Middle East. (4 Credits)

This course is an advanced, research-oriented seminar for students who have completed one or more introductory and elective courses in Middle East studies. While the primary focus of this seminar is the Middle East, students with interests in other regions of the world (Asia, Latin America, Africa, and Europe) are encouraged to consider the course. Their research may address issues and topics in their fields, as they intersect with the Middle East or North Africa. Required of all MEST majors and minors.

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

Attributes: AFAM, GLBL, INST, IPE, ISME.

MEST 4331. U.S. in the Middle East: 1945-Present. (4 Credits)

Examines how the US replaced Great Britain as the pre-eminent power in the Middle East in the post-WWII era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISIN, ISME.

MEST 4701. Urban Theatre, Music, Dance: Culture and the Formation of the Middle East Identities. (4 Credits)

This course draws on the two disciplines of the performing arts (as viewed through performance studies) and anthropology to examine how Middle East identities are embodied, constructed, and transcended through gesture, sound and enactment – both religious and aesthetic – in the cities of Casablanca, Cairo, & Istanbul. Anthropological approaches to the study of Muslim ritual traditions and devotional practices (e.g., dhikr, ziyarāt, majlis, hajj, ta'zīya, #alāt and tajwīd) that seek to discern a more transcendent human experience, nature and identity in relation to the divine, will be compared/contrasted with performing studies' approaches to speech, gesture, music, dance, sound and spectacle that emphasize contingency, aesthetics, and shifting social, political, and cultural influences on identity formation over time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, GLBL, ICC, INST, ISME, REST.

MEST 4999. Tutorial. (4 Credits)

Independent research and reading with supervision from a faculty member.

Military Science ROTC (MLSC)

MLSC 1001. Leadership Laboratory 101. (0 Credits)

Provides practical application of individual-level knowledge, skills, and behaviors relating to teamwork and leadership learned during MLSC 1101.

MLSC 1002. Leadership Laboratory 102. (0 Credits)

Provides practical application of individual-level knowledge, skills, and behaviors relating to teamwork and leadership learned during MLSC 1201.

MLSC 1101. Introduction to Leadership and the US Army. (1 Credit)

This course introduces basic concepts of organizational leadership and the military profession, including its organization, ethics, and values. Students explore the Army Profession and what it means to be a professional in the U.S. Army, the responsibilities and impact of leadership expressed in the Army Leadership Requirements Model, and the customs, traditions, and rules of military service. Students are introduced to fundamentals of land navigation, physical fitness, drill and ceremonies, first aid, and public speaking. Open to all students without obligation.

MLSC 1201. Foundations of Leadership. (1 Credit)

This course explores leadership principles, decision-making, and team building. Students learn personal development of life skills like critical thinking, time management, goal setting, and communication. Students learn the basics of the communications process and the importance of effective communication skills for leaders. Open to all students without obligation.

MLSC 2001. Leadership Laboratory 201. (0 Credits)

Provides practical application of small unit leadership knowledge, skills, and behaviors learned during MLSC 2101.

MLSC 2002. Leadership Laboratory 202. (0 Credits)

Provides practical application of small unit leadership knowledge, skills, and behaviors learned during MLSC 2201.

MLSC 2101. Leadership and Ethics. (1 Credit)

This course focuses on leadership and ethics, and adds depth to students' knowledge of different leadership styles. Students gain an understanding of team dynamics, leadership analysis, and self-assessment of their own leadership style. The Army Profession is presented through an understanding of values and ethics, and how both apply to different situations leaders may encounter.

MLSC 2201. Decision Making and Organization. (1 Credit)

This course focuses on organizational knowledge and decision-making. The course begins with analytic techniques, creative thinking skills, and the Army problem-solving process relating to situations leaders confront. Organizational processes to build shared understanding like troop-leading procedures, operations orders, and knowledge management are explored in detail. Students explore advanced techniques in problem analysis, sound decision-making, planning and organizing, delegation, control, and interpersonal skills. Open to all students without obligation.

MLSC 3001. Leadership Laboratory 301. (0 Credits)

Provides practical application of small unit leadership knowledge, skills, and behaviors learned during MLSC 3101.

Corequisite: MLSC 3101.

MLSC 3002. Leadership Laboratory 302. (0 Credits)

Provides practical application of small unit leadership knowledge, skills, and behaviors learned during MLSC 3201.

Corequisite: MLSC 3201.

MLSC 3101. Leadership in Training and Functions. (3 Credits)

This course explores how organizations train and function. The course focuses on fundamentals, principles, and processes associated with training and management, and how the Army functionally operates. Coursework emphasizes written and oral communication skills, motivational behavior, interpersonal skills, administrative procedures, and decision-making.

Corequisite: MLSC 3001.

MLSC 3201. Applied Leadership in Small Unit Operations. (3 Credits)

This course explores fundamentals of direct leadership and small unit techniques, tactics, and procedures in increasingly challenging situations. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a platoon in the execution of a mission. This course is designed to bring cadets to peak proficiency in leadership ability.

Corequisite: MLSC 3002.

MLSC 4001. Leadership Laboratory 401. (0 Credits)

Provides practical experience within the setting of a military organization to develop leadership talents at the company level. Senior students assume leadership roles as cadet commanders, staff officers, or staff assistants responsible for the planning, coordination, and execution of all cadet training and operations.

Corequisite: MLSC 4101.

MLSC 4002. Leadership Laboratory 402. (0 Credits)

Provides practical experience within the setting of a military organization to develop leadership talents at the company level. Senior students assume leadership roles as cadet commanders, staff officers, or staff assistants responsible for the planning, coordination, and execution of all cadet training and operations.

Corequisite: MLSC 4201.

MLSC 4101. The Army Officer. (3 Credits)

This course explores the development of an Army officer and the knowledge, skills, and behaviors expected of an Army officer. You will learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities, and how to conduct planning, operations, and training at the company level.

Corequisite: MLSC 4001.

MLSC 4201. Company Level Leadership. (3 Credits)

This course explores Army operations at the company level and the role of junior officers there. Students explore the Army in contemporary and future operations, ethical and legal issues related to officership, and continue to improve leadership and decision-making knowledge, skills, and behaviors.

Corequisite: MLSC 4002.

MLSC 4999. Tutorial. (3 Credits)

Tutorial.

Modern Languages (MLAL)

MLAL 1010. Spanish Colonialism Through Film. (3 Credits)

This course examines the diverse (personal, social, and national) narrations of one essential time period in the history of the Americas: the age of Spanish colonization of the New World. In particular, the course considers the recounting of this era through literary and visual means, through mainstream (the conquerors) and alternative (the conquered) perspectives, and through modern and traditional media.

Attributes: EP2, LAHA, LALS, MANR, SL, TC.

MLAL 1100. Introduction to Linguistics. (3 Credits)

An introduction to linguistics, the study of language. The course surveys the core domains of theoretical linguistics including phonology, syntax, and semantics as well as select areas of applied linguistics. Taught in English.

Attributes: CLAS, COLI, ENGL.

MLAL 1400. Introduction to Sociolinguistics. (3 Credits)

This course introduces students to the field of sociolinguistics, which studies how language and language use are shaped by social and cultural contexts. The course will provide a survey of important topics in sociolinguistics, including language variation and change; language contact and multilingualism; language standardization; and language ideologies. We will also explore the development of sociolinguistics as a discipline from first wave single-variation studies to third-wave studies on social meaning expressed through language style.

Attribute: LING.

MLAL 1500. Introduction to Psycholinguistics. (3 Credits)

An introduction to psycholinguistics, also called the psychology of language. The course focuses on how the mind and brain acquire and process language across the lifespan and in different populations. Taught in English.

MLAL 1999. Tutorial. (1 Credit)

Independent research and reading with supervision from a faculty member.

MLAL 2000. Texts and Contexts. (3 Credits)

This course provides an introduction to the literary analysis of texts and the cultural and historical contexts within which they are produced and read. Significant class time will be devoted to critical writing and to speaking about literature. Each section of Texts and Contexts will have a focus developed by the individual instructor and expressed in its subtitle. This course fulfills the Core Curriculum requirements for the second Eloquentia Perfecta seminar. Taught in English.

Attributes: EP2, TC.

Prerequisite: ENGL 1102.

MLAL 2025. "You talk like a ____": Language, Identity and Stereotype. (4 Credits)

What does it mean to "talk like a ____?" Can you tell where someone is from by listening to them? Can you guess their race, ethnicity, gender, or social class? This course will explore how language is used in the creation of identity and social difference. Through a variety of linguistic anthropological and sociolinguistic texts, we will look at how ways of thinking about language (language ideologies) affect ways of thinking about people who speak language. We will analyze how language and linguistic difference intersects with authority, power, identity, and performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ANTH.

MLAL 2100. Advanced German Grammar. (4 Credits)

The course is designed to help students gain more insight into the structure of the German language and to further develop and strengthen their knowledge of German grammar. Survey and practice of German grammar as well as more advanced features of German syntax and style. Course will be conducted in English with readings and exercises in German. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GERM.

Prerequisite: GERM 2001.

MLAL 2601. Russian Conversation and Composition. (4 Credits)

This course provides intensive practice of spoken and written language with an emphasis on vocabulary building and idiom fluency. The course uses various media from film to news sources in order to expand students' familiarity with contemporary Russian culture. Recommended for students interested in pursuing upper-level Russian literature and culture courses. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MLAL 2755. Performing Dante. (4 Credits)

In this course, students undertake an in-depth study of Dante's Divine Comedy through the use of performance and a close reading of the text; social and historical contexts are emphasized. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ITAL, ITMA, THEA.

MLAL 2820. German Texts on Film. (3 Credits)

Subtle: Paralles and doppel ganger. Thix course investigates identity through paralles lives and uncanny encounters .

Attribute: COLI.

MLAL 2999. Tutorial. (2 Credits)

Independent research and reading with supervision from a faculty member.

MLAL 3000. Gender and Sexuality Studies. (4 Credits)

This course investigates contemporary theories of gender and sexuality from a range of disciplinary perspectives. The course explores how gender and sexuality function as dimensions of social identity, difference, inequality, and power. Students will be introduced to a range of theoretical schools that concern a range of identities, respond to earlier theoretical formulations, and engage activism and historical experiences. Students will be introduced to concepts such as the social construction of gender, queerness, gender difference, intersectionality, universalism, identity politics, reproductive justice, materialist and/versus symbolic theories, masculinity studies, critical race theory, sex positivity and pornography studies, and a range of feminist accounts of gender. The course foregrounds feminist, queer, critical race, postcolonial, and other critical scholarly literatures and methods. While it focuses on the contemporary period (after 1975), the course surveys a range of theories, situating them in social and political context. Disciplinary focus may vary from year to year, but the interdisciplinary character of the field will be retained. Taught in English. Coursework in Spanish for credit toward the Spanish major or minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, BEHR, COLI, LAHA, LALS, PLUR, SPAN, WGSS.

MLAL 3001. The Italian American Experience in Literature and Film. (4 Credits)

The Italian American experience has found cogent and compelling expression in numerous works of fiction, poetry, drama and cinema. The rich documents left by immigrants from the earliest times to the contemporary writers provide a rich body for exploring styles, achievements, traditions and, generally, the life of Italian Americans and their changing status and civic concerns. The course discusses the representation of Italian American identity, stereotypes, family relationships, sexual mores, political and social values. The contribution of Italian Americans to the various art forms of the American world will be highlighted. The discussions will include theories from the most recent ethnic studies. Authors and critics to be studied are Di Donato, Tusiani, Mangione, Ardizzone, Puzo, Barolini, Stella, Gardaphè, Marazzi, Scorsese, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST.

MLAL 3003. Intercultural Theory. (4 Credits)

In this course, we will explore the "contact zone" as a theoretical concept and a site of encounters, conflicts, and negotiations. In her book *Imperial Eyes: Travel Writing and Transculturation* (1992), Mary Louise Pratt describes the contact zone as "...the space in which peoples geographically and historically separated come into contact with each other and establish ongoing relations, usually involving conditions of coercion, radical inequality, and intractable conflict". Like Pratt, the contact zones as we study them will not only stress ideas of co-existence and interaction, but also insist on "asymmetrical relations of power". Over the course of the semester, we will focus in particular on the following themes: home/displacement, temporality, personhood/community, translanguaging/transculturation/translation, and recycling/adaptation/appropriation/imitation. In this course, not only will we study the contact zone but we also envision the classroom as a multilingual, multicultural and multidisciplinary contact zone that fosters creative responses through a series of activities and collaborative projects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, FREN, SPAN.

MLAL 3005. Themes in Latina/o and Latin American Studies. (4 Credits)

This course allows students to explore ways to synthesize key topics in Latin American and Latina/o Studies (LALS) as an interdisciplinary field of study. It will compare the distinct approaches to these topics of the different disciplines represented by the LALS faculty (including History, Literature, Film Studies, Theology, Art History, Sociology, and Anthropology). Conducted in English. Coursework in Spanish for credit toward the Spanish major and minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, CCUS, COMC, COMM, IPE, LAHA, LAIN, LALS, SPAN.

Prerequisite: SPAN 2500.

MLAL 3007. Spanish Linguistics. (4 Credits)

This course focuses on the linguistic study of the Spanish language. The course surveys the formal domains of linguistics - including phonetics, phonology, syntax, semantics, and sociolinguistics – with an exclusive focus on the Spanish language. The course is taught in Spanish.

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

Attribute: ASSC.

MLAL 3010. Politics and Poetry in the Middle Ages: The Rise of Vernacular Culture in the Mediterranean. (4 Credits)

This course analyses the development of vernacular culture and literature in the Mediterranean during the Middle Ages. Students will explore the political, historical, and linguistic context within which vernacular languages and cultures emerged between the XI-XIII centuries. Following Dante's *On Vernacular language* - the first linguistic and poetic "map" of the Middle Ages- students will retrace the interrelations linking the Italian vernacular culture to the other traditions within the "romance" domain in the Mediterranean. With the imperial court of Frederick II in Sicily, the Pope in Rome, and the most powerful centers of trade and finance in Florence and other Italian city-states, the Italian peninsula provides a special standing point for the analysis of the relationship between poetry and power in different political contexts: the court of the emperor Frederick II and the powerful communal republics in center and northern Italy will be the focus of the course. Among the texts, authors, and movements included are: Provençal and Italian troubadours; the "Sicilian School" and the encyclopedic culture at the court of the emperor Frederick II (poetry, law, philosophy, medicine, astronomy, translations); religious literature and the Tuscan School of poetry (S. Francis, Jacopone da Todi, Guittone d'Arezzo); the "New Sweet Style" (Guido Guinizelli, Guido Cavalcanti, Dante Alighieri). Fulfills the Advanced Literature requirement of the core and satisfies the requirement of Minor and Major in Italian. Cross-listed with MVST and COLI. Taught in English with coursework in Italian for credit in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, AMCS, COLI, ITAL, MVLI, MVST.

MLAL 3012. Medieval Storytelling. (4 Credits)

This course introduces students to the analysis of medieval literary texts illustrating the development of urban mercantile civilization and its ethical, social, religious, and political ideas and contradictions. Students will reflect on concepts such as wealth, profit, work, utility, and trade as they emerge in visual and written texts, professional notarial and mercantile documents and writing practices, chronicles, manuals for mercantile education, and literature produced in and for the mercantile milieu. Through the readings, students will learn how to analyze a period of great socioeconomic and political transformations, such as the one between the 11th and the 15th centuries. By situating these texts within the political, historical, and intellectual context of the rising mercantile society in which they were produced, students will identify ideas and values that still inform contemporary society and will be able to make connections with the contemporary world in which we live. Among the authors read in this course are Boccaccio, Chaucer, Petrarch, Erasmus, and Leon Battista Alberti. Taught in English with coursework in Italian to receive credit in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, AMCS, COLI, EP3, IPE, ITMA, MVLI, MVST.

MLAL 3020. Culture and Critique: Marx, Nietzsche, Freud. (4 Credits)

In this course, we will critically examine the theories of three of the most influential thinkers in Western modernity and ask what has become of their ideas in the present. In focusing on the revolutionary—and often failed—attempts of Karl Marx, Friedrich Nietzsche, and Sigmund Freud to change the world, we will read their work in its historical context, while also tracing its critical revision and continuing influence in the present. Throughout the course, we will think not simply about their ideas but also with them, applying and testing their theories in numerous current contexts ranging from advertising, artificial intelligence, the climate crisis, and social justice issues to literature, film, and art. Taught in English. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, GERM.

MLAL 3030. Masterpieces of Chinese Film: Theory and Texts. (4 Credits)

This course provides an introduction to Chinese film, focusing on important genres, directors and movements. We will follow two parallel (often times intersecting) threads throughout the course: "politics of film" as well as "poetics of film." The former explores Chinese film's engaging dialogue with Chinese sociopolitical issues whereas the latter investigates key terms of film theory such as spectatorship, gaze, apparatus theory, and authorship.

Attributes: ALC, CNST.

MLAL 3031. Chinese Cultural Concepts. (4 Credits)

This course introduces students to the complexity and diversity of China and Chinese culture through a range of topics, such as family and kinship, popular religion, women and gender, gift exchange and guanxi networks, economic and social reforms, Maoism, post-Maoism, and globalization. We will approach these issues through anthropological, sociological, and historical texts. This course aims to deepen students' knowledge of contemporary Chinese society and provide them with a nuanced understanding of cultural differences. Conducted in English with English and Mandarin texts in translation. Coursework and readings in Mandarin for credit toward the Mandarin minor. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ANTH, CNST, COLI, GLBL, INST, ISAS.

MLAL 3033. Prison Literature from Martin Luther to Martin Luther King. (4 Credits)

Prison literature is the literature that emerges from, records, or imaginatively engages the experience of incarceration irrespective of reason or justification. This course explores it as an integral feature of literary history, as a reflection of social justice, and as a site of gender and racial consciousness. We will read authors who were incarcerated for the religious/political beliefs they already held (Martin Luther, M.L. King, Nelson Mandela) or which they developed while in prison (Adolf Hitler, Malcolm X). Next to them, we will study individuals who were confined for who they were, such as Queen Elizabeth I, the Marquis de Sade, Oscar Wilde, and Anne Frank. This is a CEL course with a service component. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, AMCS, COLI, ENGL, ENRJ, GERM, INST, IPE, ISIN, SL.

MLAL 3035. From Rust Belt to Green Belt: Germany's Ruhr Area. (4 Credits)

This course will study the rich history of the Ruhrgebiet and its transition from coal and steel to ecology and high tech. It will be offered in cooperation with the University Alliance Ruhr and is of interest to students in German, biology, business, environmental studies, history, international studies, urban studies, et al. TAUGHT IN ENGLISH. NO KNOWLEDGE OF GERMAN REQUIRED. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, BIOE, HIST, ISEU, URST.

MLAL 3043. Aesthetics and Politics: Modern Chinese Literature. (4 Credits)

What impact did enlightenment and scientism have on the Chinese mind at the turn of the 20th century? How has it altered the sense of history, self, and the function of literature (the perennially and uniquely human way of understanding and conjuring the world)? This course examines canonical works of fiction, films, and visual materials that span the May Fourth Movement to contemporary China. We begin with Lu Xun's allegory of the iron house and end with Liu Cixin's science fiction novel "The Three-Body Problem," praised by Barack Obama as "wildly imaginative." We explore not only the existential questions of change, trauma, and memory but also the historical questions of developmentalism, technology, and morality, and the tortuous path of China's pursuit of modernity. All readings are in English (students may opt to read in Chinese). No previous knowledge of China or Chinese is required. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, CNST, COLI, GLBL, INST, ISAS.

MLAL 3045. Women in Chinese Literature and Society. (4 Credits)

In this course we will examine issues of gender and representation in the context of Chinese society. We will explore the roles that women have played in China, how women are portrayed in various Chinese texts and genres - poetry short stories and novels, and films - and how Chinese women write about themselves and others. This course is taught in English and no prior knowledge of Chinese is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, ISAS.

MLAL 3046. Democracy and Democratization in China. (4 Credits)

China is commonly viewed as an authoritarian country, according to textbook definitions in political science, but the Communist Party and Chinese government constantly claim that it is on its way to becoming the most democratic country in the world, because the Chinese conception of democracy is far superior to Western bourgeois democracy (representative democracy, liberal democracy, electoral democracy, etc). This course considers ideals and practices of political reform in post-Mao China (1978 to now) under the umbrella concepts of democracy and democratization. We shall explore the following questions: How do Chinese intellectuals and powerholders conceptualize democracy? What steps of democratic reform has China undertaken? What is the fate of these reforms in the time of Xi Jinping? And, what's the prospect for China to become a democratic country, however democracy is construed? Or, should China even become a democracy, rather than build a better meritocracy? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, CNST, INST, IPE, ISAS, POCP, POPT, POSC.

MLAL 3047. Confucianism, Taoism, and Buddhism: Chinese Thought and Literature. (4 Credits)

This foundational course is an introduction to the three systems of thought in China: Confucianism, Taoism, and Buddhism. A constellation that brings key philosophical texts in conversation with one of the four classics of Chinese literature, this course will survey major texts such as the Analects, Tao Te Ching, Zhuangzi, the Heart Sutra, and the Platform Sutra, and culminate in the fantastical world of Journey to the West, an epic tale populated with monsters. We explore the intersections, interwovenness, and tensions of these three strands of thought as they manifest in the novel and other aesthetic afterlives. All readings are in English. No previous knowledge of China or Chinese is required. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, CNST, COLI, GLBL, INST, ISAS.

MLAL 3048. Political Thought in Modern Asia. (4 Credits)

The study of political theory in the United States has been accused of being Western-centric: We tend to focus on intellectual traditions from Plato to NATO, while ignoring the vast world of non-Western societies and the ways they think about politics and public life. To rectify this deficiency, this course aims to explore three Asian traditions and their perspectives on politics: Confucianism, Hinduism, and Islam. We will focus on the modern period (19th-21st centuries) and the ways intellectuals in these societies respond to the challenge of modernity and Western superiority. Special attention is given to how these intellectuals conceive of the relationship between modernity and their respective traditions: Are they compatible or mutually exclusive? In which ways do intellectuals interpret these traditions so as to render them (in)compatible with modernity? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CNST, INST, IPE, ISAS, POPT, POSC.

MLAL 3049. Modern Chinese Political Thought. (4 Credits)

This course will explore political thought in modern China from the late Qing dynasty to our time. Attention will be given to how Chinese thinkers since 1895 conceive of China's place in the world, how they use Western political ideas to transform China, how they creatively transform Chinese traditions to meet the challenges of modernity, and, most importantly, how they advance political ideals that claim to be able fix the problems in the West (such as imperialism and capitalism). We will also learn how Western thinkers are responding to the challenges from China. This course is taught in English. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, CNST, INST, IPE, ISAS, POPT, POSC.

MLAL 3050. Becoming Germany—German Literature, Film, and Popular Culture after World War II. (4 Credits)

In this course, we explore Germany's cultural history after World War II and the Holocaust. We follow the trajectory of the country's national identity by examining autobiographical texts and graphic novels, films, and television series, monuments and art projects, soccer events, and political speeches. We will ask how these various "texts" helped shape the public discourse in Germany before and after the fall of the Berlin Wall. Texts include "Peeling the Onion" by Günter Grass, "Fatelessness" by Imre Kertész, the U.S. television series "Holocaust" with Meryl Streep, the recently published graphic novel "Belonging" by Nora Krug, and the soccer documentary "Deutschland, ein Sommermärchen." This course is taught in English. Knowledge of the German language is not required. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, GERM, IPE, ISEU, PJRC, PJST, URST.

MLAL 3055. Critical Communities: Marx, Nietzsche, Freud. (4 Credits)

In this course we will critically examine the theories of three of the most influential thinkers in Western modernity and ask what has become of their ideas in the present. In focusing on the revolutionary—and often failed—attempts of Karl Marx, Friedrich Nietzsche, and Sigmund Freud to change the world, we will read their work in its historical context, while also tracing its critical revision and continuing influence in the present. Throughout the course, we will not simply think about their ideas but also with them, applying and testing their theories in numerous current contexts ranging from advertising, artificial intelligence, the climate crisis, and social justice issues to literature, film, and art. Please note that this is a Community Engaged Learning course, which means that we will be meeting and working along with a community group, Manhattan Together, which does congregation-based community organizing throughout Manhattan: <https://mt-iaf.org/>. In our discussions of Marx, we will also meet with union organizers; and in our discussions of Freud, we will be joined by a practicing psychoanalyst who will talk to the class about how Freud's theories have been revised/rejected as a result of clinical experience. Taught in English. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, SL.

MLAL 3057. Medieval German Literature: Potions, Passions, Players, and Prayers. (4 Credits)

This course will introduce students to the rich literary and cultural heritage of Medieval Germany. The texts will all be read in English translation, but we will go over some passages in their original languages in class to catch some of the flavor of the Medieval German. Topics covered will include pre-Christian charms, the epic of the Nibelungs, love poetry, and urban carneval plays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, GERM, MVLI, MVST.

Prerequisite: GERM 2001.

MLAL 3059. Gender Benders. (4 Credits)

This course serves as an introduction to the theme of "German Speaking Gender Icons," and it will investigate constructions of gender identity, histories of embodied differentiation, and "cultural practices" in various German-speaking contexts. The course also aims to take a closer look at lives of gender non-conformists and their relationships to migrant communities. As many left their homes to seek a better future, this course will investigate how gender identities shaped their quests for improved living conditions, which ultimately impacted their respective communities and institutions. Students will engage with historical and theoretical readings by German-speaking authors to promote reflection and critical engagement. They will also create an original research portfolio related to the content of the class. This course is taught in English. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI.

MLAL 3060. Magic and Reality in Russian Literature. (4 Credits)

Explores the traditions of Mysticism and the Fantastic in Russian literature. By analyzing magical motifs both as an exploration of the inexplicable and as an artistic means to counter social and ideological oppression, students will develop their understanding of different periods and aspects of Russian, Soviet and Post-Soviet culture. Selected readings include works by Pushkin, Gogol, Dostoevsky, Bulgakov, Petrushevskaya and Pelevin, among others. Conducted in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, ISEU, OCST.

MLAL 3065. Dostoevsky. (4 Credits)

This course explores the oeuvre of Fyodor Mikhailovich Dostoevsky (1821-1881), one of the greatest Russian novelists and world literature's most insightful psychologists. Select texts include: *The Gambler*, *The Idiot*, *The Adolescent*, *The Brothers Karamazov* (dubbed by Freud "the most magnificent novel ever written"), several short stories, etc. TAUGHT IN ENGLISH. May count toward Minor in Russian if course work is completed in Russian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: OCST, RUSS.

MLAL 3067. Dostoevsky and Race in America. (4 Credits)

Dostoevsky and Race in America is a comparative course that begins with three Dostoevsky novels paired with three great works of American fiction that engage the question of race in America. Michelle Alexander's "The New Jim Crow" is paired with notes from "The House of the Dead," Ralph Ellison's "Invisible Man" with "Notes From Underground," and Richard Wright's "Native Son" with notes from "Crime and Punishment." The course culminates with contemporary American thinkers: Cornel West's readings of Anton Chekhov, Ta-Nehisi Coates's reading of Aleksandr Solzhenitsyn, and hip-hop artist Black Thought's interpretation of "Crime and Punishment" in his song "Dostoevsky." Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, RUSS.

MLAL 3070. Russian Visions: The Interplay Between Russian Literature and Art in Mid-19th/Early 20th Century. (4 Credits)

This interdisciplinary course explores the interaction between the Russian visual arts and Russian literature during two artistically flourishing periods of Russian and early Soviet history in the nineteenth and twentieth centuries. The first is the rise of the daguerreotype in Russia (and photojournalism shortly thereafter) in conjunction with the rise of the Natural School in Russian literature in the 1840s. The second is the pinnacle of the Russian avant-garde (1917-1932: and visual art from several movements such as Constructivism, Zaum, Russian Cubism and Cubo-Futurism) in conjunction with the brilliant work of dissident Soviet writers during this time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ENGL, INST, ISEU, OCST, RUSS.

MLAL 3075. Gender and China. (4 Credits)

This course provides a survey of issues of gender and sexuality in China, from imperial China to the present through literature, film, ethnography, history, and cultural studies. We will ask questions such as, what was it like to be a woman in late Qing-era China, or during the Cultural Revolution? How was gender formative to the creation of modern China? How are gender and sexuality conceived of in a Chinese cultural context? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ANTH, CNST, GLOBL, INST, ISAS, MLL, WGSS.

MLAL 3076. Great Russian Minds: Mikhail Bakhtin. (4 Credits)

Mikhail Bakhtin sculpts psychology, literature, phenomenology, Judeo-Christian theology, class ideology, the history and theory of the novel, and cultural theory into a uniquely humanist philosophy. For Bakhtin, truth is dialogic. Multiplicity and difference thrive in the novel, the perpetually evolving, "unfinalizable," form that allows for the fullest individual and communal expression. We read from "Rabelais and His World," "The Dialogic Imagination," "Problems of Dostoevsky's Poetics," and "Art and Answerability." The scholarship situates Bakhtin's works in their philosophical and theological contexts. All works in English. Russian track available.

Attributes: ALC, COLI, OCAH, RUSS.

MLAL 3077. The Great Russian Minds: Russian Personalism. (4 Credits)

The fascinating philosophical tradition of Russian personalism defends human dignity, freedom, and respect for the individual. We use the late great scholar Sergei M. Polovinkin's (1935-2018) classifications to survey N. Lossky's intuitive personalism, N. Berdyaev's eschatological personalism, S. Bulgakov's sophianic personalism, P. Florensky's Christian personalism, and S. Frank's antinomical monodualism. Original texts in English translation. Lecture and discussion in English. No knowledge of Russian is required. Texts are available in Russian for those pursuing Russian credit. This is an OCS-accredited course. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, OCST, RSTE, RUSS.

MLAL 3078. The Great Russian Minds: Late Soviet Personalism (1953-1991). (3 Credits)

Late Soviet (1953-1991) Russian philosophies reflect psychologically profound, ethically oriented, humanist personalisms that prize freedom, human rights, and relational independence. These diverse metaphysicians generate brilliant, pluralist, humanizing meaning in defiance of cruelty and censorship, drawing inspiration from naturalism, historicism, psychology, literary theory, Judaism, Christianity, Buddhism, and Taoism. All texts are in English translation, and the course will feature English lecture and discussion. No Russian knowledge is required. Russian track available. OCS accredited.

Attributes: COLI, OCST, RUSS.

MLAL 3080. Tolstoy, Dostoevsky and the Meaning of Life and Death. (4 Credits)

We will read two works – one large book on Russian family life, one short meditation on death – from each of Russia's two most famous authors: Leo Tolstoy and Fyodor Dostoevsky. We will read Tolstoy's *Anna Karenina* (1878) and *The Death of Ivan Ilych* (1886) and Dostoevsky's *The Brothers Karamazov* (1880) and *The Dream of a Ridiculous Man* (1877).

Tolstoy and Dostoevsky are each profound psychologists and religious philosophers. While Tolstoy masters interpersonal and societal relations, Dostoevsky illuminates the extreme ranges of the human psyche.

Tolstoy's Levin in *Anna Karenina* asks "What is the meaning of life?" and Dostoevsky's Ivan Karamazov struggles to reconcile God's creation with the suffering of innocent children. The two novels were written in close proximity of each other and bear fruitful comparisons. Tolstoy's *The Death of Ivan Ilych* explores the mind of a prestigious court official who is terminally ill. Dostoevsky's *The Dream of a Ridiculous Man* reveals the story of a man who dreams his own death. These two great authors are often pitted against each other, but Dostoevsky himself described Tolstoy's *Anna Karenina* as "flawless," and Tolstoy adored Dostoevsky's religious teachings in *The Brother's Karamazov* expressed through the character of Father Zosima. This course shows how the works of the great Russian writers compliment our understanding of life and death. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, OCST.

MLAL 3085. The Russian Icon in Literature, Theology, Avant Garde Art, Film, Music, Museums and Politics. (4 Credits)

A multimedia modern history of the Russian icon beginning with theological and liturgical background (Lazarev's *The Russian Icon: From It's Origins to Sixteenth Century*, Florensky's "Reverse Perspective," as well as modern scholarship of Uspensky's *Semiotics of the Russian Icon*, and *Theology of the Russian Icon*), examining how it shaped literature 19th: Chekhov- the St. George and the Dragon as a plot structuring device for a series of short stories); Dostoevsky-selected scenes from *Notes From the Dead House*, "The Dream of a Ridiculous Man," and *The Brothers Karamazov*. Then we'll track the icon's dynamic influence on the Russian Avant-garde (Constructivism, Russian Cubism and Suprematism), continuing with it's incorporation into Soviet film (Askoldov and Tarkovsky), and bringing it up to modern times with Putin's repeated use of the Theotokos Icon in photography as a propaganda device. Our course will incorporate a field trip to Rutgers to visit the Zimmerli Museum, a local Russian Orthodox Church, MoMA and Met Breuer. Come contemplate infinity and visit liminal realms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISEU, OCAH, OCST, REST, THEO.

MLAL 3090. 100 Years of War and Peace. Revolution in Russia and Soviet Literature: Tolstoy, Bulgakov and Bely. (4 Credits)

This course explores three masterpieces of Russian and Soviet revolution that reflect the ongoing war and peace of the Russian psyche. We'll begin with Tolstoy's *War and Peace* (1867), continue with Andrei Bely's *Petersburg* (1913), and end with Bulgakov's *Master and Margarita* (1967). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

MLAL 3095. The Apocalypse Course: Russian and American Revelations. (4 Credits)

This interdisciplinary course explores the revelatory moment that reverberates through historical and personal time. The course is rooted in John's *Book of Revelation* according to Russian religious philosophy. Comparative studies include the following: Last Judgement Icons with Michelangelo and Kandinsky's apocalyptic masterpieces; Blok's "The Twelve" and T.S. Eliot's "The Hollow Men"; Gogol's "The Portrait" and O'Connor's "The Enduring Chill"; Bulgakov's "Master and Margarita" and Vonnegut's "Slaughterhouse-Five"; Tarkovsky's "Sacrifice" and HBO's "The Leftovers"; Scriabin's *Second Symphony* and Bob Dylan's "Hard Rain." Fulfills Orthodox Christian minor. Taught in English, Russian track available. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, OCST, RUSS.

MLAL 3096. Dostoevsky's The Brothers Karamazov. (4 Credits)

Dostoevsky's final novel, "The Brothers Karamazov," written at his creative zenith, masterfully orchestrates philosophy, psychology, criminology, asceticism, nihilism, and theology into what he called "higher realism." Explore humanity's mettle in the striking contrasts of these profound siblings, where Dostoevsky's penetrating insight and poignant emotionality burn hot. Read, lectured, and discussed in English. Russian track available. OCS accredited. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, OCST, RUSS.

MLAL 3100. History of Language. (4 Credits)

This course examines the change of language structure through time. Special attention is paid to language contact and the socio-historical contexts that created language changes as well as the syntactic and phonological rule systems that govern language change. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: LING.

MLAL 3110. Anti-Racist Pedagogy. (4 Credits)

Striving to embody anti-racist practices, this course will systematically examine materials, activities, and practices used in language classes offered by the Department of Languages and Cultures. Group members will attend and observe language classes at different levels in the language sequence throughout the semester. They will explore models developed by other institutions across different educational contexts. Informed by their personal experiences and on-the-ground observations, discussions, and readings, students are tasked with (re)imagining an anti-racist language curriculum that responds to the needs, fundamental values, and aspirations of Fordham, particularly as it embarks on its "Educating for Justice" strategic plan. Students and faculty will begin the course by receiving anti-racist training and reading foundational texts in anti-racist and anti-oppression pedagogy. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CNST, FREN, GERM, ITAL, PJRC, PJST, SPAN.

MLAL 3116. Social Issues in Italian Literature and Film. (4 Credits)

Focusing on various aspects of visual language and verbal narratives, this course explores in depth the ethical and moral aspects of historical and socio-political events as evidenced in cinematic and literary works by such authors and directors as Fellini, Pirandello, Lampedusa, Visconti, Salvatores, Carlo Levi, Elsa Morante, Sorrentino, and Camilleri, among others. Taught in English. Italian studies majors and Italian minors in the course are expected to complete the readings as well as writing assignments in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ITAL, ITMO.

MLAL 3200. Machiavelli's Utopia. (4 Credits)

In this course we will analyze *The Prince* as well as Machiavelli's creative work (e.g., his theatrical piece *The Mandrake Root* and his short story *Belfagor*). By adopting an interdisciplinary approach for the examination of both the historical and the artistic context in which Machiavelli lived, we will address the question of how and why *The Prince* was misinterpreted by Italian and European intellectuals and humanists of Machiavelli's time, leading to a misperception of many of the text's core ideas in an historical moment in which Europe was steadily transforming itself into a domain of absolutism (we will read Reginald Pole, Innocent Gentillet, Erasmus, Montaigne, among others). We will retrieve the original cultural context in which Machiavelli wrote: a climate of strong limitation of political creativity and liberty, which lead Machiavelli to compose *The Prince* (1513 ca.) inspired by an utopian desire for a new leader who could reconcile all the contradictions of Italy. Course taught in English. Coursework in Italian for credit in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ITAL.

MLAL 3202. Ariosto to Galileo: The Invention of Modernity in Renaissance Italy. (4 Credits)

Ariosto and Galileo represent two chronological ends of a revolutionary intellectual period in the Italian Renaissance culture. Between the years 1516 (date of the first edition of Ariosto's *Orlando Furioso*) and 1610 (date of edition of Galileo's *Sidereus Nuncius*), Italian civilization contributed significantly to the shaping of a new idea of reality. The course is dedicated to the study of this particular period in which masterpieces such as the *Furioso*, Torquato Tasso's pastoral poem *Aminta*, and his epic poem *Jerusalem Delivered*, as well as Galileo's works (*Sidereus Nuncius*, *Copernican Letters*, *Dialogue Concerning the Two Chief World Systems*) become the founding texts of a new realism that questioned and distrusted appearances and, by doing so, prepared the intellectual background where Galileo could develop his new scientific method and discover intellectual models useful for his innovative comprehension of the natural world (with strong implications about the separation of theology and science). Recent scholarship insists on the deep influence that literary humanism had on Galileo's mind who, no surprise, was a reader, a writer of literature and also a literary critic (for example he wrote about Ariosto and also an incomplete commentary on Tasso's *Jerusalem*). The course is therefore dedicated to the study of the relationship of literature to the History of Science with close reading of the above mentioned works and also following an interdisciplinary approach devoted to the exploration of the artistic civilization around Ariosto, Tasso, and Galileo. Taught in English with coursework in Italian for credit in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

MLAL 3203. Dante and His Translators. (4 Credits)

According to the conservative estimates, there are hundreds of translations into English of *The Divine Comedy*. Which one is the real Dante? Umberto Eco wrote a book on translation entitled *Saying Almost the Same Thing*. Comparing a few of these translations, such as those of Ciardi, Singleton, and Mandelbaum, may actually reveal aspects and meanings of the original that the translations slightly altered or that may be missing altogether. So which Dante are we reading? How do translations influence interpretations? This course will discuss the various translations as well as theories of translation in order to deepen our understanding of the *Divine Comedy*. Taught in English. If you are counting this course towards your Italian major or minor, the coursework must be done in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ITAL, MVLI, MVST.

MLAL 3210. Islam and Italy. (4 Credits)

From Medieval Sicily to the Renaissance and the modern world, the involvement of Arab culture in Italy has been both varied and enduring in nature. This course examines interaction between these two cultures from the 900s to today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ISTP.

MLAL 3220. The Stage and Society. (4 Credits)

This course focuses on the social issues, class relationships, ideals and ideologies, gender issues, justice and diversity issues, and the human emotional and cultural universe as they are represented in the dramatic works of authors/playwrights from Machiavelli (Renaissance) to Dario Fo (21st century). Features of dramatic language, such as stage setting, organization of scenes, and character development, among others, will be discussed. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ITAL, THEA.

MLAL 3250. Culture and Society in Italian Cinema. (4 Credits)

A study of the social, political, and cultural conditions in Italy from 1945 (post-World War II) to today as interpreted by the visual language of significant film directors such as Rossellini, Visconti, Fellini, Antonioni, and Sorrentino, among others. Taught in English with coursework in Italian for credit in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ITAL, ITMO.

Prerequisite: ITAL 2001 (may be taken concurrently).

MLAL 3300. Literatures and Cultures of Modern Israel. (4 Credits)

The course will explore major themes in modern Israeli literature, film, art, and popular culture. Among topics discussed will be the social and cultural dynamics of Israeli history and contemporary life, constructions of identity, questions of ethnicity, nationality, gender, war, and conflict, and more. Texts and assignments will be in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

MLAL 3307. Germany and Migration. (4 Credits)

Migrants have played a role in many countries' culture. Germans started coming to the U.S. in the 17th century, and about 17% of Americans have German ancestry. Migrants entered Germany starting around the turn of the 20th century, and today about 21% of Germany's population has a migration background. How do migrants assimilate and learn the language of their new country? What influences do migrants have on a country's culture and language? In the first part of the semester, we will examine the migration of Germans to the United States, and in the second part we will focus on migration into Germany. Taught in ENGLISH. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, ALC, AMST, ASSC, COLI, INST, ISEU, ISIN.

MLAL 3325. 'The Gatekeepers?' Documentary Cinema in Israel. (4 Credits)

The course presents a survey of Israeli documentary cinema from the 1940s to the present. Topics covered include: early Zionist documentary, the shadow of the Holocaust, The Occupation, militarism and war, Orthodox Judaism and other minority groups, social protest and its cinematic representation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, ISME, JWST.

MLAL 3333. Eunuchs, Dwarves and Dragon Ladies: The Universe of Game of Thrones. (4 Credits)

This course will discuss issues of race, gender, and diversity through the lens of the fictitious universe of "Game of Thrones." The reading will focus on the concept of physical alterity (the monstrous races), sexual practices (incest, bastards, rape), and the series' obsession with blood and bloodlines. The texts supporting the analysis will mostly be medieval: the Nibelungenlied, the Edda, blood charms, Beowulf, Poor Heinrich, plus excerpts from Pliny, Ibn Fadlan, Marco Polo, Abaelard, Beauty and the Beast, et al. Taught in English. No prior knowledge of medieval literature required. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENGL, GERM, MVST, WGSS.

MLAL 3350. Promised Land: Israeli Culture Between Utopia and Dystopia. (4 Credits)

From its inception, Zionism was imbued with utopian energies. Tel-Aviv, the first Hebrew city is named after a utopian novel, Herzl's *Altneuland* (Old-New Land). The Kibbutz phenomenon is often studied as an example of a concrete, real-life utopia. Since the 1973 October War, however, we have seen also a marked increase in the production of Hebrew literary dystopias, usually depicting the destruction of the Jewish State. This course explores Israeli culture through the prism of utopia/dystopia. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, ISME, JWST, MEST.

MLAL 3402. Introduction to Russian Drama. (4 Credits)

this course examines the modern Russian theatrical tradition from the nineteenth century to the present and explores a range of plays that include works by Pushkin, Gogol, Ostrovsky, Chekhov, Bulgakov, Shvarts, Petrushevskaya, Pelevin, Grishkovets, among others. Conducted in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, ISEU, OCST.

MLAL 3405. Masterpieces of Russian Film. (4 Credits)

Examining some of the most critically acclaimed works of Russian, Soviet, and post-Soviet cinema, students will gain an insight into a variety of historical, cultural, and social contexts through the creative lens of Dziga Vertov, Sergei Eisenstein, Andrei Tarkovsky, Alexander Sokurov, Kira Muratova, Larissa Shepitko, and other Russian-language directors. The course focuses on analyzing cinematic "texts" through critical watching, reading, thinking, and writing. Taught in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, ISEU, OCST.

MLAL 3410. Arab Cinema: History and Cultural Identity. (4 Credits)

This course provides a comprehensive overview of cinema in the Arab world, tracing the industry's development from colonial times to the present. It analyzes the ambiguous relationship with commercial Western cinema, and the effect of Egyptian market dominance in the region. Tracing the influence on the medium of local and regional art forms and modes of thought, both classical and popular, the class shows how indigenous and external factors combine in a dynamic process of "cultural repackaging." We will focus on Iraq, Lebanon, and Palestine while exploring problematic issues such as European coproduction for Arab art films, including their relation to cultural identity and their reception in the region and abroad. Class discussions will be in English. All readings will be in English translation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ARAB, CCUS, COLI, COMC, INST, ISME, MEST.

MLAL 3440. Arabic Literature in English Translation. (4 Credits)

A survey of Arabic literature from the sixth century A.D. to the present, this course will explore the development of the literary genres of the Arabic canon while keeping a keen (and critical) eye on the political, cultural, religious and social circumstances that have accompanied—and, in many cases, given rise to—their development. What is considered literature in the Arabic canon? What is the relationship between literature and politics? What impact has the Quran had on Arabic literature? What is the role of women in the Arabic literary tradition? What kind of dialogue has there been between Arabic and Western literatures? What is commitment in contemporary Arabic literature? Class discussions will be conducted in English. All readings will be translated into English. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ARAB, COLI, GLBL, INST, ISME, MEST, MVLI, MVST.

MLAL 3442. Arab Culture and the News Media. (4 Credits)

The American news media portrays the Arab world as one of endless political upheaval and repression, with a culture shaped strictly by Islam. This course broadens students' understanding of contemporary Arab societies through the study of Arab TV/radio/print/internet news as well as propaganda and cartoons from government-run outlets, national-resistance activists, democracy-promoting movements, and even jihadists. In this course, the news is used to investigate cultural issues—including authority and decision-making, religion, gender, and family dynamics—in Arab societies as well as to explore American-Arab relations. Through a study of media, students can compare Arab culture as portrayed by American media and American culture to how it is portrayed by the media in the Arab world. This class is conducted in English, with materials in English or Arabic with English subtitles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ARAB, COLI, INST, ISIN, ISME, MEST.

MLAL 3450. The Arab Spring in Arabic Literature. (4 Credits)

A survey of Arabic literature from 2011 to the present, this course will explore the development of the literary genres of the Arab Spring in the Middle East. What is the relationship between literature and politics? We will read short stories, poetry, graphic novels, blogs, and the Facebook pages of prominent literary and social figures, redefining and modernizing the notion of what is literature in order to work out whether the revolution could have been predicted and how it took place. Class discussions will be in English. All readings will be in translated into English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ARAB, COLI, INST, ISME, PJRC, PJSJ, PJST.

MLAL 3474. The Arab Israeli Conflict: Cultural Perspectives. (4 Credits)

The Arab-Israeli conflict is one of the longest and most controversial conflicts in the world. Through careful analysis of Israeli literature and film, this course provides a nuanced cultural and political history of Arab-Israeli relations. Our texts emphasize the dialectic relationship between art and politics, representation and history, as well as aesthetic and ethics. The course thus explores the effect of art on politics, and the effect of politics on art. Specifically, we examine how art is instrumental in producing 1) "imagined communities" with stable national identities and 2) political resistance that disrupts these hegemonic metanarratives. We also consider the internal dynamics of Israeli society as represented in literature and film, especially tensions between the Jewish-Arab, Ashkenazi-Mizrahi, and religious-secular communities. By analyzing canonical and more contemporary stories, poems, and films (including those by S. Yizhar, Amos Oz, Said Kashua, Mahmoud Darwish, among others) we explore the dialectic between art and politics in Israeli society since 1948.

Attributes: ALC, COLI, INST, ISME, JWST, MEST.

MLAL 3475. Oppositional Thought in Islamic Literature. (4 Credits)

This class will explore various schools of thought and practice in Islamic literature. Works will range from the writings of early Islamic scholars like Al-Ashari, Mutazila, Al-Ghazali, and Rumi to the resurgence of the literalist approach to Islamic scripture in the contemporary Arab world. The course will be taught in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ARAB, COLI, INST, ISAC, ISME.

MLAL 3492. Climate Change and Sustainable Development in the Francophone World. (4 Credits)

This course will examine how climate change is affecting societies, cultures, and economies in the Francophone world, with a focus on Africa. Through case studies, we will explore the challenges of environmental transformations and the solutions proposed, both by the international community and by local populations. We will examine debates surrounding solutions to climate change, as well as related issues including water scarcity, food insecurity, migration, conflict, and urbanization. Course taught in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, ANTH, ENST, ESEJ, ESEL, ESHC, GLBL, HPSE, HUST, PJEN, PJST.

Mutually Exclusive: FREN 3492.

MLAL 3498. Harlem Renaissance and Africa: Struggle for Freedom. (4 Credits)

From the 1920s to the 1950s, Harlem was the global center of Black politics and culture, drawing the brightest minds of the time to tackle the most difficult issues facing Blacks in the U.S., Caribbean, and Africa: subjugation, segregation, and identity. The Harlem Renaissance and the Negritude movement founded in Paris contributed immensely to describing and portraying Black identity and the political and socio-economic emancipation of Blacks. While African Americans were fighting systemic racial discrimination in the United States, in Africa, independence movements were starting to demolish the worst forms of colonial exploitation. Pan-Africanism—an ideological and political movement aimed at unifying people of African descent beyond cultural differences or geographical location—was active and compelling both in Africa and Harlem. Drawing on novels, popular media, poems, historical texts, ethnography, and documentary films, this course will examine the past and present of the struggle for political freedom and civic rights in the space linking Harlem to Africa. How did the two movements inspire each other? How did they shape the relationship between African Americans and African immigrants? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, ANTH, ISAF.

MLAL 3500. Writing Under German Censorship: A Culture of Banned Books. (4 Credits)

This course examines the politics of censorship of literature in German society during the twentieth century. Books, articles, pamphlets, and magazines have been classified threatening to the regime, they have been seized from libraries and bookstores across Germany, they have been burned on bonfires during nighttime parades, and they were eliminated from all media. Writers and creators have been infiltrated and observed, fined, jailed, tortured or killed in the name of governmental censorship. We will examine a range of systems and orchestrated campaigns of censorship of the Nazi regime as well as the government of the former German Democratic Republic. We will look at the implementation of censorship, and we will read important authors who have been banned or self-censored within the larger context of twentieth-century Germany. Taught in English. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, GERM, INST, ISEU.

MLAL 3504. Study Tour: Berlin Tales: Germany's Kiez. (4 Credits)

This course will take us on a journey—a journey that will start in the urban sphere of New York City in a classroom reading historical texts and cultural narratives on the metropolis Berlin. But during Spring Break 2012, we will also have a truly unique opportunity of traveling together to discover the actual streets of Berlin, the center of modernity in Germany itself. We will read authors who present conflicting views and engaging perspectives on four distinct Berlins: The Jewish Berlin of the Weimar Republic, Berlin during the Third Reich, the City as the Capital of East Germany, and lastly, Berlin as booming Metropolis of the 21st Century. And together, we will visit Berlin to discover different life styles, the pulse of minorities, and the nostalgic feeling of Ostaglie or present day Berlin. TAUGHT IN ENGLISH. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, GERM, INST, ISEU.

MLAL 3515. Food for Thought. (4 Credits)

This course analyzes literature (in English translation) from German-language countries that showcases the whole range of food consumption, from excess, such as in the myth of the Schlaraffenland (The Land of Cockaigne), to starvation as in Franz Kafka's Hungerkünstler (Starvation Artist), and cannibalism (Der Fan by Eckhart Schmidt). The miraculous sustenance provided to saints in their vitae as well as the ultimate inspiration for many of them, the Last Supper, will receive special attention. This course is being developed in collaboration with the Center for Community Engaged Learning and will include the opportunity to volunteer in a local soup kitchen. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, GERM, SL.

MLAL 3525. Cultures of Sexual Dissidence in Latin America. (4 Credits)

In this course, we will explore an alternative canon of Latin American and Latinx literary and cultural production, created by and about subjects whose sexualities and genders have been positioned, from the colonial period on, as divergent from the heterosexual and cisgendered “norm.” Topics to be covered include theoretical approaches to “queer” studies rooted in the region (and tensions with queerness conceived as a North Atlantic epistemological framework), alliances between radical feminism and LGBTQ movements, debates about the cultural and aesthetic representation of trans people, the pros and cons of political militancy, and the relationship between sexuality and diaspora. Taught in English with Spanish readings in translation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LAHA, LALS, SPAN, WGSS.

MLAL 3535. Building the Ideal City: Ethics and Economics Foundations of Realizable Utopias. (4 Credits)

This course introduces students to the investigation of the role that economic concepts such as profit, work, utility, and exchange play in defining the ideal city as a realizable political project. Students will explore ethical and economic concepts and their interrelation in the debate on the best form of State and government that developed from antiquity to modern American utopian communities. This course includes texts from various sources - philosophical, theological, juridical, and literary. Through these readings, students will learn how theoretical and practical ideas on the best form of society developed in time and still influence modern political thought. The course also focuses on the impact of the socioeconomic doctrines of the Catholic Church in shaping the idea of a possible, realizable, ideal city. Among the texts and authors included are Plato, St. Augustine, Thomas Aquinas, Dante, Boccaccio, Thomas More, Leon Battista Alberti, Tommaso Campanella, Francis Bacon. Taught in English with coursework in Italian for credit in Italian. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, APPI, ASHS, ASRP, INST, ISIN, ITAL, ITMA, ITRE, MVPH, MVST, URST.

MLAL 3600. Women's Voices in German and Austrian Literature. (4 Credits)

This course focuses on the role of women in German and Austrian society in particular on literary and theoretical texts produced by women in the nineteenth, twentieth, and twenty-first centuries. To articulate their ideas and to establish themselves on a public stage, women writers have used different forms of expression over the course of time such as letters, diaries, poems, novellas, political pamphlets, theoretical articles, dramas and essays. We will study the different genres by exploring questions of gender, authorship, personal, national and transnational identities, and the politicization of the private sphere within the cultural context of Germany and Austria. By analyzing literary texts of authors like Lou Andreas-Salome, Else Lasker-Schuler, Anna Seghers, Ingeborg Bachmann, Marlen Haushofer, Monika Maron, Herta Muller and Julia Franck and drawing on visual arts, film, and feminist theory, we will still situate German-speaking women writers with a global context. Topics to be considered in relation to the literary texts are women as writers and artists, sexuality and bodies, friendship and intimacy, politics and political activism, as well as writing and identities. TAUGHT IN ENGLISH. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, GERM, INST, ISEU, WGSS.

MLAL 3607. Topics in Multilingualism. (4 Credits)

This course discusses the historical and contemporary underpinnings of multilingualism in the globalized world. The course content includes discussion of empirical social and cognitive research on multilingualism as well as multilingual language education and policy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, GLBL, INST, ISIN, LALS.

MLAL 3624. Music and Nation in the Arab World. (4 Credits)

Though music is a domain of individual expression, it may also reflect or respond to social, cultural and historic influences of a time and place. This course explores the ways in which music acts as an expression of national identity in the Arab world. It considers this relationship in a region where the idea of nation has multiple meanings, and where conflicting factors such as regional diversity and the notion of pan-Arabism exists. Specifically, the course focuses on how particular types of music, including the Aleppian, Waslah, Al-Qasida al-ghinaiy, and Al-Muwashah, have affected the development and embodiment of national identity in the 20th century. Course materials are presented in English, however students of Arabic language are encouraged to. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ARAB, COLI, INST, ISME, MEST, PJRC, PJST.

MLAL 3701. Villains, Vamps and Vampires: An Introduction to German Cinema. (4 Credits)

Film is a powerful art form and means of communications. The messages embedded in the mesmerizing images often escape us, and we miss the opportunity to understand something about the culture that produced it. With this class we will attempt to explore 20th – and 21st Century ideas and concepts of German identity, culture, history and politics through German film analysis and readings around the topics and genres of villains, vamps and vampires. Each of these genres deal with our most primal nature and its fears: our nightmares, our vulnerability, our alienation our revulsions, our terror of the unknown, our fear of death, our loss identity, and last but not least our often ambiguous relationship to power and sexuality. With this course we intend to read German Cinema through these genres from its inception in the 1890's until the present. It includes an examination of early expressionist and avant-garde films from the classic German cinema of the Weimar era, fascist cinema, postwar rubble films, New German Cinema from the classic German Cinema from the 1970's, post 1989 heritage films as well as 21st Century German Films. TAUGHT IN ENGLISH. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASAM, COLI, GERM, INST, ISEU, WGSS.

MLAL 3710. Fin-De Siecle Vienna: Klimt, Cafes, and Cemeteries. (4 Credits)

Vienna at the turn of the 19th to the 20th century was an important center for intellectuals, artists, architects, the opera and literature as well as the sciences not only for Austria, but for the rising movement of Modernism in Europe at large. In Vienna, this intellectual ferment was played out less in universities or elite salons but rather in the cafes and artist studios of their time. There, the Viennese celebrated life and pleasure but also concerned themselves with death quite happily; they sing and write about it, play with it and build monuments to it. This course will examine various aspects of the Viennese contribution to the birth of Modernism and address the most important authors and artists of their time. We will discuss Jugendstil and Impressionism, the architecture of Adolf Loos and Otto Wagner, authors like Arthur Schnitzler, Robert Musil, and Hugo von Hofmannsthal, and give an introduction to the psychoanalysis of Sigmund Freud, whose "Interpretation of Dreams" and "Studies on Hysteria" left their mark on the period. But most excitingly of all during spring break, we will also have the unique opportunity of traveling together to discover the actual streets of Vienna, visit the "Zentralfriedhof" and marvel at Gustav Klimt's "Beethovenfries" at the "Wiener Secession". Taught in English. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, GERM, INST, ISEU.

MLAL 3800. Cloisters, Castles, and Kings: Medieval Bavaria. (4 Credits)

This course will explore Medieval secular and church history as it manifested itself in the literature and culture of Bavaria. Includes a study abroad component. Spring break visit to Regensburg and Munich. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, GERM, MVST.

MLAL 3820. Memory and Identity in Modern Italy. (4 Credits)

This course focuses on the historical and cultural process of nation building in the 19th- and 20th-century Italy. Particular attention will be paid to the formation and conceptualization of an Italian national identity as presented or questioned in literary works by Bufalino, Consolo, Levi, Morante, Sciascia and Tomasi di Lampedusa, and films by Blasetti, Rossellini, Scola, the Taviani brothers and Visconti. Conducted in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI.

MLAL 3822. The Arabian Nights. (4 Credits)

This course will examine the cycle of stories, known as the Arabian Nights or 1001 Nights. In the first half of the course we will read some of the major tale cycles and study the relevant historical and cultural contexts. In the second half of the course we will consider a number of adaptations- novels, plays, and films- that have been inspired by the Nights. Class discussion will be in English. All readings will be in English and in English Translation.] Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ARAB, COLI, MEST.

MLAL 3993. Advanced Spanish Immersion in Granada. (3 Credits)

Students will take an upper-level content course at the University of Granada and engage in a number of cultural excursions within Granada, a recognized World Heritage Site by UNESCO and one of the most beautiful cities in the world and a center of flamenco culture. Students will also participate in two short trips to Sevilla and Córdoba. All course activities are organized by the instructors who also supervise the academic progress of students and comment on their weekly reflections. Note: Only participants in Fordham in Granada can register for this class.

Attribute: ALC.

Prerequisite: SPAN 2001.

MLAL 3999. Tutorial. (3 Credits)

Independent research and reading with supervision from a faculty member.

MLAL 4005. Queer Theory and the Americas. (4 Credits)

Drawing from the often divergent traditions of Anglo and Hispanic America, this course will take an interdisciplinary approach to queer methodologies for cultural and literary studies. Students will encounter foundational queer theoretical texts (both historical and contemporary) as well as novels, plays, and films, and will explore, for themselves, what queerness means and does. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS, COLI, ICC, WGSS.

MLAL 4006. Dante's Cosmos: Medieval Science, Theology, and Poetry in the Divina Commedia. (4 Credits)

This course investigates Dante's cosmos in the Divine Comedy through medieval science, theology, and poetry. Disentangling the context of the Comedy from Dante's encyclopedic culture through reading in the disciplines of his time will lead students to a deeper comprehension of the multidimensionality of Dante's universe than is possible through any singular disciplinary. The course will broaden students' perception of the medieval cosmos in contrast with contemporary notions of cosmology. Taught in English with readings in Italian and English translation. Coursework in Italian for Italian majors and minors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ICC, IPE, MVLI, MVST.

MLAL 4007. Oral History, Literature & Film. (4 Credits)

This course adopts a multimedia approach to analyzing and interpreting knowledge about the past as it is reconstructed in oral histories, literature, and film. We will study histories of Italian Americans in the Bronx in the 20th century in memoir, in fictional and autobiographical film, and in the video and audio oral history interviews housed in the archives of the Bronx Italian American History Initiative and the Bronx African American History Project. Our guiding questions of inquiry include: What forms does memory take in oral histories, literature, and film? How do different forms of remembering construct meaning? What characteristics constitute feminist practices of memoir writing and filmmaking? What types of digital technologies allow us to fully explore and create new meanings? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, COLI, ICC, NMDD.

MLAL 4010. Anni Di Piombo/Years of Lead: Culture, Politics, and Violence. (4 Credits)

The period from the late 1960s to the early 1980s in Italy, known as "anni di piombo" or years of lead, was characterized by intense social and political unrest, and terrorist activities. The 1969 bombing in Piazza Fontana in Milan and the 1980 bombing of the train station in Bologna serve as the tragic bookends of a decade of political violence culminating in the kidnapping and murder of Aldo Moro by the Red Brigades in 1978. In this course, we will study these years by closely examining the cultural production of the time – literature, film and other media. We will pay particular attention to the social and political motivations underlying extremist activism, both left- and right-wing, as represented in literature and the popular press, and to writers', filmmakers' and intellectuals' diverse responses to politically motivated violence, whether to criticize the terrorists themselves or to question the state-sponsored "strategy of tension". We will also discuss the ways in which these experiences have been revisited and reimagined in recent years, and their relevance for today's Italy. Taught in English with texts in Italian and English translation. Coursework in Italian for credit toward the Italian major or minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, EP4, ITAL, VAL.

MLAL 4011. Anni Di Piombo/Years of Lead: Culture, Politics, and Violence. (4 Credits)

The period from the late 1960s to the early 1980s in Italy, known as “anni di piombo” or years of lead, was characterized by intense social and political unrest, and terrorist activities. The 1969 bombing in Piazza Fontana in Milan and the 1980 bombing of the train station in Bologna serve as the tragic bookends of a decade of political violence culminating in the kidnapping and murder of Aldo Moro by the Red Brigades in 1978. In this course, we will study these years by closely examining the cultural production of the time – literature, film and other media. We will pay particular attention to the social and political motivations underlying extremist activism, both left- and right-wing, as represented in literature and the popular press, and to writers’, filmmakers’ and intellectuals’ diverse responses to politically motivated violence, whether to criticize the terrorists themselves or to question the state-sponsored “strategy of tension”. We will also discuss the ways in which these experiences have been revisited and reimagined in recent years, and their relevance for today’s Italy. Taught in English with texts in Italian and English translation. Coursework in Italian for credit toward the Italian major or minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, EP4, IPE, ITMO, VAL.

MLAL 4016. Rewriting the Mediterranean (20th and 21st Centuries). (4 Credits)

Historically the Mediterranean has been a region where different ethnicities, cultures and religions have emerged, dissolved or coexisted. The enduring encounter of East and West, North and South on its shores and in its waters, however, has been far from peaceful. In this seminar, we will discuss contemporary writers and intellectuals from the Mediterranean, who build on the rich artistic heritage and vital cultural traditions of the region to confront the legacy of centuries-old political and religious divisions. We will analyze the modern construction of the ideas of “Mediterranean culture” and “Mediterranean identity” in the current post-national context by examining fiction and essays by Vincenzo Consolo, Assia Djebar, Juan Goytisolo, Amin Maalouf, Orhan Pamuk and Abraham B. Yehoshua, among others. By telling stories set in the Southern and Eastern Mediterranean – from Italy and Spain to Turkey, Israel and the Middle East – these writers reimagine early civilizations and recast their histories in the present to critique modernity’s narratives of socio-economic and political control, cultural domination and religious exclusion, and offer novel forms of cultural production and critical practice fostering cross-cultural interaction and intercultural understanding. We will conduct our analyses within the conceptual frameworks provided by historians Fernand Braudel, Iain Chambers, David Abulafia and Ian Morris, anthropologist Talal Asad, sociologists Franco Cassano and Edgar Morin, economist Serge Latouche, literary scholar Predrag Matvejevic, and cultural critic Edward Said. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISEU, ISIN, ISME, ITAL, MEST, OCST, PJRC, PJST.

MLAL 4100. Speaking For/As the Other. (4 Credits)

What are the implications of giving voice to those who are “voiceless”? This course explores the role of writing and speaking during the encounter of black, Indian, mestizo and Hispanic cultures in Latin America and Latina/o United States. By examining these cultural encounters, the course examines the political and ethical implications of speaking for and as the other. Conducted in English with texts in Spanish and English translation. Coursework in Spanish for credit toward the Spanish major and minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, EP4, IPE, LAHA, LALS, SPAN, VAL, WGSS.

MLAL 4347. Latinos: Fact and Fiction. (4 Credits)

This course uses an interdisciplinary approach to examine the experiences of Latin Americans and Latinos. It employs literature and history to introduce students to the benefits of using multiple ways of acquiring knowledge. It then relies on other academic areas such as art and sociology to reinforce its interdisciplinary. As a capstone course, it allows students to incorporate disciplines from their own academic foundation. It covers topics such as politics, social justice, race, gender, and identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, GLBL, ICC, LALS.

MLAL 4998. Chinese Studies Senior Research Paper. (4 Credits)

The Chinese studies major culminates in a senior research paper addressing a topic, question, problem, or other body of materials within the field of Chinese studies. Majors work closely with faculty for this research paper. There is a public presentation/roundtable for these papers, which enables students to think about their research in a larger context and in dialogue with others. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MLAL 4999. Tutorial. (4 Credits)

Independent research and reading with supervision from a faculty member.

MLAL 5016. Rewriting the Mediterranean (20th and 21st Centuries). (3 Credits)

Historically the Mediterranean has been a region where different ethnicities, cultures and religions have emerged, dissolved or coexisted. The enduring encounter of East and West, North and South on its shores and in its waters, however, has been far from peaceful. In this seminar, we will discuss contemporary writers and intellectuals from the Mediterranean, who build on the rich artistic heritage and vital cultural traditions of the region to confront the legacy of centuries-old political and religious divisions. We will analyze the modern construction of the ideas of “Mediterranean culture” and “Mediterranean identity” in the current post-national context by examining fiction and essays by Vincenzo Consolo, Assia Djebar, Juan Goytisolo, Amin Maalouf, Orhan Pamuk and Abraham B. Yehoshua, among others. By telling stories set in the Southern and Eastern Mediterranean – from Italy and Spain to Turkey, Israel and the Middle East – these writers reimagine early civilizations and recast their histories in the present to critique modernity’s narratives of socio-economic and political control, cultural domination and religious exclusion, and offer novel forms of cultural production and critical practice fostering cross-cultural interaction and intercultural understanding. We will conduct our analyses within the conceptual frameworks provided by historians Fernand Braudel, Iain Chambers, David Abulafia and Ian Morris, anthropologist Talal Asad, sociologists Franco Cassano and Edgar Morin, economist Serge Latouche, literary scholar Predrag Matvejevic, and cultural critic Edward Said.

MLAL 8999. Independent Study. (0 to 4 Credits)

Independent Study.

Music (MUSC)

MUSC 1050. Music Focus: Rock and Pop Issues and Debates. (3 Credits)

Rock and Pop music have generated controversies from their first appearance, whether the issues surrounded the words, the rhythms, the marketing, or other aspects. This seminar will focus on a combination of recordings, primary source readings, and recent scholarship on rock and pop to evaluate critically some of the most important debates about race, gender, class, age, authorship and copyright, commercialism and individuality, identity and general musical quality. Consistent with the goals of EP seminars, the emphasis will be on critical thinking through class participation, presentations and writing.

Attribute: FRTE.

MUSC 1051. Who Cares If You Listen?! Music, Culture, and the Critical Ear. (3 Credits)

This course both introduces students to the technical language of music (to understand how music “works”) and asks them to hear music as embedded in culture and history (to understand how it “means” for individuals, societies, and epochs). Close analysis of individual works and styles is paired with critical interventions that speak to broad social and intellectual questions. Repertoire will be drawn from Western traditions (canonical and noncanonical) as well as non-Western traditions. This course may include attendance at live performances. This course does not assume any background in music. Students at all levels of musical literacy—including none at all—are welcome.

Attributes: FACC, MANR.

MUSC 1100. Introduction to Music History. (3 Credits)

This course presents a survey of music history, with a focus on developing the skills of thinking and writing critically about music. Students will learn to listen in a focused way and relate what they hear to issues of musical “meaning” and general culture. Students will learn some technical vocabulary that will help them describe or advocate for any music they encounter, and they will apply this vocabulary to examples throughout the semester, for instance a Beethoven Symphony or a Duke Ellington jazz arrangement. Sections may have different focuses in terms of geography or chronology.

Attributes: ACUP, ASAM, ASHS, FACC, FRFA.

MUSC 1210. Music for Dancers I. (3 Credits)

This two-course sequence develops general knowledge of the major historical periods, styles and genres of western music, as well as familiarity with world music. It also provides critical tools to understand the basic components of music: melody, harmony, rhythm, texture, tempo, dynamics, instrumentation. To cultivate musicality, class taught, in part, through practical application: singing and rhythm exercises, elementary score reading etc. Open to B.F.A. students only.

MUSC 1211. Music for Dancers II. (3 Credits)

This two-course sequence develops general knowledge of the major historical periods, styles and genres of western music, as well as familiarity with world music. It also provides critical tools to understand the basic components of music: melody, harmony, rhythm, texture, tempo, dynamics, instrumentation. To cultivate musicality, class taught, in part, through practical application: singing and rhythm exercises, elementary score reading etc. Open to B.F.A. students only.

Prerequisite: MUSC 1210.

MUSC 1231. Chamber Music Instruction. (0 to 1 Credits)

Consists of ten weekly coachings for ensembles of 3-5 musicians (can be instrumental, vocal, or a combination of the two). Interested students should contact the Dept. of Art History and Music for more information. Groups are formed at the start of the semester and includes an end-of-semester performance. Pass/Fail only. Lab fee.

MUSC 1241. Concert Choir-Rose Hill. (0 to 1 Credits)

Rehearsal and performance of selected choral music. Requirements include regular attendance at two weekly rehearsals, dress rehearsals, and regularly scheduled performances. By audition and permission of the instructor. Interested students should contact Campus Ministry for more information. For Rose Hill-based students. Pass/Fail only.

MUSC 1242. Concert Choir-Lincoln Center. (0 to 4 Credits)

Rehearsal and performance of selected choral music. Requirements include regular attendance at two weekly rehearsals, dress rehearsals, and regularly scheduled performances. By audition and permission of the instructor. Interested students should contact Campus Ministry for more information. For Lincoln Center-based students. Pass/Fail only.

MUSC 1245. Women's Choir. (0 to 1 Credits)

The Fordham University Women’s Choir focuses on development of the female voice, both technically and artistically. It also strives to introduce its members to literature from all music history eras and genres. Because the concept of the women’s choir is relatively new to the world of music, many of the compositions performed are contemporary, opening the ensemble to new works by budding composers. Membership to this ensemble is open to students from both the Rose Hill and Lincoln Center campuses.

MUSC 1260. Vocal Instruction: Classical. (0 to 1 Credits)

A sequence of private weekly lessons in classical voice, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. NO REFUND AFTER DROP/ADD: To confirm the exact fee for this course in the given semester, consult <http://www.fordham.edu/musiclessons> which lists the current fee information.

MUSC 1261. Vocal Instruction: Jazz. (0 to 1 Credits)

A sequence of private weekly lessons in jazz voice, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. NO REFUND AFTER DROP/ADD: To confirm the exact fee for this course in the given semester, consult <http://www.fordham.edu/musiclessons> which lists the current fee information.

MUSC 1262. Instrumental Instruction: Piano Classical. (0 to 1 Credits)

A sequence of private weekly lessons in classical piano, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. NO REFUND AFTER DROP/ADD: To confirm the exact fee for this course in the given semester, consult <http://www.fordham.edu/musiclessons> which lists the current fee information.

MUSC 1263. Instrumental Instruction: Piano Jazz. (0 to 1 Credits)

A sequence of private weekly lessons in jazz piano, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. NO REFUND AFTER DROP/ADD: To confirm the exact fee for this course in the given semester, consult <http://www.fordham.edu/musiclessons> which lists the current fee information.

MUSC 1264. Instrumental Instruction: Guitar Classical. (0 to 1 Credits)

A sequence of private weekly lessons in classical guitar, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. NO REFUND AFTER DROP/ADD: To confirm the exact fee for this course in the given semester, consult <http://www.fordham.edu/musiclessons> which lists the current fee information.

MUSC 1265. Instrumental Instruction: Guitar Jazz. (0 to 1 Credits)

A sequence of private weekly lessons in jazz guitar, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. NO REFUND AFTER DROP/ADD: To confirm the exact fee for this course in the given semester, consult <http://www.fordham.edu/musiclessons> which lists the current fee information.

MUSC 1266. Instrumental Instruction: Flute. (0 to 1 Credits)

A sequence of private weekly lessons in flute, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. NO REFUND AFTER DROP/ADD: To confirm the exact fee for this course in the given semester, consult <http://www.fordham.edu/musiclessons> which lists the current fee information.

MUSC 1267. Instrumental Instruction: Clarinet. (0 to 1 Credits)

A sequence of private weekly lessons in clarinet, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. NO REFUND AFTER DROP/ADD: To confirm the exact fee for this course in the given semester, consult <http://www.fordham.edu/musiclessons> which lists the current fee information.

MUSC 1268. Instrumental Instruction: Brass Horns/Saxophone. (0 to 1 Credits)

A sequence of private weekly lessons in a brass instrument, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. NO REFUND AFTER DROP/ADD: To confirm the exact fee for this course in the given semester, consult <http://www.fordham.edu/musiclessons> which lists the current fee information.

MUSC 1269. Instrumental Instruction: Violin/Viola. (0 to 1 Credits)

A sequence of private weekly lessons in violin/viola, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. NO REFUND AFTER DROP/ADD: To confirm the exact fee for this course in the given semester, consult <http://www.fordham.edu/musiclessons> which lists the current fee information.

MUSC 1270. Instrumental Instruction: Cello. (0 to 1 Credits)

A sequence of private weekly lessons in cello, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. NO REFUND AFTER DROP/ADD: To confirm the exact fee for this course in the given semester, consult <http://www.fordham.edu/musiclessons> which lists the current fee information.

MUSC 1273. Instrumental Instruction: Miscellaneous. (0 to 1 Credits)

A sequence of private weekly lessons in an instrument available for credits to all students. Student's progress is monitored by the department. By audition and permission of the instructor. Pass/Fail only. NO REFUND AFTER DROP/ADD: To confirm the exact fee for this course in the given semester, consult <http://www.fordham.edu/musiclessons> which lists the current fee information.

MUSC 1274. Organ Instruction. (0 to 1 Credits)

This sequence of private weekly lessons in organ instruction is available for credit to all students. Students' progress is monitored by the music department, and the course may be taken on a Pass/Fail basis only. Pass/Fail only. NO REFUND AFTER DROP/ADD: To confirm the exact fee for this course in the given semester, consult <http://www.fordham.edu/musiclessons> which lists the current fee information.

MUSC 1280. Instrumental Instruction: Drums. (0 to 1 Credits)

Students take a sequence of private weekly lessons in drums, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. NO REFUND AFTER DROP/ADD: To confirm the exact fee for this course in the given semester, consult <http://www.fordham.edu/musiclessons> which lists the current fee information.

MUSC 1281. Orchestra. (0 to 1 Credits)

Rehearsal and performance of selected orchestral music. Requirements include regular attendance at rehearsals and performances. By audition and permission of the instructor. Pass/Fail only.

MUSC 1291. Jazz Ensemble. (0 to 1 Credits)

The Chamber Jazz Ensembles focus on a wide range of jazz styles and work at different appropriate levels. Students will have the opportunity to learn about melody, harmony, arranging, song form, and improvising in the context of a small group format culminating in a final performance. All instruments are welcome. Credit toward the music major/minor ensemble performance requirement is offered. Contact Matthew Buttermann at muttermann@fordham.edu for further information about scheduling and info sessions.

MUSC 1300. Chamber Orchestra. (0 to 1 Credits)

The Chamber Orchestra is a Lincoln Center-based musical ensemble open to all students, University wide. The group will hold weekly rehearsals culminating in one or more performances each semester. The Chamber Orchestra invites all orchestral instruments to join, including string, woodwind, brass, and percussion players. Pass/Fail only. Lab fee.

MUSC 1301. Jazz Orchestra. (0 to 1 Credits)

The Fordham Jazz Orchestra is open to students interested in learning about and performing music by great jazz composers and arrangers, including Duke Ellington, Benny Carter, Thad Jones, Count Basie, Dizzy Gillespie, Mary Lou Williams, and Charles Mingus, among others. The Jazz Orchestra will provide ensemble, sectional, and solo experience in a big band jazz format culminating in a final performance. Improvisation is encouraged, but not required for participation. All instruments welcome. Credit toward the music major/minor ensemble performance requirement is offered. Contact Matthew Buttermann at muttermann@fordham.edu for further information about scheduling and info sessions.

MUSC 1302. Afro-Latin Music Ensemble. (0 to 1 Credits)

The Afro-Latin Music Ensemble focuses on traditional and popular music primarily from Ecuador and Colombia as well as popular Afro-Latin rhythms from across Latin America and the Caribbean. The music includes a variety of instruments—such as hand drums, bass drums, shakers, guitar, and the marimba—all of which accompany call-and-response singing. As Afro-Caribbean music is pervasive throughout the region and incorporated into traditional styles as well, students will also learn the fundamentals of various Latin American instrumental techniques. The ensemble focuses on participatory music, so beginners are encouraged to join and play, while experienced musicians will still be able to advance their own techniques.

MUSC 1303. Collegium Musicum. (0 to 1 Credits)

Vocal and instrumental ensemble exploring Medieval, Renaissance, and Baroque music.

Attribute: MVST.

MUSC 1999. Tutorial. (1 Credit)

Independent research and readings with supervision from a faculty member.

MUSC 2014. Jazz: A History in Sound. (4 Credits)

This course studies jazz historically from the turn of the 20th century to the present, through both the shifting relations between white and black cultures in America, and the changes in musical tastes and practices over time. It considers the development of New Orleans, Swing, bebop, modal, fusion, and contemporary jazz styles, with special attention to the contributions of Armstrong, Ellington, Parker, Davis and Coltrane. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, PLUR, URST.

MUSC 2022. Broadway Musicals. (4 Credits)

This course studies Broadway's musical theater in its ever-changing forms. It surveys the history of musicals from the 19th century to the present, drawing on the work of influential figures such as the Gershwin brothers, Rodgers & Hammerstein, and Stephen Sondheim. It focuses on skills to analyze how books, lyrics, and music work in a musical, and it fosters critical thought in probing how musicals reflect and engage the political, economic, and social concerns at given moments in American culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM.

MUSC 2024. The Musical Theater of Stephen Sondheim. (4 Credits)

Stephen Sondheim altered the American cultural landscape of the late 20th century through his work in musical theater. A lyricist, composer, and dramatist in one—in his words, "a playwright in song"—he composed the scores to such groundbreaking shows as "Company," "Sweeney Todd," "Sunday in the Park with George," and "Assassins." Where convention saw the musical as a place for audiences to forget their troubles, his shows asked audiences to probe them afresh. This course examines Sondheim's artistry as it explores the spaces between poetry and lyrics; songs and numbers; plays and musical books. And it studies some of his most enduring creations for the stage as these have transformed musical theater by the kind of stories they tell, how they tell them, and the ways they continue to challenge our thinking and feeling about the meaning of America's history, values, and culture. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, ENGL.

MUSC 2031. Rock and Pop Music Since World War II. (4 Credits)

Rock and pop music have played key roles in Western culture for over half a century. This course considers the roots and musical features of rock and related styles, their changing status within "mainstream" culture, and the musical and ethical issues they raise. From the R&B music of the early 1950's to the British Invasion, punk, disco, rap, alternative and the spread of electronica, pop musicians have moved billions of people, while raising questions about race, gender, generation gaps, commercialism, and globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM.

MUSC 2037. Disability and Music. (4 Credits)

The discipline of music scholarship has a history of integrating critical and cultural studies, such as race and gender. During the past 15 years, music scholars have produced hundreds of publications convincingly demonstrating that music narrates, reflects, and constructs disability. This seminar pursues various applications of the intersection between music and disability with topics covering disability's profound role in shaping musical identities (especially those of composers and performers) and representations of disability within musical discourses and narratives. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: DISA, EP3.

MUSC 2048. World Music and Dance. (4 Credits)

This course will take an approach based on the premise that to study music is to study people, community, history, religion, politics and dance, as well as to study musical styles, forms and instruments. This approach provides the student with an appreciation of the sound, power and meaning of music as it exists within culture. Previously titled Worlds Of Music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GLBL.

MUSC 2049. Music, Protest, and Social Change. (4 Credits)

This course explores the role of music in protest movements across various historical and social contexts. While music is usually seen as a tool deployed by those in power, it is also a crucial tool in forging collective identity, imagining resistance, and inciting collective action by the marginalized. We will explore the many uses, successes, and limitations of music to mobilize individuals and incite them to action. Case studies may include the anti-apartheid movement in South Africa, the Civil Rights movement in the United States, and the anti-dictatorship movements in Latin America. Genres of music may include chants, protest songs, experimental jazz, marches, and freedom songs. Artists may include Nina Simone, Fela Kuti, Max Roach, Pete Seeger, Bob Marley, Public Enemy, and people associated with the Tropicalia movement. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 2120. Introduction to Music Theory. (4 Credits)

Intro to Music Theory is a course designed for the student who wants to learn the basics of reading music notation (music written on the staff using treble and bass clefs), as well as the fundamentals of music theory such as scales, keys and key signatures, and intervals. This course assumes little to no formal musical training, and students need not be able to read music before taking this class. Students who do read music already, but lack some knowledge in theory fundamentals, are also encouraged to take this course. This class is a pre-requisite to Music Theory I (MUSC 2145) for those with no formal music theory training.

MUSC 2121. Ear Training. (4 Credits)

Ear Training is an aural skills class designed to enhance the student musician's ability to hear music in context as well as increase fluency in sight-reading and performance. Students will learn to both recognize by ear, and sing on command, the diatonic intervals, as well as training in rhythm and solfège. While there is no course pre-requisite, students must be fluent in reading music and have some knowledge of music theory fundamentals, such as the topics covered in Introduction to Music Theory (MUSC 2120).

MUSC 2140. Fundamentals of Keyboard Musicianship. (3 Credits)

This is an intensive hands-on course in the basic skills necessary for the expression of musicianship at the keyboard. First, we learn to read, write, and interpret the fundamental elements of music theory: pitch, clef, and interval; rhythm and meter; scales and key signatures. Then, we apply these tools to the analysis and realization of triads and seventh chords, using both Roman numerals and jazz lead-sheet notation. No prior background assumed.

Corequisite: MUSC 2141.

MUSC 2141. Keyboard Lab. (1 Credit)

Offered in conjunction with MUSC 2140. This practical lab focuses on applying music-theoretical skills at the keyboard: playing diatonic scales and chord progressions; mastering specific compositions from the classical repertoire; developing a reliable sense of rhythm and meter; acquiring basic improvisational strategies and the technique of realizing jazz and popular styles from lead sheets.

Corequisite: MUSC 2140.

MUSC 2145. Music Theory I. (4 Credits)

Music Theory I is the first in a series of three required semester-long courses designed to offer a comprehensive overview of the theory of tonal music, especially of classical music during the Common Practice era, but also relating to the other genres, such as jazz and popular music. This course will cover the following subject areas: fundamentals of music theory, 2 and 3-voice counterpoint, triadic harmony, and the basics of four-part writing. This course is required for all music majors and minors. Students who do not have any prior music theory experience may be required to take an introductory level course, MUSC 2120, as a pre-requisite. Instructor permission should be granted before enrolling. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 2146. Music Theory II. (4 Credits)

Music Theory II is a continuation of the required three-course music theory sequence. The class will deal primarily with the principles of diatonic harmony as found in classical music of the Common Practice era, as well as through more contemporary and popular styles. Students will learn about chord construction and progressions, and continue in the study of voice-leading principles (as exemplified by four-part writing) begun in Music Theory I. This course is required for all Music majors. Music Theory I (MUSC 2145) is a pre-requisite to this course, though some students with past music theory experience could be admitted upon instructor approval. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: MUSC 2145.

MUSC 2147. Music Theory III. (4 Credits)

This course is the last in the required three-course music theory sequence. It extends the principles of harmony and voice leading learned in MUSC 2146 (Music Theory II) and covers chromatic harmony, especially as practiced in the 19th century and in popular styles, as well as advanced musical forms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: MUSC 2146.

MUSC 2148. Music Theory IV. (4 Credits)

This final music theory course focuses on further exploration of counterpoint, musical forms, and advanced analytical approaches. Students will study imitative counterpoint, such as fugal writing, the Sonata Principle in the 19th and 20th centuries, and will learn to write about music using technical language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: MUSC 2147.

MUSC 2222. Music Composition. (4 Credits)

This class will engage in the study of instrumental music composition covering a wide range of stylistic approaches and historical genres. Students will compose several short musical works over the course of the semester culminating in a final project that will be performed in a workshop setting by professional musicians. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: MUSC 2145 and MUSC 2146.

MUSC 2231. Introduction to Jazz Improvisation. (4 Credits)

Introduction to the practice of jazz improvisation including scales, chords, transcription, stylistic analysis and performance. Students will play through exercises in class and transcribe solos for their own instruments. Open to all students regardless of background and experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 2233. Jazz Arranging and Orchestration. (4 Credits)

This class covers basic tools and skills for learning about the sounds of different instruments and voices used in a jazz ensemble. We will learn how these elements can be combined to create various styles and effects specific to jazz music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 2235. Composing for Film and Media. (4 Credits)

This course examines film music as a genre. Students will receive an introduction to the history of film music as well as learn about the technical considerations of writing music for visual media such as film, television, and video games. Students will apply and demonstrate their learning by composing music to underscore the dramatic narrative of film scenes. Music notation proficiency is required, and access to/experience with a DAW (digital audio workstation) is highly recommended. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 2300. Electronic Music and Music Production. (4 Credits)

An introduction to the creation, editing, and sequencing of electronic and recorded music using MIDI, computer software, sampling, and audio recordings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 2800. Internship. (2 Credits)

Internship.

MUSC 2999. Tutorial. (2 Credits)

Independent research and readings with supervision from a faculty member.

MUSC 3031. Rock and Pop Music Since World War II. (4 Credits)

Rock and pop music have played key roles in Western culture for more than half a century. This course considers the roots and musical features of rock and related styles, their changing status within "mainstream" culture, and the musical and ethical issues they raise. From the R&B music of the early 1950s to the British invasion, punk, disco, rap, alternative, and the spread of electronica, pop musicians have moved billions of people while raising questions about race, gender, generation gaps, commercialism, and globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 3110. Music Before 1600. (4 Credits)

This course spans 2000 years: from Pythagoras and Ancient Greek musical culture, to the birth of a commercial music industry in Renaissance Italy. We will examine carefully a number of musical worlds in order to extend our abilities as listeners, writers, analysts, and musicians. We will combine a study of musical style and technique with discussions of mysticism, gender and sexuality morality, science, economics (class, commerce, and colonialism), and art and architecture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVAM, MVST, REST.

MUSC 3111. Modern Sounds, Early Music. (4 Credits)

Medieval and Renaissance music's fragmentary survival has inspired scholars, performers, composers, and artists to realize what remains according to varying creative urges and ideological preoccupations. This course examines the cultures of early music as well as their living legacies. Studying musical traditions from 1000 to 1600, we build a technical vocabulary for discussing music and seek to understand how historical change affects aesthetics, music-making, and listening from 1000 to the present. We also study the reception of medieval music—how it has been rejected, restored, recreated, and reimagined—to consider how "the medieval" is historically produced. No prior musical experience is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MVAM.

MUSC 3121. Baroque Music: Music Between Ancients and Moderns. (4 Credits)

Musicians of the Baroque era (c. 1600-1750) distinguished themselves through the creation of distinctively modern sounds even as they found inspiration in the past: Monteverdi, Vivaldi, Handel, Bach (and their contemporaries) created music that continues to be performed. To understand what music meant during the Baroque, and what Baroque music might mean to us today, we will combine a study of musical style and technique with discussions of: sexuality, science and the occult, drama, morality, religion, class, colonialism, and the cultural upheavals of the Enlightenment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 3122. Music, Enlightenment, and Revolution. (4 Credits)

From the 1750's to Beethoven's music in the early nineteenth century, this course examines the cultural issues of this crucial period in music history and their reflection in the compositions of such composers as Pergolesi, Gluck, Haydn, Mozart, and Beethoven. It considers how changing ideas about nature, government, social class, improvisation, dance, and language—as well as national rivalries, war, and technological advances—shaped the music that has come to represent the "classical" era in European art music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 3123. Music & the Age of Romanticism. (4 Credits)

Most of our current behaviors and beliefs with respect to Western music were first shaped in the cultural discourses of the nineteenth century. This course examines these as part of the interactions of nineteenth-century music composition, performance, reception, and criticism with the major social, intellectual, and cultural movements of the age, focusing on the work of Beethoven, Rossini, Berlioz, Wagner, Verdi, Mussorgsky, and Brahms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

MUSC 3124. Music of the Modernist Age. (4 Credits)

This course studies the engagement of Western music with the modernist and postmodernist movements that shaped much of 20th-century cultural sensibility. Starting with the innovations of Debussy, Schoenberg, Stravinsky, and Ives, it traces historically how musicians in Europe and America rose to the challenges posed by the intellectual, artistic, political, social, and scientific upheavals of the age as they explored not only new ways of making music and organizing sound itself, but also new ways of thinking about music and creating musical meaning. It also examines cultural conversations that took place between traditions of art music and vernacular music such as jazz, whose musicians explored ways of engaging with modernism on their own terms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 3130. Race and Gender in Latin American Popular Music. (4 Credits)

More than just entertainment for the young, popular music is an important cultural force, especially its role in the creation, negotiation, and articulation of identities. In this course, we will analyze the various effects popular music can have on identity, especially race and gender, as well as how it serves as a link to the past, as part of creating an imagined community, and as a form of resistance to dominant ideologies. Examples of music genres will include bachata, dembow, soca, samba, zouk, tango, and trap. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LAHA, LALS, PJRC, PJST.

Prerequisite: MUSC 1100.

MUSC 3200. Ethnomusicology: Methods and Practices. (4 Credits)

This course provides a general introduction to the study of ethnomusicology, including its history, theory, and ethnographic field methods. We discuss critical ethnomusicological readings, which will introduce the discourse, critical issues, debates, and paradigms that have shaped the field. This course will also examine the interdisciplinary nature of the field, particularly as it intersects with gender and race theory and cultural studies. We will listen to and study music ranging from samba to bhangra and Afrobeat. Students will conduct fieldwork using the methods and ethical considerations discussed in class. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 3999. Tutorial. (3 Credits)

Independent research and readings with supervision from a faculty member.

MUSC 4000. Music and Nationalism. (4 Credits)

Since modern nationalism first emerged in the eighteenth century, music has been used in many ways by nationalists to shape and to stand for their cultural and political claims. This interdisciplinary course will examine how music helped motivate the earliest interest in "folklore," and how "classical" and even recently "popular" musics have drawn on these foundations. We will examine how historians, musicologists, folklorists, composers, sociologists and others have treated music in this context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP3, ICC.

MUSC 4001. Music, Text, and the Imperial Encounter. (4 Credits)

Beginning in the Middle Ages, cultures on different continents began to discover each other in new ways, and music played a vital role in their encounters. Using the disciplinary tools of literary studies and musicology, this course explores those interactions, focusing on writing and music as agents of political and religious power in processes of cultural exchange and conflict. Through units on Latin America, New England, China, and Africa, the course examines how missionaries and colonial leaders mixed literary and musical forms of cultural production to build new social structures; pre-existing indigenous cultures, and their creative post-contact collaboration and resistance in shaping hybrid identities. We study practices from both sides of the encounters. Knowledge of Spanish OR music is helpful but not required. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, ICC, LAHA, LALS.

MUSC 4999. Tutorial. (4 Credits)

Independent research and readings with supervision from a faculty member.

MUSC 5303. Collegium Musicum. (0 Credits)

Vocal and instrumental ensemble exploring Medieval, Renaissance, and Baroque music.

Natural Science (NSCI)

NSCI 1010. Physical Sciences: From Past to Present. (3 Credits)

Designed to introduce the non-science major to the development of concepts and theories in chemistry and physics. Topics will include atomic theory, interactions of energy and matter, light, and astronomy. Laboratory sessions will complement the lecture topics.

Attribute: PSCI.

NSCI 1020. Physical Science: Today's World. (3 Credits)

This course will introduce the non-science major to the applications of physics and chemistry to medical, industrial, and environmental issues. Laboratory sessions will complement the lecture topics.

Attributes: ENST, ESNS, ESPS, PSCI.

NSCI 1030. Human Function and Dysfunction. (3 Credits)

Introduces the non-science major to intrinsic and extrinsic factors affecting the human body. Topics include genetic engineering, neuroscience, behavior, and disease. Laboratory sessions will complement the lecture topics.

Attributes: BESN, BIOE, LSCL.

Prerequisites: NSCI 1010 or NSCI 1020.

NSCI 1040. People and the Living Environment. (3 Credits)

Introduces the non-science major to the place of humans in global biological systems. Topics include principles of population and community ecology, learning and behavior, evolution and sustainability. Laboratory sessions will complement the lecture topics.

Attributes: ENST, ESLS, ESNS, INST, ISIN, LSCI, PJEN, PJST, SOIN, URST.

Prerequisites: NSCI 1010 or NSCI 1020.

NSCI 1321. General Chemistry Lecture I. (4 Credits)

This course covers the fundamental laws and theories of chemistry including chemical equations, atomic structure, gas laws, and chemical bonding. Lecture: three hours; recitation: one hour. (Every fall.) Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ENVS, ESNS, ESPS, NEUR.

Prerequisites: MATH 1203 (may be taken concurrently) or MATH 1206 (may be taken concurrently) or AP Mathematics: Calculus AB with a score of 004.

Corequisite: NSCI 1331.

Mutually Exclusive: CHEM 1321.

NSCI 1322. General Chemistry Lecture II. (4 Credits)

A continuation of NSCI 1321. Properties of liquids, solids and solutions; chemical kinetics, equilibria, and thermodynamics. Lecture: three hours; recitation: one hour. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENVS, NEUR.

Prerequisite: NSCI 1321.

Corequisite: NSCI 1332.

Mutually Exclusive: CHEM 1322.

NSCI 1331. General Chemistry Lab I. (2 Credits)

The laboratory to accompany NSCI 1321. Lab fee.

Corequisite: NSCI 1321.

Mutually Exclusive: CHEM 1331.

NSCI 1332. General Chemistry Lab II. (2 Credits)

The laboratory to accompany NSCI 1322. Lab fee.

Prerequisite: NSCI 1331.

Corequisite: NSCI 1322.

Mutually Exclusive: CHEM 1332.

NSCI 1403. General Biology Lecture I. (3 Credits)

Theoretical and experimental aspects of biology through study of structural and functional interrelationships at the cellular and organismal levels. Chemical and cellular basis of life, integrating and functional systems and maintenance of homeostasis. Lecture: three hours. (Every Fall)

Attributes: ENST, ENVS, ESLS, ESNS, NEUR.

Corequisite: NSCI 1413.

Mutually Exclusive: BISC 1403, NSCI 1423.

NSCI 1404. General Biology Lecture II. (3 Credits)

Theoretical and experimental aspects of biology through study of structural and functional interrelationships of various aspects of self-perpetuation. Genetics and reproduction, adaptation, and organism-environment interaction. Lecture: three hours.

Attributes: ENST, ENVS, ESLS, ESNS, NEUR.

Prerequisites: NSCI 1403 or NSCI 1423.

Corequisite: NSCI 1414.

Mutually Exclusive: BISC 1404, NSCI 1424.

NSCI 1413. General Biology Lab I. (2 Credits)

The laboratory to accompany NSCI 1403. Lab fee.

Corequisite: NSCI 1403.

Mutually Exclusive: BISC 1413.

NSCI 1414. General Biology Lab II. (2 Credits)

The laboratory to accompany NSCI 1404. Lab fee.

Prerequisite: NSCI 1413.

Corequisite: NSCI 1404.

Mutually Exclusive: BISC 1414.

NSCI 1423. Concepts in Biology Lecture I. (3 Credits)

The goal of this course is to provide insight into the fundamentals of Biology. Particular areas of emphasis include understanding the theoretical and experimental aspects of the biology of animals emphasizing structural and functional interrelationships at the cellular and organismal levels. Topics include cellular and biochemical basis of life, functional anatomy, neurobiology and homeostasis. Lecture: three hours. (Every Fall)

Attributes: ENST, ESLS, ESNS, NEUR.

Corequisite: NSCI 1433.

Mutually Exclusive: BISC 1403.

NSCI 1424. Concepts in Biology Lecture II. (3 Credits)

Theoretical and experimental aspects of the biology of animals emphasizing structural and functional aspects of self-perpetuation. Topics include reproduction, heredity, behavioral biology, evolution and organism-environment interactions. Lecture: three hours. (Every Spring)

Attributes: ENST, ESLS, ESNS, NEUR.

Prerequisites: NSCI 1423 or NSCI 1403.

Corequisite: NSCI 1434.

NSCI 1433. Concepts in Biology Lab I. (2 Credits)

The laboratory to accompany NSCI 1423. Lab fee.

Attribute: ENVS.

Corequisite: NSCI 1423.

NSCI 1434. Concepts in Biology Lab II. (2 Credits)

The laboratory to accompany NSCI 1424. Lab fee.

Attribute: ENVS.

Prerequisite: NSCI 1433.

Corequisite: NSCI 1424.

NSCI 1501. General Physics Lecture I. (3 Credits)

The fundamental physics course for majors in natural sciences. A study of physical quantities, phenomena, and laws in mechanics, heat and sound. Lecture: three hours; recitation: one hour. (Every fall.)

Attributes: ENST, ESNS, ESPS.

Prerequisites: MATH 1203 or MATH 1206 or MATH 12AB or MATH 12BC.

Corequisite: NSCI 1511.

NSCI 1502. General Physics Lecture II. (3 Credits)

The continuation of General Physics I with studies in electromagnetism, optics, relativity, atomic and nuclear physics. Lecture: three hours; recitation: one hour. (Every spring.)

Prerequisite: NSCI 1501.

Corequisite: NSCI 1512.

NSCI 1511. General Physics Lab I. (1 Credit)

The laboratory to accompany NSCI 1501. Lab fee.

NSCI 1512. General Physics Lab II. (1 Credit)

The laboratory to accompany NSCI 1502. Lab fee.

Prerequisites: NSCI 1511 or PHYS 1511.

NSCI 1701. Physics I. (3 Credits)

A study of mechanics, thermodynamics, electricity and magnetism, optics and atomic physics.

Prerequisites: MATH 1207 or AP Mathematics: Calculus BC with a score of 004.

Corequisites: NSCI 1511, NSCI 1703.

Mutually Exclusive: PHYS 1701.

NSCI 1702. Physics II. (3 Credits)

Continuation of NSCI 1701.

Prerequisites: NSCI 1701 or PHYS 1701.

Corequisites: NSCI 1512, NSCI 1704.

Mutually Exclusive: PHYS 1702.

NSCI 1703. Physics I Recitation. (0 Credits)

Discussion and problem solving on topics to be covered in NSCI 1701 Physics I.

Corequisite: NSCI 1701.

NSCI 1704. Physics II Recitation. (0 Credits)

Discussion and problem solving on topics to be covered in NSCI 1702 Physics II.

NSCI 1999. Tutorial. (1 Credit)

Independent research and reading with supervision from a faculty member.

NSCI 2010. Global Ecology Lecture. (3 Credits)

An introduction to the principles of ecology, with emphasis on global environmental problems of the present day. The interaction of biological principles with social, political and economic systems. Selected topics include the ecology of global habitats, population biology, air and water pollution, waste disposal and environmental impacts. (Fall, even years).

Attributes: ENST, ENVS, ESLS, ESNS, INST, ISIN, PJEN, PJST.

Prerequisites: NSCI 1030 or NSCI 1040 or NSCI 1051 or NSCI 1404 or NSCI 1424 or HPLC 1604.

NSCI 2011. Global Ecology Lab. (2 Credits)

The laboratory to accompany NSCI 2010. Lab fee.

Prerequisite: NSCI 2010 (may be taken concurrently).

NSCI 2018. Biology of Aging. (3 Credits)

The emphasis in this course is on present knowledge regarding biological, anatomical, physiological, and cytological changes in people during the aging process. Topics include somatic mutation, cancer and changes in the genetic material, immune systems in aging, free radicals, hormones, sensory systems, neurobiology of aging, and possible directions for future research. (Spring, odd years).

Attributes: DISA, NECM, NEUR.

Prerequisites: NSCI 1404 or NSCI 1424 or HPLC 1604.

NSCI 2020. An Introduction to Geology. (3 Credits)

This course covers the basic principles of physical geology and looks at the Earth holistically in time and space, and across different spheres (atmosphere-biosphere-hydrosphere-lithosphere).

Attributes: ENSE, ENST, ENVS, ESPS, PSCL.

NSCI 2040. Research Design and Analysis. (3 Credits)

Modern methods in the natural sciences generate an embarrassment of riches with respect to data. Scientists need effective methods for acquiring, interpreting, and presenting data. This course provides an overview of the theory and practice of data handling in the modern natural sciences. Topics will include efficient and effective study designs, statistical and graphical aids to summarizing, presenting, and drawing conclusions from data, and accessing and drawing conclusions from biological data bases. The course will reflect the fact that the data handling today is heavily computer based. (Annually in the spring or fall).

Attribute: NEUR.

Prerequisites: (NSCI 1404 and NSCI 1414) or (NSCI 1424 and NSCI 1434) or (HPLC 1604) and (MATH 1206 or MATH 1203).

NSCI 2050. Foundations in Animal Behavior. (3 Credits)

An introduction to animal behavior. In this course, students will develop an understanding of how natural and sexual selection have shaped the often complex and fascinating behaviors of animals. Students will explore topics such as communication, cooperation, mate choice, and sexual conflict as well as the neural, hormonal, developmental, and genetic mechanisms that influence behavior. Students will learn about hypothesis development and experimental design, data collection, and statistical analysis as they complete a research project.

Attributes: ENST, ENVS, NEUR, PSYC.

Prerequisites: NSCI 1030 or NSCI 1040 or NSCI 1051 or NSCI 1404 or NSCI 1424.

NSCI 2122. Immunology Lecture. (3 Credits)

(Formerly NSCI 2012 or 2022.) An introduction to the concepts of immunology, including theory, clinical applications and techniques.

Attributes: NECM, NEUR.

Prerequisites: (NSCI 1404 and NSCI 1414 or HPLC 1604 or NSCI 1424 and NSCI 1434) and (NSCI 1322 and NSCI 1332).

Mutually Exclusive: NSCI 2012, NSCI 2022.

NSCI 2141. Vertebrate Anatomy Lecture. (3 Credits)

(Formerly NSCI 2041.) The origin, relationships and anatomy of vertebrates. Current concepts in evolutionary theory. Emphasis is given to mammals, particularly humans. A systems approach is used to consider the embryological origins as a guide to the anatomical structures in the adult. It is recommended to have previously taken NSCI 3154.

Attributes: NECM, NEUR.

Prerequisites: (NSCI 1404 and NSCI 1414) or (NSCI 1424 and NSCI 1434) or HPLC 1604.

Corequisite: NSCI 2841.

Mutually Exclusive: NSCI 2041.

NSCI 2142. Paleoecology Lecture. (3 Credits)

An exploration of life and landscapes of the deep past with a focus on the last 2.5 million years of ecosystem change or islands and continents. Readings will be drawn from current sources and peer reviewed publications. Laboratory work will include evaluation of pollen, spores and micro-charcoals data from lake and bog deposits. With a view to understanding current trends, we will examine how prehistoric animal and floral communities have transformed with climate and the arrival of modern humans.

Attributes: ENSE, ENST, ENVS, ESLS, ESNS.

Prerequisites: (NSCI 1404 and NSCI 1414) or (NSCI 1424 and NSCI 1434) or HPLC 1604.

Corequisite: NSCI 2842.

NSCI 2800. Internship. (2 Credits)

Internship.

NSCI 2822. Immunology Lab. (2 Credits)

(Formerly part of NSCI 2022.) Optional lab for NSCI 2122 Immunology. Laboratory work will include hematology, serology, and antibody biochemistry. Laboratory section meets weekly. Spring even years. Lab fee.

Prerequisites: (NSCI 1404 and NSCI 1414 or NSCI 1424 and NSCI 1434 or HPLC 1604) and (NSCI 1332 and NSCI 1322).

Corequisite: NSCI 2122.

NSCI 2841. Vertebrate Anatomy Lab. (2 Credits)

(Formerly part of NSCI 2041.) Lab for NSCI 2141, required. Lab fee.

Prerequisites: (NSCI 1404 and NSCI 1414) or HPLC 1604.

Corequisite: NSCI 2141.

NSCI 2842. Paleoecology Lab. (2 Credits)

Lab work will include evaluation of pollen, spores and micro-charcoal data from lake and bog deposits. Lab work may also include field work. With a view to understanding current trends, we will examine how prehistoric animal and floral communities have transformed with climate and the arrival of modern humans.

Prerequisites: NSCI 1322 and (NSCI 1404 and NSCI 1414) or (NSCI 1424 and NSCI 1434) or HPLC 1604.

Corequisite: NSCI 2142.

NSCI 2999. Tutorial. (2 Credits)

Independent research and reading with supervision from a faculty member.

NSCI 3014. Molecular Ecology Lab. (2 Credits)

This course will introduce students to the field of Molecular Ecology, the use of molecular methods to address evolutionary, behavioral, conservation, and ecological questions. This laboratory course will provide hands-on training in molecular ecology experimental and analytical skills. In addition, students will gain experience in experimental design, the critical evaluation of the scientific literature and in written and oral scientific communication. This will be accomplished in the context of semester projects that the students design and implement.

Prerequisites: (NSCI 1404 and NSCI 1414) or (NSCI 1424 and NSCI 1434) or (HPLC 1604).

NSCI 3101. Biological Modeling. (4 Credits)

Computational models and methods have become vital techniques for 21st-century scientific research in the biological sciences. New experimental technologies and increasingly powerful tools for gathering, storing, and processing large amounts of experimental data require flexible methods for analyzing and understanding these modern biological datasets. Basic programming and analytical and computational modeling methods are now required skills for scientists to understand, analyze, and present data in biology and neuroscience. In this course, we will provide students with the basic skills of programming, data analysis, and mathematical modeling for researchers in the biological sciences using the programming language Python. Students will learn techniques from linear algebra and review basic calculus ideas in the service of understanding and implementing mathematical models used in biology and neuroscience. The course will consist of two lectures a week which will introduce students to the necessary biological, mathematical, statistical, and programming concepts, and a 2.5 hour weekly recitation where students will work in pairs to implement the ideas they've learned in class. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENSE, ENVS, NESY, NEUR.

Prerequisites: NSCI 1404 or NSCI 1424 or HPLC 1604 and (NSCI 2040 or MATH 1205).

Corequisite: NSCI 3102.

NSCI 3102. Biological Modeling Recitation. (0 Credits)

This recitation is part of the Biological Modeling lecture course. Students will work in pairs to implement ideas and topics from NSCI 3101.

Attribute: ENVS.

Prerequisites: NSCI 1404 or NSCI 1424 or HPLC 1604 and (NSCI 2040 or MATH 1205).

Corequisite: NSCI 3101.

NSCI 3121. Organic Chemistry Lecture I. (4 Credits)

(Formerly NSCI 3021.) Comprehensive organic chemistry course which includes an understanding of how structure relates to activity, pi bond chemistry, stereochemistry, elimination versus substitution reactions, and an introduction to infrared and nuclear magnetic resonance spectroscopies, and mass spectroscopy.

Attributes: ENSE, ENVS.

Prerequisites: NSCI 1322 or CHEM 1322.

Corequisite: NSCI 3821.

Mutually Exclusive: CHEM 2521.

NSCI 3122. Organic Chemistry Lecture II. (4 Credits)

(Formerly NSCI 3031.) A continuation of NSCI 3121. Topics include electrophilic aromatic substitution carbonyl chemistry, condensation reactions, UV and mass spectroscopy, proteins, carbohydrates and lipids. Every spring. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENSE, ENVS, NECM, NEUR.

Prerequisite: NSCI 3121.

Corequisite: NSCI 3822.

NSCI 3133. Genetics Lecture. (3 Credits)

(Formerly NSCI 3023 or 3033.) This course will examine aspects of genetics including the biological basis of inheritance, the molecular and cellular biology of genes, genetic engineering, and evolution and population genetics. We will focus on classic and cutting edge genetic experiments, tools, and model organisms in order to understand fundamental genetics principles and to explore real-world applications in medicine, agriculture, and industry.

Attributes: ENSE, ENVS, NECM, NEUR.

Prerequisites: (NSCI 1404 and NSCI 1414) or (NSCI 1424 and NSCI 1434) or (HPLC 1604) and (NSCI 1331 and NSCI 1332).

Mutually Exclusive: BISC 2539, NSCI 3023, NSCI 3033.

NSCI 3154. Cell and Development Biology Lecture. (3 Credits)

(Formerly NSCI 3054 or 3044.) Study of growth, patterning, and differentiation in multicellular organisms, with an emphasis on vertebrate and invertebrate model organisms. This course discusses our current understanding of how multicellular organisms are formed based on experiments in classical embryology, cell biology and developmental genetics. This course emphasizes interpretation and analysis of experiments. (Spring, even years)

Attributes: NECM, NEUR.

Prerequisites: (NSCI 1404 and NSCI 1414 or NSCI 1424 and NSCI 1434 or HPLC 1604) and (NSCI 1322 and NSCI 1332).

Mutually Exclusive: BISC 3754, NSCI 3044, NSCI 3054.

NSCI 3280. Machine Learning Methods for Neural and Biological Data. (4 Credits)

This course will introduce undergraduate students to introductory machine learning and statistics concepts for use on scientific data, with an emphasis on neuroscience and biological and medical examples. This class is open to students studying both computer science/data science as well as neuroscience and natural science. Students are expected to be familiar with scientific computing in python, and basic ideas in calculus and probability and statistics (derivatives and integrals, as well as random variables, common probability distributions, mean and variance). Some familiarity with linear algebra (e.g., matrix and vector notation and multiplication) is expected. As such, students must have taken introductory calculus, as well as a course in data analysis/statistics and a course in algorithmic modeling. If students have not taken these classes but believe they have sufficient background, permission from the instructor is needed. Familiarity with neuroscience concepts is helpful but not required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NESY, NEUR.

Prerequisites: (MATH 1203 or MATH 1206) and (NSCI 2040 or CISC 4631 or PSYC 2000 or CISC 2850) and (NSCI 3101 or CISC 4020 or CISC 2011 or CISC 1800 or CISC 1600).

NSCI 3821. Organic Chemistry Lab I. (2 Credits)

(Formerly NSCI 3022.) A laboratory course introducing the student to the experimental techniques of organic chemistry. Lab Fee.

Attribute: ENVS.

Corequisite: NSCI 3121.

Mutually Exclusive: CHEM 2541.

NSCI 3822. Organic Chemistry Lab II. (2 Credits)

(Formerly NSCI 3032.) A continuation of NSCI 3821. Lab Fee.

Attribute: ENVS.

Prerequisite: NSCI 3821.

Corequisite: NSCI 3122.

Mutually Exclusive: CHEM 2542.

NSCI 3833. Genetics Lab. (2 Credits)

(Formerly part of NSCI 3033.) Optional lab for NSCI 3133 Genetics. Lab fee.

Prerequisites: (NSCI 1404 and NSCI 1414) or (NSCI 1424 and NSCI 1434) or (HPLC 1604) and (NSCI 1331 and NSCI 1332 and NSCI 3133 (may be taken concurrently)).

Corequisite: NSCI 3133.

Mutually Exclusive: BISC 2549.

NSCI 3844. Genetics/Developmental Biology Lab. (2 Credits)

This laboratory course complements either the Genetics Lecture course or the Cell and Developmental Biology Lecture course. Students will learn experimental genetics and cell biological approaches to studying development in model organisms.

Prerequisites: (NSCI 1404 and NSCI 1414 or NSCI 1424 and NSCI 1434 or HPLC 1604) and (NSCI 1332 and NSCI 1322) and (NSCI 3133 (may be taken concurrently) or NSCI 3154 (may be taken concurrently)).

NSCI 3854. Cell and Development Biology Lab. (2 Credits)

(Formerly part of NSCI 3054.) Optional lab for NSCI 3154 Cell & Development Biology. Lab fee.

Prerequisites: (NSCI 1404 and NSCI 1414 or NSCI 1424 and NSCI 1434 or HPLC 1604) and (NSCI 1332 and NSCI 1322).

Corequisite: NSCI 3154.

NSCI 3999. Tutorial. (3 Credits)

Independent research and reading with supervision from a faculty member.

NSCI 4032. Neuroscience Lab. (2 Credits)

Laboratory course designed to complement Neuroscience (NSCI 4630) or Animal Physiology (NSCI 4112). This course provides hands-on experience that reinforces theoretical knowledge of Neuroscience, including circuits, intrinsic properties of neurons, synaptic communication, and the role of genes in behavior. We use electrophysiological methods to record electrical activity in invertebrate neurons, muscle cells, and plant cells. We also use behavioral approaches using different species to understand the link between neuronal function and behavior. Lab fee.

Prerequisites: NSCI 4630 (may be taken concurrently) or NSCI 4112 (may be taken concurrently).

Mutually Exclusive: .

NSCI 4080. Pharmacological Chemistry. (3 Credits)

This course presents the chemistry of molecular recognition between drugs and their targets (receptors, ion-channels, enzymes and nucleic acids) and how this information is used to design new drugs with specific biological functions. In addition to traditional theories of structure and function in drug design, the course will include the most recent research publications in nanoparticle drug delivery, pharmacogenetics (the study of genetic factors and gene-environment interactions that influence drug delivery, bio-availability, metabolism, clearance, and toxicity) and innovative methods for treating cancer. Ethical considerations of the use and misuse of drugs will also be addressed.

Prerequisites: NSCI 3122 and (NSCI 1404 and NSCI 1414) or (NSCI 1424 and NSCI 1434) or (HPLC 1604).

NSCI 4081. Neurochemistry. (3 Credits)

This course explores the function of the nervous system on the chemical level, with emphasis on the structure and function of the neurotransmitters and their receptors and psychoactive drugs of use and abuse.

Attribute: NECM.

Prerequisites: NSCI 3122 (may be taken concurrently) and (NSCI 1404 and NSCI 1414) or (NSCI 1424 and NSCI 1434) or (HPLC 1604).

NSCI 4112. Human and Comparative Physiology Lecture. (3 Credits)

This course presents fundamental principles of human physiology using a comparative approach. The focus is on the homeostasis of vital parameters within the body, and the functional and biophysical properties of cells, tissues, and organs that lead to normal and abnormal function. The course also emphasizes how the environment, including stress or enrichment, can impact physiological function at the cellular and systems level. Students should be able to understand the molecular, physiological, and biophysical underpinnings at the cellular, tissue, and systems level. They should also be able to integrate localized function within the context of the whole organism. Formerly NSCI 4012 or 4022.

Attributes: ENSE, ENVS, NECM, NEUR.

Prerequisites: (NSCI 1404 and NSCI 1414) or (NSCI 1424 and NSCI 1434) or HPLC 1604 and (NSCI 1322 and NSCI 1332).

Mutually Exclusive: NSCI 4012, NSCI 4022.

NSCI 4143. Advanced Microbiology Lecture. (3 Credits)

(Formerly NSCI 4043.) Study of bacteria, fungi, viruses, and unicellular and multicellular eukaryotic animal microorganisms and the roles they play in ecology, biotechnology and research, and human health.

Topics will include evolutionary relationships and evolutionary history of microbes, microbial structure and anatomy, microbial growth and physiological pathways, microbial genetics, microbe-human interactions, and ecology.

Attributes: ENSE, ENVS.

Prerequisites: HPLC 1604 or (NSCI 1404 and NSCI 1414) or (NSCI 1424 and NSCI 1434) and (NSCI 1322 and NSCI 1332).

Corequisite: NSCI 4843.

Mutually Exclusive: NSCI 4043.

NSCI 4144. Microanatomy Lecture. (3 Credits)

(Formerly NSCI 4044.) Microscopic anatomy of mammalian cells and tissues. Theoretical analysis and practical techniques illustrate the interrelationships of structure and function in tissues and organs. Spring, odd years.

Attributes: NECM, NEUR.

Prerequisites: (NSCI 1404 and NSCI 1414) or (NSCI 1424 and NSCI 1434) or (HPLC 1604).

Corequisite: NSCI 4844.

Mutually Exclusive: NSCI 4044.

NSCI 4153. Biological Chemistry Lecture. (3 Credits)

An introduction to the chemistry of biological molecules (carbohydrates, proteins, polynucleic acid and their constituents, and lipids), emphasizing their biosynthesis and role as biostructural building blocks. Other specialized topics to be covered include enzyme kinetics, mechanism and regulation; energy conversion and dynamics. (Every fall)

Attributes: ENSE, ENVS, NECM, NEUR.

Prerequisites: NSCI 3031 or NSCI 3122.

Mutually Exclusive: CHEM 4221.

NSCI 4176. Molecular Biology Lecture. (3 Credits)

(Formerly NSCI 4076.) This course covers the biology of the gene, including regulation and mechanism of replication, transcription and translation as well as principles of genetic engineering. The course emphasizes interpretation and analysis of experiments. The laboratory focuses on analysis and manipulation of DNA and RNA. (Spring, odd years). Completion of NSCI 3133 or NSCI 4143 are recommended along with required courses.

Attributes: NECM, NEUR.

Prerequisites: NSCI 3122 and (NSCI 1404 and NSCI 1414) or (NSCI 1424 and NSCI 1434) or (HPLC 1604).

Mutually Exclusive: BISC 3752, NSCI 4076.

NSCI 4222. Science, Technology, and Society Values. (4 Credits)

This course serves as a capstone seminar for senior natural science majors. Students will explore original literature, the relationship of the natural sciences to other disciplines, and ethical considerations in the sciences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENVS, EPLE.

NSCI 4630. Neuroscience. (3 Credits)

The goal of this course is to provide students majoring in integrative neuroscience or in natural sciences with a sophisticated understanding of neuroscience. The topics covered in the first half of the course focus on fundamental properties of neurons, including intrinsic biophysical properties, synaptic transmission, neurogenetics, and anatomical organization. This knowledge is essential and serves as a foundation for more complex topics in the second half, such as understanding of all sensory systems, circadian rhythms, behavior, and learning and memory. We use several neuroscience texts as well as recently published science literature.

Attribute: NEUR.

Prerequisites: NSCI 1322 and (NSCI 1404 and NSCI 1414) or (NSCI 1424 and NSCI 1434) or (HPLC 1604).

Corequisite: NSCI 4032.

Mutually Exclusive: BISC 4532.

NSCI 4812. Human and Comparative Physiology Lab. (2 Credits)

(Formerly part of NSCI 4012.) Optional lab for NSCI 4112 Human and comparative Physiology. This course provides hands-on experience that reinforces theoretical knowledge of human and animal physiology, including circuits, intrinsic properties of neurons, synaptic communication, cardiac function, muscle function, lung function, and human brain activity. We use electrophysiological methods to record physiological activity, including: cardiac, respiratory and muscle function in humans, and synaptic activity from invertebrate neurons. Lab fee.

Corequisite: NSCI 4112.

Mutually Exclusive: .

NSCI 4843. Advanced Microbiology Lab. (2 Credits)

(Formerly part of NSCI 4043.) Lab for NSCI 4143, required. Lab fee.

Corequisite: NSCI 4143.

NSCI 4844. Microanatomy Lab. (2 Credits)

(Formerly part of NSCI 4044.) Lab for NSCI 4144, required. Lab fee.

Corequisite: NSCI 4144.

NSCI 4864. Biological Chemistry/Molecular Biology Lab. (2 Credits)

This laboratory course complements either the biological chemistry lecture course or the molecular biology lecture course. This course will focus on biochemical and molecular biological laboratory techniques.

Prerequisites: NSCI 4153 (may be taken concurrently) or NSCI 4176 (may be taken concurrently).

NSCI 4999. Tutorial. (4 Credits)

A laboratory project under faculty supervision is an integral component of the course. One course may be counted as a laboratory elective in the major. (Every semester).

Naval ROTC (NAVY)

NAVY 1100. Naval Laboratory I. (0 Credits)

Midshipmen are provided the opportunity in laboratory to develop personally while participating in activities as a team leader or team member. Naval Science Laboratories are a blend of academic lectures on naval theory and naval administration and practical training in physical readiness, military discipline, and an appreciation of the customs and traditions of the Naval Service. All NROTC midshipmen, STA-21 and MECEP students are required to attend.

NAVY 1101. Introduction to Naval Science. (3 Credits)

This course introduces students to the naval profession and to concepts of sea power, emphasizing the mission and organization of the Navy and Marine Corps. Included is an overview of officer and enlisted ranks and rates, training, education, and career patterns. The course also covers naval courtesy and customs, leadership, and nomenclature, and it exposes students to the professional competencies. First-year students, fall semester.

NAVY 1102. History of Sea Power. (3 Credits)

A study of the U.S. Navy and the influence of sea power on history. This course incorporates both a historical and political science process to explore the major events, attitudes, personalities, and circumstances that have imbued the U.S. Navy with its proud history and rich tradition. It deals with issues of national imperative in peacetime as well as war; varying maritime philosophies which were interpreted into naval strategies and doctrines; budgetary concerns which shaped force realities; and the pursuit of American diplomatic objectives, concluding with the current search for direction in the post-Cold War era. Substitutes for sophomore history requirement. Required of all NROTC scholarship and college program midshipmen. First year, spring semester.

NAVY 2200. Naval Laboratory II. (0 Credits)

Midshipmen are provided the opportunity in laboratory to develop personally while participating in activities as a team leader or team member. Naval Science Laboratories are a blend of academic lectures on naval theory and naval administration and practical training in physical readiness, military discipline, and an appreciation of the customs and traditions of the Naval Service. All NROTC midshipmen, STA-21 and MECEP students are required to attend.

NAVY 2201. Naval Leadership I. (2 Credits)

A comprehensive study of organizational behavior and management in the context of the naval organization. Senior year, fall semester, for Navy Option midshipmen. (Maritime NVSC 401.) Degree credit through CBA.

NAVY 2204. Navigation and Naval Operation I. (3 Credits)

Piloting and celestial navigation including theory, principles, procedures, the use of charts, visual and electronic aids, and the theory and operation of magnetic and gyro compasses. Celestial navigation is covered in depth. Practical skills are developed. Topics include tides, currents, effects of wind and weather, plotting, use of navigation system, and day's work in navigation. Required of all Navy Option NROTC midshipmen. Sophomore year, spring semester. Degree credit through CBA. (Maritime NVSC 211).

NAVY 3300. Naval Laboratory III. (0 Credits)

Midshipmen are provided the opportunity in laboratory to develop personally while participating in activities as a team leader or team member. Naval Science Laboratories are a blend of academic lectures on naval theory and naval administration and practical training in physical readiness, military discipline, and an appreciation of the customs and traditions of the Naval Service. All NROTC midshipmen, STA-21 and MECEP students are required to attend.

NAVY 3303. Naval Ship Sys I (Engineering). (3 Credits)

A study of ship characteristics and types, including ship design, hydrodynamic forces, stability, compartmentation, propulsion, electrical and auxiliary systems, interior communications, ship control, and damage control; theory and design of steam, gas turbine, and nuclear propulsion; shipboard safety, and firefighting. Required of all Navy Option NROTC midshipmen. Junior year, fall semester.

NAVY 3304. Naval Weapons Systems. (3 Credits)

Modern naval weapons, attention is given to airborne, surface systems. The facets of command, control, integration. Required of all Navy Option, CBA. (Maritime NYSC 303)

NAVY 3305. Naval Operations & Seamanship. (3 Credits)

A continued study of relative motion, formation tactics, and ship employment. Introductions to naval operations and operations analysis, ship behavior and characteristics in maneuvering, applied aspects of ship handling, afloat communications, naval command and control, naval warfare areas, and joint warfare are also included. The course is supplemented with a review/analysis of case studies involving moral/ethical/leadership issues pertaining to the concepts listed above. Designed for seniors in the NROTC program, fall semester.

NAVY 3311. Evolution of Warfare. (3 Credits)

History of warfare, focusing on the impact of major military theorists, strategies, tacticians, and technological development. Required of all Marine Option NROTC midshipmen and MECEP students. Junior year, fall semester. (Maritime NVSC 311)

NAVY 3312. Amphibious Warfare. (3 Credits)

History of amphibious doctrine and the conduct of amphibious operations. Emphasis is on the 20th century, especially World War II. Present-day potential and limitations of amphibious operations, including the rapid deployment force concept, are explored. Required of all Marine Option NROTC midshipmen and MECEP students. Junior year, spring semester. Degree credit through GSB.

NAVY 4400. Naval Laboratory IV. (0 Credits)

Midshipmen are provided the opportunity in laboratory to develop personally while participating in activities as a team leader or team member. Naval Science Laboratories are a blend of academic lectures on naval theory and naval administration and practical training in physical readiness, military discipline, and an appreciation of the customs and traditions of the Naval Service. All NROTC midshipmen, STA-21 and MECEP students are required to attend.

NAVY 4402. Naval Leadership II. (3 Credits)

The study of naval junior officer responsibilities in naval administration. This capstone course in the NROTC curriculum builds on and integrates the professional competencies developed in prior coursework and professional training. Required of all NROTC midshipmen, STA-21, and MECEP students. Senior year, spring semester. Degree credit through GSB.

NAVY 4403. Navigation and Naval Operations II. (3 Credits)

A study of the international and inland rules of the nautical road, relative motion vector analysis theory, relative motion problems, formation tactics, and ship employment. Also included are an introduction to naval operations analysis, ship behavior and characteristics in maneuvering, applied aspects of ship handling, and afloat communications. Required of all Navy Option NROTC midshipmen. Senior year, fall semester.

New Media and Digital Design (NMDD)

NMDD 1001. Explorations in Digital Design. (3 Credits)

This course critically explores notable histories, geographies, and practices of digital design. Students will gain an understanding of fundamentals of contemporary design paradigms, internet architecture and governance, and the politics of designing media that operates at intimate, local, and global scales.

NMDD 1999. Tutorial. (1 Credit)

Independent Study.

NMDD 2999. Tutorial. (2 Credits)

Independent Study.

NMDD 3020. Explorations in Digital Storytelling. (4 Credits)

This class explores storytelling in emerging platforms. From the still image, the soundscape, and film, we will evolve to discuss game design and interactive storytelling. The practice of game narratives is a new aspect of writing for digital media that helps to bridge storytelling formats from television and film with interactive experiences on our computers or phones. Integrated workshops in cinematography, sound and video editing, and game design via Twine will enable students to create story projects of their own. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, COMC, COMM, CVW, DTEM, NMAT.

NMDD 3150. Creative Coding. (4 Credits)

This course will develop programming skills used in the digital humanities, all in the context of critical and cultural media studies. Students will learn basic coding concepts such as variables, loops, graphics, and analyzing sound data, and will connect them to current debates in the culture of coding. No previous coding experience is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: DTEM.

NMDD 3308. Professional Social Media. (4 Credits)

This course explores the landscape of social media in applied, professional contexts. Through case studies across industries, it explores professional social media work and develops knowledge fundamentals for digital professionals, including effective writing for social media, strategies for engagement, community management, and professional measurement and reporting. The goal of this course is to teach you how to "be social," and to provide you with the social media tools you need to pursue a communications career in the digital age. Please note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCMS, COMC, COMM, DTEM, JOUR, JSME, NMAC, NMMI.

NMDD 3338. Digital Strategy for Cause Marketing. (4 Credits)

This course provides a comprehensive overview of the current landscape of digital cause marketing. Students will have a chance to explore the variety of tools, best practices and strategies commonly found in the industry while taking a deep dive into case studies of digital content marketing for social causes in action. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAC, NMMI.

NMDD 3350. Advocacy Design Lab. (4 Credits)

This course examines digital organizing, digital advocacy, and nonviolent direct action online. Through a series of case studies across movements, it explores the role social media, digital marketing, and advertising plays in movement building online, and provides fundamentals for digital activists and advocates including principles of design thinking, digital strategy, creative campaign design, and more. In this lab, students will work on a digital organizing project of their choice throughout the semester and learn how to create, design, execute, and measure a digital advocacy campaign for movement building around matters such as environmental and racial justice, corporate accountability, and human rights. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAC, NMDD, NMDE, NMMI, PPWD.

NMDD 3450. User Experience Design: Design for Empowerment. (4 Credits)

This course focuses on how human-centered design and participatory design methods can be used as approaches to empowerment. Students will gain a hands-on experience with conducting user research, synthesizing findings into insights, ideating, sketching, rapid prototyping, and validating concepts with users. Course reading, discussions, and activities will be organized into a user-experience project to help students get out and interact with real users, needs, and challenges.

Attributes: DTEM, DTEV, NMAC, NMAT, NMMI.

NMDD 3880. Designing Smart Cities for Social Justice. (4 Credits)

This class combines a critical introduction to the promises and perils of the smart city with a community-engaged learning and design project. "Smart urbanism" represents the rapid integration of networked technologies into all modes of urban living as well as the reorienting of urban economies toward high-tech industries. While much of smart urban rhetoric focuses on designing efficient and globally competitive cities through data-driven platforms, critics argue it has led to stepped-up surveillance, discrimination, segregation, and economic inequality in urban environments. Through class readings, group discussions, and engagement with the Lincoln Square community, students consider how a smart urban design oriented towards social justice could help rework flows of wealth, power, and privilege in New York City. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, CCUS, COMC, COMM, DTEM, DTEV, DTMM, JOUR, NMAC, NMAT, NMMI, SL, URST.

NMDD 3890. Data Visualization and Representation. (4 Credits)

The word "data" is everywhere these days, mostly in reference to just how much of it we are generating at all times. But once we have this data, how can we create tools that enable us to better understand exactly what it means? This class explores the world of data visualization and representation. We will look at a wide variety of examples, including charts and infographics, interactive and web-based projects, and abstract, sculptural, or more artistic works. Students will examine and evaluate a variety of different forms of information design and they will create their own, using the fundamentals of computer programming. Please note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: DTEM.

NMDD 3900. Internship Seminar. (4 Credits)

This seminar encourages students to draw connections between their coursework and internship so as to chart paths for future intellectual and professional growth. Students will complete critical reflections, identify objectives for continued learning, and produce a digital design portfolio that documents their internship and/or community-engaged learning experience(s). It is recommended that students take this course at the same time as their internship, or after their internship has been completed. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

NMDD 3999. Tutorial. (3 Credits)

Independent Study.

NMDD 4600. Senior Capstone Seminar. (4 Credits)

This is a seminar and hands-on working group for senior capstone projects in the New Media and Digital Design program. Students will propose and complete capstone projects that demonstrate the skills and expertise acquired during their undergraduate careers, are driven by a strong passion of theirs, and innovate in their chosen subject. This course offers a cooperative setting for students to produce work and prepare written materials about their work through presentations, feedback, collaboration, and workshops. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: NMDD 1001.

NMDD 4800. Internship. (1 to 4 Credits)

This course may be taken for 1 to 4 credits as an alternative, or in addition to, the Internship Seminar (NMDD 3900) with the prior approval of both an NMDD instructor and the program director.

NMDD 4999. Tutorial. (4 Credits)

Independent Study.

Operations (Graduate) (OPGB)

OPGB 6627. Operations and Supply Chain Management. (3 Credits)

This is an MBA flex core course that studies the operations of both manufacturing and service organizations with the objective of simultaneously optimizing the quality and productivity of the operations systems. Students will develop techniques for strategic planning and system design, such as quality control, aggregate and capacity planning, project planning, scheduling and control, material and inventory management, and just-in-time production.

Attributes: BUAN, ISEL.

OPGB 76AA. Operations and Supply Chain Management. (3 Credits)

Students will study the operations function for both manufacturing and service organizations with the objective of the simultaneous optimization of the quality and productivity of the operating systems. They will also learn techniques for strategic planning and system design.

OPGB 76AP. Project Management. (3 Credits)

Provides the skills project managers need to complete projects on time and on budget. Technology improvements in organizations are implemented through projects, and strong project management skills are a key success factor from companies to achieve the expected benefits from their technology investments. Topics include setting and maintaining project scope, developing work plans, estimating required resources, developing work programs, organizing project teams, super-users, monitoring and controlling projects, maintaining relationships with users and management, status reporting, and key factors for realizing the anticipated benefits from the investment. Students use a computer-based project management tool as part of this course.

OPGB 76BB. Studies in Quality Management. (3 Credits)

This course is centered around the concepts, theories, and techniques of quality management (QM). It examines the origins of QM and how its principles, techniques, and tools can be properly integrated to improve the performance of both manufacturing and service organizations. Specific topics discussed in the course include quality management principles, national quality awards, ISO 9000, quality aspects of product/service design; quality cost, customer/vendor relations; process capability and statistical process control; and management of improvement process.

OPGB 76BR. Health Care Operations Mgt. (3 Credits)

Health Care Operations Management is a discipline that integrates scientific principles of operations management to determine the most effective and efficient methods to support patient care delivery. The biggest challenge in health care is to provide high quality care while at the same time keeping costs down. As such, all health care sectors must be driven by process management, quality improvement, information technology, knowledge management, and resource alignment. This course addresses these challenges in many ways, from the design of patient flow to streamlined process, from resource management to supply chain management, from quality control to patient safety, from forecasting to capacity planning, and from continuous improvement to project management.

OPGB 76CA. Accounting Controls. (3 Credits)

The primary focus of the class will be on the use of data-driven analytics to help managers make key operating and strategic decisions. A secondary focus will be on the use of data-driven analytics for the purpose of internal control.

OPGB 76CB. Process Management and Six Sigma. (3 Credits)

A process is the collection of activities and operations that transform inputs into outputs. This course focuses on learning how to improve organizational processes by using the globally recognized problem-solving methodology known as Lean Six Sigma. Students in this course will learn the five phases of the Lean Six Sigma method and will have the chance to apply the techniques and tools learned in class in real-world projects. Students that meet the requirements of classroom lectures and tests, case studies, and projects will earn Six Sigma White/Yellow Belt Certificates issued by Ernst & Young; students are also encouraged and supported to get Six Sigma certificates from the American Society for Quality (ASQ).

OPGB 8999. Independent Study. (3 Credits)

Independent Study.

Operations (Undergraduate) (OPBU)

OPBU 3438. Operations and Supply Chain Management. (3 Credits)

The operations function within an organization is responsible for managing the process flow that an organization has to use to produce a product, deliver a service, or both. Operations managers are responsible for the design, daily operation, and improvement of these processes. This course provides an introduction to the field of operations management to understand the key decisions and see how these decisions directly impact an organization's competitiveness and market performance.

Prerequisites: MGBU 2142 or HPCB 4703 or ECON 2142 or SABU 2142.

OPBU 3442. ST: Health Care Operations Mgt. (3 Credits)

Health Care Operations Management is a discipline that integrates scientific principles of operations management to determine the most effective and efficient methods to support patient care delivery. The biggest challenge in health care is to provide high quality care while at the same time keeping cost down. As such, all health care sectors must be driven by process management, quality improvement, information technology, knowledge management, and resource alignment. This course addresses the challenge in many ways, from the design of patient flow to streamlined process, from resource management to supply chain management, from quality control to patient safety, from forecasting to capacity planning, from continuous improvement to project management.

Attributes: OCST, PRQU.

OPBU 3449. ST: Process Mgt & Six Sigma. (3 Credits)

This course focuses on process management and how to improve organizational processes by using a body of knowledge known as Six Sigma. A process is the unity of multiple activities that transform required inputs into desired outputs. Poorly-designed processes produce defective goods and services that lead to customer dissatisfaction and a higher level of internal and external failure cost. Therefore, continually improving process performance is critical to organizations' survival and success. Class lectures, discussions, and case studies in the course cover the methods and tools used for a Six Sigma project, such as project selection, process mapping and analysis, data collection, statistical data analysis, root-cause analysis, and creative thinking for both continual and breakthrough improvements.

Prerequisite: ACBU 2223.

OPBU 3451. ST: Team Dynamics. (3 Credits)

This course is designed to help students understand team dynamics, be a more productive team member, build teams, lead teams, and address team challenges. Through a combination of lectures and team-based activities, students will learn about concepts such as team design, team performance, team identity, decision making, conflict in teams, creativity, leadership, and diversity in teams.

Attributes: OCMG, OPMA.

OPBU 3453. ST: Business Dynamics. (3 Credits)

Managers and business leaders need to make sense of a complex and fast-changing business landscape. They need to map, analyze, and manage complexity to achieve superior performance. This course introduces systems thinking, as well as associated modeling methods, techniques, and software tools that are essential to master complexity and drive business performance. The course explores models, model-based thinking, complex system dynamics, network dynamics, and other computational modeling approaches. These skills can be used to understand system structure and dynamic behavior across a variety of business domains and applications, including business transformation, digital transformation, business model design, and sustainability. Case studies across a variety of industries and a group project add to the student learning experience.

OPBU 3454. ST: Sustainable Supply Chain. (3 Credits)

Supply chain management is vital for companies to compete in the global economy. Traditional thinking of cost minimization and lead-time reduction, however, can lead to logistics designs with significant environmental costs. Sustainable supply chain practices aim to respond to the market demand for eco-friendly products and processes while fulfilling corporate social responsibility. This course introduces concepts and models for supply chain design and performance measurement. Sample case studies include carbon dioxide emission reduction through improved supply chain management and the mechanism of the carbon market.

Attribute: PRQU.

OPBU 4507. Project Management. (3 Credits)

This course provides the project management skills needed to develop information and communications systems on time and within budget. It concentrates on methods and issues of organizing, planning and controlling projects, and the use of computer-based project management tools.

Attribute: OCST.

OPBU 4999. Independent Study. (1 to 3 Credits)

Independent Study.

OPBU 49999. Independent Study. (1 to 3 Credits)

Independent Study.

Organizational Leadership (ORGL)

ORGL 2000. Theories of Leadership, Context and Change. (4 Credits)

Designed to provide a context for the beginning student in the Organizational Leadership major, this course presents a range of theoretical perspectives and a common vocabulary for discussing leadership. It includes an analysis of historical concepts and contemporary theories, focusing on the idea of leadership and the contributions of several disciplines to our understanding of it. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2100. Information Systems and Technology for Leadership. (3 Credits)

This course introduces computer terminology, hardware, and software related to the organizational environment. The focus of this course is on organizational leadership business productivity software applications and professional behavior in computing, as well as the use of software to support decision-making and to enhance efficiency. The course will emphasize the importance of the ethical use of technology and how technology can both advance and hinder organizational growth.

ORGL 2200. Transforming Managers into Inspired Leaders. (4 Credits)

This course will take an integrative view of the organization's transformation, detailing which capabilities are most critical to success while providing key references to what defines the roles of leaders and how managers can acquire and develop leadership skills. There will be a focus on how managers are able to creatively innovate, inspire, and engage people to adapt to fast-paced transformation and minimize the risk of failure. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2210. Ethical Decision Making for Leadership. (3 Credits)

Focuses on basic ethical viewpoints as a foundation and examines specific characteristics of business life through cases and examples. The fact that there is not one universal set of behaviors one considers ethical and no guidelines to follow to determine ethical behavior poses unique challenges to contemporary leaders. Yet, leaders are faced with situations where individual values may conflict with those of teams or organizations. Topics include professional responsibility and loyalty, conflict of interest, and employee rights, personal integrity and critical thinking in decision making.

ORGL 2300. Issues in Human Resource Management. (4 Credits)

An overview of current issues in human resource management in organizations. Topics include: career development, recruitment, retention, training, interviewing, performance appraisal and improvement, employee relation, technology, legal issues, compensation, motivation, ethics, work-life balance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2400. The Legal Environment. (3 Credits)

The course provides the student with foundational information about the U.S. legal system and dispute resolution, and their impact on organizational practices. The major content areas will include general principles of law, the relationship of organizations and the U.S. Constitution, state and federal legal systems, the relationship between law and ethics, contracts, sales, torts, agency law, intellectual property, and corporate law in the global context. Emphasis will be placed on how law impacts decision-making and leadership strategies.

ORGL 2500. Change Management and Organizational Culture. (4 Credits)

This course will explore individual and group behavior in organizations. Scholarly perspectives, theoretical frameworks, practitioner methods, and measurement instruments within the field of organizational behavior and change management will be presented. Academic content and skills exercises emphasize the social, psychological, and cultural dynamics and practices influencing individual and group behavior. Key focus areas of the course include theories of organizational behavior, cultural change models, and the leader's role in assessing, facilitating, and achieving change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2600. Mediation, Negotiation, Alternative Dispute Resolution. (4 Credits)

A review of the history principles and practices of ADR (Alternative Dispute Resolution)—including mediation, negotiation, arbitration, conflict resolution—increasingly used in all areas of society (Law, Business, Family). Combines lectures and exercises. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PJCP, PJCR, PJST.

ORGL 2610. Applied Organizational Behavior and Leadership. (4 Credits)

This course is designed for students to understand and apply major theories and research in industrial psychology for use in organizational settings. The course provides an overview of individual, group, and organizational issues related to relationships and performance. The purpose of the course is for students to discover how behavioral and psychological concepts can be applied in business and careers. The course prepares students for leadership positions in business and nonprofit organizations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2700. Organizational Communication. (4 Credits)

A hands-on review of communication theory and practice in organizations, including writing, oral presentations, and up-down/across communications. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2701. Business Communications in Leadership. (3 Credits)

Business Communication is designed to facilitate students' understanding of crucial communication principles and to develop effective writing skills. This course provides opportunities to analyze complex issues, organize thought logically, and communicate these complex ideas concisely. The core purpose of this course is to develop expertise in the theories and practices that will enable you to become an effective communicator in professional settings.

ORGL 2702. Interpersonal Communication. (4 Credits)

This course is designed to explore the field of ideas relating to human modes of communication and personal relationships in the shaping of our social environment and in formulating leadership styles. This course focuses not on developing a particular set of "skills" (communication competence), but to explore the overarching structures that influence interpersonal interaction and investigate research on some of the major topics of interpersonal communication. Students will explore such topics as the development of the self-concept, perception, language, nonverbal communication, and conflict management.

ORGL 2703. Digital and Social Media Marketing Communication in Leadership. (4 Credits)

Social media represents a new class of communication platforms that have become quickly interwoven into society. The course will examine various applications and strategies for communicating through social media, including managing personal and professional social media messages, social media content development and dissemination, and the importance of social media to business. The intention is to broaden perspectives, and to approach SMM from a communication strategist's standpoint. Students will begin to appreciate the true value of digital and social media to consumers, to managers, and to other corporate stakeholders.

ORGL 2704. Interpersonal Behavior within Organizations. (4 Credits)

This course in interpersonal behavior is designed to give you exposure to essential concepts for analyzing, understanding, and managing human behavior in organizations and the behavioral influences which affect productivity, organizational effectiveness, and efficiency. The course will tie concrete organizational situations to effective management practices. The course will investigate: individual behavior in organizations, including personality, decision-making, and ethics and the impact on the organization; interpersonal behavior, including teamwork, conflict, leadership, social networks, and power and influence; and organizational factors affecting behavior, including reward systems, culture, and organizational design. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2800. U.N. and Political Leadership. (4 Credits)

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

Attributes: INST, ISIN, PJCR, PJST.

ORGL 2900. Entrepreneurship. (4 Credits)

A hands-on overview of entrepreneurship today—its history, role in society, theory, and practice. Topics include developing a business plan, market analysis, value position, exit strategy, entrepreneurs, and managing creativity in organizations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 3100. Leading with Emotional Intelligence. (4 Credits)

Leading with emotional intelligence is the capacity for effectively recognizing and managing our own emotions and those of others. It is self-awareness and self-management, social awareness, and social management and other items. The course relates IQ to organizational effectiveness and personal success. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 3110. Strategic Leadership, Development & Diversity. (4 Credits)

The course will focus on developing the cross-cultural competence you need to lead effectively in the modern collaboration-powered global marketplace – one that is more diverse than ever before on multiple dimensions. This course is designed to provide leaders with evidence-based insights, as well as proven individual, interpersonal, enterprise-level strategies to successfully harness the power of diversity and inclusion in teams, organizations, markets, and societies.

ORGL 3120. Leading Innovation: Strategies for Growth. (4 Credits)

In this course, students will gain a deeper understanding of why companies need exceptional leaders who can manage both exploiting established businesses and exploring innovative products and services. Through concrete examples, students will learn how to bring products to the right markets in a timely and efficient manner. They will be able to reflect on their own personal development and leadership skills. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: ORGL 2000.

ORGL 3200. Special Topics Seminar. (4 Credits)

This course will comprise distinct content models that relate to leadership and/or organizational behavior. The selected topics will address contemporary issues in organizational leadership. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 4000. Leadership Concepts and Cases. (4 Credits)

This course combines historical examples with vision into the future of organizational development to identify the qualities and responsibilities that will dramatically redefine and improve leadership performance in today's rapidly changing world of work. This course, through case study analysis, will help students identify and understand fundamental shifts in leadership development shifts that are essential if organizations are to grow and prosper. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 4800. Internship. (4 Credits)

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

ORGL 4999. Leadership Tutorial. (1 to 5 Credits)

Pastoral Counseling (PCGR)

PCGR 6310. Human Growth and Development. (3 Credits)

This course will explore the development from birth and adolescence through the tasks and crisis of middle and later life. Stage theories, cognitive, social and emotional development will be the focus of this course. Special consideration will be given to spiritual life issues throughout the development process.

PCGR 6380. Theology of Pastoral Counseling and Spiritual Care. (3 Credits)

This course addresses contemporary psychological and spiritual issues in the field of pastoral care and counseling, including addiction, trauma, and anxiety, and proposes a theological method for reflecting on them.

Attribute: CSGE.

PCGR 6382. Social and Cultural Foundations of Pastoral Counseling. (3 Credits)

This course explores the social and cultural foundations of counseling twofold: The foundations of mental health counseling and the foundations of multicultural counseling. Specific focus is given to counseling individuals, couples, and families from diverse groups and populations.

PCGR 6384. Professional Ethics in Pastoral Counseling. (3 Credits)

An exploration of critical issues in the ethical practice of counseling and pastoral ministry, this course addresses the roles and responsibilities of the professional counselor or minister. Using case studies and small group work, students will explore potential ethical conflicts and methods of ethical reasoning as they develop skills to work through ethical conflicts in the counseling setting.

PCGR 6386. Pastoral Counseling Theory. (3 Credits)

This course explores the major theories of counseling, including psychodynamic, cognitive, and family systems. Special consideration is given to the application of theoretical models to clinical practice, and by extension their application to pastoral and spiritual care.

PCGR 6390. Psychopathology and Diagnosis. (3 Credits)

The course will introduce students to the basics of psychopathology and psychological diagnosis for use in clinical and pastoral work. This course is designed to help students cultivate the ability to think critically and creatively, so that they can work from a diagnostic standpoint that is human, flexible, empathetic, and nonjudgmental, with a focus on the real person one meets in the consulting room or ministry setting. Within this framework, the course will cover interviewing and assessment skills, DSM-5 categories, ethical considerations, character/personality issues, and pastoral assessment. Case studies will be used to practice the art of diagnostic formulation, with an eye toward treatment planning and case formulation.

PCGR 6410. Psychology and Religion/Spirituality. (3 Credits)

This course explores spirituality, faith, and religious experience from a psychodynamic viewpoint. The theories of Freud, Jung, Winnicott, and contemporary relational writers are engaged in order to explore how our psychology affects our religious lives and vice versa. The class addresses issues of fantasy, God images, play, religion and the body, and "healthy" and "unhealthy" uses of religion. Using text, experiential exercises, and critical reflection, we will engage our own religious history and traditions, and consider what it means to be a fully alive human being.

Attributes: CSGE, PSNM.

PCGR 6420. Marriage/Family Therapy. (3 Credits)

A systemic approach to family treatment. A survey of the major contributors to the field, using videotape demonstrations of family sessions. Genograms will be used to explore family-of-origin issues.

PCGR 6440. Pastoral Counseling Skills. (3 Credits)

This course provides an introduction to the basic skills of effective helping. A focus on presence, empathy, compassion, and self-awareness forms the foundation for learning specific skills directed toward fostering exploration, insight, and action in the helping relationship. The course includes both discussion and small-group live practice, and is suitable for any student who works closely with people in a helping capacity.

PCGR 6510. Advanced Life Span Issues and Career Counseling. (3 Credits)

This course explores the advanced lifespan issues of adulthood through the lens of clinical practice and pastoral/spiritual care. Specific focus will be given to issues of career, vocation, and social justice advocacy.

PCGR 6610. Trauma & Trauma-Informed Care. (3 Credits)

Many of those whom we serve in the helping professions have trauma histories; our communities themselves might be traumatized in one way or another. In this course, counselors and ministers will gain a working knowledge of the theory of trauma and its effects—including neuropsychological and relational dimensions—and will introduce various ways of working with trauma in clinical and pastoral settings.

PCGR 6620. Trauma and Society. (3 Credits)

While trauma is experienced individually, it often has a collective or communal dimension, particularly in situations of war, political/social oppression, poverty, terrorism, or natural disaster. Recent work around the intergenerational transmission of trauma recognizes that the effects of individual or communal trauma can reverberate for generations. Experiences of war, genocide, slavery, racism, colonialism, systemic oppression, and deprivation in the U.S. and around the world have exacted a toll on the bodies and minds not only of the immediate victims, but also on those of subsequent generations. This class explores the dynamics and effects of historical, communal, and intergenerational trauma from multiple perspectives, with particular attention to the legacies of the Holocaust, American slavery, and colonialism.

PCGR 6630. Trauma, Religion & Spirituality. (3 Credits)

This course will engage theological and psychology of religion approaches to trauma; the positive and negative impacts of religion, faith, or spirituality on the traumatized person; and trauma-informed approaches to ministry and spiritual care (liturgy, pastoral care, education). We will pay particular attention to clergy sexual abuse as a case study in the intersection of betrayal trauma, moral injury, and communal responsibility.

PCGR 7330. Assessment and Appraisal of Individuals, Couples, and Families. (3 Credits)

This course provides students with an overview of the assessment and appraisal process as it relates to Masters-level counseling students seeking licensure as a professional counselor. Students will be introduced to the foundational history of assessment, overall assessment principles, and the properties of reliability and validity as they relate to the validation of psychological test instruments. Both standardized and nonstandardized assessment instruments will be reviewed with attention paid to how they can be integrated successfully into counseling sessions. Ethical and legal considerations will be addressed, and the use of assessments with diverse populations will be discussed.

PCGR 7410. Research Methods in Pastoral Counseling. (3 Credits)

This course will be a review of research in pastoral counseling. It will introduce basic concepts and methods of quantitative and qualitative research, consider ways of studying change as a result of counseling interventions and programs, and familiarize students with basic skills in evaluating research literature.

PCGR 7420. Death, Dying, and Bereavement. (3 Credits)

This course will focus on personal experiences with death and loss; the theological perspectives of major world religions on death and grief; myths about and components of grief; meaning making; issues facing the terminally ill; appropriate care for the bereaved in differing situations; and our own self-care as pastoral care workers and pastoral mental health counselors.

PCGR 7422. Group Process: Theory and Techniques. (3 Credits)

This course emphasizes a science-practitioner model of group counseling that includes an experiential and didactic introduction to the group process, theory, and techniques. The experiential component of the group process will include modeling facilitation, structured exercises, and debriefing of immediate experiences. The didactic component of the course will include discussions of readings, lectures, videos, and presentations. This course is not available for audit.

PCGR 7471. Clinical Instruction and Integration Process I. (3 Credits)

This course is designed to accompany the Field Placement for students in the Clinical Pastoral Counseling 60-Credit Program. Students will engage current approaches to counseling and psychotherapy in dialogue with their own clinical work. Classes will focus on the presentation of students' clinical work in connection with relevant topics in the clinical literature, addressing such matters as transference and countertransference, addictions treatment, spiritual issues, and working with trauma. The aim of the course is to integrate previous classroom work and clinical experience, so that students are prepared to begin work as professional counselors and therapists.

PCGR 7472. Clinical Instruction and Integration Process II. (3 Credits)

This continuation course is designed to accompany the field placement for students in the clinical pastoral counseling 60 Credit Program.

Prerequisite: PCGR 7471.

PCGR 8999. Tutorial. (0 to 6 Credits)

Pastoral Ministry (PMGR)

PMGR 6510. Theology of Ministry. (3 Credits)

This course treats ministry as a culturally complex and theologically significant practice. Starting from contemporary concerns, we ask where ministry comes from, what it can be today, and where it might go. We focus on developing responsible and relevant accounts of ministry that enrich practice today.

Attribute: PSNM.

PMGR 6600. Religion & Criminal Justice. (3 Credits)

What are the various goals and aims of criminal justice ministry? What do or how might religious beliefs or practices shape or guide different approaches to ministry? How might we respond to critiques of criminal justice ministry as supporting practices of domination and punishment? This course will explore theories, theologies, and practices of criminal justice ministry in an age of mass incarceration. We will investigate religious and faith-based responses to the needs of those impacted by the criminal justice system as well as responses to the crisis of mass incarceration. This includes examining approaches to ministry with or by people living in incarceration as well as preventative, post-incarceration, decarceration, and abolitionist ministries.

PMGR 6612. Ministry with Latinxs. (3 Credits)

This course presents a comprehensive introduction to the principal issues related to U.S. Latinx Christianities from an ecumenical perspective. The course is divided into three parts: The Landscape of Latinxs in the U.S., Latinxs and the Churches, and Hispanic Ministries. Among the topics covered are: the history of the principal Latinx groups in the U.S. (Mexicans, Puerto Ricans, Cubans, Dominicans, and Central Americans), the churches' responses to Latinxs, parish ministry, youth ministry, the sacraments, popular religiosity, and an introduction to U.S. Latinx/Hispanic theology.

PMGR 6613. U.S. Latinx Theology. (3 Credits)

This course presents an introduction to the theological output of U.S. Latinx theologians from an ecumenical perspective. We begin with an overview of U.S. Latinx theology as a contextual theology and then proceed topically, looking at U.S. Latinx Catholic theology, U.S. Latina feminist theology, and U.S. Latinx Protestant theology.

PMGR 6616. Latinx Preaching. (3 Credits)

A practicum in preaching to Latinx congregations with review of the pertinent literature on different preaching styles and Latinx audiences. Facility in Spanish required.

PMGR 6617. Latinx Spirituality. (3 Credits)

This course presents an introduction to the way Latinos and Latinas live out their relationship or faith in God or spirituality. While the focus of the course will be on Latinx Christian spirituality—both Catholic and Protestant—attention will also be paid to non-Christian Latinx spiritualities, especially Santería. We begin with an overview of the variety of spiritualities practiced by Latinos and Latinas and then proceed topically looking at popular Catholicism, the Latinx celebration of the sacraments, Marian devotion (especially to Our Lady of Guadalupe), New Ecclesial Movements (especially the Charismatic Renewal and the Neo-Catechumenal Way), Mainline Latinx Protestant spirituality, and Latinx Pentecostalism.

Attribute: CSGE.

PMGR 6618. Hisp Family Ministry & Catechesis. (3 Credits)

Latinxs are deeply religious, and their way of experiencing God and life is often different from that of the U.S. mainstream culture. This course will study the lived reality of U.S. Hispanic families. It will challenge participants to critically reflect, analyze, and articulate in what ways family ministry and family catechesis is embodied in families and faith communities today; to explore what helps or hinders religious development within families, and the responsibility of church and society to foster growth in faith; to explore experientially based frameworks for ministering with Latinx communities; and to nuance their role as religious educators. Our conversation partners will include the writings of U.S. Hispanic theologians and religious educators.

PMGR 6621. Women & Ministry. (3 Credits)

Women have contributed much to ministry throughout its history. However, their leadership and contributions have rarely been free from controversy. This course will look closely at biblical hermeneutics, church traditions, practical applications, and emerging developments in U.S. women's ministry. Some of the questions we will deliberate on at length include: How are women involved in ministry today—and how did we get here? What makes women's ministries successful? How do we reenvision and revitalize women's current models of women's ministries? How can diversity be an asset to women's ministries?.

PMGR 6650. Ethics in Pastoral Ministry. (3 Credits)

Ethics in Pastoral Ministry is an online course that addresses ethical conduct in ministry for professionals working in a supervisory or leadership capacity with emphasis on legal issues and moral decision-making. The course will focus on the formation of conscience as it relates to the self, ministry, and society. It includes case studies and the application of ethical principles to real-life situations as well as the study of the theory. It is theoretical, establishing a theological basis for ethical conduct and moral decision-making, and practical, giving students skills and resources to deal with the various issues they may encounter in ministry .

PMGR 6688. Issues in Pastoral Studies. (3 Credits)

This is a special issues course in pastoral studies. Each time the course runs it will be focused on a unique and current aspect of ministry. Please see the course book for the term in question to find a description of the course as it will run each time it is given.

PMGR 7713. U.S. Latinx Theology. (3 Credits)

This course presents an introduction to the theological output of U.S. Latinx theologians from an ecumenical perspective. We begin with an overview of U.S. Latinx theology as a contextual theology. We then proceed topically, looking at U.S. Latinx Catholic theology, U.S. Latina feminist theology, and U.S. Latinx Protestant theology. This course is for Doctor of Ministry students only, and it will require doctoral-level participation and additional research/writing elements.

PMGR 7721. Women & Ministry. (3 Credits)

Women have contributed much to ministry throughout its history. However, their leadership and contributions have rarely been free from controversy. This course will look closely at biblical hermeneutics, church traditions, practical applications, and emerging developments in U.S. women's ministry. Some of the questions we will deliberate on include: How are women involved in ministry today—and how did we get here? What makes women's ministries successful? How do we reenvision and revitalize women's current models of women's ministries? How can diversity be an asset to women's ministries?.

PMGR 8030. M.A. Integrating Seminar. (3 Credits)

Integration is the goal of the Pastoral Studies and Religious Education programs, as well as a capacity that is important for holistic educational and ministerial practice. This course facilitates consolidating what students have learned through their studies in a way that serves their practice, while also teaching ways of integration that help students' practice beyond the course. Students will gather their learning throughout their degree program into five "coordinates" of integration, in a way that pays attention to the dynamic relationship between the past, present and future of their practice, leading to an Integrating Project.

PMGR 8530. Evangelization: Faith & Culture. (3 Credits)

This course is a theological exploration that treats evangelization as an important stake in Christian tradition that involves Christian practice with practices of contemporary society. We look continually to the real-world contexts of students and to an intensive consideration of what evangelization entails in a culturally, religiously diverse world.

Attribute: PSNM.

PMGR 8628. Pastoral and Practical Theology. (3 Credits)

This is a class about the foundations and formations of practice-minded theologies, especially as those theologies inform and enrich the practice of pastoral professionals. Fundamental questions about the relationship between religious tradition and contemporary practice are explored.

PMGR 8632. Research Seminar: Pastoral Theology and Practice. (3 Credits)

This seminar prepares D.Min. students to write their doctoral thesis. We explore some fundamental approaches to conducting research into pastorally significant experience today, so as to deepen students' research competence and facilitate readiness for conducting ministry-relevant research. Students will generate a sound draft of a proposal for their D.Min. thesis.

PMGR 8650. Ethics in Pastoral Ministry. (3 Credits)

This course is for doctoral students only. It addresses ethical conduct in ministry for professionals working in a supervisory or leadership capacity, with an emphasis on legal issues and moral decision-making. The course will focus on the formation of conscience as it relates to the self, ministry, and society. It includes case studies and the application of ethical principles to real-life situations as well as the study of theory. It is both theoretical, establishing a theological basis for ethical conduct and moral decision-making, and practical, giving students skills and resources to deal with the various issues they may encounter in ministry.

PMGR 9999. ST Tutorial-Pastoral Ministry. (3 Credits)

This course is reserved for students pursuing a special research topic in Pastoral Ministry with the approval of the area faculty and Dean.

Peace and Justice Studies (PJST)

PJST 1800. Internship. (1 Credit)

A proctored internship in a peace-focused or justice-focused organization, with approval of program director. This fulfills one of the two experiential learning requirements for the minor.

PJST 1999. Tutorial. (1 Credit)

Independent research and reading with supervision from a faculty member.

PJST 2999. Tutorial. (2 Credits)

Independent research and reading with supervision from a faculty member.

PJST 3110. Introduction to Peace and Justice. (4 Credits)

This course introduces students a wide variety of theories and applications within the field of Peace and Justice Studies -- surveying insights from fields such as political science, international relations, criminal justice, psychology, religion, gender studies, economics, sociology, anthropology, urban studies, the fine arts and others. This class is intended to be interactive and participatory in nature. The course includes readings, lectures, class discussions, games, case studies, role plays, training exercises and simulations; students examine a range of conflict intervention options and are able to evaluate the relative strengths and disadvantages of a variety of skills and techniques. Each week of the class explores a dominant theme and branch of research in this wide and diverse discipline, which provides a foundation for further investigation and engagement in the field. The class builds the capacity analyze and intervene in a variety of conflicts at an interpersonal, organizational, neighborhood, state, national and international level. In particular, students learn how and why various conflict interventions succeed or fail depending on contextual factors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, IPE, ISIN, PJIN, POSC.

PJST 3200. Environmental Justice. (4 Credits)

This course focuses on the environmental justice movement in the United States and internationally. Environmental justice is defined as the equitable distribution of environmental burdens and benefits among racial and socioeconomic groups and among developed and developing countries. Issues such as pollution, climate change, biodiversity loss, industrial agriculture, food security, urban sprawl, and public health are treated. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, BESN, BIOE, ENMI, ENST, EPLE, ESEJ, ESEL, ESPL, INST, IPE, PJEN, POAP, SOCI, URST.

PJST 3999. Tutorial. (3 Credits)

Independent research and reading with supervision from a faculty member.

PJST 4200. Conflict Resolution and Peacemaking. (4 Credits)

This course focuses on interdisciplinary theories in peace and justice studies regarding conflict resolution and peacemaking in our contemporary globalized world. Conflicts between and within countries, and options for intervention, will be studied. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, HPSE, HUST, INST, IPE, IRST, ISIN, PJCP, PJCR, POIP, POSC.

PJST 4999. Tutorial. (4 Credits)

Independent research and reading with supervision from a faculty member.

Philosophy (PHIL)

PHIL 0912. Requirement Preparation. (0 Credits)

For Ph.D. and master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, master's thesis, or dissertation submission. Students who are studying for comprehensive examinations while still completing coursework do not need to register for any special status; however, if they are neither registered for coursework nor taking comprehensive examinations during the semester in question, they must register for Requirement Prep.

PHIL 0914. Requirement Preparation in Summer. (0 Credits)

For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

PHIL 0925. PhD Qualifying Papers--Philosophy. (0 Credits)

Doctoral-Qualifying Papers.

PHIL 0930. PhD Comprehensive Examination-Philosophy. (0 Credits)

Doctoral comprehensive exam for doctoral students in philosophy.

PHIL 0932. Master's Special Project. (3 Credits)

Students in the M.A. program have the option of completing a three-credit special project. Faculty members will evaluate the special project on a Pass/Fail basis.

PHIL 0936. Master's Comprehensive Examination-Philosophy. (0 Credits)**PHIL 0938. Masters Thesis. (6 Credits)**

Students in the M.A. program have the option of completing a six-credit thesis. Faculty members will evaluate the thesis on a High Pass/Pass/Fail basis.

PHIL 0940. Logic Examination. (0 Credits)**PHIL 0950. Proposal Development. (1 Credit)****PHIL 0960. Proposal Acceptance. (3 Credits)****PHIL 0970. Dissertation Mentoring- Philosophy. (0 Credits)**

The Philosophy PhD. student is required to register for Dissertation Mentoring, which has a 3 credit fee, the semester after the student's proposal is accepted.

PHIL 0980. French Language Proficiency. (0 Credits)

Ph.D. students in philosophy must demonstrate a strong level of reading competence, as determined by their advisory committees, in one language other than English. Students register for this zero-credit, pass/fail course when they are prepared to demonstrate such proficiency in French.

PHIL 0981. German Language Proficiency. (0 Credits)

Ph.D. students in philosophy must demonstrate a strong level of reading competence, as determined by their advisory committees, in one language other than English. Students register for this zero-credit, pass/fail course when they are prepared to demonstrate such proficiency in German.

PHIL 0982. Spanish Language Proficiency. (0 Credits)

Ph.D. students in philosophy must demonstrate a strong level of reading competence, as determined by their advisory committees, in one language other than English. Students register for this zero-credit, pass/fail course when they are prepared to demonstrate such proficiency in Spanish.

PHIL 0983. Latin Language Proficiency. (0 Credits)

Ph.D. students in philosophy must demonstrate a strong level of reading competence, as determined by their advisory committees, in one language other than English. Students register for this zero-credit, pass/fail course when they are prepared to demonstrate such proficiency in Latin.

PHIL 0984. Ancient Greek Language Proficiency. (0 Credits)

Ph.D. students in philosophy must demonstrate a strong level of reading competence, as determined by their advisory committees, in one language other than English. Students register for this zero-credit, pass/fail course when they are prepared to demonstrate such proficiency in ancient Greek.

PHIL 0985. Ancient Chinese Language Proficiency. (0 Credits)

Ph.D. students in philosophy must demonstrate a strong level of reading competence, as determined by their advisory committees, in one language other than English. Students register for this zero-credit, pass/fail course when they are prepared to demonstrate such proficiency in ancient Chinese.

PHIL 0986. Portuguese Language Proficiency. (0 Credits)

Ph.D. students in philosophy must demonstrate a strong level of reading competence, as determined by their advisory committees, in one language other than English. Students register for this zero-credit, pass/fail course when they are prepared to demonstrate such proficiency in Portuguese.

PHIL 1000. Philosophy of Human Nature. (3 Credits)

This course is a philosophical reflection on the central metaphysical and epistemological questions surrounding human nature, which includes discussion of some or all of the following problems: the body/soul distinction and the mind/body problem; the problem of knowledge (relativism, skepticism, the objectivity of knowledge, faith, and reason); free will and determinism; self and society (subjectivity, personhood, sociality, historicity, and tradition); and the elements of identity (such as race, gender, sexuality, ability, and socioeconomic status). At least 60% of each section of the course is devoted to readings from Plato, Aristotle, Augustine or Aquinas, and Descartes. Each section includes some writings by at least one contemporary figure and one figure coming from a group traditionally underrepresented in philosophy. Selected sections will be offered as Eloquentia Perfecta I seminars.

Attribute: FRPT.

PHIL 1003. Lost Interlocutor: Philosophy of Human Nature. (3 Credits)

This course examines the philosophical views of pre-Socratic thinkers, Plato, Aristotle, Augustine, Aquinas, Descartes, and Ignatius of Loyola and their connections to contemporary science, religion, and Jesuit education. We analyze primary texts, critique theories, compose philosophical arguments, and critically challenge the thinking of multiple perspectives. These skills comprise the greater philosophical tradition that stems from the ancients to us today. Salient themes of our lives—knowledge, understanding, truth, falsity, doubt, goodness, mortality, reality, evidence, belief, love—stir fundamental questions that need systematic investigation in order to make sense of our human nature and give greater purpose to life. Since this Manresa course satisfies the FCRH first year Eloquentia Perfecta I requirement, it stresses critical spoken dialogue and writing-intensive assignments. It also consists of interactive (and fun) out-of-class learning experiences, and the professor even feeds you at most of these. This course satisfies the Philosophy of Human Nature Core requirement for both FCRH and Gabelli students.

Attributes: FRPT, MANR, PHFR, SL.

PHIL 1010. Introduction to Critical Thinking. (3 Credits)

The course is intended to sharpen a student's ability to think clearly, consistently, critically, and creatively. The course objective considers principles of sound judgment and helps students learn how to recognize and analyze arguments present in ordinary spoken and written language, how to distinguish correct reasoning from incorrect reasoning, and how to construct valid, sound arguments.

PHIL 1999. Tutorial. (1 Credit)

Independent research and reading with supervision from a faculty member.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1003.

PHIL 2999. Tutorial. (2 Credits)

Independent research and reading with supervision from a faculty member.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1003.

PHIL 3000. Philosophical Ethics. (3 Credits)

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

Attributes: HHPA, HUST, PETH.

Prerequisites: PHIL 1000 or PHIL 1003 or HPRH 1002 or HPRH 1103 or HPLC 1001.

PHIL 3109. Environmental Ethics. (4 Credits)

This senior values seminar surveys major theories in environmental ethics dealing with our moral duties regarding nature: for example, environmental stewardship, sustainable development, environmental justice, ecological virtue ethics, animal rights, biocentrism, Leopold's land ethic, and ecological feminism. It has not only philosophical but also scientific, economic, political, and design dimensions as it deals with such topics as global warming, alternative energy, pollution control, suburban sprawl, deforestation, biodiversity loss, and the prospect of a sixth mass species extinction event threatening the future of human and nonhuman life as we know it. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENMI, ENST, ENVS, EPLE, ESEJ, ESEL, PHMP, PJEN, PJST, SOIN, SRVL, URST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

Mutually Exclusive: PHIL 4409.

PHIL 3115. Paradoxes in Value and Morality. (4 Credits)

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

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3125. Hume's Ethics. (4 Credits)

David Hume famously (or infamously) declared that "[r]eason is, and ought only to be the slave of the passions, and can never pretend to any other office than to serve and obey them" (THN 2.3.3). But what does moral theory look like when feelings are the foundation for morality? In this course, we will explore Hume's sentimental moral theory, examining Hume's "A Treatise on Human Nature" and "An Enquiry Concerning the Principles of Morals," along with supplementary excerpts from Hume's letters and essays, and occasional pieces of secondary literature. We will study Hume's views on meta-ethics, moral psychology (the passions/emotions and sympathy), moral motivation and freedom, moral judgment, virtue (including justice), and happiness. While this course is primarily focused on Hume's own views, we will also engage with present-day Humean positions in moral philosophy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHMP.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3130. Philosophy of Law. (4 Credits)

This course examines the nature and philosophical foundations of law, with a focus on the relations of justice and morality, and various theories of law, including natural law, legal realism, legal positivism, feminist legal theory, and critical race theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHMP.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3131. Philosophy of Economics. (4 Credits)

Economics grew out of philosophy, carrying forward key philosophical ideas that continue to operate as grounding assumptions, goals, and regulatory ideals in the discipline. Some of these philosophical ideas have been challenged on the grounds of realism, coherence, usefulness, consequences, and compatibility with important values like justice, fairness, human dignity, democracy, liberty, equality, and the general welfare. Philosophy of Economics analyzes, criticizes, and creatively rethinks both classical and contemporary texts that deploy and challenge the philosophical ideas that continue to guide economics as a discipline that has great influence in framing and rationalizing public policy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHMP.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3140. Market Failures, Public Goods, and Justice. (4 Credits)

This course focuses on a fundamental question for social justice: Which goods and services should be provided by free markets, which should generally be supplied by nonprofits (NGOs), and what is the remainder that should be secured by government? No economic background is assumed on the part of the student, but the course will examine economic conceptions of public goods that markets cannot optimally supply, as well as debates about expanding this category. We will consider arguments that some choices concern objective goods and harms that should not simply be left up to consumer decisions in free markets, and consider what the institutional preconditions of effective markets include. A range of public goods, including some at the global level, will also be debated. Readings will include recent popular works on types of market failure that are now widely debated, some philosophical work on public goods, and an introduction to elementary game theory with simple matrices. We will also consider a few recent articles and book chapters arguing that some functions often performed by government should be taken over by the nonprofit sector, and will question what social justice concerns the rapid growth of this sector may raise. Students of all political orientations are welcome! Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PHMP, PJEC, PJST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3145. Democracy and Constitutional Order: Classical American Philosophy. (4 Credits)

Democratic justice has two main poles: popular sovereignty and constitutional order. Founders of the American federal government in the Revolutionary period sought to balance these values, but the idea that people might vote for slavery brought them into crisis. This forced civic republicans, including Lincoln, to articulate the moral preconditions of legitimate democracy in a clearer way. With federalist arguments for more centralized power as a starting point, this course will consider alternative conceptions of democratic justification that emerged from the American debates with an eye to contemporary applications. In particular, we will clarify and debate proposed constitutional reforms that are being considered today. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHMP.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3181. Philosophy of Technology. (4 Credits)

This course will explore the philosophy of technology, seeking to understand the way in which technology is transforming our relationships to ourselves, to other people, and to our world. Guiding questions for the course include: What is technology? Is technology necessarily good or bad for human flourishing, or is just neutral? How are science and technology related? Do we need a special ethics of technology? The course will explore multiple traditions and historical periods, with special emphasis on analytic and continental philosophy in the 20th and 21st centuries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3195. Political Libertarians and Critics. (4 Credits)

An exposition and critique of political libertarianism - a philosophical theory developed by Ayn Rand, Hayek, Friedman, Nozick, Navesson and others - that has come to dominate neoconservative political thought in the U.S. We will read major libertarian texts and criticisms by David Gauthier, Hazlett, Rawls, Singer, and other defenders of public goods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASRP, PHMP.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3200. Introduction to Logic. (4 Credits)

A study of the methods and principles that distinguish correct argumentation. Attention is given both to the nature of argument and to its applications. Topics discussed include induction, deduction (including symbolic notation) and the common fallacies. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LING, PHKM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3204. Symbolic Logic. (4 Credits)

Humans are capable of altering their behavior, verbal and otherwise, in light of deductive consequences and in conformity with standards of logical consistency. Although Aristotle, the Stoics, and others developed formal techniques for the evaluation of logical consequence and consistency, the early 20th Century witnessed an unprecedented expansion in the scope and power of those techniques through the construction of formal languages based on mathematical principles. Students consider the modern development of formal logical techniques including propositional logic, first-order logic, and if time permits, a system of intentional logic (e.g. modal logic), and then explore some of the philosophical issues surrounding them. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LING, PHKM.

Prerequisites: PHIL 1000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3230. How to Keep an Open Mind: Philosophical and Scientific Perspectives. (4 Credits)

Our world is full of information that we can use to learn truths and correct our mistakes, but it is often difficult to recognize when and how to take advantage of it. When should we have an open mind and when should we stop looking into matters? And what are possible steps we can take to keep our minds open? The course will explore a series of issues on this topic from the perspectives of philosophy and the social sciences, including the nature of epistemic virtue and vice, informational aggregation and "the wisdom of crowds," rational ignorance, precommitment, adversarial inquiry, and more. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHKM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3235. Theories of Knowledge. (4 Credits)

Analysis and study of the central issues in epistemology; illusion and reality, sense perception, and reason; extent, validity and limitations of human knowledge. Classical and contemporary texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHKM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3238. Idealism and Realism. (4 Credits)

Do minds have a privileged position in the world? Do objects, moral values, beauty, and truth exist independently of the mind? Or might objects, moral values, beauty, and truth depend in some way on minds? And if so, how? This course will examine various answers to these and related questions from both historical figures and contemporary figures.

Attribute: PHME.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3243. Philosophy of Cognitive Science. (4 Credits)

Unlike inanimate objects such as rocks, we are aware of the world around us. Energy from the sun heats both the rock and you, but unlike the rock you also feel the heat, you know that it comes from the sun, you can understand what it is, and can think about it even when it is absent. How exactly are we able to do this? What makes us capable of thinking, feeling, and perceiving? Cognitive science is an interdisciplinary attempt to answer questions like these. This course explores some of the dominant research programs in cognitive science with an eye to understanding and critically evaluating the philosophical assumptions on which they depend. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NECG, NEUR, PHKM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3245. Mind, Language, and World. (4 Credits)

This course covers a range of important topics at the intersection of philosophy of mind, philosophy of language, and metaphysics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHME.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3250. Problems in Epistemology. (4 Credits)

This course explores central problems in recent epistemology with a focus on debates regarding rational belief, defeasible reasoning, and the nature of evidence. The course will highlight methodological questions concerning the scope and purpose of epistemological reflection and theorizing. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHKM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3253. Relativism and Philosophy. (4 Credits)

This course analyzes and evaluates various forms of contemporary relativism: epistemological, ontological, and moral. It also investigates whether human rationality is so diverse as to be relativistic in nature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHKM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3254. Philosophy of Perception. (4 Credits)

This course examines a selection from the many contemporary philosophical debates about our perceptual awareness of the external world. The course involves issues in epistemology (e.g. what is perceptual information?), philosophy of mind (e.g. representationalism, perceptual content), neuroscience (e.g. how does the visual system work?), and metaphysics (e.g. color theory). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NECG, NEUR, PHKM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3257. Skepticism. (4 Credits)

Skepticism about the possibility of knowledge, and in particular about our knowledge of the external world, has a long history, from Sextus Empiricus to Hume and Berkeley up to a wide array of present-day debates. As it is plausible that epistemological theory emerges from a dialectic with skepticism, analysis of skeptical arguments gives substance to our claims to have achieved knowledge. This course examines many of these arguments, historical and contemporary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHKM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3258. Relativism and Skepticism. (4 Credits)

On the road to knowledge, skepticism is a "go slow" or perhaps a "stop" sign, while relativism says "the speed limit is yours to determine".

Both views challenge sedate norms of epistemology and each other.

This course examines in detail contemporary versions of skeptic and relativistic claims about our knowledge of and judgments about, the world and ourselves. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHKM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3266. Philosophy of Science. (4 Credits)

Critical appreciation of the relation of the physical and social sciences to philosophy. The course takes a historical and systematic approach, dealing with the methods and theories of science from the 17th to the 20th century from a philosophical perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, BIOE, PHKM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3267. Feyerabend's Philosophy of Science. (4 Credits)

Feyerabend (1924-1994) was an innovative thinker who proposed a radical philosophy of science drawing on the factive history of science (rather than the myth of science). Participants will read his "Against Method" in addition to selections from his other works, including his reflections on empiricism and epistemology and on his commitment to pluralism and humanitarianism as well as his posthumous (unfinished) "Conquest of Abundance." Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHKM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3301. Problem of God. (4 Credits)

A systematic study of the existence of God, of His nature, of His relation to the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, PHME, REST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3306. Faith After the Death of God. (4 Credits)

Can belief in God be justified, or are there compelling reasons to suspend judgment or to believe that there is no God? This course will debate the rationality of faith after death of God and the rise of atheism in modernity. The course will investigate whether it is rational to believe in God and what would be the epistemological foundations necessary for beliefs about the existence of God or about the nature of God. Students will examine proofs for the existence of God from classic sources, e.g., Aristotle, Neo-Platonism, Augustine, Aquinas, and rationalism, as well as from defenders of skepticism and atheism. Students will read major authors on these questions, both classic and contemporary, such as Hume, Kant, Nietzsche, Aquinas, Plantinga, Feser, Eliade. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHKM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3307. Faith and Rationality. (4 Credits)

The course will focus on the rationality of belief in God. What is required for belief in God to be rational? Are there any proofs that God exists? Does the fact of evil in the world prove that God does not exist? What role does religious experience play in the justification of religious belief? Emphasis on contemporary authors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PHKM, REST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3310. Issues in Philosophy of Law. (4 Credits)

This course will examine and critically evaluate different accounts of the nature of law; the relationship between law and morality; the rule of law and constitutional government; judicial review and interpretation; foundations of private law; the foundations of public law. These and related issues in the philosophy of law shall be discussed and illustrated by reference to specific legal cases and controversies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHMP.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3330. Philosophy of Religion. (4 Credits)

The course will focus on issues in the philosophy of religion from the view point of the divine attributes. Traditional proofs for God's existence, forms of evidentialism and anti-evidentialism, and dilemmas concerning divine simplicity, foreknowledge, as well as the problem of evil, will be treated. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PHME, REST, RSTE.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3348. Concepts and Reality. (4 Credits)

In the Critique of Pure Reason, Immanuel Kant raised the question of how concepts relate to reality. This course will examine 20th and 21st century attempts to answer Kant's question. Topics discussed may include (1) the nature of concepts, (2) varieties of conceptual schemes, (3) the distinction between descriptive and revisionary metaphysics, and (4) intentionality; authors discussed may include Robert Brandom, John McDowell, Peter Strawson, and Wilfrid Sellars. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHME.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3350. Problems in Metaphysics. (4 Credits)

Nature and methods of metaphysics, our knowledge of being, self-identity and process, the unity and interrelationship of beings, action as unifying principle, causal explanation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PHME, REST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3354. Problem of Evil. (4 Credits)

"Do bad things that happen prove that there is no God? This course shall focus on this question and consider what has been said about it from ancient times right up to what people are saying about it today. We shall pay attention to what has been argued for and against the existence of God given that there is much that is bad in our world. We shall try also to evaluate what a number of philosophers have said about this fact."

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

Attributes: AMCS, PHME.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3355. Metaphysics. (4 Credits)

This course introduces students to major metaphysical questions and problems, such as free will and determinism, persistence through time, necessity and identity, possible worlds, universals and particulars, change, substance, causation, realism vs. anti-realism, and the prospects of immortality. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHME.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3360. Contemporary Metaphysics. (4 Credits)

An examination of some issues in metaphysics, with an emphasis on 20th and 21st century texts and figures. Topics may include universals and particulars, space and time, constitution, identity and persistence, free will, necessity and possibility, the mind-body problem and causation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHME.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3412. Philosophy of Emotions. (4 Credits)

Through class discussions, lectures and readings, this course aims, in phenomenological fashion, to analyze human emotions as lived conscious experiences. Stress is placed on the central importance of emotions in human life. The realm of feeling is related to physical and mental health; to knowing and willing; to art, morality and religion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3422. Harry Potter and Philosophy. (4 Credits)

This course will use the Harry Potter novels to explore several central themes in philosophy, and will use philosophical analysis to interpret the books and their cultural impact. Some central topics of the course will include: the nature and relationships of minds, souls, and bodies; the conflict of good and evil and some related issues in moral psychology and the ethics of 'love'; metaphysical implications of the magical world of HP and its enchantment of muggles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, ASLT, ASRP, CCUS, COMC, COMM, PHHN.

Prerequisites: PHIL 3000 or HPRH 1002 or HPRH 1103 or HPLC 1001.

PHIL 3425. Philosophy and the Jesuit Tradition. (4 Credits)

This course offers a philosophical and theological analysis of foundational Jesuit texts—the "Autobiography of St. Ignatius Loyola," "The Spiritual Exercises," and "The Formula of the Institute"—situating them in connection to other currents of thought, both historical and contemporary. Topics considered include the nature of mysticism, the relation of theory and practice, pedagogy and discernment, and the social structure of desire. Readings will include such authors as Thomas a Kempis, Pascal, Schleiermacher, Hegel, Rahner, J-L Marion, and M. Henry. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PHHN, THEO.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3501. Ancient Philosophy. (4 Credits)

This course aims to acquaint the student with the basic problems and directions of Western philosophy as developed in its early and decisive phase by the principal thinkers of ancient Greece, Pre-Socratics, Plato, Aristotle and Plotinus are among the figures that can be treated, as well as Stoicism and Epicureanism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, OCHS, OCST, PHAN, REST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3502. Pre-Socratic Philosophy. (4 Credits)

Participants in this course will explore the tradition of philosophy as Socrates, Plato, and Aristotle knew and responded to this tradition. Particular attention will be paid to ancient theories of the physical world and the universe as well as to the influence on contemporary thinkers, such as Nietzsche and Heidegger. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, PHAN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3504. Stoics and Skeptics. (4 Credits)

This course is an examination of philosophy during the extraordinarily dynamic era that began after Alexander the Great had spread Hellenistic ideals throughout the ancient world. The course will enter into the debates among the five major schools of Hellenistic philosophy - Stoicism, Skepticism, Cynicism, Epicureanism and Neo-Platonism. Students will read representative authors from each school, but since philosophy was regarded as a way of life during this period, students will read authors from many walks of life, such as the Roman emperor, Marcus Aurelius, the statesman, Cicero and the Poet, Virgil. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, PHAN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3520. Philosophy of Aristotle. (4 Credits)

Perhaps no philosopher in the history of the world has been as influential in as many ways as Aristotle. A paragon of insight, systematicity, and rigor, he has inspired philosophers for over two thousand years. He remains an icon of Western intellectual culture, and his influence can be discerned even now in fields as diverse as history, theology, rhetoric, theatre, psychology, metaphysics, biology, law, political theory, ethics, and logic. This course introduces students to key features of his philosophical framework. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, MVPH, MVST, PHAN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3522. Aristotle's Ethics. (4 Credits)

This course will be an advanced treatment of Aristotle's Nicomachean Ethics. We will examine the text cover to cover as well as utilize a running commentary on the text. We will study some of the major questions about the ethics: what is the precise scope of eudaimonia, can non-aristocrats practice his ethics, why is courage limited to the battlefield, is Aristotle's account of justice coherent, how are we supposed to practice the intellectual virtues, and how is genuine friendship supposed to be a case of loving another when it is based on self-love? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHAN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3525. Philosophy of Plato. (4 Credits)

This course is a general introduction to Plato's thought on ethics, epistemology, and metaphysics as represented by dialogues from his early and middle periods. Readings from the early dialogues will include the Euthyphro, Apology, Crito, and the Protagoras. Readings from the middle dialogues will include the Meno, Phaedo, Gorgias, Phaedrus, and the Republic. No previous study of Plato is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, MVPH, MVST, PHAN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3526. Plato: The Unread Dialogues. (4 Credits)

Although Plato wrote at least 28 dialogues, his philosophy is usually taught from only a few, such as the Apology, Meno, Phaedo, and Republic. This course examines his philosophy as expounded in the many dialogues seldom read in undergraduate courses. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, PHAN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1102 or HPRH 1103.

PHIL 3530. Philosophy After Constantine. (4 Credits)

This course will discuss some of the various ways in which the Christian East was influenced by and employed ancient philosophy in order to grapple with central philosophical questions such as the nature of the soul, its relation to the body, human freedom and choice, fate and providence, the pursuit of virtues and vices, the role of reason and of beauty, and the divine energies. Thinkers discussed may include Gregory of Nyssa, Nemesius of Emesa, Maximus the Confessor, and John of Damascus. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVPH, MVST, PHAN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3552. Medieval Philosophy. (4 Credits)

The origins of medieval philosophy. The Carolingian renaissance. Anselm. Abelard and 12th-century humanism. Philosophical currents of the 13th century; introduction of Aristotle into the University of Paris; the reaction of the Augustinian philosophers to Aristotle; Bonaventure, Aquinas and Siger of Brabant. Duns Scotus. William of Ockham and the rise of nominalism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVPH, MVST, OCHS, OCST, PHMD.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3557. Confessions of Augustine. (4 Credits)

A study of St. Augustine's most popular philosophical work, The Confessions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, CLAS, MVPH, MVST, OCHS, OCST, PHMD, REST, RSHR.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3559. Dante and Philosophy. (4 Credits)

By examination of the Divine Comedy and other works by Dante, this course will consider such important philosophical themes and divine providence, free choice of the will, the sources of ethics, and the nature of happiness. The course will involve study of various ancient and medieval thinkers whom Dante used to explore the perennial questions of human existence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVPH, MVST, PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3560. Philosophy of Aquinas. (4 Credits)

Historical setting, doctrinal influences, themes of knowledge and the meaning of person; metaphysics and God; freedom and ethics; and reason and revelation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVPH, MVST, PHMD.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3565. Four Medieval Thinkers. (4 Credits)

This course introduces the thought of Augustine, Anselm, Aquinas and Buridan, and its influence on the development of medieval philosophy, especially in the philosophy of mind and natural theology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVPH, MVST, PHMD, REST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3570. Beauty in the Middle Ages. (4 Credits)

This course will be an investigation of medieval theories of beauty and aesthetics. Classic texts will be drawn from three periods: antiquity, the early Middle Ages, and thirteenth-century Scholasticism. Authors will include Plato, Plotinus, Augustine, Dionysius the Pseudo-Areopagite, Bonaventure, and Aquinas. A component of the course will examine certain moments in medieval art in order to investigate the relation between theory and art. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVPH, MVST, PHMD.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3591. Medieval Political Philosophy. (4 Credits)

An investigation of the major political theories of the Middle Ages from the collapse of the Roman Empire in the West until the eve of the Protestant Reformation. Students will read the classic texts of this era from Augustine's "City of God" to Masilius of Padua's "The Defender of Peace." Special attention will be given to different theories of kingship and of the basis of political authority and the relationship between papacy and empire. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVPH, MVST, OCHS, OCST, PHMD, PJRJ, PJST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3600. Descartes and the Rationalists. (4 Credits)

The course considers the great rationalist systems of philosophy on the continent in the pre-Kantian period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHCM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3601. Modern Philosophy. (4 Credits)

A history of philosophy from Descartes to contemporary times, including Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHCM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3604. Rationalists and Empiricists Epistemologies. (4 Credits)

This course will address the epistemological problems stemming from Descartes' "methodological skepticism" and their proposed solutions in early modern philosophy ranging from Descartes through British Empiricism to the rationalism of Kant. The course will also trace the conceptual roots of the problems of modern epistemologies in late-medieval philosophy, and seek their resolutions for contemporary philosophy through this historical analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHCM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3606. Early Modern Philosophy: Self and World. (4 Credits)

In this class, we will read, examine, and interpret the works of several figures in Early Modern philosophy (roughly the 17th and 18th centuries). Along with the revolutions in scientific theory and practice that characterized this period, there were revolutions in the ways we understand fundamental philosophical questions and their possible answers. Some of the topics we will focus on are the nature of the human being as a thinking and feeling creature, the gendered human being, the human being in relation to other animals, and the human being in relation to other human beings. Readings will be chosen from Montaigne, de Gournay, La Boetie, de las Casa, Hobbes, Cavendish, Locke, Descartes, Elisabeth of Bohemia, Malebranche, de Lambert, du Chatelet, Hume, Voltaire. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, PHCM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3609. Modernity and Its Critics. (4 Credits)

The debate about modernity looms larger than ever: is it to be rejected or defended? This course will investigate major thinkers of modern philosophy and its political orders leading up to the Enlightenment, such as Hobbes, Locke, and Rousseau, and will explore the question of what constitutes "the Enlightenment project." After examining major elements of "modernity," students will turn to influential critics, both from pre-modern and post-modern perspectives, who have been calling us to reject modernity, in whole or in part, whether because of its claims to universal reason, its illusory notion of the self, its conquest of nature, its abandonment of the classical ideal of the virtues, or its secularism and loss of transcendence and meaning. In the final section of the course, readings will turn to modernity's recent defenders. Students will be asked to weigh in on the debate over modernity and to find their own voice in dialogue with modernity's defenders and critics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHCM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3610. Ethics in the Enlightenment. (4 Credits)

This course studies ethical themes, theories, and debates through the period of time broadly known as the Enlightenment. Topics covered may include: the relationships between ethics and aesthetics, ethics and politics, and ethics and religion; the role of the emotions in ethics; the challenges posed by ethical diversity and controversy; and the development of specific theories, including utilitarianism, sentimentalism, Kantian deontology, and virtue ethics. Authors studied may include Hobbes, Spinoza, Locke, Shaftesbury, Hutcheson, Mandeville, Butler, Rousseau, Hume, Voltaire, Diderot, Montesquieu, Smith, Condorcet, de Grouchy, de Vastey, Wheatley, Cugoano, Wollstonecraft, de Gouges, Bentham, Kant, and Lessing. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, PHCM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3620. Immanuel Kant. (4 Credits)

A study of Kant's philosophy concentrating on the Critique of Pure Reason. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHCM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3622. Kierkegaard. (4 Credits)

Known occasionally as the "founder of existentialism," Søren Aabye Kierkegaard (1813-1855) had a profound and lasting impact on philosophical reflection on the nature of the self, faith, ethics, rationality, and the possibility and meaning of philosophical discourse more generally. This course will take a comprehensive approach to Kierkegaard's thought, reading selections from both his pseudonymous works and religious discourses, as well as looking at those, like Heidegger, Sartre, and de Beauvoir, among others, who were significantly influenced by Kierkegaard's writings. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHCM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3623. Marx as a Philosopher. (4 Credits)

Karl Marx is more commonly approached as an economist, sociologist, or political theorist than as a philosopher. But this class will explore the original philosophical positions offered by Marx as well as the philosophical basis and results of his often polemical exchanges with others. Topics include Marx's philosophy of history, philosophical anthropology, materialist critique of idealism, as well as his normative social and political philosophy. We will also discuss Marx's theory of revolution and his stance on the limits of philosophy itself. The goal is to develop the possible internal consistency, social applicability, and limits of Marx's philosophy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PHCM, PJSJ, PJST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3630. Nietzsche. (4 Credits)

Participants will discuss Nietzsche's reflections on tragedy and music before going on to his *Human, All-too Human* as well as his reflections on the 'death of God' in *"The Gay Science."* Readings include his best known but arguably most difficult book, *"Thus Spoke Zarathustra."* Topics to be explored include current debates on transhumanism, including the affirmation of life and the body. Additionally, we will underscore posthumanism and what Nietzsche called 'loyalty to the earth.' Reading *"Beyond Good and Evil"* with its sequel, *"On the Genealogy of Morals,"* this course foregrounds Nietzsche's theory of knowledge, including the 'Prejudices of the Philosophers' in *"Twilight of the Idols."* Reading his *"Ecce Homo"* as a companion throughout, we will reflect on Nietzsche's "the eternal return of the same" along with his negative ontology—"no truth," "no facts"—and the ubiquity of 'Will to Power.' Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHCM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3631. 19th Century Philosophy. (4 Credits)

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

Attribute: PHCM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3643. Heidegger: Being and Time. (4 Credits)

A course on Martin Heidegger's *Being and Time*, one of the most important philosophical works of the twentieth century. Readings in addition to noteworthy commentary will include some of the political controversies associated with Heidegger's thought. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, PHCO.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3652. Contemporary French Philosophy. (4 Credits)

This course introduces the work of French thinkers from the 20th and 21st centuries. Themes under consideration might be subjectivity, violence, justice, embodiment, and epistemology. Figures covered may include Badiou, Deleuze, Derrida, Foucault, Irigaray, Kofman, Le Doeuff, Lyotard, Merleau-Ponty, and Ranciere. Reference may also be made to recent developments of French theory in the Anglo-American context, including in feminist theory and social and political philosophy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASRP, COLI, INST, ISEU, JWST, PHCO.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3653. Latin American Philosophy. (4 Credits)

This course will introduce students to select texts in Latin American and Caribbean Philosophy. Central themes will include the (persistent) effects of the colonial period, the inheritance of various European philosophies, and the possibility of a distinctive Latin American Philosophy. Currents and thinkers may include Sor Juana Ines de la Cruz, Simon Bolivar's influence, Leopoldo Zea and Positivism, the Negritude Movement in Martinique, Liberation theology and philosophy, and Latina/o Thought in North. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASRP, COLI, INST, ISLA, LAHA, LAIN, LALS, PHCO, PJSJ, PJST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3655. Philosophy and Language. (4 Credits)

Early in the 20th Century, philosophy took what has been called "the linguistic turn." While continental structuralists and post-structuralists developed theories according to which all concepts are interpretative, in analytic philosophy, positivists tried to reduce many key questions of metaphysics and epistemology to issues of usage. This course will survey major contemporary theories of sense, reference, and meaning that have developed since the mid-20th century, explaining their methodological implications for the analysis of other philosophical topics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, PHKM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3661. Husserl and Heidegger. (4 Credits)

This course investigates the nature, methods, and development of phenomenology through a study of its two major, German thinkers. The course will compare and contrast the views of Husserl and Heidegger on (1) the concept and method of Phenomenology; (2) intentionality; and (3) subjectivity. It will also illustrate the differences between the two by examining their failed collaboration on the *Encyclopedia Britannica* entry for phenomenology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHCO.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3662. Merleau-Ponty: Philosopher of the Body. (4 Credits)

This course is devoted to an intensive study of one important and innovative book: Maurice Merleau-Ponty's *Phenomenology of Perception*, one of the most groundbreaking and influential works of philosophy in the 20th century. Rejecting the assumption that mind and body are separate, Merleau-Ponty offers an account of the sensorimotor body as the subject of experience rather than giving that role to consciousness or a disembodied mind. His rich, first-person, descriptive account of perception demonstrates that the animate body in sensation and movement is our original meaning-making relation to the world. While our study will focus on reading systematically through this single primary text, we will also have a few readings that contextualize influences on Merleau-Ponty, as well as his impact on current scholarship. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHCO.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3663. Philosophies of Translation. (4 Credits)

In this course, we will study different theories of translation, reading historical and contemporary texts primarily from Anglo-American, European, and African traditions of philosophy. Particular attention will be paid to ethical and political issues connected to translation, and to the relationship between translation and philosophical thought and practice. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHKM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3664. Contemporary Thomism. (4 Credits)

A study of recent Thomistic thought, beginning with Leo XIII's encyclical *Aeternis Patris*. This course will focus on such figures as Jacques Maritain, Yves Simon, Joseph Pieper, and Karol Wojtyla in dialogue with other contemporary philosophical schools of thought. Special attention will be given to topics such as the difference between power and authority, natural law theory, the metaphysics of existence, and realist epistemology. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PHCO, THEO.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3665. Philosophy and Judaism in the 20th Century. (4 Credits)

This course is devoted to the thought of Jewish philosophers in the 20th century on such topics as the ethical encounter between self and other; chosenness and election; Jewish-Christian relations; redemption and messianism; forgiveness and hospitality; as well as responses to the Shoah, to Zionism, and to the Palestinian question. We will take up these themes as discussed in the texts of such thinkers as Franz Rosenzweig, Martin Buber, Simone Weil, Walter Benjamin, Jean Wahl, Emmanuel Lévinas, Hannah Arendt, Vladimir Jankélévitch, Jean-François Lyotard, Jacques Derrida, and/or Judith Butler. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, JWST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3667. Philosophy of Space and Time. (4 Credits)

Space and time are fundamental features of the physical universe in which we live, and are essential to our consciousness of the world. Philosophers from Augustine to Leibniz and Kant have asked what time is, whether it is a real feature of the causal order of nature or rather imposed by our conscious experience. Developments in 20th century physics and philosophy have forced us to rethink the relation of space and time, reconsider whether the future might be as real as the past, and whether time really "moves" forward. The course will explore the leading contemporary theories and draw connections with developments in science. No advanced background in physics is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHME.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3670. Existentialism. (4 Credits)

A survey of themes in the main 19th and 20th century existentialist writers, such as Jean-Paul Sartre, Martin Heidegger, Soren Kierkegaard and Friedrich Nietzsche. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, INST, ISEU, PHCO.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3671. Phenomenology and Existentialism. (4 Credits)

An investigation of themes central to the development of phenomenology and existentialism. Themes to be studied might include methodology, intentionality and consciousness, subjectivity, anxiety or dread, embodiment, emotions, the Other, authenticity, freedom, agency and action, history and historicity, the individual versus community, social and political responsibility. Readings will be drawn from Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, Maurice Merleau-Ponty, Soren Kierkegaard, and Friedrich Nietzsche. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHCO.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3672. Continental Philosophy of Religion. (4 Credits)

An introduction to contemporary philosophy of religion from a Continental perspective, considering issues of religious experience, the manifestation (or "truth") of faith, and/or a philosophical analysis of religious practices. The course may include texts from thinkers such as Paul Ricoeur, Jean-Luc Marion, Michel Henry, Jean-Louis Chrétien, Jean-Yves Lacoste or John D. Caputo. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PHCO, PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3673. Existentialism and Literature. (4 Credits)

Existentialism and Literature seeks to examine how the ideas of existentialist philosophy—in such thinkers as Kierkegaard, Nietzsche, Heidegger, Marcel, Sartre, Camus, Blanchot and Merleau-Ponty—are expressed in and through literature. Alongside philosophical writings, we will read literary works by such writers as Dostoevsky, Rilke, Kafka, Sartre, de Beauvoir, and Camus. Themes include the nature and structure of the self; authenticity and inauthenticity; alienation and the fear of death; meaning and meaninglessness, and the existence or absence of God. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, PHCO.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3674. Philosophy of the Novel. (4 Credits)

A philosophical consideration of the novelistic form as a phenomenon of modernity and in relation to myth and tragic consciousness. Readings will be from authors such as Euripides, Racine, Pascal, Freud, Lukacs, Goldmann, Freud, and Girard. Note: This four-credit course will be reading-intensive. In addition to the philosophical literature, students will be expected to read Flaubert's "Madame Bovary" and Dostoevsky's "Demons" in their entirety. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, PHHN.

Prerequisites: PHIL 3000 or HPRH 1002 or HPRH 1103 or HPLC 1001.

PHIL 3701. Human Rights Theories: Foundations and History. (4 Credits)

This course will introduce students to the main philosophical theories of human rights, including both “political-legal” accounts and “moral” (or orthodox) theories that focus on the “inherent dignity” of persons. The main goal is to understand and evaluate proposed justifications and critiques of human rights in historical context. We will consider how western conceptions of human rights grew out of natural law and early modern accounts of natural rights—especially in Enlightenment ethical thought—before being globalized in the 20th century. The course will include readings addressing challenges based on cultural differences, and non-Western approaches to human rights. While considering 20th- and 21st-century proposals, we will also assess libertarian opposition to social and economic rights, and whether human political rights have different grounds than basic personal liberties. We will also consider historical and imaginative examples, and how to understand more specific human rights as opposed to highly general categories. But the focus of this course is on the philosophical accounts, rather than on ways that human rights inform global institutions and connect with issues concerning global justice more broadly. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: IPE, PHMP, PJSJ, PJST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3702. Rights, Justice, and Global Governance. (4 Credits)

This course introduces students to three philosophical accounts of global justice, and related weaker and stronger conceptions of regional and global governance institutions that may be needed to realize global justice. To evaluate institutional proposals, we will use some elementary game theory to explain the concept of global public goods, along with a handful of closely related economics concepts that are useful in evaluating global trade, finance, the work of international NGOs, treaty regimes, and other global systems. No background in these areas is assumed; everything needed will be supplied in the course content. Using these tools, we will consider cases that illustrate threats and obstacles, including military and economic pressures from tyrannical regimes, democratization, extreme poverty and popular growth, environmental challenges and sustainable resource use, oppression of women, and certain emerging technologies. We will also explore how human rights ideals may be qualified or appear differently within such an institutional framework and a sketch of “basic structures” at regional and global levels. This course builds on Theories of Human Rights but that is not a prerequisite. The course does not cover treaties and concepts related to Just War Theory in any depth, as these are the focus of another elective. The course involves no ideological litmus test; all political views (including agnosticism) are welcome in our conversations. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PHKM, PJCR, PJEC, PJST.

Prerequisites: HPLC 1001 or HPRH 1002 or HPRH 1103 or PHIL 3000.

PHIL 3703. The Notion of Human Dignity: Meaning and Justification. (4 Credits)

The notion of human dignity enjoys unprecedented popularity and special status today. The importance of human rights and the requirement to respect the rights of each person are based on the notion of human dignity. Many countries and regional organizations have incorporated dignity into their constitutions. Activists from different social movements use human dignity to justify their claims and actions. The fight against global poverty, discrimination, torture, and all inhumane treatments, as well as the condemnation of injustice, are based on human dignity. This essential notion is used in the legal field for the interpretation and application of legal texts. The moral philosophy of Immanuel Kant has greatly contributed to the expansion of the popularity of human dignity. His resumption of this theme and his effort to incorporate it into systematic thinking have succeeded in raising dignity on the altar of the secular approach and giving it a special status. This special status raises the question of the justification of human dignity: Why do individuals have a dignity that justifies the requirement to respect their rights? The answer to this question depends on the perspective from which one speaks from a religious, philosophical, or experiential point of view. This course aims to explore these three approaches to human dignity. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHMP.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3710. Healthcare Justice. (4 Credits)

This course focuses on intersections between philosophical theories of justice and healthcare. Topics covered include distributive justice and issues involving scarce resources, such as the allocation of organs to transplant, prioritization for ICU beds in a pandemic, and triage methods in disaster scenarios; issues of social, political, and structural justice, such as access to tertiary care, social determinants of health, and structural competency in medical education; and issues of epistemic justice, such as allegations of medical error, assessments of medical expertise, and judgments of patients’ decisional capacity and competency. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, BIOE, PHMP.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3711. Humanitarianism and Philosophy. (4 Credits)

We are all familiar with aid agencies asking for donations to support their life-saving work. Often these appeals aim to stimulate compassion for the suffering of distant strangers in ways that prompt us to act. This course takes humanitarian action—broadly construed as organized attempts to alleviate the suffering of distant strangers—as a point of departure for analyzing a range of issues using the tools of moral and political philosophy. We will attempt to better understand the nature and scope of our moral obligations to distant strangers as well as the nature and value of moral sentiments like compassion and their relation to justice. We will engage different frameworks for evaluating various modes of humanitarian action by non-governmental organizations, governments, and international bodies. We will also critically examine the modes of representation used to portray the suffering of distant strangers. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HHPA, HUST, INST, ISIN, PHMP, PJCR, PJST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3712. Global Environment and Justice. (4 Credits)

Ethical principles of sustainability and an "endowment model" of intergenerational justice applied to the world's largest-scale environmental problems, such as usable land and food yields, fresh water supplies, loss of rainforests and biodiversity, clean air and global warming, fossil fuels and alternative energies, and population growth and poverty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, ENMI, ENST, ESEJ, ESEL, GLOB, HHPA, HUST, INST, ISIN, PHMP, PJCP, PJEN, PJST, SOIN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3713. Human Rights and Global Justice. (4 Credits)

This interdisciplinary class will focus on the development of the human rights paradigm in international law and philosophical questions about how we can justify universal basic rights. For example, are universal rights consistent with a wide array of varying cultures and ways of life? Are concepts of rights somehow inherently "western" or "individualist", and can relativist doubts about human rights be answered? We will also look at some debates about the content of such rights, e.g. rights to educational opportunity, to welfare or subsistence, to basic health care, to membership in a culture, to immigration, to a sustained environment and other controversial cases. We will also consider humanitarian intervention in the name of rights, problems with the UN system, and ways that the international order could be restructured if we take seriously the idea that there are universal basic rights to freedom from tyranny and to development out of poverty. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HHPA, HUST, INST, ISIN, LAHA, LALS, PHMP, PJSJ, PJST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3714. Kant and Hegel. (4 Credits)

This course will examine the relationship between the philosophical writings of Immanuel Kant and G.W.F Hegel. Kant's philosophy was understood by many of his contemporaries primarily as a philosophy of freedom, and in the first part of this course we will attempt to understand the pivotal role that the relationship between nature and freedom plays in both Kant's theoretical and moral writings. During the second part of the course, we will examine both Hegel's criticisms of Kant's philosophy and the ways in which Hegel's philosophy, nevertheless, attempts to develop particular Kantian insights. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHCM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3715. Kant on Morality and Religion. (4 Credits)

In the 18th century, Immanuel Kant developed a theory of autonomy that revolutionized moral and religious thought. This course will examine Kant's moral philosophy and philosophy of religion in writings like the Critique of Practical Reason, Critique of Pure Reason, Groundwork for the Metaphysics of Morals, Metaphysics of Morals, and Religion within the Boundaries of mere Reason. Topics discussed may include (1) Kant's categorical imperative, (2) Kant's theory of human autonomy, (3) Kant's concept of God, (4) Kant's theory of moral belief in God and immorality, (5) Kant's treatment of the problem of evil, and (6) Kant's view of the relationship between morality and revealed religion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, BIOE, PHCM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3716. Hegel and His Successors. (4 Credits)

An introduction to the philosophy of Hegel (focusing on the Phenomenology of Spirit) with a consideration of some important 19th & 20th century interpretations and criticisms. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHCM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3720. African American Philosophy. (4 Credits)

Using texts by Frederick Douglass, Sojourner Truth, W.E.B. DuBois, Alain Locke, Martin Luther King, Jr., Malcolm X, James H. Cone, Angela Davis, Cornel West, Patricia Hill Collins, Howard McGary, William E Lawson, Leonard Harris, Lucius Outlaw and others, this course will focus on pillars, prophets and prospects for African American philosophy, a 'philosophy born of struggle' created by profound critical and transformative voices from times of chattel slavery to the present that plays an influential role in American philosophy and American society today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AFAM, AMST, ASRP, COLI, PJSJ, PJST, PLUR, WGSS.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3722. Native American Philosophy. (4 Credits)

This seminar-style course will explore the philosophical contributions of Native Americans (also known as American Indians, and best known by the names these diverse people have given themselves), including insights about how to preserve our biotic community and to live with one another amidst our American pluralism in ways that are spiritually satisfying. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASRP, COLI, ENST, ESEJ, ESEL, PJEN, PJST, PLUR.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3725. Philosophies of Race. (4 Credits)

This course presents a survey of philosophical approaches to questions of race and racism. The approaches discussed may include the historical perspectives on race (on questions of the social ontology of race and analyses of the emergence of race in the colonial context), phenomenological perspectives (interrogating how racialization works on the level of the self and identity), political perspectives (in relation to contemporary political institutions such as the prison industrial complex), and intersectional theories of race (interrogating how race interlocks with other categories of oppression, such as gender and sexuality). Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASHS, ASRP, COLI, PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3731. Philosophy of the City. (4 Credits)

This course interweaves philosophical reflections on the nature and need of cities, from ancient times to the present, with classical and contemporary works on: urban planning theory and practice, sociology, economics; and political science. Readings will include Jane Jacobs, *The Death and Life of Great American Cities*; Sharon M. Meagher, ed., *Philosophy and the City: Classic to Contemporary Writings*, Richard T. LeGates and Frederic Stout, ed., *The City Reader (Sixth Edition)*; and Margaret Kohn, *The Death and Life of the Urban Commonwealth*. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASRP, PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3753. Philosophy of the Islamic World. (4 Credits)

This course introduces students to the basics of philosophy in the Islamic world from how the translations of Greek philosophy into Arabic were used until Averroes's response to al-Ghāzālī. Covering the major thinkers of 400 years, approximately 200–600 AH/800–1200 CE, it will highlight the primary developments in Islamic philosophical thought, focusing on the innovations made in metaphysics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ISTP, MVPH, MVST, PHME.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3756. Chinese Philosophy. (4 Credits)

A study of the philosophical traditions of Confucianism, Taoism, and Buddhism (including Ch'an, which spread to Japan as Zen) with special attention to the tension between ethico-political and mystical-religious dimensions of these traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CNST, GLBL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3757. Japanese Philosophy. (4 Credits)

This course introduces students to major figures and concepts in Japanese philosophy, including Dōgen, the founder of Soto Zen, and his concept of "being-time"; Nishida Kitarō, the founder of the Kyoto School, and his concept of "pure experience"; and two of Nishida's students, Watsuji Tetsurō and his concept of "betweenness" and Kuki Shūzō and his concept of "detachment." The course also introduces a number of other well-known figures in Japanese philosophy, including those in the Japanese philosophical canon and those who are currently gaining recognition both in Japan and internationally. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GLBL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3759. Buddhist Philosophy. (4 Credits)

The course is a historically-based introduction to Buddhist philosophy that gives students a basic understanding of the central ideas, issues and approaches in the various Buddhist traditions. Students will be encouraged to bring Buddhist philosophy into dialogue with some Western philosophical perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CNST, GLBL, INST, ISAS, REST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3770. Daoist and Zen Philosophy. (4 Credits)

An examination of the classic Chinese texts of philosophical Daoism (*Daodejing* and *Zhuangzi*) and the related schools of Chinese Chan and Japanese Zen Buddhism. We will balance discussion of these traditions in their original Asian context with assessment of their relevance for contemporary issues such as personal well-being and environmental ethics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CNST, GLBL, INST, ISAS.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3800. Internship. (3 Credits)

Internship.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3810. Democratic Theory. (4 Credits)

Democratic theory draws on diverse intellectual, historical, and philosophical traditions to analyze and propose solutions to issues of identity, community, inclusion, capabilities, powers, opportunities, and sustainability as these emerge within contemporary living in the realms of politics, economics, ethics, and culture. In this course, students will study the historical development of democratic theory, some of the contemporary issues on which democratic theorists focus, and some of the differing methods and perspectives that theorists from diverse philosophical traditions—e.g., analytic, pragmatic, continental, and critical-theoretical—bring to these issues. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHMP.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3815. Political Philosophy. (4 Credits)

This course explores various conceptions of justice on both national and international levels, from the perspective of contemporary political philosophy. Topics include distributive justice, the politics of recognition, reparations for past injustices, the process of transition from unjust to just regime, global justice, and environmental justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHMP.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3850. Hermeneutics. (4 Credits)

Hermeneutics is the philosophical theory and practice of interpretation. The course will focus especially on Hans-Georg Gadamer's and Paul Ricoeur's philosophical approaches to understand and interpreting texts and experiences in the realms of art, history, religion, literature (especially narrative), formation of the self, politics and justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, PHKM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3865. Critical Theory of the Frankfurt School. (4 Credits)

This course traces the development of the Frankfurt School of critical social theory, which began in 1920s Frankfurt and combined Hegelian-Marxist philosophy with Freud and Weber. We read philosophers who inspired this tradition (Marx, Lukacs) and those who were central in its development (Adorno, Horkheimer, Marcuse, Fromm, Habermas). Topics may include alienation and reification; the foundations of critical theory and ideology critique; critiques of the "culture industry," technology, and instrumental reason; and attempts to expand this tradition by theorizing about gender and race. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: JWST, PHCO.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3901. Philosophical Issues of Feminism. (4 Credits)

Philosophical exploration of issues raised by historical and contemporary reflection on the relationship between the sexes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PHHN, WGSS.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3903. Philosophy and Feminist Theory. (4 Credits)

A philosophical exploration of issues raised by historical and contemporary reflection on the relationship between the sexes. In this course, we will explore how the tradition of philosophy has responded to gender and account for the struggles to bring feminist discourse to philosophical theory. We will examine the connections between Marxist, post-modern, existentialist and phenomenological theories to the issues of women and gender-identity politics. Counts for Women's Studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3904. Feminist Philosophy. (4 Credits)

A survey of feminist philosophy, focusing on its contributions to social and political philosophy. Balances historical and issue-based approaches, surveying feminist contributions to philosophical accounts of rights, equality, and personhood, as well as power and oppression, liberation and resistance, subjectivity and sociality. Figures studied may include Mary Wollstonecraft, Simone de Beauvoir, Shulamith Firestone, Gayle Rubin, bell hooks, Catharine MacKinnon, Marilyn Frye, Nancy Fraser, Sandra Bartky, Iris Marion Young, Audre Lorde, Patricia Hill Collins, Monique Wittig, Judith Butler, Sally Haslanger, and Martha Nussbaum. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASHS, ASRP, JWST, PHMP, PJGS, PJST, WGSS.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3905. Philosophy of Disability. (4 Credits)

This course deals with disability as a philosophical concept, asking what disability is and how disability relates to how one lives a good life. It will cover a variety of issues surrounding disability, such as whether there is any coherent definition of disability at all, what the different candidates for the definitions of disability are, who gets to define what disability is and why, the value of testimony, and the role of social movements in defining disability. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: DISA, DIUL, PHHN, PJSJ, PJST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3906. Emotions and the Good Life. (4 Credits)

Whereas Oscar Wilde thought "The advantage of the emotions is that they lead us astray," Francis Bacon thought the emotions were essential to our experiencing the world as we do: "For a crowd is not company; and faces are but a gallery of pictures; and talk but a thinking cymbal, where there is no love." George Santayana thought our humanity diminished without a proper emotional life: "The young man who has not wept is a savage, and the old man who will not laugh is a fool." This course will investigate the nature of the emotions, their relation to cognition, and the role they play in the good life for humans. Readings will be drawn from authors as diverse as Aristotle, Descartes, Hume, William James, Jean-Paul Sartre, and Nancy Sherman. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3907. Existentialist Feminism. (4 Credits)

Existential Feminism includes the classical existentialism of Jean-Paul Sartre in dialogical exchange with the feminist thinking of Simone de Beauvoir. Philosophies like Nietzsche, Heidegger, Bataille, Merleau-Ponty, Marcuse, Foucault, and Bourdieu (via the sociology of Michel de Certeau), in addition to Lacanian psychoanalytic theory can illuminate thinkers like Luce Irigaray but also, and in another context, the writings of authors like Elfriede Jelinek and the political thinker, Hannah Arendt. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHCO.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3908. Philosophy of Happiness. (4 Credits)

The class examines the major theories of happiness in the Western philosophical tradition. Attention will also be given to some religious traditions, Asian philosophies, and contemporary discussions of happiness in philosophy and psychology. Throughout there will be consideration of the relationship between happiness and morality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3910. Shakespeare and Aquinas. (4 Credits)

A philosophical study of human emotions by reading "in tandem" certain plays of Shakespeare and the treatises by Thomas Aquinas on the passions and on human nature in general. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVPH, MVST, PHMD.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3920. Evil Choices. (4 Credits)

What makes a bad choice evil? And what motivates somebody to do evil? Are only morally depraved persons capable of making evil choices? Or can an evil choice be made by someone who might be considered good or even admirable under other circumstances? Is it possible to choose evil for evil's sake? Or is every evil choice motivated by a desire to obtain some good, for oneself or for others? This course explores these questions with the help of great philosophers throughout history. We consider ancient accounts of evil-doing (Plato and Aristotle), medieval views on Lucifer (Augustine, Anselm, and Aquinas), modern approaches to radical evil (Kant), and contemporary reflections on the Holocaust. We will also read some contemporary psychological research. Our goal is not only to better understand evil, but also to shed some light on human nature and our capacity to choose good in the face of evil. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3930. Philosophy and Literature. (4 Credits)

Philosophy and Literature is devoted to the study of philosophical theories of literature, including studies of literary and poetic language, of the relationship between literary and other kinds of knowledge, of the philosophical meaning of literary works, and of questions regarding the status of the author and reader in the work of literature. The course covers readings from the history of philosophy and from recent philosophical and literary sources. Philosophers and authors studied include Plato, Aristotle, Nietzsche, Heidegger, Iser, Blanchot, Bachelard, Sartre, Nehamas, and de Bolla, as well as literary works by Rilke, Proust, Moravia, and writers of Holocaust literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, OCST, PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3935. Ethics and Mental Health. (4 Credits)

This course focuses on concepts central to our understanding of mental health, ways in which those concepts impact categorization and treatment of mental disorder, and ethical issues that arise in mental health care contexts as well as concerning mental health in wider social contexts. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHMP.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3940. Neuroethics. (4 Credits)

As research into the brain and the mind has advanced, distinctive ethical issues have arisen in neuroscience, neurology, and neural engineering, constituting a growing field of inquiry known as neuroethics. This course will introduce neuroethics through a discussion of topics such as changes to identity through neural stimulation and pharmaceuticals, disorders of agency, disorders of consciousness, cognitive and moral enhancement, addiction and responsibility, traumatic brain injury, lie detection and neuroimaging, memory loss and manipulation, artificial intelligence, brain death, and neurodiversity. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, BIOE, NECG, NEUR, PHMP.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3943. Philosophy and Science Fiction. (4 Credits)

The genre of science fiction is used to explore philosophical topics and questions related to the most fundamental, existential, and meaningful aspects of human experience, such as: What does it mean to be human, or a person, and why does that matter? What is the purpose of life? Are technological advances a blessing or curse? Moreover, good philosophical theorizing can help us imaginatively inhabit disparate worlds, to explore the boundaries of what exists, what could be possible, and even what should be the case. This course will cover topics predominant in science fiction, which may include: transhumanism, consciousness and personhood, personal identity and social situatedness, race and gender, the nature of time and time travel, free will, possibility and other worlds, and the meaning of life. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3944. Philosophy and Poetry. (4 Credits)

Philosophy has engaged poetry since Plato and Aristotle and has been articulated, as it is famously said, in "poetic" terms from its inception with Anaximander's first fragment as well as Parmenides, Empedocles, and Heraclitus. We will discuss Plato's political and epistemological views on poetry in addition to Nietzsche, often regarded as a poet, along with Heidegger on Rilke and Hölderlin and Stanley Cavell on Wallace Stevens. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3945. Philosophy and Art. (4 Credits)

Philosophy and Art is a course in philosophical aesthetics for upper-level students with interests both in philosophy and in the various artistic and literary disciplines. Starting from a historical survey of discussions of art, we consider issues such as mimesis and representation, the ontological and epistemological value of art, the structure of artistic experience, and the status of the artist as the origin of the work of art. Readings include selections from Plato, Aristotle, Hume, Kant, Hegel, Nietzsche, Freud, Dewey, Merleau-Ponty, Heidegger, Danto, Foucault and de Bolla, and are presented in conjunction with studied attention to works of visual art as well as works in other media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3947. Philosophy of Imagination. (4 Credits)

Imagination plays a pivotal role in our mental lives and in our engagement with the world. But what is imagination, and what are its uses? There is a long tradition of philosophers seeking to define imagination, to situate its role as a mental faculty, to clarify the relationship between imagination and perception, to pinpoint imagination's epistemic uses and shortcomings, and to elaborate on the connection between imagination, creativity, and art. This course explores the development of the concept of imagination in the philosophical tradition as well as in the contemporary literature. Emphasis is placed on how historical models of imagination continue to shape and inform a number of fascinating controversies surrounding imagination and its role in human life. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHKM.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3970. Humanity's Value. (4 Credits)

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

Attributes: BEVL, BIOE.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3975. Philosophy as a Way of Life. (4 Credits)

This course considers the role of philosophy in a happy life. Is a philosophical reflection necessary for a life worth living? Special attention will be given to the ancient Greek conception of philosophy as a way of life, especially in the writings of Plato and the Stoics, but modern understandings of philosophy will be considered as well. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3977. Love, Emotion, and Meaning. (4 Credits)

This course explores several varieties of love – romantic love, friendship, and agapic regard – using recent work on the nature of love and other types of cares that make life meaningful. We also survey recent philosophical approaches to emotions as involving disclosure or perception of value, and consider whether authentic love and caring depends on emotional sincerity as opposed to sentimentalism. Readings include samples from both continental and analytic works accessible at an introductory level. The course presupposes no prior background in moral psychology or ethical theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3978. Philosophy and Digital Media. (4 Credits)

Participants in this course will examine the classic distinction, beginning with Plato, between orality and literacy, with an overview of the signal changes in mass reproduction from books to lithographs, photographs, film, and audio recording to today's digital, online and cell-phone mediated culture, including texting and the Twitter and Instagram suffusion of everyday life, old new media like faxes and email, not to mention the ever changing varieties of social media, blogs, feeds, etc. To explore the changes wrought by the various technological means of 'reproduction,' 'communication,' and 'representation,' on human life and expression, authors to read include Walter Benjamin and Martin Heidegger as well as Theodor Adorno, in addition to McLuhan, Anders, Kittler, Baudrillard, and a bunch of ever changing new names. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3979. Philosophy and Media. (4 Credits)

Philosophy has been concerned with media since Plato's Phaedo. Beginning with a discussion of orality and literacy and moving to explore so-called "new media," including cell phone accessibility and its texting culture to the Twitter and Instagram suffusion of everyday life, faxes/ email, Facebook, YouTube, etc. Participants will also review the signal change in the 19th C. from traditional print forms to photography, films, and recording. Examining the change wrought by technological means of reproduction on human life and expression. Possible authors include Benjamin, Adorno, Illich, de Certeau, Anders, Kittler, Attali, Baudrillard, Vinilio, and Laruelle. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHHN.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3980. Contemporary Issues in Metaethics. (4 Credits)

Metaethics steps back from moral debates to ask metaphysical, epistemological, and semantic questions about morality itself. The metaphysical questions seek to understand the nature of morality, asking questions such as: are there objective moral facts, or is morality culturally determined? If there are objective moral facts, are they like scientific facts? The epistemological questions seek to understand how we can know or be justified in believing moral claims. The semantic questions seek to understand what we mean when we use moral terms: are we making truth claims or are we just expressing our feelings? In this course, we will explore contemporary answers to these kinds of questions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, BIOE, PHMP.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3981. Ethics and the Internet. (4 Credits)

More and more of us are living our lives online, and much of our social infrastructure is increasingly mediated by digital networks. These realities present us with a host of new ethical and political questions. For example, is the internet good for ordinary users, or does it represent a massive threat to their mental or physical health? What has become of the right to privacy in the digital age? What should we think about the idea that social media users are actually products and not consumers? Do social media sites represent important tools for positive social change, or do they promote and enable violence and extremism? And what should we make of the potentially disturbing phenomenon of online shaming? In this course, students will engage with all of these questions, examining both classic and recent work by moral philosophers and social theorists. Students will leave this course better equipped to understand and critically analyze the internet and the role it plays in our lives. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PHMP.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3990. Environmental Worldviews and Ethics. (4 Credits)

Survey of environmental philosophy worldviews and ethics such as the universe story, deep ecology, the land ethic, zoocentrism, biocentrism, ecofeminism, ecotheology, utilitarian economics, environmental pragmatism, ecological virtue ethics, and environmental justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ENST, ENV5, ESEJ, ESEL, INST, ISIN, PHMP, PJEN, PJST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 3999. Tutorial. (3 Credits)

Independent research and reading with supervision from a faculty member.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4001. Politics and Biopower. (4 Credits)

This course will examine the recent trend in Continental Philosophy that makes central the concept of life in understanding contemporary politics. The primary focus will be on the work of Michel Foucault and Giorgio Agamben, with readings also by Carl Schmitt, Hannah Arendt, Judith Butler, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, BIOE, PHMP.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4044. Modern Ethical Theories. (4 Credits)

This course is an introductory survey of major theories and themes in twentieth-century moral philosophy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, BIOE, PHMP.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4205. Seminar: Justice and Social Identity. (4 Credits)

This senior values seminar examines the multicultural environment of today's Western democracies which demands group recognition that challenges prevailing conceptions of justice and selfhood, and forces philosophers to rethink how our personal identity is formed and interpreted in relation to society. Ethnic and cultural aspects of personal identity and their implications for pressing issue in democratic justice will be studied. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, HHPA, HUST, PJRC, PJST, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4301. Happiness and Well-Being. (4 Credits)

An investigation into the nature and value of happiness and well-being (understood as connected concepts) from the perspective of both psychology and philosophy. Emphasis will be placed on research about the topic in each discipline, but efforts will also be made to explore fruitful interactions between the two disciplines in understanding the topic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4302. Environmental Policy and Ethics. (4 Credits)

This seminar is designed primarily for philosophy, environmental studies and natural science majors and presuppose substantial previous course work in one or more of these disciplines. Using these disciplines, the ethical dimensions of environmental problems will be explored from an interdisciplinary perspective. Requirements include a 40 page essay blog, three class presentations, and a hands-on learning practicum outside of class (minimum 1 hr per week). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASRP, ENMI, ENST, ESEJ, ESEL, ICC, PJEN, PJST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4303. Human Error: Philosophical and Psychological Perspectives. (4 Credits)

This course takes error in human judgment and reasoning as its central topic. Human error is something we know about firsthand: we all make mistakes. That's a platitude, but in this course we will try to say more. Through reading and discussion of classic and recent work by philosophers and psychologists, we'll think carefully about error and the significance of error for our intellectual lives. What factors lead us to err? What kinds of mistakes are there to make? What's the reasonable response to learning that we may have made an error? What can be done to get things right more often? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4304. The Philosophy and Economics of Law. (4 Credits)

This course examines the different ways in which philosophers and economists think about the law, with a focus on property, tort, contract, and criminal law. Readings are both historical and contemporary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BIOE, ICC.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4305. The City as Text: Modernity and Modernism in London. (4 Credits)

This course examines the relationship between theoretical ideas of modernity and the literature and art criticism of modernism, with London as its cultural geography. Philosophical descriptions of modernity and theories of Marx, Darwin and Freud serve as a basis for understanding transformations in human self-understanding that characterize the mid 19th to early 20th centuries. We examine modern literary works influenced by these transformations, all written and set in London, by Dickens, Kipling, Rhys, Woolf, Eliot, Yeats, and the modernist art critics Fry and Hulme. Interconnections between theory, literature, and art are emphasized through readings and excursions in the city. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4310. Human Rights in Context. (4 Credits)

Human rights have become a universal language of protest. When and how did this happen? What are human rights and how are they justified? Do they mean the same thing in all the contexts in which they are invoked around the world? To address such questions we focus on how different methodologies – mainly historical, philosophical, and ethnographic – produce knowledge about human rights. For instance, what can we learn by identifying historical continuities and discontinuities between different conceptions of rights? What can we learn about human rights from the kind of conceptual analysis that many philosophers do? How can the “thick description” of ethnography help us understand the meaning and effects of human rights discourse in various settings? Finally, can historical, philosophical, and ethnographic approaches to human rights be fruitfully combined? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, ICC, PJCR, PJIN, PJST.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4315. Jane Austen and Moral Philosophy. (4 Credits)

This course will examine the novels of Jane Austen as works of moral philosophy, asking both how these works of fiction can be considered as such and also what moral questions and positions we can find in them. Moral topics to be considered include the role of emotions in morality, moral education and the cultivation of virtue, moral perception and judgment, and the relation of the individual to society. We will also read selections from works (philosophical and literary) by authors who were near contemporaries of Austen's, including Samuel Johnson, David Hume, Jane Collier, Hannah More, Adam Smith, and Mary Wollstonecraft. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ENGL, ICC.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4320. Utopias and Dystopias. (4 Credits)

This course will explore a variety of human efforts to imagine and build the perfect world, along with the flip side of those efforts—imagining worlds as a way of critiquing existing injustices, inequities, and systemic flaws. We will examine the ongoing tension between utopia and dystopia, tracing the efforts to secure the difficult-to-reconcile values of welfare and justice, autonomy and security, individuality and community, among others. We will also explore how utopian and dystopian thought responds to the pressing issues in different moments in history, including concerns about collectivity and sociality, feminism and gender, racism, colonialism, classism and labor inequities, speciesism, and environmentalism. Our readings will be drawn from a range of genres, and authors will include Plato, Aristophanes, Tao Yuanming, Valmiki, Thomas More, Francis Bacon, Jonathan Swift, Margaret Cavendish, Mary Shelley, Christine de Pisan, Sarah Scott, Charlotte Perkins Gilman, Karl Marx and Friedrich Engels, Edward Bellamy, Samuel Butler, Henry David Thoreau, B.F. Skinner, George Orwell, Kazuo Ishiguro, Ursula Le Guin, and Octavia Butler. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, EP4, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4366. Scientific Progress and the History of Science. (4 Credits)

Scientific progress is astounding. In a few short centuries, human civilization has gone from not knowing what the speed of light is, to measuring gravitational waves in distant galaxies and sending messages to one another on invisible electromagnetic waves that permeate the space around us. But understanding exactly what it means to say that progress was made in a particular episode in the history of science is a difficult historical and philosophical puzzle. Our class focuses on characterizing scientific progress, and to do so, we'll draw on resources from both the history of science and the philosophy of science. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4370. Nature, History, and the Anthropocene. (4 Credits)

This course is designed for philosophy, history, and anthropology students interested in animal studies, human-animal relations, and historicity of non-human animals. Anthrozoological remains refer to the traces left behind by the interactions between humans and animals. These traces can take various forms, from historical records and narratives to material artifacts and cultural expressions. By exploring these remains with a philosophical perspective, we aim to gain deeper insights into the complexities of our shared history and understand the impact of human-animal relationships on societies and ecosystems. We will start questioning conventional historical narratives and grapple with the implications of the Anthropocene, a geological epoch defined by significant human impact on Earth's geology and ecosystems. This exploration sets the stage for our endeavor to understand nature and history beyond the human perspective, acknowledging the role of climate and non-human entities in shaping the narrative of our past. Building on this foundation, this course aims to understand how different species have shaped human societies and explore the agency exhibited by animals in their relationships with humans. Throughout the semester, we will examine the human-animal divide that has shaped societies across different historical periods to reflect on how justice can be extended to animals within human societies and the role friendship plays in shaping ethical considerations in our relationships with animals. This course will focus on the questions such as: How does the Anthropocene redefine our understanding of history? In what ways does climate contribute to the unfolding of historical events? How can we deconstruct grand narratives to understand the Anthropocene more critically? What insights can cross-cultural perspectives provide about human-animal relationships? How has history shaped our understanding of animals? What agency do different species exhibit in their relationships with humans? How have human-animal relationships evolved across different historical stages? What is the significance of the human-animal divide in shaping societies? How can justice be extended to animals within human societies? What role does friendship play in shaping ethical considerations in our relationships with animals? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4405. Freedom of Expression and Toleration. (4 Credits)

This course will examine ethical and political questions regarding freedom of expression and toleration. We live in a world of diverse viewpoints and diverse religious beliefs. In the United States, the freedom to express these viewpoints and exercise those religious beliefs is guaranteed by the First Amendment. But what ethical and political values can be taken to underlie these rights? How should the state act in order to uphold those ethical and political values? How should the state act in order to uphold those ethical and political values? How should individuals react when encountering viewpoints and beliefs at odds with their own? And how might underlying ethical and political values guide us regarding controversial cases of free expression? This course will attempt to answer these questions. The course will focus primarily on the philosophical foundations of free express and religious toleration but will also consider how those philosophical foundations relate to further controversial cases of speech. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4407. Gender, Power, and Justice. (4 Credits)

The seminar examines the impact of gender norms, roles and assumptions on the moral structure of social life. The seminar will draw on the extensive materials available from feminist theory of ethics, law, and society; the developing body of work on the cultural construction of masculinity, and its moral and social impacts; and new interest in gender differences and women's welfare in global context. The subject cannot fail to be fundamental to student's personal experiences of social and political life. especially as they make the transition from college years to the workplace or to professional training. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, EP4, VAL, WGSS.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4408. Hospitality and Cosmopolitanism. (4 Credits)

This course examines contemporary approaches to hospitality as it relates to "otherness" and cosmopolitanism. Issues addressed include personal and political forgiveness, representations of cultural and racial "others" in media and literature, and the relation between the search for identity and openness to foreigners. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, OCHS, OCST, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4409. Environmental Ethics. (4 Credits)

This senior values seminar surveys major theories in environmental ethics dealing with our moral duties regarding nature, including environmental stewardship, sustainable development, environmental justice, ecological virtue ethics, animal rights, biocentrism, Leopold's land ethic, and ecological feminism. It has not only philosophical but also scientific, economic, political, and design dimensions, as it deals with such topics as global warming, alternative energy, pollution control, suburban sprawl, deforestation, biodiversity loss, and the prospect of a sixth mass species extinction event threatening the future of human and nonhuman life as we know it. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENMI, ENST, EP4, ESEJ, ESEL, INST, ISIN, PJEN, PJST, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

Mutually Exclusive: PHIL 3109.

PHIL 4410. Love and Empire. (4 Credits)

The course is an examination of philosophy as practiced in ancient Rome. The Romans took to philosophy just as the Republic was teetering on the brink of collapse and the Empire taking shape. In this era, most people sought peace but found only strife. Some insisted that the purpose of life was pleasure, others duty. Nearly all agreed that there was no time for academic obscurities, only the big questions: the meaning of life, the possibility of knowing, the nature of love, the value of friendship, the best form of government, the rightness of empire, and the character of death. Philosophy was a passionate search for the wisdom that would lead to the good human life and the well-run empire. It was “ordinary people” who engaged in philosophy, from every walk of life, whether emperor (Marcus Aurelius) or slave (Epictetus), politician (Cicero) or poet (Vergil). Seneca philosophized while serving as the Emperor Nero’s chief advisor; Marcus Aurelius wrote his meditations while fighting barbarians on the frontier. Students will study all five of the major schools of Hellenistic philosophy that arose after the conquests of Alexander the Great— Stoicism Skepticism, Cynicism, Epicureanism, and Neo-Platonism—each found disciples in the Roman Empire. The Roman philosophers were often outstanding writers—masters of rhetoric—who presented their philosophy in poems, plays, or personal diaries. Hence special attention will be given to the philosophical “battle of the poets,” Lucretius vs. Vergil, as they fought for the soul of the Roman world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, EP4, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4412. Classical Values: Art of Living. (4 Credits)

This course considers the art of living a human life, focusing on classical values including poetry and philosophy, with special attention to the Stoic conception of the cultivation or care of the self. Readings include Homer and Pindar as well as Epictetus and Marcus Aurelius and commentaries ranging from Nietzsche and Foucault to Pierre Hadot, Alasdair MacIntyre, and Alexander Nehamas. Previously PHIL 3512. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, EP4, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4413. Religion and Morality. (4 Credits)

An exploration of the religious life in terms of the question, What does it mean to be religious? The seminar will then study differing views of the relation of the religious to the moral life, personal and social, including the formation of conscience and moral judgment, from writers such as Augustine, Kierkegaard, Kant, Levinas and Marx. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4416. Art, Morality, and Politics. (4 Credits)

The seminar explores the inter-relationship among artistic, moral and political values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, COLI, EP4, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4418. Issues of Life and Death. (4 Credits)

The objective of this course is to make students aware of several issues in biology and medicine that require moral reflection, judgment, or decision, while also indicating how justified moral conclusions are reached. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMCS, AMST, APPI, ASHS, ASRP, BEVL, BIOE, EP4, HHPA, HUST, LPHP, REST, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4422. Harry Potter and Philosophy (ICC). (4 Credits)

This course will use the Harry Potter novels to explore several central themes in philosophy, and will use philosophical analysis to interpret the books and their cultural impact. Some central topics of the course will include: the nature and relationships of minds, souls, and bodies; the conflict of good and evil and some related issues in moral psychology and the ethics of ‘love’; metaphysical implications of the magical world of HP and its enchantment of muggles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, CCUS, ICC.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4423. Business Ethics. (4 Credits)

Business ethics is the study of moral values and conduct in business institutional contexts. The seminar will combine study of ethical theories with analysis of case studies involving real-world ethical issues that managers, employees, firms and other business stakeholders are dealing with today and that members of the class may face in the future. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, PJEC, PJST, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4425. Buddhist Moral Thought. (4 Credits)

This course focuses on Buddhist ethical thought and practice, as well as interpretations and developments of this from Western perspectives. We will discuss topics such as karma, happiness, enlightenment (nirvana), meditation and moral development, emotions such as compassion and anger, as well as free will, responsibility, and determinism. We will also examine practical issues such as human rights, environmental ethics, and war and violence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, INST, ISAS, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4430. Education and Democracy. (4 Credits)

In this seminar we will investigate the relationship between education and democracy. In what ways does democracy depend on education? Do some educational practices promote democratic values better than others? Should education be in the service of politics at all? We will examine answers to these questions and others found in a number of different philosophical traditions, reading the work of authors such as John Dewey, Paolo Friere, bell hooks, Martha Nussbaum, and Jacques Ranciere. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4436. Rethinking Citizenship. (4 Credits)

This course will reflect on the concept of citizenship, the rights and responsibilities, the practice of citizenship and some contemporary challenges to the notion of citizenship. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, LALS, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4440. Aesthetics and Language. (4 Credits)

This course will explore the relationship between philosophical aesthetics and language—and how these two disciplines intersect in linguistic works and practices. We will think philosophically about what is meant when we have an aesthetic experience related to an artistic work, such as a poem or short story, or an aesthetic experience related to everyday uses of language, such as persuasive speech or advertisements, as well as to what degree positive or negative values are involved in our aesthetic judgments. Likewise, we will examine ideas of what language is and the various ways in which it functions in individual thought and as an expressive, communicative medium. As we will see, our aesthetic values and evaluations that are transmitted through language often inform our moral values and choices. The material studied will be diverse and derive from the disciplines of philosophy, linguistics, and literary fiction. The objective of this course is to juxtapose and creatively synthesize these approaches to engender new ways of understanding and thinking about the aesthetics of language—and how this combination affects our ideas about moral value and evaluation. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, EP4.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4442. Fantasy and Philosophy. (4 Credits)

An interdisciplinary study of moral themes in J.R.R. Tolkien's "Lord of the Rings." The course focuses on Tolkien's artistic treatment of such philosophical questions as the lure of power, good and evil, freedom and fate, the nature of the divine, the natural environment and the function of literature in human life. We may consider similar themes in the works of other prominent fantasy authors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, MVPH, MVST, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4444. AI, Sci Fi, and Human Value. (4 Credits)

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

Attributes: CCUS, COMC, COMM, EP4, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4455. Respectful Disagreement. (4 Credits)

This seminar concerns a problem that has broad practical implications, concerns how we should conduct our intellectual lives, and is of great interest in philosophy: what should we do when we find out that someone we consider just as intelligent and informed as we are on a certain topic disagrees with us on that topic? If we stick with our opinion are we being arrogant? If we give up our old belief are we considered spineless? We all hold opinions we know are denied by people we consider our peers or even superiors on the relevant topic, whether it's religious, political, or specific to our favorite fields of study. This seminar examines this common situation. Previously PHIL 3255. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4470. Lincoln: Democratic Values. (4 Credits)

This senior seminar will survey key themes in American political philosophy from the Federalist Papers to the Lincoln-Douglas Debates, focusing on rival conceptions of the moral conditions that must be met for democratic government to count as legitimate, or capable of making law that deserves our principled allegiance. Using famous texts by Henry Jaffa and Gary Wills, we will consider the relation between popular sovereignty and human rights; the balance between personal conscience and constitutional order; and arguments for greater centralization of power for essential coordination and to secure basic justice. We will reconstruct this ideal of democratic justice from the tradition of 'civic republicanism' as it developed in the Federalist and Whig parties up to 1860. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, PJCR, PJST, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4473. War and Peace: Just War Theory. (4 Credits)

This seminar in applied ethics will examine the history and development of just war doctrine with special attention given to its medieval and classical theorists, e.g., Augustine, Aquinas, Vitoria, Suarez and Grotius. Students will debate the central questions just war theory was developed to address: what war is, whether war may be waged, and if so under what circumstances and in what ways. Before investigating just war theory, students will examine two rival ethical theories about war, namely, pacificism and realism. The closing weeks of the semester will focus on current issues and challenges for just war doctrine, especially pre-emptive war, terrorism, and counter-insurgency. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEVL, EP4, INST, ISIN, MVPH, MVST, PJCR, PJIN, PJST, PJWT, REST, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4480. Technology and Values. (4 Credits)

This senior values seminar examines the challenge that modern technology presents to our traditional ethical standpoints and, ultimately, to the very idea of an ethical culture insofar as modern technology has shifted from merely serving the culture to shaping the culture in fundamental ways regarding the measure of our humanity. Previously PHIL 3180. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4484. Freedom and Responsibility. (4 Credits)

The course will investigate several problems concerning freedom, responsibility and the morality of punishment. Is freedom possible in a world completely governed by physical laws? How can I be blamed (or praised) for my actions, given that upbringing, character, and environment are largely matters of luck? Is the practice of punishing criminals morally justifiable? How? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, BIOE, EP4, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4486. Evil, Vice, and Sin. (4 Credits)

This senior values seminar takes a negative strategy in approaching moral questions by focusing on actions labeled "evil", "vicious", "sinful" in order to create an opportunity for reflecting on the reality and experience of evil from which we might evolve some positive conception of "value" as well as the context and nature of moral choice and conscience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASRP, EP4, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4490. Itineraries of Desire. (4 Credits)

This seminar explores some of the major ways in which desire (broadly construed to include appetite, longing, yearning, attraction, drive, etc.) has been understood and described in the history of philosophy and in contemporary society. Philosophers frequently marginalize desire, considering it to be contrary to reason, unpredictable, or even an obstacle to the quest for knowledge. But desire is an essential dimension of the human condition, and it can reveal aspects of ourselves that are yet unknown to us. From Plato's dialogues on eros to Lady Gaga's "Shallow," human beings have felt compelled to express, interrogate, and pursue their deepest desires. Students will have the chance not only to learn what authors and intellectuals have written on the topic, but also to reflect on the way they themselves think and live their desires. To this end, they will confront perennial questions about desire and deliberate about their answers. What is desire? Is it a unified phenomenon or are drive, appetite, and longing essentially different from one another? Is desire for the sake of something (such as virtue or knowledge) or is it the arbitrary result of our biology? Would the latter diminish the value of desire itself and of what is desired? Is something desired because it is good, or is it good because it is desired?.

Attributes: EP4, VAL.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4800. Internship. (4 Credits)

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

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4990. Senior Thesis: Philosophy. (4 Credits)

A work of supervised philosophical research of at least 10,000 words. To register students must get the permission of the associate chair for undergraduate studies in the Spring semester of their junior year.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 4999. Tutorial. (4 Credits)

Supervised individual study project.

Prerequisites: PHIL 3000 or HPLC 1001 or HPRH 1002 or HPRH 1103.

PHIL 5001. Introduction to Plato. (3 Credits)

Study of Plato's developing thought, starting with the materials he inherited from poetic and philosophical forerunners, and analyzing how his original ethical-political interests compelled him to confront epistemological, metaphysical, and theological concerns. Course will focus mainly, but not exclusively, on early and middle dialogues.

Attributes: CEED, CEMP, CLAS, MVSG, PGAN, PSAP.

PHIL 5002. Nineteenth Century Philosophy. (3 Credits)

Post-Kantian developments in philosophy from Hegel to Nietzsche.

Attributes: PGCM, PGCP.

PHIL 5003. Natural Law Ethics. (3 Credits)

A study of the natural law tradition in ethics: its origins in classical philosophy, its integration with Christian thought in the Middle Ages, and its application to selected contemporary problems. A study of the principles of natural law ethics and its applications to selected current moral problems. The course includes a treatment of the historical origins of the theory of natural law, with special emphasis on the relevant texts of Thomas Aquinas from the Summa Theologiae. Among the topics treated will be the relation of morality to positive law and to divine law, the nature and limits of authority, the common good, the nature of the human person, virtue and vice, and such principles as subsidiarity double effect, and finality.

Attributes: CEED, CEMP, HECH, PGOC, PGVT, PSEN.

PHIL 5005. Classical Modern Philosophy. (3 Credits)

A study of the history of philosophy from Descartes to Kant.

Attributes: PGCM, PSEP.

PHIL 5009. Introduction to Aristotle. (3 Credits)

An introduction to the thought of Aristotle through the study of the De Anima and the Metaphysics.

Attributes: CEED, CEMP, MVSG, PGAN, PSAP.

PHIL 5010. Introduction to St. Thomas Aquinas. (3 Credits)

This course will be a general introduction to Aquinas's philosophical thinking. We shall pay special attention to his philosophy of God. We shall also turn to what he says about questions such as the scope of human knowledge, the nature of the human being, and the nature and significance of human action. As well as being expository, the course will consider the cogency of Aquinas's position on various topics. It will also try to relate what Aquinas says to what other philosophers, especially modern philosophers, have had to say. The course will not presuppose any previous detailed knowledge of Aquinas on the part of students.

Attributes: CEED, CEMP, MVSG, PGMD.

PHIL 5012. Introduction to St. Augustine. (3 Credits)

This seminar provides a systematic survey of the main themes of St. Augustine's philosophy and theology. Topics will include faith and reason, divine ideas, time, eternity, and creations, the theology of the Holy Trinity, the nature of the soul, the freedom of the will and divine predestination, good and evil, original sin and divine grace, and the human history as the history of salvation. The unifying theme of the discussion will be a synthetic account of St. Augustine's Neoplatonic Christian anthropology, occasionally contrasted with St. Thomas Aquinas' Aristotelian Christian anthropology. The discussion will be organized around student presentations and two term papers on topics other than one's presentation topics.

Attributes: CEED, CEMP, MVSG, PGMD.

PHIL 5030. Topics in the Philosophy of Education: Education and Democracy. (3 Credits)

In this seminar we will investigate the relationship between education and democracy. In what ways does democracy depend on education? Do some educational practices promote democratic values better than others? Should education be in the service of politics at all? How do questions of race, gender, and colonial oppression inflect our understanding of the parameters of these discussions? We will examine answers to questions such as these by reading the work of authors coming from a number of different philosophical traditions—Hannah Arendt, John Dewey, Paulo Freire, bell hooks, Martha Nussbaum, and Jacques Rancière.

Attribute: PSNM.

PHIL 5040. Topics in Latin American Philosophy: Philosophies of Liberation. (3 Credits)

This course serves as an introduction to Latin American philosophy through the theme of liberation. We will focus primarily on texts written in the 20th century from across the Americas, exploring what liberation might mean in the context of a history of conquest and colonization.

Attribute: PSJH.

PHIL 5051. Existentialism and Critical Phenomenology. (3 Credits)

This course studies the 20th-century French existential phenomenologists as germinal for the contemporary critical turn in phenomenology. Readings will be both classical and contemporary, and authors may include Husserl, Sartre, Merleau-Ponty, Beauvoir, Fanon, Ahmed, Guenther, Al-Saji, Ortega, and Salamon.

Attributes: PGCC, PGME.

PHIL 5075. Continental Philosophy and Faith. (3 Credits)

A survey of significant movements in 20th century European philosophy in regard to their consideration of and impact on questions of faith or religion, especially in regard to postmodern culture, the "death" of the subject, and the grounding of rationality.

Attributes: PGCC, PGME.

PHIL 5100. Logic I. (3 Credits)

An introduction to symbolic logic.

PHIL 5114. Normative Ethical Theory. (3 Credits)

This is a masters-level introduction to major theoretical approaches in normative ethics, including virtue ethics (mainly in the Aristotelian tradition), utilitarianism, deontological or rights-based theories, and contractualism. It does not cover natural law theories or alterity ethics. The main readings will focus on contemporary examples of these normative theories with some attention to applications, historical sources may be included as needed, but our discussion will focus on the strengths and weaknesses of the theories rather than on historical developments. The course assumes no particular background, though it is helpful if students have read some Aristotle, Kant, and Mill before.

Attributes: CEED, CEMP, HECH, PGCA, PGVT, PSEN.

PHIL 5209. Ancient Philosophy. (3 Credits)

This course studies major figures at the foundation of Western philosophy, reflecting on the questions the philosophers posed and the teachings they developed in response. Pre-Socratics, Plato, Socrates and Aristotle, as well as Stoics and Epicureans are among those to be examined. There will be opportunities to connect the ideas of Greek and Roman antiquity with early Eastern philosophies as well as later Western philosophies.

Attributes: PGAN, PSAP.

PHIL 5250. Philosophies of Race. (3 Credits)

This course presents a survey of philosophical perspectives on the question of race. There are four main units: Race and Historicity, the Lived Experience of Race, Race and Power, and Race and Intersectionality. The first unit, Race and Historicity, focuses on the question of race as a question of social ontology, analyzes the emergence of race in the colonial context, and focuses on the idea of race as a specifically colonial invention. The second part, the lived experience of race, focuses on phenomenological perspectives on race and interrogates how racialization works on the level of the self and self-identity. The third unit, Race and Power, focuses on race in relation to contemporary political institutions, such as the prison industrial complex, and presents a brief introduction to Afro-Pessimist Thought and Critical Prison Studies. We will end the course by focusing on intersectional theories of race and interrogate how race interlocks with other categories of oppression, such as gender and sexuality.

Attributes: PGCC, PGME, PGVT, PSRR.

PHIL 5305. Confronting Moral Controversy. (3 Credits)

Moral and political controversy is everywhere, but it can seem like it never gets anywhere. Our society is deeply divided over certain controversial topics—for example, abortion, affirmative action, animal rights, free speech, pornography, and climate change. This course will ask students to confront these moral controversies, and it will focus primarily on developing three crucial skills. First, students will learn to read and interpret influential articles by moral philosophers on these issues. Second, students will develop the ability to argue productively about these controversial issues with other students who might not share their opinions. Third, each student will develop and defend a moral principle (or set of principles) that can justify their own particular moral views. Students should leave the course better equipped to deal with moral and political controversy in their lives and careers.

Attributes: CEED, CEMP, CETH, PGCA, PGVT.

PHIL 6025. Philosophy's Origins. (3 Credits)

Starting with the beginnings of Philosophy in Greek antiquity (i.e., the testimonies and fragments of works transmitted from the early pre-Socratics of the 6th century B.C.E), the seminar takes up three intersecting topics. The first considers commentary from the classical Greek era to the 20th century on how and why this new inquiry, "philosophy", originated. The second, related topic is the role, indeed the centrality, of the topic of "origins" for the early Greek thinkers themselves. The third seminar topic is the concept of "origins".

Attributes: PGAN, PSAP.

PHIL 6101. Presocratic Philosophy. (3 Credits)

In this course, students explore the first philosophers or theorists of nature before Plato and Aristotle. Drawing on readings of Presocratic/Preplatonic thought from Friedrich Nietzsche, Ernst Cassirer, Martin Heidegger, Karl Popper, Paul Feyerabend, and Hans-Georg Gadamer, the course reviews the relevance of early Greek thinking for philosophy today.

Attribute: PGAN.

PHIL 6102. Human Rights. (3 Credits)

This course will survey the major philosophical theories of human rights today, which focus on (a) the central meaning(s) of the concept (and its roles); (b) grounds or justifications; and (c) the contents or schedule of human rights—both at more abstract and more specified levels. (I) There are more "orthodox" conceptions starting from moral theory, including (i) neo-Kantian accounts focused on dignity or personhood (Griffin, Gilibert); (ii) interest-based theories focused on basic needs or central goods (Tasioulas, Raz, David Miller); and mixed accounts (Nussbaum's capabilities theory, Carol Gould's self-shaping account, Sangiovanni's vulnerability-based conception). (II) Then there are "political" theories that attempt to avoid cultural differences critiques by focusing on legal and social roles of human rights, especially international law (Rawls, Beitz, Reidy). (III) We will conclude with a look at hybrid theories—both mainstream analytic and critical theoretic—that attempt to bridge this divide (Allan Buchanan, Habermas's discourse-ethical account, Seyla Benhabib, and David Ingram). Throughout, we will also consider some case studies that can be used in teaching human rights topics.

Attributes: PGCA, PGVT, PSJH.

PHIL 6103. Dialectical Thinking and Ideology Critique. (3 Credits)

The aim of this course is to instigate a philosophically rigorous and historically informed exploration of the extent to which dialectical thinking can be useful (perhaps even necessary) in the articulation of a credible critique of ideology. The meanings of key terms around which our investigations will revolve (e.g., "dialectics," "ideology," and "critique") are themselves highly contested, and so this course will seek to develop, rather than merely presuppose, a working vocabulary for the task ahead of us. Important intellectual currents to be considered include: Hegelianism, Marxism, psychoanalysis, structuralism, post-structuralism, legal theory of various kinds, and critical theory (e.g., the Frankfurt School).

Attributes: PGCC, PGCP, PGVT.

PHIL 6104. German Idealism and Freedom. (3 Credits)

German Idealism was animated by the topic of freedom. This course will examine and critically evaluate three major German Idealist theories of freedom—namely, those of Immanuel Kant, F.W.J. Schelling, and G.W.F. Hegel. The course will also include important background from the early modern figures Leibniz and Spinoza. Topics discussed may include free will, moral responsibility, the origins of evil, autonomy, the highest good, divine freedom, theodicy, and social/political freedom.

Attribute: PGCM.

PHIL 6105. Laws of Nature. (3 Credits)

Philosophers and scientists alike have said that science aims to discover the laws of nature. This course is a survey on the history and contemporary state of the debate on laws of nature. What is it that constitutes a law of nature? For instance, what distinguishes a regularity that is lawlike from merely accidental regularities? What is the role of laws of nature in scientific explanation? What, if anything, distinguishes the laws of the fundamental physical sciences from those found in biology, chemistry, and so on? The course will include both historical context from 17th- and 18th-century philosophy, as well as the contemporary state of the debate and recent developments.

Attributes: PGCA, PGME, PSCP.

PHIL 6106. Autonomy and Paternalism. (3 Credits)

Paternalism, broadly defined as interference with another person against their will yet for their benefit, has routinely been objected to on the basis of the individual's right to autonomy. However, in recent years there has been growing support among philosophers of law and ethicists for paternalistic interventions, either due to evidence that even autonomous individuals will not always act to their benefit, or because the categorical value of individual autonomy has come into question. In this course, we will tackle the complex issues surrounding the opposition of paternalism and autonomy. This includes theoretical issues that trace back to Immanuel Kant and John Stuart Mill, as well as practical questions, such as how to ensure that individuals are making autonomous decisions about their medical care and whether physicians can ever make decisions for patients without consulting them.

Attributes: PGOC, PGVT.

PHIL 6107. Philosophy and Translation. (3 Credits)

In this seminar we will study historical and contemporary philosophies of translation primarily in the European tradition, with the aim of investigating the relationship between translation and philosophical thought and practice. Authors studied may include Schleiermacher, Benjamin, Heidegger, Gadamer, Derrida, Cassin, and Diagne.

Attributes: PGCC, PGME.

PHIL 6108. Communitarianism. (3 Credits)

Communitarian political thought charges modern liberal societies with a basic failing. According to communitarians, by creating maximal opportunities for choice, liberal societies have undermined a basic precondition for human flourishing: community. In this course we will read broadly from the communitarian tradition, engaging with such thinkers as Alasdair MacIntyre, Edmund Burke, Daniel Bell, Robert Nisbet, Michael Sandel, Michael Walzer, and Robert Putnam. We will also study the communitarian tradition in African philosophy, engaging with the works of such thinkers as Munamoto Chemhuru and Segun Gbadegesin. We will try to assess the viability of the communitarian critique in the modern world, with particular attention to two related objections: (1) it may be that modern mass society is basically incompatible with communitarianism, and (2) the sorts of goods that communitarians prize cannot be intentionally planned, but only emerge organically under the right conditions.

Attributes: PGCA, PGVT.

PHIL 6109. The Epistemology and Ethics of Artificial Intelligence. (3 Credits)

This course examines a range of epistemological and ethical issues concerning artificial intelligence. Questions to be addressed include: Is there anything human beings can do that an AI system cannot do, such as have beliefs, achieve understanding, enjoy consciousness, or have emotions? What moral principles should guide our use of AI? Does AI pose an existential threat to humanity?

Attributes: PGCA, PGME.

PHIL 6110. Philosophy of the Islamic World. (3 Credits)

This course introduces students to philosophy of the Islamic world, covering philosophical developments in both the eastern and western Islamic world. It begins shortly after the Graeco-Arabic translation movement of the eighth to the 10th centuries with the work of al-Kindī and ends with the establishment of post-Avicennan philosophy in the 12th and 13th centuries.

Attribute: PGMD.

PHIL 6111. Affective Injustice. (3 Credits)

Affective injustice is an exciting emerging area of scholarship in social and political philosophy. Key questions include: how should we define affective injustice (what is the scope of this concept)? What is unjust about affective injustice (what normative moral or political frameworks should be invoked to ground claims about what counts as an affective injustice)? Why do we need a concept of affective injustice distinct from epistemic injustice (what's uniquely affective about the relevant injustices)? What would affective justice be? Much of the extant literature focuses on anger, but what other episodic emotions and affective phenomena should concern scholars interested in theorizing affective injustice?.

Attributes: PGOC, PGVT.

PHIL 6120. Democratic Political Economy. (3 Credits)

This course investigates the contributions philosophy has to make to the interdisciplinary project of developing a general, context-sensitive, and justice-oriented framework for democratic political economy. The thinkers discussed come from a variety of traditions, including analytic philosophy, pragmatism, feminism, critical theory, African-American philosophy, and indigenous philosophy.

Attributes: PGOC, PGVT.

PHIL 6190. Feminist Political Philosophy. (3 Credits)

We will balance a study of feminist critiques with a study of feminist contributions to reimagining political theories, institutions, and practices. We will focus our study around a current scholarly debate in the field, while inquiring into the philosophical context of this debate in canonical texts and figures.

Attributes: PGOC, PGVT.

PHIL 6215. French Philosophy of Education. (3 Credits)

In this course, students examine philosophies of education in recent French thought, paying particular attention to the teaching of philosophy itself. Authors studied include Bourdieu, Derrida, Le Doeuff, and Ranciere.

Attributes: PGCC, PGME.

PHIL 6242. Language and Identity. (3 Credits)

In this course we will examine the relationship between language and identity, primarily as it is theorized by three thinkers writing in French: Jacques Derrida, Edouard Glissant, and Barbara Cassin.

PHIL 6251. American Pragmatism. (3 Credits)

A survey of the central themes and figures of American Pragmatism from Peirce to the present.

Attributes: PGME, PGOC, PSCP.

PHIL 6252. American Philosophy. (3 Credits)

From transcendentalism to naturalism- Emerson, Royce, Peirce, James and Dewey.

Attributes: PGME, PGOC.

PHIL 6270. Pragmatist Ethics. (3 Credits)

This course will consider the elements of ethics present in the tradition of American pragmatism from roughly 1860 to 1960. We will engage with texts from some or all of the following thinkers: Charles Peirce, William James, Jane Addams, W.E.B. Du Bois, John Dewey, Ella Lyman Cabot, George Santayana, Josiah Royce, George Herbert Mead, Alain Locke, and Clarence Irving Lewis.

Attributes: PGOC, PGVT.

PHIL 6410. Understanding and Wisdom. (3 Credits)

The course will mainly deal with contemporary work from epistemology and philosophy of science on these topics, but we will also look at some ancient traditions that are relevant, as well as spend a few classes looking at continental and hermeneutical approaches.

Attributes: PGCA, PGME.

PHIL 6420. Expertise. (3 Credits)

Specialization and division of labor have scored tremendous gains in human knowledge. We live in a world of expertise and experts. But the mere existence of expertise does not settle all of the practical and intellectual questions we face about properly taking advantage of expertise—and not being taken advantage of by experts who mislead and misinform. Over the past couple of decades, philosophical questions about expertise, trust in experts, and the abuse of expertise have gained attention, and that growing literature will be our focus in this seminar. Here are some of the questions we will consider: What is the nature of expertise and the function of experts? Does the nature of expertise vary by field or domain? How can non-experts effectively identify expertise? What is required for non-experts to trust experts reasonably or rationally? How can experts effectively signal their credentials and reliability to non-experts? When should conflicts of interest undermine the value of expertise or our trust in experts? What are the various misuses of expertise, and how can these be mitigated? Can there be expertise about philosophical topics? In the main, our readings will be from social epistemology and the philosophy of science, but some readings will be drawn from the social sciences, psychology, and the history of science.

Attributes: PGCA, PGME.

PHIL 6436. Philosophy of Time and Persistence. (3 Credits)

This course is an exploration of the contemporary analytic debates regarding the nature of time and ontological persistence, with special focus on the relationship between the human person and time.

Attributes: PGCA, PGME.

PHIL 6440. The Epistemology of John Henry Newman. (3 Credits)

This course will mainly focus on John Henry Newman's "Essay in Aid of a Grammar of Assent," a classic exploration of the relationship between evidence, faith, and assent. In the early part of the course, we will focus on the philosophical context of the grammar through a reading of texts such as John Locke's essay "Concerning Human Understanding" and Thomas Reid's "Inquiry into the Human Mind." Throughout the course we will also bring Newman into conversation with contemporary debates and questions in epistemology: for example, how does assent differ from other doxastic attitudes such as belief or faith, and is belief an all-or-nothing affair, or does it come in degrees?.

Attributes: PGCA, PGCP.

PHIL 6457. Mind-Body Problem. (3 Credits)

"The mind-body problem" refers loosely to the philosophical difficulties involved in integrating the image of ourselves as free, rational beings having beliefs, desires, hopes, fears, joys, loves, etc. with the image of ourselves as complex biochemical systems. We consider some of these difficulties with an eye to understanding how they have shaped approaches to human nature both in philosophy and in scientific disciplines such as psychology, and then consider whether any of these difficulties can be overcome using the resources available to the currently dominant philosophical theories. Finally, we examine the claim that there are viable historical alternatives to these theories capable of circumventing the mind-body problem altogether.

Attributes: PGCA, PGME.

PHIL 6460. Intentionality. (3 Credits)

This course explores the key concept of intentionality both in its medieval and in its modern varieties, as it functions in various medieval and modern theories of cognition and mental representation.

Attribute: PGMD.

PHIL 6471. Responsibility and Blame. (3 Credits)

In this course: we will examine the nature of moral responsibility, the nature of blame, and the connection between them. We will ask questions such as the following. Does moral responsibility require free will? Can we understand blame exclusively in terms of attitudes such as resentment and indignation, or must blame have an outward manifestation? Does understanding the nature of blame shed light on the nature of moral responsibility?

Attributes: PGCA, PGVT.

PHIL 6472. Responsibility, Blame, and Forgiveness. (3 Credits)

In this course, we will examine the natures of moral responsibility, blame, and forgiveness, as well as the connections between them.

Attributes: PGCA, PGVT.

PHIL 6505. Medieval Philosophical Theories of the Fall. (3 Credits)

This course will be devoted to the study of some medieval interpretations of the Christian doctrines of the fall of the devil and of original sin. The focus will be philosophical. We will study the positions of Anselm of Canterbury, Thomas Aquinas and John Duns Scotus. Some of the questions taken into account will be: "Is it possible to choose evil for evil's sake?" and "What is the motive of a morally wrong action?"

Attribute: PGMD.

PHIL 6580. Virtue Epistemology. (3 Credits)

Virtue epistemologists are especially interested in what it is that makes people intellectually excellent- what it is, for example, that makes a person a responsible inquirer, of what it is that makes his or her beliefs amount to knowledge. In this class we will consider the main positions and some of the most recent developments in the area of virtue epistemology.

Attributes: PGCA, PGME.

PHIL 6630. Discourse Ethics. (3 Credits)

This seminar will trace the development of Jurgen Habermas's "discourse ethics." We will also analyze alternative versions of discourse ethics in the work of Karl-Otto Apel, Albrecht Welmer, Seyla Benhabib, and Rainer Forst, and consider challenges from communitarians like Charles Taylor and contractualists such as Thomas Scanlon and Stephen Darwall.

Attributes: PGCC, PGVT, PSEN.

PHIL 6805. Topics in Phil of Rel.. (3 Credits)

This course will introduce and discuss a range of topics in the philosophy of religion. Topics to be considered will include: the propriety and possibility of natural theology; arguments for God's existence; the problem of evil; the attributes of God; life after death.

Attributes: PGCA, PGME.

PHIL 6850. Hermeneutics. (3 Credits)

This course provides a general introduction to contemporary hermeneutics, with a special focus on the problem of the relation between subject and text.

Attributes: PGCC, PGME, PSCP, PSNM.

PHIL 7009. Plotinus. (3 Credits)

This course will examine in detail Plotinus' original positions in metaphysics, epistemology, psychology, and ethics as presented in the *Enneads* along with his polemics against the Stoics, Epicureans, Peripatetics, and quasi-philosophical schools such as the Gnostics.

Attribute: PGAN.

PHIL 7012. Plato's Dialogues. (3 Credits)

By most counts, Plato wrote 28 dialogues that are recognized as genuine. These dialogues vary greatly in length, content, and approximate time of composition. Most people, including philosophers, have an acquaintance with only a few of these dialogues, for instance, the *Phaedo*, *Meno*, *Apology*, and *Republic*, all of which probably belong to one period of Plato's writing. An accurate understanding of Plato's philosophy must be based on the study of his entire philosophical corpus. This might be said of any philosopher, but Plato is unique because he never reveals what his own philosophical commitments are. We need all the help we can get to understand him. It would be impossible to study all 28 dialogues in one semester. The *Laws*, for instance, are 339 tedious Stephanus pages long. It is assumed that some dialogues are familiar to students. The course will therefore cover as many unfamiliar but nevertheless important dialogues as possible from all periods of Plato's writing. The general content and purpose of each dialogue will be debated, and then central, especially significant passages will be discussed in some detail with the help of secondary literature. Student involvement with what will be covered and how to interpret it is expected.

Attribute: PGAN.

PHIL 7018. Ancient Psychology. (3 Credits)

This course examines ancient accounts of human cognitive and moral psychology. The primary focus will be on Plato and especially Aristotle, since their accounts are the most complete, but Epicurean and Stoic psychology will also receive attention.

Attribute: PGAN.

PHIL 7031. Alienation and Reification. (3 Credits)

This seminar traces the development of two central concepts in critical social theory with the aim of evaluating their current relevance for social criticism. We begin with Marx and Lukacs and then consider their influence on Frankfurt School theorists such as Horkheimer, Adorno, and Habermas. We conclude with recent attempts by Honneth and Jaeggi to rejuvenate the two concepts within social philosophy.

Attributes: PGCC, PGCP, PGVT.

PHIL 7035. Recent Critical Theory. (3 Credits)

Much of the critical theory of the Frankfurt School takes the form of immanent critique, a form of criticism that relies on critical standards that are in some form already present within the social order that is the object of critique. This seminar will examine various approaches to immanent critique developed by Frankfurt School critical theorists in the last 10 years. Texts will include Axel Honneth's "Freedom's Right: The Social Foundations of Democratic Life" (Columbia 2014) and Rahel Jaeggi's "Critique of Forms of Life" (Harvard 2018).

Attributes: PGCC, PGVT.

PHIL 7039. Aquinas's Philosophy of God. (3 Credits)

This course is devoted to explaining and commenting on Aquinas's philosophy of God and presented in texts such as his *Summa Contra Gentiles*, his *Summa Theologiae*, and his *De Potentia*.

Attribute: PGMD.

PHIL 7042. Buridan on the Soul. (3 Credits)

This course is going to be based on the new edition of the Latin text and annotated translation of Buridan's "Questions on Aristotle's *De Anima*" along with a companion volume of critical essays, analyzing his sometimes astonishingly modern ideas concerning the nature, powers and workings of human and animal souls, consciousness, and understanding, shedding a stark light on the historical origins and conceptual roots of some of the most persistent problems in post-Cartesian philosophy of mind.

Attribute: PGMD.

PHIL 7058. Bonaventure's Metaphysics. (3 Credits)

This course is a survey of the metaphysics of Bonaventure, one of the important representatives of Scholastic thought. Students will investigate major elements of his ontology and natural theology. Particular attention will be given to his treatment of the transcendentals, analogy, and his apophaticism.

Attribute: PGMD.

PHIL 7060. Varieties of Essentialism. (3 Credits)

This course provides students with a historical survey of the varieties of essentialism, from Plato's "exemplarist" essentialism to Kripke's "semantical" essentialism to the more recent emergence of "neo-Aristotelian" essentialism. Within these historical boundaries, however, the main focus of the course is on the subtle varieties of essentialism in the works of medieval theologians and philosophers from Augustine through Anselm and Abelard to Aquinas and Scotus, and the paradigmatic change brought about by the emergence of nominalism in the works of Ockham and Buridan, as well as its impact on modern philosophy. The course carefully analyzes how the changing semantic theories of these thinkers influenced their metaphysical intuitions, and vice versa, how their changing metaphysical intuitions shaped their semantic views.

Attributes: PGCA, PGMD, PGME.

PHIL 7069. Medieval Logic and Metaphysics. (3 Credits)

This seminar is going to approach medieval logic and metaphysics not as a piece of history, but as genuine philosophy, to be taken seriously by a contemporary philosopher. The course is going to present an extended argument to show that if medieval metaphysical notions are reconstructed against their proper theoretical background (supplied by the sophisticated logical theories of the medievals, as opposed to modern analytic theories or vague historical intuitions), then they can provide us with a comprehensive, unified conceptual framework for discussing our genuine concerns which is unmatched in our fragmented "post-modern" culture. Although this course is primarily offered for philosophers, philosophically-minded medievalists and theologians may profit from it as well, especially if they are interested in tackling the logical subtleties of medieval metaphysical and theological discussions. No previous training in modern (or traditional) logic will be assumed. Main topics of discussion include: meaning (signification) and reference (supposition) in medieval logic; universals and common natures; mental language; nominalism, realism and ontological commitment; the concept of being and theories of the copula; the existence and essence of God; the immateriality of the intellectual soul and the hylomorphic mereology of human nature; essentialism, nominalism and skepticism in late-medieval philosophy.

Attribute: PGMD.

PHIL 7071. Aquinas: Questions on God. (3 Credits)

An exposition and critical discussion of 'Summa Theologies', Ia, 1-26.

Attribute: PGMD.

PHIL 7076. Metaphysical Themes in Duns Scotus. (3 Credits)

This course focuses on central metaphysical issues in the thought of Duns Scotus, such as being, substance, essence and individuation.

Attribute: PGMD.

PHIL 7080. Medieval Views on Cognition and Certainty. (3 Credits)

In this course, we will study some medieval thinker's views on cognition and certainty. The main focus will be on the debate of cognition and the role of divine illumination in the years following Thomas Aquinas's death in authors such as Henry of Ghent, John Duns Scotus, and Peter Auriol. Some consideration will be given to the influence that the later medieval debate had on early modern philosophy.

Attributes: MVSG, PGMD.

PHIL 7106. Kant I. (3 Credits)

The aim of this course is to achieve an appreciation of, and some facility with the problems and mode of philosophizing that dictate the arguments in Kant's *Kritik der reinen Vernunft*. Accordingly, the course is organized along thematic lines that, while corresponding to specific passages and sections of the *Kritik*, provide a route through the text as a whole. After an initial introduction to the structure and context of the work as a whole, the course will focus primarily on the positive doctrines of Kant's critical or transcendental philosophy as presented in the *Transcendental Aesthetic* and the *Transcendental Analytic of the Transcendental Logic*.

Attributes: PGCM, PSEP.

PHIL 7110. Descartes and Spinoza. (3 Credits)

Primarily a study of Descartes' *Meditations*, preceded by a reading of his *Regulae* and *Discourse on Method*, and a study of Spinoza's *Ethics*, preceded by a reading of his *Emendation on the Understanding* and selections from other works.

Attributes: PGCM, PSEP.

PHIL 7120. Philosophical Writings of Rousseau. (3 Credits)

In this course, students will explore the philosophical writings of Jean-Jacques Rousseau, taking a broad understanding of what counts as a "philosophical" text. In the first two-thirds of the class, we will focus on Rousseau's moral, social, and political philosophy, his aesthetics, and his philosophy of human nature and education. Texts to be read include *Discourse on the Sciences and Arts*; *Discourse on the Origins of Inequality*; *Essay on the Origin of Languages*; *Letter to d'Alembert on the Theater*; *Julie; or the New Heloise*; *Emile; or On Education*; and *The Social Contract*. The final third of the class will bring Rousseau into conversation with some of his contemporary critics, including Catherine Macauley, Mary Wollstonecraft, *Olympe de Gouges*, and *Sophie de Grouchy*.

Attribute: PGCM.

PHIL 7122. The Limits of Thought in Kant and Post-Kantian Philosophy. (3 Credits)

In the *Critique of Pure Reason*, Kant argues that the categories provide a priori knowledge of appearances but cannot yield knowledge of things in themselves. Kant's claim raises a general question about the limits of conceptual thought. This course will examine the development of this question in Kant and post-Kantian thought.

PHIL 7140. Kant and German Idealism. (3 Credits)

This course will examine Kant's detailed treatment of issues in the *Critique of the Power of Judgement* and will examine how thinkers like Hegel, Schelling, and Schiller helped to develop the German Idealist tradition in the wake of Kant's third and final critique.

Attributes: PGCM, PSCP.

PHIL 7145. Phenomenology and Religious Experience. (3 Credits)

This course will explore different approaches to phenomenological considerations of religious experience, as they have been advanced from the early 20th century (Otto, Scheler, Conrad-Martius, Stein, Walter, etc.) to recent explorations (Steinbock, Marion, Lacoste, Chrétien, Kearney, etc.) We will focus explicitly on this diversity of considering religious experience phenomenologically, asking how various strains of the phenomenological tradition define and practice “phenomenology of religion” differently.

Attributes: PGCC, PGME.

PHIL 7149. Hegel's Phenomenology. (3 Credits)

A reading of Hegel's Phenomenology of Spirit, in the context of his other writings and in conversation with various other philosophers.

Attributes: PGCM, PSCP.

PHIL 7153. Husserl's Later Thought. (3 Credits)

An investigation of Husserl's later philosophy by way of a careful reading of Cartesian Meditations and the Crisis.

Attributes: PGCC, PGCP.

PHIL 7156. Husserl and Heidegger. (3 Credits)

This course will examine the relation between Husserl and Heidegger at two points of direct contact: (1) Heidegger's discussion of Husserl's phenomenology in his 1925 Marburg lectures, and (2) the failed attempt at collaboration in co-authoring an article on phenomenology for Encyclopedia Britannica. We shall examine the first by reading the relevant sections of Husserl's Logical Investigations and the first volume of Ideas for a Pure Phenomenology and Phenomenological Philosophy, volume 1, before turning to the first part of Heidegger's History of the Concept of Time. We shall examine the latter by reading the various drafts of the article and the relevant correspondence as presented in Psychological and Transcendental Phenomenology and the Confrontation with Heidegger (1927–1931). Where appropriate, we shall also look at relevant selections from Husserl's “Ideas,” volume 2, his Cartesian Meditations and Crisis as well as Heidegger's Being and Time.

Attributes: PGCC, PGCP.

PHIL 7157. Phenomenology. (3 Credits)

This course will examine some of the major themes in the phenomenological literature: methodology; intentionality; and self-awareness; embodiment; subjectivity; agency and action; the Other; and social cognition. Readings will include both historical and contemporary figures.

Attributes: PGCC, PGME.

PHIL 7159. Kierkegaard. (3 Credits)

Sources, development, influence of Kierkegaard's thought.

Attributes: PGCC, PGCP, PSCP.

PHIL 7161. Nietzsche. (3 Credits)

Detailed investigation of principal Nietzschean themes.

Attributes: PGCC, PGCM, PGCP, PSCP.

PHIL 7164. First Philosophy: Nietzsche, Heidegger, and the Presocratics. (3 Credits)

This seminar focuses on Friedrich Nietzsche's lectures on The Pre-Platonic Philosophers and his essay on the tragic age in addition to Martin Heidegger's lecture courses and essays on Pre-Socratic thinking. Research emphasis highlights contemporary readings of the Presocratics.

Attributes: PGCC, PGCM, PGCP.

PHIL 7166. Recognition and Intersubjectivity. (3 Credits)

This course will examine the notion of recognition, as well as the related notion of intersubjectivity, in philosophical discourses extending from the late eighteenth century to the present time.

Attributes: PGCM, PGVT.

PHIL 7203. Merleau-Ponty. (3 Credits)

This course is a study of the development of the major themes of Merleau-Ponty's thought. Topics may include Merleau-Ponty's adaptation of phenomenology through his study of perception and embodiment, his philosophy of language and his engagement with structuralism, the relationship of phenomenology and ontology in his thought, his account of intersubjectivity, his account of time and institution, his engagement with psychoanalysis, his philosophy of the natural world and animality, his engagement with other thinkers such as Bergson or Sartre, his account of childhood and development, his political philosophy, and his influence on contemporary traditions such as critical phenomenology or theories of embodied cognition.

Attributes: PGCC, PGCP.

PHIL 7204. Wittgenstein and Later Wittgenstein. (3 Credits)

A focus on Wittgenstein's classic texts (Tractatus, Philosophical Investigation, On Certainty) along with later receptions of Wittgenstein's work.

Attributes: PGCA, PGCP.

PHIL 7210. Whitehead. (3 Credits)

An analysis of the development of the philosophy of organism in Whitehead's earlier works and its full expression in Process and Reality.

Attributes: PGCP, PGOC.

PHIL 7215. Wittgenstein's 'Philosophical Investigations'. (3 Credits)

Following an introduction to the life and writings of Ludwig Wittgenstein (1889–1951), this course will consist of a detailed reading and discussion of his Philosophical Investigations. We will work through this text in class while trying to understand what it is saying. We will also aim to reflect on its philosophical value.

Attributes: PGCA, PGCP.

PHIL 7229. Derrida. (3 Credits)

A study of major texts of Jacques Derrida dealing with such themes as writing, difference, and deconstruction, as well as his relation to traditional and contemporary figures.

Attributes: PGCC, PGCP.

PHIL 7235. Husserl's 'Ideas II'. (3 Credits)

This course is a close reading of Book II of Husserl's Ideas Pertaining to a Pure Phenomenology and to a Phenomenological Philosophy, subtitled “Studies in the Phenomenology of Constitution”.

Attributes: PGCC, PGCP.

PHIL 7236. The Emotions and Moral Perception. (3 Credits)

This course will examine phenomenological (and some comparable non-phenomenological) accounts of (1) the nature of the emotions and (2) their role in evaluation, in general, and moral evaluation, in particular.

Attributes: PGCC, PGME, PGVT.

PHIL 7240. Contemporary Metaethics. (3 Credits)

Metaethics steps back from substantive moral debates to ask questions about morality itself. We will consider a range of positions in order to see the benefits and limitations of different ways of answering these questions, and each student will work at developing her or his own answers throughout the term.

Attributes: PGCA, PGVT.

PHIL 7245. Moral Psychology of Anger. (3 Credits)

What is the moral status of anger at injustice? Some philosophers say anger is always a vice; others say it can be a virtue. Who is right? And if anger can be good, what is it good for. What is its function in our moral psychology? This is an ancient philosophical debate, going back to Aristotle and Seneca. But contemporary feminist philosophers are reviving and expanding it into important new questions: Can anger at injustice be virtuous even when it is dangerous to our well-being? Are there moral responsibilities concerning how we evaluate and respond to the anger of others? Should we evaluate the anger of aggrieved entitlement differently from the anger of insubordination? Our primary texts will be current feminist philosophy on anger. We will draw background materials from ancient philosophy, classic feminist defenses of anger and critiques of anger evaluation, and interdisciplinary and public intellectual work on the role of anger in contemporary sociopolitical life.

Attributes: PGCC, PGVT.

PHIL 7310. Self-Cultivation Philosophies. (3 Credits)

Self-cultivation philosophies propound a program of development for radically improving the lives of human beings on the basis of an understanding of human nature. We will study the nature and variety of these practice-oriented philosophies through an examination of prominent examples from ancient India, China and Greece as well as more recent approaches in Western philosophy.

Attribute: PGAN.

PHIL 7340. Humility and Arrogance. (3 Credits)

This course examines epistemological questions concerning humility and arrogance, taken in a broad sense to include open-mindedness, overconfidence, intellectual hubris, and dogmatism. What is humility and does it enhance our inquiry? Is arrogance ever beneficial in our pursuit of truth? Readings for the course focus on good inquiry, expertise, disagreement, and the nature of epistemic virtues and vices.

Attributes: PGCA, PGME.

PHIL 7350. Evidential Undermining. (3 Credits)

Sometimes we gain confidence that a belief is false. Sometimes we gain evidence that our grounds for a belief are not good grounds. The latter is a case of "evidential undermining". We will explore several important recent arguments that purport to show that particular moral, philosophical, and religious beliefs face evidential undermining.

Attributes: PGCA, PGME.

PHIL 7360. Scientific Realism. (3 Credits)

This course focuses on the debate concerning scientific realism, which, broadly, is the view that our best scientific theories succeed in providing true descriptions of the world. We will focus on the development of the debate into its current form, then move to understanding key recent contributions. Particular attention will be paid on how to motivate and refine alternatives to realism. If time permits, we'll also see how themes in the debate over scientific realism reappear in debates over philosophical methodology. Readings will be contemporary philosophy of science, including occasional case studies in the history of science.

Attributes: PGCA, PGME.

PHIL 7370. Moral Emotions. (3 Credits)

This course explores historical engagements with the question of what role the emotions should play in our moral lives, focusing on, but not limited to, work from the Early Modern period. Topics to be covered may include: sympathy/empathy, pity and compassion, resentment and gratitude, shame and guilt, and pride and humility.

Attribute: PGCM.

PHIL 7380. Modern Philosophies of Property. (3 Credits)

This course will critically examine competing modern philosophies of property. Our investigations into the meaning, justification, and limits of property ownership will open onto a series of related questions about human nature, human agency or freedom, human sociality or intersubjectivity, human law, human rights, and the relation of the human being to nonhuman nature. The textual sources for our discussions will be taken from the writings of thinkers whose work represents key trends and innovations in early through late modern philosophy, e.g., Grotius, Hobbes, Pufendorf, Locke, Hume, Smith, Rousseau, Kant, Fichte, Hegel, and Marx.

Attribute: PGCM.

PHIL 7459. Heidegger's Being and Time, Black Notebooks. (3 Credits)

We will read Heidegger's 1927 *Sein und Zeit*, which may be found in English in a range of translations, along with several other works in order to situate a reading of the recently published *Black Notebooks*, and even more recently translated for publication in English. The topic is not merely the controversial and scandalous question of what is called Heidegger's anti-Semitism but also the status of his published and unpublished writings in addition to the question of the question of the question of being.

Attributes: PGCC, PGCP.

PHIL 7465. The Emotions. (3 Credits)

This course will examine and evaluate competing theories of the emotions, their relation to evaluation or values, their relation to action, and their relation to moral judgment and decision-making.

Attributes: PGCA, PGME, PGVT.

PHIL 7580. Biopolitics and Necropolitics. (3 Credits)

Foucault, in *The History of Sexuality*, Volume 1, states that the 18th century witnessed the emergence of a new kind of power concerned with the control of life. This description of contemporary politics has given rise to rich debates on the question of the meaning of life and death in relation to political power: What kind of life is at stake in this description, and where is death in this account? What is the impact of race and gender in the analyses of power that Foucault provides? We will start with Foucault's lecture courses from the Collège de France from 1976 to 1978, where he develops his accounts on biopower and security. We will then bring these in dialogue with other accounts that focus primarily on the role of death, or what has come to be called "necropolitics," as a kind of power that is concerned with regulation of death in politics. Readings include work from Giorgio Agamben, Achille Mbembe, Jasbir Puar, Judith Butler, and Saidiya Hartman.

Attributes: PGCC, PGVT.

PHIL 7605. Philosophical Aesthetics. (3 Credits)

This course provides a general introduction to the study of philosophical aesthetics, with readings of works by figures from the history of Western philosophy up to today. Issues to be addressed might include the question of "art" itself, the meaning of the so-called "end of art," the role of the museum and gallery in the so-called "art world," the question of "high" and "low" art, feminist aesthetics, and environmental aesthetics.

Attributes: PGCC, PGVT.

PHIL 7650. Aristotelian Ethics. (3 Credits)

This course, "Aristotelian Ethics" is centrally concerned with Aristotle's book, "The Nicomachean Ethics." We will work through the book in detail, mostly in the order that the text is presented. Along the way, we shall examine some relevant secondary literature in the field.

Attributes: CEED, CEMP, PGAN.

PHIL 7664. Philosophy of Literature. (3 Credits)

Philosophy of Literature is devoted to studying the tensions and connections between philosophical analysis and the evocations and descriptions of literary experience. We will consider the philosophy of hermeneutics insofar as this grounds literary interpretation; the philosophical problems concerning the status of the author and the reader in respect to the generation of meaning; the ethics of literary representation; and the ontology of literary language. Our readings will be drawn from such sources as Gadamer, Sartre, Bachelard, Heidegger, Iser, Natanson, Nehamas, Hamburger, and Blanchot.

Attributes: PGCC, PGVT.

PHIL 7675. Moral Genealogies. (3 Credits)

In this class, we will attempt to get clear on the nature and significance of genealogies of morality. Rather than read secondary literature on this subject, we will simply dive into several key works in the genre. We will start with Nietzsche's *On the Genealogy of Morals*, proceeding to Alasdair MacIntyre's *After Virtue*, Rousseau's *On the Origins of Inequality*, Charles Mills' *The Racial Contract* and Colin Koopman's very recent *How We Became Our Data*. The aim is both to critically analyze these texts and to think, in a more abstract way, about what they can accomplish.

Attributes: PGOC, PGVT.

PHIL 7680. Classics of Analytic Ethics. (3 Credits)

In this course, we will conduct a close reading of two classic full-length books in 20th-century ethics. While they will be in the analytic tradition, the selected books will explore issues that are of broad interest, such as personhood and character, the content and authority of morality, and the nature of practical reasoning itself. This semester, we will read Christine Korsgaard's "The Sources of Normativity" and Bernard Williams' "Ethics and the Limits of Philosophy." The first work is a widely cited and highly original defense of Kantian morality, and the second work is a hugely influential attack on the idea of moral theory and on the social institution of morality itself.

Attributes: PGCA, PGVT.

PHIL 7730. Recent Work in Epistemology. (3 Credits)

This seminar will examine recent articles and books in contemporary epistemology. The seminar's themes will likely include: the nature of reasons and evidence, the challenge of skepticism, and the purpose of epistemological theorizing. The seminar's texts will feature perspectives from traditional, social, feminist, and virtue epistemology.

Attributes: PGCA, PGME.

PHIL 7752. Divine Providence. (3 Credits)

This course will offer an exploration of the analytic tradition's treatment of divine providence, focusing on traditional problems and contemporary solutions. The course would cover puzzles regarding free will and divine foreknowledge, along with Thomist, Molinist, Ockhamist, and Open Theist solutions to such problems. In so doing, the course will delve into contemporary debates on free will, grounding, modality, and propositions, as those debates determine what is an acceptable solution to questions about divine providence.

Attributes: PGCA, PGME.

PHIL 7758. Human Dignity. (3 Credits)

This seminar will focus on recent philosophical work on the concept of dignity. Issues discussed will include the connection between the idea of human dignity and equal status, the role of dignity in constitutional law, how various modes of social suffering and moral injury are tied to the concept of dignity, and the relation between the concepts of human dignity and human rights.

Attribute: PSJH.

PHIL 7760. Dimensions of Political Justice. (3 Credits)

An intensive introduction to key themes in contemporary analytic political philosophy, including contractarian and consequentialist theories of justice; human capabilities and other possible grounds for universal basic rights; collective action problems, market failures and public goods; other problems for libertarian conceptions of legitimate government (including equal opportunity, reward according to merit, and initial acquisition); and (time permitting) issues in global justice including globalizing democracy.

Attributes: CEED, CEMP, PGCA, PGVT, PSJH.

PHIL 7770. Philosophical Bioethics. (3 Credits)

Bioethics is an interdisciplinary, practical subject with a rich philosophical history. This course focuses on the philosophical arguments that have been made about moral and social problems in medicine, including issues in research ethics (e.g., clinical equipoise as a criterion for ethical human subjects research), clinical ethics (e.g., substituted judgment as a model of autonomous decision-making), and methods of bioethical reasoning (e.g., principlism vs. casuistry). Readings will include both classic and contemporary sources.

Attributes: PGOC, PGVT.

PHIL 7857. Topics in Contemporary Metaphysics. (3 Credits)

The full course title is "Topics in Contemporary Metaphysics." In this course one central topic of current work in analytic metaphysics will be investigated thoroughly. The topics change every time the class is offered.

Attributes: PGCA, PGME.

PHIL 8001. Sem: Phil Education. (3 Credits)

Detailed investigation of methods in the teaching of philosophy and preparation for teaching Fordham core courses.

PHIL 8050. Proseminar: Philosophy Research/Writing. (0 to 3 Credits)

A detailed study of methods for successful philosophical research and writing.

PHIL 8070. Professional Writing Seminar. (0 Credits)

This seminar is designed to assist advanced graduate students in Philosophy and prepare for successful academic careers doing research and publishing in Philosophy. Participants will meet regularly to discuss student work and strategies for effective professional writing and success in publishing. This will assist them in preparing articles for publication in professional philosophy journals as well as developing writing samples for job applications. The seminar will be open to PhD candidates who have successfully defended a dissertation proposal. Students may repeat the course.

PHIL 8999. Independent Study. (0.5 to 4 Credits)**PHIL 9999. Dissertation Direction. (1 Credit)****PHIL MTNC. Maintenance-Philosophy. (0 Credits)**

Philosophy and Society (MAPS)

MAPS 0900. Spanish Language Proficiency. (0 Credits)

Following the completion of their Spanish language training, students in the M.A. in Philosophy and Society program register for—and are graded in—this 0-credit, pass/fail course, which signifies their completion of the program's language requirement.

MAPS 0941. Language Proficiency. (0 Credits)

Successful completion of this course signifies that a student in the M.A. in Philosophy and Society program has attained proficiency in a second language relevant to their ministry.

MAPS 5000. Universidad Jesuita de Guadalajara Study Abroad. (0 to 9 Credits)

This is an administrative registration for M.A. in Philosophy and Society students participating in the ITESO, Universidad Jesuita de Guadalajara study abroad program.

MAPS 5001. M.A. in Philosophy and Society Study Abroad. (0 to 9 Credits)

This is an administrative registration for M.A. in Philosophy and Society students participating in study abroad programs other than the ITESO program.

MAPS 5100. Introduction to Contextual Learning and the Bronx. (3 Credits)

Taken during the first semester of the M.A. in Philosophy and Society (MAPS), this course serves as an overture to the interdisciplinary learning that will take place throughout the program. Drawing from students' prior experience with praxis communities and the contemporary social issues raised within them, it introduces students to the history, culture, and economy of the Bronx, the borough in which students spend their years at Fordham.

MAPS 5201. Ignatian Reflection on Contextual Ministry I. (1 Credit)

The overwhelming majority of M.A. in Philosophy and Society (MAPS) students will spend their lives in ministry. It is crucial, therefore, that they acquire skills to be effective, collaborative, integrated members of ministry teams; leading and following, learning to contribute deeply to the shared work. During the entirety of three-year MAPS program, students will be engaged in a community-based project, selected in consultation with program leadership and in partnership with both members of the local community and fellow students. Based in the tradition of Ignatian communal discernment and spiritual conversation, this course provides a valuable opportunity for the students to learn to reflect deeply on their shared ministry, focusing on building skills to read the local context and to plan, execute, and evaluate ministry initiatives. This weekly course will provide another space for ongoing integration of theory and praxis in light of faith that is a hallmark of the First Studies Program.

MAPS 5202. Ignatian Reflection on Contextual Ministry II. (1 Credit)

The overwhelming majority of M.A. in Philosophy and Society (MAPS) students will spend their lives in ministry. It is crucial, therefore, that they acquire skills to be effective, collaborative, integrated members of ministry teams; leading and following, learning to contribute deeply to the shared work. During the entirety of three-year MAPS program, students will be engaged in a community-based project, selected in consultation with program leadership and in partnership with both members of the local community and fellow students. Based in the tradition of Ignatian communal discernment and spiritual conversation, this course provides a valuable opportunity for the students to learn to reflect deeply on their shared ministry, focusing on building skills to read the local context and to plan, execute, and evaluate ministry initiatives. This weekly course will provide another space for ongoing integration of theory and praxis in light of faith that is a hallmark of the First Studies Program.

MAPS 5203. Ignatian Reflection on Contextual Ministry III. (1 Credit)

The overwhelming majority of M.A. in Philosophy and Society (MAPS) students will spend their lives in ministry. It is crucial, therefore, that they acquire skills to be effective, collaborative, integrated members of ministry teams; leading and following, learning to contribute deeply to the shared work. During the entirety of three-year MAPS program, students will be engaged in a community-based project, selected in consultation with program leadership and in partnership with both members of the local community and fellow students. Based in the tradition of Ignatian communal discernment and spiritual conversation, this course provides a valuable opportunity for the students to learn to reflect deeply on their shared ministry, focusing on building skills to read the local context and to plan, execute, and evaluate ministry initiatives. This weekly course will provide another space for ongoing integration of theory and praxis in light of faith that is a hallmark of the First Studies Program.

MAPS 5301. History and Culture of the Jesuits I. (1 Credit)

Since its foundation in 1540, the Society of Jesus has made important theological, philosophical, educational, and cultural contributions to Catholic and secular culture. This course will be delivered in three discrete, yet interconnected, one-credit modules whose specific topics will always be directly related to the primary aims of First Studies—the evaluation of the contexts of ministry and the appropriation of the Jesuit charism in service of the world and the church.

MAPS 5302. History and Culture of the Jesuits II. (1 Credit)

Since its foundation in 1540, the Society of Jesus has made important theological, philosophical, educational, and cultural contributions to Catholic and secular culture. This course will be delivered in three discrete, yet interconnected, one-credit modules whose specific topics will always be directly related to the primary aims of First Studies—the evaluation of the contexts of ministry and the appropriation of the Jesuit charism in service of the world and the church.

MAPS 5303. History and Culture of the Jesuits III. (1 Credit)

Since its foundation in 1540, the Society of Jesus has made important theological, philosophical, educational, and cultural contributions to Catholic and secular culture. This course will be delivered in three discrete, yet interconnected, one-credit modules whose specific topics will always be directly related to the primary aims of First Studies—the evaluation of the contexts of ministry and the appropriation of the Jesuit charism in service of the world and the church.

MAPS 5401. Contours of the Ancient and Late Antique World. (1 Credit)

The M.A. in Philosophy and Society includes three one-credit “contours” courses that are paired with corresponding core courses in the history of philosophy. Each of these courses aims to provide students with the opportunity to explore more deeply the cultural climate within which philosophical inquiry takes place. Through readings, museum visits, and performance attendance, students will experience and reflect on the pivotal role played by the arts and humanities in reflecting and constructing human cultures. This first movement will be taken alongside ancient philosophy and will focus on the shape of the ancient and late antique world.

MAPS 5402. Contours of the Late Medieval and Early Modern World. (1 Credit)

The M.A. in Philosophy and Society includes three one-credit “contours” courses that are paired with corresponding core courses in the history of philosophy. Each of these courses aims to provide students with the opportunity to explore more deeply the cultural climate within which philosophical inquiry takes place. Through readings, museum visits, and performance attendance, students will experience and reflect on the pivotal role played by the arts and humanities in reflecting and constructing human cultures. This second movement will be taken alongside the philosophy course in Aquinas and will focus on the shape of the later medieval and early modern world.

MAPS 5403. Contours of Modernity and Postmodernity. (1 Credit)

The M.A. in Philosophy and Society includes three one-credit “contours” courses that are paired with corresponding core courses in the history of philosophy. Each of these courses aims to provide students with the opportunity to explore more deeply the cultural climate within which philosophical inquiry takes place. Through readings, museum visits, and performance attendance, students will experience and reflect on the pivotal role played by the arts and humanities in reflecting and constructing human cultures. This third movement will be taken alongside the contemporary philosophy course and will focus on the shape of the modern and postmodern worlds.

MAPS 5500. Introduction to Philosophical Inquiry. (3 Credits)

The course provides an introduction to philosophy as a discipline and to philosophical ways of thinking in order to prepare for the study of philosophy and of broader intellectual history, especially in regard to the formation of the Christian tradition and the context of the contemporary world. That is to say: (1) It develops philosophical skills, such as critical thinking, reasoned argument, and philosophical writing. (2) It exposes students to the most significant philosophical topics and ideas and gives them a sense of the historical progression of the broader philosophical conversation. (3) It focuses especially on the topics and ideas most significant for the development of the Catholic tradition and helps students discover the important role philosophy played in this formation. (4) The course will also show the continued relevance of philosophy today for understanding the contemporary world and its various intellectual challenges.

MAPS 6000. Concluding Integration Capstone Seminar. (3 Credits)

The M.A. in Philosophy and Society concludes with a final Integration Seminar that provides students in the program with the opportunity to synthesize the interdisciplinary learning that has taken place over the previous three years. Facilitated by select faculty from representative disciplines as well as a member of the learning community’s leadership team, the course will assist students in producing the final capstone project that demonstrates their acquired competencies.

MAPS 8999. Independent Study. (1 to 3 Credits)

Independent study for M.A. in Philosophy and Society students with a faculty member on an agreed-upon topic.

Physics (PHYS)

PHYS 1201. Introduction to Astronomy. (3 Credits)

Includes discussions of the solar system, stars, galaxies and cosmology. Method of making observations. An investigation of physical phenomena including lenses spectroscopy and refraction. Direct observation through the telescope of celestial objects depending on their position and weather conditions. Astro photography and film development is also available. The lab is intended for the student with little mathematical background. Note that there will be regular night-time observation labs. (No lab fee).

Attribute: PSCI.

PHYS 1203. Environmental Physics. (3 Credits)

An introductory course for non-science majors. Topics include heat engines, energy supply and consumption, nuclear fission and fusion; renewable energy resources, fossil fuels, and acid rain. Emphasis will be on basic physical principles as applied to environmental issues. Course requirements include several laboratory experiments. The laboratory is designed to investigate various physical properties of the environment. Experiments will include water-testing and air quality measurements as well as the rudiments of electronic circuitry and the investigation of radioactivity in the environment. There is no lab fee.

Attributes: ENST, ESNS, ESPS, PSCI, SOIN, URST.

PHYS 1206. Physics of Everyday Life. (3 Credits)

An introductory course for non-science majors. Topics include physical phenomena that one comes across in everyday life. Physical principles will be explained and numerous examples—many from sports—will be presented. There will be multiple laboratory experiments that will give students a better understanding of several physical quantities. The experiments will illustrate aspects of mechanics, wave motion, heat and electricity and magnetism. There is no lab fee.

Attribute: C009.

PHYS 1207. Physics of Light and Color. (3 Credits)

An introductory course for non-science majors. Topics include laser light and how lasers influence our lives, with examples from telecommunications, compact disk players, laser surgery, and holograms. An investigation of the human eye and the mechanism of color vision. Course requirements include several laboratory experiments. The laboratory is designed to investigate various physical properties of laser light and color. There is no lab fee.

Attribute: PSCI.

PHYS 1242. Science Fiction Physics. (3 Credits)

This course will use science fiction as a way to understand basic ideas in physics. Topics such as energy, momentum, mechanics, special and general relativity, among other areas of physics will be studied in the context of science fiction. We will use these physical ideas to determine in many cases whether or not various ideas (such as faster-than-light travel, teleportation, artificial gravity, and more) in science fiction stories would be viable.

Attribute: PSCI.

PHYS 1350. The Physics of Climate Change. (3 Credits)

Anthropogenic climate change due to increased atmospheric carbon dioxide from fossil fuel burning is having a profound effect on the global community. The consequences range from mild to catastrophic. This course will provide an overview of the physics behind climate change, including how scientists know human activities are responsible for global warming, sea level rise, and ocean acidification.

Attributes: ENST, ESPS, PSCI.

PHYS 1501. General Physics I. (3 Credits)

An introductory course in physics at the noncalculus level. A study of the basic laws of classical and modern physics, including mechanics, heat, sound, electricity and magnetism.

Attributes: ENST, ENV5, ESNS, ESPS.

Corequisite: PHYS 1503.

PHYS 1502. General Physics II. (3 Credits)

Continuation of PHYS 1501.

Corequisite: PHYS 1504.

PHYS 1503. General Physics I Recitation. (0 Credits)

Discussion and problem solving on topics to be covered in PHYS 1501 General Physics II.

Corequisite: PHYS 1501.

PHYS 1504. General Physics II Recitation. (0 Credits)

Discussion and problem solving on topics to be covered in PHYS 1502 General Physics II.

Corequisite: PHYS 1502.

PHYS 1511. Physics I Lab. (1 Credit)

Measurements in mechanics, heat, waves, electricity and magnetism, optics and atomic and nuclear physics. Lab fee.

Attribute: ENV5.

PHYS 1512. Physics II Lab. (1 Credit)

Continuation of PHYS 1511. Lab fee.

PHYS 1601. Introduction to Physics I. (4 Credits)

This is an introductory calculus-based course for physics majors—a study of mechanics, thermodynamics, electricity and magnetism, optics, and atomic physics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ESNS, ESPS.

PHYS 1602. Introduction to Physics II. (4 Credits)

This is a continuation of PHYS 1601, a calculus-based introductory physics course. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: PHYS 1601.

Corequisite: PHYS 1604.

PHYS 1603. Introduction to Physics I Recitation. (0 Credits)

Discussion and problem solving on topics to be covered in PHYS 1601 Introductory Physics I.

Corequisite: PHYS 1601.

PHYS 1604. Introduction to Physics II Recitation. (0 Credits)

Discussion and problem solving on topics to be covered in PHYS 1602 Introductory Physics II.

Prerequisite: PHYS 1601.

Corequisite: PHYS 1602.

PHYS 1701. Physics I. (3 Credits)

This is an introductory calculus-based physics course for students who have completed one year of college calculus (MT 1206-1207 or equivalent). It provides a study of mechanics, the physics of motion, starting with velocity and ending with harmonic motion.

Attributes: ENST, ESNS, ESPS.

Corequisite: PHYS 1703.

Mutually Exclusive: NSCI 1701.

PHYS 1702. Physics II. (3 Credits)

The course is the second-semester continuation of PHYS 1701. It is a calculus-based physics course that examines waves, sound, optics, electricity, magnetism, and electronics.

Corequisite: PHYS 1704.

Mutually Exclusive: NSCI 1702.

PHYS 1703. Physics I Recitation. (0 Credits)

Discussion and problem solving on topics to be covered in PHYS 1701 Physics I.

Corequisite: PHYS 1701.

PHYS 1704. Physics II Recitation. (0 Credits)

Discussion and problem solving on topics to be covered in PHYS 1702 Physics II.

Corequisite: PHYS 1702.

PHYS 1999. Tutorial. (1 Credit)

Independent research and reading with supervision from a faculty member.

PHYS 2005. Introduction to Modern Physics. (4 Credits)

A survey course of the more important areas of modern physics. Topics include special theory of relativity, introduction to quantum mechanics, atomic physics, molecules and solids, nuclear structure and elementary nuclear physics applications and particle physics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAP.

Prerequisites: PHYS 1601 and PHYS 1602.

PHYS 2010. Lab Methods and Techniques. (1 Credit)

Topics to be covered are (a) lab safety procedures, (b) machining techniques using Machine Shop equipment and tools, (c) maintenance of equipment, (d) handling of high voltage electrical equipment, (e) trouble shooting and diagnostic tests of electronic equipment, (f) handling of precision instruments, and (g) any other topics deemed necessary to make the lab a safe place to work.

Prerequisite: PHYS 1601.

PHYS 2011. Intermediate Laboratory. (2 Credits)

Measurements in electricity and magnetism. This course will also include practical machine shop experience. Lab fee.

Prerequisites: PHYS 2305 or PHYS 2005.

PHYS 2101. Engineering Statics and Dynamics. (4 Credits)

The following topics will be covered: forced system resultants, equilibrium or rigid body, structural analysis, internal forces, friction, center of gravity centroid, moments of inertia, virtual work, impulse and momentum, rigid-body kinematics, relative motion, Coriolis accelerations, and rigid-body kinetics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAP.

Prerequisites: PHYS 1601 and PHYS 1602.

PHYS 2102. Mechanics of Materials. (4 Credits)

An introduction to the mechanical properties of materials including their response to: stress, strain, torsion, bending and shear. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAP.

PHYS 2111. Introduction to Inventions and Patents. (1 Credit)

Introduction to the creative process that drives innovation and inventorship. Includes discussions on creative development of ideas, formalizing patent applications, commercialization and technology transfer.

PHYS 2201. Classical Mechanics I. (4 Credits)

An introduction to classical mechanics including kinematics and dynamics of particles and rigid bodies. Includes a discussion of D'Alembert's principle, Lagrange's equations and Hamilton's principle. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAP.

Prerequisites: PHYS 1601 and PHYS 1602 and PHYS 2005.

PHYS 2999. Tutorial. (2 Credits)

Independent research and reading with supervision from a faculty member.

PHYS 3001. Electricity and Magnetism I. (4 Credits)

Electrostatics, dielectric media, direct current circuits, magnetism and magnetic media, transients and alternating currents, electromagnetic induction, Maxwell's equations, electromagnetic waves and wave guides. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAP.

Prerequisites: PHYS 1601 and PHYS 1602 and MATH 2005.

PHYS 3013. Experimental Techniques in Engineering and Physics. (3 Credits)

Experimental Techniques in Engineering and Physics seeks to provide broad overview of engineering and physics concepts and experimental methods through lectures and laboratory experiments. The experiments are designed to demonstrate the physical principles learned in engineering and physics courses. In addition to experimental procedure, focus will be placed on technical writing and presentation.

Prerequisite: PHYS 2010.

PHYS 3100. Math Methods in Physics. (4 Credits)

Implicit function theorem, Jacobians, curves and line integrals, multiple integrals, surface and volume integrals, divergence theorem, Stokes' theorem, and Green's theorem. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAP.

PHYS 3101. Math Methods in Physics I. (4 Credits)

Matrices and determinants, series expansion, complex numbers and functions, Fourier series, ordinary differential equations, partial differential equations, and special functions of physics, theory of special relativity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: MATH 2005.

PHYS 3102. Math Methods in Physics II. (4 Credits)

Continuation of PHYS 3101. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAP.

Prerequisite: PHYS 3101.

PHYS 3103. Math Methods in Physics III. (4 Credits)

Topics to be covered include suffix notation and tensor algebra, theory of complex variables, contour integration, applications of contour integration, Sturm-Liouville Theory, integral equations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAP.

PHYS 3201. Fluid Mechanics. (4 Credits)

This course introduces the fundamentals of fluid statics, dimensional analysis and modeling, viscous flow in pipes, channel flows, laminar flow, transition, turbulence; flow past an object, wake, separation, vortices, drag; convection, conduction, transition from periodic to chaotic behavior, compressible flow; transition to turbulence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAP.

Prerequisite: PHYS 1601.

PHYS 3205. Fundamentals of Engineering Thermodynamics. (4 Credits)

Basic principles and laws of thermodynamics and their relation to pure substances, ideal gases, and real gases. Use of thermodynamic property tables. Development of concepts of reversibility and availability. First and Second Law application to engineering systems; power and refrigeration cycles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 1601 and PHYS 1602.

PHYS 3211. Computational Physics and Programming I. (2 Credits)

An introductory course in the use of computers to numerically solve problems in physics using C++. Topics include numerical solution of non-linear equations, interpolation and extrapolation, numerical differentiation, and integration. No prior knowledge of computer language is required.

PHYS 3242. Science Fiction Physics for Majors. (4 Credits)

This course will use science fiction as a way to understand advanced topics in physics. Energy, momentum, mechanics, and special and general relativity, among other areas of physics, will be studied at an upper level in the context of science fiction. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 3001 and PHYS 3101.

PHYS 3401. Thermo and Stat Physics. (4 Credits)

Fundamental principles, first and second laws, thermodynamic functions; a discussion of the kinetic theory of gases and introductory statistical mechanics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAP.

Prerequisites: PHYS 1602 and PHYS 2005.

PHYS 3555. Modeling, Simulation, and Design. (4 Credits)

This course introduces students to fundamental concepts of mechanical design, solid modeling, and prototype development. Topics to be covered will include industrial design principles, orthographic projections, and assemblies. Students will engage in designing, simulating, and manufacturing mechanical components. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 1601 and PHYS 1602.

PHYS 3601. Optics. (4 Credits)

Wave propagation, interference, diffraction, and polarization; electromagnetic theory of light. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAP.

Prerequisites: PHYS 2005 and PHYS 3001.

PHYS 3611. Optics Lab. (2 Credits)

This is a laboratory course to accompany the Optics lecture course (PHYS3601). Experiments will supplement the lecture by exploring the electromagnetic theory of light. Examples include interferometry, optical tweezers, and Fourier Optics.

Corequisite: PHYS 3601.

PHYS 3999. Tutorial. (3 Credits)

Independent research and reading with supervision from a faculty member.

PHYS 4003. Classical Mechanics II. (4 Credits)

Lagrange's equations, variational principles, Hamilton's equations, canonical transformations, Hamilton-Jacobi theory, rigid body motion, small oscillations, central forces and Kepler's planetary motion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAP.

Prerequisites: PHYS 2201 and PHYS 3101.

PHYS 4004. Electricity and Magnetism II. (4 Credits)

Continuation of PHYS 3001. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAP.

Prerequisites: PHYS 1601 and PHYS 1602 and PHYS 3001.

PHYS 4005. Quantum Mechanics I. (4 Credits)

Foundations of quantum mechanics, Schrödinger equation, Hermitian operators, solution of the Schrödinger equation, harmonic oscillator, hydrogen atom, angular momentum operators, variational method, perturbation theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAP.

Prerequisites: PHYS 2005 or PHYS 2305.

PHYS 4006. Quantum Mechanics II. (4 Credits)

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

Attribute: GEAP.

PHYS 4010. Introduction to Electric Circuits. (4 Credits)

In this course, students will explore electrical circuit laws and theorems, transient and steady-state response, phasors, frequency response, resonance, diode and transistor circuits, and digital logic devices. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAP.

Prerequisites: PHYS 1602 or PHYS 1702.

PHYS 4011. Nuclear and Particle Physics. (4 Credits)

A survey of nuclear and particle physics for advanced undergraduate students. It explores the common roots and tools of the nuclear (medium energy) and particle (high energy) fields. The primary goal is to understand the basic ideas of the Standard Model of quarks, leptons and the fundamental interactions of the universe. Specific topics include properties and simple models of nuclei, fundamental interactions and their mediators, quarks and leptons, symmetries and tests of conservation laws, physics beyond the Standard Model, and other ideas in theoretical and experimental nuclear and particle physics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 4005 and (PHYS 2005 or PHYS 2305).

PHYS 4012. Solid State Physics. (4 Credits)

An introduction to the elastic, thermal, electromagnetic, and optical properties of solids; energy bands, semiconductors, superconductors, surface and defect structures and device applications. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GEAP.

Prerequisites: PHYS 1601 and PHYS 1602 and PHYS 2005.

PHYS 4020. Biomechanics. (4 Credits)

Engineering principles such as mechanics, rigid body dynamics, fluid dynamics and solid mechanics are applied to the study of biological systems such as ligaments, tendons, bone, muscles, joint, etc. Methods for both rigid body and deformational mechanics are developed in the context of bone, muscle, and connective tissue. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: PHYS 2102.

PHYS 4021. Medical Instrument and Imaging. (4 Credits)

Introduction to the physics and the practical technology associated with such methods as X-ray computed tomography (CT), magnetic resonance imaging (MRI), functional MRI (f-MRI) and spectroscopy, ultrasonics (echocardiography, Doppler flow), PET scans as well as optical methods such as bioluminescence and optical tomography. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHYS 4025. Machine Dynamics and Mechanical Design. (4 Credits)

The principles of dynamics as applied to the analysis of the accelerations and dynamic forces in machines such as linkages, cam systems, gears, belts, chains, couplings, bearings, brakes, clutches, and flexible mechanical elements. Concepts of engineering design, material selection, failure theories, fracture and fatigue. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 1602 or PHYS 1702.

PHYS 4192. Rediscovering the New World. (4 Credits)

This course uses the lenses of literary studies and physics to consider the technologies that enabled the Spanish conquest of Mexico, Central America, and the Caribbean. In particular, it highlights 15th- and 16th century writings of Christopher Columbus, Hernán Cortés, and others on the emergent science of the age of exploration. Concurrently, it examines scientific technologies that have emerged in the last decade and are being used to uncover “lost” pre-Hispanic cultures at sites such as Chichén Itzá, Tulum, and Teotihuacan. Students will hone their critical and analytical skills, and particularly their oral and written expression, in a multidisciplinary context while exploring one of the most dynamic time periods in modern history. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, LAHA.

Mutually Exclusive: LALS 4192.

PHYS 4211. Computational Physics II. (3 Credits)

A continuation of PHYS 3211, this course will cover advanced topics in programming and their applications in physics. Topics can include, but are not limited to, numerical partial differential solvers, parallel computing, and optimization of numerical algorithms.

Prerequisite: PHYS 3211.

PHYS 4401. Undergraduate Research I. (4 Credits)

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

PHYS 4402. Undergraduate Research II. (4 Credits)

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

PHYS 4999. Tutorial. (4 Credits)

Independent research and reading with supervision from a faculty member.

Political Science (POSC)

POSC 0914. Requirement Preparation in Summer. (0 Credits)

For Ph.D. and Master’s students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

POSC 0934. Master's Comprehensive Examination Preparation. (0.5 Credits)**POSC 1100. Introduction to Politics. (3 Credits)**

Introduces students to major approaches to the study of politics. Discusses such key concepts as power, democracy, and justice, analyzes a variety of political actors, including political parties, interest groups, and voters, and examines the functioning of different political institutions in comparative perspective.

Attributes: AMST, APPI, FRSS, SSCI.

POSC 1298. Government and Politics Comparative. (3 Credits)

This course reflects transfer credit from AP Comparative Government and Politics.

Attribute: SSCI.

POSC 1299. Government & Politics: US. (3 Credits)

This course reflects transfer credit from AP United States Government and Politics.

Attribute: SSCI.

POSC 1800. Internship. (1 Credit)

Internship.

POSC 1999. Tutorial. (1 Credit)

Independent research and reading with supervision from a faculty member.

POSC 2001. Political Analysis. (4 Credits)

Provides students with the essential methods and concepts for the quantitative analysis of political phenomenon, such as polls and election returns. Techniques of analysis introduced will include graphics, descriptive statistics, cross-tabular and correlation analysis, hypothesis testing, and computer applications. The goal of the course is to make the student a component consumer of political analysis. It will also focus on how political analysis is used in the real world, e.g. by campaign strategists and governments. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASHS.

POSC 2102. Introduction to Urban Politics. (4 Credits)

A study of politics and power within urban political systems, including an examination of their historical development, current political economy, and prospects for the future. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, PLUR, POAP, POCP, URST.

POSC 2202. Introduction to American Politics. (3 Credits)

An introduction to American government and politics. The course is a 3 credit version of POSC 2201: American Government & Politics, designed for summer sessions.

Attributes: AMST, APPI, POAP.

POSC 2203. Introduction to the American Legal System. (4 Credits)

This course is an introduction to the American legal system in theory and practice. It will examine issues of jurisprudence, as well as some of the procedural and substantive areas of the law. Among the legal principles/topics to be considered: The Rule of Law; The Bill of Rights; Precedent; Test Case; 'Reasonable Person' Standard; Judicial Standing; U.S. Supreme Court; Organization of U.S. Court Systems; Freedom of Speech ('Hate' Speech); Legal Rights of College Students; Wrongful Convictions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, POAP.

POSC 2401. Introduction to Political Philosophy. (4 Credits)

Who should rule? What principles should govern the polity? This course will think about these and other perennial questions in political philosophy with authors from Greek antiquity, the Warring States period in China, and other times and places. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: POPT.

POSC 2501. Introduction to International Politics. (4 Credits)

A look at modern nation-states in terms of national character, resources, industrial and military capacity, and geography. An examination of their foreign policies in terms of alliance and balance of power theories as influenced by regional and international organizations and movements. A study of war and its alternatives, such as diplomacy, peaceful change, peaceful settlement of disputes, and future models of world order. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, IPE, ISIN, ISIP, MEST, POIP.

POSC 2610. Introduction to Comparative Politics. (4 Credits)

This course involves the systematic study and comparison of the world's political systems. It seeks to explain differences between as well as similarities among countries including the United States. Comparative politics is particularly interested in exploring patterns, processes, and regularities among political systems. It looks for trends, for changes in patterns, and tries to develop general propositions or hypotheses that describe and explain these trends. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, IPE, ISIN, ISIP, LALS, LASS, POCP.

POSC 2800. Introduction to Political Economy. (4 Credits)

This course examines the relationship between politics and economics, exploring the ways in which societies overcome collective action problems and build institutions that facilitate cooperation and exchange. It introduces the major theoretical frameworks for understanding political economy and examines several contemporary issues in the United States, such as race, gender and class disparities; housing; hunger; education; government regulation; the relationship between domestic and international political economies; and more. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: POIP.

POSC 2999. Tutorial. (1 to 2 Credits)

Independent research and reading with supervision from a faculty member.

POSC 3107. Dystopian Politics. (4 Credits)

The purpose of this course is to examine key questions in the study of democracy, dictatorship, and regime change. We will cover the classic regime types (democracy, hybrid regimes, and dictatorship), the transitions between them, and the strategies leaders use to stay in power. We will, however, focus on authoritarian regimes, with the goal of examining closely their inner workings. We will cover the role that leaders and institutions play in their authoritarian regimes' survival, how they deal with civil unrest or other threats to their power, and more. We will first cover the theoretical foundations of regime types and then delve into empirical examples focusing on case studies.

Attributes: ASSC, POCP.

POSC 3120. New York City Internship. (4 Credits)

The purpose of this course is to help students gain practical experience in the operation of New York government and politics by working in offices of elected officials, governmental agencies, or non-partisan public interest organizations. Requirements will also include readings, short papers and discussions based on the internship experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASHS, ASSC, POAP, URST.

POSC 3121. New York City Politics. (4 Credits)

An analysis of the New York City political system. Attention will be paid to the participants in New York City government and politics, the factors that influence policymaking in New York City, as well as public policies produced by the system. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, PLUR, POAP, URST.

POSC 3131. Politics, Urban Health, and Environment. (4 Credits)

This course will examine the intersection of urban life, individual and community health and public policy. It will examine the evolution of urban public problems, the urban environment and the role and responsibility of society and the political system to respond to individual and health issues in urban settings. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, BESN, BIOE, ENST, ESEL, ESPL, HPSE, HUST, LPGP, PJEN, PJST, POAP, SOIN, URST.

POSC 3209. Constitutional Law. (4 Credits)

A casebook analysis of central issues of constitutional law. Examines the Constitution's origins, judicial review, federalism, separation and balance of powers, domestic and foreign affairs, the commerce clause, substantive due process, the rise of the administrative state, philosophies of interpretation. Presents the Constitution as defining a structure of government, rights and political economy. Examines the Constitution's role in American political development and democracy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, POAP.

POSC 3210. Civil Rights and Liberties. (4 Credits)

A casebook analysis of Supreme Court decisions on civil rights and civil liberties. Topics include freedom of speech and religion, the right to privacy, gender and racial equality, the death penalty, and protections against unreasonable searches and seizures. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, PJCR, PJST, POAP.

POSC 3211. The U.S. Congress - Methods Intensive. (4 Credits)

The U.S. Congress—consisting of the House of Representatives and the Senate—represents the legislative branch of the American federal government. At first glance, its task of legislating on relevant issues in American society and passing a budget funding the federal government may seem straightforward. However, Congress is notoriously unpopular with the public, and it relies on a complex institutional design to execute (or, as the case may be, fail to execute) its job. Why does Congress look and function the way it does? The goal of this course is to provide you with a thorough understanding of what Congress' main tasks are, how it attempts to execute those tasks, why it has the institutional design it relies on, what the role of congressional leaders and political parties is, and how Congress relates to the other branches of the government. To achieve these goals, we will be reading and critically assessing a number of different perspectives from political scientists who have studied and debated these issues. In doing so, we will focus on methodological approaches to studying Congress—including how to measure the ideological beliefs of Members of Congress (MCs) or their legislative effectiveness, the use of statistical analysis to assess quantitative data, and the reliance on experiments to test theories about voter preferences in (congressional) elections. By the end of this course, you should have a thorough understanding of political scientists' arguments about Congress and the (quantitative) methodological approaches they rely on in studying this political institution. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, POAP, POMI.

POSC 3213. Interest Group Politics. (4 Credits)

An examination of pressure groups and their role in the political process. Special attention will be paid to the origins of groups, who joins and who does not and how groups affect their own members. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, PLUR, POAP.

POSC 3214. The U.S. Congress. (4 Credits)

A study of the historical development and current operation of the U.S. Congress. Particular attention is paid to the impact of elections, political parties, formal and informal rules and procedures, and congressional committees on the policies produced by Congress, and to Congress' relation to the executive branch. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, POAP.

POSC 3215. American Political Parties. (4 Credits)

Examines the workings of American political parties and their role in the political system. Analyzes the role of parties across time, the effect of parties on the campaigns of presidential and congressional candidates, and the impact of parties on the workings of both the presidency and Congress as policymaking institutions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, POAP, POMI.

POSC 3216. American Political Institutions. (4 Credits)

This course assesses the main political institutions in American politics—including the three branches of government, political parties, and interest groups. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, POAP.

POSC 3217. The American Presidency. (4 Credits)

An examination of presidential leadership, including the development, growth, and exercise of presidential power. Includes analysis of republican foundations of the presidency, organization and operation of office, role in domestic and foreign policy, relations with Congress, and the importance of character. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, POAP.

POSC 3218. Constitutional Law and Democracy. (4 Credits)

This course examines the relationship between constitutionalism and democracy, between American constitutional law and American political practices, and between democratic aspirations and the American constitutional system of representative democracy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

POSC 3219. Constitutional Law and the Death Penalty. (4 Credits)

The course will examine the historical, philosophical, religious, and legal roots underlying the use of the death penalty by political systems. Part of the course will focus on contemporary U.S. policy regarding the death penalty, relevant legal cases and social commentary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, POAP.

POSC 3220. Criminal Law and Justice in the U.S.. (4 Credits)

This course analyzes criminal law and justice, specifically using the Amendments (4th, 5th, 6th, and 8th) and how they relate to criminal procedure. The course will use current issues with criminal justice reform as a framework. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC.

POSC 3223. Constitutional Law: Criminal Justice. (4 Credits)

Case method analysis of Supreme Court decisions in the area of Criminal Justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, POAP.

POSC 3225. Human Trafficking and the Law. (4 Credits)

The course will examine human trafficking and the ways in which the legal system addresses it in the United States. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BESN, PJCJ, PJST, PJWT.

POSC 3228. Civil Rights. (4 Credits)

A casebook analysis of legal responses to public and private discrimination, with emphasis on race and gender. Examines Supreme Court decisions, laws, and politics, involving the 5th, 13th, 14th, 15th, and 19th amendments, equal protection and level of scrutiny, civil and voting rights, public accommodations, employment, private associations, schools, privacy, "natural" roles, the public/private dichotomy. Studies movements for equality. Evaluates busing, affirmative action, pay equity and other remedies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, PJCR, PJIN, PJST, PLUR, POAP.

POSC 3231. Judicial Politics. (4 Credits)

This course provides an introduction to the study of law and courts as political institutions and judges as political actors. Topics include judicial behavior and policymaking, the politics of Supreme Court nominations, the role of public opinion in shaping judicial doctrine, and the impact of courts on society. Because this is an American Pluralism course, a major objective of the course is to increase knowledge of how reform groups have used the courts to combat discrimination based on race, sex, and sexual orientation. The course also explores how the structure of the legal system systematically advantages some litigants more than others based on class. The primary institutional focus is the U.S. Supreme Court, but we also study other courts as well, including the state supreme courts and lower federal courts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, LPGP, LPHP, PJCJ, PJST, PLUR, POAP, POMI.

POSC 3232. Family, Law, and Society. (4 Credits)

An upper-level course aimed at dissecting the family court system, American democracy, and state/federal judicial processes as they pertain to family issues. Please note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: WGSS.

Prerequisite: POSC 1100.

POSC 3233. Youth and the Law. (4 Credits)

An upper-level political science course that investigates the intersection of judicial practice, American democracy, and youth within the criminal justice system. Please note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

Prerequisite: POSC 1100.

POSC 3234. Government's Response to Organized Crime. (4 Credits)

Traditional Organized Crime, often referred to as the Mafia, historically has controlled and corrupted multiple industries, notably the private sanitation industry. Despite multiple criminal investigations, arrests and convictions, that stranglehold continued for decades. This course will examine how traditional organized crime infiltrated industries and labor, and what the organization of those industries looked like when controlled by the Mafia. We will examine in detail the private sanitation industry in NYC, how it was controlled by organized crime and how that control was broken by a government initiative that combined criminal prosecutions with an innovative administrative approach to regulation and enforcement.

POSC 3301. Campaigns and Elections. (4 Credits)

This course undertakes an in-depth study of campaigns and voting, with an emphasis on the presidential and congressional elections. We will examine elections from the perspectives of candidates, political parties, interest groups, the media, political consultants, and voters. In addition, we will address some basic questions about elections in America: What are the rules? Who wins and why? What difference do elections make? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, POAP.

Mutually Exclusive: POSC 4216.

POSC 3303. Political Polarization in American Politics. (4 Credits)

This course examines the phenomenon of increasing political polarization in the United States. It investigates the concepts of partisanship, ideology, and polarization and how they relate to one another, both in early American political thought and in more recent political science scholarship. It explores polarization in national political institutions in the contemporary United States, focusing especially on Congress, and how polarization affects the ability of these institutions to effectively address policy challenges. It also examines polarization in the broader electorate and the influence of factors such as personality differences, culture, race, and education on political polarization among voters in the United States and similar patterns in other advanced democracies such as the United Kingdom. It also analyzes whether and how increasing polarization contributes to political violence and threatens American democracy. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, POAP, POMI.

POSC 3307. Environmental Politics. (4 Credits)

The course introduces students to the history and evolution of environmentalism and environmental policy from a comparative perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, ENMI, ENST, ENVS, ESEL, ESPL, INST, IPE, ISIN, PJEN, PJST, POAP, SOIN, URST.

POSC 3309. Gender in American Politics. (4 Credits)

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

Attributes: ADVD, AMST, APPI, ASHS, ASSC, POAP, POMI, WGSS.

POSC 3310. Racial and Ethnic Politics. (4 Credits)

This course provides an introduction to the major theoretical frameworks in the racial and ethnic politics literature. The class will help students better understand how incorporation, identity, and participation shape political identity in the US. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AFAM, AMST, APPI, ASHS, ASSC, LALS, LASS, PJRC, PJST, PLUR, POAP

POSC 3311. American Social Movements. (4 Credits)

A survey of American social movements. Students will be introduced to empirical and theoretical scholarship on movement mobilization and tactics, focusing on how movements address marginalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, POAP

POSC 3312. Introduction to Environmental Politics. (4 Credits)

The goal of this methods-intensive lecture course is to provide students with a broad-based introduction to environmental politics and policymaking. From contaminated drinking water in Michigan and droughts in India to global climate change, issues in environmental governance affect the well-being of communities in the United States and around the world. We will focus on understanding questions of distributive politics, equity, and environmental justice in environmental policymaking and implementation. In doing so, we will take a comparative and global perspective to understanding environmental politics at the local, national, and international scales. While grounded in political science, we will take an interdisciplinary approach, drawing on environmental science, sociology, and economics. There are no formal pre-reqs to this course, which should be of broad interest to those considering careers related to environmental governance, domestically or abroad, and to any students interested in understanding the politics behind some of humanity's greatest 21st century challenges. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENMI, ENST, ENV5, ESEL, ESPL, INST, IPE, ISIN, PJEN, PJST, POCP, POIP, POMI.

POSC 3313. Political Psychology. (4 Credits)

This course draws from psychology and political science to explore the psychological sources of political behavior. The course has a lab fee that is used to conduct national survey experiments as part of the class projects. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, POAP, POMI.

POSC 3315. Political Participation. (4 Credits)

Studies the relation between participation, political effectiveness and American democracy. Analyzes who participates and how; who doesn't, and why. Examines political participation and questions of gender, race, education, class and ideology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, POAP.

POSC 3316. Mass Media and American Politics. (4 Credits)

This course looks at the role that the mass media play in American Politics specially and democracy in general. Particular topics will include the evolution of media-governmental relationships, the impact of technological and economic forces on the media's role in politics, and the growth of government concern with media relations. We will also consider the impact of the media on the attitudes and behaviors of citizens, the public agenda and the policy making process. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASHS, ASSC, CMST, COMC, COMM, JOUR, POAP

POSC 3319. Film and Politics. (4 Credits)

Views and analyzes films in class as a means of exploring the relationship between popular culture, political values/ideologies, and political socialization in American life. Also studies genre, filmmaking style and structure, and overt versus subtle messages to further examine film's point of view. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASHS, ASSC, POAP.

POSC 3321. American Public Policy. (4 Credits)

Analysis of the process of policy making at the national level, including the politics of selected policy issues. Students examine how some issues never make it to the public agenda and the forces that shape those that do. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, POAP.

POSC 3322. Disability Law, Policy, and Advocacy. (4 Credits)

This course challenges students to think critically and form their own opinions about the desirability or undesirability of various disability laws and policies. Students will propose their own model policies, choose between priority areas for disability rights advocacy, pick the most effective ways of achieving reforms, and identify the most persuasive arguments for doing so. Topics may include eugenics and immigration, guardianship, institutionalization, mass incarceration, school segregation, civil commitment, privacy, fat rights, medical research, disability affirmative action, conflicts and coalitions with other social movements and within the disability community, and COVID-19. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, DISA, PJSJ, PJST.

POSC 3324. Politics of Immigration and Citizenship. (4 Credits)

This course takes a comparative approach to examine the politics of immigration worldwide. Students will gain a broad theoretical overview of the reasons for migration, immigration control policies, the incorporation of migrants in their host countries, and what the lives of immigrants look like. In addition, we will cover the contentious nature of immigration debates around the world. To this end, we will explore several different perspectives on the immigration debate. Historical and current debates on U.S. immigration policy will be examined. As a methods-intensive course, we will analyze very closely the methods used by scholars in the study of immigration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, LALS, PLUR, POCP, POMI, URST, WGSS.

POSC 3326. Latino Politics. (4 Credits)

The class will cover the history and contemporary role of Latinos in the U.S. political system. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASRP, ASSC, LAIN, LALS, LASS, PJSJ, PJST, POAP.

POSC 3327. Gender and Sexuality in US Politics. (4 Credits)

This course locates gender and sexuality central to the study of US politics, looking at how gender and sexuality shape opinion formation, candidacy, election outcomes, group identity formation, political interests, policy design, and political representation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, PJGS, PJST, WGSS.

POSC 3404. American Political Thought. (4 Credits)

What does it mean to be an American? What are the principles of American politics? This course poses these questions to key figures in American political thought, including Jefferson, Hamilton, Madison, Tocqueville, Dubois, Goldman, Rawls, Strauss, and Connolly. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASRP, ASSC, POPT.

POSC 3405. Radical and Conservative Thought. (4 Credits)

Some modern thinkers have advocated far reaching changes in the political and economic systems, notably the followers of Karl Marx in their pursuit of socialism, or, more radically, communism. Other political thinkers are defenders of classical ideals of liberty or of tradition. We shall read and discuss some key primary writings by thinkers advocating radical political change and by thoughtful defenders of tradition. Writers on the Left include Marx, Lenin, Trotsky and Marcuse. Those on the Right include Ortega y Gasset, Carl Schmitt, Oakeshott and Hayek. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

POSC 3407. Late Modern Political Thought. (4 Credits)

Through the late 18th century and thereafter, friends and foes of classical liberalism attempted to think through, amend, or accommodate themselves to Rousseau's criticism of modern philosophy, political and science. This course studies those efforts through a reading of selected texts by such thinkers as Rousseau himself, Kant, Hegel, Marx and Nietzsche. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 3408. The Civil Rights Movement and the Courts. (4 Credits)

This course will focus on the myriad ways the United States legal system both aided and hindered the advance of civil rights and equal opportunities for African Americans. The course will cover such topics as the constitutional origins of slavery; course decisions concerning slavery; the theory of states' rights; and Thurgood Marshall's career. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, HUST, PJCJ, PJST, WGSS.

POSC 3411. Classical Political Thought. (4 Credits)

The politics of the Ancient World will be studied through the writings of Sophocles, Euripides, Plato, Aristotle and others in order to understand ideas of family, property, freedom, torture, truth, and the struggles for individual and collective power. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, CLAS, POPT.

POSC 3412. Modern Political Thought. (4 Credits)

Through selected readings of major political theorists, this course will examine the ideas of the individual, the state, and society, from the 16th through the 19th century. The course will trace the development of such theories as democracy, socialism, communism, and totalitarianism. Writers whose works will be examined include Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Hegel, Marx, and Freud. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: APPI, ASHS, ASSC, POPT, WGSS.

POSC 3413. Contemporary Political Philosophy. (4 Credits)

This course considers contemporary answers to the perennial questions of political philosophy, including what is human nature? and what political principles accord with human nature? We read leading figures in liberalism (Rawls), conservatism (Strauss), civic republicanism (Arendt), communitarianism (Taylor), and postmodernism (Deleuze and Guattari, Connolly). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASRP, ASSC, POPT.

POSC 3414. Politics, Nature, and History. (4 Credits)

Some thinkers have appealed to nature as a way of understanding the political community and its concerns. Others have claimed that history is far more important than human nature in understanding politics. We shall be looking at this debate as it unfolds in the writings of political thinkers both in antiquity and in the modern era. We shall be discussing writings from such theorists as Aristotle, Augustine, Hobbes, Kant, Nietzsche, Freud, Skinner, and Heidegger. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, POPT.

POSC 3415. Politics, Reason, and Revelation. (4 Credits)

How do different prominent political thinkers, such as Augustine, Maimonides, Locke, Spinoza, and Mill view the compatibility of the demands of religion and the needs of political communities? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: APPI, ASRP, ASSC, POPT.

POSC 3416. Liberalism and Its Critics. (4 Credits)

Modern liberal political thought, its intellectual roots and varieties; consideration of the best of liberalism's critics; examples will be drawn from philosophical, popular and public policy sources. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, POPT.

POSC 3418. Islamic Political Thought. (4 Credits)

The relationship between religious authority and political legitimacy in the classical and modern Islamic worlds. Various ways Muslims over the past 1,400 years have thought about the proper distribution of power and authority in their societies. What is an "Islamic state," and has there ever actually been such a thing? How did classical Muslim thinkers deal with the disjunction between political reality and political ideals? How have Sunni and Shiite thinkers differed in their conceptions of proper government? How useful a concept is "Islamic fundamentalism," and how modern is it? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, AFSS, AFST, ASSC, HPSE, HUST, INST, IPE, ISAC, ISAS, ISME, MEST, PJRJ, PJST, POPT, REST.

POSC 3419. Politics and (Science) Fiction. (4 Credits)

We shall be reading and discussing works of fiction, especially science fiction and fantasy, which center upon political themes and ideas. Such works will deal with modern political movements such as libertarianism, communism and fascism. Authors include, among others C.S. Lewis, R. Heinlein, A. Rand, G. Orwell, and N. Spinrad. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 3420. Women and Film. (4 Credits)

Students will examine the representation of women as subject of film and politics. Through texts placing women's history in context with emancipation in political life, students will view films which address these controversies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, POPT, WGSS.

POSC 3421. Political Theory in Popular Culture. (4 Credits)

This course introduces students to political ideologies such as liberalism, conservatism, socialism, anarchism, nationalism, fascism, feminism, ecologism, and multiculturalism. The course then sees how these ideas express themselves in the Marvel Universe, including the comic books, movies and Netflix series. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, CCUS, COMC, COMM, POPT, REST.

POSC 3422. Politics of the Present. (4 Credits)

A survey of recent and contemporary political thought, focusing on 19th- and 20th-century writers. Readings will include Lenin, Goldman, Bernstein, Nietzsche, Freud, Michels, Weber, deBeauvoir, Sartre, Camus, and Irigaray. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, ISEU, POPT.

POSC 3424. Political Philosophy between Islam and the West. (4 Credits)

What exactly is Islamic about the texts and ideas understood to constitute Islamic political philosophy? And what is Western political philosophy supposed to be in relation to that canon? How did these categories come to be created and sustained, and where do the tensions lie in such designations? This course focuses on a pivotal period of dialogue and disagreement—both within Islamic discourses and between Islamic and Western thinkers—to study the historical contexts and permutations of these created categories. We will consider examples through the writings of Al-Farabi, Al-Ghazali, Ibn Rushd, and Ibn Khaldun, reading them alongside those of Aquinas, Dante, Machiavelli, and Spinoza. Through this study, we will explore the power dynamics of constructing Islamic and Western political philosophy, and some of the consequences of these differentiations in global politics today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, INST, ISAC, ISIN, ISME, MEST, MVST, PJRC, PJST, POPT, REST.

POSC 3425. LGBTQ Politics and Theory. (4 Credits)

This course aims to familiarize students with the core texts and key debates that have shaped lesbian, gay, bisexual, transgender, and queer theory. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: POPT.

POSC 3426. Sex Wars. (4 Credits)

Students will read the works of sex radicals in the 19th, 20th, and 21st century political thought. Beginning with key texts on slavery by L. Brent and F. Douglass, we will study ideas and concepts regarding power and resistance in the works of S. Freud, E. Goldman, S. de Beauvoir, L. Irigaray, J. Genet, J. Baldwin, V. Solanos, A. Davis, M. Foucault, and others in order to explore contemporary feminist, queer and transgender theories and politics.

Attributes: ADVD, AMST, APPI, ASHS, WGSS.

POSC 3427. Islam, Art, and Resistance. (4 Credits)

Art has had a fascinating and often contested relationship with politics in the Muslim world. At least as far back as the work of Mansūr Hallāj, Rumi, and Hafez, poets and others have used art to challenge and rethink the relationship between the state and the people in various Islamic societies. This course surveys both historical and contemporary manifestations of art as resistance in select Muslim-majority countries, from Iran and Turkey to Egypt and Tunisia. Our explorations, framed by political readings, will range from literature and film to music and visual arts, focusing on art as a medium for social transformation and dissidence against political regimes. Our aim will be to cultivate nuanced reflections on the relations among religion, culture, and politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAH, GLBL, INST, ISAC, ISME, MEST, PJSJ, POPT.

POSC 3429. Democratic Theory. (4 Credits)

This course studies theories of modern democracy, their historical antecedents, their foundational assumptions about power, human nature and identity, and areas of agreement and disagreement between them over key ideas such as rights, equality, citizenship, justice, and difference. It evaluates contemporary democratic practices in the "era of globalization" through the lens of each theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, ISIN, POPT.

POSC 3430. Education Politics and Policy. (4 Credits)

Who decides what happens in the K-12 classroom? Who should decide? In this course, students examine how educational decision-making power is distributed on the global, national, state, local, and classroom levels. The course addresses such topics as education standards, school funding, classroom technology, and socio-emotional learning. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

POSC 3436. Capitalism and Its Alternatives. (3 Credits)

What is the philosophical foundation of capitalism? What are the viable alternatives to capitalism? This course considers answers to these questions from the fields of economics, political theory, and humanistic management. Authors covered include Adam Smith, Milton Friedman, and FA Hayek.

POSC 3437. Democracy in a Global Context. (3 Credits)

How is it possible to move a country with a conservative culture and authoritarian politics in a more democratic direction? How can democratic intellectuals and activists in the United States, China, and India support each other? This course stages a conversation about democracy with Jane Addams, W.E.B. Du Bois, John Dewey, B.R. Ambedkar, Hu Shih, and Saiidiya Hartman.

Attributes: EP3, POPT.

POSC 3456. Late Modern Political Thought. (4 Credits)

Through the late 18th century and thereafter, friends and foes of classical liberalism attempted to think through, amend, or accommodate themselves to Rousseau's criticism of modern philosophy, political and science. This course studies those efforts through a reading of selected texts by such thinkers as Rousseau himself, Kant, Hegel, Marx and Nietzsche. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, POPT.

POSC 3502. UN and Political Leadership. (4 Credits)

In this summer course, diverse aspects of diplomacy, decision-making and political leadership at the United Nations will be reviewed, theory, research practice and ethical issues considered. Includes exercises, fieldwork, and visits to the U.N or diplomatic community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 3507. International Human Rights. (4 Credits)

An examination of the international system for the protection of human rights: legal and political theory, cultural relativism, diplomatic protection and the concept of human rights law; legal instruments and institutions; substantive law. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, COLI, HPSE, HUST, INST, IPE, ISIN, POIP, URST.

POSC 3511. War and Peace. (4 Credits)

This course guides students in analyzing the causes, processes, and effects of political violence and efforts to mitigate and prevent political violence. Students are introduced to key theories of war and peace and will examine how political violence has changed over time in relation to technology, political economy, gender and racial identities, political institutions, and ethical and moral frameworks. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, HUST, INST, ISIN, PJCR, PJIN, PJST, PJWT, POIP.

POSC 3515. Revolution. (4 Credits)

An introduction to theories of revolution, and examination of classical and contemporary cases of revolution and a framework for considering the structure of revolution in the future. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

Mutually Exclusive: POSC 4037.

POSC 3516. Conflict Analysis/Resolution. (4 Credits)

This course focuses on post-Cold War international conflict analysis as an instrument of peacemaking. We will analyze inter-state, internal, state-formation, and protracted social conflict and focus on the development of conflict analysis and resolution as an interdisciplinary component of international studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, HPSE, HUST, INST, IPE, IRST, ISIN, PJCP, PJCR, PJST, POIP.

POSC 3520. Mideast and the World. (4 Credits)

An introduction to the international politics of the Middle East and North Africa defined as the whole of the Arab world plus Israel, Turkey, Iran, and those states neighboring these countries that have influence on the region's external relations. Emphasis will be placed on the colonial and postcolonial periods with particular attention paid to the post-World War Two era. Competing theoretical approaches to the study of international politics will precede a more issue-based analysis of the key factors that animate the region's behavior in world affairs. Topics receiving in-depth treatment include: inter-state conflicts, oil politics, political system types and their relationship to international politics, the role of religion, terrorism, external actors influence on the region, United States foreign policy goals, instruments, and actions, among others. No prior background in Middle East studies is assumed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, AFSS, AFST, COLI, GLOB, INST, IPE, ISIN, ISME, MEST, PJRC, PJST, POIP.

POSC 3521. Global Governance. (4 Credits)

International organizations play a pivotal role in global governance but there is still considerable debate about why these organizations exist, whether they matter in global politics, and whether they help or hinder international cooperation. Consequently, the goal of this course is to help students develop a broad understanding of global governance and the role international organizations play. We also spend time on the problems of international cooperation and the role of international institutions in the resolution of these issues. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, HPSE, HUST, INST, IPE, ISIN, POIP.

POSC 3522. United Nations. (4 Credits)

Structure and powers of contemporary international organizations; the role of the U.N., and regional organizations as related to war, peaceful change, and development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, AFSS, AFST, ASSC, HPSE, HUST, INST, IPE, ISIN, PJCP, PJCR, PJIN, PJST, POIP.

POSC 3526. Democracy, Terrorism, and Modern Life. (4 Credits)

This course examines the requisites of democracy and modernity as ways of thinking and ways of life and the threat posed to them by terrorism. It asks, what is terrorism, why does it exist, how fundamental are the conflicts it is embedded in, how extensive a threat is it to the U.S. and others, and how can it be stopped? It analyzes the vulnerabilities (and considers the strengths) of modern, highly technological, media driven, highly integrated, international liberal social and economic regimes and the modern philosophical systems with regard to terrorism, and considers ways to mitigate points of danger. Finally, it considers the advantages of democracy and modernity in overcoming this threat. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, INST, ISIN, PJST, PJWT, POIP.

POSC 3527. United Nations Peace Operations. (4 Credits)

This course examines the challenges of contemporary peacekeeping, peace enforcement, and peacebuilding through the institution of UN peace operations. Students will explore the generational evolution of UN peace operations since 1945, and focus on key issues related to effective peacekeeping, peace enforcement, and peacebuilding, including sovereignty/non-interference; troop-contributing country interests and political will; civil-military interactions; civilian protection; mission mandates and rules of engagement; and regional as well as UN headquarters politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASSC, HPSE, HUST, INST, ISIN, PJCP, PJCR, PJST, POIP.

POSC 3530. U.S. Foreign Policy. (4 Credits)

This course will consider the goals and instruments of United States foreign policy, both in the security and economic realms, as well as through an historical context. Students will examine how foreign policy is made, contending explanations, as well as the main actors involved. Current issues and controversies will be used to test different theoretical approaches. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, HPSE, HUST, INST, IPE, ISIN, POIP.

POSC 3531. US Security Policy. (4 Credits)

This course analyzes US security policy, specifically including the topics of American military operations and policy, the increase in unconventional warfare, and the threats unique to the 21st century world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASHS, INST, ISIN.

POSC 3532. The Development of Human Rights Law. (4 Credits)

Many of the most significant and concerning trends in international law and international relations today stem from fundamental questions and disputes about the nature of human rights. This course serves as an introduction to the law, theory, and practice of international human rights. Beginning with a consideration of the philosophical origins of the concept of human rights, the course will examine the historical development of notions of human rights and how those notions were operative in historical circumstances. Special attention will be paid to the Holocaust: its historical antecedents, Nazi policies and actions with regard to race, and lessons drawn by the international community from this tragic chapter in modern history. The course will also consider various mechanisms for the promotion, protection, and implementation of international human rights, including those of international organizations (such as the United Nations), regional institutions (such as the Organization of American States), and nongovernmental organizations (such as Human Rights Watch). Wherever possible, the discussion of international human rights law will relate to contemporary developments in human rights internationally, as well as within the United States. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HUST, INST, ISIN, ISIP, PJSJ, PJST, POIP.

POSC 3534. The International Politics of Civilian Protection. (4 Credits)

This course engages students in the global politics of protecting vulnerable populations and the debates surrounding international practices and norms concerning civilian protection in times of conflict and humanitarian emergencies. We will explore the historical evolution of international humanitarian law, international human rights law, and refugee law in shaping the contemporary protection of civilians (POC) regime, as well as analyze the practices of global and local institutions as implementing actors. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, HUST, PJCR, PJST, POIP.

POSC 3535. Comparative Foreign Policy. (4 Credits)

This course focuses on the actors, processes, and outcomes of foreign policy across individual, state, and international levels of analysis. It covers interconnections among theories of international relations and theories of foreign policy around the globe. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: POCP, POIP.

POSC 3540. Politics of Cyberspace. (4 Credits)

Advancements in cyberspace and cyber technology have changed how nation states relate and interact with each other. Increasingly, states rely on cyberattacks against other states to achieve various geopolitical ends. The focus of this course is thus to examine how state-sponsored cyberattacks affect conflict and cooperation between states. Topics covered include how states, their adversaries, and non-state actors engage online, how political and economic factors influence cyber conflict propensity, and what strategies can be used to manage interstate cyber conflict. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, ISIN, POIP.

POSC 3550. Decolonial Thought in Latin America. (4 Credits)

As a discipline and movement, “the decolonial” is an expansive terrain offering fertile ground for thinking through the social and political questions that haunt the 21st century. Adjacent to postcolonialism, decolonial political thought writ large is concerned with a critique of both the material and discursive formations that have shaped the modern world through centuries of colonization, enslavement, dispossession, and cultural erasure. Decoloniality in Latin America has been a particularly rich and influential source for problematizing the ramifications of this legacy. In this course, we will examine the histories of colonial violence and the multifarious ways in which those subjected to it have represented themselves in opposition. Core readings will include works by Bartolomé de las Casas, José Martí, José Carlos Mariátegui, Eduardo Galeano, Edward Said, Anibal Quijano, Walter Dignolo, Enrique Dussel, and María Lugones. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP3, GLBL, PJRC, PJST, POPT.

POSC 3605. Comparative Democracy. (4 Credits)

An examination of current explanations of stable democracy and an attempt to apply them to small, fragmented democracies of Western Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, GLBL, INST, IPE, ISEU, POCP.

POSC 3610. Political Economy of Development. (4 Credits)

This course provides an introduction to the politics and comparative study of international development, both human and economic. A central question will help organize the course: why have some countries developed successfully, while others have not? Whereas much of Western Europe, North America and East Asia have experienced economic development, much of Africa has not. Latin America, Eastern Europe and Eurasia are hybrids, with both pockets of success and failure. While defining what success or failure may mean in light of globalization, our collective focus will be on how best to understand such differences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, GLBL, HPSE, HUST, INST, IPE, ISIE, ISIN, LALS, LASS, PJEC, PJST, POCP, POMI, SOIN, URST.

POSC 3613. Political Movements. (4 Credits)

Explores modern political resistance to established forms of power. Analyzes goals, programs, and ideologies of political movements. Whether they seek revolution or reform, political movements make urgent moral and political claims on society and can even transform social and political systems. This course evaluates such impact on society and the state. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, ISIN, POCP.

POSC 3614. Political Institutions. (4 Credits)

Suppose for a moment that you are a political advisor to the United States government or a major Intergovernmental Organization (IGO) and your task is to come up with an ideal combination of political institutions for a new democracy. You are asked to choose among different types and combinations of institutional rules and practices - such as the organization and operation of the executive, the structure of the legislature, the type of electoral system, and the relationship between the central and local governments. Which political institutions would you recommend? Why? We will ask whether an optimal combination of political institutions exists by examining the effect of these institutions on a broad range of outcomes such as political inclusiveness, citizen participation, economic growth and income distribution, political conflict among the branches of government, proximity between government policy and voter preferences, public goods provision, political corruption, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, INST, ISIN, POCP.

POSC 3616. Political Economy of Poverty. (4 Credits)

This course examines the causes of widespread poverty in the developing world from a political economy perspective. The aim is to understand the relationship between political, economic, and social phenomena in causing, perpetuating, and alleviating poverty across the globe. Course readings include classic texts in the field, policy strategies and debates, and case studies on Latin America, Middle East, South and East Asia, and sub-Saharan Africa. Critical analysis of the issues and approaches is strongly encouraged. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, GLBL, HPSE, HUST, INST, IPE, ISIE, ISIN, LALS, LASS, PJEC, PJST, POIP, POMI, SOIN.

POSC 3620. British Government and Politics. (4 Credits)

The study of British politics aims to provide students with a basic knowledge and understanding of the workings of British government, the political process, the legal system, and political ideologies today. Key issues, including race and class, the role of social media, will be considered. The course will also help students understand key political events and actors from 1979 to the present. This will include the politics of the post-Brexit United Kingdom and the challenge of devolution in Scotland, Northern Ireland, and Wales. Where appropriate, comparisons will be made with politics and government in the U.S. The course will include a visit to Parliament, preferably for “Prime Ministers Question Time.” When possible, guest speakers will be invited. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, IPE, ISEU, POCP.

POSC 3621. European Politics. (4 Credits)

Introduction to the politics of contemporary Europe including analyses of political economy, democratic governance, and political integration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, IPE, IRST, ISEU, POCP.

POSC 3622. Politics of the European Union. (4 Credits)

The European Union (EU) embodies a unique political and economic partnership. With the total population of almost 500 million people, it is one of the largest economies in the world and a major trade partner with the United States. Furthermore, EU is an influential actor in world politics. How does EU work? What are the prospects for the expansion of the euro zone? How do citizens of EU affect policymaking processes at a supra-national level? This course will address these issues through the analysis of EU institutions, policies, and political processes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, IPE, IRST, ISEU, POCP, PPWD.

POSC 3624. The Qur'an and Hadith in the Global Political Perspective. (4 Credits)

This course analyzes: the Qur'an as a Muslim common constitution and a sacred and historical book; Hadith (Sunnah) as a second source of Muslim faith and of Qur'an interpretation; the relationship between Christians, Jews and Muslims through Qur'an and Hadith; the misunderstanding of Qur'an and Sunnah in the terror era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, ISIN, ISME, MEST, REST.

POSC 3630. South Asian Politics. (4 Credits)

Analysis of politics in South Asian countries. Review of their history, political institutions, public policies, and foreign affairs. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, POCP.

POSC 3631. China and Russia in Comparative Perspective. (4 Credits)

This course provides a broad overview of political, socioeconomic, and cultural developments in contemporary China and Russia. Both countries have recently experienced streaks of positive economic growth and begun to reassert their political muscle in the international arena, as seen in China's vital role in US negotiations with North Korea and Russia's annexation of the Crimea and engagement in military operations in eastern Ukraine. The course places an analysis of current events in historical perspective, examining the emergence and development of the communist states, along with the introduction of market reforms and the persistence of state repression. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, CNST, GLBL, INST, ISAS, ISEU, ISIN, POCP.

POSC 3632. China and U.S. in Global Era. (4 Credits)

This course compares China and the U.S. with respect to political system, philosophy, and political economy. It includes lectures, discussion, joint Chinese-American student study projects, and field trips to important historic and contemporary Chinese political and cultural sites in southern China, and in Hong Kong and Macau. The class concludes with a discussion of the future of Chinese-American political and economic relations in the contemporary era of globalization. Fee Required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, ASSC, CNST, GLBL, INST, IPE, ISAS, ISIN, POCP.

POSC 3633. China and US-Global Era/Study Tour. (4 Credits)

This course compares China and the U.S. with respect to political system, culture, philosophy, and political economy. It includes a two-week study-abroad study tour and lectures, discussions, joint Chinese-American student study projects, and field trips to historic Chinese political and cultural sites in Beijing, Guangzhou, and Hong Kong. It also includes independent research and analysis in conjunction with the professor. Its goal is to enable students to better comprehend the future of evolving Chinese-American political and economic relations in the contemporary era of globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, GLBL, INST, ISAS, ISIN.

POSC 3634. The Great Law of China. (4 Credits)

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

Attributes: CNST, INST, ISAS.

POSC 3635. China, Japan, Korea, and the U.S. in the Global Era. (4 Credits)

This course is a study tour and independent study to familiarize students with the political systems and cultures of China, Japan, and Korea and the relations between these countries and with the United States.

Attributes: ASSC, INST, ISAS, ISIN.

POSC 3636. China and the Global Economy. (4 Credits)

The goal of this methods-intensive lecture course is to provide students with frameworks to understand China's impacts on the global political economy, the ways in which China's integration into the global economy has affected international politics, as well as how this integration has affected China's political and economic development. We will pay particular attention to U.S.-China relations, especially the challenges China poses to U.S. policymakers as they craft trade, industrial, and monetary policies in the 2020s. We will draw on approaches from international relations, (international) political economy, and history. This is a methods-intensive course and students should have completed introductory coursework in political science or political economy. The course will be valuable to anyone with general interests in global economics, politics, or policymaking, as well as those seeking a more specific understanding of the implications of China's economic rise for international economics and politics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, CNST, INST, IPE, ISAS, ISIN, POCP, POIP, PONI.

Prerequisite: POSC 1100.

POSC 3637. Russian Foreign Policy. (4 Credits)

In this course, students explore the theoretical underpinnings and empirical applications of Russian foreign policy, from the collapse of the Soviet Union to the present period, with special attention dedicated to the ongoing war in Ukraine. As such, this is a course that examines the reemergence of a regional hegemon in a multipolar and multilateral world. Given the three decades under study, the subject matter will include studies in international relations, comparative politics, comparative historical analysis, and Russian sociopolitical history. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: POCP, POIP.

POSC 3641. Latin American Politics. (4 Credits)

The objective of this course is to provide a broad overview of the main questions on Latin American politics and society. We will explore issues such as inequality, violence, economic development, authoritarianism, race, social movements, and democratic transitions. We will further examine issues related to corruption, natural resources, populism, and migration. We will analyze the region as a whole, and use country cases to explore each theme. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, ASSC, GLBL, INST, IPE, ISLA, LAIN, LALS, LASS, POCP.

POSC 3645. Politics of Immigration. (4 Credits)

The course examines the politics of contemporary immigration. Topics include the construction of citizen and alien, the (re)negotiation of immigrant sexuality and sexual identity, the racialization of naturalization, the family and immigration law, the formation of social movements around immigrant rights, and a comparative analysis of immigration policies in the U.S. and those in Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, HPSE, HUST, INST, IRST, ISIN, ISLA, LALS, LASS, PJSJ, PJST, PLUR, POCP, URST, WGSS.

POSC 3651. Comparative Politics of the Middle East. (4 Credits)

An introduction to the comparative politics of the Middle East and North Africa (MENA) viewed from the competing theoretical perspectives of political economy and political culture. Focus will be placed on identifying key conceptual and empirical variables that help explain the nature and behavior of MENA states in the modern period. Among the relevant issues to be discussed include political elites, ideologies, institutions, parties, civil society, democracy, authoritarianism, conflict, political economy, religion, women, and ethnic groups, among others. No prior background in Middle East studies is assumed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, GLBL, HPSE, HUST, INST, IPE, ISME, MEST, OCHS, OCST, POCP.

POSC 3652. State-Society Relations in the Middle East. (4 Credits)

States and societies are never synonymous, and often find themselves at odds with one another. The countries of the Middle East are no stranger to such gulfs between "citizens" and "regime." Here, individuals and groups use a range of formal and informal norms and practices to respond to the state. Everyday decisions such as what to wear, with whom to interact, or what jokes to tell can subtly undermine regime narratives. Under-the-table economic practices, such as clientelism and patronage, call into question the state's ability to govern its citizens. And, in extreme situations, collective actions, such as protest or revolution, can threaten the foundations of the state itself. This course will pull together resources from such diverse fields as cultural studies, political economy, and political psychology to examine these processes of consent and dissent, and we will read in-depth qualitative studies as well as quantitative analyses from survey research. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISME, MEST, POCP.

POSC 3653. Religion and Society in the Middle East. (4 Credits)

It can seem as though every conversation about the contemporary Middle East inevitably turns to questions of religion. Are Islam and democracy compatible? What are the sources of fundamentalism, and why do fundamentalists sometimes turn to violence and terrorism? Why do religion, politics, and conflict seem so intertwined in this region? A vast array of religious traditions have long histories in this part of the world, and religious narratives in the Middle East have been a force for violence and conflict, peace and economic well-being. This course will examine the deeply embedded role of religion in Middle Eastern societies, drawing on tools from such diverse disciplines as political science, psychology, sociology, and philosophy. Our goal will be to explore the ways in which religion has shaped, and been shaped by, the broader social and political realities of the Middle East over time. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, ISME, MEST, POCP.

POSC 3800. Internship. (3 Credits)

Supervised placement for students interested in work experience.

Attribute: ASSC.

POSC 3915. International Political Economy. (4 Credits)

This course introduces various theoretical frameworks explaining the international political economy and examine topics including trade, monetary policy, exchange rates, finance, multinational corporations, international institutions, and economic development. There is a particular focus on the distribution of benefits within an increasingly globalized world, and the ways in which interest groups work to advance their favored economic policies within this system. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, INST, IPE, ISIE, ISIN, PJEC, PJST, POIP, URST.

POSC 3916. Understanding the Global Economy. (4 Credits)

The global economy impacts a child in Bangalore, a female factory worker in China, coffee farmers in Peru, as well as auto-workers in Detroit, MI as much as you. Although they are all connected, they experience the impact of global economy very differently. This course helps you get a better understanding of the basic elements that constitute the global economy. It connects theoretical material from a wide range of sources with case studies and the experience you will gather during your service learning activity (required). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

POSC 3999. Tutorial. (3 Credits)

Independent research and reading with supervision from a faculty member.

POSC 4001. Rhetorical Arts & Politics in the Ignatian Tradition: A London Study Tour. (4 Credits)

The purpose of this course is to introduce students to the rhetorical arts as defined in the classical, Jesuit, and contemporary political traditions, with students developing and refining their rhetorical skills in an intensive one-week field experience in the dynamic context of contemporary London. The team-taught interdisciplinary seminar makes full use of the resources available to students at Fordham's London Centre, with reading, writing, and discussion-based assignments linked to excursions grounded in London's politics and culture, as well as daily practice in public speaking and eloquentia perfecta exercises and skill building techniques in the Ignatian tradition with pointed links to civic virtue.

Preceding the study tour, during the spring semester, students engage in four two-hour preparatory seminars, with critical discussion, reading, and writing assignments relating to classical and contemporary rhetoric. The course satisfies the EP3 and ICC core requirements and is cross-listed as an elective for the political science major/minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, POCP.

POSC 4002. Seminar: Global Migration. (4 Credits)

This class examines the global flow of people and the responses of local communities, states, and international institutions to this movement. First, we examine the development of contemporary patterns of migration: why do people move across international borders, and where do they go? Second, we examine how states attempt to control migration, either by facilitating or limiting it, and the consequences of these efforts. Third, we examine the interaction between immigrants and host populations around the world: how are immigrants received and integrated once they arrive? Fourth, what implications does migration have for economic development and security? Lastly, we consider the role of international institutions and the potential for greater global governance on migration. The movement of people around the world presents empirical phenomena that need to be explained. It also presents a multitude of normative, ethical, and moral questions about the rights of individuals, access to membership in political communities, and the meaning of citizenship. The class explores these empirical and normative questions in depth. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISIN, POSM.

POSC 4010. Taming "Wicked Problems": Social Science Research and Solutions Lab. (4 Credits)

Public health and safety, education policy, gun control, workers' rights, housing policy, environmental sustainability, infrastructure, digital privacy rights, civic engagement, energy policy, inequitable access to health care, and criminal justice reform: These issues lie at the heart of our communities, and tackling the challenges they represent requires us to abandon siloed thinking in favor of bringing multiple bodies of knowledge into the spaces where policy can be crafted to make people's lives better and more fulfilling. This course centers on interdisciplinary approaches to the identification, analysis, and proposal of evidence-based policy solutions for complex social, environmental, and economic problems facing 21st-century communities (i.e., "wicked problems"). Students will enhance their competencies in conducting applied, policy-relevant, and participatory action research through Solutions Lab projects focusing on "wicked problems" and will be equipped with the normative, affective, and cognitive skills and tools to actively and effectively engage in data-informed action for community betterment and social justice. Course materials will cover the theoretical foundations, conceptual scaffolding, and methods for distilling specific, concrete problems from larger ethical, cultural, and moral debates—and identifying possible solutions to those problems. It will be conducted using a workshop format and will be informed by perspectives and methodologies derived from sociology, political science, public policy, history, social justice, development, and human rights. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ICC, PJCP, PJSJ, PJST, POIP.

POSC 4013. Religion and American Politics. (4 Credits)

This interdisciplinary seminar explores the nexus of religion and American public life. After treating topics related to electoral politics (e.g. candidate religion, voter religion, "value voters," religious rhetoric), students will then engage a series of "hot topics" that encompass (and often combine) both religious and political discourse. The goal is to provide students with two alternative, yet complementary methods of analyzing the intersection of religion and American politics— one from a political science perspective and one from a theological perspective. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMCS, AMST, APPI, ASRP, ICC, IRST.

POSC 4015. American Economic Policymaking. (4 Credits)

This course surveys the major economic policies made by the U.S. government, political influences on economic policy making and the consequences of economic policy on politics. Some of the policies we will look at will include macroeconomic policy, fiscal and monetary policy, taxes, regulation and trade. Influences on economic policy making include the president, congress, interest groups and the public. We will also discuss the trade off between economic efficiency and equity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ICC, LPBC, LPGP, POAP, URST.

POSC 4020. Place, Space, and Immigrant Cities. (4 Credits)

This course will introduce students to the main issues and current debates on immigrant minorities in large urban areas. Due to their density, cities represent microcosms of interaction and identity formation among and between different minority and majority groups. This often manifests itself spatially, as certain neighborhoods become areas of residence and territorial concentration for immigrant minorities. In the process of settling, immigrants also start identifying strongly with their spaces of settlement. This course will trace the historical patterns of this process, as well as explore its contemporary manifestations, as cities are being rediscovered and "gentrified," rendering their neighborhoods into fierce battlegrounds of spatial contestation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, INST, ISIN, LALS, LASS, LPGP, PJRC, URST.

POSC 4022. Seminar: China in Global Affairs. (4 Credits)

From the trade war and territorial disputes to public health and climate change, China is often at the forefront of media headlines—and, increasingly, contentious policy debates. But what does China's apparently inexorable rise, both economic and military, mean for the United States and the rest of the world? What does China want and what drives its behavior on the global stage? This course will situate China's contemporary behavior in an understanding of the history of China's foreign relations, its domestic politics, and an evolving international system. We will examine the changes and continuity in China's foreign policy over time, and cover different facets of its international behavior—such as its economic model, use of military force and conflict, nationalism, overseas propaganda, and attitudes toward regime survival, national sovereignty, and human rights. We will also investigate the nature of China's role in the international order, what it means to have global influence (or lack thereof), and extensively discuss the implications for U.S.-China relations. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, CNST, INST, IPE, ISAS, ISIN, PJSJ, PJST, POCP, POIP, POMI, POSC, POSM.

POSC 4025. Youth and Politics. (4 Credits)

Youth is widely regarded as the future of the nation and an agent of social change. How do young people participate in politics? What influences youth's voting behavior and engagement in protest activity? What is the impact of family, schools, and social media on youth's civic engagement? The course will address these issues from an interdisciplinary, cross-national perspective by drawing upon literature in anthropology, political science, psychology, and sociology and comparing youth experiences in the United States, East Asia, Eastern Europe, and the Middle East. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASHS, ICC, INST, ISIN, PJRC, PJST, POCP, URST.

POSC 4036. Human Nature After Darwin. (4 Credits)

This course enters contemporary theological, political and scientific debates about how to conceptualize human nature after Darwin. We read Epicures, Lucretius, Augustine, Aquinas, Darwin and contemporary theologians, political theorists and scientists. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, ICC, THHC.

POSC 4037. Social Movements and Revolutions. (4 Credits)

Over the course of world history, various social movements were formed to challenge dominant power relations and bring about social change. Drawing upon literature in history, political science, and sociology, this course examines a wide range of challenger organizations and revolutions. In particular, this course discusses the development of several twenty-first century social movements and revolutions in the United States and abroad, including Black Lives Matter, the Occupy Wall Street, Otpor (Serbia), the Arab Spring (Middle East), Umbrella Revolution (Hong Kong), and EuroMaidan (Ukraine).

Attributes: ADVD, AMST, APPI, ASHS, ASRP, ICC, INST, ISIN, LALS, LASS, PJSJ, PJST, POCP.

Mutually Exclusive: POSC 3515.

POSC 4040. Seminar: Sustainable Development. (4 Credits)

The goal of this seminar is to provide students with an understanding of the major topics and issues facing countries as they try to protect the environment, formulate energy policies, and respond to climate change. We will take a global perspective and focus primarily on low- and middle-income countries—where these policy choices also must be balanced against competing imperatives of inclusive, rapid, and sustainable economic growth and development. Accordingly, we will work to understand the politics of environmental and energy policy as part of this larger push toward economic growth and development, with a goal of understanding when and how politics affect which policies are chosen, the trade-offs made between the economy and the environment, and the practical implications for environmental outcomes and people's well-being. The main learning outcome for the course will be directed individual research, culminating in a presentation and policy paper. This will allow students to focus on and develop expertise in a sustainability topic of their choice while also honing research, presentation, and policy analysis skills.

Attributes: ENST, EPLE, ESEL, ESPL, INST, ISIN, POCP, POIP, POSM, PPWD.

Prerequisite: POSC 1100.

POSC 4055. What Is College For?. (4 Credits)

This course begins with a close reading of "The Idea of a University," John Henry Newman's classic account of the purposes of higher education, and an introduction to philosophy and theology. Next, the course will cover the history of American higher education and Catholic higher education in particular. We will study the origins of liberal arts colleges, the emergence of land grant and research universities, the growth and popularization of American higher education after World War II, and the current education landscape, including community colleges and online options. The course will consider such questions as the role of theology in the core curricula at contemporary Catholic universities, Jesuit values and U.S. News and World Report values, the Catholic preferential option for the poor and the student body at Catholic colleges, and the relationship between Catholic colleges and the surrounding communities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, ICC.

POSC 4125. Seeing Like a State: Security & Privacy. (4 Credits)

The first part of this course introduces students to the politics of surveillance and privacy in contemporary democracies, particularly the United States. It draws on scholarship from several disciplines—anthropology, feminist studies, queer theory, political science, sociology, and critical science studies—as well as epistemological approaches from both the social science and humanities to explore four interrelated questions. First, why do states surveil? Are there forms of surveillance that are acceptable and useful; what forms of surveillance pose risks to reasonable expectations of privacy? Second, who has privacy in democracy; who is subject to surveillance? Third, how do individuals resist privacy incursions and to what extent are these efforts successful? Finally, what are historic and contemporary forms of surveillance? Examples include branding, runaway slave notices, lantern laws, surveillance advertising, labor surveillance, biometric tracking, location services, blood screening, cameras in public spaces, administrative records, and security practices. The second part of this course explores these questions even further through literature and popular culture, specifically George Orwell's "1984," investigative journalism, and the MTV inaugural reality TV show, "The Real World." Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 4210. Seminar: State, Family, and Society. (4 Credits)

This seminar will examine the relationship between political systems and the family by exploring the connection between varying philosophical/ideological perspectives on state intervention in the family. Public policy issues to be discussed will include marriage and divorce, adoption and foster care, child care, family and child autonomy and child and domestic abuse. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASHS, EP4, PJRC, PJST, POAP, POSM, VAL, WGSS.

POSC 4215. Seminar: Presidential Elections. (4 Credits)

The course will analyze the dynamics of presidential elections, including pre-nomination stage, nominations, campaigns, and voting behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, POAP, POSM.

POSC 4216. Seminar: Campaigns and Elections. (4 Credits)

The primary goal of this course is to provide an introduction to the major theoretical frameworks on campaigns, elections, and parties in the U.S. to better understand how incorporation and participation shape the multifaceted political identities of citizens and residents in the U.S. This course will largely push students to solidify and clarify their understanding of incorporation, democracy, inclusion, and rights at this particular historical moment, more specifically in relation to partisan and racial group identity in the U.S., incorporation of underrepresented groups over time, and the future of representation of all groups, both descriptive and substantive. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, POSM.

Prerequisite: POSC 1100.

Mutually Exclusive: POSC 3301.

POSC 4240. Seminar: Black Ethnic Politics. (4 Credits)

The course examines how incorporation, concepts of identity, and participation shape the multifaceted political identities of blacks currently residing in NYC and in the U.S. more broadly. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: POSM.

POSC 4260. Seminar: Sex and Sexuality in U.S Politics. (4 Credits)

This seminar examines the history of activism and political organizing by lesbian, gay, bisexual, and transgender people in the United States between 1950 and 2012. Using an interdisciplinary approach—across gender and sexuality studies, queer theory, critical race theory, political science, and history—we will explore: 1) the ways that lesbian, gay, bisexual, and transgender identities have been constructed in the context of U.S. politics and 2) how lesbian, gay, bisexual, transgendered, and "LGBT" political interests achieve their meaning and are co-constituted by their intersections with other axes of identity, such as race, ethnicity, class, nation, and ability. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, POSM, WGSS.

Prerequisite: POSC 1100.

POSC 4302. Seminar: Political Masculinity. (4 Credits)

In this course, students analyze the role that masculinity plays in politics, especially American politics. The tradition of masculine leadership and power dates back to ancient Greece and continues to modern politics, taking center stage in the 2016 election and beyond. This seminar will investigate what masculinity means and how it affects politics, both on the level of candidates and officeholders and on the level of individual citizens and voters. The class will also consider the question of whether a primarily masculine system is the most desirable option in this day and age and what, if any, options are available. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: POAP, POSM.

POSC 4305. Seminar: American Politics Research. (4 Credits)

This course allows students to do their own research on topics in American politics through analysis of American political institutions, voter behavior, and political development. The course provides assessment of the main methodological approaches political scientists rely on in engaging in research, and will provide them the opportunity to focus on the practical side of political science research. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, EP3, POAP, POSM.

POSC 4315. Seminar: Polarization in American Politics. (4 Credits)

This course will examine the causes and consequences of partisan polarization in American politics. Topics to be covered include polarization in Congress, are ordinary citizens polarized, the role of religion, class and race in fueling partisan polarization on the policy making process. Since this is a seminar students are expected to be able to work and the impact independently by carrying out an extensive research project addressing some aspect polarization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, POAP, POSM.

POSC 4400. Seminar: Global Justice. (4 Credits)

What is global justice and how can we achieve it? This course considers answers to this question from Enlightenment philosophers, and contemporary liberals, cosmopolitans, feminists, neoliberals, realists, Muslims, and Buddhists. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, HPSE, HUST, INST, IPE, ISIN, LALS, LASS, PJCP, PJCR, PJST, POPT, POSM, URST, VAL.

POSC 4401. Seminar: Urban Politics. (4 Credits)

In this seminar, students evaluate cities, politics, transportation, and governance. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: POSM.

Prerequisite: POSC 1100.

POSC 4420. Seminar: Nationalism and Democracy. (4 Credits)

An examination of nationalism with particular attention to its effects on democratic principles and practices and its intersection with identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: POPT, POSM, WGSS.

POSC 4425. Seminar: Contemporary Politics and Cultures in the Islamic World. (4 Credits)

This research seminar explores political life across the contemporary Islamic world through an examination of social movements, conflicts, and shifting political cultures. The geographical and cultural terrain of the course will range from North Africa to South Asia, focusing on legacies of colonialism and imperialism as well as responses to these phenomena from the mid-20th century onward. In keeping with approaches in political theory and comparative politics, topics will include: culture, institutions, political order, resistance and revolution, transnational influences on domestic politics, as well as authoritarianism and democracy. In particular, we will end the course by comparing political systems and the cultural resources available to political actors and ordinary people to better understand struggles for democracy before and after the Arab Spring. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISAC, ISME, ISTEP, MEST, POCP, POSM.

POSC 4515. Seminar: International Politics of Peace. (4 Credits)

Students in this course will integrate informed analysis and reflection to critique, orally debate, and articulate in writing their ideas regarding how actors in international politics can nurture, envision, (re)build, manage, enhance, and enforce "peace" in contemporary international politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, HPSE, HUST, INST, IPE, ISIN, PJCP, PJCR, PJIN, PJST, POIP, POSM, VAL.

POSC 4526. Seminar: The Politics of Humanitarian Intervention. (4 Credits)

Political decisions about when, how, and whether to intervene in other countries' affairs have been framed in humanitarian terms. The course provides students with an overview of the politics of humanitarian intervention and asks them to consider a variety of perspectives on the feasibility, effectiveness, ethics, and altruism of protecting civilians with force. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HPSE, HUST, INST, ISIN, PJCR, PJST, POSM.

POSC 4535. Seminar: Post-Cold War Human Rights and Protection Architecture. (4 Credits)

This seminar will explore the politics surrounding the unprecedented growth, development and advancement of the global human rights regime and protection of civilians architecture following the demise of the Cold War. The context of the emerging global governance order at the end of the 20th century will form the backdrop for the study of this transformation, and students will analyze the normative, political and peace and conflict dynamics that precipitated and informed its growth and development as well as develop a mastery of the theory and practice of international human rights and civilian protection. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISIN, POSM.

POSC 4545. Seminar: Russian Politics and Society. (4 Credits)

As a successor to the Soviet Union, the Russian Federation is one of the largest and most powerful countries in the world. The course will provide an overview of Russian history, politics, and society. The course will begin by examining the rise and the fall of the Soviet Union. Next, the course will examine Russian politics from the early 1990s to the present day. The course will conclude with a discussion of Russian foreign policy and US-Russian relations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, GLBL, INST, ISAS, ISEU, POCP, POSM.

POSC 4547. Seminar: War, Peace, Law, and the United Nations Security Council. (4 Credits)

This class investigates the fundamental contradictions of international law, the fluctuating dynamics of great power politics, and the possibilities for international cooperation through deep study of the United Nations Security Council and its role maintaining international peace and security. Students will read cutting-edge scholarship and policy work in global governance, conflict management, and international relations, alongside archival documents from the U.N.'s records and historical accounts of the UNSC's origins and work, and they will learn the basics of qualitative and archival research via study of the UNSC's extensive dossier of primary documents on war, peace, and conflict resolution. Students should leave this class with a sophisticated understanding of the work and future of UNSC, and with a clear understanding of how qualitative researchers ask and answer questions about complicated, messy, and highly contingent political processes. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: POIP, POSM.

Prerequisite: POSC 2501.

POSC 4605. Political Violence. (4 Credits)

This course explores the main debates on the causes and consequences of political violence. We will explore timely questions in political science, such as: Why do individuals engage in violence? What causes civil wars? Why do rebel groups and government forces engage in violence against civilians? What explains the use of sexual violence in civil wars? What explains terrorism? What causes one-sided violence? And is criminal violence political? We will explore the debates in the field of international relations regarding the nature and causal factors behind these types of violence, aiming to understand how to prevent or address them. This course is writing- and research-intensive with the goal of developing these skills. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LALS, POCP.

Prerequisite: POSC 1100.

POSC 4620. Seminar: The World of Democracy. (4 Credits)

This course studies democracies across of the globe. It analyzes the meaning of democracy in different cultures and theories, and compares political systems, including democratic nations that aspire to democracy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, INST, ISAF, ISAS, ISEU, ISIN, ISLA, ISME, PJCR, PJST, POCP, POSM, VAL.

POSC 4800. Internship. (1 to 4 Credits)

Analysis and discussion of selected topics and problems in political economy. Provides students the opportunity to work on guided research projects tailored to the student's interests and the course's objectives.

POSC 4821. Careers in Political Science. (4 Credits)

This course will discuss different types of careers in political science. Political science majors pursue careers in a variety of fields, including law, business, foreign affairs, public administration, campaign management, journalism, and nonprofit organizations. Students enrolled in the course will reflect upon their internship experience and complete written assignments on the topic. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 4881. Seminar: Supreme Court. (4 Credits)

This course will delve into the members, practices, and rulings of the U.S. Supreme Court, past and present. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: POSM.

POSC 4900. Seminar: Democracy, Development, and the Global Economy. (4 Credits)

This course seeks to understand, analyze, and critique both liberalism and its alternatives. Specifically, we will explore how democracies and nondemocracies integrate into the global economy and how, in turn, the global economy impacts state politics, poverty, and prosperity. The goal of the course is to critically and scientifically assess the significance and success of diverse domestic political institutions and policies in advancing human welfare in our current era of economic interdependence. The course is structured to first cover the fundamental structures and values of democratic and undemocratic political institutions, liberal and state capitalist market models, and various economic development theories. Then, in the second part of the course, we will critically evaluate and discuss the complex relationships between these phenomena (democracy, development, and the global economy), focusing on the capacity, sustainability, and success of liberal goals and organizational structures in advancing the human condition. This is an advanced writing, research, and discussion based course for students interested in international political economy, international development, and/or comparative politics. We will dedicate substantial class time to research design and methodology, including case study analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, INST, IPE, ISIN, PJEC, PJST, POSM, VAL.

POSC 4999. Tutorial. (4 Credits)

Independent research and reading with supervision from a faculty member.

POSC 5100. American Political Behavior. (3 Credits)

The nature and sources of mass political behavior, with a focus on questions of mass-elite linkages derived from democratic theory; political attitudes, their origin and measurement; mass participation—electoral and non-electoral—and its systemic consequences.

Attributes: AMST, ASHS, DATA, PMMA.

POSC 5130. Political Institutions and Processes. (3 Credits)

Legislative, executive, and judicial powers. The formation and implementation of public policy. Institutional norms and behavior in American national government.

Attribute: DATA.

POSC 5140. Themes in Urban Public Policy and Power. (3 Credits)

This course surveys a series of issues and ideas in urban public policy in order to understand why urban actors compete, what power means to them, and what sorts of dynamic policy issues they confront.

Attributes: HECS, PMMA, PSIC, URSG.

POSC 5238. Strategies of Political Communication. (3 to 4 Credits)

How to build campaign messages based on an understanding of vote determinants, research tools, and candidate psychology.

Attribute: PMMA.

POSC 5240. Fundamentals of Political Campaign Management. (3 Credits)

Will introduce the basic elements of political campaign management, focusing on the role and the responsibilities of the modern campaign manager at all levels of campaigns; local, congressional, statewide, and national.

POSC 5243. Campaign Finance and Ethics. (3 or 4 Credits)

Designed to introduce students to the current campaign finance laws that regulate elections for federal and non-federal political candidates.

Attributes: CEED, CENS.

POSC 5244. Elections and Campaign Management Internship. (3 Credits)

A professional-level internship in a political consulting firm or campaign organization, which will give students direct, practical experience and where they can apply what they have learned in classes to a real world setting.

POSC 5245. Political Communications: Earned Media In the Age of Digital and Social Media Boom. (3 Credits)

This course will explore how campaigns develop strategies to attract media attention, publicity, and news coverage. Topics include speechwriting, press releases, press conferences, and social media communications.

Attribute: PMMA.

POSC 5246. Technology and Campaigns. (3 Credits)

This course will explore the use of modern technology in campaigns. Students will learn how to capitalize on developments in technology and new media for electioneering purposes to target, mobilize and persuade voters. Students will also learn how to use campaign management software, database management and GIS mapping technologies, to execute effective campaigns.

Attribute: PMMA.

POSC 5247. Data Analytics for Political Campaigns. (1 Credit)

This course will explore how campaigns can use data analytics to target and deliver voter appeals and mobilization efforts. Topics include: micro-targeting, data analysis, polling research and quantitative analysis.

Attribute: PMMA.

POSC 5250. Introduction to Quantitative Analysis. (3 Credits)

An introduction to the major theoretical frameworks of quantitative research. This course will give students first-hand experience at the fundamentals of research design and quantitative methodologies used in American political science.

POSC 5251. Political Survey Research. (3 Credits)

This class is designed to take students through the entire process of conducting both telephone and Internet public opinion surveys, with a specific look at political polling method. It applies academic and practical research to teach question writing and selection, survey construction, managing and fielding questionnaires, and analyzing and writing about data. Its goal is to provide students with a working knowledge of how to conduct and analyze their own surveys as well as how to evaluate others' surveys.

Attributes: DATA, PMMA.

POSC 5255. Public Opinion Certificate Practicum. (3 Credits)

This course will take students through the process of designing, implementing, and analyzing an actual public opinion survey. Students will be responsible for managing every aspect of the Fordham American Faith (FAF) survey, gaining vital experience in hands-on survey work.

Attribute: PMMA.

Prerequisites: POSC 5251 and POSC 5250.

Corequisite: POSC 5257.

POSC 5257. Survey Research Data Analysis. (3 Credits)

This course will focus on topics in and application of survey data analysis, particularly on interpretation and presentation of survey results. Students will learn to construct and use survey weights, to employ scaling of survey items, to use static to makes conclusions regarding pre-state hypotheses. There will be an emphasis on visual presentation of descriptive statistics and the results of statistical models. Furthermore, the course will cover linear and logistic regression analysis.

Prerequisite: POSC 5250.

POSC 5299. Special Topics: Campaigns. (3 Credits)

This is the capstone course for the M.A. in Elections and Campaign Management. Students, in groups, design campaign plans from start to finish. It is restricted to students in the M.A. program.

POSC 5301. Modern Political Thought. (3 to 4 Credits)

This course considers the relationship between religion and politics by reading Euro-American political thinkers such as Spinoza, Leibniz, Kant, Hume, and Locke. We also consider how post-Enlightenment philosophers—such as Michel Foucault, Jürgen Habermas, Tariq Ramadan, and Abdullahi Ahmed An-Na'im—address the Islamic revival.

Attributes: CEED, CENS, PSIC.

POSC 5500. Comparative Pol Analysis. (3 Credits)

Problems of stability and change in the First, Second, and Third Worlds are examined with relation to socioeconomic factors that affect, and are affected by, institutions, processes, and policies.

Attributes: CENS, GSSC, INST, IPED, PSIC, URSG.

POSC 5550. International Migration Policy. (3 Credits)

This class examines the global flow of people and the responses of local communities, states, and international institutions to this movement. First, we examine the development of contemporary patterns of migration: Why do people move across international borders, and where do they go? Second, we examine how states attempt to control migration, either by facilitating or limiting it, and the consequences of these efforts. Third, we examine the interaction between immigrants and host populations around the world: How are immigrants received and integrated once they arrive? Fourth, what implications do migration have for economic development and security? Lastly, we consider the role of international institutions and the potential for greater global governance on migration.

Attribute: IPED.

POSC 5560. Conflict Resolution. (3 Credits)

This course will focus on the nature of international and regional conflict during the post-Cold War period in terms of both current theory and the reality of recent conflict situations. Topics will include: analysis of the causes of contemporary conflicts; assessment of current international, regional and national approaches to conflict resolution; psychological implications of civil and ethnic conflicts; challenges of multiparty international mediation; and consideration of the role played by international, regional and community level institutions in addressing conflict situations. Particular emphasis will be placed on what theories and ideas actually work when put in to practice.

Attributes: CEED, CENS, GSSE, INST, IPED, IRST, PSIC, PSJH.

POSC 5600. Analysis of Int'l Pol. (3 Credits)

Designed to stimulate and clarify our theorizing about foreign policy and global politics; also it presents a critical overview of many of the key perspectives and problems that characterize such analysis.

Attributes: GSSC, INST, IPED, PSIC.

POSC 6520. International Business and Governments. (3 Credits)

Overview of the major principles, theories and issues regarding the role of contemporary international business within an interdependent world political economy. Course topics include corporate strategy, identity, governmental policies, diplomacy, foreign policy, ethics, media, entrepreneurship, and trade. Specific case-study materials will be used to supplement academic literature.

POSC 6530. Political Economy of Development. (3 Credits)

This course provides an introduction to the politics and comparative study of international development, both human and economic. A central question will help organize the course: why have some countries developed successfully, while others have not? Whereas much of Western Europe, North America and East Asia have experienced economic development, much of Africa has not. Latin America, Eastern Europe and Eurasia are hybrids, with both pockets of success and failure. While defining what success or failure may mean in light of globalization, our collective focus will be on how best to understand such differences.

Attributes: GSSE, HULI, IPED, PSIC, URSG.

POSC 6552. Political Economy of the Middle East. (3 Credits)

Comparative analysis of Middle Eastern actors, institutions, and processes since World War II, paying special attention to the role of international forces in shaping national development and to the role of the Middle East as a major international actor and arena.

Attributes: IPED, MEST, PSIC.

POSC 6640. Pol of Global Econ Rel. (3 Credits)

Implications of growing intertwinement of foreign and domestic policies, economic and political aspects of international relations. Special attention to the growth of dependency and interdependence, importance of transnational actors (such as multinational corporations), and distribution of benefits and influence between poor and rich areas in the international order.

Attributes: ABGS, CEED, CENS, GSSE, IPED, PSIC.

POSC 6991. Political Risk Analysis. (3 Credits)

This course is primarily a research/writing course that culminates in an original paper where you will be required to analyze the political risks associated with a country of your choosing. While there will be only a minimal number of lectures, the instructor will serve as your individual mentor as you develop and present your paper. As part of the process of writing this paper, you will study methods used to assess and manage the political risks associated with foreign investment and international business; learn how to assess the domestic political climate of a country by examining factors such as the level of political violence, the stability of the government, and the existence of political democracy, and make an overall assessment of a country's economic climate by evaluating key macroeconomic indicators. You will also learn the importance of studying foreign relations of a country in order to evaluate the likelihood of any conflict it might have with its neighbors.

POSC 8998. Gbvt and Pgl of North Africa. (3 Credits)

This course is an independent study for IUUC Consortium students from member schools. The course addresses the political systems of the North African Region.

POSC 8999. Independent Study. (1 to 4 Credits)

Property Law (PRGL)

PRGL 0107. Property. (4 to 5 Credits)

An introduction to the law of personal and real property. Topics may include possession, finding, gifts, bailments, estates in land, future interests, adverse possession, concurrent ownership, easements, covenants running with the land, servitudes, zoning, takings, nuisance, land conveyancing, title assurance, and the economic and philosophic bases of property rights.

Attributes: JD, LMCO.

PRGL 0223. Land Use and Real Estate Development Skills. (2 Credits)

This course will provide students with practical skill development in real property and land use issues. A review of effective skills needed in the representation of clients before land use administrative agencies as well as employment of best practices in drafting real property documents will be studied. Consideration of special issues to be addressed in appearing before Planning, Zoning and other real property administrative bodies will be undertaken. This class will explore drafting requirements concerning real property matters as well as client concerns from an applicant, municipal entity and citizen group viewpoint when advocating for or against real estate projects. Real property issues involving civil rights and RLUIPA cases will also be reviewed from a practical perspective representing clients. Litigation skills involving real property and land use cases will be studied and also developed from both the drafting of pleadings perspective as well as use of "courtroom" skills for utilization in practice before administrative agencies.

Attribute: LAW.

PRGL 0299. Affordable Housing. (2 Credits)

This seminar explores the law and policy of affordable housing. We will begin with a brief history of American housing policy before examining a few current affordable housing developments in depth. We will then survey a number of important issues which affect housing affordability, including discrimination and racism, tax exemptions, zoning, and preservation. We will also cover alternative land ownership structures like community land trusts, New York City's rent stabilization law, and examples from abroad where governments intervened successfully—or not—in their own housing markets.

Attributes: INLJ, LLM, PIE.

PRGL 0315. Coops and Condominiums. (2 Credits)

Basics of the condominium and cooperative forms of ownership of real property. Includes discussion of legal nature and structure of condominiums and cooperatives; comparison of the two; review of the critical underlying documentation of each (declaration of condominium and by-laws and cooperative proprietary lease and by-laws); special tax aspects of each; regulatory concerns, including offering plans; tax aspects of each; review of documentation and procedures in typical transactions; loans; title insurance; operating issues of the associations; special topics of conversions, commercial properties, etc.

Attributes: JD, LAWB, LLM.

PRGL 0363. Land Use Law. (2 or 3 Credits)

The course will provide an overview of land use law and planning, including the application of zoning and land use controls that have shaped American cities and towns, environmental impact review under both the National Environmental Policy Act and New York State Environmental Quality Review Act, and the use of eminent domain by federal and New York State agencies. Topics will also include the preservation of historic resources and landmark buildings, urban renewal, the protection of parkland under the public trust doctrine, and measures to address climate change through local planning. In addition to reviewing statutes and case law, the course will provide a how-to-do approach to land use planning, utilizing examples of large development projects currently occurring in New York City.

Attributes: INLJ, PIE.

PRGL 0415. Real Estate Finance. (2 or 3 Credits)

A broad review of the legal aspects of real estate finance, including an understanding of the parties involved and their expectations, responsibilities and roles, loan types and structures, due diligence concerns, terminology, documentation, negotiating positions and default and enforcement issues. Class work will include negotiations and periodic memoranda.

Attribute: LAWB.

PRGL 0418. Property and Real Estate Seminar: Property and Poverty. (4 Credits)

This seminar is for those who are interested in property and poverty. Since the time of Bentham, we have understood that the poor, like others, are more likely to invest in property if they own it. Hernando De Soto has famously argued that non-transparent legal systems, and titling systems in particular, pose severe impediments to the participation of the poor in capitalist economies. Without title, the poor are less likely to invest in their properties and are often unable to access credit. De Soto estimates that for the developing world, the total value of real estate held by the poor (but not formally titled) is significantly more than either foreign direct investment or foreign aid. <p> The extent of De Soto's influence can hardly be overstated. In the policy world, his work has inspired decades of World Bank-funded titling programs across several continents. In the academic world, his work has inspired soul-searching among economists and legal scholars across the methodological spectrum. Some have argued for communal systems of collective land tenure. Others dispute his estimates of property currently owned by the poor, and argue that granting legal title has not improved credit access. Others have argued that titling systems simply replicate current inequalities. Moreover, in societies where women work the land but do not have equal status, their claims are unlikely to be recognized. Others have criticized De Soto's emphasis on titling arguing that land titling by itself is unlikely to make a significant impact on poverty reduction without parallel reforms such as improving judicial systems, bankruptcy codes, and business regulations. Yet others such as Judge Posner have rightly raised questions as to whether extensive investments in legal systems represent a prudent investment in the conditions of extreme economic scarcity that characterize many developing countries, suggesting that in such circumstances, a more "modest" approach to legal reforms may be more prudent. This seminar will focus on De Soto's work and the critiques. (Class participation, comments papers, and research paper)

Attributes: JD, LLM.

PRGL 0422. Real Estate Transactions. (2 to 3 Credits)

This class focuses on the law and practice of buying, selling, and financing real estate. In the course of the semester, we will explore themes inherent in real estate transactions, including the role of the lawyer in real estate transactions, the primary client risks that transactional lawyers in real estate need to understand, and the tools that real estate attorneys bring to the identification, allocation, and management of those risks. This is a course, in short, about real estate as deal making and the myriad ways attorneys structure transactions, negotiate, draft documents, engage with clients, and resolve disputes.

Attributes: LAWB, LLM.

Prerequisite: PRGL 0107.

PRGL 0515. Res Landlord Tenant Law. (2 Credits)

This entirely restructured course, co-taught by Judges Karen M. Bacdayan and Gerald Lebovits, covers the practical and theoretical aspects of residential landlord-tenant summary proceedings and plenary actions in Housing Court, Supreme Court, and other New York courts. Emphasis is placed on prosecuting, defending, settling, trying, and appealing residential nonpayment, holdover, and HP (repair) cases in the era of COVID-19 and New York's Housing Stability and Tenant Protection Act of 2019 as well as understanding market, rent-regulated, cooperative, and other tenancies. Students will complete a take-home exam.

Attributes: JD, LLM.

PRGL 0680. Fashion and Commercial Real Estate Law. (2 Credits)**PRGL 0929. Housing Policy and the Making of New York. (2 Credits)**

The seminar will focus on the rich history of housing policy in New York City. The coursework will explore the evolution of housing rights through an intersectional lens of class, disability, race and gender. <p> The final grade will be based on class participation, a paper due by Class 6, and a final exam.
 Class participation 20%
 Paper 30%
 Final exam 50%

Psych and Educational Services (PSGE)

PSGE 0705. Master's Comprehensive Exam/Assessment in Counseling. (0 Credits)

Comprehensive exam or assessment for master's program in counseling and personnel services.

PSGE 0710. Master's Comprehensive Exam/Assessment in Educational Psychology. (0 Credits)

Master's Comprehensive Exam/ Assessment in Educational Psychology (0 credit) (MASTERS COMPS)

PSGE 0715. Mse Comps Ed Psy: Theory. (0 Credits)**PSGE 0720. Master's Comprehensive Exam/Assessment in Therapeutic Interventions. (0 Credits)**

Master's Comprehensive Exam/ Assessment in Therapeutic Interventions (0 credit) (MASTERS COMPS)

PSGE 0725. Master's Comprehensive Exam/Assessment in Preschool Psychology. (0 Credits)

Master's Comprehensive Exam/Assessment in Preschool Psychology.

PSGE 0730. Master's Comprehensive Exam/Assessment in Psychology of Bilingual Students. (0 Credits)

Master's Comprehensive Exam/Assessment in Psychology of Bilingual Students (0 credit) (MASTERS COMPS)

PSGE 0735. Master's Comprehensive Exam/Assessment in Educational Evaluation and Intervention. (0 Credits)

Master's Comprehensive Exam/ Assessment in Educational Evaluation and Intervention (0 credit) (MASTERS COMPS)

PSGE 0810. Adv Cert/Professional Practice in School Psychology Comprehensive Assessment. (0 Credits)

Advanced Certificate Comprehensive Exam/Assessment in School Psychology (0 credit) (ADV CERT COMPS)

PSGE 0815. Adv Cert/Professional Practice in Bilingual School Psychology Comprehensive Assessment. (0 Credits)

Advanced Certificate Comprehensive Exam/Assessment in Bilingual School Psychology (0 credit) (ADV CERT COMPS)

PSGE 0900. Permanent Matriculation. (0 Credits)

Students are admitted to doctoral degree programs on a provisional matriculation basis. During the semester in which provisional doctoral students expect to complete their 12th to 15th credit of doctoral work, they must apply for permanent matriculation status by enrolling in either ASGE 0900, CLGE 0900, CTGE 0900, or PSGE 0900. Students will be evaluated by the faculty of the appropriate division and will be continued in the program only on the recommendation of the faculty of the division and with the approval of the associate dean for academic affairs. Consult your adviser or division chair for additional information on permanent matriculation.

PSGE 0905. Doctoral Comprehensive in Counseling Psychology Exam/Assessment. (0 Credits)

Part one of the doctoral comprehensive exam or assessment for PhD program in counseling psychology.

PSGE 0910. Doctoral Comprehensive Exam/Assessment in Counseling Psychology. (0 Credits)

Part two of the doctoral comprehensive exam or assessment for PhD program in counseling psychology.

PSGE 0915. Doctoral Comprehensive Exam/Assessment in Educational Psychology Part I. (0 Credits)

Doctoral Comprehensive Exam/ Assessment in Educational Psychology Part I (0 credit) (DOCTORAL COMPS I)

PSGE 0920. Doctoral Comprehensive Exam/Assessment in Educational Psychology Part II. (0 Credits)

Doctoral Comprehensive Exam/ Assessment in Educational Psychology Part II (0 credit) (DOCTORAL COMPS II)

PSGE 0925. Doctoral Comprehensive Exam/Assessment in Educational Psychology Part III. (0 Credits)

Doctoral Comprehensive Exam/ Assessment in Educational Psychology Part III (0 credit) (DOCTORAL COMPS III)

PSGE 0930. Doctoral Comprehensive Exam/Assessment in School Psychology Part I. (0 Credits)

Doctoral Comprehensive Exam/ Assessment in School Psychology Part I (0 credit) (DOCTORAL COMPS I)

PSGE 0935. Doctoral Comprehensive Exam/Assessment in School Psychology Part II. (0 Credits)

Doctoral Comprehensive Exam/ Assessment in School Psychology Part II (0 credit) (DOCTORAL COMPS II)

PSGE 0999. PES Proposal Acceptance. (0 Credits)

During the semester the dissertation proposal is completed.

PSGE 5203. Introduction to Research. (3 Credits)

Presentation of the basic concepts, tools, and methods of research in education and psychology.

PSGE 5204. Research Methods in Counseling. (3 Credits)

Basic concepts, tools, and methods of research in counseling.

PSGE 5210. Statistical Methods in Education and Psychology. (3 Credits)

Computation and interpretation of descriptive and inferential statistics.

Measures of central tendency, variability, and relations. Probability theory and non-parametric tests of hypotheses.

PSGE 5314. Psychology of Classroom Organization and Management. (1 Credit)

The study of teacher-pupil interactions in classrooms. Characteristics of effective learning environments, time and behavior management, classroom climate, and leadership. Causes of student misbehavior and techniques for prevention and correction. Open only to matriculated students in one of Fordham's initial teacher education programs.

PSGE 5318. Human Development and Learning: Pre-K-Grade 12. (3 Credits)

This course will provide an overview of psychological principles relevant to the process of learning and teaching as applied to the kindergarten through secondary-school learner. Topics will include theories of human development and learning, models of learning and instruction, and academic assessment.

PSGE 5500. Psychological Factors in Children with Disabilities. (3 Credits)

An introduction to understanding children with disabilities and special health care needs. Study of the physical, social, emotional, and learning characteristics of children identified as disabled.

PSGE 5505. Psychology of Learning Disabilities. (3 Credits)

Identification of social, emotional, and learning characteristics of children diagnosed as brain injured, neurologically impaired, or learning disabled. Exploration of perceptual disabilities, language, and motivational and behavioral aspects of children who have learning problems.

PSGE 5620. Introduction to Professional School Counseling I. (3 Credits)

An introduction to the profession of counseling. The processes and techniques of counseling are studied. Emphasis on the development of active listening skills. Prevention and remediation are addressed.

Corequisite: PSGE 5622.

PSGE 5621. Foundation of Professional Counseling and Consultation. (3 Credits)

An introduction to the profession of counseling. The processes and techniques of counseling are studied. Emphasis on the development of active listening skills. Prevention and remediation are addressed. Must be taken with PSGE 5623.

Corequisite: PSGE 5623.

PSGE 5622. Pre-Practicum in Professional School Counseling I. (3 Credits)

Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5620.

Corequisite: PSGE 5620.

PSGE 5623. Clinical Instr Couns Process. (3 Credits)

Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5621.

Corequisite: PSGE 5621.

PSGE 5625. Theories Fam Couns: Asst. (0 to 3 Credits)

This course covers leading theories of family counseling and reviews a variety of family assessment procedures and techniques. The course has an applied focus and integrates multicultural and social justice perspectives in understanding and working with families both within and across cultures.

PSGE 5627. Couns College & Post HS. (3 Credits)

This course provides systematic training in counseling for post high school planning including the college admission and selection process. Students will be introduced to concepts and practical skills required for competency in working with diverse populations: the traditionally aged college student applicant, the disadvantaged, the minority student, the gifted, the learning disabled, the student athlete, and the adult.

PSGE 5630. Theories of Counseling for School Counselors. (3 Credits)

This course is designed to review and evaluate various theories of counseling. Students will be able to compare, contrast, and critique the theoretical approaches in terms of each of the theory's strengths, weaknesses and utility for multicultural populations and for furthering social justice advocacy. This course must be taken with PSGE 5632.

Corequisite: PSGE 5632.

PSGE 5631. Couns Theory & Practice. (3 Credits)

This course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualizations of the counseling process. This course must be taken concurrently with PSGE 5633.

PSGE 5632. Social Justice Practicum in Professional School Counseling. (3 Credits)

Students will be placed in a 100-hour social justice oriented pre-practicum in a high need school. They will be conducting both direct and indirect counseling under the supervision of a certified school counselor. During the first half of the class, students will serve as a peer supervision of the pre-practicum experience. In the second half of the class, students will practice advanced counseling skills using a different theoretical orientation each week. This course must be taken with PSGE 5630.

Corequisite: PSGE 5630.

PSGE 5633. Pre-Practicum in Applications of Counseling Theory to Practice. (3 Credits)

This course is the second semester of a two-semester pre-practicum experience. It must be taken concurrently with PSGE 5631 Counseling Theory and Practice. Students will apply various theories of counseling to specific cases through role plays and taped practice counseling sessions. Feedback will be provided by the instructor and peers.

PSGE 6226. Design of Interactive Learning Systems. (3 Credits)

See EDGE 6226.

PSGE 6301. Psychology of Child Development. (3 Credits)

Theory and research on child development including prenatal through preadolescent stages. For teachers and psychologists, this course provides foundation knowledge about the physical, intellectual, and emotional development of children. Applications to learning in and adjusting to school settings are stressed.

PSGE 6308. Cognition and Instruction I: Foundations and Basic Processes. (3 Credits)

Historical and contemporary perspectives on the nature of minds and their relation to current psychological theories and research on cognition. Analysis will center on processes underlying perception and understanding—instructional implications will be discussed.

Prerequisite: PSGE 6312 (may be taken concurrently).

PSGE 6309. Cognition and Instruction II: Problem Solving. (3 Credits)

Analysis of the cognitive theories and research on problem solving. Processes underlying imagery, reasoning, transfer of skills, and cultural influences on problem solving will be discussed. **Prerequisite:** PSGE 6308.

PSGE 6310. Institute on Applied Cognition. (3 Credits)

The relation between recent developments in the study of cognition to the solving of applied problems. The institute will be organized around a series of lectures led by noted researchers.

PSGE 6311. Applications of Behavior Analysis in Educational Settings. (3 Credits)

Theory and application of psychological principles to modification of social and academic behavior in classrooms and other educational settings.

PSGE 6312. Psychology of Cognition and Affect. (3 Credits)

To introduce students to the theoretical & empirical investigation of human learning. Emphasis is on understanding both the cognitive & affective basis of learning, and on new findings that improve understanding and to maximize the use of these complex human skills in relation to educational & psychological practice.

PSGE 6314. Psychology of Problem Solving and Creativity. (3 Credits)

Definitions of problem solving and creativity; theory, research, and measurement of the creative problem-solving process. Principles and procedures to increase creative thinking.

PSGE 6320. Psychology of Motivation. (3 Credits)

Theoretical and empirical investigation of human motivation and self-determination. Emphasis on understanding emotional and control processes responsible for motivating selected behavior.

Prerequisite: PSGE 6312.

PSGE 6324. Environments for Managing Challenging Behaviors. (3 Credits)

Focus on planning and managing instructional environments for at-risk students and students with disabilities. Students will learn to establish secure learning environments that are structured to facilitate the academic and behavioral success of learners. Contemporary approaches to modifying behavior will be studied.

PSGE 6325. Psychology of Media. (3 Credits)

This course is designed to examine key issues and theoretical perspectives within the interdisciplinary field of media psychology. Course readings will concern the psychological underpinnings of various forms of media, including television, telecommunications, and multimedia, and their impact on the viewer from a psychosocial and cognitive vantage point. Special emphasis will be placed on the child and the adolescent user.

PSGE 6337. Advanced Educational Psychology: Instructional Design. (3 Credits)

Theories and models of instructional design. Applications of theory and research in educational psychology to the analysis and development of instructional programs.

Prerequisite: PSGE 6312.

PSGE 6338. Design and Evaluation of Creativity Programs. (3 Credits)

Design, development, and evaluation of education and training programs to encourage creative thinking and problem solving. General problem-solving skills vs. discipline-based programs. Teacher and staff-development efforts. Selection and measurement of relevant creativity outcomes.

PSGE 6341. Psychology of Personality and Individual Differences. (3 Credits)

Theory and research in differential psychology applied to educational settings. Topics include age, sex, intellectual, socioeconomic, racial, and ethnic differences; cognitive styles; and special-talent abilities.

Prerequisite: PSGE 6312.

PSGE 6345. Social Psychology. (3 Credits)

Social psychological theories, concepts, and research are studied. Topics include interpersonal relations, social learning, social motivation, communication, attitudes, groups and organizations, and social change.

PSGE 6401. Seminar in the Psychology of Bilingual Students. (0 to 3 Credits)

This seminar provides a theoretical foundation for understanding critical issues that impact on the psychological functioning of bilingual children and adolescents in the schools. The main objectives are to develop a multicultural psychological perspective, including an understanding of the acculturation process, the nature of bilingualism, bilingual assessment, and bilingual pedagogical issues.

PSGE 6417. Developmental and Intellectual Disabilities. (3 Credits)

This course focuses on the assessment and diagnosis of several disorders of early childhood onset. These disorders include mental retardation, autism, other pervasive developmental disorders, Rett's Disorder, Asperger's Syndrome, and various learning disabilities. The etiologies of these disorders, as well as how they are manifested throughout the life span, will be highlighted by reviewing relevant research and through course discussions.

PSGE 6418. Emotional Disorders of Childhood and Adolescence. (3 Credits)

Survey of causes and consequences of emotional problems of children and implications for educational planning. The major psychiatric and psychological classification systems are studied, as are the effects of social and cultural factors on emotional development.

PSGE 6429. Pre-Practicum in Integration Assessment Techniques. (0 Credits)

This course is intended to be taken by doctoral candidates in school psychology who want to complete pre-practicum hours in integration of assessment techniques over the summer.

PSGE 6446. Consultation With Families in a Diverse Society. (3 Credits)

The purpose of this course is to provide students with the skills necessary to be effective consultants with families of young children.

PSGE 6602. Human Development. (3 Credits)

This course presents an overview of human development through the life span. Theories of psychosocial development are emphasized, as are the implications of life stage for counseling assessment and intervention. Multicultural and feminist perspectives on human development are included.

PSGE 6603. Multicultural Issues in Professional Psychology. (0 to 3 Credits)

The course is designed to provide psychologists, counselors, and school personnel with the requisite knowledge for working with clients and students of diverse racial, ethnic, and cultural backgrounds. Intervention techniques for working with a variety of racial/ethnic and special populations are included.

PSGE 6605. Counseling Program Development and Evaluation. (3 Credits)

The purpose of this course is to provide students with an introduction to principles and methods of counseling program development and evaluation. Psychoeducational, therapeutic, developmental, and culturally appropriate interventions will be considered on individual, group, and system levels. The course focuses on developing and evaluating the effectiveness of counseling interventions based on research evidence. Students will apply the knowledge they gain—through course instruction, assigned readings, and focused reviews of literature relevant to their particular counseling interests—to develop a proposal for a counseling intervention program and design a plan for its implementation and evaluation.

PSGE 6607. Assessment in Counseling. (3 Credits)

This course is an introduction to basic issues and procedures in counseling assessment and testing across the life span. It is part of the PSGE 6602 – PGSE 6607 counseling module, and the content is geared toward practicing professional counselors in a variety of settings. Multicultural and ethical issues are infused throughout the course content.

PSGE 6609. Advanced Assessment and Appraisal in Counseling. (3 Credits)

This course is required for students in the Mental Health Counseling program. This class focuses on clinical assessment in mental health counseling with an emphasis on objective inventories of personality and psychopathology. Students will be exposed to a number of assessments of personality and psychotherapy, with a particular emphasis on the range of inventories. Students will also learn diagnostic interviewing and semi-structured assessments of psychopathology. Multicultural and ethical issues are infused throughout the course content and process. Must have previously taken PSGE 6607.

PSGE 6615. History and Systems of Psychology. (3 Credits)

This doctoral-level course provides students with an overview of the development of psychological thought, from its culturally indigenous origins in roughly 3000 BC, to Western influences in the late 19th century, through to the present and anticipated future of the field. Major topics include: philosophical influences in psychology, structuralism, functionalism, behaviorism, Gestalt, psychoanalysis, multicultural psychology, and recent theoretical developments. While this course is organized in terms of the major schools of thought that have defined the field of psychology, there is extensive coverage of the history of "constructs" that have shaped the field of psychology, as well as exploration of pioneers in the field across race, gender, sexual orientation, and other individual differences. The course aims to promote a critical analysis of the history of psychology through deconstruction of the cultural and historical milieu that influenced the system of thought or construct under consideration. The place of counseling, vocation, multicultural, and social-justice-oriented psychology will be emphasized.

PSGE 6630. Group Counseling. (3 Credits)

Principles of group dynamics that have implications for group counseling are studied.

Attributes: CPCE, CPIE.

Corequisite: PSGE 6632.

PSGE 6632. Pre-Practicum in Groups. (3 Credits)

The course is an experientially focused group-counseling course in which students participate as both group members and leaders.

Corequisite: PSGE 6630.

PSGE 6640. Career Counseling. (3 Credits)

Theories, research, and processes of career development are examined. Must be taken with PSGE 6641.

PSGE 6641. Pract Career Counseling. (3 Credits)

Focus is on assessment techniques and methods of career development. A casestudy approach is used. Must be taken with PSGE 6640. Prerequisites: PSGE 5620 and PSGE 5622.

Corequisite: PSGE 6640.

PSGE 6642. Practicum in Career Counseling. (3 Credits)

Focus is on assessment techniques and methods of career development. A case-study approach is used. Must be taken with PSGE 6640.

Corequisite: PSGE 6640.

PSGE 6645. General Psychopathology. (3 Credits)

This course will provide a comprehensive overview of psychopathology. The survey will begin by contextualizing notions of psychopathology within the historical milieu of the cultures of psychology and psychiatry. Methodological and taxonomic issues will be explored with an emphasis on the paradigm presented by DSM-IV. The major adult psychiatric disorders (both Axis I and Axis II) will be studied in detail. Related diagnostic and assessment strategies will also be discussed. Through readings and in-class activities, students are expected to develop an understanding of etiological, diagnostic, and treatment issues related to the various disorders addressed.

PSGE 6650. Ethics and Professional Issues in Counseling. (3 Credits)

An integrating seminar in which the role and function of counselors in society are examined. Philosophical and psychological roots of counseling are studied, and the ethical guidelines of the major professional organizations are analyzed. Important issues facing the counselor are also studied. Must be taken with PSGE 6652.

PSGE 6651. Field Experience I in Mental Health Counseling. (3 Credits)

This is the first field experience course (fall only) for master's students in mental health counseling. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Experiences vary by site, are individually planned, and may include individual or group counseling, assessment, and attendance at case conferences or staff meetings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master's field experience and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies.

PSGE 6652. Field Experience in School Counseling I. (3 Credits)

Students must complete 130 hours of supervised, off-campus experience. Site should be chosen with a view toward the student's vocational goals. Students will function as counselors under supervision in schools, colleges, hospitals, or mental health agencies. The practicum experience of each student will vary according to his or her site. Ideally, each student will have an opportunity to engage in a wide range of counseling activities—such as individual counseling, group counseling, assessment, attendance at case conferences or other staff meetings—and gradually become acquainted with the total counseling program at the agency or school. Students must provide their own sites, subject to the approval of the field experience coordinator. Generally the course is to be taken during the fall semester of the final year of study. Must be taken with PSGE 6650. Must have previously taken PSGE 5620, 5622, 6640, 6630, 6632, 6602, and 6702.

Prerequisite: PSGE 6650 (may be taken concurrently).

PSGE 6653. Field Experience II in Mental Health Counseling. (3 Credits)

This is the second field experience course (spring only) for master's students in mental health counseling. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Experiences vary by site, are individually planned, and may include individual or group counseling, assessment, and attendance at case conferences or staff meetings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master's field experiences and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Must have previously taken PSGE 6651.

PSGE 6654. Field Experience in School Counseling II. (3 Credits)

This course is the second semester of a two-semester practicum experience for school counseling students. Students must complete 300 hours of a year-long field placement in a K-12 school under the supervision of a certified school counselor. In the course, students will present student cases to the class and seek and receive peer and instructor supervision. Student must present the instructor with a copy of the memorandum of agreement as well as the end of semester evaluation. Must have previously taken PSGE 5620, 5622, 6602, 6630, 6632, 6640, 6641, 6652, & 6702.

PSGE 6655. Field Experience III in Mental Health Counseling. (3 Credits)

This course is offered as an option of a third field experience course (summer I only) for those master's students in mental health counseling who completed the minimum number of supervised hours in the first two practica. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master's field experiences and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Prerequisite: PSGE 6653.

PSGE 6656. Multicultural Counseling. (0 to 3 Credits)

This course is designed to equip students with the awareness, knowledge, and skills for counseling culturally diverse clients. Students will be exposed to leading theories of multicultural counseling and racial/ethnic identity development and will be involved in case-study analysis, role plays, and other diverse experiences.

PSGE 6659. Trauma Interp Neurobio. (0 to 3 Credits)

Shall bridge the gap between advances in neuroscience & the practice of psychotherapy topics: the brain & affect regulations, neurobiology of attachment, brain intergration & the neurobiology of psychotherapy.

PSGE 6702. Fundamentals of Educational and Psychological Measurement. (3 Credits)

Survey of measurement methods in education and psychology. Basic psychometric properties of tests, principles of test development, types of tests, and evaluations of tests are studied.

PSGE 7210. Experimental Design. (3 Credits)

Experimental and quasi-experimental research. Internal and external validity of experiments. Analysis of variance and covariance. Factorial designs, interpretation of main and interaction effects. Post hoc comparisons. Power analysis. Prerequisites: PSGE 5203, PSGE 5210 and PSGE 6702.

Attribute: ASDM.

PSGE 7211. Correlational Design and Analysis. (1 to 3 Credits)

Regression analysis (RA) and the design and interpretation of research using the general linear model (GLM). Interpretation Multiple R, beta coefficients, standard error. Dummy coding and interaction effects. Also, path analytic methods. Prerequisite: PSGE 7210.

PSGE 7213. Application of Multivariate Techniques in Education and Psychology. (3 Credits)

Survey of multivariate statistics, including regression, discriminant function, canonical correlation, multivariate analysis of variance, and factor analysis. Emphasis is on the use of these techniques.

Attribute: ASDM.

Prerequisite: PSGE 7211.

PSGE 7301. Advanced Developmental Psychology. (3 Credits)

Analysis of recent theory and research in developmental psychology.

PSGE 7372. Adv Cert Pro-Seminar in the Professional Practice of School Psychology. (0 Credits)

This course is designed to develop students' basic skills related to the practice of school psychology. The topics to be covered include professional identity development, school culture, engagement in the supervision process, and professional writing and communications.

PSGE 7412. Personality Assessment. (3 Credits)

Introduction to the theory of personality assessment. Practice in administration, scoring, and interpretation of selected projective techniques used with children, with emphasis on the Rorschach, Thematic Apperception Tests, and Drawings. Registration limited to matriculated students in school psychology with the permission of the instructor.

PSGE 7413. School Psychology: Advanced Assessment Seminar. (3 Credits)

This advanced seminar on assessment is designed to provide students with theoretical knowledge and applied skills in specialized areas of assessment. The specific topics covered will be offered as separate sections on an alternating basis. The major topics may include advanced personality assessment, neuropsychological assessment, preschool assessment, and dynamic assessment. Prerequisites: PSGE 7508 and permission from the instructor.

PSGE 7418. Non-Biased Assessment and Decision-Making. (3 Credits)

In-depth examination of issues, research, and models in non-biased assessment. Topics will include adaptive behavior, problems in classification, test bias, fairness, and judicial and legislative influences. Must have previously taken PSGE 7508.

Attribute: PMTM.

PSGE 7422. Instructional Consultation. (3 Credits)

Assessment and remediation of children with school learning problems. Teacher consultation, observation, task analysis, and evaluation of learning problems. Must have previously taken PSGE 7442 and PSGE 7445.

PSGE 7423. Therapeutic Interventions in the Schools. (3 Credits)

This course is presented in two parts. The first part focuses on treatment efficacy, various therapeutic orientations, ethics, and law. In the second half, practical, empirically based intervention techniques appropriate for school psychological services for children and adolescents are discussed. Current best practices in the treatment of social, behavioral, and emotional problems are emphasized.

PSGE 7424. Advanced Assessment Seminar: Bilingual Assessment. (0 to 3 Credits)

This course is designed to train graduate students in how to conduct bilingual assessments. Conceptualization of assessment incorporating specific ways of taking both culture and language into account shall be reviewed. It will extend prior knowledge of how to minimize bias in assessment and test construction.

PSGE 7425. Advanced Intervention Seminar: Preschool Intervention. (3 Credits)

This course is designed to be a topical seminar that will cover a number of major issues and trends in preschool intervention.

PSGE 7426. Advanced Intervention Seminar: Educational Intervention. (3 Credits)

This course is designed to be a topical seminar that will cover a number of major issues and trends in educational interventions.

PSGE 7427. Advanced Intervention Seminar: Bilingual Intervention. (3 Credits)

The Advanced Seminar in Interventions is designed to integrate the knowledge and competencies gained from courses in learning, cognition, instructional consultation, and instructional design with specific academic instructional techniques designed to improve students' learning. The focus of this course will include a review of current cognitive theories (e.g., metacognition, study strategies, and motivation) and recent research in academic subjects (e.g., reading, writing, mathematical thinking, and inquiry based learning), and in areas related to bilingual and multicultural education. As part of this course, students will use data from formal and informal assessments to plan and implement a six-week academic intervention with one or more students. This course is to be taken concurrently with a field experience (typically practica or internship) facilitating the application and evaluation of an instructional intervention with multilingual and bicultural students (similar to an RtI model).

PSGE 7428. Advanced Intervention Seminar: Therapeutic Intervention. (3 Credits)

This course is designed to be a topical seminar that will cover a number of major issues and trends in therapeutic interventions. Intensive supervision will be provided.

PSGE 7429. Integration of Assessment Techniques. (3 Credits)

Supervised pre-internship experience in the integrated use of psychoeducational tests; histories; observation; and clinical interviews in the study of children, adolescents, and adults with learning and behavioral problems. Special considerations of assessment of minority children are addressed. The experience is based in the Rosa A. Hagin School Consultation Center and Early Childhood Center, where students will conduct assessments with clients and attend weekly staff meetings. Registration limited to matriculated students in school psychology or with the permission of the instructor. Must have previously taken PSGE 7508, PSGE 7412, and PSGE 7418.

Corequisite: PSGE 7499.

PSGE 7432. Personality Assessment Lab. (0 Credits)

A required 7-hour lab that meets 1 hour every other week. The lab must be taken concurrently with PSGE 7412. Students receive supervised practice in test administration, learn various scoring and data analyzing programs and software, as well as gain experience in case conceptualization and report writing.

Corequisite: PSGE 7412.

PSGE 7435. Neurobiological Bases of Human Behavior. (3 Credits)

Focus is on neuropsychology as a science, and its purpose is to assist psychology students in developing an understanding of the theoretical bases and principles underlying brain-behavior relationships. This course will be designed so that students of school, counseling, and educational psychology will be prepared in and introduced to the theoretical foundations of neuropsychology.

PSGE 7442. Role and Function of the School Psychologist. (3 Credits)

An analysis of the role of the school psychologist. Emphasis is on models for delivering effective services. Consideration of ethical and legal issues.

PSGE 7444. Psychology: History and Ethics. (3 Credits)

The course provides a survey of the development of theoretical issues and methodology of psychology from the early Greek philosophers to current trends, including historical and current approaches from various cultures. Additionally, ethical principles and practice considerations for the science and practice of psychology will be explored through a variety of sources.

PSGE 7445. Theories of School-Based Consultation. (3 Credits)

Theory and practice in school-based consultation, including mental health, ecological/behavioral, and organizational consultation.

PSGE 7452. Clinical Supervision of School Psychologists. (3 Credits)

This course, conducted mainly as a practicum, analyzes the process of supervision and the basic steps in providing supervision of school psychologists. Emphasis is placed on actual supervisory experience, providing supervision to others, with students expected to spend two laboratory hours weekly in addition to regular class. Registration limited to PhD students in school psychology.

PSGE 7456. Evaluation of Psychological Services Delivery Programs. (3 Credits)

Theories, models, and practice of program evaluation in psychological and educational services. Must have previously taken PSGE 5210 and PSGE 6702.

PSGE 7480. Advanced Certificate Internship in School Psychology I. (1.5 to 3 Credits)

Experience in providing school psychological services under qualified supervision which, in conjunction with PSGE 7481, is the equivalent of a full academic year. During the internship, students attend seminars on campus. Completion of appropriate coursework and program permission required. For Advanced Certificate students only.

PSGE 7481. Advanced Certificate Internship in School Psychology II. (1.5 to 3 Credits)

A continuation of PSGE 7480.

PSGE 7482. Advanced Certificate Internship in Bilingual School Psychology I. (1.5 to 3 Credits)

Experience in providing school psychological services to a bilingual population under qualified supervision which, in combination with PSGE 7483, is the equivalent of a full academic year. Completion of appropriate coursework and program permission required. For bilingual Advanced Certificate students only.

PSGE 7483. Advanced Certificate Internship in Bilingual School Psychology II. (1.5 to 3 Credits)

A continuation of PSGE 7482.

PSGE 7490. Doctoral Internship in School Psychology I. (1.5 to 3 Credits)

Experience in providing school psychological services under qualified supervision that, in conjunction with PSGE 7492, combines to be counted as the equivalent of a full academic year. Completion of appropriate coursework and program permission required (open only to PhD-degree students).

PSGE 7492. Doctoral Internship in School Psychology II. (1.5 to 3 Credits)

A continuation of PSGE 7490.

PSGE 7499. Integration of Assessment Techniques Lab. (0 Credits)

A required 7-hour lab that meets 1 hour every other week. The lab must be taken concurrently with PSGE 7429. Students receive supervised practice in test administration, learn various scoring and data analyzing programs and software, as well as gain experience in case conceptualization and report writing.

Corequisite: PSGE 7429.

PSGE 7500. Clinical Practicum in School Psychology. (3 Credits)

Supervised pre-internship field experience in psychological services, eight hours weekly in an agency or school offering clinical services to children or adolescents. Registration limited to matriculated students in school psychology. Program approval required.

PSGE 7501. Clinical Practicum in Bilingual School Psychology. (3 Credits)

Supervised pre-internship field experience in psychological services, eight hours weekly in an agency or school offering clinical services to bilingual or limited English proficient children or adolescents. Registration limited to matriculated students in school psychology. Program approval required.

PSGE 7502. Consultation Practicum in School Psychology. (3 Credits)

Supervised pre-internship fieldwork in delivering consultation services in schools eight hours weekly. Integrating seminar meets on campus. Registration limited to matriculated students in school psychology; completion of appropriate coursework and program approval required.

PSGE 7503. Consultation Practicum in Bilingual School Psychology. (3 Credits)

Supervised pre-internship field experience in delivering consultation services in schools serving bilingual or limited English proficient students, eight hours weekly. Integrating seminar meets on campus. Registration limited to matriculated students in school psychology; completion of appropriate coursework and program approval required.

PSGE 7507. Research Seminar in the Practice of Professional School Psychology. (3 Credits)

This is an advanced seminar designed to enhance skills in research methods useful in gathering and sharing information on the clinical utility of evidence-based practices.

PSGE 7508. Cognitive Assessment. (3 Credits)

This course is designed to provide students with an in-depth knowledge of the process of cognitive assessment, including administration, scoring, and interpretation of several intelligence tests. Students are expected to assess several individuals and to write reports based on these assessments. The knowledge base that students are expected to obtain through this course consists of the history of intelligence testing, current theories of intelligence, alternative approaches to traditional assessment procedures, and issues in the measurement of intelligence.

PSGE 7510. School Psychology Externship I. (0 to 1 Credits)

The externship provides an opportunity for students in the school psychology program to enhance research or practice-related skills and competencies above and beyond those typically required in the program. Participants are supervised by a field supervisor at an external setting and by school psychology faculty member(s). The externship could be taken after the completion of appropriate coursework or practica. Permission needed from instructor to register.

PSGE 7511. School Psychology Externship II. (3 Credits)

This is for advanced-standing students who want to take additional credits for externship.

PSGE 7518. Cognitive Assessment Lab. (0 Credits)

A required 7-hour lab that meets 1 hour every other week. The lab must be taken concurrently with PSGE 7508. Students receive supervised practice in test administration, learn various scoring and data analyzing programs and software, as well as gain experience in case conceptualization and report writing.

Corequisite: PSGE 7508.

PSGE 7520. Doctoral Externship in School Psychology. (1 Credit)

The externship consists of a specific professional experience during which students enhance the attitudes, knowledge, and skills learned during the program and practiced as part of their practica experience. The focus of the externship is on improving one's skills in a specific area of school psychology practice in preparation for internship or future employment. Goals for the externship should be in keeping with the school psychology program goals.

PSGE 7530. Counseling Psychology Externship I. (0 Credits)

This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence. Must have taken PSGE 7658.

PSGE 7531. Counseling Psychology Externship II. (0 Credits)

This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence. Must have previously taken Counseling Psychology Externship I.

PSGE 7532. Counseling Psychology Externship—Summer. (0 Credits)

This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence.

PSGE 7609. Advanced Personality Assessment. (3 Credits)

Introduction to the theory of projective personality by assessment. Practice in administration, scoring and interpretation of selected projective techniques of children and adults, with emphasis on the Rorschach, Thematic Apperception Tests and Drawings. Registration limited to doctoral students.

PSGE 7612. Assessment in Personality. (3 Credits)

Covers the ethics, administration, scoring and interpretation of both projective and objective personality tests. Students shall receive supervision in these aspects of testing.

PSGE 7613. Intell Asst: Child/Adult. (3 Credits)

Study of the major theories of cognitive and neuropsychological abilities. Intelligence is analyzed as a major individual difference characteristic in clinical and educational settings. Skills developed in the administrative scoring, and analysis of major intelligence measures.

PSGE 7615. Adult Psychopathology. (3 Credits)

The course provides an overview of the etiology, course assessment, and treatment of adult disorders. Psychological, biological, and sociocultural perspectives of psychopathology are examined and differential diagnostic issues are explored. This course is intended for advanced (post-master's) graduate students. For doctoral students.

PSGE 7619. Advanced Personality Assessment Lab. (0 Credits)

This required seven-hour lab meets for one hour every other week. Students receive supervised practice in test administration, learn various scoring and data analyzing programs and software, and gain experience in case conceptualization and report writing.

Corequisite: PSGE 7609.

PSGE 7620. Theories of Counseling. (3 Credits)

Consideration of the major theories of counseling, including psychodynamic, cognitive, behavioral, and phenomenological models. Common factors and distinct features are analyzed, as is the research supporting the models. Recent integrative efforts are studied.

PSGE 7630. Psychology of Small Groups. (3 Credits)

The principles of group dynamics are analyzed with an emphasis on contemporary theories of group behavior.

PSGE 7640. Psychology of Career Development. (3 Credits)

A critical analysis of theories and research concerning career development. Application of psycho-logical theories to the career development of diverse persons are studied.

PSGE 7649. Clinical Supervision and Consultation in Counseling Psychology. (3 Credits)

Students will study the developmental processes involved in the training of therapists. The nature of the supervisory relationship will be explored in depth and students will identify skills necessary for sound supervisory practice. Clinical consultation in mental health settings will also be addressed.

Prerequisite: PSGE 7655.

PSGE 7654. Doctoral Practicum in Counseling Psychology I. (3 Credits)

This is the fourth course in the series of 4 practicum courses for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling and psychotherapy in a professional setting for a minimum of sixteen hours each week. Approval of the site and supervisor by the practicum coordinator is required as is the student's eligibility to start the practicum. Theoretical emphasis of this semester is on integrative approaches to psychotherapy. Taping of counseling sessions is required. Master's level practicum.

PSGE 7655. Doctoral Practicum in Counseling Psychology II. (3 Credits)

The course is the second half of the field experience in counseling psychology required of students who are matriculated in the counseling psychology program. The course requirements are as described for PSGE 7654.

PSGE 7656. Doctoral Practicum in Counseling Psychology III. (3 Credits)

This is the third semester of practicum for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling psychology in a professional setting 16 hours each week, including one hour of face-to-face, individual supervision by a doctoral-level psychologist. Approval of the site and supervisor by the practicum coordinator is required. Taping of counseling sessions is required.

Prerequisite: PSGE 7655.

PSGE 7657. Supervision and Consultation with Practicum. (3 Credits)

Theories and methods of clinical supervision will be studied. This course requires weekly supervision of master's-level trainees following the class period.

PSGE 7658. Doctoral Practicum in Counseling Psychology IV. (3 Credits)

This is the fourth course in the series of 4 practicum courses for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling and psychotherapy in a professional setting for a minimum of sixteen hours each week. Approval of the site and supervisor by the practicum coordinator is required as is the student's eligibility to start the practicum. Theoretical emphasis of this semester is on integrative approaches to psychotherapy. Taping of counseling sessions is required.

PSGE 7660. Research: Min Level Achieve. (0 Credits)

Research: Min Level Achieve.

PSGE 7667. Internship in Counseling Psychology I. (0 Credits)

A full-year, full-time experience in providing psychological services under qualified supervision in an approved agency (PSGE7668, PSGE7669). A formal application process is required, which must be completed and approved by the program in the year prior to the beginning of the internship. All coursework except the dissertation seminar must be completed before enrolling in this course.

PSGE 7668. Internship in Counseling Psychology II. (0 Credits)

The second term (Fall, Spring, Summer) of the internship requirement that is described in PSGE 7667.

Prerequisite: PSGE 7667.

PSGE 7669. Internship in Counseling Psychology III. (0 Credits)

The third term (Fall, Spring, Summer) of the internship requirement that is described in PSGE 7667.

Prerequisites: PSGE 7667 and PSGE 7668.

PSGE 7680. Qualitative Research Methods in Counseling Psychology. (3 Credits)

Qualitative research methods useful in the field of counseling psychology are examined. An overview of philosophy of science is included.

PSGE 7681. Quantitative Research Methods in Psychology and Education I. (3 Credits)

This first course in a two-semester sequence on applied statistical methods focuses on quantitative data analysis techniques used in the social sciences, with special emphasis on designs and methods in psychological research. Students will also cover analysis of variance (ANOVA) and multiple regression—the predominant tools for analyzing experimental and non-experimental quantitative data. Completion of an extensive statistics project is an essential component of this course.

PSGE 7682. Quantitative Research Methods in Psychology and Education II. (3 Credits)

This second course in a two-semester sequence on applied statistical methods focuses on quantitative data analysis techniques that are frequently used in the social sciences, with special emphasis on designs and methods in psychological research. Topics covered in this course include advanced regression analyses, multivariate approaches (MANOVA, path analyses), and factor analysis. Completion of an extensive statistics project is an essential component of this course.

PSGE 7683. Qualitative and Single Case Design Research Methods I. (3 Credits)

A two-semester course sequence covering both qualitative and single case design (SCD) methods. The course sequence is designed to help students develop foundational competencies in designing research studies using qualitative and SCD research methods, as well as understand and apply techniques of data collection and analysis for each method. The focus of PSGE 7683 is on building the foundational competencies and understanding the appropriate techniques and analyses.

PSGE 7684. Qualitative and Single Case Design Research Methods II. (3 Credits)

A two-semester course sequence covering both qualitative and single case design (SCD) methods. The course sequence is designed to help students develop foundational competencies in designing research studies using qualitative and SCD research methods, as well as understand and apply techniques of data collection and analysis for each method. The focus of PSGE 7684 is on the application of the techniques and analyses studied in PSGE 7683.

PSGE 7711. Psychometric Theory. (3 Credits)

Classical and modern test theories, latent trait analysis, scaling methods, and introductory factor analysis are studied.

PSGE 7712. Recent Trends in Measurement and Evaluation. (3 Credits)

Seminar on issues and developments in testing and evaluation. Original research and writing are required.

Prerequisite: PSGE 7711.

PSGE 7900. Proseminar in Psychological and Educational Services. (0 Credits)

The proseminar serves as an orientation to the research process, allows students to learn about faculty research interests and encourages discussions of research topics. It constitutes an initial developmental step in the research process and is linked to the Experimental Design and Statistics Methods courses.

PSGE 8001. Research Apprenticeship. (0 Credits)

In the Research Apprenticeship in Psychological and Educational Services, the student is required to work closely with a research apprenticeship faculty sponsor to develop and carry out a research project over the course of up to three consecutive semesters. The student must register for PGSE 8001 for the first semester and PSGE 8002 for subsequent semesters.

PSGE 8002. Research Apprenticeship II. (0 Credits)

In the research apprenticeship in psychological and educational services, the student is required to work closely with a research apprenticeship faculty adviser to develop and carry out a research project over the course of two to three consecutive semesters. The student will register for this course during subsequent semesters of research apprenticeship.

Attribute: YEAR.

Prerequisite: PSGE 8001.

PSGE 8100. College Teaching Internship in Psychology and Services. (0 Credits)

Supervised field experience as a college-level instructor. On-campus seminars. Prerequisite: Permission of the program faculty.

PSGE 8672. Social and Ethical Responsibilities in Counseling Psychology. (3 Credits)

The social, professional, legal, historical, and ethical issues and standards relevant to the field of counseling psychology will be explored. This course is taken during the first semester of doctoral study in counseling psychology.

PSGE 8999. Dissertation Seminar in Psychological and Educational Services. (3 Credits)

Consultation with faculty on the development and conduct of dissertation research. Permission of program faculty needed for registration.

PSGE 9990. Independent Study. (1 to 3 Credits)

Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires the approval of the professor directing study, the division chairperson and the director of graduate studies.

Psychology (PSYC)

PSYC 0912. Requirement Preparation. (0 Credits)

For doctoral and master's students, registration is necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, master's thesis, or dissertation submission. Students who are studying for comprehensive examinations while still completing coursework do not need to register for any special status; however, if they are neither registered for coursework nor taking comprehensive examinations during the semester in question, they must register for Requirement Preparation.

PSYC 0914. Requirement Preparation in Summer. (0 Credits)

For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

PSYC 0930. Psychology Doctoral Comprehensive Examination. (0 Credits)

PSYC 0950. Proposal Development. (1 Credit)

PSYC 0960. Proposal Acceptance. (3 Credits)

PSYC 0970. Dissertation Mentoring-Psychology. (3 Credits)

The Psychology Ph.D. student is required to register for Dissertation Mentoring, which has a 3 credit fee, the semester after the student's proposal is accepted.

PSYC 1004. The Mind-Body Connection: Introduction to Behavioral Health. (3 Credits)

The overall goal of the course is to provide a comprehensive perspective on how psychology can augment the understanding and treatment of significant public health problems. In addition, this course will prepare students for future coursework or participation in behavioral health research.

Attributes: PLUR, SL, SSCI.

PSYC 1100. Biopsychology. (3 Credits)

An introduction to the biological bases of psychology. Research will be presented with an emphasis on how the activity of the nervous system, as shaped by phylogeny and ontogeny, determines behavior. Students replicate classic studies, analyze the results, and prepare lab reports.

Attributes: LSCI, NEUR.

PSYC 1200. Foundations of Psychology. (4 Credits)

A systematic examination of the methods and content of psychology as a life science. A survey of history and development, principles, and theories of psychology related to sensation and perception, learning, cognition, motivation, developmental, personality, abnormal, and social psychology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PSYC 1800. Internship. (0 to 1 Credits)

Internship.

PSYC 1999. Tutorial. (1 Credit)

Independent research and reading with supervision from a faculty member.

PSYC 2000. Statistics. (4 Credits)

This course covers descriptive statistics and (parametric and nonparametric) inferential statistics. It emphasizes mastery of statistical concepts and utilization of statistical software. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: NEUR.

Prerequisite: PSYC 1200.

PSYC 2010. Research Methods Lab. (5 Credits)

A hands-on introduction to research methods in psychology. In the lab, students will replicate classic studies from different areas of psychology, analyze the results, and write APA-style lab reports. The lectures introduce these areas and relevant methods, placing the methods in broad historical and ethical contexts.

Attributes: NECG, NEUR.

Prerequisite: PSYC 2000.

PSYC 2200. Learning. (4 Credits)

Course focuses on the research and theories in animal and human learning. Empirical findings are discussed in relation to competing theories of learning, memory, and adaptive behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PYBP.

Prerequisite: PSYC 1200.

PSYC 2201. Learning Laboratory. (5 Credits)

Course focuses on the research and theories in animal and human learning. Empirical findings are discussed in relation to competing theories of learning and adaptive behavior. Students replicate classic learning studies, analyze their results, and prepare APA style lab reports.

Attributes: PYBP, PYCL.

Prerequisite: PSYC 2010.

PSYC 2300. Sensation and Perception. (4 Credits)

****NOTE:** This course does NOT have a lab and will not have the attribute PYCL. Therefore, this course will NOT fulfill the content lab requirement for psychology.** The purpose of this course is to undertake an in-depth study into how we encode the physical stimuli of our external world (things we see, things we hear, things we feel), and translate them into neural and psychological actions, such as recognizing your parent or hearing music. The course will include a survey of research on the senses, especially vision and hearing. Biological, psychophysical, and cognitive perspectives will be considered. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NECG, PYBP.

Prerequisite: PSYC 1200.

PSYC 2301. Sensation and Perception Lab. (5 Credits)

A survey of research on the senses, especially vision and hearing. Biological, psychophysical and cognitive perspectives will be considered. Students replicate classic studies, analyze the results and prepare APA style lab reports.

Attributes: NECG, NEUR, PYBP, PYCL.

Prerequisites: PSYC 2000 and PSYC 2010.

PSYC 2401. Memory Laboratory. (5 Credits)

Covers historical approaches to memory, information processing and connectionist models of memory studies, analyze the results, and prepare APA style lab reports.

Attributes: NECG, NEUR, PYBP, PYCL.

Prerequisite: PSYC 2010.

PSYC 2500. Cognition. (4 Credits)

The analysis of the process of acquiring and using knowledge: perceptual recognition, attention, memory, imagery, language, problem solving, decision making, and the development of these processes throughout one's life. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LING, PYBP.

Prerequisite: PSYC 1200.

PSYC 2501. Cognition Laboratory. (5 Credits)

The analysis of the process of acquiring and using knowledge: perceptual recognition, attention, memory, imagery, language, problem solving and decision making. Students replicate classic studies, analyze the results, and prepare APA style lab reports.

Attributes: NECG, NEUR, PYBP, PYCL.

Prerequisite: PSYC 2010.

PSYC 2600. Social Psychology. (4 Credits)

An examination of how others shape an individual's behavior. A review of selected topics of interpersonal behavior, including antisocial and prosocial behavior, prejudice, attraction, social influence, attitudes and persuasion, research methods. (Every semester) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PYCP, SSCI, URST.

PSYC 2601. Lab in Social Psychology. (5 Credits)

(formerly PSYC 3470) This course involves social psychological research concerned with relationship formation, nonverbal behavior, attitude change, and group processes. Research on these topics will be conducted using laboratory designs, survey research, and observational techniques. Students will conduct both laboratory and naturalistic observations, analyze the results, and prepare APA-style lab reports and may be offered an opportunity to propose and conduct a research project of their own choosing.

Attributes: PYCL, PYCP, SSCI.

Prerequisite: PSYC 2010.

PSYC 2700. Infant and Child Development. (4 Credits)

A study within the framework of research and theory of emotional, intellectual and social growth of the child, with emphasis on norms in development and child-rearing practices. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PYCP, SSCI.

PSYC 2710. Adolescent and Adult Development. (4 Credits)

This course reviews the study of physiological, cognitive, emotional, personality and social change from puberty across the remainder of the life span. This course will also consider the influence of theories and methods of research on what we know, and can find out, about people and the contexts in which they live their lives. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LING, PYCP, SSCI.

PSYC 2800. Personality. (4 Credits)

A critical survey of theories concerned with the origin and development of personality, including psychoanalytic theory, behaviorism, trait theory, field theory and humanistic psychology. Attention will be given to conceptual problems, controversies and empirical verification. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: FRSS, PYCP, SSCI.

PSYC 2900. Psychopathology. (4 Credits)

The purpose of this course is to provide the student with an overview of psychological disorders, or psychopathology. Etiology, prevalence, symptoms, and course of various psychological disorders will be covered, with an emphasis on the scientific investigation of psychopathology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PYCP, SSCI.

PSYC 2999. Tutorial. (2 Credits)

Independent research and reading with supervision from a faculty member.

PSYC 3010. Bilingual Minds. (4 Credits)

Worldwide, there are more bilinguals than monolinguals. Bilingualism research has revealed dynamic social, cultural, linguistic, and psychological characteristics of the bilingual experience. This course focuses on the study of the bilingual mind—that is, how bilinguals learn and process their languages and how the bilingual experience of living with two or more languages influences linguistic and non-linguistic skills and behaviors. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP3, LING, MLL.

Prerequisite: PSYC 1200.

PSYC 3100. Health Psychology. (4 Credits)

(Formerly PSYC 3020) An introduction to the study of psychological factors in health and illness. The major models, research methods, interventions, and issues in health psychology and behavioral medicine will be examined. Topics include stress-illness, compliance, social support and coping, as well as prevention and health education. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, BESN, BIOE, PYAC.

Prerequisite: PSYC 1200.

PSYC 3110. Cognitive Neuroscience. (4 Credits)

This course reviews the neural basis for cognitive and perceptual processes including attention, vision, sensation, perception, language, motor control, learning and memory, executive functions, emotion, and social behavior. Basic structural and functional neuroanatomy are explored and empirical methods which inform inferences about the brain bases of cognition are reviewed. The course surveys research in cognitive neuroscience and covers a functional analysis of disorders vis a vis cognitive theory and the brain behavior relationship. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, BESN, LING, NEUR, PYAC.

Prerequisites: PSYC 1200 or PSYC 1100 or BISC 1403 or NSCI 1433.

PSYC 3270. Clinical Child Psychology. (4 Credits)

The purpose of this course is to provide students with an overview of clinical child psychology, including historical and theoretical bases and state-of-the-art methods for studying, assessing, and treating child psychopathology. Students will learn about psychological conditions that affect children and adolescents as well as the contextual, developmental, and biological factors that impact the development and maintenance of these conditions.

Attributes: ASSC, PYAC.

Prerequisite: PSYC 1200.

PSYC 3300. Industrial Organizational Psychology. (4 Credits)

This course covers the application of psychological methods and concepts to business and industry. It includes personnel selection, placement and training, work environment, motivation and morale, the organization as a complex system, and an introduction to organization development. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, PYAC.

Prerequisite: PSYC 1200.

PSYC 3320. Consumer Behavior. (4 Credits)

The role of psychological factors such as learning and memory, perception, motivation, personality, and information processing in the behavior of humans as consumers. Emphasis is placed on the two-way information flow between consumers and producers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, FASH, PYAC.

Prerequisite: PSYC 1200.

PSYC 3330. Family Psychology. (4 Credits)

(Formerly PSYC 4250) An introduction is given to the transgenerational emotional process within the family, that is, to the family as a system across generations. Subsystems (such as parent child, sibling, family of origin) will be studied in relationship to individual development and family functioning. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, PYAC.

Prerequisites: PSYC 1200 or AP Psychology with a score of 004.

PSYC 3340. Urban Psychology. (4 Credits)

How living in a large city can affect an individual's behavior and personality. Investigations into the "urban personality," stress, family, friends and strangers, crowding, the built environment, adaptation. Includes field research. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ESEL, PYAC, URST.

Prerequisites: PSYC 1200 or AP Psychology with a score of 004.

PSYC 3360. Sports Psychology. (4 Credits)

This course involves an application of psychological theory and research to athletes and sport at youth recreational, and elite levels. Special attention is devoted to the connection between sports and spirituality, ethics, character development, and parenting. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PYAC, SJOR.

Prerequisites: PSYC 1200 or AP Psychology with a score of 004.

PSYC 3400. Psychology of Education. (4 Credits)

An overview of psychological principles relevant to the process of learning and teaching. The relationship of education to society in general and to the student in particular is stressed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PYAC.

Prerequisites: PSYC 1200 or AP Psychology with a score of 004.

PSYC 3410. Creativity. (4 Credits)

An investigation of the creative process, both theoretically and phenomenologically. Students conduct case studies of a creative enterprise, based on autobiographical and/or interview material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PYAC.

Prerequisites: PSYC 1200 or AP Psychology with a score of 004.

PSYC 3530. Gender Roles. (4 Credits)

The study of the development of sex differences and sex roles in women and men, and the study of the psychological implications and consequences of sex role development in men and women will be discussed in this course. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PSDV, PYAC, WGSS.

Prerequisites: PSYC 1200 or AP Psychology with a score of 004.

PSYC 3550. Consciousness. (4 Credits)

This course critically reviews philosophical/historical, psychological, and biological approaches to consciousness. Topics include the mind/body problem, phenomenology, psychoanalysis and the unconscious, altered states of consciousness, attention, volition and the will, and theories of consciousness. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NECG, PYAC.

Prerequisite: PSYC 1200.

PSYC 3600. Multicultural Psychology. (4 Credits)

The focus of this course is the multicultural applicability of scientific and professional psychology. Traditional psychological theories, scientific psychology, psychological tests, and the practice of psychology will be examined and critiqued from cultural and socio-historical perspectives. Contemporary psychological theories and research specific to men, women, gay men, lesbians, and race/ethnicity will be reviewed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, ASSC, BESN, BIOE, LALS, LASS, PJRC, PJST, PLUR, PSDV, PYAC, URST, WGSS.

Prerequisites: PSYC 1200 or PSYC 1100.

PSYC 3610. Global Health and Psychology. (4 Credits)

In order to address the needs of diverse populations, culturally-congruent training in health psychology is essential. The goal of this course is to provide a global perspective on understanding and treating significant public health problems and integrating cultural considerations into this framework. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, BESN, BIOE, DISA, GLBL, PSDV, PYAC.

Prerequisite: PSYC 1200.

PSYC 3640. Cross-Cultural-Psychology. (4 Credits)

This course examines the role of culture in shaping a broad spectrum of human experience around the globe. This course begins with a consideration of three important themes: Culture as meaning; the nature of cultural competence & ethnocentrism; and the phenomena of international migrations and acculturation. Then, it examines important conceptual and methodological issues in cross-cultural research. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, ASSC, LALS, LASS, PSDV, PYAC.

Prerequisite: PSYC 1200.

PSYC 3700. Human Sexuality. (4 Credits)

An exploration of the physical characteristics that make up the core of male and female sexuality, as well as the psychological components in all sexual unions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, ASSC, PSDV, PYAC, WGSS.

Prerequisite: PSYC 1200.

PSYC 3730. Men and Masculinities. (4 Credits)

Traditional/classical psychodynamic theories on masculinity will be reviewed, as well as the more contemporary "new psychology of men" literature and research. Traditional masculinity ideology as a system of values will be examined and critiqued, with focus on examining how masculine values underline men's personal morality and societal mores. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, PLUR, PSDV, PYAC, WGSS.

Prerequisites: PSYC 1200 or AP Psychology with a score of 004.

PSYC 3810. Trauma and Family Violence. (4 Credits)

The goal of this course is to provide an introduction to the field of trauma and family violence, including the causes and consequences of rape, partner violence and child abuse and neglect. Assessment, treatment and prevention issues will also be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: HCWL, HUST, PYAC.

Prerequisites: PSYC 1200 or AP Psychology with a score of 004.

PSYC 3820. Forensic Psychology. (4 Credits)

Focuses on the interaction of clinical psychology and the law. Addresses issues related to forensic assessment and expert testimony, understanding and treatment of criminal offenders, similarities and differences between assessment of adult and juvenile offenders. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, PYAC.

Prerequisites: PSYC 1200 or AP Psychology with a score of 004.

PSYC 3850. Psychology of Well-Being. (4 Credits)

This course will provide students with the knowledge and skills to lead a more fulfilling and happy life. It will show how to handle stressors and demands more efficiently, approach mistakes as opportunities cultivate personal relationships, develop personally meaningful goals, and achieve greater equanimity.

Attributes: ASSC, PYAC.

Prerequisite: PSYC 1200.

PSYC 3930. Introduction to Clinical Psychology. (4 Credits)

An introduction to clinical psychology, including major schools of clinical interventions, the relation between assessment and clinical practice, including specific areas of evaluation (such as intellectual, personality, and observational/behavioral). Areas of specialization will also be covered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, PYAC.

Prerequisite: PSYC 1200.

PSYC 3950. Behavior Modification. (4 Credits)

The goals of the course are to teach the principles of behavior and their application to complex human behavior. Students will understand basic principles of behavior, how to analyze complex human behavior in terms of those principles, how to collect data and plot it on graphs, how to conduct research to determine the causes of behavior, and the basics of how to change behavior. This course does not make a student competent to conduct therapy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PYAC.

Prerequisite: PSYC 1200.

PSYC 3999. Tutorial. (3 Credits)

Independent research and reading with supervision from a faculty member.

Prerequisite: PSYC 1200.

PSYC 4000. History and Systems of Psychology. (4 Credits)

The development of psychological thought through the history of psychology as a science is traced. Attention is given to the application of the philosophy of science to psychology. Systems covered include associationism, structuralism, functionalism, Gestalt psychology, psychoanalysis, behaviorism, and cognition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, PYCA.

Prerequisite: PSYC 1200.

PSYC 4015. Language and Thought. (4 Credits)

This course discusses theories and research in the study of language from a cognitive science perspective. The course elaborates on contemporary issues in the relationships between language and thought, including linguistic relativity and embodied cognition, among other areas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, LING, PYAC.

Prerequisite: PSYC 1200.

PSYC 4200. Advanced Statistics w/Lab. (4 Credits)

This course is the second course of statistics for psychology majors. It is best suited for students who (a) want to build a stronger background in statistics, (b) are planning to apply to graduate schools or medical schools, (c) are planning to pursue careers related to statistics and data analytics, (d) are working on an honor's thesis. The goals of this course are the following: 1. To strengthen students' statistical thinking, including understanding the basis of probability, probability distributions, conditional probability, Bayes theorem, frequentist statistics and Bayesian statistics, as well as the recent challenge of replication crisis. 2. To strengthen students' familiarity with the selected statistical methods that are covered in the first statistics course (PSYC 2000 Statistics), such as analysis of variance and multiple regression. These selected statistical methods are popular in psychological research and in real-world applications. We will review the basics of these methods and will teach the details of these statistical methods that are not covered in the first course, including assumptions, consequences of violating the assumptions, diagnostics of the assumptions, power analysis, and alternative statistical procedures when the assumptions are violated. 3. To teach students statistical methods that are popular in psychological research and in the real-world applications but are not covered in the first course, such as mediation analysis, moderation analysis, and factor analysis. When teaching each statistical method, students will be exposed to real research data and problems. In the lab section, students will learn the concepts, mathematical machinery, and software implementation of each statistical method using R. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PYCA.

Prerequisite: PSYC 2000.

PSYC 4245. Ethics in Research. (4 Credits)

This course will examine approaches to responsible research practices across the natural and social sciences, with particular attention to research involving human participants. The course will provide an overview of the research process, foundations in research ethics, and provide examples of research across disciplines that exemplify scientifically valid and ethically sound research methods planning, implementation, and dissemination. In particular, the course will draw on long-standing research traditions in the field of sociology, and psychology in order to provide a foundation upon which ethical issues can be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BIOE, ICC, PYCA.

Prerequisite: PSYC 1200.

PSYC 4310. Aging and Society. (4 Credits)

A cross-disciplinary course that draws on research and theory from psychology and such other disciplines as sociology, anthropology, economics and political science to explore the biological, cognitive and psychosocial features of human aging. Attention is given to normal and abnormal development, to the interrelations between physical and mental health and to optimal aging. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, BESN, BIOE, DISA, ICC, PJRC, PJST, PSDV, PYCA.

Prerequisite: PSYC 1200.

PSYC 4330. Music and Psychology. (4 Credits)

A cross-disciplinary course that examines what psychological research and theories and an analytical approach tell us about music. Topics include perception and performance of music, emotional responses and cross-cultural approaches. Requires a background in psychology and/or music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, NECG, PYCA.

Prerequisite: PSYC 1200.

PSYC 4340. Law and Psychology. (4 Credits)

An introduction to (a) the issues relevant to understanding human behavior from the perspective of law and psychology and (b) the contributions of psychology as a behavioral science to such legal issues as legal evidence, juries, and criminal and civil responsibility. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, EP4, PJCJ, PJST, PYCA, VAL.

PSYC 4350. The Psychology of Race, Place, and Power. (4 Credits)

Social psychologists have long demonstrated that people are stereotyped and excluded on the basis of race and class. This interdisciplinary course explores how these social relations permeate the places where people live and is designed to be a curated selection of literature, bridging research from psychology and geography to better understand the psychology of race, place, and power, as well as the resulting effects when power is used to exclude and/or usurp racialized others (e.g., gentrification and segregation). Using New York City as a case study, the first half of the course explores the drivers of gentrification-induced neighborhood change; what causes it? We will also examine the psychological origins of social group exclusion and implications on a neighborhood level, considering attachments to place and potential disruptions to well-being, a sense of belonging, and health when neighborhoods change abruptly and rapidly. Integrating scholarship in geography and psychology, lectures will discuss these topics as well as the tools used to facilitate these processes (e.g., policy). In the second half of the course, we will apply the material learned in the classroom to interrogate race, place, and power on an actual neighborhood scale. The instructor and students will conduct neighborhood walks and audits, and document soft indicators of neighborhood change. In this way, the course integrates research and praxis, involving students in understanding and documenting hard-to-study phenomena. The material covered in this course will help students think critically and logically about real world issues, and the role of power in shaping place. Please note that accommodations are available for students unable to physically participate in walks.

Attributes: AFAM, ICC, PSDV, PYCA.

Prerequisite: PSYC 1200.

PSYC 4370. Disgust in Literature and Psychology. (4 Credits)

This course will analyze disgust in literature (and related disciplines) and in psychology as primary emotion that exists in every culture. We will study fiction, poetry, and film—and also psychological research, as we explore what it means to be disgusted, and why we are motivated to read and view things that provoke disgust. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ASLT, ICC, PYCA.

PSYC 4800. Internship. (3 to 4 Credits)

Internship.

PSYC 4820. Community Psychology. (5 Credits)

This course focuses on the prevention of psychological disorders and the promotion of wellness across the life span. Topics covered include stress, coping, and social support; risk and protective factors for adjustment and maladjustment; empowering disenfranchised groups; developing and evaluating prevention and early intervention programs; and facilitating social change and responsive community organizations. Includes a fieldwork component that is integrated with class discussion.

Attributes: PSDV, PYCA, SL, URST.

PSYC 4850. Community Mental Health. (4 Credits)

This course considers issues that arise when implementing mental health interventions within diverse communities, especially those communities traditionally underserved by our health care system. Topics covered include factors that maintain inequality in mental health treatment, culturally-sensitive practices in conducting clinical psychological research, and ethical approaches to translating evidence-based psychological principles into practice. Includes a fieldwork component that is integrated with class discussion and seeks to address mental health needs within the Bronx. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PJRC, PJST, PSDV, PYCA, SL.

Prerequisites: PSYC 2010 and PSYC 2900.

PSYC 4855. Participatory Action Research. (4 Credits)

This interdisciplinary, community-engaged learning course, situated at the intersection of psychology and public health, is intended to give upper-level students the opportunity to advance their content knowledge and apply their research training in a real-world setting. The theme of this course is Youth-led Participatory Action Research (YPAR), which is an innovative approach to positive youth and community development based on social justice principles in which young people are trained to conduct systematic research to improve their lives, their communities, and the institutions intended to serve them. YPAR can be useful for any young people wanting to make a difference, and is an especially powerful approach for youth who are experiencing marginalization due to racism, sexism, homophobia, transphobia, classism, ableism, or other forms of oppression. College and high school co-investigators will critically examine issues faced by young people in our local Bronx community through a semester-long YPAR project. The course also includes readings and audio-visual materials from psychology and public health, journal entries and reflective writing assignments, and a collaborative research report. Through this course, students will develop their own critical consciousness by exploring systematic inequalities and positive youth development with the depth of psychology and the breadth of public health. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, PSDV, PYCA, SL.

PSYC 4900. Psychology and Human Values. (4 Credits)

This senior values seminar explores pioneering theories and research in the psychology of values. Topics include human motives/goals; the sense of right and wrong; cognitive, social, cultural, spiritual and gender aspects of ethical decision making; behavior in morally challenging situation; and virtue in relationships, work and community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEVL, BIOE, EP4, PYCA, VAL.

PSYC 4910. Global Mental Health & Psychosocial Humanitarian Aid. (4 Credits)

The field of global mental health, and the related field of psychosocial humanitarian aid, combines elements of cultural and clinical psychology, epidemiology, anthropology, public health, human rights, and international development to address a mental health gap between Global North and Global South countries. This course provides a survey of models, mechanisms, and critiques surrounding both. Materials are drawn from the burgeoning global mental health literature (e.g., Vikram Patel, Charlotte Hanlon, Helena Verdelli), transcultural psychiatry (Arthur Kleinman, Laurence Kirmayer), post-conflict psychosocial mental health (Alistair Ager, Judy Bass, Mark Jordans), and mental health capacity-building. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, HUST, PJRC, PJST, PSDV, PYCA.

Prerequisite: PSYC 1200.

PSYC 4920. Youth, Values, and Society. (4 Credits)

This course explores the history and current place of youth in society from a multidisciplinary perspective and consider how this social construction of youth influences their development of values. It explores the history of social constructions of adolescence and youth and the current place of youth in our society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASRP, BEVL, EP4, PSDV, PYCA, SOIN, URST, VAL.

PSYC 4930. Codes for Mental Health Services. (4 Credits)

This course introduces students to contemporary standards of research and practice in the delivery of mental health care services to a variety of populations (e.g., children, institutionalized individuals, and cultural minorities) across a variety of contexts (e.g., schools, hospitals, nursing homes, prisons, and industrial settings). Students learn to examine the relationship of current professional codes of conduct to historical and political issues and contemporary social values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEVL, BIOE, EP4, PYCA, VAL.

PSYC 4997. Honors Thesis in Psychology I. (4 Credits)

This course, typically taken in the fall of senior year, involves carrying out the Honors Thesis. Typically, this includes data collection and analysis, and initial work on the written report. Students should have reviewed the relevant literature and completely planned the thesis prior to beginning the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PYCA.

Prerequisite: PSYC 2010.

PSYC 4998. Honors Thesis in Psychology II. (4 Credits)

This course, taken in the spring of senior year, involves completion of the thesis. The student prepares and revises the final written report, and defends the thesis orally. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: PSYC 2010.

PSYC 4999. Tutorial. (4 Credits)

Independent research and reading with supervision from a faculty member.

PSYC 5100. Psychometric Theory. (3 Credits)

This course mainly covers what is commonly referred to as the classical test theory (CTT). It intends to provide you with the conceptual and technical skills necessary to develop and evaluate psychological tests and measures, and to provide foundations for further study of measurement theory, including but not limited to factor analysis and item response theory. A list of topics covered in this course include introduction to CTT, reliability, and validity of a test, and item analysis. The lab will assist software implementations (including Excel, SPSS, AMOS, and possibly R) and provide students hands-on experiences on how to plan psychometric analysis for a newly developed scale.

Attribute: PSYM.

PSYC 5123. The Literature and Psychology of Disgust. (3 Credits)

Disgust is considered a primary emotion—that is, all cultures have similar expressions and experiences that characterize the presence of disgust. Interestingly, despite the universal experience of disgust, we don't understand it very well. Literature and other media are full of disgust; you might even say that storytelling depends on it. The idea of emotion opens the door to psychology and the interdisciplinary partnership at the heart of this course. In this team-taught course, we will use the imaginative and philosophical literature of disgust to understand the emotion, and vice versa: We will use disgust, which we will explore with the tools afforded us by psychology, to understand literature and the human imagination that produces it. In implicating the work of one discipline with another, we will put them into dialogue as we seek to understand a complex and powerful human response.

PSYC 5200. Fixing Psychology's Replication Crisis. (3 Credits)

This course is an introduction to the open science approach to psychology. We will trace the origins of a "replication crisis" that shook the field over the past 10 years. This involves understanding some faulty research practices and misguided incentives within the discipline that arguably undermined the scientific process. We engage those issues primarily by reviewing "autopsies" of some psychological findings that have been challenged recently. Then we explore some reform practices that are intended to foster a more transparent, reproducible, and accurate research enterprise. Our ultimate goal is to help you to figure out whether open science practices might enhance the ways you "do" and consume research, the way that you teach undergraduates and interact with peers when conducting or analyzing research, and how you might advocate for reform in your own academic networks.

Attributes: CLMB, PMPE, PMTM, PSIC.

PSYC 5335. Social Development. (3 Credits)

This course explores social development from infancy through young adulthood. Focusing on biological bases, social groups, peers, family, community, and culture, the course will explore multiple facets of social development. The course materials include primary readings, and the course format will be discussion based. At the end of the course, students are expected to have a solid foundation in the primary domains of social development as well as an understanding of the importance of social development across the lifespan.

Attribute: CLMB.

PSYC 5710. Issues in Social Psychology. (3 Credits)

The person in society: interdisciplinary approaches; personality and culture: subculture, class, and community. Development and the self-cognitive and motivational elements in the acquisition of language, attitudes, and values. Group membership, role behavior, and group dynamics.

Attributes: CLMB, PMPE.

PSYC 6005. Ethics in Psychology. (3 Credits)

This course provides general and specific guidance for ethical conduct in the science and practice of psychology. Using case examples and readings the course covers the clinical practice of psychology, research, teaching, supervision of trainees, development of assessment instruments, conducting assessments, school psychology, educational counseling, organizational consulting, forensic activities, social intervention, administration, and other activities. Also explored is the history and current role of the federal government, state licensure boards, and the American Psychological Association and other organizations in establishing guidelines and professional codes of ethics for research, teaching, and practice in psychology. The course helps students apply these codes and regulations to traditional areas of psychology and to emerging areas such as telecommunications and managed care.

Attributes: CEED, CENS, HECS.

PSYC 6010. Research Ethics and Social Justice. (3 Credits)

This course will examine approaches to responsible research practices in socio-behavioral research, with particular attention to research involving human participants. The course will provide foundations in research ethics and methods in research ethics decision-making that exemplify scientifically valid and ethically sound research method planning, implementation, and dissemination.

Attributes: PMMA, URSG.

PSYC 6020. Health Psychology. (3 Credits)

An introduction to the study of psychological factors in health and illness, which examines the major models, research methods, interventions, and issues in health psychology/behavioral medicine. Topics include stress-illness, compliance, psychoimmunology, social support, and coping in disorders such as cardiovascular disease, pain, cancer, gastrointestinal disorders, diabetes, and obesity.

Attributes: CEED, CENS, CLRM, CPCE, HECS.

PSYC 6030. Trauma and Family Violence. (3 Credits)

This course will focus on understanding the cause and effects of trauma and family violence, such as child abuse and neglect, rape, and domestic violence. Diagnostic assessment, prevention and treatment issues will be emphasized.

Attributes: CLRM, CPCE, HUHR, PSIC.

PSYC 6050. Behavioral Medicine. (3 Credits)

Teaches students the clinical and research skills required in a medical setting. The overarching goal is for students to gain competency working with patients presenting with a range of medical conditions (as primary or secondary diagnosis).

Attributes: CLRM, CPCE, CPIE.

PSYC 6060. CRM Thesis Research. (3 Credits)

This course includes three parts: (1) A practical research experience in which the student is placed in a research setting and substantively participates in 10 to 20 hours of ongoing clinical research for at least one entire semester; (2) a biweekly two-hour meeting with the student's research supervisor, and possibly other students; and (3) five to 10 hours of supplemental readings per week to facilitate the student's independent research.

PSYC 6066. History and Systems. (3 Credits)

This course surveys the history of the major systems of psychology from pre-Socratic philosophers to contemporary cognitive science and neuroscience. Key men and women who contributed to the development of theories about and methods used to study personality, emotion, intelligence, cognition, and psychobiology are discussed within their historical, religious, cultural, and political contexts.

Attributes: CEED, CENS, CLMB, PSIC.

PSYC 6070. CRM Thesis. (3 Credits)

This course is the second in a two-course sequence designed to expose the student to the process of conducting applied clinical research to facilitate his or her own independent research project. This course is typically taken during the semester in which the student intends to complete their master's thesis. The research project that forms the basis of the student's M.A. thesis is developed in consultation with the faculty mentor and research supervisor. (Note that under some circumstances, both of these roles may be fulfilled by the same individual.) Decisions regarding the specific research project, including the length and depth of the introduction, the nature and sophistication of statistical analyses, and the format for compiling the results into a final document, will ultimately rest with the faculty mentor and reader.

PSYC 6106. Cognitive Assessment with Lab. (3 Credits)

Intensive supervised practice in administration, interpretation, and reporting of individual intelligence tests for children and adults. Students will learn and practice the administration and scoring of major developmental assessment instruments.

Attribute: PSYM.

PSYC 6119. Personality Assessment with Lab. (3 Credits)

Administration and introductory interpretation in personality assessment and research, concentrating on the Rorschach and TAT. Students will learn and practice the administration and scoring of major personality assessment instruments.

Attribute: PSYM.

PSYC 6137. Personality Assessment II. (3 Credits)

This course involves the use of projective instruments to assess personality functioning including an overview of the research base, administration, scoring, and interpretation of selected projective instruments. The primary assessment covered in this course is the Rorschach (e.g., administration, scoring, and interpretation).

Attributes: CPAE, CPCE.

PSYC 6170. Multicultural Seminar. (3 Credits)

Focus on multicultural perspective for understanding and working with diverse populations. Will examine issues of gender, race/ethnicity, sexual orientation, religion, etc. in the provision of psychological services.

Attribute: CLMB.

PSYC 6184. Behavioral Assessment with Lab. (3 Credits)

This course will establish an understanding of behavioral assessment and its implications for intervention, evaluation and research. Theoretical foundations, methods, and application of behavioral assessment to case formulation and treatment will be emphasized.

Attributes: CLRM, CPAE, CPCE.

PSYC 6190. Forensic Assessment. (3 Credits)

Psychologists who work in legal settings are often confronted with questions and diagnostic dilemmas that rarely arise in traditional clinical settings. As a result, a number of specialized assessment techniques have been developed over the past few decades, many of which are designed to address specific psycho-legal issues. In this course, students will develop a theoretical understanding and practical experience selecting and administering specialized forensic assessment instruments. The course will be roughly equally divided between understanding the theoretical underpinnings and psycho-legal utility of forensic assessment instruments as well as practical issues in their administration, scoring, and interpretation. The types of forensic assessment instruments covered include tests of malingering and deception, risk assessment tools and techniques, sex offender and psychopathy assessment, and personality assessment in the context of forensic evaluations. In addition, more specialized instruments, such as those designed to assess competence to stand trial, will be reviewed.

Attributes: CPAE, CPCE.

PSYC 6205. Clinical Geropsychology. (3 Credits)

This course considers the implications of the melding of gerontology and clinical psychology for the delivery of psychological services to the elderly. Topics considered include: (a) personality, cognition, and physical changes in aging; (b) psychopathology (e.g., depression, anxiety, psychosis, Alzheimer's disease) in the elderly; (c) assessment issues and methods with older adults; and (d) psychotherapy and consultation approaches with the elderly and their support systems.

Attributes: CLRM, CPCE, CPIE.

PSYC 6210. Psychotherapy Theories. (3 Credits)

Comprehensive overview of most of the major contemporary approaches to psychotherapy, with special emphasis on underlying assumptions, techniques employed, and goals.

PSYC 6225. Personality Theories and Research. (3 Credits)

This course covers major theories and empirical literatures in contemporary personality psychology. These include evolutionary, biological, social-cognitive, and psychometric perspectives on the dimensions and functions of personality. Meanwhile, we address diverse methodological approaches—such as observational, experimental, and behavior-genetic designs—in research on personality and its correlates. Throughout, we aim to connect students' own research activity to recent substantive and methodological developments in personality science.

Attributes: CLMB, PMPE.

PSYC 6245. Cognitive Behavioral Therapy. (3 Credits)

The course covers major theories of cognitive and behavioral therapy, as well as empirical evidence to support methods. Assessment, conceptualization, and treatment planning employing cognitive behavioral therapy is emphasized. Applications with special populations are covered, and we also cover how cognitive behavioral therapy is part of a systematic evidence-based approach to evaluation and treatment.

Attributes: CLRM, CPCE, CPIE.

PSYC 6250. Dialectical Behavior Therapy. (3 Credits)

This seminar reviews the major principles, strategies, and methods of Dialectical Behavior Therapy (DBT). The course includes an overview of the theories underlying DBT treatment, discussion of the existing research supporting DBT as an evidence-based treatment for severe emotion dysregulation and chronic suicidality, and practice of basic skills and techniques used within this therapeutic modality. Class sessions include didactics, discussion, video demonstrations, and behavioral rehearsal of DBT skills.

Attribute: CPIE.

PSYC 6251. Foundations of Neuropsychology. (3 Credits)

This course will provide a broad understanding of human brain-behavior relationships, neuropsychological theory, and the application of this knowledge to the clinical evaluation and treatment of individuals with brain disease or damage. The course will begin with an overview of clinical neuropsychology and its history, functional neuroanatomy, evidence based neuropsychological practice, and the foundations for research and theory of clinical neuropsychology (including the connection between neuropsychological evaluation and the practical implications of neuropsychological conditions), diagnosis of neurocognitive disorders, and neuropsychological intervention techniques. Finally, this course reviews non-neurologic considerations in CNS functioning and neuropsychological evaluation, including multicultural, ethical and forensic issues in clinical neuropsychology.

Attributes: CLRM, CPAE, CPCE.

PSYC 6253. Neuropsychological Assessment With Lab. (3 Credits)

This course will review the practice of neuropsychological assessment and basic concepts related to classes of cognitive functions. We will discuss psychometric principles germane to neuropsychological assessment as well as the use of neuropsychological assessment for clinical practice. Laboratory activities will support the acquisition of knowledge related to the practice of neuropsychological practice, including test selection, administration, scoring, data interpretation, and report writing.

Attributes: CPAE, CPCE.

PSYC 6257. Child Neuropsychology. (3 Credits)

The relationship between development of brain structure and cognitive functions are discussed. Tests used to assess a variety of functions including memory, attention, achievement, visual spatial skills, executive function, and motor function are presented. Learning disabilities, attention deficits, pediatric neurological disorders, and other relevant topics are covered.

Attributes: CPAE, CPCE.

PSYC 6259. Topics in Developmental Cognitive Neuroscience. (3 Credits)

This seminar covers topics in developmental cognitive neuroscience across the lifespan. Topics include neural correlates of cognitive development (memory, face perception, executive functioning), structural and functional brain changes associated with aging, and normal and pathological (e.g. Alzheimer's disease) cognitive changes associated with aging.

PSYC 6275. Family Psychology. (3 Credits)

Provide basic knowledge of family systems theory as a pre-requisite for understanding family psychology and family therapeutic intervention. Provides a survey of research models and findings relevant to family processes and therapeutic practice.

Attribute: CLRM.

PSYC 6280. Brief Psychotherapy. (3 Credits)

This course will provide an overview of the major approaches to brief psychotherapy. Various theoretical perspectives are included: psychodynamic, cognitive, behavioral, and interpersonal.

PSYC 6285. Evidence-Based Psychodynamic Therapy. (3 Credits)

This course develops students' understanding of psychodynamic psychotherapy. The course covers what psychodynamic therapies are, including the foundation, application, and variety of models within this broad umbrella. The course will provide an in-depth exploration of the empirical research for this treatment approach. Students will evaluate the inherent differences in researching psychodynamic therapies given the oftentimes not-observable variables of study. There will be an emphasis on healthy debate and discussion in evaluation of the psychotherapy research to be discussed. This course will also focus on the existing outcome research for psychodynamic psychotherapy as compared to other non-psychodynamic models. Students will critically analyze evidence-based therapy models for different symptomatology, including anxiety, depression, and personality disorders.

Attributes: CLRM, CPIE.

PSYC 6290. Health Disparities and Social Justice in Research and Practice. (3 Credits)

This course focuses on the psychosocial correlates and consequences of health disparities involving individuals and groups that have been historically marginalized by society and in some cases by the health sciences and professions. Readings and class discussions will examine the relationship of contextual factors such as poverty, racial/ethnic discrimination, environmental hazards, incarceration, institutionalization, and public policy to social and health inequities faced by children and adults with HIV/AIDS, mental illness, intellectual disabilities, and substance abuse disorders. The role of psychology in the emerging health and human rights paradigm in the United States and globally will also be explored.

Attributes: CEED, CENS, CLRM, CPCE, HECS, PMPE, PSIC.

PSYC 6298. Psychoanalytic Theory. (3 Credits)

Theory, research methods, and therapy of the psychoanalytic movement will be explored, including the work of Freud and ego psychological, neofreudian, Jungian, interpersonal, object relational, self, archetypal, and existential orientations. Attention will focus on clinically relevant topics such as human development, personality, dreams, and psychopathology, using case material for illustrations.

Attributes: CLRM, CPCE, CPIE.

PSYC 6300. Developmental Psychology: Foundations. (3 Credits)

This course will cover the historical and theoretical foundations of developmental psychology and the emergence of the discipline of Applied Developmental Psychology. Major historical and contemporary theories of development and key topics and research will be considered across domains, with emphasis on core readings, developmentalists, and turning points in the field.

Attributes: CLMB, PMPE.

PSYC 6310. Culture, Ethnicity, and Race. (3 Credits)

"Culture, Ethnicity, Race and Development" reviews how these concepts have been defined in psychological research. We then examine how these social influences affect youth development by focusing on topics in four areas: theories of ethnicity and race in human development, family, social dynamics and cultures.

Attributes: CEED, CENS, HUCB, PSIC.

PSYC 6330. Cognitive Development. (3 Credits)

Theories and research in structuralism, neo-structuralism, information processing, connectionism and contextualism are investigated.

Attributes: CLMB, PMPE.

PSYC 6350. Applied Developmental Psychology. (3 Credits)

This course will provide an introduction to the roles and activities of professionals in applied developmental psychology. Topics will include definitions of the field, ethical issues, public policy, research design, and program evaluation.

Attributes: CEED, CENS, HECS.

PSYC 6370. Cognition and Affect. (3 Credits)

A development and comparative examination of significant cognitive theories and research Structuralist, contextualist, information processing, and connectionist perspectives as well as research from infant to elderly cognition are covered.

Attribute: CLMB.

PSYC 6380. Anxiety Disorder Seminar. (3 Credits)

The course addresses the etiology of various anxiety disorders- research related to anxiety disorders and treatment options. This course is an in-depth coverage of the major anxiety disorders, beginning with etiological and maintaining factors, as well as information processing and behavioral features, and ending with psychosocial treatment and case management. Special attention is given to specific cases an illustrative of each condition, and complicating factors involved in case management.

Attributes: CLRM, CPCE, CPIE.

PSYC 6385. Depression and Suicide. (3 Credits)

This course seeks to provide you with an overview of the etiology, diagnosis, and treatment of depression and suicidality. We will examine various models of vulnerability to depression, including psychodynamic, behavioral, cognitive, and interpersonal models. Research findings in these areas will also be examined. Furthermore, this course will provide you with an overview of the epidemiology, assessment, and treatment of suicidal thinking and behavior.

Attributes: CLRM, CPCE, CPIE.

PSYC 6390. Global Mental Health. (3 Credits)

This course provides a survey of models, mechanisms, and critiques surrounding Global Mental Health. Materials are drawn from the burgeoning global mental health literature (e.g., Vikram Patel, Jorgen Unutzer, Helena Verdell) transcultural psychiatry (Authur Kleinman, Laurene Kirmayer), post-conflict psychosocial mental health field (Ager, de Jong), and mental health capacity building. A section on methods in the middle of the course provides opportunities for students to review research design. Requirements will include weekly reflection papers, a term paper, and an exam. Outside speakers may be invited for selected lectures.

Attributes: CLRM, CPCE, CPIE, HUCB, PSIC.

PSYC 6530. Developmental Psychopathology. (3 Credits)

This course will consider developmental disabilities and psychopathologies and the contexts, both natural and designed, that exacerbate or ameliorate these conditions. The ideas of disability, pathology, and dysfunction, and the contrasting ideas of ability, health, and functionality will be considered in relation to each other.

Attribute: CLRM.

PSYC 6654. Introduction to Neuroscience. (3 Credits)

An exploration of the neuro-anatomical, physiological, and chemical substrates of human behaviors, including movement, sensation, perception, cognition, emotion, and personality. Both typical and atypical behaviors will be considered, as will developmental issues.

Attribute: CLMB.

PSYC 6670. Psychopharmacology I. (3 Credits)

This course covers the major psychiatric medication used in direct service delivery setting for mental health care. Special attention will be given to the role of psychotropic medication in the conduct of psychological services, including case management and treatment facilitating/interfering matters.

Attributes: CLRM, CPCE.

PSYC 6780. Psychological Disorders in Children and Adolescents. (3 Credits)

This course will provide an overview of psychological disorders affecting children and adolescents. Disorders will be examined from multiple perspectives, including theories of attachment and temperament, neurobiology, genetics, and environmental (family/social) influences. Factors contributing to risk for, and resilience to, psychopathology will be discussed. Classes will involve detailed discussions of specific disorders, including etiology, phenomenology, and course. Relevant assessment tools used clinically and in research settings will also be described.

Attribute: CPCE.

PSYC 6802. Introduction to Psychology Statistics w/ Lab. (3 Credits)

This course will replace PSYC 6800 and PSYC 6801. Most psychological research depends on statistical methods. This course aims to provide an introduction of a variety of statistical methods for psychological research.

PSYC 6830. Psychology Research Methodology. (3 Credits)

The course will cover a variety of topics involving research methodology and design. Pitfalls and potential solutions to many experimental and quasi-experimental methodologies will be addressed. Students will complete their own research project during this course, including design, finding subjects, experimentation, analysis, and write-up.

PSYC 6850. Evaluation of Psychological and Social Programs. (3 Credits)

Review of the literature relating to the scientific evaluation of psychological programs in the areas of mental health, addiction, compensatory education, and societal innovation. Extensive discussion of the use of quasi-experimental designs, and numerous methodological issues and pragmatic problems associated with evaluation studies.

Attributes: CLRM, DATA, SOIN.

PSYC 7010. Psychology and Criminal Law. (3 Credits)

This course is designed to provide an overview of the interaction between psychology and the criminal law. We will focus primarily on the three major aspects in which psychologists are involved in the criminal justice system: competence to stand trial evaluations, mental state at the time of the offense (mens rea and the insanity defense), and the assessment of risk/prediction of future dangerousness. Because the interaction of psychology and law is by definition interdisciplinary, this course is co-taught by a forensic psychologist (Professor Rosenfeld) and attorney (Professor Cohen), and is open to both psychology graduate students and law students. The content of the course is evenly divided between understanding the legal issues involved and the application of psychological principles to these legal issues. In addition, specific topics such as forensic psychological assessment and expert testimony will be discussed.

Attributes: CEED, CENS, CLRM, CPCE.

PSYC 7020. Psychology and Civil Law. (3 Credits)

This course covers a number of the areas in which psychologists consult on forensic matters outside of the criminal arena. The semester will be divided relatively evenly between the reviewing case law and legal standards and issues related to clinical practice. Specific legal issues discussed include the concept of torts and malpractice, causation, best interest standards, and standards of proof. The first application of these issues pertains to civil law, including the role of psychologists in personal injury and sexual harassment cases, and disability law. The second area of focus concerns the role of psychologists in the family court, including a child custody and visitation evaluations, termination of parental rights, and divorce mediation. Finally, we discuss issues that arise in the elderly and medically ill such as informed consent, decision-making competence, physician-assisted suicide, and testamentary capacity. Overarching issues such as psychological testing, report preparation, and expert testimony are discussed in the context of these topics.

Attributes: CEED, CENS, CLRM, CPCE, HECS.

PSYC 7030. Psychology and Juvenile Justice. (3 Credits)

This course provides an overview of the interaction between psychology and the juvenile justice system focusing on four areas: 1) developmental theories and trajectories of antisocial behavior, 2) assessment and identification of risk and protective factors among justice system-involved youth, 3) clinical evaluations related to legal questions, and 4) empirically supported treatment/program.

Attributes: CLRM, CPCE.

PSYC 7111. Psychopathology. (3 Credits)

An overview of the primary types, causes, and symptoms of a working knowledge of the basic tools used in clinical diagnosis, including diagnostic evaluation skills in the assessment of specific psychological disorders, as well as case formulation skills from different theoretical perspectives.

PSYC 7121. Clinical Diagnosis. (3 Credits)

This course is designed to promote the development of a working knowledge of the basic tools used in clinical diagnosis, including diagnostic evaluation skills in the assessment of specific psychological disorders, as well as case formulation skills from different theoretical perspectives.

PSYC 7122. Developmental and Prevention Science. (3 Credits)

This course introduces students to theories and research concerned with the integration of the developmental and prevention sciences to understand and address social-emotional and cognitive problems with a focus on middle childhood. Focusing first on theoretical perspectives from developmental science and key principles in prevention science, including risk and resilience in development, the course will then examine issues related to developmental transitions and contexts of development as well as challenges in targeting preventive interventions on multiple domains and mechanisms of development, and the science and practice of developmental preventive interventions in organizational, community, political-economic, and policy contexts. The course materials include primary readings, and the course is discussion based. Students will gain an understanding of core principles and research demonstrating the many ways developmental and prevention sciences are mutually informative.

Attributes: CLRM, PMPE.

PSYC 7250. Treatment of Substance Abuse. (3 Credits)

This course will cover theories and supporting research data concerning the development and maintenance of substance abuse disorders. It will concentrate heavily on specific techniques and regimens developed especially for the treatment of substance abuse disorders. Emphasis will be placed on psychosocial forms of treatment.

Attributes: CLRM, CPCE, CPIE.

PSYC 7500. Computerized Multistage Testing. (3 Credits)

This course provides a general overview of adaptive and multistage test (MST)'s important concepts. The MST design is described, why it is needed, and how it differs from other test designs, such as linear test and CAT designs, and how it represents a middle ground between the linear and intern-level adaptive tests. It will illustrate and discuss the processes of test design, assembly, routing, scoring, applications, and operational implementation considerations, as well as the most recent development on software for simulations to aid the operational implementation.

PSYC 7804. Regression with Lab. (3 Credits)

This course covers all types of regression analyses and related ideas. Hands on experience and development of expertise in conducting regression analyses.

Attributes: CLMB, DATA.

PSYC 7806. Multidimensional Scaling. (3 Credits)

A consideration of the theory and applications of the scaling of data, univariate and multivariate, metric and non-metric in psychology and related sciences. Emphasis is on the various theoretical models for scaling data multi-dimensionally and their computer program analogues.

PSYC 7811. Missing Data Analysis. (3 Credits)

Missing data is common in behavioral research. This course covers the concepts of missing data (e.g., mechanisms of missing data, categorizations of missing data), research designs in minimizing missing data, planned missing data designs, and statistical methods in handling missing data with different types of data (cross-sectional, longitudinal, categorical, multilevel). Software implementation of these techniques will be introduced and covered.

Prerequisite: PSYC 7804.

PSYC 7812. Factor Analysis. (3 Credits)

Theories of trait organization and techniques of factor analysis. Critical evaluation of major research on the identification of aptitude and personality traits.

Attributes: CLRM, PMTM, PSYM.

PSYC 7815. Cluster Analysis. (3 Credits)

Cluster Analysis is a generic term for a range of methods that use criteria, and algorithms for discovering and defining groups of similar objects, subjects, concepts, stimuli, or other entities. Current methods and their comparative evaluation are presented in the context of behavioral science applications. The interrelationship of cluster analysis with factor analysis, multidimensional scaling and discriminant analysis is discussed. Students are expected to use the computer to analyze behavioral science data in the course.

Attribute: PSYM.

PSYC 7816. Introduction to Multivariate Analysis. (3 Credits)

This course covers elements of matrix theory, multivariate regression, exploratory factor analysis, principal component analysis, discriminant analysis, the generalized T-distribution, multivariate analysis of variance, and canonical regression. It also includes a treatment of pattern, profile analysis, and a brief introduction of correspondence analysis.

Attribute: CLMB.

PSYC 7821. Advanced Multivariate Analysis for Psychology. (3 Credits)

This course will cover the major multivariate statistical techniques used in social and behavioral sciences. The topics covered are similar to those in introduction to Multivariate Analysis; the multivariate normal distribution, the multivariate general linear model (MANOVA, Multivariate Multiple Regression, MANCOVA), discrimination and classification, canonical correlation analysis, and methods of analyzing covariance and correlation structures such as principal components and factor analysis. The coverage on this class goes beyond application of these techniques by focusing on their statistical and theoretical foundations, and by emphasizing matrix algebra computations.

PSYC 7827. Models of Decision and Choice. (3 Credits)

This course will cover normative and descriptive models of individual choice and decision-making beginning with Expected Value and concluding with Cumulative Prospect Theory. The course will emphasize the interface and exchange between theory and experimentation. In particular we will focus on the ways in which theory has changed and adapted in response to empirical behavioral results.

PSYC 7830. Structural Equation Modeling. (3 Credits)

The course and lab familiarizes students with methodology topics include: determination of model parameters, fitting models to data, etc., LISREL, EQS, AMOS, Mplus and SEPATH.

Attributes: DATA, PMTM.

PSYC 7832. Meta-Analysis. (3 Credits)

This course will introduce participants to the methodology of systematic reviews of scientific literatures and meta-analysis—a set of techniques designed to synthesize research findings across studies as the basic units of data analysis. The course will cover all major synthesis (meta-analysis) with special attention to the unique features of such analyses. Participants will read and critique published meta-analyses and will gain experience with some meta-analysis software.

Attributes: CLRM, PSYM.

PSYC 7835. Categorical Data Analysis. (3 Credits)

The goal of this course is to introduce statistical models for categorical data, which are common in behavioral sciences. These include binary data (sick vs. not), ordinal data (coarse Likert scales), nominal data (answers yes, answers no, answers "don't know"), and count data (how many events in a given amount of time). The course will introduce relevant statistical theory for categorical distributions; cover models such as logistic, Poisson, ordinal or nominal regression, etc., and show how they fit in the framework of the generalized linear model (GLM); and discuss the interpretation of these models.

Attributes: ASDM, PSYM.

PSYC 7850. Hierarchical Linear Models. (3 Credits)

This course introduces linear models (regression, ANOVA and ANCOVA) for populations having a hierarchical structure. An example of such a structure would be students grouped in universities. Here there is assumed to be a population of universities and, for each university, a population of students. Suppose there is some outcome variable of interest (perhaps GPA in this example). Predictors for this variable might be available at the student level (admission test scores) as well as the university level (selectivity). Hierarchical linear models provide an appropriate framework for exploring data obtained from such a structure (involving a sample of universities and a sample of students from each of the sampled universities). Bayesian, non-Bayesian, and Empirical Bayesian approaches will be discussed and compared.

Attributes: CLRM, PMTM.

PSYC 7880. Statistical Mediation Analysis. (3 Credits)

This course will provide a comprehensive introduction to statistical mediation analysis including estimation of effects, consideration of assumptions, and limitations of method. Course topics will cover computer intensive applications of mediation, including multivariate models with multivariate models with multiple indicators and mediators, as well as longitudinal and hierarchical models. The goal of this course is to prepare students for applying mediation to their own program of research.

PSYC 7890. Qualitative Methods. (3 Credits)

This course examines strategies available for the analysis of data not appropriately addressed by typical statistical methodologies. This course provides knowledge of qualitative research methods and skills necessary to carry out this kind of research in psychology. Principles, procedures, ethics, and illustrative studies in phenomenology, grounded theory, narrative psychology, hermeneutics, heuristic research, psychoanalysis, action research, programs of evaluation, and feminism will be explored. Hands-on activities include the formulation of research problems, design, data collection, analysis, validation, and report writing.

Attributes: CLMB, PMMA.

PSYC 7920. Item Response Theory. (3 Credits)

This course focuses on item response theory psychometric models, including two- and three-parameter models. Theory and application are discussed and studied, using the various models.

Attributes: CLRM, DATA.

PSYC 7940. Bayesian Statistics. (3 Credits)

This course provides students with an understanding of the philosophy, concepts, and mathematical theories for Bayesian statistics. It also covers the Bayesian applications of common statistical techniques in psychological and behavioral research, such as regression. The course will also teach students using popular statistical software packages for Bayesian analysis.

Attribute: PMTM.

PSYC 7950. Correspondence Analysis. (3 Credits)

Correspondence Analysis (CA) is often regarded as principal component analysis of categorical data. The categorical data refer to contingency tables or any Likert-type data. Different from ordinary factor or component analysis that estimates factors or dimensions from column-wise variables, CA is eligible to estimate dimensions from row variables (actually row categories), in addition to estimating the column dimensions. CA also estimates the relationship (i.e., phi correlation) between the rows and columns, using the chi-squared statistics, and presents the relationship in a graphical display. CA may be considered as simultaneous principal component analysis for both rows and columns.

Attribute: PMTM.

PSYC 7960. Equating Test Scores. (3 Credits)

Test equating methods are used to produce scores that are comparable across different test forms. The course will provide a detailed overview of the observed-score equating (OSE) methods and framework, and of the IRT OSE method; the assumption that underlie different methodologies and the relevant data collection designs will also be discussed. In this course, theoretical issues will be considered along with numerical examples and software demonstrations using real data.

Attribute: PSYM.

PSYC 7965. Experimental Design. (3 Credits)

This class exposes students to the basic principles of experimental design and the appropriate tools for analysis of results from experimental studies. We will cover single- and multi-factor designs, blocking and repeated measures designs, analysis of covariance and the special statistical issues associated with multiple comparisons and non-orthogonal designs.

Attributes: ASDM, PMTM.

PSYC 7990. The Teaching of Psychology. (3 Credits)

Theory and practice of college teaching will be reviewed. Topics will include lecturing, demonstrations, assessment methods, out of class writing assignments, syllabus preparation, local requirements and values.

PSYC 8001. Internship in Applied Psychological Methods. (3 Credits)

Students will identify a research project or program evaluation project in collaboration with their site supervisor and their internship mentor, and complete that project, drawing upon skills learned during the course of the Master's program. Students will have one semester to complete this project.

PSYC 8013. Psychometric Topics Seminar I. (0 Credits)

This seminar is intended for students in the psychometrics and quantitative psychology Ph.D. program. Students are required to take five semesters of PSYC 8013 and 1 semester of PSYC 8014. The seminar includes invited talks, research presentations, journal article/book chapter open discussions, and professional development topics related to psychometrics and quantitative psychology.

PSYC 8014. Psychometric Topics Seminar II. (3 Credits)

This seminar is intended for students in the psychometrics and quantitative psychology Ph.D. program. Students are required to take five semesters of PSYC 8013 and 1 semester of PSYC 8014. The seminar includes invited talks, research presentations, journal article/book chapter open discussions, and professional development topics related to psychometrics and quantitative psychology.

PSYC 8015. Identification of Child Abuse. (0 Credits)

The seminar will deal with the identification and reporting of child abuse. The sequelae of child abuse and maltreatment (medical, psychological, and legal) will be discussed. New York State laws and regulations dealing with reporting responsibilities will receive special emphasis.

PSYC 8023. Clinical Topics Seminar. (0 Credits)

All students attend this Clinical Topics Seminar (CTS) for 6 semesters (the first three years). CTS is intended to serve multiple goals, including facilitating the professional development of graduate students through, among other things, formal didactic presentations, opportunities to give formal research presentations (of the MA thesis, in the fall semester of the third year) and case conferences (in the spring semester of the third year), and guest lectures by faculty and invited speakers. Other topics rotate across different semesters and years (e.g., specific topic presentations that are covered sequentially and in more depth on a rotating three-year cycle).

PSYC 8025. Research Colloquium. (0 Credits)

Students will learn about research being conducted by faculty members, other graduate students, and invited speakers from other institutions.

PSYC 8040. Independent Research. (3 Credits)

This course offers opportunities for students to work with individual faculty on individual projects of their own design.

PSYC 8043. ADP Research Apprenticeship I. (3 Credits)

A research apprenticeship for all students in the Applied Developmental Program, taken within the first two years of study. Students, working under the direct supervision of a Developmental faculty member, gain firsthand experience in design, implementation, and analysis of a research project pertaining to the development of infants, children, adolescents, mid-life, or older adults.

PSYC 8044. ADP Research Apprenticeship II. (3 Credits)

A continuation of PSGA 8043.

PSYC 8045. ADP Research Apprenticeship III. (3 Credits)

A continuation of research apprenticeship I and II for all students in the Applied Developmental Program taken within the first two years of study. Students working under the direct supervision of a developmental faculty member, gain firsthand experience in design, implementation and analysis of research, project pertaining to the development of infants, children, adolescents, mid-life, or older adults.

PSYC 8050. Pre-Doctoral Thesis. (3 Credits)

Under the direction of a faculty mentor, student conducts a short-term research project, analyzes results, and prepares a report in a journal article format.

PSYC 8060. Research Seminar I. (1 to 3 Credits)

Prior to beginning work on dissertation, each doctoral student prepares a written proposal of the research project and discusses it orally at a meeting of the seminar. Required of all doctoral students.

PSYC 8070. Research Seminar II. (3 Credits)

Each doctoral student is required to make a written and oral progress report on the dissertation research after completion of data gathering analysis.

PSYC 8080. Clinical Psychology Internship. (1 Credit)

To be taken only after completion of all other degree requirements.

PSYC 8081. Applied Dev. Internship. (1 Credit)**PSYC 8082. Psychometric Internship. (1 Credit)**

This is a course for Psychometrics and Quantitative Psychology Ph.D. students who need a course for outside of intern positions.

PSYC 8085. Applied Dev. Internship. (0.5 Credits)

This course is for students who are engaged in productive research internships or fellowships.

PSYC 8202. Clinical Externship I. (3 Credits)

This course provides a didactic and group supervision structure that addresses students developing the range of clinical skills that sequentially prepare them for an internship and, eventually, independent practice as a psychologist. The focus of Externship I/II is on basic interviewing and therapy skills, intervention planning, and effective use of supervision to guide clinical service delivery. The clinical externship is completed by students in their second year of doctoral training. Didactics and group supervision focus on both assessment and treatment skills that are incorporated into students' clinical training at external externship sites.

Attribute: CELG.

PSYC 8203. Clinical Externship II. (3 Credits)

Continuation of PSYC 8202.

Attribute: CELG.

PSYC 8212. Clinical Externship III. (3 Credits)

This course provides a didactic and group supervision structure that addresses students developing the range of clinical skills that sequentially prepare them for an internship and, eventually, independent practice as a psychologist. The focus of Externship III/IV is on continued growth in interviewing and therapy skills, intervention planning, case conceptualization, report writing, and effective use of supervision to guide clinical service delivery. Didactics and group supervision focus on both assessment and treatment skills that are incorporated into both students' clinical training at external externship sites as well as within the program training clinic.

Attribute: CELG.

PSYC 8213. Clinical Externship IV. (3 Credits)

Continuation of PSYC 8212.

Attribute: CELG.

PSYC 8221. Clinical Externship V. (1 Credit)

This course provides a didactic and group supervision structure that addresses students developing the range of clinical skills that sequentially prepare them for an internship and, eventually, independent practice as a psychologist. The focus of Externship V/VI is on continued growth in interviewing and therapy skills, intervention planning, case conceptualization, report writing, and effective use of supervision to guide clinical service delivery. Didactics and group supervision also address exposure and experience to models of supervision and case consultation. Students receive hands-on experience conducting supervision through a peer supervision process and gain practical experience in case consultation via their external externship training.

PSYC 8223. Clinical Externship VI. (1 Credit)

Continuation of PSYC 8221.

PSYC 8271. Child Psychotherapy. (3 Credits)

This course will provide foundational knowledge relevant to conducting individually oriented child and adolescent therapy. The course will address issues such as the unique challenges that are involved in working with children and adolescents, evidence-based approaches to child and adolescent treatment, and major psychological disorders that children and adolescents experience, and how to intervene.

Attributes: CLRM, CPCE, CPIE.

PSYC 8350. Applied Dev Psy Prac I. (3 Credits)

Supervised work in the application of developmental psychology to field settings. Students complete a project, such as a needs assessment or program design and evaluation practicum site.

Prerequisites: PSGA 6350 (may be taken concurrently) and PSGA 6000 (may be taken concurrently).

PSYC 8351. Applied Dev Psy Prac II. (3 Credits)

Continuation of PSGA 8350.

PSYC 8999. Independent Study. (0.5 to 3 Credits)

Under the direction of a faculty mentor, student conducts a research project not directly related to either the second-year project (PSGA 8050) or the doctoral dissertation.

PSYC 9999. Dissertation Direction. (1 Credit)**PSYC MTNC. Maintenance-Psychology. (0 Credits)**

Public Media (PMMA)

PMMA 5001. Public Interest Media Theory and Practice. (3 Credits)

Serving as a core introductory course for the Public Media MA program, this class examines central topics in the study and practice of media in the public interest. Students consider what is the role of media and communication in promoting (or constraining) positive social change, and what unique roles do journalists and strategic communication professionals play throughout this process? What do we mean, exactly, by concepts such as public media, the public interest, social justice, and civic engagement? How do historical and contemporary power dynamics, information technologies, and economic structures shape the types of stories that dominate the public sphere, and how do resistant voices find ways to disrupt those narratives over time? Course readings and multimedia materials are drawn from a wide variety of academic disciplines and professional sectors, while course assignments ask students to grapple with real-world topics, aiming to not only analyze social problems but also identify potential solutions.

PMMA 5002. Public Journalism. (3 Credits)

This course will teach students how to operate effectively as a multimedia reporter for public or nonprofit media in a converged world. It also covers the basic tenets, conventions, and traditions of journalism in the public interest. This will largely be a hand-on journalism course. The course will mostly cover print, audio, and video. It will also cover data journalism, watchdog journalism, augmented journalism, social media, ethics, law, diversity, and other issues essential to the profession today. This course is open to senior undergraduates majoring or concentrating in journalism with the instructor's permission.

Attribute: JOUR.

PMMA 5003. Strategic Communication. (3 Credits)

Scholars and practitioners alike have devoted decades to the study of how organizations communicate to achieve their goals. They have analyzed advertising and public relations since the inception of these professions; they have also sought to investigate the protests of activists and the tactics of NGOs. This class will follow this intellectual tradition, weaving together insights from sociology, psychology, business, media studies, and a number of other disciplines to explore strategic communication in the contemporary world. To help direct this course, in keeping with the mission of the Public Media MA program, the focus will be on how strategic communication can be used to advance social justice and the public interest. This entails not simply studying the campaigns of organizations doing good but also confronting tough questions about how these well-intentioned groups can communicate in ways that are ethical, effective, and equitable.

PMMA 5101. Freedom of Expression. (3 Credits)

This course examines the history and theory of freedom of expression in the United States. We will trace the philosophical and political origins of free speech, examining key assumptions about human nature, individual liberty, and the role of government in a Democracy underlying the First Amendment. The Constitutional Framers gave us an incredible gift of freedom. But with that freedom comes responsibility. This class explores that tension. When, if ever, should expression be regulated in a Democratic society? When should the rights of the individual be curtailed to protect the group? Should all forms of media have the same degree of freedom? What special challenges are posed by the development of new communication technologies? Are there any types of speech that should be restricted? If so, which ones, and who should decide? Are there certain circumstances when free speech should be curtailed in order to support other interests, such as diversity, equality or respect for differences in religious beliefs? Should limits on speech be allowed in the name of national security? Should certain forms of expression be prohibited during wartime? What kind of restrictions can be placed on public protests? Should propaganda be legal? An investigation of our nation's history – and the major Supreme Court cases dealing with freedom of expression – suggests that despite often lofty rhetoric about liberty. Americans actually have a great deal of ambivalence about free speech. By studying the application of First Amendment theory to various situations, such as flag burning, hate speech, restrictions on public protests, leaks of classified material and dissent during wartime, we will explore just how much freedom we actually have, and how much we really want to have.

Attributes: CEED, CEMP, PMTC, PSIC.

PMMA 5102. Press, Politics, and Public Policy. (3 Credits)

This course covers the interaction between the American mass media, politics, and public policymaking. We examine some of the most important interactions between the press and politicians to answer questions about the role of the media in American society.

Attributes: PMTC, PSIC.

PMMA 5103. Environment and the Media. (3 Credits)

This course focuses on the intersections between contemporary environmental issues, communication and media systems, culture, and social change. This class will explore the unique contributions that perspectives from communication and media theory can bring to the study of “the environment” and “the natural world.” The course will also consider how these perspectives can inform strategic communication practices that aim to bolster long-term global environmental sustainability. Case studies will cover a diverse set of environmental topics, including climate change, environmental justice, the global industrial food system, public understandings of scientific risk, human-animal relations, and environmental media and journalism.

Attributes: CEED, CENS, PMTC, PSIC.

PMMA 5104. Theories of Media, Culture, and Society. (3 Credits)

This course uses primary sources to deepen students' understanding of the inter-relationship between media, culture, and society. One of the main objectives is therefore to build students' reading and analysis skills by exposing them to difficult theoretical material in an environment designed to help them learn to read this kind of text.

Attributes: PMTC, PSIC.

PMMA 5105. Digital Technology and Ethics. (3 Credits)

The course aims to equip students with the skills and knowledge to contribute critically and constructively to cross-disciplinary discussions on the impact of digital technology on society. The study of the ethical implications of our technology infrastructures covers various technologies (e.g., social media, AI, and algorithms) and their impacts on social questions (e.g., privacy, free will, and freedom of expression). The course opens with an introduction to a selection of normative ethical theories. The participants are then challenged to think critically about the design, use, and control of the technologies with which we surround ourselves. The goal is to uncover the rules and moral guidelines that govern our technology beyond what is admissible from a legal perspective to try to ascertain what actions are the right thing to do. The course is based on case studies of actual technologies and asks to use normative ethical theories to argue persuasively for their evaluative conclusions.

Attributes: PMTC, PSIC.

PMMA 5106. Race, Gender, and Digital Media. (3 Credits)

This course examines the theory, history, politics, and aesthetics of digital media. We will utilize an intersectional feminist approach to explore race, gender, and broader questions of identity and difference from early computing to social networking. Topics include diversity in the tech industry, virtual communities, and online activism. Ultimately, the class will discuss the role that digital media plays in promoting—or preventing—civic engagement and social change.

Attributes: CEED, CENS, PMTC, PSIC, URSG.

PMMA 5107. Media and Sexuality. (3 Credits)

By all accounts, we have witnessed an explosion of sexuality and LGBTQ representation in the media over the last decade. This course critically examines the terms of this new visibility, and inquires into the exclusions that accompany the recognition of certain queer and trans subjects. Topics covered will include the minority model versus queer theory, queering the text, queer of color critique, and LGBTQ media activism. Ultimately, the class will discuss the role of popular media texts and industries in constructing our understanding of sexuality and its intersections with other identity formations, and the potential for popular and social media to facilitate and/or foreclose opportunities for civic engagement and social change.

PMMA 5140. Themes in Urban Public Policy and Power. (3 Credits)

This course surveys a series of issues and ideas in urban public policy in order to understand why urban actors compete, what power means to them, and what sorts of dynamic policy issues they confront.

Attribute: PSIC.

PMMA 5201. Social Media and Civic Engagement. (3 Credits)

This theoretical course focuses on how social media impacts political participation, crowdsourcing (and the role of mobile), the role of digital networks in contemporary social movements, networked/participatory citizenship.

Attributes: PMTC, PSIC.

PMMA 5202. Digital Media and Social Responsibility. (3 Credits)

This course examines the choices and responsibilities that shape personal identity and common humanity for those who regularly employ the tools of digital media and computer technology. Regular use of digital media enables individuals to separate from their physical selves and from the community spaces in which they have traditionally lived. This course focuses on the resulting ethical tensions.

Attributes: PMTC, PSIC.

PMMA 5203. Technology & Public Comm.. (3 Credits)

This course focuses on the study of technology in the context of public communication, and is primarily concerned with the role that media, technology, and symbol systems play in shaping communication, consciousness, and culture, from the evolution of our innate capacity for speech and language, to the development of writing systems, to the invention of the printing press with movable type, to our contemporary electronic media environment.

Attribute: PMTC.

PMMA 5204. Civic Media. (3 Credits)

Participating in local life can be difficult. Information is hard to obtain and validate, local meetings are difficult to attend, networks are challenging to build. Increasingly, governments, advocacy groups, community organizers, and individual citizens are looking to digital tools to increase and improve the conditions in which we live and enhance our opportunities to engage. We will look at academic research surrounding citizenship and engagement in a digital era and cover research into many genres of civic media, from citizen journalism to hackathons, tech for development, activist art hacker culture, and games for good. This class will not only explore the various goals campaigns are using digital tools to meet, but will also focus on what type of citizen these tools are enabling and encouraging people to become.

Attributes: CEED, CENS, PMSC, PMTC, PSIC.

PMMA 5205. Social Entrepreneurship. (3 Credits)

This course provides an overview of the use of business and entrepreneurial skills to drive social change. Students will analyze different definitions of social entrepreneurship, examine the fundamental theories and frameworks of social entrepreneurship, and engage with current debates around social change. Social ventures around the New York City area will be used as case studies of sustainable solutions to social problems.

Attributes: PMTC, PSIC.

PMMA 5206. Social Media and Political Campaigns. (3 Credits)

Social media has changed political campaigns in ways both incremental and monumental. This course will lead students in analyzing the practices, strategies, and tactics of contemporary campaigning in order to learn best practices across a variety of social media channels, understand how such practices impact traditional theories of political communication, and assess their role in our democracy. This class will be oriented around changes seen in the 2016 and 2018 elections, and will emphasize both how to do the work of social media campaigning as well as how to study it. Over the course of the semester, we will focus on cutting-edge issues like bots and misinformation, meme production, microtargeting in social media ads, gamification, using Twitter to drive earned media, and more. Students will read both practitioner and academic approaches to each topic, and will develop a final project that can be either applied or research-based.

Attributes: PMSC, PMTC.

PMMA 5207. Mapping Injustice. (3 Credits)

This course centers “mapping” as an organizing theme for understanding and engaging social justice and injustice because of its expanding role in literally and metaphorically arranging contemporary life. The everyday adoption of new spatial media—such as web-based mapping platforms, geosocial apps, and locative data—increasingly orient how society understands the past, experiences the present, and plans for the future. To map social (in)justice is to consider how spatial media can help draw together dichotomies such as medium/method, art/science, and ontology/epistemology so as to trace, represent, and rework matters of inequity.

Attributes: HUHR, PSIC.

PMMA 5208. Digital Media and Migrant Justice. (3 Credits)

This course offers an introduction to the border technologies and biometric data entailed in the U.S. immigration ecosystem while also exploring how digital media could instead help address the injustices faced by immigrants through critical advocacy for their rights, well-being, and dignity. Guest speakers from community-based organizations working for migrant justice will visit the class to share their professional experience. We will engage in dialogue about the kinds of digital "accompaniment" that different migrant communities need in the 21st century. While legal or spiritual accompaniment refers to the provision of legal or spiritual support to immigrants on their journey through a complex immigration ecosystem, students will consider what it means to digitally accompany immigrants as they navigate surveillance networks, online portals, and mobile applications.

Attribute: PSJH.

PMMA 6101. Audio Narrative (Reporting and Production). (3 Credits)

From spot news to feature reporting, students in this course will learn how to produce audio narrative with public media values. The class will focus on how to craft and report compelling, attention-holding narratives. The course will cover the fundamentals of strong audio narrative, including quality sound gathering, strong interview techniques, writing for the ear, and authentic vocal delivery. Open to students in both tracks of the Public Media M.A. program.

Attributes: PMMJ, PMTC.

PMMA 6102. Video Narrative (Reporting and Production). (3 Credits)

This course is a workshop for students who want to elevate their skills in creating videos that have strong story lines and exhibit best practices in reporting and production. Students will learn the elements that go into making compelling videos, including story selection, casting and interviewing your characters, shooting strong visuals, and writing and editing for clarity and impact. You'll also learn to weave facts and issues into the narrative and make sure your stories are journalistically sound. Students who have not taken the necessary prior courses (PMMA 5002 or PMMA 6210) may request permission from the instructor to take this course.

Attributes: PMMJ, PMTC.

Prerequisites: PMMA 5002 or PMMA 6210.

PMMA 6103. Data Journalism and Interactive Graphics. (3 Credits)

This class will blend theories of digital media and journalism with journalistic practice and the development of skills related to both understanding and translating big data. This emerging discipline touches on information and interactivity design, mapping, graphing, animation tools, and data analysis. In this class, we will apply these interdisciplinary areas of study to the practices of reporting and editing as they relate to gathering, analyzing, and visualizing interactive data-driven stories. We will focus not only on official journalism, but also include awareness-raising efforts by advocacy/civic groups.

Attributes: DATA, PMMJ.

PMMA 6104. Alternative and Advocacy Journalism. (3 Credits)

Students will learn how to produce, aggregate and disseminate journalistic content with the explicit goal of making disadvantaged communities better informed, connected to one another, and able to influence policy decisions. We will focus the voice-giving role played by citizen journalism, giving special attention to the content, economics, and community-building role played by ethnic, youth, homeless, incarcerated media sectors, and the role played by digital media.

Attributes: HUHR, PMMJ, PMSC.

PMMA 6105. Cross-Platform Journalism. (3 Credits)

THIS COURSE TAKES PLACE OFF CAMPUS AT WNET STUDIOS— (8th Ave & 50th St) This course is offered in collaboration with WNET, New York's public television station. The course will focus on teaching students to craft video pieces for public television, including story generation, interviewing, reporting, writing, shooting video and editing. The course will also cover how to create content for digital media including websites and social media platforms. Students will learn best practices in broadcasting and discuss ethical issues facing multimedia journalists, particularly those in public media.

Attribute: PMMJ.

PMMA 6106. Online Journalism. (3 Credits)

This course centers on the most current trend facing journalism today: the Internet's effect on the content of news media and the work of reporters. The course begins with a survey of open source journalism and convergence culture, examining the collision between old and new media, and the mass amateurization of professional communication. We will consider the transformation of journalism in the digital age in light of the apparent shrinking size of articles, the reduction in readers' attention span, and the decline of deep reading.

Attribute: PMMJ.

PMMA 6107. Opinion Writing. (3 Credits)

This course explores the great American tradition of opinion writing and commentary in traditional print and evolving online formats in order to gain an understanding of contemporary social, professional and intellectual concerns in the practice of journalism. This is as much an exploration of critical thinking as it is of writing, so there will also be emphasis on aspects of philosophy, logic and argumentation. The course will attempt to cover print, broadcast and all forms of new media.

Attribute: PMMJ.

PMMA 6108. Advanced Interviews and Profiles. (3 Credits)

This course will teach students advanced reporting and profile writing for different multimedia journalism platforms. Heavy emphasis will be placed on the art of interviewing. Students will learn how to compose interviews, invite subjects to interact with them on the meaningful level, and engage with public issues.

Attribute: PMMJ.

PMMA 6109. First Person Journalism. (3 Credits)

First person journalism is nothing new. As part of the New Journalism movement, reporters like Tom Wolfe and Joan Didion have been infusing their storytelling with subjectivity for decades. Still, the digital shift in journalism and explosion of social media has brought a new wave of first person journalism to the web. This course will explore the history of first person journalism and help students use first person perspective to bring reported pieces to life. Students will look critically at the form to consider the limitations of personal narrative in journalism. On that note, this course will not be limited to personal narratives. Students will also work on reported stories in which their experiences as journalists and citizens impacts their storytelling structure.

Attribute: PMMJ.

PMMA 6110. Digital Storytelling. (3 Credits)

This class explores storytelling in emerging platforms. From the still image and the soundscape, we will evolve to discuss the tools and narrative forms across digital film-making, game design and interactive web narratives. Exposure to and workshops in integrated storytelling technologies will enable students to create story projects of their own.

Attribute: PMMJ.

PMMA 6111. Advanced Writing and Enterprise Reporting. (3 Credits)

PMMA 6111: Advanced Writing and Enterprise Reporting This advanced course builds upon PMMA 5002, Public Journalism, to continue students' development as writers and reporters. While this is a multimedia journalism course, the focus is on the written word. The course will focus on driving students towards a professional level in their writing, interviewing, and narrative choices. Students will write and report a wide range of stories, focusing on enterprise and in-depth reporting. Must have previously taken PMMA 5002 Public Journalism. Students who have not taken the necessary prior courses may request permission from the instructor to take this course. TRACK: PMMA Journalism.

Attributes: PMMJ, PMTC.

Prerequisite: PMMA 5002.

PMMA 6201. PR for the Public Interest. (3 Credits)

This course is designed to simulate the real-world public relations needs of an organization in the non-profit, advocacy or public interest sectors. It covers the wide range of PR needs and functions such organizations have, preparing students to succeed in organizational environments from large, established charities or NGOs to start-ups, from grassroots advocacy groups to blended businesses involving social entrepreneurship.

Attribute: PMSC.

PMMA 6203. Marketing, Branding, & Fundraising in the Public Interest. (3 Credits)

Social marketing seeks to integrate research, best practice, theory, audience, and partnership insight to inform the delivery of social change programs that are effective, efficient, equitable, and sustainable. This course offers a strategic framework for developing a social media advocacy campaign, using social and digital media to help shape public debate, mobilize public action, and speak directly to those with influence to help bring about social change.

Attributes: CEED, CENS, PMSC, PMTC.

PMMA 6204. Social Media Strategy for Non-Profits. (3 Credits)

This course will help students build the fundamental skills needed for digital professional roles in nonprofits, NGOs, and corporate philanthropy. Those skills include effective writing for social media, strategies for engagement, community management, and professional measurement. Students will learn how to identify emerging digital platforms and trends, assess parallels between existing social media success stories, and integrate social media best practices into their professional work.

Attribute: PMSC.

PMMA 6205. Online Analytics and Metrics. (3 Credits)

In this course, you will learn how to use data to construct, analyze, and circulate stories that are important to you. Analytics from email CMS systems, websites, and social media can tell you about who's reading your content, what messages are working (and which aren't), and help you increase or refine their reach. This course will focus on theories behind using data to assess, refine, and target messages, and cover best practices for doing so through hands-on work with a variety of commonly-used platforms.

Attributes: DATA, PMSC.

PMMA 6206. Persuasion and Public Opinion. (3 Credits)

This course blends theory and practice to explore how we convince others to change their attitudes or behavior in order to accomplish specified goals. Working in multiple contexts, the course is designed to help students become better analysts and evaluators of persuasive messages in several social and political arenas; better persuaders—better at recognizing opportunities for influence, and at employing effective strategies for convincing others and building support; and more versatile at persuasion across a variety of communication channels and media platforms.

Attributes: HUCB, PMSC.

PMMA 6207. Global Media and Communication. (3 Credits)

This course aims to provide students with an international perspective to better understand communication theories and practices in different parts of the world. This global vision is especially important for communication scholar-practitioners, who will need to examine different actors, relationships, and trends in the global communication landscape as they get ready for their own role in their future career. This course will combine conceptual learning and class projects to help students gain both a theoretical foundation and firsthand research experience about international communication. Topics such as globalization, media and technology, audience, advocacy, and much more will be discussed in this course.

Attributes: HUCB, PSIC.

PMMA 6208. Data and Communication. (3 Credits)

Obtaining, interpreting, visualizing and displaying data are essential skills for communication professionals in the 21st Century. Featuring hands-on practice and examples, this course explores a wide range of data based communications, ranging from campaign strategy to data journalism and advertising tactics. Students will work on in-depth projects that require a demonstrable understanding of data, visualization, strategy, testing and evaluation.

Attributes: PMSC, PMTC.

PMMA 6209. Storytelling for Public Good. (3 Credits)

In this class, students will focus on how to craft stories that inform, mobilize, or persuade, and ultimately serve the public interest. Special attention will be paid to the role of narrative in both journalism and advocacy and changing channels of storytelling, including film and television, long form and citizen journalism, interactive documentaries, and games for social change.

Attributes: PMSC, PSIC.

PMMA 6210. Cross Platform Production. (3 Credits)

This course will provide students with a variety of production skills for media-oriented professions, including shooting and editing for sound, still image, and video, with an eye toward editing for a variety of digital platforms. Students will be expected to produce professional quality content over the course of the semester. This will build upon the Public Media program's summer workshop course.

Attribute: PMTC.

PMMA 6211. Public Relations and Strategic Communication for Nonprofits. (3 Credits)

This advanced course builds upon the topics covered in PMMA 5003, Strategic Communication, to deepen students' understanding of how nonprofit organizations undertake internal and external communication. Through lectures, writing assignments, projects, and in-class workshops, students will learn how public relations is practiced in the nonprofit world and how nongovernmental organizations use internal and external communications strategically. The course will cover creating advocacy content including press releases, op-ed pieces, and newsletters. The course will also cover channel planning and the execution of social media campaigns in ways that are appropriate for nonprofit organizations. The class will also give students experience in crisis communication and reputation management. TRACK: PMMA Strategic Communication.

Attributes: PMSC, PMTC.

PMMA 6212. Digital Media and Advocacy. (3 Credits)

This course will focus on how two broad types of advocacy—social movements and campaigns—work in a digital age, and will help students develop skills that will apply to nonprofit advocacy, community organizing, electoral campaigning, and activism broadly speaking. Students will also develop a critical perspective on how activists, nonprofit organizations, and political strategists develop strategies to inform, persuade, and mobilize groups of people around an issue or cause. This course will cover a range of practical tactics and strategies for using particular digital media platforms—from mundane tools like email and SMS to emerging social media—to impact political participation.

Attributes: PMSC, URST.

PMMA 6213. Advanced Branding Practices to Drive the Public Interest. (3 Credits)

The central role branding plays in unifying organizations, galvanizing causes, and inspiring campaigns is often underestimated and under-leveraged. At a time when clarity and consistency of purpose is increasingly critical to the success of any venture, branding expertise has never been more essential. Balancing theory and practice, the course will cover how to articulate a brand, how to center a brand for an organization, and how to use a brand to build effective, long-lasting outreach marketing campaigns in the public interest. Using a strategic framework, the course will cover a range of marketing practices from target audience assessment, creative development and evaluation, testing, and tracking. Advanced applications of branding in areas such as organizational structure and portfolio management, and its unique potential for social entrepreneurship will be explored as pivotal to creating value for institutions, individuals, and causes.

Attributes: PMSC, PMTC.

Prerequisite: PMMA 6203.

PMMA 6214. Codes and Modes of Communication. (3 Credits)

In this course, students will explore the different ways in which human beings send messages and make meaning, with an emphasis on pragmatic approaches to the process of communication, clarity and effective communication, leadership, and critical thinking. Understanding how differences in the ways that we communicate are differences that make a difference is essential for anyone concerned with communication in the public interest. Topics include language and symbolic communication; general semantics; analogical and digital communication; information, cybernetics, and systems; and relational communication and situational analysis. This course is open to students in both the Strategic Communication and Journalism tracks.

Attribute: PMTC.

PMMA 6215. Interactive Digital Storytelling. (3 Credits)

This course introduces students to the tools and techniques of interactive storytelling in the public interest. In this research-creation course, students will combine research, media production, and computer programming to present findings as web-based interactive audiovisual media content. Students will learn the theory and practice of interactive multimedia and explore the latest developments and opportunities in this growing field. No prior experience in computer programming is required. Appropriate for students in both the strategic communication and multiplatform journalism concentrations of the public media M.A. program.

Attributes: PMMA, PMTC.

Mutually Exclusive: NMDD 3020.

PMMA 6216. Communicating Criminal Justice. (3 Credits)

This course helps students prepare for work involving advocacy or journalism by exploring the criminal justice system, with a focus on the role of communication. The course will present an overview of policing, justice, and incarceration and the information streams each part of the criminal justice system creates. Students will leave the course able to find and use the data created by police, courts, prisons, jails, government agencies, and other organizations involved in criminal justice. Students will also explore issues of ethics and equity in the criminal justice system, and will learn to be discerning consumers of criminal justice journalism, research, and data. Open to students in both the strategic communication and multiplatform journalism tracks of the public media M.A. program, as well as to other graduate students with interest in communicating about criminal justice.

Attributes: CENS, PMTC.

PMMA 6217. Messaging to Make a Difference. (3 Credits)

This course will teach students the art and science of crafting messages for social good that attract donors, advocates, employees, volunteers, and ultimately media attention. Students will explore the theoretical foundations of effective messaging, including principles of storytelling, rhetoric, and psychology, while they develop and hone their creative capacity. They will learn the methods and tools used by industry professionals to write and create compelling messaging and will gain practical skills through hands-on projects and real-world case studies. Throughout the course, we will explore different approaches for cross-media messaging, including copywriting for advertising, websites, newsletters, social media, and PR materials. By the end of this course, students will have the expertise to critique, create, and deliver messages that help nonprofits cut through the clutter and grow.

Attribute: PMMA.

PMMA 6397. Summer Internship. (0 to 2 Credits)

The internship will be chosen by the student, working in conjunction with the graduate director. This internship is to be supervised by an appropriate faculty member and will involve regular meetings, bimonthly reports, and a final written summary of the internship experience.

PMMA 6398. Internship. (3 Credits)

The internship will be chosen by the student, working in conjunction with the graduate director. This internship is to be supervised by an appropriate faculty member, and will involve regular meetings, bi-monthly reports, and a final written summary of the internship experience.

PMMA 6399. Internship II. (3 Credits)

Students have the possibility to do an internship for three credits per semester, for a total of up to six credits for the program. The internship will be chosen by the student, working in conjunction with the graduate director and Fordham University's career center. This internship is to be supervised by an appropriate faculty member, and will involve regular meetings, bi-monthly reports, and a final written summary of the internship experience.

PMMA 6619. Special Master's Project. (3 Credits)

This course represents the culmination of the student's course of study. He/She will create a final project based on projected future plans and career path.

PMMA 8999. Independent Study. (1 to 4 Credits)**PMMA MTNC. PMMA - Public Media. (0 Credits)**

Maintenance-PMMA.

Quantitative Finance (QFGB)

QFGB 8900. Greenpoint/Finastra Project. (0 Credits)

The goal of this program is conceptual learning and hands-on research with real-life portfolios and enterprise systems, including the Finastra Capital Markets Fusion Platform. At the end of the program students are expected to have enriched their learning—and their CVs—with projects that have direct industry applicability and through achievements that will enhance their employment prospects and career growth. The research will include FRTB QIS on a portfolio, model sensitivity of PLA tests, impact of specific portfolio features, and risk parameters on FRTB SA and IMA charges.

QFGB 8901. Basics of Accounting. (1 to 3 Credits)

This course provides students with a basic understanding of the preparation and analysis of corporate financial statements. It also introduces generally accepted accounting principles (GAAP) and the standard-setting process, and students discuss current issues in the reporting process, such as the benefits and problems of the Sarbanes-Oxley Act.

QFGB 8902. Basics of Economics. (1 to 3 Credits)

Covers both microeconomics and macroeconomics. Microeconomics topics include theory of demand and the nature of profit and utility-maximizing market equilibrium that constitute the economic basis of finance theory and applications. The macroeconomics segment defines the major components of the economy, outlines a simple model of long-run, real economic behavior with competitive, market clearing prices, then establishes a companion model of short-run adjustments without flexible pricing.

QFGB 8903. Basics of Finance. (1 to 3 Credits)

Provides a conceptual framework for decision-making processes in many diverse areas of finance. Concepts including time value of money, stock and bond valuation, project and firm valuations, risk and return measures, portfolio management, basic CAPM and APT, diversification and hedging are reviewed. Basic theoretical aspects of corporate finance, such as dividend policy and capital structure, are also introduced.

QFGB 8905. Math for Quantitative Finance. (1.5 Credits)

Reviews the basics of mathematics in preparation for advanced courses in the MSQF program. Topics include: Special functions, Multivariate calculus, Optimization, Integration, Differential equations (ODE and PDEs), and Linear algebra.

QFGB 8906. Probability and Statistics. (1.5 Credits)

Reviews the basics of probability and statistics in preparation for advanced courses in the MSQF program. Topics include special distributions like binomial, poisson, normal, lognormal, gamma, beta, and fat-tailed distributions.

QFGB 890C. Cloud Computing and Finance Uses. (1 to 1.5 Credits)

This course introduces the core concepts of cloud computing, including networking, storage, database, access control, security, compliance, and pricing. Cases will be drawn from the finance industry. The course does not require prior programming or cloud computing experience. Students will create their own account on a cloud platform and gain some hands-on experience by provisioning a cloud service and working with it.

QFGB 890H. Advanced Machine Learning. (2 to 3 Credits)

The primary focus of this course is on developing computational models to identify/forecast economic regimes, factor-based smart beta, strategic risk budgeting, and trading decisions. The topics covered in this course will help students gain theoretical knowledge and practical skills to work with global financial firms across different asset classes. Students are required to be proficient in Python programming and have knowledge of basic data mining algorithms and techniques.

QFGB 890K. Python Bootcamp. (0 Credits)

The goal of this bootcamp and workshop is for the students to learn basic Python. The coverage includes Python programming environment, Python shell, Python IDE, Jupyter notebook, Python data types and complex type operations, Pandas data structure, I/O, and visualization.

QFGB 890M. Market Impact Model. (1 Credit)

Stochastic calculus and derivatives pricing courses must be completed prior to taking this demanding quantitative finance course. Market Impact Model is designed to provide students with a mathematical framework grounded in academic references to apply price impact models to quantitative trading and portfolio management. Automated trading is now the dominant form of trading across all frequencies. Furthermore, the rise of algorithmic trading introduces questions professionals must answer. For instance: How do stock prices react to a trading strategy? How can you scale a portfolio considering its trading costs and liquidity risk? How can you measure and improve trading algorithms while avoiding biases? Price impact models answer these novel questions at the forefront of quantitative finance. Using these models, students learn how to build a market simulator to back-test trading algorithms, implement closed-form strategies that optimize trading signals, measure liquidity risk and stress-test portfolios for fire sales, analyze algorithm performance controlling for common trading biases, and estimate price impact models using public trading tape.

QFGB 890N. Real Estate Capital Market Analysis. (3 Credits)

This course examines selected topics and issues related to real estate capital markets. Special emphasis will be placed on mortgage backed securities (MBSs) and real estate investment trusts (REITs). This class will be conducted using a lecture format. The topics include the primary mortgage market and secondary markets, the objectives and processes for designing, implementing, and servicing mortgage and asset backed securities, the tools used by the capital market for pricing and analyzing risks of MBSs, and the regulatory environment and trend of the securitization market.

QFGB 890P. AI in Asset Management. (1 Credit)

The objective of this course is to use AI or machine learning to evaluate complex financial contracts (often involving derivatives). To do that, we not only need to be able to use on-the-shelf libraries but also need to understand the underlying math and algorithms. In other words, we will “open the black box” of every method we use in this class. Derivations as well as good skills in Python or R are required for this course.

QFGB 890Q. Monte Carlo Simulations. (1 Credit)

This course introduces and develops methods and techniques for applying simulations and using them to solve a variety of problems in finance. Simulations are a powerful numerical technique that allow us to solve complex, otherwise difficult or intractable problems. Simulations also give us the ability to make predictions under given scenarios.

This course will proceed linearly. First, we'll have a standard review of statistics and probability topics. Then we'll introduce a new simulation method or technique that will be applied to solve problems in quantitative finance. All applications will be done using Python programming language incorporating widely used Python packages in scientific computing and mathematical modeling.

Prerequisites: QFGB 8906 and QFGB 890K.

QFGB 890R. Machine Learning and LLMs. (2 Credits)

The goal of this course is to introduce students to the modern techniques of machine learning and their application to practical problems.

Throughout the term, students will learn multiple classical and model machine learning tools, their uses, limitations, and how the performance of each technique depends on the quantity and quality of the available training data. Special emphasis will be put on working with actual data sets, using proper methodology for model selection, and performance evaluation.

Prerequisites: QFGB 8905 and QFGB 890K.

QFGB 890S. Quantitative Asset Management Capstone Consulting Projects. (2 to 3 Credits)

The course bridges the gap between academics and practice by immersing students in the entire life cycle of real-world analytics engagements. Divided into small groups, students will work on pre-defined projects designed to boost your career with real-world experience and formulated to be completed within a single semester. This project-based course is structured as a consulting internship with actual companies, augmented with lectures to form a comprehensive framework based on the course textbook. Big data combined with machine learning and artificial intelligence provides amazing opportunities for institutional investors. Apply modern tools to investing with real-world details such as currency controls, market impact, and taxes. Study the entire investing process, from designing goals to planning, research, implementation, testing, and risk management. Use Python, MATLAB, and R to build alpha and risk engines, optimal multi-factor models, contextual nonlinear models, multi-period portfolio implementation, and more.

QFGB 8911. Financial Markets and Modeling. (2 Credits)

This course provides the foundation for developing skills in the quantitative analysis of financial decisions, primarily using R and Python. Topics include business planning, forecasting, sensitivity and scenario analyses, risk and return measures, portfolio analysis, binomial option pricing, and value-at-risk (VAR) analysis. It emphasizes practical skills to produce computer models that are useful for a variety of decision-making purposes.

Attribute: BUAN.

QFGB 8914. Derivatives. (2 Credits)

This course introduces deferred delivery (i.e., exchange-traded futures and OTC-traded forward) markets and option markets. The course covers the following: (1) briefly examines the institutional features of these markets; (2) discusses hedger, arbitrageur, and speculator strategies; (3) provides an analytical foundation for the pricing of these contracts; (4) reviews some of the available empirical evidence concerning these markets; and (5) uses the data to perform small-scale, suggestive tests of the theories and strategies.

QFGB 8915. Introduction to Stochastic Calculus. (2 Credits)

Focuses on the practical applications of stochastic differential equations subject to appropriate boundary conditions, solving valuation problems, and using measure-transformations as required in advanced financial engineering practice to value assets within a risk-neutral framework. Builds a theoretical foundation for continuous-time models that are essential for the pricing and hedging of financial derivatives.

QFGB 8923. Machine Learn & Econometrics. (2 Credits)

Covers estimation of parametric and non-parametric techniques commonly used in finance, applying high-frequency financial databases. Discusses properties of financial data, linear time series data analysis, basic theory of statistical inference with linear models, general linear models, conditional Heteroskedasticity models, nonlinear models and Bayesian inference and estimation.

Attribute: BUAN.

QFGB 8924. Advanced Derivatives. (2 Credits)

Designed to complement and extend the topics discussed in QFGB 8914, this course includes all types of derivatives for which a commodity, equity, or currency is the underlying asset. Hull's software and a Bloomberg/Reuters terminal are used for pricing options and gathering data. The data to perform small-scale, suggestive tests of theories and strategies is used.

QFGB 8925. Simulation Applications. (2 Credits)

Introduces state-of-the-art computational techniques essential for implementing financial models, pricing derivatives, obtaining numerical solutions to estimation problems, and simulating stochastic systems in risk management. Provides conceptual framework for gaining experience on simulation design and implementation using METLAB. This course builds a skill set that combines financial modeling, data analysis, and computation.

Attributes: ASDM, BUAN.

QFGB 8926. Finance Theory. (2 Credits)

This course introduces financial theory with a particular emphasis on portfolio choice and the fundamentals of asset pricing. Focuses on both the partial equilibrium theory (CAPM) and the general equilibrium theory (Arrow-Debreu Pricing Theory), with brief introductions on the arbitrage-based theories. The course introduces the basics of asymmetric information and how the problems it imposes can be mitigated via security design. It also emphasizes an understanding of the theories of Discrete-Time Asset Pricing, studies the application of the theory of stock options to real options and complex corporate liabilities, and explores the basic foundation of the GMM tests of asset-pricing theories.

QFGB 8928. Auto Trading Systems - Intro. (2 to 3 Credits)

This course discusses key issues involved in the design of an Auto (Algorithmic) Trading Systems, and provides hands-on experience. The end product is a prototype Auto Trading System designed by students that successfully trades in the real market (stock, futures, option) using live data feeds from exchanges. Issues covered include: typical structures of trading systems; efficient processing of live information; minimizing trade slippages; handling large number of securities; asynchronous information processing; GUI interfaces; etc. Industry experts are invited to discuss new developments. Key programming techniques will be reviewed at the beginning, very briefly. The course is suitable for students in MSGF, MSQF, and other master level students with programming skills equivalent to one formal course (e.g. R, Matlab, VBA, etc). Students with less programming skill may take the course if approved by instructor.

QFGB 8931. Fixed Income Securities. (2 Credits)

Introduces fixed-income securities, basic fixed-income concepts, the different sectors of the fixed-income market, and basic bond mathematics. Studies quantitative fixed-income analysis and its use in valuing bonds and quantifying risk-return characteristics. Involves extensive training in the mathematical formulation of bond valuation problems and in the use of the existing models and software to solve these problems.

QFGB 8933. Time Series Econometrics. (2 Credits)

This course introduces modern financial econometric techniques with a special focus on applications to finance. Both the theoretical framework for making statistical inference and exemplary applications using data in modern finance are emphasized. The course involves extensive use of commercial software packages, as well as implements new financial econometric techniques using high-level programming language, such as MATLAB.

Prerequisite: QFGB 8906.

QFGB 8934. Interest Rate Derivatives. (2 Credits)

Studies continuous time no-arbitrage models of yield curves and pricing of fixed-income securities and derivatives. In particular, treasury bonds as well as more complicated instruments, such as options on bonds, interest rate swaps, option on interest rate swaps, caps, floors, and Mortgage Backed Securities are priced and analyzed.

Prerequisite: QFGB 8915.

QFGB 8935. Risk Management. (2 Credits)

Builds strong understanding of the risks of individual products and methods of hedging and/or replication those products. Also examines firm-wide risk issues from a financial perspective which requires aggregation of multiple positions and consideration of interrelationships among asset price fluctuations. Regulatory and other non-market risk issues are considered and simulation techniques for modeling risk are practiced.

Attribute: ASDM.

QFGB 8943. Large-Scale Data Modeling. (2 Credits)

Explores financial modeling topics using large data sets and various econometric techniques applied in a variety of financial problems. Topics include modeling the yield curve in the US and other countries, application of pattern recognition techniques in developing stock-rating systems, factor models in portfolio construction, and portfolio performance evaluation. Emphasis on project analysis using SAS to process large data sets and develop appropriate models for solving real problems in equity and fixed-income research.

Attribute: BUAN.

QFGB 8944. Credit Risk Mgmt. (2 to 3 Credits)

Introduces modern credit risk models with particular focus on credit derivative instruments. Focuses on derivative market methods, rather than accounting analyses of business risks. Exposes students to institutional practices and commonly used data. Students will be expected to thoroughly understand professional software output, along with the risks and rewards of credit product strategies.

QFGB 8946. Financial Programming. (2 Credits)

This course uses C++ to solve finance problems. Two types of students will take this course. One type is the student with a strong computer programming background (perhaps an engineering undergraduate), but who has not taken C++ or applied it to finance problems. The other type may have been a finance undergraduate student who had little computer programming experience before entering the MSQF program. The latter student must take the spring introduction to C++ course offered by the computer science department before taking this course in their second fall term.

QFGB 8948. Quantitative Methods for Portfolio Management. (2 to 3 Credits)

Introduces the scope of the quantitative concepts used in asset management, with focus on practical application, challenges and limitations in constructing optimal portfolios, evaluating performance and portfolio risk. Involves extensive discussions of case studies and group project.* *Subject to NY Approval.

QFGB 8950. Alternative Investments. (2 to 3 Credits)

The course is an introduction to the rapidly evolving universe of alternative investments. Delivered in modules, the course covers a broad array of alternative strategy classes (Quantitative/Systematic, Fundamental Long/Short, Global Macro, Private Equity) ranging across all major asset classes (Equities, Fixed Income, Currencies, Commodities, Derivatives).* *Subject to NY Approval.

QFGB 8951. Internship and Project Report. (1 to 4 Credits)

A professional project report and presentation are the final outputs of this course. Students complete these projects under the supervision of a faculty member. Both individual and group-projects are possible.

QFGB 8952. Business Comm for Quants A. (0.5 to 1 Credits)

Covers the basics of professional speaking and writing. Develops oral and written presentation skills essential for successful careers. Coordinated with summer term internship to give students the opportunity to apply their new communication skills in a business setting.

QFGB 8953. Research Seminar 1. (1 Credit)

This fall course features a series of lecturers from the finance industry. They discuss research projects that their companies are working on.

QFGB 8954. Research Seminar 2. (1 to 1.5 Credits)

This spring course features a series of lecturers from the finance industry. They discuss research projects that their companies are working on.

QFGB 8955. Computational Finance. (2 Credits)

This course offers both theoretical and practical experience in investing and risk management, including financial market microstructure, types of arbitrage, and principles of modeling the price dynamics of financial assets and market risk. We will derive the Black-Scholes option pricing model, binomial models, yield curve models, credit default risk models, and volatility forecast models using mathematical tools such as copulas. We will also implement all of these models in Python. Students are required to be proficient in Python programming and have a knowledge of stochastic calculus.

Attribute: BUAN.

Prerequisites: QFGB 8915 and QFGB 890K.

QFGB 8957. Applied Capital Markets and Financial Regulations. (3 Credits)

This course will explore how the market structure has fundamentally changed after the 2008 liquidity and credit crisis, and how this crisis has impacted on liquidity, balance sheets, risk taking, and returns across the entire financial services industry. The new reality is that regulation has changed the landscape of Wall Street and the dynamic of how the sell-side and buy-side will interact in the foreseeable future.

QFGB 8960. Advanced C++ for Finance. (2 Credits)

Advanced C++ for finance.

QFGB 8961. Business Comm for Quants B. (0.5 to 1 Credits)

Covers the basics of professional speaking and writing. Develops oral and written presentation skills essential for successful careers.

QFGB 8963. Stress Tests and Cap Adequacy. (3 Credits)

The financial crisis of 2007 -08 taught us all a lesson: that preparedness is everything. How resilient and prepared will we be, and how fast will we be able to recover? This is the key focus of this course: how to plan for moments of distress so that firms such as yours have capital of a sufficient quality to survive potential storms. We will demonstrate how to create a robust capital plan and test it for moments of hypothetical stress. We will investigate exactly how a bank holding company and an insurance company should conduct their capital plan, highlighting the significant differences between the two industries. By the end of the course, you will be able to create a capital plan for your business on your own.

QFGB 8965. Trading - Market Making and Algorithms. (3 Credits)

This course will introduce students to basic market microstructure, algorithmic trading, and quantitative investment strategies. Mathematical and statistical techniques along with their computational implementation in R or Python will be used throughout the course.

Prerequisites: QFGB 8911 and QFGB 8923 and QFGB 8926.

QFGB 8966. Behavioral Finance. (2 Credits)

Over the past several decades, the field of finance has developed a successful paradigm based on the notions that investors and managers are generally rational and that the prices of securities are generally efficient. In recent years, however, anecdotal evidence as well as theoretical and empirical research has shown this paradigm to be insufficient to describe various features of actual financial markets. In this course we will use psychology and more realistic settings to guide and develop alternative theories of financial markets. We will examine how the insights of behavioral finance complement the traditional paradigm and shed light on investors' trading patterns, the behavior of asset prices, corporate finance, and various financial market practices through lectures, case studies, and our own discussions.

QFGB 8967. Bank Capital and CCAR. (2 Credits)

This course will provide an overview of the range of risks that banking institutions undertake to perform their role as credit intermediaries. It will delve into the choices that bank managers make to measure the risks they undertake, and will explore the approaches that a bank can take to translate risk measurement into stress tests of a bank's capital position. Students will have an opportunity to apply methodologies discussed while developing a model to stress test a bank's exposure to market, credit, or operational risk for the purpose of testing the adequacy of a bank's capital position.

QFGB 8968. Blockchain Technology and Application Development. (3 Credits)

The main objective of this course is to familiarize you with the ecosystem, technologies, and development skills surrounding Blockchain. The course starts with foundational concepts such as distributed state machine, hash tree, P2P network, GPU processing, cryptocurrency, and cryptography. Using both simulated sandbox and locally installed environments, the course then guides you through the development, front-end integration, and deployment of Blockchain-based smart contracts. Other topics covered include rapid prototyping, design patterns, and agile process to maximize the success likelihood for Blockchain projects. The lab portion of this course involves weekly submissions of programming exercises, assignments, and project deliverables. Prior knowledge required: Proficiency in computer programming; basic knowledge in analysis and linear algebra.

Attributes: BUAN, ISEL.

QFGB 8969. Systematic Investment Strategies. (2 Credits)

This lecture series will cover a variety of topics on quantitative investment management. We start with an overview of the evolution of the current state of affairs, both with respect to individual strategies as well as topics related to their management within the context of a portfolio. We will first cover the basic set of thematic strategies (e.g., value/reversion, momentum/trend, carry, volatility, etc.) across different asset classes with some representative specific strategies covered in detail. We will then consider extensions and refinements. We will also cover various portfolio construction approaches for baskets of systematic strategies and their consequences. The lecture series will feature readings from "Wall Street" practitioner research series at the major asset managers and investment banks, with guest lecturers from industry on specific topics. Students will be expected to participate via data collection, strategy construction, and back-testing analysis, etc.

QFGB 8972. Deep Machine Learning. (3 Credits)

The goal of this course is to acquaint you with the objectives and methods of deep machine learning (DML). We will explore and learn the basic types of deep neural networks including convolutional, recurrent, and generative adversarial, and the type of data each is designed for. Key additional topics include learning techniques to improve training, preventing overfitting, and finding best practices for minimizing error. Students will study the major technology trends driving DML. A key takeaway is a working knowledge of the vocabulary of concepts and algorithms in DML. The challenges and issues surrounding the use of DML including design issues, ethics, governance, ownership of data, privacy, and security standards. Quality control and validation are also discussed. Emphasis is on business applications. The course is organized as a seminar-style course, with hands-on assignments in DML tools. Familiarity with basic calculus and linear algebra expected.

QFGB 8999. Independent Study. (1 to 3 Credits)

Independent study.

Real Estate (REAL)

REAL 1002. Fundamentals of Real Estate Law. (3 Credits)

This course introduces the legal concepts, laws, regulations, and risks involved in the acquisition, development, financing, leasing, and sale of real property. It discusses forms of ownership and co-ownership, the real estate transaction process from contract to closing, private property rights, and governmental restrictions on private property. The effect of mortgages, liens, and other encumbrances on the quality of title are also weighed. Students are introduced to estates and interests, deeds, easements, covenants, transferable development rights, eminent domain, zoning ordinances, environmental laws, and the legal aspects of a variety of commonly used real estate contracts including listing agreements, letters of intent, options, purchase and sale agreements, mortgages, insurance, construction contracts, and leases. Negotiation strategies, ethical issues, and fiduciary duties are addressed throughout the course.

Prerequisites: ECON 1100 and ECON 1200 and ECON 2140.

REAL 1004. Principles of Real Estate Economics. (3 Credits)

This course discusses the economic reasons for the growth and decline of real estate markets, along with the economic basis for location decisions by residential and commercial owners and tenants. The course includes a comprehensive overview of real estate market analysis, from the macroeconomic perspective to sector-specific drivers and considerations. Building upon a discussion of the basic principles of urban economics, the course explores the correlations of real estate valuations to regional and national economies, as well as the impact on specific property types resulting from macroeconomic business and growth cycles, key policy decisions, and changing monetary conditions. The course also examines the economic structure of major metropolitan areas, the influence of local governments on urban economic growth, the impact of urban economic growth on supply and demand for specific property types, and the factors that cause certain regions to thrive while others decline. The course identifies key indicators for tracking economic and real estate performance, as well as useful data sources and techniques for analyzing and forecasting real estate demand and supply for specific property types in specific markets. Class discussions will include current economic and real estate events and their potential impacts on real estate markets.

Prerequisites: ECON 1100 and ECON 1200 and ECON 2140.

REAL 1006. Real Estate Accounting Essentials. (3 Credits)

This class introduces general financial accounting principles, concepts, and rules, as established by U.S. Generally Accepted Accounting Principles (GAAP) and the International Financial Reporting Standards (IFRS). The fundamentals of financial statement development and analysis, including balance sheets, income statements, cash flow statements, and statements of owners' equity are covered, in addition to cash versus accrual accounting and accrual accounting rules that are specific to real-estate entities, including property owners, developers, and managers. The tax implications of business entity selection are introduced, along with tax accounting for the development, operation, and sale of cash flow producing properties including like-kind tax-free exchanges. Key topics to be covered are lease abstracts, rent rolls, security deposits, vacancy and collection loss, miscellaneous income, effective gross income (EGI) annual reports, fixed and variable operating expense (OE), net operating income (NOI), variance analysis, financial audits, operating budgets, capital budgets, replacement reserves, depreciation, property taxes, and before-tax cash flow (BTCF) and after-tax cash flow (ATCF).

Prerequisites: ECON 1100 and ECON 1200 and ECON 2140.

REAL 1008. Principles of Real Estate Finance. (3 Credits)

This course offers students a comprehensive orientation to how residential and commercial properties are financed and analyzed. It covers the investment property income statement, income and expense analysis, time value of money concepts, discounted cash flow analysis, capitalization theory, forms of debt and equity finance, mortgage concepts and terminology, mortgage instruments, equity concepts, and investment analysis. The course also introduces students to the broader real estate capital markets, securitization, the sources and uses of real estate funds, components of a capital structure, and the role of government in real estate finance.

Prerequisites: ECON 1100 and ECON 1200 and ECON 2142.

REAL 1010. Principles of Real Estate Valuation and Feasibility. (4 Credits)

This course introduces the theory, principles, and techniques for conducting valuation and feasibility studies of real property. The course emphasizes the importance of market analysis in the valuation and development process. The course covers real property concepts and characteristics, influences on real estate values, types of value, economic principles, market area analysis, and highest and best use. Students learn the three approaches to value—the income capitalization, cost, and sales comparison approaches—to reach an opinion of value. After examining income capitalization methods and formulas, students learn how rates and multipliers are derived. The cost approach is explored, showing how the cost of constructing a reproduction of, or replacement for, an existing structure is estimated. Land and site valuation are also covered. Finally, the sales comparison approach is covered, including researching the market, verifying information, selecting units of comparison, conducting a comparative analysis, and adjusting findings. Students learn basic concepts and terminology of market analysis and marketability studies and how marketability studies provide vital information for the highest and best use decision.

Prerequisites: ECON 1100 and ECON 1200 and ECON 2140.

REAL 1020. Real Estate Development Principles and Practices. (4 Credits)

This course presents a step-by-step examination of the real estate development process from idea conception to project completion. Students are introduced to the phases, procedures, and complexities of developing and redeveloping various property types, including multifamily, office, and mixed-use real estate. Students study the principal stages of development, including preliminary planning and market analysis, feasibility studies, site selection and acquisition, deal structure, financing, permitting, entitlements, design, construction, marketing, and asset management. This course also examines trends including mixed-use projects, public and private partnerships, and transit-oriented development.

Prerequisites: ECON 1100 and ECON 1200 and ECON 2140.

REAL 1999. Tutorial. (1 to 2.5 Credits)

Tutorial.

REAL 2002. Real Estate Financial Modeling. (4 Credits)

This course provides students with a fundamental understanding of the essential Time Value of Money (TVM) concepts and calculations employed in common real estate financial models and investment analyses. Beginning with an introduction to the property income statement, the pro forma and essential Excel software keystrokes, the course progresses to financial modeling best practices and more sophisticated Excel software techniques. Students will learn to develop a practical financial model from a set of project assumptions and merge appropriate TVM principles with Excel functions, tools, formulas, and shortcuts to arrive at investment decisions. Students will prepare basic income and expense models and amortization schedules while progressing forward to direct capitalization and discounted cash flow (DCF) analyses.

Attribute: REE.

Prerequisites: ECON 1100 and ECON 1200 and ECON 2140 and REAL 1008.

REAL 2004. Real Estate Management. (3 Credits)

This course introduces students to the core competencies and specialized skills needed to professionally plan and manage residential multifamily buildings, commercial office buildings, and corporate workspace for real estate owners, businesses, and third-party management companies. Through the study of established management practices with real-world applications, this course introduces students to the world of property management, corporate real estate, and facility management. Students study the Management Plan, the Management Agreement, management organizational structures, ownership obligations, management responsibilities, management fees, operating procedures, repositioning for value creation, staffing, training, supervision, risk management and insurance, leadership, communication, and ethics.

Attribute: REE.

Prerequisites: ECON 1100 and ECON 1200 and ECON 2140.

REAL 2006. Global Real Estate Markets. (3 Credits)

This course introduces students to real estate markets and investment activity beyond the U.S. border. It develops a due diligence framework to undertake comparative analyses of international real estate transactions, investments, and development projects across borders and within specific markets. The course focuses on the macro-economy, financial and real estate capital markets, currency concerns, taxation, legal issues, land use policy, political activity, regulations and statutory requirements, and cross-cultural negotiations of various key markets. Current global topics will be used to anchor learning and be the basis for class discussions in this comparative analysis.

Attribute: REE.

Prerequisites: ECON 1100 and ECON 1200 and ECON 2140.

REAL 2008. Building Design and Construction. (4 Credits)

This course provides an overview of the design and construction process for residential and commercial real estate assets. Students gain an understanding of the construction project life cycle; the roles of the owner, architect, engineer, contractor, and project management representative; and the most commonly used construction methods and materials. Topics of study include project delivery methods, the phases of design, project teams and organizations, types of contracts, cost estimating, construction planning and scheduling, construction budgets, field supervision, community and public agency relations, risk management, insurance, safety, and sustainable building practices.

Attribute: REE.

Prerequisites: ECON 1100 and ECON 1200 and ECON 2140.

REAL 2010. Special Topics in Real Estate. (4 Credits)

These courses, which will be offered periodically, are designed to enhance the student's educational experience by supplementing the standard array of courses with topics that are very highly specialized. Areas of study will include real estate finance, investment, and development. In most cases, they will be of interest to those students who desire a more intense exposure to a particular aspect of real estate.

Attribute: REE.

Prerequisites: ECON 1100 and ECON 1200 and ECON 2140.

REAL 3999. Independent Study. (3 Credits)

Independent Study.

REAL 4999. Tutorial. (4 Credits)

Tutorial.

REAL 5002. Real Estate Finance. (3 Credits)

This course covers the principles of commercial real estate finance including valuation methodologies, income and expense analysis, derivation of capitalization rates, concepts of commercial leasing, forms of debt and equity, valuation of land and key principles of construction loan finance.

Attributes: CONM, REDV.

REAL 5004. Real Estate Accounting and Tax. (3 Credits)

This course covers accounting concepts, rules, regulations, and reporting requirements for income-producing properties; tax tools for financial statements and real estate investments; accounting principles and income tax analysis for decision-making; and accounting and tax implications of real estate ownership structures and real estate transactions.

Attributes: REAM, REDM.

REAL 5006. Real Estate Legal Concepts and Contracts. (3 Credits)

This course provides an overview of the typical, major legal agreements that are involved with every commercial real estate transaction. The course is broken into four segments: legal overview, purchase/sale agreements, leases, and financing agreements.

Attributes: HMG, HOEL, HOID, REAM.

REAL 5008. Real Estate Economics and Market Analysis. (3 Credits)

This course discusses economic base analysis, macroeconomic factors influencing metropolitan areas and links connecting economic fundamentals to property market performance. Delineation of market and submarket areas will be stressed, along with the differences arising from specific property types including office, retail, industrial, housing, and hotels. The dynamics of cities will be studied, especially as they relate to property market performance.

Attributes: HMG, HOEL, REAM.

REAL 5010. Real Estate Structures and Capital Markets. (3 Credits)

The course covers the structure and operation of public and private, debt and equity real estate capital markets and the means by which this capital is channeled into commercial real estate to finance local transactions. Key topics include capital sources, participants, risk and return, tranches, capital asset pricing model (CAPM), CMBS, REOCs and REITs.

Attributes: HOEL, HOID, REDM.

REAL 5012. Real Estate Valuation and Investment Analysis. (3 Credits)

Students in this course evaluate a range of investment opportunities in commercial real estate from the perspective of the investor (equity) and the lender (debt). Students analyze investment assumptions and model cash flows using Excel. Valuation techniques utilized include income capitalization and discounted cash flow analysis. Students examine pricing, returns, investment horizon, hold vs. sell strategies, financial leverage, sizing debt based on lender parameters and the impacts of leverage on returns.

Attributes: HOEL, HOID.

Prerequisites: REAL 5002 and REAL 5004 and REAL 5008.

REAL 5014. Negotiation. (1.5 Credits)

This course introduces negotiation techniques and strategies along with a strong foundation in several key concepts, including the three major roles of the conflict specialist, theories of communication and conflict, approaches to negotiation and their limitations, private versus court-centered approaches to resolving conflict, and psychological biases and barriers in addressing conflict. Students explore new roles for conflict specialists with an eye toward preparing themselves to engage in various negotiation scenarios that arise in the real estate and construction industry.

Attributes: HMG, HOEL, HOID, REAM, REDM.

REAL 5016. Ethical Issues in Real Estate. (1.5 Credits)

Students in this course study how ethics are considered from various points of view: historically, relationally and transactionally. In a series of different situations commonly occurring in the real estate industry, students consider the ethical issues present and then evaluate the adequacy of the real world responses to those issues.

Attribute: REDM.

REAL 5050. Construction Contracts, Claims, and Dispute Resolution. (1.5 Credits)

This course examines the essential elements of commonly used contracts, including the rights, duties, and obligations of the owner and contractor. It offers the legal knowledge to review, understand, and evaluate the terms and conditions of construction contracts to minimize the risk of project disruptions, claims, disputes, and litigation. This course also provides an overview of project delivery methods, the bidding process, contract formation, contract forms, contract conditions, general conditions, subcontracts, privity of contracts, riders, defaults and terminations, changed conditions, changes and extra work, payments, lien law, surety bonds, damages for delay, claims, and methods of dispute resolution. Discussions will include the riskier provisions, including the incorporation by reference clause, the contingent payment clause, the no damage for delay clause, cardinal changes, and terminations for cause and convenience.

REAL 5051. Advanced Construction Contracts, Claims, and Dispute Resolution. (3 Credits)

This course provides students with a comprehensive examination of the commonly used contracts in the construction industry, including the rights, duties, and obligations of the owner and contractor. It offers the requisite legal knowledge to review, interpret, and evaluate the terms and conditions of construction contracts to minimize the risk of project disruptions, claims, disputes, and litigation. Detailed discussions include project delivery methods, the bidding process, contract formation, contract forms, contract conditions, general conditions, subcontracts, privity of contracts, riders, defaults and terminations, changed conditions, changes and extra work, payments, lien law, surety bonds, damages for delay, claims, and methods of dispute resolution.

Attributes: REAM, REDM.

REAL 5052. Construction Financial Management. (1.5 Credits)

The general objectives of this course are for students to gain a comprehensive understanding of the key factors of effective construction financial and cost control. Students will develop cost control and tracking methods to monitor and control project budgets for successful project outcomes. The course covers project cash flow and critical path analysis as it pertains to cost; general conditions, insurance, and risk management; progress payment disbursement; forecasting and trends; and the use of associated reports.

Attributes: REAM, REDM.

REAL 5053. Construction Safety. (1.5 Credits)

This course examines the role of worker and public safety management in construction projects and company success. The course provides a comprehensive review of industry construction safety standards and public safety laws; OSHA regulations; legal and economic aspects of construction safety; insurance and risk management; accident investigation and analysis; the development and management of worker safety programs; and crisis management tactics.

REAL 5054. Construction Cost Estimating and Bidding Strategies. (1.5 Credits)

This course will expose students to the theory, processes, and practices to prepare construction cost estimates and final project bids. Students will begin with an understanding of key terminology and progress into core topics including pre-construction and detailed estimates; planning for the estimate, design, and constructability review; general conditions; pre-design; conceptual and preliminary budgets; cost of labor; pricing of material; time/cost analysis design review; unit prices; lump-sum bids; direct and indirect costs; mark-up; overhead; profit; bonds; insurance; and internal and external management considerations. This course will proceed with discussions on the bidding process, the bid package, subcontractor bid comparisons, qualification, bid solicitation, bid leveling and notification, bid analysis, and final bid price. Case studies, problems, and exercises are used extensively.

Attributes: REAM, REDM.

REAL 5055. Business Development. (1.5 Credits)

This course examines business development principles and practices for construction management professionals to grow the prospect base and gain business for the construction firm. The course addresses business building strategies, the market, economic drivers of customer value, supply chain impacts, the connection to marketing, the importance of reputation and a robust network, success during the proposal process, strategic risk management, and data, innovation, and AI in business development.

REAL 5056. Construction Scheduling and Impact Analysis. (1.5 Credits)

This course will expose students to a variety of network-based scheduling principles and tools including advanced Critical Path Method (CPM) construction scheduling techniques and the Precedence Diagramming Method (PDM). The course will cover project resource allocation, resource leveling, schedule development, schedule updating, schedule impacts of date constraints, project time and cost trade-offs, activity duration estimating, work breakdown structures, and an overview of construction contract scheduling specifications. An introduction to other scheduling methodologies and the use of schedules in construction claims will be addressed.

Attributes: REAM, REDM.

REAL 5058. Pre-Construction Project Planning and Development. (3 Credits)

Pre-construction project planning and development efforts play a key role in the overall success of a project, providing an opportunity for discovery, risk assessment, and strategic planning. This early planning can have a significant impact on project outcomes and offer substantial time and cost savings. This course examines the essential planning and analyses performed prior to the construction phase of a project to determine project scope, schedule, and cost estimate. It offers the knowledge to define project objectives, determine feasibility, manage risks, and analyze schedule and cost impacts to ensure optimal project performance and customer satisfaction.

Attributes: REAM, REDV.

REAL 5060. Construction Project Delivery. (3 Credits)

This hands-on, applied course will discuss and employ best practices for construction project administration and execution. Students will be presented with concepts and techniques to coordinate, monitor, and supervise work from construction start up through the commissioning phases of a project with a focus on leadership, scope, schedule, quality control, inspection, safety, and costs.

Attributes: REAM, REDM.

REAL 5102. Real Estate Risk and Portfolio Management. (3 Credits)

This course discusses the theory and principles of investments and portfolio management. Students acquire a working knowledge of the risks associated with individual real estate investments, such as asset-specific underwriting, credit evaluation, and tenant credit risk and then explore advanced topics including portfolio selection, calculation of efficient sets, and portfolio performance evaluation for the holding entity.

Prerequisites: REAL 5002 and REAL 5004 and REAL 5006 and REAL 5008 and REAL 5010.

REAL 5104. The Real Estate Development Process. (3 Credits)

This course provides a practical analysis of the phases of the real estate development process including conceptualization, site acquisition, planning and design, construction, financing, leasing and marketing. Leadership, management and control of the development team are featured issues.

Attributes: CONA, CONM, HOEL.

REAL 5106. Real Estate Asset Management. (3 Credits)

Students learn how to develop an investment strategy and an actionable asset management plan based on that strategy for increasing the value of real estate assets under management on behalf of ownership. Students examine acquisitions, leasing, operations, budgets, capital expenditures, repositioning, refinancing, dispositions and distressed and foreclosure workouts using financial modeling, underwriting, risk analysis, and performance benchmarking concepts and tools. The decision-making process will be examined from the property, asset and portfolio management perspectives.

Attributes: REAM, REDM.

Prerequisites: REAL 5002 and REAL 5004 and REAL 5006 and REAL 5008.

REAL 5108. Real Estate Credit Analysis and Underwriting. (3 Credits)

Students learn how to underwrite and structure commercial real estate (CRE) loans for the acquisition, development and construction of income-producing properties. A combination of market, risk and financial analysis tools will be used to assess commercial investment properties and borrower credit worthiness, and to make prudent, defensible lending decisions.

Attribute: REDM.

Prerequisite: REAL 5002.

REAL 6001. Real Estate Financial Modeling. (1.5 Credits)

Students gain a comprehensive understanding of real estate financial modeling principles and practices to prepare models for income and expense presentation and analysis, direct capitalization, and discounted cash flow (DCF) analysis. Students develop the vocabulary and preliminary critical thinking skills needed to develop real estate financial models. The course will emphasize effective presentation of data and productivity.

Attributes: CONM, REAM, REDM, REFI.

REAL 6002. Real Estate Development Feasibility Study. (3 Credits)

This course examines the components of a real estate development feasibility study report. Students refine leadership, team and presentation skills to deliver a comprehensive and persuasive report on a currently available real estate project.

Prerequisites: REAL 5002 and REAL 5012 and REAL 5104.

REAL 6003. Private Equity. (1.5 Credits)

In this course, students develop an understanding of the taxonomy of different real estate private equity strategies, including core, core plus, value-add, and opportunistic. Students learn how real estate funds are set up and managed, how to align the general partners' fees and incentives with the limited partners' interests, and exit strategies such as initial public offerings (IPOs), recapitalization, and secondary sales. The course examines the role of private equity real estate investments within a portfolio comprising various asset classes, with a focus on performance measurement, diversification gains, and risk measurement.

Attributes: HOEL, HOID, REDM, REFI.

Prerequisite: REAL 5002.

REAL 6004. Adaptive Reuse and Sustainability. (1.5 Credits)

Utilizing sustainable principles and building practices, this comprehensive course challenges students to think critically about reusing existing building stock and maintaining historic structures. It encourages adaptive reuse by owners and developers entering the design review process. The goal is to help developers think critically about the opportunities presented by adaptive reuse.

Attributes: CONA, CONM, HOEL, REAM, REDM, REDV.

REAL 6005. Commercial Mortgage-Backed Securities. (1.5 Credits)

In this course, students learn the history, structure, and key building blocks (commercial real estate loans) of commercial mortgage-backed securities (CMBS), as well as the transaction, ratings, and offering process. The participants, legal documents, and federal regulations that govern CMBS are also examined. Topics covered include the perspectives of originators, structurers, loan sellers, attorneys, ratings agencies, investors, servicers, and special servicers. The course will focus primarily on conduit deals, but will also introduce single-asset and single-borrower transactions and a securitized financing tool used primarily by commercial mortgage REITs: CLOs.

Attributes: REDM, REFI.

Prerequisites: REAL 5002 and REAL 5010.

REAL 6006. Development Project Leadership, Management and Communications. (1.5 Credits)

Gain essential leadership, management and reporting skills and strategies to effectively control the design and construction process, ensuring that every decision is made in the owner's best interest. Become acquainted with different types of reporting, and learn best practices and tools needed to improve performance, standards and timely project delivery.

Attributes: CONA, CONM, HOEL, REAM, REDM, REDV.

REAL 6007. Real Estate Investment Trusts. (1.5 Credits)

Students gain an understanding of the history, operations, and mechanics of REITs, and how REITs are an important link between the real estate capital markets and the property markets. Topics covered include real estate space and asset markets, measurement and determinants of real estate prices, market trends, valuation methods, and returns and benchmarks.

Attributes: REDM, REFI.

Prerequisites: REAL 5010 and REAL 5002.

REAL 6008. Affordable Housing. (1.5 Credits)

In this course, students acquire an understanding of the history and current state of affordable housing in the US in general and NYC in particular. Students learn from a combination of formal lectures and interviews with past and current industry participants and leaders. The focus of the course is examine the multiple factors that must be addressed in the planning and execution of affordable housing projects.

Attributes: CONM, REAM, REDM, REDV.

REAL 6009. Commercial Leasing. (1.5 Credits)

This course will cover all aspects of commercial leasing as it relates to office buildings, retail spaces and industrial properties. Office leases will serve as the base model, while retail and industrial specifics will be discussed throughout the course when the relevant clause/topic is discussed. The instructor will explain each clause of a lease from strategic, legal, operational, and cost-effectiveness points of view, as well as the role such a clause can play in achieving particular investment objectives. The importance of crafting effective leases will be reviewed so that students will understand how to maximize the value of a real estate property or portfolio. Additionally, since many properties are purchased with existing leases, this course will cover best practices to address both the limitations and opportunities associated with an inherited lease, including analyzing existing leases during due diligence. The instructor will review key clauses of a commercial lease in detail to explain why particular clauses exist, as well as their impact on the property operations and their place in the overall strategy for the asset (or portfolio) in both the short term and the long term.

Attributes: CONM, REDM, REDV.

REAL 6010. Development Project Finance. (1.5 Credits)

This course presents the principles of development project finance. Students acquire best practices for submitting a loan request to a lender for interim construction loan project financing, long-term permanent "take-out" financing, and mini-perm financing. Students will become familiar with the presentation of project pro forma, construction loan types, the requirements of a development team, the lender's credit criteria, the loan proposal, hard and soft cost budgets, valuation, project feasibility and documentation. This course includes discussion of privately and publicly funded infrastructure investment considerations.

Attributes: CONA, CONM, REDM, REDV.

REAL 6011. Building Systems, Operations, and Maintenance. (1.5 Credits)

This course is designed to provide a technical baseline—a working knowledge—of the key building systems and infrastructure commonly found in commercial offices and large residential buildings. Topics include heating, ventilation, and air conditioning; electrical; lighting; plumbing; fire alarm; fire protection; and vertical transportation.

Attributes: CONM, HMG, HOEL, HOID, REDM.

REAL 6012. Global Real Estate Investment. (1.5 Credits)

This course provides a comparative and critical approach to undertaking international real estate transactions, investments and development projects by providing a framework for analyzing real estate investments across borders within specific markets.

Attributes: HOEL, HOID, REDM.

REAL 6013. Real Estate Management. (3 Credits)

This course introduces students to the core concepts, key terminology, and specialized competencies and skills needed to professionally plan and manage commercial real estate and corporate workspace for real estate owners, for-profit and not-for-profit businesses, and third-party management companies. Through the study of established management practices with real-world applications, this course introduces students to the field of property management and corporate real estate. Students study ownership goals, the management plan, the management agreement, management organizational structures, ownership obligations, management responsibilities, management fees, operating procedures, repositioning for value creation, budgeting and financial management, market analysis, leasing, tenant relations, staffing, training, supervision, risk management, insurance, leadership, communication, and ethics. Case studies and several real-world applications will be examined. One or more prominent industry guest speakers may visit for part of a class to discuss their experience.

Attributes: CONM, REDM.

Prerequisites: REAL 5002 and REAL 6009 and REAL 6011.

REAL 6014. Land Use Law. (1.5 Credits)

Real estate development is profoundly impacted by land use law and environmental regulations. A successful developer must navigate through land use controls, federal, state and city environmental regulations, landmark and historic preservation restrictions and community concerns, in addition to building and fire codes and other safety regulations.

Attributes: CONM, HOEL, HOID, REDV.

REAL 6015. Planning and Design for Development. (1.5 Credits)

This course presents strategies for optimizing and managing the design phase when undertaking a real estate development project. Concepts covered include site selection, zoning considerations, programming, massing studies, criteria for selecting a design team, steps in the design process, and design successes and failures.

Attribute: REDV.

REAL 6016. Real Estate Entrepreneurship Business Planning. (1.5 Credits)

This course integrates the concepts, tools and practices of entrepreneurship. Students learn to be superior opportunity assessors and shapers, to understand the integration of people and process in entrepreneurship, to write, articulate and present a new venture execution plan, to understand the alternatives and trade-offs in financing, starting and operating a venture, and to gain a better understanding of their personal entrepreneurial capabilities.

Attributes: CONM, HMG, HOEL, HOID, REDM.

REAL 6018. Real Estate Technology. (1.5 Credits)

This course examines the rise of technological applications to collect data and the potential power of employing advanced data analytics to support new hypotheses regarding real estate investments; development opportunities; property operations; construction projects; and environmental, social, and governance (ESG) compliance requirements.

Attributes: REDM, REFI.

REAL 6020. Internship. (1.5 Credits)

Internship.

Attributes: REDM, REDV.

REAL 6021. Special Topics in Construction. (1.5 Credits)

This course, which will be offered periodically, is designed to enhance the student's educational experience by supplementing the standard array of courses with topics that are very highly specialized. Areas of study will include construction technology, law, arbitration, claims, and project management. In most cases, they will be of interest to those students who desire a more intense exposure to a particular field of study within construction.

Attributes: CONA, CONM, HOEL, REAM, REDM.

REAL 6022. Special Topics in Real Estate. (1.5 Credits)

These courses, which will be offered periodically, are designed to enhance the student's educational experience by supplementing the standard array of courses with topics that are very highly specialized. Areas of study will include real estate finance, investment and development. In most cases, they will be of interest to those students who desire a more intense exposure to a particular field of study.

Attributes: CONA, CONM, HMG, HOEL, REAM, REDM, REDV, REFI.

REAL 6024. Construction Quality Control Quality Assurance. (1.5 Credits)

This course explores the essential elements of quality management principles, planning concepts, and techniques employed in the management of construction projects. The course offers practical ways to integrate QC/QA practices throughout the project life cycle to improve quality and schedule, and prevent costly delays in closing out projects.

REAL 6026. Advanced Construction Scheduling. (1.5 Credits)

This course is designed to provide a deeper understanding of the construction scheduling and schedule management techniques covered in the core course Construction Scheduling and Impact Analysis (REAL5056). This course is especially useful for those who would like to master scheduling concepts and techniques.

Prerequisite: REAL 5056.

REAL 6051. Advanced Construction Methods and Materials. (3 Credits)

This course provides a comprehensive examination of the latest methods, materials, and systems used in the construction of the core and shell and interior components of high-rise buildings. Topics include reviewing the working drawings and specifications related to the various components of the systems related to excavation and foundation, structures, facades, interior construction, elevators, plumbing, fire protection, HVAC, and electric.

Attributes: CONA, REAM, REDV.

REAL 6100. Applied Project. (3 Credits)

The Applied Project capstone course provides for a comprehensive application of core, flex core and elective course principles, concepts, and professional practice to real world real estate investment projects.

Prerequisites: REAL 5002 and REAL 5004 and REAL 5006 and REAL 5008 and REAL 5010 and REAL 5012.

REAL 6200. Research Project (Thesis). (3 Credits)

Students work with a qualified supervisor to conduct research, collect data, analyze, test their hypotheses and write up their findings. The finished thesis must demonstrate the student's ability to conduct comprehensive research and articulate original ideas and thought processes that make a practical contribution to the existing body of knowledge in the field of real estate.

REAL 6300. Applied Project. (3 Credits)

This capstone course provides students with the opportunity to demonstrate their professional-level mastery of the subject matter covered in the prior construction management courses by delivering a real-world response for a construction project Request for Proposal (RFP) or proposal solicitation under the guidance of a faculty member or members. Structured as a seminar, the course requires regular class attendance to discuss the RFP response progress, as well as individual meetings with the instructor(s) to discuss specific issues that may impact the RFP response. Lectures will be highly interactive in nature and will largely focus on feedback, discussion, and the monitoring of interim milestone activities precedent to finalizing the RFP response, in addition to discussing best practices and RFP response expectations.

Prerequisites: REAL 5014 and REAL 5051 and REAL 5052 and REAL 5054 and REAL 5056 and REAL 5058 and REAL 5060 and REAL 6051.

REAL 6400. Real Estate Development Applied Project. (3 Credits)

This course provides students with the opportunity to synthesize a hypothetical real estate development project under the guidance of a faculty member. Structured as a seminar, the course requires regular class attendance to discuss and document project progress, as well as individual meetings with the instructor. Lectures will be highly interactive in nature and will largely focus on feedback, discussion, and the refinement of interim milestone submissions, in addition to illustrating best practice examples. Students are expected to regularly visit the Fordham Blackboard online course portal for announcements and course material.

Prerequisites: REAL 5104 and REAL 5006 and REAL 5002 and REAL 5008 and REAL 6051 and REAL 6015 and REAL 6014 and REAL 5058 and REAL 5012 and REAL 6002.

REAL 8999. Independent Study. (1 to 4 Credits)

Independent Study.

Religion (GSRRE) (RLGR)

RLGR 0920. Writing for Grad Research I. (1 Credit)

Course will cover how to write at the graduate level in Theology, Spirituality, Pastoral Ministry, and Counseling and Religious Education. Course topics will include composition, structure, style, coherence and analysis.

RLGR 0921. Writing for Grad Research II. (1 Credit)

Continuation of RLGR 0920. Course will cover how to write at the graduate level in Theology, Spirituality, Pastoral Ministry, and Counseling and Religious Education. Course topics will include composition, structure, style, coherence and analysis.

RLGR 6010. Old Testament. (3 Credits)

An in-depth examination of the first five books of the Bible. Historical origins of these texts in ancient Israel and the continuing significance for their central theological themes of promise, law, creation, election, redemption, and liberation. Introduction to the exegetical methods of modern biblical study.

RLGR 6011. New Testament. (3 Credits)

This course will engage questions about the development of the Christian canon while reading parts of the New Testament in the context of first century Judaism.

RLGR 6018. John's Gospel in Greek I. (3 Credits)

A close reading of the Greek text with detailed exegesis of selected passages.

RLGR 6019. John's Gospel in Greek II. (3 Credits)

A close reading of the Greek text with detailed exegesis of selected passages.

RLGR 6024. The Prophets. (3 Credits)

A study of Old Testament prophets and prophetic books from historical, literary, and theological perspective with particular focus on the prophets' roles and their enduring message.

RLGR 6030. Christology. (3 Credits)

This is an introductory Christology course principally from a Roman Catholic perspective. Biblical, historical, and contemporary Christology will be examined.

RLGR 6031. Theology of the Human Person. (3 Credits)

This course traces the variegated history of Christian understandings of the human person. It examines past and present theologies of body, soul, sin, and grace, as well as contemporary theological literature on social, environmental, and cosmic contexts as constitutive of human experience. This includes a consideration of different forms of "othering" and their intersection.

RLGR 6032. Church and Society. (3 Credits)

This course explores how the global Christian church emerged from Christ's kerygma and developed in different historical and cultural contexts. The course covers the emergence of historical divisions in the Christian Church and of the ecumenical movement's response. While the course focuses on Catholic ecclesiology, it also covers Orthodox and Protestant perspectives on key themes such as authority, governance, and practice. Throughout the course, there is an emphasis on the critiques and perspectives offered by liberation theology and feminism. It asks the students to imagine how the Christian Church can adapt to its contemporary context in the student's ministerial or professional setting.

RLGR 6555. Pastoral Research. (1 Credit)

A course reviewing the latest methods and approaches in pastoral research.

RLGR 6872. History of the Jesuits. (3 Credits)

This course offers an intensive look at the founding and progress of the society of Jesus. Starting with the founder, St. Ignatius of Loyola the course will progress through key documents and missionary activity up to the 21st century.

RLGR 7031. Theology of the Human Person. (3 Credits)

This doctoral-level course traces the variegated history of Christian understandings of the human person. It examines past and present theologies of body, soul, sin, and grace, as well as contemporary theological literature on social, environmental, and cosmic contexts as constitutive of human experience. This includes a consideration of different forms of "othering" and their intersection. The 7000-level course is for Ph.D. and D.Min. students only, and it requires work beyond what is required in the 6000-level course.

RLGR 7032. Church and Society. (3 Credits)

Doctoral-only section (DMIN and PHD). This course reviews how the community established by Jesus Christ, also known as the Church, has been theologically understood over time. It explores how the global Christian Church emerged from Christ's kerygma and developed in different historical and cultural contexts. The course covers the emergence of divisions in the Christian Church and of the ecumenical movement's response. While the course focuses on Catholic ecclesiology, it also covers Orthodox and Protestant perspectives on key themes such as authority, governance, and practice. Throughout the course, there is an emphasis on the critiques and perspectives offered by liberation theology and feminism. It asks the students to imagine how the Christian Church could adapt to its contemporary context in the student's ministerial or professional setting. The 7000-level course is for Ph.D. and D.Min. students only, and it requires work beyond what is required in the 6000-level course.

RLGR 7555. Pastoral Research. (1 Credit)

A course reviewing the latest methods and approaches in pastoral research.

RLGR 8872. History of the Jesuits. (3 Credits)

This course offers an intensive look at the founding and progress of the society of Jesus. Starting with the founder, St. Ignatius of Loyola the course will progress through key documents and missionary activity up to the 21st century.

RLGR 8999. Independent Study. (3 Credits)

A tutorial in the area of Religion.

Religious Education (REGR)

REGR 0000. Ph.D. Program Transfer Credit. (24 Credits)

This is a transcript designation representing transfer credit awarded to Ph.D. students in religion and practice for an earned master's degree.

REGR 6102. Introduction to Religious Education. (3 Credits)

This course is an examination of the various theological, philosophical, and educational models that inform the foundations of religious education. Students will examine how these models have influenced different schools, theorists, practitioners, and materials of religious education. Criteria for evaluating the adequacy of competing models will be offered.

REGR 6120. Education for Peace and Justice. (3 Credits)

This course focuses on developing a greater understanding of the social ministry of the Christian churches. After a historical survey of Christian attitudes toward peace and justice, participants will explore ways of bringing a concern for peace and justice issues into liturgy, preaching, religious education, and pastoral ministry. The course also examines how to relate Christian understandings of peace and justice to everyday work, and to civic, political, and family life.

Attribute: PSJH.

REGR 6125. Moral Education & Development. (3 Credits)

This course explores various aspects of moral education. The topic will be explored from various perspectives: theology, psychology, education, sociology, and the arts. It will aid those involved in religious education and pastoral ministry in making effective use of the arts in their work. The course provides a framework for exploring foundational issues of morality and moral development, including how our understandings of the human person, community, and attitude toward the natural environment shape our moral outlook. Emphasis is placed on enabling religious educators and pastoral ministers to make moral formation an integral dimension of education in the Christian faith.

REGR 6130. Theological Issues: Religious Education and Ministry. (3 Credits)

The course explores major Christian classical themes in contemporary theological development. Foundational concepts of revelation, scripture and tradition, Trinity, creation, Jesus the Christ, and sin and grace are examined. The practical ministerial and educational implications of these developments will be collaboratively pursued.

REGR 6140. Curriculum and Religious Education. (3 Credits)

This course is an exploration of the what, who, where, when, why, and how of curriculum design in religious education. The various philosophies, principles, and processes of curriculum formation are critically examined. The course addresses the central question and activities of curriculum designers: what educative content do we make accessible to which learners under what governing structure? This question highlights the impact the nature of content, teaching processes, the readiness of learners, and the social-political arrangements of diverse educational settings has on a religious education curriculum.

REGR 6143. Imagination: Ministry and Religious Education. (3 Credits)

This course will explore the link between the imagination, patterns of church ministry, and religious educational activity. The role and power of imagination in disclosing new life and reenvisioning our work will be examined. A central focus of the course is the critical exploration of the images, metaphors, and guiding visions undergirding educational and ministerial work in churches and in our public life. Our educational and ministerial task is to create a counter-discourse to the dominant discourse of our time. Particular perspectives (religious, prophetic, feminist, artistic) will be employed as resources for enriching the imagination, fostering a counter-discourse, and cultivating imaginative activity with people.

REGR 6150. Foundations for Intercultural Ministry and Religious Education. (3 Credits)

Ministerial contexts are spaces of intercultural encounters that can serve to positively affect the practice of ministry and religious education. This special topics course will explore key pillars for understanding these encounters as revelatory moments that can be constructive for the “kin-dom” of God. Among the literature explored in this course will be theories of intercultural teaching and learning, anti-racist identity development, and cultural studies critiques, all within the context of students’ self-exploration of their own cultural identities. From this exploration, students will envision how their own ministerial praxis can be shaped to form liberating spaces for intercultural ministry and solidarity.

Attribute: PSNM.

REGR 6180. Religious and Educational Development of Children and Youth. (3 Credits)

This course inquires into the spiritual, moral, and educational development of children and the implications of this development for religious education. Emphasis is placed on developing a theology of childhood, and the influence of childhood faith development on adult spirituality.

REGR 6202. Young Adult & Adult Ministry. (3 Credits)

Responses to religion in society, as well as to the many ways that young adults and adults make meaning of the world, are rapidly shifting. While there are growing numbers of people who are disaffiliating from organized religion, many continue to identify as spiritual. At the same time, there are many young adults and adults whose religious and spiritual development is affected by the harsh realities of violence, racism, depression, and other intersecting systems of oppression. How might ministers and religious educators respond to these realities? What questions should shape those responses? What knowledge informs those questions?.

REGR 6204. Special Questions: Youth and Young Adult Ministry. (3 Credits)

This course offers a study of identity formation, sexual development, social consciousness, the influence of popular media culture, attitudes toward authority, and Generation X and millennial spirituality. Participants will explore ways of reenvisioning religious education and pastoral ministry to respond more adequately to contemporary youth culture.

REGR 6220. Ministry & Leadership. (3 Credits)

An investigation of the basic structures of organization and principles of administration and supervision as they apply to parish and other religious education settings. Emphasis is placed on the person and the role of leadership within evolving structures of parish and various learning communities.

REGR 6311. Digital Catechesis. (3 Credits)

The Digital Catechesis course provides a new social landscape for imagining faith formation and religious education today. This new landscape integrates Pope Francis’ clarion call for the New Evangelization and the worthy potentials of the New Media, to come up with a leadership agenda that offer ways to explore and call into question traditional assumptions and understanding of both the catechetical and the technological. The course’s goal is to lead pastoral leaders to viewing digital catechesis as a vital expression of the truly catechetical in contemporary religious context.

REGR 6600. Religion & Criminal Justice. (3 Credits)

What are various goals and aims of criminal justice ministry? What do or how might religious beliefs or practices shape or guide different approaches to ministry? How might we respond to critiques of criminal justice ministry as supporting practices of domination and punishment? This course will explore theories, theologies, and practices of criminal justice ministry in an age of mass incarceration. We will investigate religious and faith-based responses to the needs of those impacted by the criminal justice system as well as responses to the crisis of mass incarceration. This includes examining approaches to ministry with or by people living in incarceration as well as preventative, post-incarceration, decarceration, and abolitionist ministries.

REGR 6688. Issues in Religious Education. (3 Credits)

This is a special issues course in religious education. Each time the course runs, it will be focused on a unique and current aspect of religious education. Please see the course book for the term in question to find a description of the course.

REGR 6705. Religion Society & Culture. (3 Credits)

Explores various ways of thinking about how Christians and Christian faith communities can and should relate to the broader social world of which they are a part. Emphasis is placed on developing a heightened awareness of the ways religious educators and pastoral ministers can enable people to work for greater peace and justice in the world.

REGR 6999. Religious Education Final Integration Seminar. (3 Credits)

The Master of Arts program in religious education concludes with this final integration course (offered each spring). The course involves a terminal research project on a topic determined by the faculty.

REGR 8102. Historical and Philosophical Foundations of Religious Education. (3 Credits)

This course—for doctoral students only—is an examination of the various theological, philosophical, and educational models that inform the foundations of religious education. The attempt will be made to show how these models have influenced different schools, theorists, practitioners, and materials of religious education. Criteria for evaluating the adequacy of competing models will be offered.

REGR 8110. Ph.D. Year 1 Doctoral Seminar. (1.5 Credits)

The doctoral seminar is a venue for building our Ph.D. community as we explore research that bears on the focus of the doctoral program. We will consider matters of religion and practice across practical theology, religious education, and related fields. In keeping with the spirit of this doctoral program, which is focused on theological and pedagogical research and practice that makes a social justice difference for persons and communities in churches and society, the doctoral seminar will invite the participation of Ph.D. faculty and may include visits from other students, scholars, or accomplished practitioners. Goals of the doctoral seminar include clarification of your scholarly identity, contributing to our learning community and your communities of accountability, and producing a research-informed work—a Seminar Project. Students register for this course in both semesters of their first year of doctoral studies.

REGR 8111. Ph.D. Year 2 Doctoral Seminar. (1.5 Credits)

The doctoral seminar is a venue for building our Ph.D. community as we explore research that bears on the focus of the doctoral program. We will consider matters of religion and practice across practical theology, religious education, and related fields. In keeping with the spirit of this doctoral program, which is focused on theological and pedagogical research and practice that makes a social justice difference for persons and communities in churches and society, the doctoral seminar will invite the participation of Ph.D. faculty and may include visits from other students, scholars, or accomplished practitioners. Goals of the doctoral seminar include clarification of your scholarly identity, contributing to our learning community, and your communities of accountability, and producing a research-informed work—a Seminar Project. Students register for this course in both semesters of their second year of doctoral studies.

Prerequisite: REGR 8110.

REGR 8120. Education for Peace and Justice. (3 Credits)

(Doctoral Students Only) Focuses on developing a greater understanding of the social ministry of the Christian churches. After a historical survey of Christian attitudes toward peace and justice, participants will explore ways of bringing a concern for peace and justice issues into liturgy, preaching, religious education and pastoral ministry. The course also examines how to relate Christian understandings of peace and justice to everyday work, and civic, political and family life.

REGR 8188. Seminar: Religious Education. (3 Credits)

Reserved for special seminar topics in religious education .

REGR 8401. Research Methods. (3 Credits)

Research Methods course is for students in the PhD in Religious Education.

REGR 8580. Young Adult / Adult Ministry and Education. (3 Credits)

This course—for doctoral students only—examines key issues in the religious education of adults. It situates adult religious education within the broader framework of adult education theory, principles of practice, and the application of this theory to contexts of faith communities. Foundational issues explored will include the meaning of adulthood, adult learning, and development, and adult social worlds.

REGR ADVI. Faculty Advising. (0 Credits)**REGR MTNC. Maintenance of Matriculation. (0 Credits)**

Maintenance of matriculation.

Remedies Law (RMGL)

RMGL 0204. Remedies. (3 Credits)

Students are expected to master the basis concepts of the equity and law traditions. We study of legal and equitable civil remedies for tort, contractual, employment law, and constitutional claims. Equitable remedies such as injunctions, specific performance, restitution, reformation, and rescission are a focus. particular attention is given to structural injunctions, centering on the history of public school integration litigation engendered by Brown II. Attention is given to compensatory and punitive damages, both in actions in tort and for breach of contract under the Uniform Commercial Code. Particular attention is given to mass tort remedies for economic loss, as in the BP Gulf Oil spill, and structured settlements in mass tort cases such as the J&J Hip Implant cases. Also covered are statutory remedies such as declaratory judgments and attorneys fees as damages in intellectual property and civil rights cases. Students have the option of completing term paper or upper level writing requirement.

Attributes: LDF, LIDR, LMCO, LWR.

RMGL 0402. Human Rights: Coming to Terms with Historical Justice Through Reparations. (2 Credits)

The course provides a unique opportunity to review how the United States and other countries have addressed the issue of broad remedies for mass wrongs that affect a group in society, whether financial, historical or moral. It will look at the legal, philosophical, and ethical underpinnings of different approaches that have been or might be taken, as well as the difficulties of creating and implementing such remedies from both an ethical and a practical perspective. Students will be exposed to a broad array of legal thinking, both historically and geographically, and will learn about the challenges of translating philosophical ideas into reality, an important skill set that has general relevance for those interested in the application in society of human rights and other legal principles. <p> The types of core issues that that the course will seek to address are:
 1. What constitutes reparations?
 2. For what wrongs should reparations be made?
 3. Who should be responsible to make reparations?
 4. Who should be entitled to reparations?
 5. How should funds be distributed?
 6. What should be the venue to decide on reparations?
 7. Who speaks for the victims?
 8. What is the impact of reparations?<p> The course will include review of reparations and compensation related to the Holocaust. It will also look at how the subject has arisen in the context of slavery, the treatment of Native Americans and the internment of Japanese-Americans. Furthermore, national and international litigation, negotiations and agreements in this rapidly emerging area of the law will be discussed. The course will be taught by Gideon Taylor, who has led efforts in this field. Paper Required.

Attributes: INLJ, LLM.

Research (Law) (RHGL)

RHGL 0011. Introduction to LLM Research. (0 Credits)

RHGL 0101. ADVANCED LEGAL RESEARCH ESSENTIALS. (1 to 3 Credits)

Note that students may take either ALR: Essentials OR ALR: Workshop but not both. <p> The ALR: Essentials course provides students with an overview of the most important topics in legal research. In this one-credit course, students will re-visit and expand upon the skills learned in Basic Legal Research, including research strategy best practices and how to find cases. New topics, such as legislative history, are introduced, and significant opportunities for practice and feedback are provided. This course is occasionally offered as an online course and may be offered in the fall or summer. Some asynchronous work may be assigned. <p> ALR: Workshop (3 credits, spring semester)
 Advanced Legal Research: Workshop is a 3 credit course that will focus on teaching efficient research skills, using print and online sources. We will cover the core concepts, materials and techniques for researching statutes, legislative history, regulations, cases and secondary sources. In addition, we will cover topics such as practice materials, legal analytics, non-legal research and foreign/international research. By the end of the course, students will be able to locate relevant primary and secondary materials and will be able to select the source that is most appropriate given considerations of time, cost, and availability of sources.

Attribute: EXP.

RHGL 0102. Advanced Legal Research: Public Interest. (2 Credits)

Please visit: <http://lawlib1.lawnet.fordham.edu/services/advlegres.pdf> for the course description.

Attribute: PIS.

RHGL 0103. Advanced Legal Research: LL.M. Workshop. (1 Credit)

Please visit: <http://lawlib1.lawnet.fordham.edu/services/advlegres.pdf> for the course description.

Attribute: LLM.

RHGL 0201. Advanced Legal Research: Taxation. (1 to 2 Credits)

ALR: Taxation (1 credit, spring semester)
 The ALR" Taxation course focuses on teaching the skill of efficient research methodology for the area of federal income taxation. Significant treatment will be given to describing the tax legislative process, the importance of the various tax primary sources, and the major tax-specific research tools. Students will be able to locate relevant primary and secondary tax materials and will be able to select the source that is most appropriate given considerations of time, cost, and availability of sources.

Attribute: EXP.

RHGL 0202. Advanced Legal Research: New York Legal Materials. (1 or 2 Credits)

ALR: New York Legal Materials (1 credit, irregularly)
 The ALR: New York Legal Materials course provides students with a focused overview of New York state and city legal materials. In this one-credit course, students will build upon the skills learned in Basic Legal Research while learning New York state and city resources. Students will be introduced to new topics, such as legislative history and local laws, and there will be significant opportunities for practice and feedback.

Attribute: EXP.

RHGL 0203. Advanced Legal Research: Administrative Law. (1 to 2 Credits)

ALR: Administrative Law (2 credits, offered every other spring)
 The ALR Administrative Law course focuses on comprehensive research of administrative law sources, including statutes, regulations, regulatory decisions, and guidance. Students that complete the course will gain an understanding of what these sources are, how they relate to each other, and their functions within the practice of law. Particular attention is paid to legislative and administrative procedure.

Attribute: EXP.

Prerequisites: ADGL 0302 or FCGL 0129.

RHGL 0204. Advanced Legal Research: International Humanitarian Law. (2 Credits)

Please visit: <http://lawlib1.lawnet.fordham.edu/services/advlegres.pdf> for the course description.

Attributes: ICE, INLJ.

RHGL 0205. Advanced Legal Research: Foreign and International Law. (2 Credits)

ALR: Foreign and International Law (2 credits, offered every other spring)
 The ALR: Foreign and International Law course introduces students to researching in other jurisdictions and legal systems, including public and private international law. Students that complete the course will learn how to find and use a comprehensive selection of foreign and international legal research tools, as well as gain an understanding of what these sources are and their functions within the practice of law. Potential topics include international trade, human rights, the European Union, and mixed jurisdictions.

Attributes: ICE, INLJ, LAWI, LIDR.

RHGL 0206. Advanced Legal Research: Copyright, Trademark, and Patent. (2 Credits)

ALR: Copyright, Trademark, and Patent (2 credits, spring semester)
 The ALR: Copyright, Trademark and Patent course focuses on researching intellectual property materials including application materials, agency materials, cases, regulations, and statutes. Students that complete the course will have an in-depth understanding of intellectual property resources and be able to locate copyright, patent and trademark information from paid and unpaid sources as well as locate relevant cases, regulatory materials, and statutes.

Attributes: IPIS, LAWT.

RHGL 0207. Advanced Legal Research Law Practice Technology. (2 Credits)

This course will cover the technological tools of law practice, giving students both an opportunity to use these tools and an understanding of their development. Students will explore case management systems, ediscovery tools, competitive intelligence solutions, artificial intelligence, blockchain, and other rapidly evolving applications and devices confronting the 21st-century attorney."Hands-on" use of these tools will be emphasized. Students will also explore the issues arising from new technological developments in law practice. These topics include new ethics requirements for more technologically savvy attorneys and the implications of technology on client confidentiality.

Attributes: EXP, LLM.

RHGL 0608. Legal Process Engineering. (2 Credits)

This course will focus on the development of innovative technologies and processes to help legal organizations better serve their clients, create competitive advantage, and reduce overhead in the legal operations. The course will be taught in a seminar style and structured like a legal innovation department. This structure will allow the use of legal project management and process improvement concepts to help students develop problem-solving, product evaluation, and technology implementation skills. Students will explore opportunities in intelligent automation, R&D in emerging technology, integrating technology into legal services, and technology projects which support digital strategies for law firms, courts, and legal clients.

Russian (RUSS)

RUSS 1001. Introduction to Russian I. (5 Credits)

An introductory course that focuses on the four skills: speaking, reading, writing and listening providing students with a basic knowledge of Russian linguistic structures, vocabulary and culture, which studied interdependently, comprise the Russian Language.

RUSS 1501. Intermediate Russian I. (3 Credits)

Intermediate Russian I will continue introducing students to the fundamentals of the Russian language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based Russian learning program. Conducted in Russian.

Attribute: IPE.

Prerequisites: RUSS 1001 or RUSS 1002.

RUSS 1502. Intermediate Russian II. (3 Credits)

Intermediate Russian II will continue introducing students to the fundamentals of the Russian language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based Russian learning program. Conducted in Russian.

Attribute: IPE.

Prerequisite: RUSS 1501.

RUSS 1901. Grammar Review Russia Speaker. (4 Credits)

For heritage speakers of Russian. Will improve the literacy of native Russian speakers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IPE.

RUSS 1999. Tutorial. (1 Credit)**RUSS 2001. Russian Language and Literature. (3 Credits)**

A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.

Attribute: IPE.

Prerequisite: RUSS 1502.

RUSS 2300. Russian From Intermediate to Advanced. (4 Credits)

This course helps students progress from Intermediate to Advanced proficiency (ACTFL) or from 1 to 2 on the ILR scale. We will develop 4 skills: 1) Engage in conversation to communicate information on autobiographical topics, as well as topics of community, national or international interest; 2) When reading, understand main ideas and supporting details of authentic narrative and descriptive texts; 3) When listening, understand main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions; 4) In writing, use a variety of cohesive devices up to several paragraphs in length and exhibit control of the most frequently used syntactic structures and a range of general vocabulary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IPE.

Prerequisite: RUSS 2001.

RUSS 2301. Russian for Heritage Speakers. (3 Credits)

Harness your heritage Russian skills—formally. This course brings clarity and structure to the conversational Russian you absorbed, however imperfectly, from your upbringing. Sharpen your reading, writing, and conversation skills with an expert: study film, media, and literature to propel you toward advanced grammar and literacy. Depart with efficient language practices and renewed confidence in your Russian. Course taught in Russian.

RUSS 2500. Approaches to Literature. (4 Credits)

This course examines the masterpieces of the nineteenth-century Russian prose, using a broad selection of the excerpts from the literary works of Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov. One of the goals of the course is to analyze how these writers expanded the boundaries of the genres in which they worked, even as they exposed the acute social problems of their time. Taught in Russian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: IPE, OCST.

Prerequisite: RUSS 2001.

RUSS 2601. Russian Conversation and Composition. (4 Credits)

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

Attribute: IPE.

RUSS 2640. Russian Short Fiction. (4 Credits)

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

Attribute: IPE.

RUSS 2650. Media and the Russian State: News Outlets From 19th Century to Present Day Russia. (4 Credits)

This course consists of two primary components: 1) an intermediate/advanced Russian language study and 2) a survey of censorship in Russian and Soviet history. It is available to both intermediate and advanced students of Russian and fulfills a Russian language requirement. The language track offers Russian grammar instruction that will prepare students to read and research advanced Russian texts. The cultural component of this course offers a survey of censorship in Russian and Soviet history, spotlighting great works of art under censorship. The course takes its starting point with imperial censorship in the second half of the 19th century, including press censorship leading up to and during WWI. We continue with artists' battles against Soviet censorship and Socialist Realism, using case studies of: writers Zamyatin, Boris Pilnyak, Boris Pasternak, and Joseph Brodsky; filmmakers Sergei Eisenstein and Aleksandr Askoldov; classical composers Shostakovich and Prokofiev; and Malevich's Suprematism, which includes a class trip to observe MoMA's permanent collection. Finally, we will analyze Putin's state-sponsored news outlets and compromised freedom of expression in present day Russia. Heritage students will read original Russian texts and post responses in Russian. Scholarship and literature will be available in English for non-heritage speakers. Discussions will be in both Russian and English. Completion of 2001 or instructor approval required. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE, OCST, PJMJ, PJST.

Prerequisite: RUSS 2001.

RUSS 2999. Tutorial. (2 Credits)

Independent research and reading with supervision from a faculty member.

Attribute: IPE.

RUSS 3002. Genres and Styles Russian Literature. (4 Credits)

This course will introduce students to a wide variety of genres in both synchronic as well as in diachronic aspect. It will undertake a close analytical examination of a number of types of literary and folkloric texts. These masterworks of Russian literature will be analyzed in terms of their defining features such as their intrinsic imaginative system, language devices, themes, and ethical function, which are significant for the chronologically relevant cultural tradition. The course will enable students to perceive the literary works in their multi-dimensional depths as the students will engage in a deeper analysis of each text surveyed. The course will include texts from the present day to the distant Russian literary past. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE.

RUSS 3250. Translating Russian Poetry, Music, Animation, Film, and Journalism. (4 Credits)

We will use the arts to grow our vocabulary and increase our cultural understanding. We will read and translate the poetry of Pushkin in the original Russian, hear and translate the great bards Okhudzava and Vysotsky, watch and translate the great Soviet films "Autumn Marathon" and "Summer" and selected Soviet animations, and read contemporary journalism from modern Russian cultural magazines such as Znak, Polka, and Meduzza. Conducted in Russian.

Attribute: ALC.

Prerequisite: RUSS 2001.

RUSS 3999. Tutorial. (3 Credits)

Independent research and reading with supervision from a faculty member.

Attribute: IPE.

RUSS 4999. Tutorial. (4 Credits)

Independent research and reading with supervision from a faculty member.

Attribute: IPE.

RUSS 9101. Introduction to Russian I. (0 Credits)**RUSS 9151. Intermediate Russian I. (0 Credits)****RUSS 9152. Intermediate Russian II. (0 Credits)****RUSS 9201. Russian Language and Literature. (0 Credits)**

Securities (SCGL)

SCGL 0299. Securitization. (2 Credits)

This course examines the legal aspects of the multi-trillion dollar securitization industry. Securitization is a method of finance which seeks to minimize the bankruptcy risks that are faced by commercial lenders, but it provides other benefits to lenders and borrowers alike. The course will focus on the bankruptcy law, uniform commercial code, banking law, tax and international law issues that arise in structuring securitization transactions and how such issues are addressed by securitization attorneys in today's legal and business environment.

Attributes: CORC, CRCP, LAWB, LLM.

SCGL 0402. Securities Regulation & Broker Dealer Regulation. (2 Credits)

Professor Rockland section
 Broker-dealer regulation explores the federal and state securities laws and the self-regulatory system and rules under which brokerage firms and their associated persons operate. We also contrast other regulatory schemes, including for investment advisers, fund managers and swap entities. We take a pragmatic look at the regulatory challenges faced by financial services firms and the lawyers who advise industry participants. Topics include broker-dealer registration and exemptions from registration, fiduciary duties, trading and markets, research, investment banking, cross-border securities activities, supervision, managing conflicts of interest and controlling inside information, enforcement defense, recordkeeping, anti-money laundering and cybersecurity. The course is conducted in an informal seminar style and requires a paper.
 Professor Temkin section
 This course covers the regulation of broker dealers and investment advisers. We also cover general topics of securities regulation such as "what is a security," and exemptions to registration requirements. We explore the philosophy and logistics of arbitration with the Financial Industry Regulatory Authority (FINRA). Current trends in regulation, arbitration and litigation are explained by guest speakers, including current and former regulators, in house counsel to investment firms and insurance industry representatives.
 This is a discussion-based course, and class participation is encouraged. No prior background in the securities industry is required. The class is open to students with no prior background in financial markets. I also welcome MSL students with no prior background in law. Complex financial concepts are illustrated by short excerpts from films such as The Big Short, Wall Street and Inside Job.

Attributes: CORC, CRCP, LAWB.

SCGL 0417. Securities Regulation. (3 or 4 Credits)

Emphasizes the Securities Act of 1933, the registration process, statutory and administrative exemptions from registration, and civil liabilities.

Surveys the reporting requirements of the Securities Exchange Act of 1934 and the state Blue Sky laws. Examines the role of the Securities and Exchange Commission and the ethical obligations of securities lawyers. Open to students who have completed at least one semester of Corporations and Partnerships.

Attributes: BFF, CORC, CRCP, LAWB, PIE.

Prerequisite: BUGL 0201 (may be taken concurrently).

SCGL 0423. Sec Regulations Refashioned. (2 Credits)

Securities Regulation Refashioned provides students with an insider's perspective of the U.S. system of securities regulation and recent fundamental reforms. We will discuss the effects and effectiveness of topical regulation, such as the implementation of the Dodd-Frank and JOBS Acts. We will examine current issues in regulatory enforcement, including the prominent securities scandals and frauds of recent years. Students will also learn about the substantive and procedural law governing broker-dealers and investment banking firms. The course focuses on the real-world application of securities regulation and, where possible, seeks to provide students with practical experience in preparation for legal practice. In prior years, we have invited leading members of the securities industry to guest lecture during the course of the semester. Our syllabus is tentative, and we attempt to modify it during the semester to meet the students' interests and respond to developments in the securities industry.

Attributes: CORC, CRCP, LAWB.

SCGL 0605. Securities Litigation. (2 Credits)

This course will be a review of and clinical exercises with respect to certain aspects of securities litigation. It will focus on the key differences between traditional civil litigation and securities litigation including class action procedures. The initial focus will be a review of the provisions of the key securities laws that can lead to liability, particularly Sections 11 and 12 of the Securities Act of 1933 and Section 10(b) of the Securities Exchange Act of 1934, and Rule 10b-5 thereunder. Intertwined with the review of Rule 10b-5 cases will be clinical components. First, a five minute moot oral argument (based only on materials assigned), addressing the issue of scienter on a motion to dismiss. Second, a five minute moot oral argument (based only on materials assigned) on a motion to dismiss or other key issues such as materiality, pleading standards, etc. Again, no outside research is required or permitted for either of these exercises. The next phase will review a variety of recent Supreme Court decisions addressing current issues in class action certification. This next phase will also include a clinical component focusing on a review of an actual class action complaint and a motion to dismiss with a discussion as to the tactics, strengths and weaknesses presented. There will be a final clinical component at the end of the Rule 10b-5 and class action sections which will be the preparation of a draft brief insert with respect to a motion to dismiss of no longer than 500 words (two typewritten pages). Time permitting, we will also review less intensely insider trading issues, international securities fraud litigation, including the Morrison decision, and its argument before the Supreme Court, and securities arbitration as providing a remedy for individual investors. Because a general course in securities regulation is not a prerequisite, there may be digressions along the way on capital markets and other regulatory issues. The basic course text will be Nagy, Painter and Sachs, Securities Litigation and Enforcement: Cases and Materials. In addition, a compilation of the relevant statutes and regulations is required. Grading will be, 20% general class participation, 20% for each of three "practical" components (the two moot arguments and brief point draft) (or 60% total) and 20% from a final.

Attributes: LAWB, LLM.

Social Science (SSCI)

SSCI 2000. American Pluralism. (3 Credits)**SSCI 2767. First Seminar: Mod Soc Prob. (3 Credits)**

A seminar for freshmen, using heavy emphasis on writing and discussion. This course focuses on contemporary social problems from a sociological and psycho-social perspective. Emphasis will be placed on functional and interactional and conflict theories for causes and solutions of problems.

Attribute: FRSM.

SSCI 4665. Career Management/Internship. (4 Credits)

This course focuses on theory of management and sociology of complex organizations reflected in internships or internship-experiences in job settings. Topics include staff development, ethics, corporate cultures, leadership, and stress management. For seniors only (90+ credits). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SSCI 4999. Tutorial in Social Science. (1 to 4 Credits)

Supervised individual study. Provides an opportunity for students to work closely with an individual faculty member on a specific project of research and/or study and analysis.

Social Work (graduate) (SWGS)

SWGS 0000. Advanced Standing. (31 Credits)

This is a transcript designation representing transfer credit awarded to advanced standing M.S.W. students, which permits them to bypass generalist courses.

SWGS 0766. Maint Matric - No Mentor. (0 Credits)

Students who have been granted permission, for serious personal reasons, to take a leave of absence from the program register for this course each semester.

SWGS 0799. Maint Matric - Mentored. (0 Credits)

Intended for students who have completed all course requirements and require faculty mentoring and the use of the library and other university facilities while completing research and writing the dissertation.

SWGS 0940. Ph.D. Comprehensive Examinations. (0 Credits)

This course is the comprehensive examination registration for doctoral students in social work. As part of the comprehensive examination requirement, the student will demonstrate mastery of a substantive area of social work or social welfare and the ability to design an empirical study. Demonstrating that knowledge will require the student to integrate and synthesize empirical and theoretical knowledge; and critically analyze the existing research, social work practice, and social welfare policy. The analysis will include an examination of substantive gaps and methodological weaknesses in existing research, theory, and policy related to a particular clinical or social welfare issue.

SWGS 6000. Transfer Elective. (3 Credits)

SWGS 6005. Contemporary Social Welfare Policy. (3 Credits)

Students will learn that human rights and justice drive social welfare policies and their implementation at the international, federal, state, and local levels. The course introduces students to the underlying values, assumptions and philosophical perspectives that have influenced the development of the US social welfare system, its goals, policies and programs. Students will learn about policy formulation, analysis, and the role of social work in policy development and implementation within their practice settings at the micro, mezzo, and macro levels. The course introduces students to the historical, social, cultural, political, economic, organizational, environmental, and global influences that affect social policy.

SWGS 6040. Integrating Human Rights and Justice in Practice. (3 Credits)

Every person regardless of position in society or geographic location has fundamental human rights such as freedom, safety and security, privacy, an adequate standard of living, health care, and education. This course introduces students to how social workers may conceptualize the global intersections and interconnections of justice, equality and human rights. Students are introduced to an integrated practice framework that promotes human rights and justice and identifies the root causes of global social issues. They will explore theories that address human need, social, economic, and environmental justice, intersectionality, diversity, and oppression and discrimination. In this course, students learn how to recognize the extent to which a culture's structure and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Students learn to engage in advocacy to advance human rights social, economic, and environmental justice domestically and internationally.

Attributes: CEED, CETH.

SWGS 6305. Social Work Skills Lab. (3 Credits)

This skill-based course is anchored in the knowledge of generalist social work practice. Students will develop competency in performing essential social work skills via simulations, role-plays and peer activities. These skills will be applied to working with client systems including individuals, families, groups, communities and organizations. Case scenarios developed for this course will reflect the realities of contemporary social work practice. The emphasis will be on student performance in using the engagement and intervention skills with various client systems.

SWGS 6320. Social Work Practice With Organizations and Communities. (3 Credits)

This course uses a generalist framework to prepare students for direct social work practice with organizations and communities. Learners explore the theories, knowledge and fundamental skills necessary to practice successfully with organizations and communities. Students will learn the multiple phases of practices from engagement through termination. Students will be introduced to the ethical and legal obligations that guide social work practice with organizations and communities.

SWGS 6323. Social Work Practice With Individuals Across the Lifespan. (3 Credits)

This course uses a generalist framework to prepare students for direct social work practice with individuals. Learners explore the theories, knowledge and fundamental skills necessary to practice successfully with individual clients. Students will learn the multiple phases of practices from engagement through termination. Students will be introduced to the ethical and legal obligations that guide social work practice with individuals.

Corequisite: SWGS 6901.

SWGS 6324. Social Work Practice With Families and Groups Across the Lifespan. (3 Credits)

This course uses a unifying generalist intervention framework to help students make sense of the breadth and depth of the social work profession. The course integrates Human Behavior in the Social Environment (HBSE) theories and constructs across the life course from young adulthood through late adulthood, and end of life. The unifying framework provides clear guidelines for students about each phase of practice when working with families and groups by following a multi-step planned change model. The model includes the practice phases of: preparation, engagement, assessment, planning/contracting, implementation, evaluation, termination/referral and follow-up. This approach allows a wide range of flexibility for the application of theories and specific skills. Students will gain a foundation upon which they can continue to add and build skills. Building on foundational skills introduced in Social Work Practice with Organizational and Communities and Social Work Practice with Individuals Across the Lifespan, this course focuses on two of the five client target levels: families and groups. Following the same multi-step planned change model used, students will learn how to prepare, engage, assess, plan, implement, evaluate, terminate and follow-up when working with families and groups. Knowledge and skills that facilitate the development of interventions that are preventive in nature, target and promote the enhancement of political, economic, physical, mental, social, spiritual and educational well-being will be presented.

Prerequisite: SWGS 6323.

SWGS 6403. Family Oriented Treatment. (3 Credits)

This course provides an introductory overview of major themes of family intervention. The approach is eclectic and integrates theory and practice. The styles of Ackerman, Satir, Minuchin, Bowen, and others are emphasized.

Attribute: SWIF.

SWGS 6409. Social Work Practice with Older Adults. (3 Credits)

This course focuses on direct practice with older adults and their families. The course examines the aging process, the social context of aging, adaptation to changes associated with aging, and support systems. The interaction of physical, social psychological, and spiritual factors and how they affect aging and adaptation are addressed. The needs and issues encountered by older adults, both within the community and in institutional settings, are examined. Formal and informal caregiver support, and caregiver burden, are included. There is a focus on the role of race, ethnicity, culture, and working with diverse populations. Finally, the social work role in maintaining and enhancing functioning and well-being is an important part of this course. Assessment and interventions that are effective with older adults and their families, across a range of community and institutional settings, are examined.

Attribute: SWIF.

SWGS 6416. Advanced Integrated Practice with Individuals, Families, and Groups. (3 Credits)

This clinical course furthers generalist practice with experience in the use of evidence-based and evidence-informed practice that responds to major mental health concerns. A focus will be developing competence in effective use of self in applying brief treatment modalities that include skills in working with the change process, crisis intervention, interpersonal therapy (IPT), and/or solution-oriented approaches. An introduction to working with clients who have experienced trauma will include the fundamentals of cognitive behavioral models to support use of advanced clinical skills. Students will develop client-service plans based on the selection of appropriate theories, intervention models, and evidence informing interventions, including psychoeducation. Students will gain experience as reflective and collaborative practitioners using a practice orientation that attends to human rights and social justice for diverse individuals, families, groups, and communities.

Attribute: SWIF.

SWGS 6417. Social Work Practice with Substance Use Disorders. (3 Credits)

The issue of substance use disorders has created a serious and widespread public health problem that has a significant negative impact on individuals, families, communities, organizations, and society as a whole. Topics covered in this course include screening, assessment, diagnosis, intervention, and treatment, including gender, age, race, and cultural factors. There will be an emphasis on examining the neurobiological aspects of the development and evidence-based treatment of substance use disorders. There is a focus on the treatment needs of different client populations, including youth, adults, older adults, and family members of individuals with substance use disorders.

Attribute: SWIF.

SWGS 6418. Social Work Practice in Schools. (3 Credits)

This course is a foundation for social work practice within a school setting. Student well-being, social-emotional learning, and mental health are addressed through use of a three-tier approach that includes both prevention and intervention. Assessment guides to support educational planning for special needs and services that include IDEA entitlements will emphasize the role of advocacy to support students' and parents' rights. Evidence-based practice, including solution-focused brief therapy, group work, and psycho-education focus on developing skills for practice. Social work roles also involve professional collaboration with teachers, parents, and administrators to promote engagement and a positive school climate that supports learning.

Attribute: SWIF.

SWGS 6426. Cognitive Behavioral Treatment for Children and Adults. (3 Credits)

This course focuses on the theory and practice of cognitive behavioral social work. Several common problems of children, adolescents, and adults are examined, including aggression, depression, and anxiety disorders. Techniques that effectively treat these problems, such as cognitive reframing, behavior modification, assertiveness training, stress management, the use of homework and bibliotherapy, and the evaluation of practice will be introduced.

Attribute: SWIF.

SWGS 6429. Methods of Group Intervention. (3 Credits)

In this course, students focus on group practice as an integral part of social work intervention. The course covers theories and methods of work with groups for prevention and treatment, and the use of groups in staff and team relationships. Theory and practice are integrated through an eclectic approach. Teaching is augmented by group exercises.

Attribute: SWIF.

SWGS 6434. Evidence-Based Mental Health Practice. (3 Credits)

This course is aimed at developing the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented, evidence-based practices. Students will become familiar with evidence-based practices within a recovery-oriented paradigm as a general approach to practice, as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. It is assumed that students will have a basic knowledge of serious mental illness, however, a review will be provided. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality mental health practice. Each evidence-based practice presented will also be examined for its utility with diverse groups. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness is the focus of this course and will be discussed in detail. This is a clinical elective and SWGS6430 Advanced Clinical Assessment and Diagnosis is required.

Attribute: SWIF.

SWGS 6436. Core Concepts and Skills Trauma-Informed Practice for Children and Adolescents. (3 Credits)

This course will introduce students to the use of 12 common trauma-informed practice elements, with emphasis on diversity, equity, and inclusion, in the intervention and treatment of traumatized children and their families. The course conceptualizes a trajectory of intervention that considers the impact of trauma, the intervention objective(s) that may be used to ameliorate that impact, and the identification of practice elements that, if used skillfully, will support the intervention objective. The course also highlights how the effective use of common trauma-informed practice elements relies on the interconnection of these factors in the context of a sound therapeutic relationship. This foundation will allow clinicians to move more easily between empirically supported interventions available for diverse children and families impacted by trauma. This course is taught using an inquiry-based learning (IBL) methodology to enhance student engagement and learning. IBL grew out of problem-based learning and presents learners with complex situations that resemble those encountered by practicing professionals. These situations involve multiple decision-making points and require learners to process and integrate case information. The course uses full-length cases to exemplify a range of situations a professional might encounter. These cases vary by type of situation, client population, and the professional decisions needed to provide trauma-informed care.

Attribute: SWIF.

SWGS 6438. Clinical Social Work Practice with LGBTQI Individuals. (3 Credits)

This lifespan-based course examines issues affecting lesbian, gay, bisexual, and transgender (LGBT) individuals and their identities, as well implications for clinical social work practice. Based upon an understanding of the ways in which heterosexism and homophobia are embedded in the social milieu, students will identify strategies for serving these populations. Topics will include the nature of sexual orientation, LGBTQ identity formation, transgender identity, as well as family and relationship configurations. The course will focus on the mental and physical healthcare needs of LGBTQI individuals, the role of religion and spirituality, and possible clinical interventions that increase positive mental and physical health outcomes.

Attribute: SWIF.

SWGS 6439. Evidence-Based Practice with Children and Families. (3 Credits)

The course will provide an introduction to definitions and competencies connected with evidence-based practice (EBP) and an overview of the history, theoretical foundations, and implementation of several nationally (and internationally) acclaimed evidence-based family treatment models. Over the course of the semester, students will receive didactic training in the theory and practice of these treatment models, and hands-on training utilized within the models. Didactic presentation and discussions will be supplemented by case presentations by providers of the models and by testimonials from families that have received in-home services. Students completing the course will be able to distinguish between the different models and have an understanding of the shared core competencies for home-based family therapists, as well as an understanding of evidence-based practice.

Attribute: SWIF.

SWGS 6440. Advanced Clinical Assessment and Diagnosis. (3 Credits)

The course builds on the skills, values, knowledge and processes of the generalist curriculum, serving as a bridge between generalist and advanced assessment theory and practice. Specifically, the course extends the person-in-environment assessment perspective of Generalist Practice with the addition of more intensive assessment of the individual's inner world, including psychodynamic conflicts processes and ego defenses. The course is entitled "Advanced Clinical Assessment and Diagnosis" rather than "Psychopathology" to remind students that clinical assessment need not lead to a diagnosis of mental illness. The course covers practitioner self-awareness; the relationship between mental health and mental illness; risk and resilience; bio-psycho-social-spiritual assessment; a strength-informed cooperative assessment process; a critical use of the DSM-5, and major types of mental illness and their evidence-supported treatments.

SWGS 6442. Social Work Practice and Integrated Behavioral Health. (3 Credits)

This course is designed for students in their specialist year. The course prepares students for direct practice of integrated behavioral health in primary care. Students will become knowledgeable about the roles of behavioral health care providers working in primary care settings, theories and models of care delivery, and systemic and cross-cultural issues affecting health, access to care, and health outcomes. Building upon core competencies from generalist practice, students will develop skills in engagement, assessment, intervention, and evaluation in integrated behavioral health care. Students will develop competencies necessary for supporting individuals experiencing a range of health conditions and across the illness trajectory. They will learn social work roles in integrated behavioral health care and skills required for effective interprofessional practice. The importance of ethics and collaborating with the individuals, families, and the health care team will be emphasized.

Attribute: SWIF.

SWGS 6443. Suicide Assessment and Treatment. (3 Credits)

Most social workers will encounter suicidal clients more than once in their careers. While suicide is the ultimate act we wish to avoid, practitioners must also intervene with non-fatal suicidal behaviors that occur with higher frequency. These include suicidal ideation or thoughts; suicidal verbalization, often in the form of suicide threats; intentional self-harm; and suicide attempts. Research on suicidal behavior now indicates that non-fatal suicidal behaviors are often most effectively reduced via systematic focus and specialized intervention strategies. Understanding the risk factors for and protective factors against suicide is a critical step in this process. A more nuanced understanding of which specific risk and protective factors are relevant for an individual client based on their age, gender, and ethnicity is yet another critical step in arriving at an accurate evaluation of risk. Equally important is to understand how to implement interventions to reduce suicidal behavior. It is the goal of this course to provide the fundamental knowledge needed to conduct an evidence-based suicide risk assessment with clients and to utilize evidence-based practices targeting suicidal behavior. This class will prepare beginning practitioners to assess and manage the clinical risks associated with suicidal behavior as well as expose them to the most recent empirical research advances in treating suicidal behavior.

Attribute: SWIF.

SWGS 6445. Social Work Practice in Healthcare. (3 Credits)

This course focuses on clinical social work practice in health care settings using a biopsychosocial–spiritual approach with an emphasis on gaining skills in assessing and intervening with individual patients and family members. Students will learn about best practices in patient-centered care and issues in health care across the life span. They will learn what it's like to work on an interdisciplinary team and how to work in different health care settings. Students will gain an awareness of the issues in health care and social work practice in relation to age, gender, gender identity, and expression, sexual orientation, disability, socioeconomic class, ethnicity, and social justice related to disenfranchised populations. Students will learn about social determinants of health, health care disparities, health literacy, and health promotion. Health care across the lifespan and with different cultural groups will be examined. Students will understand the impact and meaning of serious and life limiting health conditions in individuals and families, including the psychosocial and spiritual issues. Students will learn about the values and ethics for the profession in health care practice, common ethical dilemmas in health care, and how to assess and address ethical dilemmas. Self-care strategies are discussed.

Attribute: SWIF.

SWGS 6471. Palliative Social Work. (3 Credits)

This course prepares social workers for basic clinical skills in providing palliative care to individuals who are seriously ill or at end of life and their families. This course covers: the historical, medical, legal, fiscal, and ethical context of palliative care; settings and models of palliative care delivery; the role of the social worker on the interdisciplinary palliative care team; clinical skills, including communication with persons with serious illness, their family members, interdisciplinary team members, and other service providers; assessment and supportive counseling; goals of care, advance care planning, and shared decision-making; palliative care across the life cycle; the social work role in pain and symptom management; cultural dimensions of palliative care; spirituality in palliative care; challenging ethical issues; self-care; and the future of palliative social work.

Attribute: SWIF.

SWGS 6472. Grief, Loss and Bereavement. (3 Credits)

This course will investigate: the theoretical framework(s) for understanding grief, loss and bereavement; review multiple experiences/ definitions of grief; address the impact of both culture and religion on the grief experience; review complicated and uncomplicated grief in adults; and address the basics of childhood and adolescent grief. The course will also introduce various counseling intervention techniques, and present a sample of complementary and cognitive focused interventions.

Attribute: SWIF.

SWGS 6474. Comparative Models of Interventions with Individuals. (3 Credits)

This course provides an overview of the principles, theoretical premises, and practices of a select sample of current theories and methods of intensive interventions with individuals. The course will examine and provide a critical assessment of theories, including psychodynamic and self-psychologically informed interventions, attachment theory and its relationship to clinical practices, and trauma treatments such as EMDR and Somatic Experiencing treatments. Additionally, it will look at the role of cognitive-behavioral and dialectical behavioral treatments.

Attribute: SWIF.

SWGS 6598. International Audit. (0 Credits)

Audit of a GSS course at an international campus.

SWGS 6605. Community Organizing. (3 Credits)

This course provides a history of community organizing, especially in the context of the social work profession and as a way of meeting the needs of vulnerable and at-risk populations and communities. Focus is on the various community organizing models and the array of roles and functions of community organizers. Emphasis is on practice strategies and tactics for assessing, planning, implementing, and evaluating community organizing projects and campaigns.

Attribute: SWOC.

SWGS 6615. Supervision & Staff Development. (3 Credits)

In this course, students examine supervision and staff development as management functions in diverse agency settings and within the context of social work values and ethics. The philosophy, functions, principles, and methods of supervision as well as staff development and training are covered. Emphasis is given to the knowledge and skills required to motivate and retain an effective and multicultural workforce, and to effectively supervise varying levels of staff (volunteers, nonprofessionals, professionals) during turbulent times.

Attribute: SWOC.

SWGS 6622. Advanced Integrated Practice With Organizations and Communities. (3 Credits)

This course prepares social work practitioners who operate within and through frameworks of human rights, social, economic and environmental justice, and empowerment practices. Learners will be trained to engage in social change at all levels of society in order to become social workers who are committed to equity all forms. By cultivating advanced community and organizational practice skill development, the course focuses on transforming and enhancing capacities in communities and organization through inclusive and collaborative strategies while increasing access to resources innovations and collaborations. A multidimensional model of organizational and leadership practice within a macro practice lens is used to organize and integrate theories, research, and content. Emphasis is on learning to implement changes within macro level contexts that is consistent with social work values, human rights, social justice and equity.

Attribute: SWOC.

SWGS 6624. International Social Development and Capacity Building. (3 Credits)

This course aims to expand students' understanding of the global context and to equip students to work with diverse communities locally or internationally. International social development increasingly becomes the core component of change, hence the essence of social work as a profession with international coherence and global reach. As small communities everywhere are part of larger machinery affecting the social and economic tapestry of the world, it is crucial for social work professionals to gain a better understanding of significant global issues, and to be prepared to engage in global social development, as agents of change. The course will focus on enhancing students' skills in the areas of community building, community needs assessment and capacity mapping, community organizing, stakeholder analysis, and advocacy. The course is designed around the following themes: (1) international social development and social work, theoretical perspectives, and the roles of a social worker in the global context; (2) globalization, global issues, and the consequences of these issues for communities and their residents from an international perspective; (3) human rights and the implications of choosing to become an agent of change from a human rights perspective; and (4) international social development: current approaches, best practices, and future trends. This is an administrative elective.

Attribute: SWPP.

SWGS 6625. Fundraising. (3 Credits)

A significant portion of work in the social welfare arena involves the nonprofit sector, which depends on philanthropic resources and public funding to function and survive. Resource development in the nonprofit sector relates to every dimension of social work practice. On a micro level, funding supports the direct services provided by social workers and other human service professionals. On a macro level, organizational administrators and community leaders collaborate with foundations and other philanthropic entities to support organizational, community, and societal change. This course introduces students to resource development and stewardship via two predominant channels: fundraising and grant making. The course emphasizes supporting the well-being of vulnerable populations. In addition to the development of foundational knowledge and concrete skills, the course conceptualizes philanthropy and fundraising within the framework of human rights, social justice and the NASW Code of Ethics.

Attribute: SWOC.

SWGS 6702. Advanced Integrated Policy Practice. (3 Credits)

This advanced policy practice course builds on the competencies acquired in the foundation year. The course introduces a rights-based approach to policy practice and advocacy. Using human rights principles, students will learn how to use specific policy analysis frameworks to plan for and develop advocacy strategies that facilitate social change. Students will learn and apply specific advocacy skills, addressing policy issues in community, organization, and legislative settings.

Attribute: SWPP.

SWGS 6705. Comparative Social Welfare Policy and Advocacy. (3 Credits)

In this course, students explore the similarities and differences among helping systems in the United States and other societies. This includes consideration of historical, economic, political, and social forces that influence the nature and functioning of those systems. Other topics covered include social development and the globalization of social problems.

Attribute: SWPP.

SWGS 6707. Forced Migration and Social Work Policy and Practice. (3 Credits)

This course is defined by two elements: (1) It is grounded in the lived experiences of forced migrants in general, and asylum seekers in particular; and (2) it maintains an interdisciplinary focus. The first element is manifested by the fact that the course content is developed in collaboration with women asylum seekers and advocates, as well as service providers—using the Merging of Knowledge (MoK) approach. Women asylum seekers will co-facilitate the learning process. For the second element, students will engage with immigration lawyers, trauma-informed mental health service providers, educators, and economists in a learning experience that will prepare them to work across disciplines and understand the complex and interwoven aspects of migration. The course will introduce general concepts; theoretical frameworks; global and local migration policies; and a rights-based policy analysis framework. The course will challenge students to think critically on specific migration-related issues and respective current policy challenges, preparing them to work in the migration sector and improve protections for forced migrants.

Attribute: SWPP.

SWGS 6710. Advocating for Justice in Child, Youth and Family Policies. (3 Credits)

This advanced policy practice course builds on the competencies acquired in the foundation year. The course introduces a rights-based approach to child, family, and youth policy practice and advocacy. Using human rights principles, students will learn how to use specific policy analysis frameworks to plan for and develop advocacy strategies that facilitate social change to enhance the well-being of children, youth, and families. Particular emphasis will be placed on policies affecting services provided by community-based agencies, child welfare services, and the juvenile justice system. Students will develop critical frameworks for assessing the strengths and weaknesses of the policies, organization, and delivery of child-oriented social services through a rights-based framework to achieve social, economic, or environmental justice. Illustrative international comparisons of services and policies for families with children and youth will be examined through a focus on U.S. policy and services. Students will consider the differential impact of child, youth, and family policies and services on the poor; race and ethnic groups; and gay, lesbian, bisexual, and transgender youth by identifying the mechanisms in these policies and services that support existing privilege, power dynamics, and oppression, and by developing an awareness of ways to promote social justice goals within these systems. Students will learn and apply specific advocacy skills, addressing policy issues in community, organization, and legislative settings.

Attribute: SWPP.

SWGS 6715. Health Care Policies and Advocacy. (3 Credits)

This advanced policy practice course builds on the competencies students acquire in their generalist year. The course focuses on healthcare policies and advocacy and expands upon the rights-based approach to policy practice in health care. Students will actively participate in analyzing existing disparities in health and health care and the causes of these disparities by reviewing the evolution and interactions of federal, state, local government, and private policies. The course will address the current system and its challenges and opportunities, highlighting the importance of affordability, accessibility, quality, and availability. Students will learn to apply rights-based advocacy skills, addressing policy issues in the community, organizational, and legislative settings.

Attribute: SWPP.

SWGS 6803. Applied Social Work Research and Evaluation. (3 Credits)

This course introduces students to social work research. It focuses on the scientific method from the process of developing knowledge to critically evaluating research. Students will learn about formulating a research question; research methodology, including study design, sampling, measurement, and data collection methods; ethical issues in research; and understanding how to read and understand research reports and publications.

SWGS 6805. Science and Psychotherapy. (3 Credits)

This course explores the interconnections of science and the practice of psychotherapy. Topics include psychotherapy outcome, process, and neuropsychological research; the debate over manualized therapy and common factors; clinical use of measures; research on the impact of gender identity, race/ethnicity, sexual orientation, and social class on therapy process and outcome; and implications of psychotherapy research for the diverse practice roles of social workers.

Attribute: SWRE.

SWGS 6806. Program Evaluation. (3 Credits)

The use of evaluative research in social welfare planning, program development and theory building is examined. Recent evaluations of social work practice, including interventions on a social policy, neighborhood, family and individual level, are reviewed. Traditional research designs are considered, but emphasis is placed on emerging models of evaluation. Course is appropriate for students preparing for direct service practice. Note: Research students, with approval from the director of the doctoral program, may enroll in the SWGS 7000 course series listed in the Doctoral Course Offerings.

Attribute: SWRE.

SWGS 6807. Qualitative Inquiry in Social Work Practice. (3 Credits)

This course is devoted to qualitative inquiry in social work as a method to promote individual and community well-being and empowerment. Students will become more competent in using a variety of traditional and emerging qualitative approaches. These methods include narrative, phenomenology, grounded theory, ethnography, practice and arts-based action, and participatory action research. The course prepares students to engage in qualitative research aiming to explore the issues experienced by oppressed individuals, groups, and communities. The course also addresses how to translate research findings into practice.

Attribute: SWRE.

SWGS 6814. Advanced Integrated Practice Evaluation and Research. (3 Credits)

This course focuses on intervention and program evaluation research. Students will develop skills in designing evaluation strategies to provide evidence for practice. The course will include how to critically analyze, monitor, and evaluate interventions and program processes and outcomes. Application of findings to improve practice effectiveness at the micro, mezzo, and macro levels will be discussed.

Attribute: SWRE.

SWGS 6901. Generalist Field Instruction. (3 to 4.5 Credits)

Generalist Field curriculum is designed to facilitate students' mastery of the fundamentals of social work practice and the acquisition of the nine professional practice competencies required by the Council of Social Work Education (CSWE). Students are provided a minimum of 450 hours structured across two academic semesters in a vetted agency that provides generalist level learning opportunities to successfully demonstrate Generalist level social work practice competence. This includes 7 two-hour Field Advisement sessions where students will meet for group advisement with their assigned Field Advisor. The Field Advisement sessions serve as a forum for support to help students successfully complete Field Education. Four sessions will be held during semester one and three sessions in semester two during their Generalist Field Education.

Prerequisite: SWGS 6323 (may be taken concurrently).

Corequisite: SWGS 6911.

SWGS 6902. Specialist Field Instruction. (3 to 4.5 Credits)

The Specialist Field curriculum is designed to extend the nine professional practice competencies required by the Council of Social Work Education (CSWE) Generalist level competencies. Students are provided a minimum of 500 hours structured across two academic semesters in a vetted agency that provides generalist level learning opportunities to successfully demonstrate Specialist level social work practice competence. This includes 7 two-hour Field Advisement sessions where students will meet for group advisement with their assigned Field Advisor. The Field Advisement sessions serve as a forum for support to help students successfully complete Field Education. Four sessions will be held during semester one and three sessions in semester two during their Specialist Field Education.

Corequisite: SWGS 6912.

SWGS 6911. Generalist Field Advisement Sessions. (0 Credits)

The Field Advisement Sessions are designed to help students integrate coursework with their field work practicum, and to support students' field work experiences. Because integration of knowledge and skills is a personal and experiential process, discussion topics often emerge from the students' learned experiences. As a result, session topics are not taught didactically. Field Advisement Sessions help students reflect on the skills they are developing by comparing practice experiences among their peers, integrating classroom learning with practice, and applying critical thinking skills to their practice and professional development. Through peer-learning, process recordings, presentations, and reflective journals, students will critically reflect upon their learning of professional social work practice utilizing skills including critical thinking, self-awareness, applying ethics and values, and culturally-responsive practice. Field Advisement Sessions are also designed to promote students' development of a professional identity, as well as help them wrestle with the challenges inherent in applying the theoretical to real-world practice experiences.

Corequisite: SWGS 6901.

SWGS 6912. Specialist Year Advisement Sessions. (0 Credits)

The Field Advisement Sessions are designed to help students integrate coursework with their field work practicum, and to support students' field work experiences. Because integration of knowledge and skills is a personal and experiential process, discussion topics often emerge from the students' learned experiences. As a result, session topics are not taught didactically. Field advisement sessions help students reflect on the knowledge and skills they are developing and discussing practice experiences among their peers, integrating classroom learning with practice, and applying critical thinking skills to their practice and professional development. Through peer-learning, process recordings, presentations, and reflective journals, students will critically reflect upon their learning of professional social work practice including critical thinking, self-awareness, applying ethics and values, and culturally-responsive practice in the specialist field. Field advisement sessions are also designed to promote students' development of a professional identity, as well as help them with the challenges inherent in applying the theoretical to real-world practice experiences.

Corequisite: SWGS 6902.

SWGS 7002. Adv Stat in Soc Welf. (3 Credits)

Building on SWGS 7012, this course covers such topics as ANCOVA, MANCOVA, linear regression methods, logistic regression, and an introduction to path analysis. The course links theory, statistics, hypothesis testing and measurement. Students are expected to be proficient in the use of SPSS statistical package.

SWGS 7003. Qual Meth SW Research. (3 Credits)

This course explores the conditions under which qualitative research methods are desirable and feasible, the nature of qualitative information, and the relationship between the researcher and the research subject. Methods of qualitative research, as well as the process of developing inferences from findings are examined.

SWGS 7004. Philosophy of Science. (3 Credits)

This course examines theory and theory development and their roles in social work. Focus is on social work epistemology, salient issues in social work theory, and the critical appraisal of ways of knowing.

SWGS 7005. Theories of Social Work. (3 Credits)

This course explores, critically examines and compares the major theories of social work practice with individuals. It covers the historical contexts in which theories emerged, their underlying assumptions and their empirical support. The course draws on the works of major social work thinkers as it spurs students to consider implications for theory development and research.

SWGS 7007. Advance Social Work Practice. (3 Credits)

This course focuses on the use of translational research, development, evaluation research, and complex and chaotic systems theories to advance social work practice. The focus will be on social work practice within a human rights and social justice framework in diverse settings with marginalized and diverse populations (i.e., agencies, hospitals, residential settings, and communities).

SWGS 7012. Statistics I. (3 Credits)

This course introduces the statistical techniques most commonly used in social welfare research. The course will include the following topics: an introduction to descriptive and inferential statistics, level of measurement, frequency distribution, cross-tabulations, measures of central tendency, parametric vs. nonparametric statistics, normal curve, z scores, confidence intervals, introduction to significance testing, t scores, chi square, correlation and one way ANOVA. Computer analysis using statistical software is taught with an emphasis on interpretation of results.

SWGS 7102. Organizational Theory. (3 Credits)

This course examines the major theoretical perspectives that describe and explain organizational behavior and organizational processes, including classical, human relations, political economy and organizational culture approaches. Emphasis is placed on the application of organizational theory to human service organizations and the management of them.

SWGS 7200. Soc Pol Theo & Analysis. (3 Credits)**SWGS 7202. Bioethics Principles. (3 Credits)**

This course will include an overview of the philosophical foundations of the principles of medical ethics and present a methodology for their employment in the attempted resolution of these questions. Of particular importance will be consideration of the issues of patient and professional autonomy, confidentiality, informed consent, distributive justice and the movement toward managed care, euthanasia and physician assisted suicide. The course will be conducted as a seminar centered on the analysis of case studies.

Attribute: HECS.

SWGS 7300. Internship. (3 Credits)

This course or SWGS 7301 provides social work experience for non-M.S.W. doctoral students in a research, policy-making or educational setting. Can be taken during a regular semester or during the summer semester for 140 hours.

SWGS 7301. Internship. (6 Credits)

This course provides experience for non-M.S.W. doctoral students in a research, policy-making or educational setting. It can be taken for two semesters, during the academic year or summer session, for 280 hours in lieu of SWGS 7300.

SWGS 7302. Internship. (0 to 6 Credits)

This two semester course provides experience for doctoral students in a practice, research, policy-making or educational setting. It can be taken for two semesters during the academic year or summer session, in lieu of SWGS 7300 or 7301.

SWGS 7408. Indep't Stud Child/Fam. (3 Credits)

This course is designed to assist students in further developing their understanding of problems and issues in services to children and families. The student, with the aid of a mentor, will select one area of special interest for extensive reading, study, and investigation.

SWGS 7605. Social Work Education. (3 Credits)

This course examines the principles, policies, philosophies and processes of learning and teaching in social work. It reviews the historical evolution of social work education and develops implications for classroom and field instruction.

Attribute: SOIN.

SWGS 7616. Ind'l Study in Mental He. (3 Credits)

This course is designed to assist students in deepening their understanding of problems and issues in mental health. The student, with the aid of a mentor, will select one area of special interest for extensive reading, study and investigation.

SWGS 7700. Survey Research Methods. (3 Credits)

This course examines methods used in descriptive research, including descriptive research designs, principles of causality, sampling data, data collection and ethical issues.

SWGS 7710. Experimental Research Mtds. (3 Credits)

This course examines experimental and quasi-experimental designs, experimenter and statistical controls, threats to internal and external validity, and strategies for analyzing significance and effectiveness of outcomes.

SWGS 7720. Measurement. (3 Credits)

This course examines quantitative and qualitative approaches to data collection in social work research. Among the topics covered are scale construction, case studies, qualitative approaches to data collection and use of existing records. Data analysis is linked to principles of measurement and measurement theory.

SWGS 7730. Data Management & Analysis. (3 Credits)

This course covers topics related to data management and analysis, including using data files, calculating sample size, preparing data analyses plans, and maintaining the quality of one's data at each phase of the research enterprise.

SWGS 7740. Grantsmanship. (3 Credits)

This seminar will cover the knowledge and skills necessary to prepare grant applications for both government and foundation funding; covering applications for applied research projects as well as those proposing program demonstrations, clinical trials and evaluation.

SWGS 7781. Poverty and Race. (3 Credits)

This course provides an overview of U.S. social policies. It reviews the evolution of American social welfare policies, social welfare theories, and examines the condition, conceptual framework and empirical evidence of policies that target poverty in the United States. Particular emphasis is placed on the impact of policies on marginalized and disenfranchised populations.

SWGS 7782. Policy Implementation. (3 Credits)

Drawing on theories of implementation and innovation, this course provides an in-depth examination of policy implementation in different fields of practice. It focuses on factors that promote and hinder policy implementation, as well as the historical contexts in which major policies have been implemented.

SWGS 7783. Policy Analysis Seminar. (3 Credits)

Using available frameworks for policy analysis, this course encourages students to critically analyze existing policies. It considers the implications of these analyses for the study of policy development, implementation and evaluation.

SWGS 7800. Research Practicum. (0 Credits)

This one semester course is designed to provide advanced year students with practical experience in social work research. Students are expected to work under the supervision of a faculty member on some aspect of an ongoing research endeavor.

SWGS 7801. Teaching Practicum. (0 Credits)

This one semester course is designed to provide advanced year students with practical experience in teaching at a graduate or undergraduate level. Students may fulfill this requirement by teaching a graduate or undergraduate level course or by working as a teaching assistant for a faculty member for seven hours per week.

SWGS 7950. Doctoral Foundation Seminar I. (3 Credits)**SWGS 7960. Foundations Seminar II. (3 Credits)**

Part II of a two semester course that will orient first year doctoral students to the social work scholarly community. The course will cover topics such as: Understanding human rights, social, economic and environment justice; Ecosystem and micro/mezzo and macro perspectives.

SWGS 8999. Independent Study. (3 to 9 Credits)

Independent Study.

Social Work (undergraduate) (SOWK)

SOWK 1999. Tutorial. (1 Credit)

Independent study.

SOWK 2600. Introduction to Social Work and Social Welfare. (4 Credits)

Introduction to values, knowledge and skills of social work professions. Focus on historical and contemporary rules and relations of social work profession. Also includes social welfare history and policy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOWK 2999. Tutorial. (2 Credits)**SOWK 3999. Tutorial. (3 Credits)**

Independent study.

SOWK 4999. Tutorial. (4 Credits)

Independent study.

SOWK 6005. Contemporary Social Welfare Policy. (3 Credits)

Students will learn that human rights and justice drive social welfare policies and their implementation at the international, federal, state, and local levels. The course introduces students to the underlying values, assumptions and philosophical perspectives that have influenced the development of the US social welfare system, its goals, policies and programs. Students will learn about policy formulation, analysis, and the role of social work in policy development and implementation within their practice settings at the micro, mezzo, and macro levels. The course introduces students to the historical, social, cultural, political, economic, organizational, environmental, and global influences that affect social policy.

Prerequisites: SOWK 2600 or SSCI 2600 or SOCI 2600.

SOWK 6040. Integrating Human Rights and Justice in Practice. (3 Credits)

Every person regardless of position in society or geographic location has fundamental human rights such as freedom, safety and security, privacy, an adequate standard of living, health care, and education. This course introduces students to how social workers may conceptualize the global intersections and interconnections of justice, equality and human rights. Students are introduced to an integrated practice framework that promotes human rights and justice and identifies the root causes of global social issues. They will explore theories that address human need, social, economic, and environmental justice, intersectionality, diversity, and oppression and discrimination. In this course, students learn how to recognize the extent to which a culture's structure and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Students learn to engage in advocacy to advance human rights social, economic, and environmental justice domestically and internationally.

Prerequisites: SOWK 2600 or SSCI 2600 or SOCI 2600.

SOWK 6305. Social Work Skills Lab. (3 Credits)

This skill-based course is anchored in the knowledge of generalist social work practice. Students will develop competency in performing essential social work skills via simulations, role-plays and peer activities. These skills will be applied to working with client systems including individuals, families, groups, communities and organizations. Case scenarios developed for this course will reflect the realities of contemporary social work practice. The emphasis will be on student performance in using the engagement and intervention skills with various client systems.

Prerequisites: SOWK 2600 or SSCI 2600 or SOCI 2600.

SOWK 6320. Social Work Practice With Organizations and Communities. (3 Credits)

This course uses a generalist framework to prepare students for direct social work practice with organizations and communities. Learners explore the theories, knowledge and fundamental skills necessary to practice successfully with organizations and communities. Students will learn the multiple phases of practices from engagement through termination. Students will be introduced to the ethical and legal obligations that guide social work practice with organizations and communities.

Prerequisites: SOWK 2600 or SSCI 2600 or SOCI 2600.

SOWK 6323. Social Work Practice With Individuals Across the Lifespan. (3 Credits)

This course uses a generalist framework to prepare students for direct social work practice with individuals. Learners explore the theories, knowledge and fundamental skills necessary to practice successfully with individual clients. Students will learn the multiple phases of practices from engagement through termination. Students will be introduced to the ethical and legal obligations that guide social work practice with individuals.

Prerequisites: SOWK 2600 or SSCI 2600 or SOCI 2600.

SOWK 6324. Social Work Practice With Families and Groups Across the Lifespan. (3 Credits)

This course uses a generalist framework to prepare students for direct social work practice with families and groups. Learners explore the theories, knowledge and fundamental skills necessary to practice successfully with families and groups. Students will learn the multiple phases of practices from engagement through termination. Students will be introduced to the ethical and legal obligations that guide social work practice with families and groups.

Prerequisites: SOWK 2600 or SSCI 2600 or SOCI 2600.

SOWK 6440. Advanced Clinical Assessment and Diagnosis. (3 Credits)

The course builds on the skills, values, knowledge and processes of the generalist curriculum, serving as a bridge between generalist and advanced assessment theory and practice. Specifically, the course extends the person-in-environment assessment perspective of Generalist Practice with the addition of more intensive assessment of the individual's inner world, including psychodynamic conflicts processes and ego defenses. The course is entitled "Advanced Clinical Assessment and Diagnosis" rather than "Psychopathology" to remind students that clinical assessment need not lead to a diagnosis of mental illness. The course covers practitioner self-awareness; the relationship between mental health and mental illness; risk and resilience; bio-psycho-social-spiritual assessment; a strength-informed cooperative assessment process; a critical use of the DSM-5, and major types of mental illness and their evidence-supported treatments.

Prerequisites: SOWK 2600 or SSCI 2600 or SOCI 2600.

SOWK 6803. Applied Social Work Research and Evaluation. (3 Credits)

This course introduces students to social work research. It focuses on the scientific method from the process of developing knowledge to critically evaluating research. Students will learn about formulating a research question; research methodology, including study design, sampling, measurement, and data collection methods; ethical issues in research; and understanding how to read and understand research reports and publications.

Prerequisites: SOWK 2600 or SSCI 2600 or SOCI 2600.

SOWK 6901. BASW Generalist Field Education. (3.5 Credits)

Field education is an essential component of professional social work education. Students engage in focused practice and service work within an agency or organization that is approved by the Graduate School of Social Service and under the close supervision of a qualified professional. The intent of field education is to provide a synergy of learning by helping students integrate knowledge, values, and theoretical concepts from coursework in a real-world applied practice setting with client systems – individuals, families, groups, organizations, and communities. The Generalist Field curriculum is designed to facilitate students' mastery of the fundamentals of social work practice and the acquisition of the nine professional practice competencies required by the Council of Social Work Education (CSWE). Students are provided a minimum of 450 hours structured across two academic semesters to successfully demonstrate generalist-level social work practice competence. This includes 15 two-hour sessions for their BASW capstone seminar.

Sociology (SOCI)

SOCI 1025. Sociology of American Culture. (3 Credits)

A course for international students that introduces them to the study of American culture and identity; readings from the social sciences, literature, and history.

Attributes: ACUP, ADVD, AMST, APPI, ASHS, ESL, PLUR, SSCI.

SOCI 1050. Sociology Focus. (3 Credits)

A first-year Eloquencia Perfecta seminar in sociology. Topics are selected by the individual instructor.

Attributes: FRSS, SSCI.

SOCI 1100. Introduction to Sociology. (3 Credits)

This introduction to sociology will focus on its nature as a scientific discipline. The course teaches students to analyze society by means of key concepts such as social structure, culture, social interaction, social stratification, social inequality, and deviance and social control. It also introduces key sociological theories and research methods. This course is intended to be taken prior to any other sociology course and seeks to stimulate students to continue to deepen their understanding of societies.

Attributes: FRSS, SSCI.

SOCI 1102. Introduction to Sociology: Health Focus. (3 Credits)

This course is an introduction to sociology with a focus on its use and application to the study of health, and is targeted specifically at students in the pre-health program. Sociological theories, concepts, and methods will be highlighted, and will be used to investigate contemporary health issues. This course seeks to stimulate students to continue to deepen their understanding of societies, cultures, individuals, and their respective health choices and outcomes.

Attributes: AMST, BESN, BIOE, SSCI.

Mutually Exclusive: SOCI 1100.

SOCI 1999. Tutorial. (1 Credit)

Independent research and reading with supervision from a faculty member.

SOCI 2200. Sociology of Culture. (4 Credits)

"Culture" is a people's entire way of life expressed in language, art, law, religion, and other collective practices such as work, leisure, sports, food, and dress. Aspects of contemporary cultures including multiculturalism groups identity, and global consciousness are studied. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, APPI, ASHS.

SOCI 2300. Social Networks. (4 Credits)

This is not a course about social media but about social structure. The heart of the social network approach is the insight that people are interdependent, and the fact that social structure emerges from regularities in this interdependence. Thus, our social networks shape our information, opportunities, values, and behavior. In this course, we will analyze social networks of various kinds with a focus on the structure of relationships (offline as well as online) and their consequences. The social network approach has been used to model friendship patterns, the spread of diseases or ideas through populations, the rise of social movements, the structure of terrorist cells, how we find information, and the structure of markets, among other topics. What this research has in common is the fundamentally sociological focus on the ways behavior is shaped by the patterns of relationships among people, organizations, or ideas. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

SOCI 2410. Inequality: Class, Race, and Ethnicity. (4 Credits)

The recent history of the U.S. as a nation of distinct socioeconomic classes and the persistence of racial and ethnic conflict as a factor affecting inequality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, LALS, LASS, PJRC, PJST, PLUR, URST.

SOCI 2420. Social Problems of Race and Ethnicity. (4 Credits)

This course explores the historical and contemporary issues surrounding the impact that race and ethnicity have in society. Students will examine how racial and ethnic criteria often guide important economic, political, and social decisions that affect access to resources by various groups and which usually have major consequences for the individual. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, LALS, LASS, PJIN, PLUR, URST.

SOCI 2425. Introduction to Asian American Studies. (4 Credits)

In the first part of the course, we will explore the politicized birth and history of Asian American studies in the U.S. We will examine race, class, gender, family, immigration and globalization, politics, and activism within the diverse Asian American community. Special attention will be taken to how Asian Americans are typically ignored as a minority racial group within the black–white binary. The second part of the course will focus on contemporary issues for Asian Americans in the post-civil rights era. We will analyze how the American empire, white supremacy, and anti-Blackness manifests in affirmative action, yellow fever, transnational adoption, the War on Terror, anti-Asian hate, and Black Lives Matter. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

SOCI 2505. Religion and Social Change. (4 Credits)

The course explores questions about religion and social change in domestic and international contexts and how religious institutions adapt to changes in gender roles, urbanization, migration, and religious and ethnic pluralism. What roles have religious movements, including fundamentalism, played in modernization? Students examine under what conditions religion is compatible with the global spread of democracy, environmentalism or individualist conceptions of human rights. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, INST, IPE, ISIN, PJRJ, PJSJ, PJST, REST.

SOCI 2606. Social Science Statistics. (4 Credits)

Introduces the student to the basic concepts of both descriptive and inferential statistics. Both models will be presented, their assumptions delineated, and their application to research in the social sciences emphasized. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, URST.

SOCI 2607. Social Science Research and Statistics. (4 Credits)

This course provides an overview of the methodological approaches used in the social sciences, both in terms of designing research studies, and analyzing and interpreting data. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: URST.

SOCI 2625. Data for Social Change. (4 Credits)

Data is a powerful tool that people and movements have often used to achieve social change. In this course, we will explore a number of case studies where grassroots movements and community change organizations have used data, alongside organizing and storytelling, to change policy and impact societal inequities. Students will also learn to work with data in spreadsheets and simple database formats, creating relationships between data points, perform simple yet powerful calculations, and then visualize and present this data in both charts and maps. Students will all contribute to a joint final report using NYC Open Data sources on a current and relevant topic. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

SOCI 2650. Basic Research Methods. (4 Credits)

A survey of the basic tools for data collection and research design. Focus on decisions involved in the selection of the research problem, research design and the interpretation of data. Methods to be explored include participant observation, survey analysis, content analysis and the case study approach. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: URST.

SOCI 2701. Introduction to Criminal Justice. (4 Credits)

An overview of the criminal justice system: law, its sociology, and its social and political functions. A critical examination of law enforcement agencies, the judicial system, and corrections. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, URST.

SOCI 2703. Social Deviance. (4 Credits)

The study of deviance is closely related to social power and social class. Deviance from, or conformity to, social rules or norms raises the question, Who rules? The study of deviance has been particularly concerned with issues of class, race, ethnicity, gender, and sexuality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: URST.

SOCI 2705. Criminal Justice Policy. (4 Credits)

This course provides an overview of policies instituted at each level of the criminal justice system including police, corrections and courts. The class will focus on evaluating the benefits, costs and possible consequences associated with these policies. Focus will also be placed on the development of criminal justice policy taking into consideration: history, context, theoretical frameworks, and political factors. Special topics that will be covered include evidence-based interventions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 2716. Social Change. (4 Credits)

This course will critically analyze structural and cultural change in community and society; the rate, degree, mechanisms, and planning of change as well as major theories of social change. Social movements, historically, have been a major catalyst for change. Changes caused by global capitalism and the market economy in the late 20th and early 21st centuries, and reactions to these changes, will also be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

SOCI 2800. Sociological Theory. (4 Credits)

A survey of classical and contemporary theory that gives students a grasp of the history, nature, and significance of theory for the study of contemporary societies and sociocultural processes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS.

SOCI 2801. Social Theory at the Cinema. (4 Credits)

This survey of classical and contemporary theory looks at sociological analysis through the lens of mainstream and independent cinema. The course considers the history, nature and significance of theory for the study of contemporary societies and sociocultural processes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 2845. Drugs, Law, and Society. (4 Credits)

This course examines the social organizations of illegal commerce in narcotics and other drugs, looking at this transnational business from the point of production to the points of consumption throughout the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: URST.

SOCI 2847. The 60s: Sex, Drugs, Rock & Roll. (4 Credits)

The 1960's was one of the most tumultuous eras in American history, marked by a revolutionary movement led by youth struggling for freedom on many levels. African Americans, with white support, struggled against the oppression of racial segregation of the South in the Civil Rights movement: young people sought sexual freedom and the right to experiment with drugs; musicians broke away from the restraints of traditional pop and folk songs and created rock and roll; politically minded youth attacked the traditional institutions of political and economic power by protesting against the war in Vietnam; women challenged traditional male attitudes that confined them to domesticity or inferior status in the work place and in society; gays organized against the repressive laws and prejudices against homosexuality. This course will show how all of these social strands intertwined using films, music and writings from the era. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASAM, ASHS, ASSC, WGSS.

SOCI 2850. Methods Social Research I. (4 Credits)

Students are introduced to the fundamentals of empirical research while actively being involved in the research process by conducting their own survey. The first course includes a survey of different methodologies used by social scientists. Students gain hands-on experience in writing a literature review, specifying a research question, developing research hypotheses, designing a questionnaire and collecting data through interviewing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: URST.

SOCI 2851. Methods Social Research II. (4 Credits)

The second course focuses on data analysis. Students learn simple descriptive and inferential statistics in conjunction with how to use the computer. These skills provide the basis for obtaining answers to research questions and testing hypotheses so that students can write their final research reports. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: URST.

SOCI 2855. The Journalist as Sociologist. (4 Credits)

Journalists and sociologists both closely observe society with the goal of making sense of complex interactions. Their methods and techniques overlap and inform each other's work, but they also differ in significant ways. In this class students will explore the intersecting and conflicting practices journalists and sociologists use to understand social organization. How does journalism benefit from sociological imagination? How can sociology be informed by the narrative methods of journalists? Students will study and produce journalism focused on social issues such as economic pressures in cities, neighborhood change, housing, immigration, racism, political participation, crime and social activism to understand how journalists use narrative and research, qualitative and quantitative techniques, to do a form of immediate, public, accessible sociology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

SOCI 2925. Media, Crime, Sex, and Violence. (4 Credits)

Turn on the television set, pick up the local newspaper, go on the Internet or watch a movie. Wherever you turn, you will find the media saturated with stories about corrupt cops and honest cops, drug dealers and drug users, murderers and victims, organized crime and serial killers, crusading district attorneys and defense attorneys, corrupt lawyers and hanging judges, violent prisoners and convicted innocents. How accurate are these representations? What are the ideological messages and cultural values these stories communicate? In this course, you will learn how to demystify media representations in order to understand how and why they are produced, and who is responsible for their production. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASAM, ASHS, ASSC, PJMJ, PJST, URST, WGSS.

SOCI 2960. Popular Culture. (4 Credits)

This course will investigate the nature of contemporary popular culture. How do people spend their "spare time"? Does this vary with social class? Is sport the new religion? And how does this differ from that of earlier periods and simpler societies? (Every year) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASAM, ASHS, ASSC, URST.

SOCI 2966. Imagining Other Worlds. (4 Credits)

Confronted as we are by many major social problems throughout the United States and the world, is it possible to even imagine a better society than the present one. Drawing on utopian texts and science fiction novels and films, student will work in teams to blueprint a small-scale community of their choice that improves upon one that presently exists. The students will examine specific social structure such as families, educational institutions, gender relations, and political power, etc. They will work together and conduct fieldwork such as interviews, photography of sites, and graphic designs, to make a presentation at the end of the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 2999. Tutorial. (2 Credits)

Independent research and reading with supervision from a faculty member.

SOCI 3000. Latinx Images in Media. (4 Credits)

This class will analyze changing Latinx images in U.S. media. The emphasis will be on English-language film and television productions. Gender, color, and class issues will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVN, AMST, ASAM, ASHS, CCUS, COMC, COMM, LALS, LASS, PLUR, URST, WGSS.

SOCI 3001. Ethical Issues in Criminal Justice. (4 Credits)

This course focuses on normative and applied ethics as they pertain to the policies and practice of the U.S. criminal legal system. By the end of the course, students will be familiar with ethical issues that arise in our current system of law and justice (and adjacent systems such as child welfare and family court), the contexts in which ethical breaches take place, the consequences of ethical violations, and as mechanisms for preventing and addressing them. Students also will be introduced to a framework for ethical decision making. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, PJIN.

SOCI 3002. The New Power Elite. (4 Credits)

This course involves close study of the dynamics of political, economic, and military power in the U.S. and beyond using C. Wright Mills's *The Power Elite* as an historical starting point and basis of analysis. Published in 1956, *The Power Elite* exposed the concentration of power among corporate, state, and military elites in the postwar era and their role in what Mills described as America's drift toward authoritarianism. Though Mills's book was panned by leading academics at the time, it was also lauded by intellectuals and counterculture activists—and today, can be counted among the most seminal works in sociology and other disciplines. When Mills wrote *The Power Elite*, income and wealth gaps were at historic lows and though there was an incredible proliferation of millionaires, working class people still shared in the economic gains. Today, incomes have shrunk and the average wage is no higher than it was 40 years ago, despite increased productivity. Half of U.S. workers live paycheck to paycheck and incomes are so low that tens of millions rely on public assistance to get by. Poverty is endemic, afflicting one in five children and millions of working poor, forced to battle hunger, poor health, social ostracization, and police violence on a daily basis. Meanwhile, those at the top have never been wealthier and more conspicuous in their consumption. This course investigates theories of power and facets of social and political inequality today with a focus on elites and the economic, institutional, and ideological mechanisms they have employed over the last half century to maintain and expand their power. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, PJEC, PJST, POAP.

SOCI 3017. Inequality in America. (4 Credits)

A study of the ways in which inequalities of wealth, power, and prestige are institutionalized in complex societies. Social class and social status as they relate to other aspects of social organization and affect the life chances of individuals. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVN, AMST, APPI, ASHS, ASSC, INST, ISIN, LALS, LASS, PJRC, PJST, URST.

SOCI 3021. Sociology of Medicine. (4 Credits)

This course explores the social context of health, disease, and illness in American society. Thematic issues include the experience of illness, the medical (and other healing) professions, health care policy, and the relations between providers and patients. The effects of social inequality on health and health care delivery are probed throughout the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASHS, BESN, LPHP, URST.

SOCI 3044. Poverty and Community Development. (4 Credits)

This course is intended to provide students who have an interest in academic service learning with knowledge, skills and attitude they will need to shape their understanding of the socio-economic challenges of poverty, unemployment and inequality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, PJEC, PJST.

SOCI 3046. International Sociology. (4 Credits)

An examination of the impact of globalization on worldwide social development goals; the formation of transitional families in Africa, Asia, the Americas and Europe; family strategies of migration for social and economic gain; and, policies to safeguard the human rights of transitional families. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, HPSE, HUST, INST, IPE, ISIN, ISWH, LALS, LASS, URST.

SOCI 3054. Time, Memory, and Identities. (4 Credits)

Does the past shape the present or do demands of the present shape how the past is remembered? Does time exist outside of human society or is it socially constructed? What role does memory play in the way identities are shaped? This upper-level undergraduate course explores these and similar questions through the writings of scholars such as Maurice Halbwachs, Howard Schuman, Karl Mannheim, Robin Wagner-Pacifici, and Eviatar Zerubavel. The class will consist of lectures and discussions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

SOCI 3066. Global Media: Race, Class, Gender and Ethnicity. (4 Credits)

This course will include readings on global media and pay particular attention to the representation and reception of racial, ethnic, gender and class groupings in mass media today. It will also examine how television programs exported from the US have affected basic social institutions, values and perceptions of race/ethnicity, class and gender in other countries, and , in the US. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3067. Language, Media, Power. (4 Credits)

The main objective of this course is to understand the relationship between language, media, and society, with a particular focus on the power dimension of language. The course will explore the role of language in articulating, maintaining, and subverting power relations in society, in terms of racial, gender, and class hierarchies. We will look at the dialectic relationship between language and society: language as a social practice both influences and is influenced by the structures and forces of contemporary social institutions. We will analyze the role of media in the construction and maintenance of discourses, how a particular frame is constructed and reinforced, and the social consequences of such frames. We will analyze the language on immigration, the language on reproductive rights, and the language on poverty, as paradigmatic case studies to understand the power dimension of language and media in the United States. We will also look at the role of social movements in the construction of language, and the public struggles over framing and meaning. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, COMC.

SOCI 3070. The City and Its Neighborhoods. (4 Credits)

The course will introduce students to current debates about the urban experience. We will explore a variety of themes, including immigration, race, and ethnicity, urban culture and history, urban sociology and anthropology, urban politics and policy, and urban planning. The class will help students readily available sources of data to "discover" New York City neighborhoods. The class will include several outings to different New York City neighborhoods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, LALS, LASS, URST.

SOCI 3102. Contemporary Social Issues and Policies. (4 Credits)

Global issues such as world hunger, human rights, and nuclear war, as well as American issues concerning inequalities of wealth, civil rights, crime, family, and the role of government, are examined in this course. In addition to gaining an understanding of the social, political, and economic dimensions of these issues, students will carefully consider underlying value principles and religious ethics. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, INST, ISIN, LALS, LASS, LPGP, LPHP, PJRC, PJST.

SOCI 3110. Global Conflict: Wars/Religion. (4 Credits)

Around the world, religion motivates both peace and justice efforts as well as lethal conflict. In this course, we explore the sociological context of these paradoxical dynamics and the promise of world movements aimed at a dialogue and nonviolence. An interdisciplinary perspective will introduce the student to the classical sociological studies of religion and conflict, contemporary issues of globalization, and the challenge of peaceful resolution. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, HPSE, HUST, INST, IPE, ISIN, LALS, LASS, MEST, PJIN, PJRJ, PJST, PJWT.

SOCI 3114. Sociology of Health and Illness. (4 Credits)

This course will focus on health, illness, and medicine from a sociological perspective. It will provide students with an overview of the development of medicine as in institution, the impact of medicine on society, the socialization of health care practitioners, the social determinants of health and illness, healthcare policies in the U.S. and around the world, and patients' experiences with illness. By the end of this course, students will be able to: (1) develop an understanding of the ways in which society and medicine influence each other, (2) connect multiple social factors with people's health; and (3) grasp the construction of diverse illness identities in patients with chronic diseases. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASHS, ASSC, BESN, BIOE, DISA, INST, ISIN.

SOCI 3115. Pandemic and Power. (4 Credits)

The COVID-19 pandemic and subsequent global lockdown transformed the social, economic, and political significance of “health” as millions of Americans became ill and thousands died. We are all affected by this unprecedented crisis. However, while the virus itself does not discriminate, the social factors behind its spread reveal America’s legacy of power and inequality. So what is the relationship between power and health in the time of pandemic? Who does benefit and lose as we face this crisis? This course will provide a theoretical and empirical foundation for students to explore these questions. We will investigate the social channels through which the health privilege is acquired and distributed as well as examine the entitlement and exclusion of different sections of society based on class and status, gender and sexuality, race and ethnicity, within and between nations, as well as within a lifespan and across generations. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

SOCI 3120. Controversies in Religion and International Relations. (4 Credits)

This course examines religious and secular organizations’ involvement in international policy domains such as development, humanitarian aid, human rights, STI prevention, and biological reproduction, with special attention to tensions that emerge over competing religious and cultural frameworks. We will explore how different perspectives- economic, medical, human rights, security, justice- variably prioritize or marginalize different voices, ethical considerations and potential solutions to the social problems we examine. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASRP, ASSC, BESN, WGSS.

SOCI 3134. Politics of Race, Class, and Gender in Higher Education. (4 Credits)

In this course, students will engage with current debates, issues, and problems associated with U.S. higher education. We will additionally examine how colleges and universities stratify, empower, and have excluded groups in the past and how they do so today. Among the questions we will explore are: What is the role of higher education in American democracy? How are college access and opportunity unequal? How have colleges been projects of nation building? How has neoliberalism impacted the college experience? Throughout the course, we will evaluate the place of Fordham University in the larger landscape of higher education. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AFAM, AMST, APPI, ASHS, ASSC, PLUR.

Prerequisites: ANTH 1100 or SOCI 1100 or SOCI 1102.

SOCI 3136. Inequality-Why/Effects. (4 Credits)

What are the causes and consequences of inequality? Special consideration is given to the inequalities associated with class, sex and racial/ethnic membership. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, LASS, LPGP, PJRC, PJST, PLUR, URST.

SOCI 3142. Environmental Sociology. (4 Credits)

This course provides an overview of the central debates in environmental sociology. We will examine the relationship between human societies and the natural environment as well as current environmental issues and relevant events from a sociological perspective. Some of the key questions that we will address include how pollution levels, waste management and resource depletion are distributed across key social categories; how societies respond to environmental risks and disasters; and how can we achieve more effective and equitable policies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, ENST, ESEL, ESHC, PJEN, PJST, URST.

SOCI 3145. Environment Technology Society. (4 Credits)

An introduction to the origins, breadth and present-day relevancies of environmental sociology. Topics include contextual analyses of philosophies of nature, historical emergence of industrial society - the nature of the materials cycle, cultural and cinematic (key films) analyses of environmental crisis, specific hands-on case studies, today’s challenges and social movements, all this to bridge sociology and the natural and social sciences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, ENMI, ENST, ESEL, ESHC, PJEN, PJST.

SOCI 3148. Population and Economic Development Issues. (4 Credits)

An examination of the interrelationships among development, population growth and migration. Fertility and migration (including urbanization) in the Third World will be reviewed in the context of development perspectives. The determinants and consequences of fertility and migration and their policy implications will be considered in a number of development sectors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, GLBL, HPSE, HUST, INST, IPE, ISIN, LALS, LASS, PJEC, PJST, URST.

SOCI 3149. Economic Sociology. (4 Credits)

Economic sociology is the study of how the economy intersects with our culture, institutions, and social context. In this course, we seek to understand how economic activity, including the organization of production and consumption and the allocation of work, goods and profits and other scarce resources, is shaped by social relations. We will analyze the institutional and social foundations of markets and other mechanisms that facilitate the interaction of individuals, groups, institutions, societies and their environments in making their livelihoods, covering a variety of topics including information and uncertainty, economic inequality and stratification, globalization, social networks in markets, finding jobs, black markets, the market for human organs, and corporate crime and malfeasance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, LALS, LASS.

SOCI 3151. Sociology of Education. (4 Credits)

We spend a great deal of our youth in school. As taxpayers, our dollars provide major funding for school systems. Through a study of the current goals, functions, and structures of educational institutions, how these have changed over time, and how they are interrelated to other major institutions in society, students will gain insights into social factors affecting their own experiences and their responsibility as taxpayers, as future parents, and, for some, as future teachers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: LPGP.

SOCI 3152. Sociology of Sports. (4 Credits)

In all societies, sports and athletics are socially organized into official events, group rituals, tests of manhood, areas for the expression of political sentiments. In modern societies they have become major industries (and their players, cultural heroes and celebrities); spectator sports and their audiences are important features of post-industrial societies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, SJOR.

SOCI 3154. Political Sociology. (4 Credits)

This course will examine, discuss, and debate how power is distributed within and amongst groups on the local, national, and international levels. Some of the topics explored include the Elite, Pluralist, Marxist, Realist, and Corporatist perspectives; trends in democratization, voting, and political participation; the ideologies and utopian visions that sometimes motivate political action; the role of the media and special interest groups as agents of political socialization; and the global dominance of the West. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3242. Mental Health and Human Rights. (4 Credits)

This multi-disciplinary course examines mental health institutions and practices through the lenses of human rights and civil liberties. Course material focus on social, political, and economic factors that have shaped accepted understandings and treatment of mental illness historically and into the present, and various ways that gender, race, class and sexuality have played into societal distinctions between sick and well. Some specific topics include forensic psychiatry, civil commitment, deinstitutionalization and homelessness, diagnostic inflation, coercive forms of treatment and social movements advocating for the rights of individuals who receive mental health intervention. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PJRC, PJST.

SOCI 3249. For the Death of Me! Socio-Cultural Perspectives on Death and Dying. (4 Credits)

The primary goal of this course is to explore the social and cultural implications of the biological experience of human death and dying. Examples of topics that will be covered include: mortuary rituals and funerary behavior, the cultural construction of death, the effects of death on the social fabric, mourning and bereavement, end-of-life issues, as well as ethical and moral issues relating to death. Throughout the course, we will examine the fascinating variety of social and cultural responses to the biological fact of death. In doing so, we will explore Anthropological and Sociological literature that seeks to explain or interpret that tremendous variety. The course will be cross-cultural in its outlook and will require students to make conceptual connections between theoretical literature and empirical observations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, BESN.

SOCI 3255. Sociology of Media. (4 Credits)

This course examines the role of the media, particularly the news media, as a dominant institution in a contemporary democratic society. Students will examine news media content, the structure of news media organizations, and the relationship of news media organizations to other dominant institutions. The materials used for examination will be a variety of contemporary case studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASAM, ASHS.

SOCI 3256. Political Sociology in Film. (4 Credits)

Film has played a central role in shaping the political landscapes of the 20th and 21st centuries and our collective understanding of them. The objective of this course is to enable students to read and analyze global and domestic politics through the medium of film and provide them with a firm grasp of theoretical and empirical issues in contemporary world politics from a sociological perspective. This course makes use of documentary, short- and feature-length films to interrogate key themes in political sociology and analyze the most important political developments of our time. It also aims to provide students with an appreciation of the complex relationship between art and politics, history, and mythology. Substantive areas of study will include: (1) terrorism and war (including civil war, military intervention, and the Cold War); (2) globalization, human rights, and "development"; (3) transnational and domestic social movements; (4) democratic and undemocratic political regimes; and (5) colonialism and imperialism. Readings will be drawn primarily from the field of sociology but also from political science, history, and film and cultural studies. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, POSC.

SOCI 3260. Politics of Reproduction. (4 Credits)

The biological reproduction of the human species is a complex process that engages all major institutions of society: family, religion, morality, health, economy, and government. Using cross-cultural and social historical materials, this course will examine cases in which the control over reproduction is contested, focusing on such issues as family limitation, new reproductive technologies, and child custody. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, BESN, BIOE, GBLB, INST, ISIN, PJGS, PJST, WGSS.

SOCI 3325. America Divided: Economic Inequality and Political Polarization in the 21st Century. (4 Credits)

This course examines the historical causes and consequences of rising socioeconomic inequality and political polarization in the United States. We focus on structural patterns and everyday experience of economic inequality, as well as their intersection with forms of racial and gender discrimination. Special attention is given to relations in the workplace and the labor market. Finally, we seek to understand the impact of these processes on our institutional politics and democratic governance of our society, and to consider how collective action and alternative policies might address these concerns in the U.S.

Attributes: EP3, URST.

SOCI 3401. Gender, Crime, and Justice. (4 Credits)

This course describes, explains, and challenges the treatment of men and women victims, offenders, and workers in the criminal justice system. In the process, we will examine and critique a) theoretical and empirical approaches to gender and crime, b) the role of the criminal law, and c) our responses to crime and victimization. Issues of race, class, and sexuality also will be raised. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, HPSE, HUST, PJCJ, PJGS, PJST, WGSS.

SOCI 3405. Gender, Race, and Class. (4 Credits)

This course examines the relationship between gender, race, and class as overlapping dimensions of social experience in the U.S. Drawing on a variety of sources, including theoretical, ethnographic, and literary writings, each of these dimensions is considered as part of a complex approach to social problems. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AFAM, AMST, APPI, ASHS, ASSC, LALS, LASS, LPGA, PJGS, PJIN, PJRC, PJST, PLUR, URST, WGSS.

SOCI 3406. Race/Social Construct. (4 Credits)

This course concerns the evolution of racial typologies and classification system in the U.S. We will draw on a variety of texts from natural and social sciences, law, and literature to examine how "scientific" typologies of race are actually more reflective of power dynamics and social hierarchies than biological or genetic differences. Our goal is to understand the continuing significance of race in terms of social and economic power, as well as individual self-conceptualizations and identity politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, ASSC, LALS, LASS, URST.

SOCI 3409. Race and Gender in Visual Culture. (4 Credits)

This course will explore how different racial, engendered and class elements affect visual culture. Particular emphasis will be placed upon the cultural production in the Americas but this will be contrasted with other areas and regions from today's globalized and migrant world. The students will be taught how to assess visual culture and the varying powerful and multi-faceted medium it represents. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, CCUS, COMC.

SOCI 3410. Migration/Globalization. (4 Credits)

The study of immigration and migration has become more important as the movement of people around the globe has increased in magnitude and frequency. The course will focus on migration in the context of globalization, that is, the growing integration of economics and societies around the world. We will also give attention to assimilation, transnationalism, the state and the regulation of immigrants and selected topics such as gender, culture and family. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, HPSE, INST, ISIN, LALS, LASS, PJRC, PJST.

SOCI 3415. Development and Globalization. (4 Credits)

This course will investigate development and globalization issues. Initially taking a broad theoretical approach and then delving into specific nation-state case study examples, students will be challenged to consider how globalization in terms of technology-based interconnectedness, cultural Westernization, economic liberalization, and political/social democratization is changing the lives of people throughout the world. Aspects of integration, assimilation, and reactionary movements and trends will be explored. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, INST, IPE, ISIN, LASS, URST.

SOCI 3418. Contemporary Immigration in Global Perspective. (4 Credits)

Over the past decades, immigration has again transformed the United States. It is also producing significant changes in other countries, from the European nations that used to send their citizens to the United States more than a century ago, to oil-rich Middle Eastern states and developing nations. This class explores multiple questions related to immigration: Why do people migrate across international borders? Can states control migration, especially "unwanted" migrants? We examine the policies that let some people in, while keeping others out and then consider incorporation, the process by which foreign "outsiders" become integrated in their new home. Are immigrants and their children becoming part of the U.S. mainstream? What is the mainstream? The arrival of newcomers also affects the cultural, economic, political and social dynamics of the countries and communities that receive them. How do sociologists evaluate and theorize immigrant integration? Finally, the course looks at topical debates around membership, including citizenship. The large-scale movement of people raises questions about belonging, nationality, and social cohesion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, HPSE, HUST, INST, ISIN, LALS, LASS, PJRC, PJST, PLUR, URST.

SOCI 3419. Living in the Shadows: Undocumented Migration. (4 Credits)

This course explores the lives of undocumented students in the United States. The first portion of the course will identify the socioeconomic and political institutions that created the "illegal immigrant" problem and how the U.S. government, civil society, immigrant advocates, artists, and humanitarians have approached the issue. The second portion of the course will discuss how undocumented students navigate the education system, public spaces, and work life in the U.S. Finally, we review previous "solutions" to the undocumented immigration "problem", what were the outcomes of those decisions, and what we can learn from these previous attempts. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, LALS, LASS.

SOCI 3425. Racial Segregation: An American Story. (4 Credits)

In this course, students will focus on the African American struggle for civil rights and social justice during the era of legal segregation, a system of oppression that began after the Civil War, enforced by unjust laws, rigid social codes, and violence. Focusing on Black agency and resistance, students will learn how African Americans subverted segregation whenever and wherever they could, as best they could, and by whatever means available. This resistance helped lay the groundwork for the civil rights movement. Yet, despite the movement's triumphs, the ideology of segregation is still embraced by millions of Americans, who often use "color-blind" language to mystify its practices. Students will explore how and why the history of segregation still informs current race relations in America, and how Black and white Americans are working together in common cause to eradicate it. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, HIST, HIUL, LALS, LASS.

SOCI 3426. Race, Racism, and Whiteness. (4 Credits)

Normally approached from the standpoint of people of color, analyses of race and racism in America remain incomplete without a consideration of the particular historical, cultural, and epistemological dimensions of white experience. In this senior-level special-topics course, students will critically examine this legacy from an anti-racist perspective. After reviewing canonical observations about whiteness by Black intellectuals' including W.E.B. Du Bois, James Baldwin, Frantz Fanon, and Bell Hooks, students will have an opportunity to consider more recent submissions to the field of critical whiteness studies, including the historical work of figures like Noel Ignatiev, as well as cultural analyses by figures like Richard Dyer. In addition to coming to a greater appreciation of the particularities and contradictory dimensions of whiteness (a category that, even in critical race theory, is often rendered as an abstract universal), students will work toward devising an understanding of what might constitute an effective anti-racist practice for white people today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AMST.

SOCI 3427. Hispanics/Latinos in the USA. (4 Credits)

Explores the Hispanic mosaic in the U.S. Special emphasis is given to Hispanic education, culture and assimilation; the political significance of Hispanics; issues of gender, color and race; and work and the changing economy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMCS, AMST, ASHS, INST, ISLA, LALS, LASS, PLUR, URST.

SOCI 3428. Asian American Immigration and Community Organizing. (4 Credits)

This course explores the birth of Asian American studies within the lens of U.S. immigration policy and race-based exclusion. The first portion of the course will review the institutional exclusion and discrimination that Asians faced within the U.S. immigration system prior to the 1960s. We will examine Asian agricultural laborers, specific court cases, anti-miscegenation laws, naturalization, and the lack of family reunification. The second portion will examine the political and ethnic organizing that led to the birth of the term "Asian American studies" in the 1960s. Special attention will be given to the ties to cross-racial coalition building, community organizing, and examining major events such as the LA Uprisings and the murder of Vincent Chin. The last portion of the course will evaluate what the Asian American studies movement has achieved in the last fifty years and the future of the movement. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AAST.

SOCI 3450. Transnational Social Movements. (4 Credits)

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

Attributes: ASSC, INST, ISIN, ISWH.

SOCI 3456. Modern Social Movements. (4 Credits)

Social movements in the 20th and 21st centuries have been vehicles of political protest, social change, and sometimes resistance to change. Under what circumstances are social movements successful and what has been their impact on American institutional life and popular culture? In addition to providing a general and theoretical assessment of social movements, this course introduces students to particular movements that have formed over such issues as racial and gender identity, war, conditions of labor and economic change, and human and democratic rights. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, LALS, LASS, PJEN, PJSJ, PJST, PLUR, WGSS.

SOCI 3457. Medicine, Science, and Social Movements. (4 Credits)

This course examines the political dimensions of medicine and science through a focus on the roles that they have played in movements for and against social change. Topics include the role of physicians and scientists in supporting or opposing social change in fields such as women's rights, LGBTQ rights, medicinal marijuana, and nuclear disarmament. It also examines conflicts over medicalization and medical labeling, with examples including anti-psychiatry movements, activism against ableism, and transnational conflicts over culturally contested practices. A third focus is on the role that health crises, such as pandemics, have played in creating the conditions for social movement emergence, growth, and decline. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, BESN, PJSJ, PJST.

SOCI 3460. Sociology of Emotion in Public Space. (4 Credits)

As we move from a print-oriented society to a visually-oriented society, display of emotion in mass publics establishes new forms of social interactions. The social arenas that we inhabit become real-life stages of presentation of self and observation of others, which ultimately establish imagined public communities that inform our perceptions of public life. This course explores social arenas such as public parks, memorials, stadiums, and public street life within the context of media, race, class, sex, culture, and the globalized community. Individual and group performances in these spaces establish dramas where authenticity is perpetually sought after in the hope of discovering life-affirming experiences. Through the use of selected readings, films, and lectures, the course emphasizes sociological insights on our role as participants in emotional dramas in public. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3470. Global Refugee Migration. (4 Credits)

This course is designed as a survey of the major issues associated with the subject of refugees. We shall proceed by dealing with a series of different themes including defining a refugee, causes of refugee situations, asylum and protection, emergency relief and non-governmental organizations, the impact of refugees on receiving countries, resettlement and repatriation. The last four weeks of the course will focus on the Middle East and Africa. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISIN, PJST, PJWT.

SOCI 3471. Undocumented Migration. (4 Credits)

The undocumented category is technically not a "legal" category but is indirectly established by immigration law as it creates categories of admission. The number of undocumented immigrants began to increase after the 1965 amendments to the Immigration and Nationality Act of 1952, which restricted immigration from Latin America. Between 1990 and 2007, the number of undocumented immigrants living in the United States tripled but then stalled and declined slightly, perhaps as a result of the Great Recession. Although the majority of the undocumented are from Mexico and the popular stereotype is of migrants sneaking across the Southern Border, this category is composed of all individuals who entered the country without inspection, as well as visa overstayers; it thus includes people from every region of the world. The class will explore these dimensions and other aspects of the contemporary situation of undocumented immigration and immigrants in the U.S. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, LALS.

SOCI 3500. Contemporary Family Issues. (4 Credits)

This class focuses on the sociology of the family by exploring issues relating to the status and functioning of families in contemporary United States society. The issues examined include sexuality, childbearing, divorce and remarriage, domestic violence, links between generations and the current state of social policy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASHS, ASSC, WGSS.

SOCI 3502. Work, Inequality, and Society in 21st Century America. (4 Credits)

How has the world changed and what will it look like in the future? How will it meet the needs of those entering the job market, & how can we democratically govern the conditions of the employment? This course examines the organization and development of labor markets and work in the contemporary United States. Topics will include the structure of occupations & the growth of service, information and "creative" sectors: the changing character of jobs and the rise of "precarious" labor: discrimination and access to opportunities: the interaction of gender, work and family; wages; income inequality & the provision of benefits like health insurance and retirement security; unions and movements for economic justice. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, ASSC, LALS, LASS, URST.

SOCI 3503. Work, Family, and Gender. (4 Credits)

This course examines how two key institutions in society – the workplace and the family – interact with one another. Special emphasis is placed on the critical ways that work-family balance and conflict are conditioned by gender. The course will cover the impacts – both negative and positive – of work demands upon individuals' family lives, as well as the effects of family obligations upon workers and workplaces. Students will be familiarized with voluntary responses to work-family challenges on the part of individuals, families, and employers, as well as relevant public policies in the U.S. and around the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, PJGS, PJST, WGSS.

SOCI 3505. Coming of Age: Adulthood. (4 Credits)

What does it mean to become an adult in the contemporary United States? In what ways do young people have control over their futures, and how are their choices shaped and constrained? This class will use the "life course paradigm," as well as perspectives drawn from psychology and other social sciences, to understand the transition to adulthood. Topics include class, race, and gender variation in the coming of age process; career aspirations; the school-to-work transition; early and on-time parenthood; and leaving/returning to the parental home. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, WGSS.

SOCI 3506. Diversity in American Families. (4 Credits)

This course focuses on the forms and structures of the family with emphasis on practices and ideologies, and how they vary by race/ethnicity, immigration status, gender, and sexuality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS, ASSC, LALS, LASS, PLUR, WGSS.

SOCI 3507. Queer Theory. (4 Credits)

Drawing on aspects of poststructuralist theory to extend the critical insights of post-New Left movements for gender and sexual liberation, queer theory has since the mid-1990s become a major intellectual current in a variety of cognate fields including sociology, anthropology, women's studies, cultural studies, media studies, and more. In this senior-level special-topics course, students will familiarize themselves with key themes and debates in queer theory through a critical evaluation of canonical works by figures including Adrienne Rich, Eve Kosofsky Sedgwick, Judith Butler, Jose Esteban Munoz, and Lee Edelman, as well as through an assessment of the observations of detractors like Adam Isaiah Green. Following the work of Jasbir Puar, the course will conclude with an analysis of "pink washing" and the corresponding incorporation of queer issues into the hegemonic national projects of Israel and the United States. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, PLUR, WGSS.

SOCI 3601. Urban Poverty. (4 Credits)

This course deals with contemporary issues and problems in cities, with a special focus on residential segregation and urban poverty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, LALS, LASS, LPGP, PJEC, PJST, PLUR, URST.

SOCI 3602. Urban Sociology. (4 Credits)

One of the most significant developments in human history has been the development of cities. This course will examine the evolution and contemporary characteristics of cities in sociological perspective. The course includes a descriptive overview of the growth and development of cities and a discussion of the current state of urban America. Particular attention will be paid to New York City. We will also analyze various theoretical approaches to understanding urbanization, such as the human-ecological and Marxist theories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASHS, PLUR, URST.

SOCI 3603. Urban America. (4 Credits)

This course offers an introduction to urban sociology and to the study of American urban society. Particular attention will be paid to New York City. Topics include the rise of "global" cities like New York, metropolitan growth and inequality, urban policy, and politics, patterns of class, racial, and ethnic group formation, and local community organization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, PJRC, PJST, PLUR.

SOCI 3606. The Global City. (4 Credits)

What's so special about New York? Why have we come here? What binds so many diverse people together? The answer to these questions is usually contested, but the debate in urban sociology has increasingly had to do with the concept of the "the global city." The globalization paradigm started in the 1970s when the importance of cities grew as the continued relevance of national boundaries was increasingly questioned. This class will trace the historical emergence of the global city, covering the economic restructuring of the 1970s, the central theoretical literature, and several thematic topics exploring new neighborhood dynamics, labor relationships, new forms of segregation and fragmentation, as well as changing issues in central aspects of urban life, such as public space, shopping and consumption, immigration, etc. We will maintain a special focus on New York City, and by the end, you will have your own answers to such timeless urban questions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, URST.

SOCI 3610. The Family. (4 Credits)

The study of American family patterns within the context of cultural variations throughout the world. Course will examine past myths about the American family; present trends in American family life, such as changing sex roles, new concepts of child rearing, and adjustment of kin networks to metropolitan settings; and newly emerging forms of marriage and the family. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASHS, ASSC, WGSS.

SOCI 3621. Soc Iss Documentary Filmmaking. (4 Credits)

With wars and terrorism rampant throughout the globe, polarization in religion and politics, challenges to sexual freedom and democratic social movements, explosions of unimaginable wealth amidst unbearable poverty, and countless other social narratives both hidden and apparent, it is the documentary filmmaker in the trenches who records, analyzes, and preserves in word and image the momentous events taking place here and now. This course looks at the role of documentary filmmakers in today's society as they capture and expose to public view the great upheavals of our times and the power struggles that lie behind them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3623. Film and Religious Experience. (4 Credits)

Film and the Religious Experience is designed to give students a lively and challenging introduction to the major themes of religion from a sociological perspective, using film as the catalyst. The course will combine lectures with group discussion inspired by screenings (comprising Hollywood classic and contemporary films, early silents, documentaries, and experimental works) and readings (foundational texts by Durkheim, Weber, and William James to more recent books such as *Religion in Film*, John R. May and Michael Bird, eds.). The focus will be on the Judeo-Christian tradition and the Americas, but will also include some discussion of Eastern religions and alternative/outlier communities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3670. Hispanic Women. (4 Credits)

An examination of the changing roles of Hispanic women with regard to Hispanic men, motherhood, the labor force experience, sexual awareness, media myths, political and economic power and women's liberation. The structural position and changing concepts of Hispanic women in the Americas will be examined through the lenses of analytical work and literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS, ASSC, LAHA, LALS, LASS, PLUR, URST, WGSS.

SOCI 3708. Law and Society. (4 Credits)

How and when did law originate? What functions does law serve to the society and to the individuals within that society? Students will examine theories of jurisprudence and alternative sociological perspectives dealing with selected legal and constitutional issues in the United States and Europe. Particular attention is focused on legal policy and social change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC.

SOCI 3710. Violence and Politics. (4 Credits)

From the Battle of Blair Mountain to the recent explosion of riots in the wake of Darren Wilson's exoneration in Ferguson, Missouri, the story of American politics is indelibly marked by violence. Sometimes embraced, often denounced, but even more often sidestepped, debates about violence have tended to return (like all repressed phenomena do) with a frequency that only underscores their importance. In this interdisciplinary undergraduate seminar, students will draw upon the insights of Sociology and other disciplines to assess America's social, historical, and cultural relationship to political violence. After reviewing theories of political violence by thinkers like Walter Benjamin and Carl Schmitt and subjecting foundational texts by figures like Thomas Jefferson and Louis Adamic to analytic scrutiny, students will consider important case studies including the historic split between Civil Rights and Black Power in the late 1960s, the Stonewall Rebellion of 1969, feminist engagements with violence after the second wave, and debates about violent tactics in the anti-globalization and Occupy movements. The course will conclude with an analysis of the ubiquitous and refracted forms of violence that pervade contemporary American culture (e.g. in video games) and an inquiry into recent police and vigilante violence against young Black men, including Oscar Grant, Trayvon Martin, and Michael Brown. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS.

SOCI 3711. American Criminal Justice. (4 Credits)

This seminar course focuses on the administration of criminal justice and its relation to society, the police, prosecutor, defense attorney, judge, jury and correction agency. Observations at the courthouse allow for examination of constitutional rights, plea bargaining, jury selection, insanity defense and media coverage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, URST.

SOCI 3713. Criminology. (4 Credits)

This course surveys the state of knowledge and theories explaining criminal behavior and attempts to control it by society. Although the sociological perspective on crime is emphasized, class discussion and the text attempt to examine the subject from a multidisciplinary point of view, especially with respect to legal, biological, and psychological views of crime. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASSC, LALS, LASS, LPGP, PJCJ, PJST, URST.

SOCI 3714. Terrorism and Society. (4 Credits)

This course examines the history and societal causes of terrorism in its many forms, and the state's and society's counter-terrorist response. Among issues to be examined are the nature of terrorist ideology and the source of support for, and opposition to, terrorism among the people that terrorists claim to represent. Other issues to be examined are prevention preparedness and emergency responses to terrorist attacks, and political, civil, and human rights challenges faced by countries dealing with terrorism in the 21st century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASSC, HPSE, HUST, INST, IPE, ISIN, LPGP, MEST, PJST, PJWT.

SOCI 3720. Mass Incarceration. (4 Credits)

This course considers what the disciplines sociology, the law, public health, and social work contribute to our understanding of the causes and consequences of mass incarceration in the US. We will consider underlying assumptions about drug use, justice and punishment; how social forces (e.g., religion, the economy, Jim Crow, and politics) have shaped official responses to drug use and other social problems; and examine the social, legal, public health, and economic consequences of mass incarceration and the War on Drugs for individuals, families, communities, and contemporary society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, PJCJ, PJST, PLUR, URST.

SOCI 3730. Crime in Time and Space. (4 Credits)

One of the most consistent findings in criminological research is that crime is not evenly distributed within the environment. This begs the question: why is crime concentrated in certain areas, times and seasons? In this course, students will be introduced to the theoretical and empirical research that has attempted to explain these processes. Students will also be introduced to spatial analysis using geographic information systems software packages including ArcGIS. Special topics that will be covered include homicide, burglary, robbery, and assault. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3800. Internship. (3 Credits)

Internship.

SOCI 3806. Interpersonal Behavior and Group Process. (4 Credits)

Groups we associate with and the organizational settings in which we interact provide important contexts that shape what we do and even the identities we assume in everyday life. The study of social roles, selves, and identities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3999. Tutorial. (3 Credits)

Independent research and reading with supervision from a faculty member.

SOCI 4004. Art Worlds: Anthropology and Sociology Perspectives. (4 Credits)

The study of culture generally, and art world more specifically, allows us to understand the arts not only as aesthetics experiences, but also as institutional, economics, social, and political phenomena. Incorporating methods and insights from sociology and anthropology, and drawing on the resource of the immediate context of New York City's cultural communities and institutions, the course will introduce students to issues in and methods for cultural analysis. The analysis of art worlds will include: 1) a consideration of the intentions of creative agents or producers; 2) the distribution of these objects within particular systems; and, 3) the reception and interpretation of these objects by and within particular social groups or communities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ICC.

SOCI 4010. Taming "Wicked Problems": Social Science Research and Solutions Lab. (4 Credits)

Public health and safety, education policy, gun control, worker's rights, housing policy, environmental sustainability, infrastructure, digital privacy rights, civic engagement, energy policy, inequitable access to health care, and criminal justice reform: These issues lie at the heart of our communities, and tackling the challenges they represent requires us to abandon siloed thinking in favor of bringing multiple bodies of knowledge into the spaces where policy can be crafted to make people's lives better and more fulfilling. This course centers on interdisciplinary approaches to the identification, analysis, and proposal of evidence-based policy solutions for complex social, environmental, and economic problems facing 21st-century communities (i.e., "wicked problems.") Students will enhance their competencies in conducting applied, policy-relevant, and participatory action research through Solutions Lab projects focusing on "wicked problems" and will be equipped with the normative, affective, and cognitive skills and tools to actively and effectively engage in data-informed action for community betterment and social justice. Course materials will cover the theoretical foundations, conceptual scaffolding, and methods for distilling specific, concrete problems from larger ethical, cultural, and moral debates—and identifying possible solutions to those problems. It will be conducted using a workshop format and will be informed by perspectives and methodologies derived from sociology, political science, public policy, history, social justice, development, and human rights. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ICC.

SOCI 4020. Place, Space, and Immigrant Cities. (4 Credits)

This course will introduce students to the main issues and current debates on immigrant minorities in large urban areas. Due to their density, cities represent microcosms of interaction and identity formation among and between different minority and majority groups. This often manifests itself spatially, as certain neighborhoods become areas of residence and territorial concentration for immigrant minorities. In the process of settling, immigrants also start identifying strongly with their spaces of settlement. This course will trace the historical patterns of this process, as well as explore its contemporary manifestations, as cities are being rediscovered and "gentrified," rendering their neighborhoods into fierce battlegrounds of spatial contestation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, INST, ISIN, LALS, LASS, LPGP, PJRC, URST.

SOCI 4052. An Ethics of Modern Selfhood: The Pursuit of Authenticity. (4 Credits)

The modern and postmodern self or identity, examined as a series of personal and moral conflicts and dilemmas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCUS, COMC, COMM, ICC, THEO.

SOCI 4105. Religion, Gender, and Sexuality. (4 Credits)

This course considers the intersections of religion, gender, and sexuality. In many parts of the world, including the United States, and in many religious traditions, cultural and religious identity and continuity hinge on gendered practices and closely controlled sexual regimes. The goal of this course is to understand how religious institutions, communities, doctrines, practices and traditions shape gendered ideologies and practices, debates about sexuality and gendered division of labor, and the lives of men and women who participate in these religious communities. The course is organized conceptually; rather than learning about specific religious traditions, we will discuss thematic issues at the intersection of religion, gender, and sexuality. At various junctures we will discuss specific examples that span religious traditions, geographical locations, and historical periods. The course will therefore provide students with a sense of how contemporary and seemingly local debates are rooted in much broader conversations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, ASRP, BESN, ICC, INST, ISIN, PLUR, REST.

SOCI 4245. Ethics in Research. (4 Credits)

This course will examine approaches to responsible research practices across the natural and social sciences, with particular attention to research involving human participants. The course will provide an overview of the research process, foundations in research ethics, and provide examples of research across disciplines that exemplify scientifically valid and ethically sound research methods planning, implementation, and dissemination. In particular, the course will draw on long-standing research traditions in the field of sociology, and psychology in order to provide a foundation upon which ethical issues can be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BIOE, ICC, PYCA.

Prerequisite: PSYC 1200.

SOCI 4400. Gender, Bodies, and Sexuality. (4 Credits)

This course explores how gender and sexuality shape and organize our lives. We will examine how gender is built into structures, institutions, and ideologies of social life as well as the interaction between gender and other axes of inequality, including race, class, and sexual orientation. The course will examine the experiences of men and women in addition to those who do not fit into these gender categories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, COLI, ICC, PJGS, PJST, PLUR, WGSS.

SOCI 4408. Diversity in American Society. (4 Credits)

An examination of historical and contemporary diversity in the United States. Diversity is defined according to ethnicity, race, religion, class, and other relevant social groups. A comparison of the situation of old and new ethnic and immigrant groups will be made with special attention to factors affecting integration into the society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AASR, ACUP, ADVD, AMST, ASHS, ICC, LALS, LASS, LPGP, PJRC, PJST, PLUR, URST.

SOCI 4420. Religious Freedom and American Democracy. (4 Credits)

Religious freedom is a revered foundation of American democracy, but in an era of intense political polarization, some worry that this principle's murkiness, historical legacies, and political weaponization may contribute to democracy's undoing. This interdisciplinary capstone course considers religious freedom as a cornerstone of American democracy, both historically and with an eye to contemporary political, legal, and cultural debates that may well determine its future. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ASRP, ICC, POAP, POSC.

SOCI 4421. Disability, Literature, Culture: Neurological, Mental, & Cognitive Difference In Culture & Context. (4 Credits)

Disability studies, the central focus of this course, is an inherently interdisciplinary field. Drawing particularly on two of its constituent disciplines, literature and sociology, this course will explore the questions and problems raised by neurological, mental, and cognitive disabilities as they relate to identity, community, and belonging. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, ASLT, DISA, DIUL, ENGL, ICC.

SOCI 4444. Unstrange Minds: On the Ethical Dimensions of Neurological and Cognitive Difference. (4 Credits)

Human neurological and cognitive differences have long been areas of contestation and have generated varied judgments and values, along with social policies and practices, regarding the value of human beings with cognitive, neurological, or psychosocial (mental health) differences and impairments. Persons with such differences have been vilified, isolated, segregated, forced to endure dubious "cures" (even exorcisms), subjected to forced sterilization, and, all-too-frequently, murdered. On some occasions, they have been valorized, represented as super-functioning. Often, social practices and policies with regard to the treatment of such individuals are justified as "social goods," even when those policies result in their immiseration and extermination. Those deemed feeble-minded, moronic, epileptic, mad, or otherwise impaired were considered a threat to society's resources and well-being in the moment—and its future.

This course will revisit the rhetoric, practices, and policies regarding neurologically divergent persons and their treatment in light of recent social movements for disability rights, specifically those advocating for the rights of neuro-diverse persons. Topics of discussion will include the legal precedents of the Americans with Disabilities Act of 1990, as well as IDEA and recent challenges to "the capacity contract;" scientific developments (particularly genetic and neuroimaging technologies) that suggest newer, "kinder" pathways to a eugenically constructed social order; the convergence of racialized and class-based understandings of intelligence in the 20th century and the present; and the limits and bounds of parental and states' rights in relation to the medical treatment of their children (whether surgical or hormonal sterilization or vaccination avoidance). Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, DISA, DIUL, EP4, VAL.

SOCI 4500. Demography and Data Analysis. (4 Credits)

This course explores the three demographic phenomena of fertility, mortality, and migration through applied data analysis. Students will learn leading demographic theories as well as the quantitative methods used by demographers to test these theories. Emphasis is placed on research skills development and the presentation of demographic research. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, IPE.

SOCI 4900. Internship Seminar. (4 Credits)

Placement in a work setting of their choice provides students with an opportunity to assess their own career goals, while simultaneously enriching their understanding of how social groups function. Issues and topics from the sociology of formal organizations, including work role socialization, the organization as a social system, the bureaucracy and its public, formal and social processes in organizations, managerial ideologies and the relation between character and career are discussed. Placements must be obtained through the Internship Program located in the Career Planning and Placement Office. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 4902. Internship Seminar: Community Organizations. (4 Credits)

This seminar explores the context, forms, and goals of community organization in the United States with a focus on urban, social, and environmental issues. Class meetings will proceed in tandem with students' internship placements in local community-based organizations or other agencies. Students may choose their own internships, and assistance will be provided to help those in search of placement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, LALS, LASS, URST.

SOCI 4961. Urban Issues and Policies. (4 Credits)

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

Attributes: ADVD, AMST, APPI, ASHS, ICC, LALS, LASS, LPGP, PJRC, PJST, URST.

SOCI 4962. Health/Inequality in the US. (4 Credits)

This course examines the patterns and causes of health inequalities across key social groups in the United States. Grounded in a social-ecological approach to health, students examine how the distribution of money, resources, and power creates marked differences in the social and physical conditions within which we live our lives. These conditions, known as the "social determinants of health," contribute greatly to the formation of health inequalities. Examples of the social determinants that are examined include race/ethnicity, social class, gender, sexual identity, immigration/nativity status, and residential location. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BESN, ICC, PJEN, PJST, PLUR.

SOCI 4963. Population and Society. (4 Credits)

This course provides an introduction to the core areas of social demography (fertility, mortality, and migration) along with some other areas that demographers study (health disparities, residential segregation). Students will also be introduced to the data and methods used in demography, including mortality and fertility rates, the life table, and life expectancy. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, SOCI.

SOCI 4965. Science Fiction and Social Crisis. (4 Credits)

The course presents science fiction as a literary genre, one that does not attempt to give us an image of our future, but rather provides a unique social critique to defamiliarize and restructure our own reified present. Through its strategy of indirection, science fiction reflects on the object and ground of all human life, while itself being a reflection of its time. The genre often draws upon science and technology to create thought experiments of alternate utopian and dystopian worlds. As a literary form, science fiction has evolved from its pulp fiction origins in America for a mass audience to a highly creative art form practiced by some of the most outstanding writers of our time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASHS, ICC.

SOCI 4970. Community Service/Social Action. (4 Credits)

This course will deepen students understanding of the meaning of community service and social action in America and challenge them to confront the moral issues and social commitments necessary to be members of a just democratic society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, APPI, ASHS, EP4, LALS, LASS, PJCP, PJCR, PJST, SL, URST, VAL.

SOCI 4971. Dilemmas of the Modern Self. (4 Credits)

Modern selfhood or identity is studied as a series of conflicts or dilemmas "What is a self today?" What are the special problems of ourselves as modern and post-modern "subjects?" Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, EP4, VAL.

SOCI 4990. Conflict Resolution and Justice Creation. (4 Credits)

This course examines the psychological, social, and philosophical foundations of peacemaking and conflict resolution drawing on theories and experience from sociology and philosophy, and to some extent theology. The course will include experiential exposure to workshops on conflict resolution and non-violent social action techniques, drawn from social justice organizations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, INST, ISIN, LALS, LASS, PJCP, PJCR, PJST.

SOCI 4998. Senior Thesis. (4 Credits)

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

SOCI 4999. Tutorial. (4 Credits)

Independent research and reading with supervision from a faculty member.

SOCI 5808. Migration and Microfinance. (3 Credits)**SOCI 6100. Classical Social Theory. (3 Credits)**

This course examines the classical theorists, including Durkheim, Weber, Marx, and Simmel in relation to their historical period and relevance for contemporary scholarship.

Attributes: CEED, GENS, HECS, IPED, URSG.

Spanish (SPAN)

SPAN 1000. Introduction to Healthcare Spanish. (3 Credits)

In this course, the basics of Spanish language will be taught addressing the needs of healthcare providers and patients alike in the healthcare setting. The syntax and vocabulary selected aims at a practical use of language that will allow the students to set the stage for the clinical encounter and, by the end of the semester, to successfully conduct the clinical interview with the patient. Attention will also be devoted to the socio-pragmatic aspect of language, providing the students with the cultural knowledge required when interacting with Hispanic patients in a healthcare context.

SPAN 1001. Introduction to Spanish I. (5 Credits)

An introductory course that focuses on the four skills: speaking, reading, writing and listening providing students with a basic knowledge of Spanish linguistic structures, vocabulary and culture, which studied interdependently, comprise the Spanish Language.

Mutually Exclusive: SPAN 1002.

SPAN 1002. Introduction to Spanish II. (3 Credits)

This course will enhance the reading, writing, speaking and listening skills acquired by students in Introduction to Spanish I or from prior study. It will further promote a deeper understanding of Spanish and Hispanic cultures.

Mutually Exclusive: SPAN 1001.

SPAN 1501. Intermediate Spanish I. (3 Credits)

Intermediate Spanish I will continue introducing students to the fundamentals of the Spanish language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based Spanish learning program. Conducted in Spanish.

Attribute: IPE.

Prerequisites: SPAN 1001 or SPAN 1002.

SPAN 1502. Intermediate Spanish II. (3 Credits)

Intermediate Spanish II will continue introducing students to the fundamentals of the Spanish language, emphasizing the five main components of language acquisition (reading, writing, listening, speaking, and cultural competence) using a task- and content-based Spanish learning program. Conducted in Spanish.

Attribute: IPE.

Prerequisite: SPAN 1501.

SPAN 1601. Intermediate Spanish for Heritage Speakers. (3 Credits)

An overview of the fundamentals of Spanish grammar and expansion of vocabulary for students with bilingual experiences in English and Spanish, who have little or no formal instruction in Spanish. Interdisciplinary approach incorporating selected texts, music, film, and other authentic material that will build upon previous knowledge and build confidence in reading, writing, listening, speaking, and cultural competence.

SPAN 1999. Tutorial. (1 Credit)

Independent research and readings with supervision from a faculty member.

SPAN 2001. Spanish Language and Literature. (3 Credits)

Study of selected literary texts and review of pertinent grammatical structures, textual analysis, composition, and conversation. Conducted in Spanish.

Attributes: IPE, LAIN, LALS.

Prerequisite: SPAN 1502.

SPAN 2201. Spanish Community Engaged Learning. (3 Credits)

This course fulfills Fordham's core language requirement and serves as an alternative to SPAN 2001. The course also fulfills a requirement for the Spanish major or minor. In SPAN 2201, coursework is complemented by work in the community where students work for an average of four hours every week applying their Spanish skills in a highly contextualized environment unmatched by the classroom experience. This course covers the same grammar as SPAN 2001 and shares the same learning objectives: to understand and communicate in standard Spanish in everyday contexts; to comprehend a variety of written, visual, and sounds texts, including literary works, newspaper articles, and films; and to comment on these texts orally and in writing in a coherent and grammatically correct manner. The content of the course varies according to the sections offered in any given semester. Potential topics include Migration and Latinx Populations in NYC or Spanish for the Arts Industry.

Attributes: PLUR, SL.

Prerequisite: SPAN 1502.

SPAN 2301. Spanish for Heritage Speakers. (3 Credits)

An advanced review of grammar for students with bilingual experiences in English and Spanish. Study of selected literary texts, films, and other materials will help students strengthen and further develop their written and oral skills in Spanish.

Attributes: IPE, LAIN.

SPAN 2305. Spanish Conversation and Composition. (4 Credits)

Intensive practice of the spoken and written language with emphasis on proper use of idioms and buildings of vocabulary based on topics of interest and relevance. A basic course for prospective majors and minors, not open to Spanish native speakers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: IPE, LAHA, LALS.

Prerequisites: SPAN 2001 or SPAN 2201 or SPAN 2301.

SPAN 2405. Healthcare Spanish. (4 Credits)

The course is specifically designed so that students that have never taken Spanish and students who have, or are heritage speakers, could take it. By the end of this course, students would be familiar with the vocabulary and basic grammar that would enable their understanding of Healthcare Spanish at an introductory level. The syntax and vocabulary selected for this course aims at a practical use of language that will allow the students to successfully conduct the clinical interview with the patient. Attention will also be devoted to the socio-pragmatic aspect of language, providing the students with the necessary sociocultural knowledge to succeed when interacting in a healthcare communicative context. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SPAN 2450. Business Spanish. (4 Credits)

Business Spanish, SPAN 2650, is designed for advanced Spanish students who wish to further their linguistic abilities within the context of business. Through exposure to materials (texts, videos, class visits, etc) from a variety of countries in the Hispanic world, in this course students will become familiar with different business contexts in the Hispanic world. They will also become knowledgeable of the workings of important sectors of the economy in Spain, Latin America, and the United States, and with the regional factors (trade agreements, political circumstances, etc.) that shape them. By learning essential vocabulary and discussing different cultural practices in the Spanish-speaking professional world, students will develop an understanding and appreciation of cultural and socioeconomic diversity for effective intercultural communication. Taught in Spanish. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: IPE, LAHA, LALS.

Prerequisites: SPAN 2001 or SPAN 2201 or SPAN 2301.

SPAN 2500. Approaches to Literature. (4 Credits)

A basic course in Spanish literature. Close readings in the major forms, prose fiction, poetry and drama, and an introduction to the varieties of critical strategies for reading them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE, LAHA, LALS.

Prerequisites: SPAN 2001 or SPAN 2201 or SPAN 2301.

SPAN 2620. Spanish Phonetics. (4 Credits)

Sounds of the Spanish language. Analysis of standard Spanish pronunciation in contrast with regional varieties of the Hispanic world through transcriptions, speech analysis, and live presentations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LAHA, LALS.

Prerequisites: SPAN 2001 or SPAN 2301.

SPAN 2655. Creative Writing in Spanish. (4 Credits)

This course will explore various modes of creative writing (journals, short stories, microcuentos, poems, etc.). Readings about the process of writing by Hispanic authors, and certain exemplary texts will serve as guide and inspiration, while a workshop format will allow for revising and developing as second language writers. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: IPE, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 2700. Hispanic Legends. (4 Credits)

This course will introduce students to fundamental myths, folktales, and fables from a variety of Spanish-speaking countries and periods. Special attention will be paid to sources, interpretation, and analysis of these stories. among topics to be considered are the types, structure and patterns of legends, the role of the hero, common devices such as personification, and orality. Written assignments include analytical essays, response papers, and creative writing. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 2999. Tutorial. (2 Credits)

Independent research and readings with supervision from a faculty member.

SPAN 3001. Spain: Literature and Culture Survey. (4 Credits)

This course is a survey of Spanish historical and cultural processes from the Middle Ages to the present in relation to their representation in literature and art, through analysis of canonical and non-canonical literary texts, visual arts and film. Prereq: SPAN 2500 or Instructors' Permission; Taught in Spanish. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, IPE, ISEU, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3002. Latin America: Literature and Culture Survey. (4 Credits)

A survey of the main topics of the various Spanish American cultures in relation to their representation in literature and art, through analysis of literary and non-literary texts, visual arts, music, film, and photography. Taught in Spanish. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, COLI, GLBL, IPE, LAHA, LAIN, LALS.

Prerequisite: SPAN 2500.

SPAN 3007. Spanish Linguistics. (4 Credits)

This course focuses on the linguistic study of the Spanish language. The course discusses the formal domains of language structure - including speech sounds and their mental representations, sentence structure and semantic meaning, as well as social realities of language use and language change across different varieties of Spanish in the world. The course is taught in Spanish. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, IPE, LAHA, LALS, LING.

Prerequisites: SPAN 2001 or SPAN 2301 or SPAN 2500.

SPAN 3066. Survey of Latin American Film. (4 Credits)

A panoramic view of the cinema of Hispanic America and Brazil, from the Golden Age of Mexican film to the present. Particular emphasis will be placed on students' use of the language itself of film studies, as well as on the connections between transnational networks of filmmakers and the emergence of pan-Latin American identities. Taught in Spanish. Prereq: SPAN 2500 or Instructor's Permission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, INST, IPE, ISLA, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3072. Geographies of Power/Injustice. (4 Credits)

Throughout this course, the aim is to develop in students a critical perspective on the spatiality of social life, that is, to foster students understanding of how relations of power and dispossession are inscribed into the built environment in both urban and rural landscapes. Through in-depth study of 20th and 21st century Spanish American works of fiction and film, we will study how space (which simultaneously shapes, and is shaped by, social life) is politically produced and reproduced, thus creating structures of privilege and advantage for some, and of social control and cultural, gender and class exclusion or domination for others. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, APPI, INST, IPE, ISLA, LALS.

SPAN 3075. Crime in Hispanic Fiction. (4 Credits)

The point of departure for this course is a very popular genre—crime narrative (*el relato policial/detectivesco*)—and its literary and sociocultural particularities. Students will examine representative texts from the genre's earlier practitioners in Latin America (Jorge Luis Borges, Adolfo Bioy Casares, Rodolfo Walsh) and explore some of its transformations in short stories and novellas by Ricardo Piglia, Cristina Peri Rossi, Ana Lydia Vega, Marta Aponte Alsina, and Gabriel García Márquez. This course is taught in Spanish. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, LALS, MLL.

Prerequisite: SPAN 2500 (may be taken concurrently).

SPAN 3123. Questioning Race in Mexican Film and Literature. (4 Credits)

This course focuses on how Mexican cinema and literature have depicted racial relations, and how racial discourse intersects with that of class, gender, and religion. The Mexican Revolution produced a "mestizo" subject, an ideal citizen that combined indigenous and European features. But, as recent scholarship has shown, the mestizo has stood, in reality, for whiteness. We will see how film and literature have engaged with issues like social engineering, eugenics, xenophobia, and racial utopias. The course will focus on works from the 20th century, but will also include contemporary authors. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASHS, ASLT, ASRP, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3166. Trends in Latin American Film. (4 Credits)

This course analyzes trends in Latin America's cinematic production since the 1990s, when the neoliberal model of economic development and the politics of globalization were adopted by several countries within the region, such as Mexico, Argentina, Brazil, and Peru. The political and economic changes resulted in deep cuts in state-sponsored cultural programs, including less direct investment in and incentives for the three largest-producing countries of the region: Argentina, Brazil, and Mexico. In addition, as a result of the economic shortages of the post-Soviet "special period" of the 1990s, film production in Cuba—another major film producer in the region—dropped by almost half. This new economic and political context prompted significant changes in the region's cinematic landscape and altered the very specific ways in which "Latin American film" was understood: Film now became mainly conceived as a cultural product of consumption, made possible mostly through transatlantic co-productions, and its main purpose was to conquer both local and global commercial and specialized markets (e.g., film festivals). Previous radical politics and struggles for cultural autonomy were in many ways either left behind or significantly transformed. In this course, we will explore the new conditions of film production and circulation developed since the 1990s in several Latin American countries, as well as different aesthetic and political trends both in fiction and documentary filmmaking. The analysis of specific films alongside their historical and geographical contexts will serve as case studies to discuss the changing role of film in Latin America during the past 30 years.

Attributes: ACUP, ADVD, ALC, AMST, COLI, GLBL, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3175. Crime Fiction in Argentina and Chile. (4 Credits)

In this course, students will examine crime fiction produced in Argentina and Chile in the 20th and 21st centuries. Following the overview of the features of the traditional modalities of the genre—the classical whodunit and the hard-boiled detective stories—the course will analyze the modifications of the genre in the aforementioned Southern Cone countries, in relation and in response to the particularities of their respective historical and sociopolitical contexts.

Attribute: ALC.

Prerequisite: SPAN 2500.

SPAN 3210. Transatlantic Picaresque. (4 Credits)

Exploration of the origins of this uniquely entertaining genre, its most exemplary manifestation in Spain, and its transatlantic resource in the New World. Texts include *Lazarillo de Tormes*, *El Buscón*, *De Don Catrin de La Fachenda*, *El Lazarillo de Ciegos Caminantes*, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3230. Sinful Business. (4 Credits)

Analysis of greed in Colonial and Golden Age writings on New World treasure. Exploration of Classical and Jungian roots of negativity toward commercial navigation. Prose and poetry by authors such as Horace, Ovid, Cabeza de Vaca, Sigüenza y Gongora, Quevedo, and Gongora. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE, LAHA, LALS.

Prerequisite: SPAN 2500 (may be taken concurrently).

SPAN 3250. God, Gold, and Glory. (4 Credits)

In-depth examination of colonial narratives of exploration and conquest. Comparative study of text and film representations of this powerful moment of Spanish imperialism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3275. Hybrid Futures: A Panorama of Mexican Short Fiction. (4 Credits)

This course will explore the main themes of Mexican science fiction, from the late nineteenth century to today, using a panoramic approach that encompasses different forms of cultural production and media (literature, film, comics, street art, etc.). Through the science fiction lenses we will examine Mexico's relation to technology and the processes of modernization, as well as the imagined future of labor, gender, and immigration, among other issues. We will frame Mexican science fiction as part of a larger Latin American tradition, while also discussing the connections to more mainstream (i.e. American and English) visions of the genre. All materials will be available online.

Attributes: ACUP, ADVD, ALC, AMST, INST, IPE, ISLA, LALS.

Prerequisite: SPAN 2500.

SPAN 3285. Trends in Mexican Cinema. (4 Credits)

In this course, we will examine Mexican cinema's major trends and genres. We will discuss some of Mexico's most important films and film criticism, while also paying attention to less prominent cinematic artifacts. We will study these films not only as aesthetic but also political and social works, highlighting topics such as race relations, national identity, and modernization.

Attributes: ALC, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3300. Modern Latin American Visual Culture. (4 Credits)

In this course, we will identify, follow, and compare a number of narrative and historical currents as they are represented in Latin American visual culture, from independence to the present. We will do this across a broad variety of media, including concrete poetry, performance art, photography, painting, film, television, sculpture, comics, and theater. We will focus on theoretical, historical, ethical, political, and identitarian approaches to these different disciplinary categories of visual culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, COLI, INST, IPE, ISLA, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3301. Federico Garcia Lorca and His World. (4 Credits)

The course is an in-depth study of the works and person of Spanish author Federico Garcia Lorca (1898-1936) in its socio-historical, artistic and cultural contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, IPE, ISEU, LALS.

Prerequisite: SPAN 2500.

SPAN 3305. Posthuman Mestizaje and the Non-Human Turn in Mexican Culture. (4 Credits)

The course will study the posthuman subjects that emerge in Mexican culture in the late nineteenth century. We will study cyborgs, zombies, and other forms of posthuman beings and their relation to modernity. Secondly, we will focus on the non-human: technological objects, artificial intelligences, commodities, and other entities that have had a life on their own. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, IPE, ISLA, LALS.

Prerequisite: SPAN 2500.

SPAN 3310. Latin American Science Fiction. (4 Credits)

This course explores Latin American science fiction as a mode of discourse that has engaged with pressing social issues in the region, including questions of modernity and technological dependence in a globalized world. At the same time, we will see how this genre is becoming a space to speculate about the future of race, class, and gender relations in Latin America. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, ISLA, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3401. Modern Spanish Fiction. (4 Credits)

This course examines the development of Spanish narrative during the 20th century up to today. We will read and analyze representative texts from the following periods: the dictatorship of Francisco Franco (1939 to 1975), the transition to democracy (1975 to 1982), and the democratic era (1982 to today). We will pay special attention to the socio-historical context to see how it is reflected in the themes and narrative strategies of each text. Textual themes include migration and immigration, housing, home and belonging. Taught in Spanish. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, IPE, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3402. Language and Identity in the Spanish-Speaking World. (4 Credits)

Language and Identity in the Spanish-Speaking World Descripción: This course examines the role of language in the construction of social identity in the Spanish-speaking world. We will study how much agency people have in choosing and projecting their gender, sexual, racial, ethnic, and class identities through language and how they contest the ways in which they are imagined, defined, and labeled by others. During the semester, students will learn new ways of thinking about the relationships among language, culture, and society. This course is taught in Spanish. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ANLA, LING.

Prerequisite: SPAN 2500.

SPAN 3405. Women Translators in the Spanish-Speaking World. (4 Credits)

This course examines the role of female authors (Spanish, Latinx, Latin American) using translation to publish their work or writing under male pseudonyms. We'll explore the agency of female translators as authentic cultural contributors, discovering a hidden legacy from the indigenous translator Malinche in the Early Modern period to contemporary women writers and mediators. Readings include Isabel Correa, Gertrudis Gómez de Avellaneda, Zenobia Camprubí, Silvina Ocampo, María Lejárraga, Nancy Morejon, or Luna Miguel, among others. Taught in Spanish. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ALC, AMST, ASLT, IPE, LAHA, LALS, MLL.

Prerequisite: SPAN 2500.

SPAN 3407. Foreignness & Translation: Multilingual Autobiography Writing in Contemporary Latin-Am & Latino Lit (1980-2015). (4 Credits)

This course studies manifestations of multilingualism in contemporary Latin-American and Latino literature, more particularly multilingualism that creates a tension between mother tongue and adoptive language when one of the languages is Spanish. It focuses on narratives and memoirs written by authors whose roots are in the Southern Cone (Argentina and Chile: Manuel Puig, Sylvia Molloy, Paloma Vidal, Ariel Dorfman...), the Caribbean (Pérez Firmat, Judith Ortiz Cofer...) and México (Richard Rodríguez, Gloria Anzaldúa, Ilan Stavans...). The paradoxes of multilingualism will be approached formally (categories of multilingualism: alternating between languages, self-translation, code-switching...; rhetorical patterns, central tropes), thematically (identity construction and the perception of the self, the affective function of language) and sociologically (the difficulties to publish real bilingual texts as a consequence of unequal relationships of power between North and South). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, INST, IPE, ISLA, LALS.

Prerequisite: SPAN 2500.

SPAN 3456. Posthuman Body in Mexican Fiction. (4 Credits)

This course will examine how Mexican fiction (literature and film) has presented posthuman subjects, that is, entities that question normative notions of the human. We will study robots, cyborgs, zombies, and other posthuman beings, and the way they engage with questions of race, gender, capitalism, and the environment. The main goal is to see how Mexican culture has reflected on what it means to be a human, to have a body, but also whether it is possible to think beyond the human and embrace what has been called the "posthuman turn." Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, LALS.

Prerequisite: SPAN 2500.

SPAN 3515. New Spanish Literature: Rewriting the Public Sphere in 21st Century Spain. (4 Credits)

This course explores the emergence of a new generation of Spanish writers whose texts actively engage in the main debates of the 21st century public sphere, such as migration, sexuality, and nationalism. An analysis of these major works aims to shed light on the features that conform that generation of writers as well as on the ways they intervene, shape and question the Spanish public sphere. Authors like Najt el Hachmi, Elvira Navarro, Remedios Zafra, Sara Mesa, Alberto Conejero, Aixa de la Cruz, and Quan Zhou, among others, will be discussed. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3525. Cultures of Sexual Dissidence in Latin America. (4 Credits)

In this course, we will explore an alternative canon of Latin American and Latinx literary and cultural production, created by and about subjects whose sexualities and genders have been positioned, from the colonial period on, as divergent from the heterosexual and cisgendered "norm." Topics to be covered include theoretical approaches to "queer" studies rooted in the region (and tensions with queerness conceived as a North Atlantic epistemological framework), alliances between radical feminism and LGBTQ movements, debates about the cultural and aesthetic representation of trans people, the pros and cons of political militancy, and the relationship between sexuality and diaspora.

Attributes: ALC, GLBL, LAHA, LALS, MLL, WGSS.

Prerequisite: SPAN 2500.

SPAN 3530. Excess in Spanish Lit. (4 Credits)

National identity in Spain was constructed beyond European ethics and aesthetics. This course focuses on the tragic consequences of presenting Spain as the Other, examining representations in modern literature and film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3535. Unus Mundus: Deconstructing 'Time' Through Spanish Literature. (4 Credits)

Inspired by alchemy and quantum physics, analytical psychology and hermeneutics, environmentalism and the Eternal Return, several Spanish writers have elaborated mysterious representations of Unus Mundus, the underlying synchronicity connecting the observer and the observed in our universe. Rather than a chronological continuum of cause and effect, actions and reactions, temporality is perceived as a psychological construction that organizes experience according to deterministic narratives and cultural paradigms. This course explores literary representations that defy the nature of time associated with change and decay. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, IPE, ISEU.

Prerequisite: SPAN 2500.

SPAN 3540. Spain and Islam. (4 Credits)

Islam has been a major constant in the construction of Spanish national and cultural identity from the Middle Ages to our present day. This course will explore the nature of this Islamic constant through the different political and cultural contexts of Spanish history. Course material will include literary sources from Medieval lyric to modern fiction as well as other cultural forms, including Medieval music and contemporary cinema. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, IPE, ISEU, LAHA, LALS, MEST, MVLI, MVST.

Prerequisite: SPAN 2500.

SPAN 3550. Expressing the Colonies. (4 Credits)

This course will consider Colonial texts following the age of discovery and conquest. Exploration of Sor Juana, el Inca Garcilaso, Balbuena, Acosta, Vazquez, de Espinosa, and others will seek to identify how the writings contributed to the expression of the newly established colonies and institutions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3555. Cultural Politics in Spanish Democracy (1978–2020). (4 Credits)

This is an advanced survey course on the intersections of culture and politics throughout the trajectory of Spanish democracy from its foundation in the transitional period after Franco's dictatorship in the 1970s to the present. Once hailed as an example of spectacular modernization throughout the 1990s and early 2000s, Spain was profoundly impacted by the 2008 financial crisis, which sparked a series of interrelated economic, social, political, and cultural crises. Through the analysis and discussion of a broad array of cultural productions (film and documentaries, fiction and nonfiction writing, music, social media, advertisements, political communication, etc.), this class will explore how cultural meanings have shaped collective understandings of political notions (democracy, community, nation, citizenship), the formation of political subjectivities (class, gender, race, and other identifications) and movements (labor, feminism, antiracism) and counterreactions. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

Prerequisite: SPAN 2500.

SPAN 3560. Reimagining the Colonies. (4 Credits)

Study of modern Latin American historical fiction (novels and short stories) set in the Colonial period. Exploration of the factors that inform contemporary authors' literary imaginations as they envision and recreate this crucial period in Latin American history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, IPE.

Prerequisite: SPAN 2500.

SPAN 3561. Representing the Gypsy. (4 Credits)

This course will explore the representation of the gypsy in Spanish literature and culture from the late Middle Ages to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, IPE, ISEU, LAHA, LALS, PJRC, PJST.

Prerequisite: SPAN 2500.

SPAN 3578. Autofiction. Latinx Creations of the Self.. (4 Credits)

Autofiction is a construct that problematizes the tension between fact and fiction. The term autofiction is used to categorize conceptual and experimental art productions and hybrid literary practices in which the authorial self is a fundamental part of meaning. The works of Laura Aguilar, Félix González Torres, Ana Mendieta, and Josefina Baez, among others discussed in this project-based course, illuminate how many Latinx contemporary writers and visual artists have deployed their everydayness and themselves as artistic and literary subjects to destabilize notions of authenticity and the absolute truth. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: SPAN 2500.

SPAN 3582. New York in Latinx Literature and Film. (4 Credits)

This course explores New York as represented by Spanish and Latin American exile writers and native Latinx New Yorkers. Students focus on the city as a metaphor for artistic creation in a global world, a center for a cosmopolitan Spanish and Latin American diasporic avant-garde, and as constructed by the Latinx imagination in writing and film. The course syllabus includes authors such as Martí, Lorca, Burgos, Thomas, Piñero, Arenas, Braschi, Hijuelos, and Leguizamo, and filmmakers such as Ichaso, Morales, and Troyano. This course is conducted in Spanish. Please note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, COLI, IPE, LAHA, LALS, PLUR.

Prerequisite: SPAN 2500.

SPAN 3583. New York City Latino Theatre and Performance. (4 Credits)

Explores the diversity of Latino performance styles in NYC, from theatrical performances to performance art and spoken word, by studying the works presented in NYC's Latino repertory theaters, musical theater venues, performance art and spoken word presentations, such as El Repertorio Espanol, Teatro Circulo, the Puerto Rican Travelling Theater/Pregones Theater, and INTAR. It will study the works of performance artists such as Carmelita Tropicana and Josefina Baez, of spoken word poets such as Willie Perdomo, Edwin Torres and Caridad del la Luz, and Alberto Sandoval-Sanchez, and Diana Taylor. Conducted in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: IPE, LALS, PLUR.

Prerequisite: SPAN 2500.

SPAN 3585. La Frontera: Art as Resistance. (4 Credits)

This course examines artistic practices (literature, visual arts, performance, etc.) that consider the US-Mexico border as a site of cultural identity, resistance, and inspiration. This course is conducted in Spanish. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

Prerequisite: SPAN 2500.

SPAN 3590. Theater Against Power in Spain and Latin America. (4 Credits)

Spanish and Latin American playwrights vigorously criticized the political regimes of the 20th century. Reviewing plays of rebellion and tyrannicide, from naturalist drama to postmodern experiments of the absurd, we will explore how theater became essential to constructing democracy. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, IPE, ISEU, ISIN, ISLA.

Prerequisite: SPAN 2500.

SPAN 3610. Children's Gaze in Latin American Literature. (4 Credits)

This course examines Latin American short stories, novels and poetry which focus on the way children and adolescents view the world and how they process their immediate socioeconomic and geographic contexts to construct their world view and find their place in society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, COLI, GLBL, IPE, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3625. Spanish-American Short Fiction. (4 Credits)

This course will cover the short story and the short novel in Spanish America from the middle of the 20th century with an exciting selection of text by authors which may include Jorge Luis Borges, Juan Rulfo, Marta Aponte-Alsina, Julio Cortázar, Juan Carlos Onetti, Gabriel García Márquez, Rosario Ferré, Roberto Bolaño, Alexandro Zambra, Sergio Pitól, Ricardo Piglia, Elena Poniatowska, and Rosario Castellanos. The readings will provide the basis for critical and contextual discussion of different narrative techniques and forms as well as their literary and cultural meanings. The course features weekly writing assignments as well as group presentations and projects to enhance students' ability to express complex ideas in Spanish and hone their oral skills and to encourage independent learning and invite regular class participation and collaboration. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, COLI, GLBL, INST, IPE, ISLA, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3642. Spanish-American Literature and Popular Music. (4 Credits)

The significant role of popular music such as bolero, tango, milonga in Latin American Postmodern Novel. Authors may include: M. Puig, R. Sanchez, G. Cabrera Infante, L. Otero, M. Montero, R. Ampero. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, COLI, INST, IPE, ISLA, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3701. Spanish-American Women Writers. (4 Credits)

Texts by Spanish-American women writers from the Colonial period to the present. Issues of female writing and representation. Evaluation of the status of writing as a woman in recent critical theory. Authors may include: Sor Juana, Mistral, Bombal, Castellanos, Poniatowska, Ferre, and Allende. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, COLI, GLBL, INST, IPE, ISLA, LAHA, LALS, WGSS.

Prerequisite: SPAN 2500.

SPAN 3710. Contemporary Latin American Fiction. (4 Credits)

In this course we will study the major trends in Latin American fiction from the second half of the 20th Century onwards. Significant attention will be placed on writers of the 1960's "boom" generation, their technical innovations and their role as intellectuals. Major post-boom authors will then be studied focusing on themes such as migration, transnationalism, memory, end-of-the-century politics of identity, and the increasing professionalization of the Latin American writer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, COLI, INST, IPE, ISLA, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3712. Literatures of the Latin American Boom and Post-Boom. (4 Credits)

We will first explore the "Boom," a time in the 1960s and 70s when certain Spanish American authors (such as García Márquez, Cortázar, Vargas Llosa, Fuentes, and Donoso) became known internationally for their sophisticated narrative techniques, engagement with politics, and re-imagining of national identity. We will then examine how more contemporary works of Spanish American fiction (by such authors as Poniatowska, Bolaño, Fuguet, and Eltit) grapple with the legacy of the "Boom." Other issues to be discussed include modernism, "magical realism," historical fiction, and works by authors transitioning between the Boom and Post-Boom (including Puig, Sarduy, and Allende). Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, INST, IPE, ISLA, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3715. Latin American Cyberliterature. (4 Credits)

Latin American Cyberliterature explores the articulation of cyberspace and literature and analyzes the use of hypertexts, blogs and blognovels by Faverón, Neuman, Paz Soldán, Volpi, Rivera Garza and Pron. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, COLI, INST, IPE, ISLA, LALS.

Prerequisite: SPAN 2500.

SPAN 3720. The Hispanic Transatlantic. (4 Credits)

Through the analysis of literary texts, this course explores the cultural and literary relations between Latin America and Spain from colonial times to the 21st century. We will discover unexpected relationships: What links the chronicles of the Spanish conquistadors, the Cuban Alejo Carpentier, and the works of Galician authors? Or why can we consider the Argentine Jorge Luis Borges as the "father" of modern Basque literature? Reading their cultural products side by side illuminates these transatlantic dialogues and allows us to situate Latin American and Spanish works in the context of World Literature. Taught in Spanish. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3730. Writing Violence: Peru, 1980-2000. (4 Credits)

In this course we will study the different representations of violence in Peruvian narrative, poetry and film whose main subject was the armed conflict during the 1980's and 90's between the Peruvian state and subversive groups (Shining Path and MRTA). Most reading will be literary but the course has a strong interdisciplinary nature since a thorough study of historical, sociological and anthropological texts related to this period of Peruvian history and culture will be included. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, GLBL, INST, IPE, ISLA, LAHA, LALS, PJST, PJWT.

Prerequisite: SPAN 2500.

SPAN 3770. Cultures of Memory and Post-Memory in Contemporary Chile. (4 Credits)

This course will explore artifacts and movements of cultural memory – literature, criticism, film, photography, and other media – that illuminate efforts in Chile to come to terms with the country's recent dictatorial past. We will also discuss these artifacts in light of the idea of "postmemory": how affiliations to, and representations of, this past are (re)constructed in the present and projected into the future. The course will include a week-long trip to Santiago, Chile over spring break. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, IPE, ISLA, LALS.

Prerequisite: SPAN 2500.

SPAN 3771. Cultures of Memory and Post-Memory in Contemporary Chile. (1 Credit)

This course will explore artifacts and movements of cultural memory – literature, criticism, film, photography, and other media – that illuminate efforts in Chile to come to terms with the country's recent dictatorial past. We will also discuss these artifacts in light of the idea of "postmemory": how affiliations to, and representations of, this past are (re)constructed in the present and projected into the future. The course will meet once a week during the semester, and then include an optional, one-credit, two-week-long trip to Santiago, Chile immediately after the semester ends.

Attribute: IPE.

SPAN 3800. The Spanish Diaspora. (4 Credits)

This course proposes a study of the main religious, political and intellectual Spanish diasporic waves from 1492 to 1939. By exploring different literary and cultural sources produced both inside and outside Spain it aims to determine the impact of exile and displacement in the formation of Spanish national identity. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, IPE, ISEU, LAHA, LALS.

Prerequisite: SPAN 2500 (may be taken concurrently).

SPAN 3808. Bodies, Touch, and Affect in Argentine Film and Literature. (4 Credits)

This course explores a selection of films and literary works from the lens of the body and embodiment in Argentine culture (1871-present). This class will be structured in four blocks: desire and the body, the body in pain, touch and hapticity, and affect theory. Each section will present canonical theory and discuss tensions between the North Atlantic and Latin American epistemological frameworks. Students will analyze and compare films, poetry, and fiction that explore how bodies, sensations, and affect interact politically within their context of production. Authors included are Esteban Echeverría, Gabriela Cabezón Cámara, Néstor Perlongher, Lucrecia Martel, Marco Berger, Paula Markovitch, and Agustina Comedi, among others. Academic writing (research papers) will be complemented with a creative component (creative writing or short-film production). Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASAM, COLI, LAHA, LALS, WGSS.

Prerequisite: SPAN 2500.

SPAN 3809. Argentine Literature and Film. (4 Credits)

The course will examine in Argentina the fruitful dialogue between literature and film. Analysis of the writers who incorporated into their writing procedures derived from film and created new models of representing reality. Among the authors to be explored are: Manuel Puig, Jorge Luis Borges, Julio Cortázar, Adolfo Bioy Casares, Eduardo Sacheri, Guillermo Martínez. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, INST, IPE, ISLA, LALS.

Prerequisite: SPAN 2500.

SPAN 3820. Hispanic Caribbean Literature. (4 Credits)

This course covers important topics in Hispanic Caribbean literature, film, and performance such as national identity, gender, sexuality and race, colonialism, border conflicts and empire, dictatorship and resistance, revolution, migration, exile, and transnational relations between the U.S. diasporas and their home countries. Special attention will be paid to artistic response to disasters in the area. Authors will include Martí, Palés Matos, Guillén, Mir, Bosch, Carpentier, L. R. Sánchez, A. L. Vega, Santos-Febres, Rita Indiana Hernández, Padura, Junot Díaz, L. Negrón, and A. Obejas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, ASLT, COLI, GLBL, INST, IPE, ISLA, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3850. Narrating the City. (4 Credits)

As a result of massive internal migration, Latin America is now a predominantly urban space. This course explores the various ways in which the city has been imagined in contemporary Latin American film and literature. Analyzing works from a variety of countries and cultural traditions, we will discuss how literary and filmic fiction depict how individuals interact with different configurations of urban space, and how these interactions reproduce or challenge established structures of power. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, ALC, AMST, COLI, INST, IPE, ISIN, ISLA, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3851. The Neoliberal City in Post-War Central American Cultural Production. (4 Credits)

This course proposes an analysis of the neoliberal city in Central American films, short stories, and novels. Offering a critical examination of the social reality of Central American cities, alongside the historical, social, and cultural context of the region as a whole, this course will illuminate the effects that urban agglomerations have on spaces, and in particular, on the social body itself. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, LALS.

Prerequisite: SPAN 2500.

SPAN 3908. Francoist Spain. (4 Credits)

This course focuses on cultural production during the regime of Francisco Franco (1939-1975), and examines the regime's ideological approach to the arts by studying the personalities and legislature that shaped the Francoist aesthetics. The course puts state sponsored and subversive art and dialogue with official policies and the struggle for their control to produce a more nuanced understanding of Franco's Spain. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, IPE, LALS.

Prerequisite: SPAN 2500.

SPAN 3950. The Fantastic in Spanish Literature and Film. (4 Credits)

An exploration of the fantasy genre and subgenres in Spanish culture (its evolution, its social and political implications) from medieval chivalry novels and miracles to 21st century horror movies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, IPE, ISEU, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3990. Spanish Immersion in Spain. (0 Credits)

Students receive instruction at their level of language competency at the University of Granada, and engage in a number of cultural excursions and activities within Granada, a recognized World Heritage Site by UNESCO, one of the most beautiful cities in the world and a center of flamenco culture. Students will also participate in two short trips to Sevilla and Córdoba. All program activities and cultural visits are organized by the program instructors who also supervise the academic progress of all students and comment on their weekly blog reflections. NOTE: Only participants in Fordham in Granada can register for this class.

Attribute: IPE.

SPAN 3993. Advanced Spanish Immersion in Granada. (3 Credits)

Students will take an upper-level course at the University of Granada and engage in a number of cultural excursions and activities within Granada, a recognized World Heritage Site by UNESCO, one of the most beautiful cities in the world, and a center of flamenco culture. Students will also participate in two short trips to Sevilla and Córdoba. All activities and cultural visits are organized by the program instructors, who also supervise the academic progress of all students and comment on their weekly reflections. NOTE: Only participants in Fordham in Granada can register for this class.

Attribute: ALC.

Prerequisite: SPAN 2001.

SPAN 3995. Spanish in Context. (0 Credits)

Students will receive instruction at their level of language competency at the University of Granada. They will also engage in a number of cultural excursions and activities within beautiful Granada, a UNESCO World Heritage Site and a center of flamenco culture. Students will also participate in two short trips to Sevilla and Córdoba as well as a longer trip to the Algarve. All program activities and cultural visits are organized by the program director, who also supervises the academic progress of all students. Please note: Only Fordham in Granada participants can register for this class.

Attributes: IPE, MLL.

SPAN 3997. Back to Nature: New Ruralism in 21st Century Spanish Literature and Film. (4 Credits)

The debate over rural Spain—its landscapes, history, people, traditions, and forms of sustainability—has been one of the most recurrent topics in Spanish literature and film since the beginning of the new century. The increasing public concern about climate change, the impact of the 2008 financial crisis on rural areas, or the idealization of natural life after the COVID-19 pandemic stands in the background of dozens of novels, essays, movies, and documentaries that narrate the experience of either living in or escaping to a rural area in contemporary Spain. This course proposes an exploration of the topics and lines of thought that intersect in the rural experience, narrated by a selection of those literary and cinematographic works by approaching them through the theoretical lens of ecocriticism. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 3999. Tutorial. (3 Credits)

Independent research and readings with supervision from a faculty member.

Attribute: IPE.

Prerequisite: SPAN 2500.

SPAN 4001. Cervantes and Don Quixote. (4 Credits)

Lectures, readings and discussion of Don Quixote. Cervantes' importance for the development of modern fiction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, IPE, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 4005. Painting the Empire: Understanding the Spanish Empire Through Art and Literature. (4 Credits)

The Golden Age of Spanish art and literature (known as the Siglo de Oro) coincided with the configuration of Spain as a global empire after the rise of the Habsburg dynasty to the Spanish throne (from around 1550 to around 1650). This course proposes a study of the main social and cultural conflicts that conformed that empire from an interdisciplinary perspective that combines the works of the empire's most famous painters and artists (El Greco, Diego Velázquez, José de Ribera, among others) with the works of its most representative writers (Lope de Vega, Miguel de Cervantes, María de Zayas, among others). Topics such as the symbolic construction and shaping of imperial space, or the impact of the new imperial policies on gender, racial, and social relationships will be approached through a combination of visual and textual production. This course will also take great advantage of the important collections of Spanish Renaissance and Baroque painting and art held at the Metropolitan Museum of Art and the Hispanic Society of America. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ICC, IPE, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 4018. Cuba: Revolution, Literature and Film. (4 Credits)

This interdisciplinary capstone course will study the representation of the Cuban revolutionary process in literature, history, and film. It will explore some of the major topics on the Cuban revolutionary process from the vantage point of historical, literary and cinematic accounts: the relationship of intellectuals to the state, the revision of the past as antecedent to the Cuban revolution and its policies, the place of race, gender and sexuality in revolutionary culture, the Mariel exodus and the revolution's relationship to Cuban diasporic communities, the critique of revolutionary rhetoric during the post-Soviet "special period" and issues related to consumption, gender, sexuality, race, urban development and subjectivity during the current period of economic and cultural transition from socialism. It will use an interdisciplinary historical, literary and cinematic approach to examine the Cuban revolutionary process. Conducted in English with texts in Spanish and English translation. Coursework in Spanish for credit toward the Spanish major and minor. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CCUS, COMC, COMM, FITV, GLBL, ICC, INST, IPE, ISLA, LAHA, LALS.

SPAN 4347. Latinx Borders. (4 Credits)

This course uses an interdisciplinary approach to examine the experiences of Latin Americans and Latinos. It employs literature and history to introduce students to the benefits of using multiple ways of acquiring knowledge. It then relies on other academic areas such as art and sociology to reinforce its interdisciplinarity. As a capstone course, it allows students to incorporate disciplines from their own academic foundation. It covers topics such as politics, social justice, race, gender, and identity. The course is taught in English with readings and writings in Spanish.

Attributes: ACUP, ADVD, AMST, APPI, COLI, GLBL, ICC.

Prerequisite: SPAN 2500.

SPAN 4511. Spanish Civil War. (4 Credits)

This course examines how the Spanish Civil War has been represented in Spanish Cultural Production both during the war and in the decades following. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ICC, INST, IPE, ISEU, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 4520. Spain in Context. (4 Credits)

Focusing on the relationship between creativity and society, the course explores the literature and culture of Spain's diverse regions. The course comprises the following elements: classes taught by Dr. Lamas, trips, cultural visits, and gatherings/workshops with prestigious Spanish intellectuals and artists (at the so-called tertulias). Students work in groups towards a final project, which will be presented in class as a Podcast, and handed to the instructor as a journal article ready for publication in the magazine *Por Granada*, available in print and on line. The course is offered in conjunction with Fordham in Granada. Only students enrolled in the Program can register for this class. Granada, a recognized World Heritage Site by UNESCO, is one of the most beautiful cities in the world. It is the hometown of Federico García Lorca, and a center of flamenco culture. The Alhambra Palace, the Albaicín neighborhood, the Cathedral, and the numerous Baroque churches of the city are testimonies of its rich past, which continues to be alive through its vibrant university community. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, IPE, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 4800. Internship. (4 Credits)

Internship.

Attribute: IPE.

SPAN 4855. Fascisms, Aesthetics and the Hispanic World. (4 Credits)

This course will explore various iterations of fascism in Spain, Latin America, and the United States in the 20th and 21st centuries. We will concentrate first on debates among historians about the definitions and origins of fascism, and then move on to its aesthetic embodiments throughout the Spanish-speaking world. We will examine primary texts that both uphold and undermine fascist ideals, as well as theoretical texts that illuminate the mechanisms by which this works. Our discussions will be informed by historical, philosophical, and literary approaches to fascism's beginnings its transnational and transatlantic repercussions; and the persistence today of fascist rhetoric and aesthetics on three continents, particularly vis-à-vis the growing Hispanic presence in the US. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, IPE, LAHA, LALS.

Prerequisite: SPAN 2500.

SPAN 4998. Senior Thesis Tutorial. (4 Credits)

Independent research, supervised by a faculty in the language, leading to the completion of a senior thesis.

Attribute: IPE.

SPAN 4999. Tutorial. (4 Credits)

Independent research and readings with supervision from a faculty member.

Attribute: IPE.

Prerequisite: SPAN 2500.

SPAN 5090. Spanish for Reading. (0 Credits)

Spanish for Reading.

Attribute: IPE.

SPAN 8999. Independent Study. (0 Credits)

The independent study is a supplement to regularly scheduled courses and enables students to pursue their individual academic interests within the context of their program. To be eligible for an independent study, students must be matriculated, in good academic standing, and have completed at least eight credits of graduate study at GSAS. Students must complete the Graduate Tutorial form, found on the GSAS Student Resources web page, and acquire the approval of the instructor, department chair/program adviser, and dean's office to register. The dean's office will review and process the registration.

SPAN 9000. GSAS Language Audit. (0 Credits)

GSAS audit.

SPAN 9101. Introduction to Spanish I. (0 Credits)**SPAN 9151. Intermediate Spanish I. (0 Credits)**

Intermediate Spanish I.

SPAN 9152. Intermediate Spanish II. (0 Credits)**SPAN 9305. Spanish Conversation & Comp. (0 Credits)**

Spirituality (SPGR)

SPGR 6702. History of Christian Spirituality I. (3 Credits)

This course will explore a number of the significant figures and themes that characterized the development of Christian spirituality from its beginnings until the 15th century. Readings will be drawn from classical spiritual texts from the Eastern Orthodox and Roman Catholic traditions and relevant secondary literature. Authors and texts typically include the Martyrdom of Saints Perpetua and Felicity, Origen, The Life of Anthony, John Cassian, Augustine, Pseudo-Dionysius the Areopagite, Life of Benedict, Gregory the Great, Maximus the Confessor, John Climacus, Symeon the New Theologian, Anselm, Bernard of Clairvaux, Mechthild of Magdeburg, Bonaventure, and Catherine of Siena. The course is organized around certain themes, including community life, prayer, mysticism, reform/conversion, and asceticism.

SPGR 6703. History of Christian Spirituality II. (3 Credits)

This course provides a solid grounding in the historical-critical, hermeneutical, and theological engagements with Christian mysticism/spirituality from the 16th century through the mid-20th century. In addition to focusing upon representative Catholic, Protestant, Reform, and Orthodox traditions, we examine recent expressions of globally contextualized Christian spiritualities. Course readings draw from classical spiritual texts and relevant secondary literature. Authors and texts typically considered include Ignatius Loyola, Martin Luther, Teresa of Ávila, Madame Guyon, Francis de Sales, George Herbert, The Pilgrim's Tale, Pierre Teilhard de Chardin, Howard Thurman, Gustavo Gutiérrez, C.S. Song, and Desmond Tutu, among others. Additionally, selected themes in Christian spirituality are considered, including feminist, ecological, and social justice spiritualities.

SPGR 6720. Sacramental Spirituality. (3 Credits)

Drawing upon Christian scripture and tradition, this course explores and develops present-day sacramental spiritualities. A variety of embodied practices and material realities will be considered in their sacramental aspects—i.e., insofar as they provide an opportunity to experience the divine in and through corporeality. This course will emphasize all of creation as sacramental; it will include a consideration of Christ and the Church as sacraments, the sacraments of initiation (RCIA), healing sacraments (reconciliation and anointing), marriage as a sacrament, and "sacramentals." The study and discussion will be ecumenical and interreligious, interdisciplinary and multicultural.

SPGR 6742. The Ignatian Way. (3 Credits)

The ministry of Jesuits—and their partners—in pursuing a Christian vision of the world is rooted in the personal experience of the 16-century saint Ignatius Loyola. In this course we shall study the life and work of that saint against the background of the times in which he lived. We examine especially two important primary sources, his autobiography, dictated to a fellow Jesuit near the end of his life, and his *Spiritual Exercises*, a remarkable and influential handbook for personal and spiritual renewal. We shall also survey his other writings that have come down to us: excerpts from his *Spiritual Journal*, the *Constitutions of the Society of Jesus*, and some of his letters. [DMin students excluded].

SPGR 6746. Franciscan Spirituality: Francis, Clare and Bonaventure. (3 Credits)

Explores the religious experiences of Francis and Clare from their own writings as well as biographical materials and examines the spiritual teachings that Clare and Francis bequeathed to the religious orders they founded. Special emphasis is placed on the balance they achieved between the contemplative and active lifestyles and on the evangelical values that characterize the Franciscan approach to ministry. Some consideration will be given to representative Franciscan figures who have exemplified the interplay of theology, spirituality and ministry, suggesting outlines of the same for today.

SPGR 6752. Christian Contemplation and Action. (3 Credits)

Drawing on the work of Philip Sheldrake, this doctoral-level course explores the writings and lives of five representative themes of contemplative prayer and active ministry. The Way of Discipline, The Contemplative-Mystical Way, The Way of Practical Action, The Way of Beauty, and The Prophetic Way. Representative authors include Thomas Merton, Julian of Norwich, Ignatius Loyola, Teresa of Avila, G.M. Hopkins, Gustavo Gutiérrez, and Dorothy Day, among others. The course considers these sources and traditions as living fountains of and challenges to our contemporary spirituality, and provides a broad overview for more specific studies in Christian spirituality.

SPGR 6792. Contemporary Christian Spirituality. (3 Credits)

This course examines foundations, issues, movements, and persons affecting the practice of Christian spirituality in a postmodern context. Issues discussed will include embodiment, prayer, work, and sexuality. Movements will include feminism, ecology, and compassion/justice.

SPGR 6794. Women Mystics. (3 Credits)

This course will explore the experiences and theologies of women mystics as reported or portrayed throughout Christian history. Students will read selections from hagiographical texts, from the sayings of the Desert Mothers, from historical texts such as the Trial of Joan of Arc, and from the writings of women mystics themselves—such as Hildegard of Bingen, Clare of Assisi, Marguerite Porete, Catherine of Siena, Julian of Norwich, Teresa of Avila, Margaret Mary Alacoque, Thérèse of Lisieux, and Mother Teresa of Calcutta. Lectures will draw upon history, sociology, psychology, theology, and other disciplines to contextualize the consideration of these readings and to invite a careful comparison with present-day experiences. Students will also be invited to ponder the forces that have shaped our current canon of mystics and saints: Whose lives remain invisible to our study, and why?.

SPGR 6811. Meditation East/West. (3 Credits)

A Practical theoretical treatment of the tradition of Christian prayer and Eastern Meditation. Included are guided practices, reading and reflection.

SPGR 6830. Discernment in the Christian Tradition. (3 Credits)

This course offers a two-fold introduction to Christian traditions for the discernment of spirits. During the first half of the course, we pursue a historical review of the various articulations of spiritual discernment from New Testament foundations through the 16th century. During the second half of the course, we concentrate on the theory and practice of Christian discernment and decision-making grounded in the writings of St. Ignatius Loyola. We engage in a critical, close reading of Ignatius' "Rules for the Discernment of Spirits" (weeks 1 and 2) and "The Election," both texts from "The Spiritual Exercises," as well as selected letters and other writings by Ignatius. This course also emphasizes each student's personal appropriation of this material through the discussion of discernment case studies.

Attribute: PSNM.

SPGR 6834. Methods in Christian Spirituality. (3 Credits)

This course introduces graduate students to the academic discipline of Christian spirituality and to methods for researching and writing at the M.A. level, including an introduction to the Turabian Manual for Writers of Research Papers, Theses, and Dissertations. In consultation with the professor, students are free to pursue a research topic of their choosing; however, their research agenda must include a Christian spirituality component. Students already working on a thesis may, with the professor's consent, use a chapter thereof as their research paper for this course. Course topics include defining the academic discipline of Christian spirituality; the relationship between spirituality and theology; experience as an object of study; and the approaches to context, historical consciousness, multidisciplinary, and hermeneutic theory. In this practical seminar, students collaboratively learn to research and write at the graduate level, as well as explore the rich offerings of Christian spirituality as an academic discipline.

SPGR 6910. Introduction to Supervision. (3 Credits)

The first course in Fordham GRE's Advanced Certificate in Supervision, Introduction to Supervision offers participants intensive immersion in supervision basics, including case preparation, supervision theory, spirituality, and ethics. Students will have repeated practice offering supervision to others and giving feedback to classmates as they do the same.

SPGR 6912. Practicum in Formal Supervision. (3 Credits)

The second course in Fordham GRE's Advanced Certificate in Supervision, the Practicum in Formal Supervision offers students individualized supervision and mentoring as they begin or grow their supervision ministry. In addition, this course provides opportunities for students to adapt a professional code of ethics for use in their context; to create a supervision resource kit; and to read, write about, and discuss supervision processes with their classmates and instructor.

Prerequisite: SPGR 6910.

SPGR 6914. Practicum in Informal Supervision. (3 Credits)

The third course in Fordham GRE's Advanced Certificate in Supervision, the Practicum in Informal Supervision offers students individualized supervision and mentoring as they develop their supervision ministry. In addition, the course provides opportunities for students to explore their own spiritual senses and intuition as they listen to others; to engage psychological concepts related to supervision; and to read, write about, and discuss supervision processes with their classmates and instructors.

Prerequisite: SPGR 6912.

SPGR 6916. Practicum in Group Supervision. (3 Credits)

The fourth course in Fordham GRE's Advanced Certificate in Supervision, the Practicum in Group Supervision offers students individualized supervision and mentoring as they continue their supervision ministry in the field, this term establishing and facilitating their own supervision group. Further, the course supports students in researching a supervision topic of their choice and culminates in a written capstone project.

Prerequisite: SPGR 6910.

SPGR 6920. Supervision Capstone Intensive. (3 Credits)

The final course in Fordham GRE's Advanced Certificate in Supervision, the Supervision Capstone Intensive offers participants an opportunity to present original research and a demonstration project on a supervision-related topic of their choice; to engage in collaboration with their peers and instructors; to offer constructive, compassionate feedback to their peers; and to integrate the skills they have honed in their yearlong practice of supervision.

Prerequisite: SPGR 6916.

SPGR 7702. History of Christian Spirituality I. (3 Credits)

This course will explore a number of the significant figures and themes that characterized the development of Christian spirituality from its beginnings until the 15th century. Readings will be drawn from classical spiritual texts from the Eastern Orthodox and Roman Catholic traditions and relevant secondary literature. Authors and texts typically include the Martyrdom of Saints Perpetua and Felicity, Origen, The Life of Anthony, John Cassian, Augustine, Pseudo-Dionysius the Areopagite, Life of Benedict, Gregory the Great, Maximus the Confessor, John Climacus, Symeon the New Theologian, Anselm, Bernard of Clairvaux, Mechthild of Magdeburg, Bonaventure, and Catherine of Siena. The course is organized around certain themes, including community life, prayer, mysticism, reform/conversion, and asceticism. This course is for Doctor of Ministry students only and will require doctoral-level participation and additional research/writing elements.

SPGR 7703. History of Christian Spirituality II. (3 Credits)

This doctoral-level course provides a solid grounding in the historical-critical, hermeneutical, and theological engagements with Christian mysticism/spirituality from the 16th century through the mid-20th century. In addition to focusing on representative Catholic, Protestant, Reform, and Orthodox traditions, we examine recent expressions of globally contextualized Christian spiritualities. Course readings draw from classical spiritual texts and relevant secondary literature. Authors and texts typically considered include Ignatius Loyola, Martin Luther, Teresa of Ávila, Madame Guyon, Francis de Sales, George Herbert, The Pilgrim's Tale, Pierre Teilhard de Chardin, Howard Thurman, Gustavo Gutiérrez, C.S. Song, and Desmond Tutu, among others. Additionally, selected themes in Christian spirituality are considered, including feminist, ecological, and social justice spiritualities. The capstone requirement is a 20-page research paper.

SPGR 7720. Sacramental Spirituality. (3 Credits)

Drawing upon Christian scripture and tradition, this doctoral-level course explores and develops present-day sacramental spiritualities. A variety of embodied practices and material realities will be considered in their sacramental aspects—i.e., insofar as they provide an opportunity to experience the divine in and through corporeality. This course will emphasize all of creation as sacramental; it will include a consideration of Christ and the Church as sacraments, the sacraments of initiation (RCIA), healing sacraments (reconciliation and anointing), marriage as a sacrament, and "sacramentals." The study and discussion will be ecumenical and interreligious, interdisciplinary and multicultural.

SPGR 7740. Spiritual Direction Practicum I. (3 Credits)

The Spiritual Direction Practicum I offers participants the opportunity to learn about the dynamics of prayer as a personal relationship with God, the spiritual direction relationship, elements of Ignatian spirituality, and the role of supervision. A grade of pass and an instructor's evaluation confirming skill development are required to move to Spiritual Direction Practicum II. Ordinarily, the practicum courses are taken at the conclusion of one's program; however, with the approval of the Spirituality Faculty Committee, a student still needing to fulfill a limited number of course requirements may also apply for admission to the practicum courses. The following courses are ordinarily completed before taking the practicum courses: Old Testament; New Testament; Christology or Theology of the Human Person; and Sacraments or Sacramental Spirituality or Church and Society. With faculty approval, one or more of these courses may be taken concurrently with the practicum courses.

Note: This course is pass/fail only. The following courses must be taken before the Spiritual Direction Practicum begins for all students: Theology of Spiritual Direction; Discernment in the Christian Tradition; and Pastoral Counseling Skills.

Prerequisite: PCGR 6440.

SPGR 7741. Spiritual Direction Practicum II. (3 Credits)

This course is a continuation of SPGR 7740. A grade of pass for SPGR 7740 and an instructor's evaluation confirming skill development at a successful level is required to register for this course. The course registration must take place with request to the assistant dean after Practicum I grades have been posted. Note: This course is pass/fail only.

Attribute: PSTG.

Prerequisites: SPGR 6830 and SPGR 7870 and PCGR 6440.

SPGR 7746. Franciscan Spirituality: Francis, Clare and Bonaventure. (3 Credits)

Doctoral students only- please see syllabus requirements for doctoral students. Explores the religious experiences of Francis and Clare from their own writings as well as biographical materials and examines the spiritual teachings that Clare and Francis bequeathed to the religious orders they founded. Special emphasis is placed on the balance they achieved between the contemplative and active lifestyles and on the evangelical values that characterize the Franciscan approach to ministry. Some consideration will be given to representative Franciscan figures who have exemplified the interplay of theology, spirituality and ministry, suggesting outlines of the same for today.

SPGR 7752. Christian Contemplation and Action. (3 Credits)

Drawing on the work of Philip Sheldrake, this doctoral-level course explores the writings and lives of five representative themes of contemplative prayer and active ministry. The Way of Discipline, The Contemplative-Mystical Way, The Way of Practical Action, The Way of Beauty, and The Prophetic Way. Representative authors include Thomas Merton, Julian of Norwich, Ignatius Loyola, Teresa of Avila, G.M. Hopkins, Gustavo Gutiérrez, and Dorothy Day, among others. The course considers these sources and traditions as living fountains of and challenges to our contemporary spirituality, and provides a broad overview for more specific studies in Christian spirituality. The capstone requirement is a 20-page research paper.

SPGR 7760. Christian Spirituality and Leadership. (3 Credits)

This course examines the intersection between classic texts in Christian spirituality and contemporary texts on leadership studies. The oldest corporations in the West are the monasteries and the Catholic Church. Many spiritual treatises are aimed at helping people understand how to lead communities in an effective manner through word and example. Contemporary writers about leadership, such as Jim Collins, stress spiritual qualities such as humility and hope as important for leading companies into greatness. Whereas the spiritual writings have little quantitative evidence associated with them, the leadership studies provide such analysis; however, books on leadership studies tend to lack any depth behind such concepts as humility or even good advice as to how to achieve it, which texts from the history of Christian spirituality provide. By bringing these horizons together, the course will help students to understand the practical value of Christian spirituality in business, administration, and politics.

SPGR 7792. Contemporary Christian Spirituality. (3 Credits)

This course will explore contemporary foundations, issues, movements, and persons impacting the practice of Christian spirituality in a postmodern context. Issues discussed will include embodiment, prayer, work, and sexuality. Movements will include feminism, ecology, and compassion/justice. This course is for doctoral students only and will require doctoral-level participation and additional research/writing elements.

SPGR 7794. Women Mystics. (3 Credits)

This doctoral-level course will explore the experiences and theologies of women mystics as reported or portrayed throughout Christian history. Students will read selections from hagiographical texts, from the sayings of the Desert Mothers, from historical texts such as the Trial of Joan of Arc, and from the writings of women mystics themselves—such as Hildegard of Bingen, Clare of Assisi, Marguerite Porete, Catherine of Siena, Julian of Norwich, Teresa of Avila, Margaret Mary Alacoque, Thérèse of Lisieux, and Mother Teresa of Calcutta. Lectures will draw upon history, sociology, psychology, theology, and other disciplines to contextualize the consideration of these readings and to invite a careful comparison with present-day experiences. Students will also be invited to ponder the forces that have shaped our current canon of mystics and saints: Whose lives remain invisible to our study, and why?.

SPGR 7811. Meditation East/West. (3 Credits)

A Practical theoretical treatment of the tradition of Christian prayer and Eastern Meditation. Included are guided practices, reading and reflection. DMIN/PHD Students Only.

SPGR 7830. Discernment in the Christian Tradition. (3 Credits)

This doctoral-level course offers a two-fold introduction to Christian traditions for the discernment of spirits. During the first half of the course, we pursue a historical review of the various articulations of spiritual discernment from New Testament foundations through the 16th century. During the second half of the course, we concentrate on the theory and practice of Christian discernment and decision-making grounded in the writings of St. Ignatius Loyola. We engage in a critical, close reading of Ignatius' "Rules for the Discernment of Spirits" (weeks 1 and 2) and "The Election," both texts from "The Spiritual Exercises," as well as selected letters and other writings by Ignatius. This course also emphasizes each student's personal appropriation of this material through the discussion of discernment case studies. Capstone requirement is a 20-page research paper.

SPGR 7834. Methods in Christian Spirituality. (3 Credits)

This course introduces doctoral students to the academic discipline of Christian spirituality and to methods for researching and writing at the doctoral level, including an introduction to the Turabian Manual for Writers of Research Papers, Theses, and Dissertations. Course topics include defining the academic discipline of Christian spirituality; the relationship between spirituality and theology; experience as an object of study; and the approaches to context, historical consciousness, multidisciplinary, and hermeneutic theory. In this practical seminar, students collaboratively learn to research and write at the graduate level, as well as explore the rich offerings of Christian spirituality as an academic discipline. In consultation with the professor, students are free to pursue a research topic of their choosing; however, their research agenda must include a Christian spirituality component. Students already working on a DM in thesis/project or Ph.D. dissertation may, with the professor's consent, use a chapter thereof as their research paper for this course. The capstone requirement is a 20-page research paper.

SPGR 7870. Spiritual Direction: Theology and Practice. (3 Credits)

This course explores the experience of spiritual direction from the standpoint of both the director and the one directed. It situates the contemporary ministry of spiritual direction within the history of the Christian tradition, and draws upon interdisciplinary and interreligious perspectives in order to examine critically a diversity of past and present theologies, processes, and models of spiritual direction.

Attribute: PSNM.

SPGR 7888. Special Topics: Spirituality. (3 Credits)

Reserved for special courses in Spirituality.

SPGR 7902. Ignatian Spirituality for Ministry. (3 Credits)

Limited to DMin students. Engaging in ministry within an Jesuit/Ignatian spirituality context involves pursuing a Christian vision of the world rooted in the experience and writings of the sixteenth-century Basque saint, Ignatius of Loyola. In this hybrid course, we (1) examine the life of Ignatius against the background of his socio-historical and theological context, (2) engage in a close, critical reading of representative texts, and (3) survey various contemporary approaches to the appropriation of his spiritual tradition, with an emphasis upon ministerial practices. We examine especially two important primary sources, his Autobiography, dictated to a fellow Jesuit near the end of his life, and The Spiritual Exercises, a remarkable and influential handbook for personal and spiritual growth. We also read excerpts from his Spiritual Journal, the Constitutions of the Society of Jesus, and Letters. Capstone requirement: 20-page research paper, which is due later in the spring semester.

SPGR 8500. Comprehensive Exam MA Christian Spirituality. (0 Credits)

Required for completion of the MA in Christian Spirituality concentrations, Generalist and Spiritual Direction.

SPGR 8870. Spir Dir: Theol & Pract. (3 Credits)

(PHD and DMIN students only) This course explores the experience of spiritual direction from the standpoint of both the director and the one directed. It situates the contemporary ministry of spiritual direction within the history of the Christian tradition, and draws upon interdisciplinary and interreligious perspectives in order to examine critically a diversity of past and present theologies, processes, and models of spiritual direction.

SPGR 8998. Special Topics: Spirituality. (3 Credits)

A tutorial in the area of religion.

Strategy (Graduate) (SAGB)

SAGB 7618. Organization Theory. (3 Credits)

While discussion of business is often couched in economic terms, more often than not business is influenced by sociological and psychological factors. In this class, you will study the key dimensions of what is known as "Macro OT" (sociological perspectives) and "Micro OT" (psychological perspectives). Macro OT coverage will include Institutional Theory (legitimacy, certifications, and isomorphism), Network Theory (structure, position, tie type, and network dynamics), and Social Movement Theory and Media Construction (performances). Micro OT coverage will include Search Theory and Organizational Learning Theory (exploration vs. exploitation), Decision-making Biases (confirmation bias, anchoring, etc.) and Agency Theory (monitoring and incentive alignment). Other Meso Theoretical Constructs covered include Identity, Myths and Artifacts, Roles, and Deviance/Conformity.

SAGB 7622. Consulting Skills. (3 Credits)

Students develop the skills involved in each phase of the consultation process: contracting with clients, gathering critical performance data, diagnosing the information for improvement opportunities, providing feedback to the client, and building strategies for intervention. This course prepares students for different types of client-consultant relationships, internally and externally.

SAGB 7626. BIMBA: Global Policy. (4.5 Credits)**SAGB 7641. British Economy and Brexit. (3 Credits)**

This intensive course is designed to give students an in-depth understanding of Brexit, including the implications for the British economy and the companies that operate in it. Students meet three times as a class in preparation for travel to England. This course may count toward a Finance or Management concentration. Please see your program director or dean-adviser for further registration information.

SAGB 7660. Strategy. (3 Credits)

FT MBA CORE/ PMBA FLEX CORE COURSE. Focuses on defining an organization's mission, establishing its objectives, developing strategies for achieving those objectives, and assuring implementation and continual updating of long-term plans. This course integrates the knowledge and skills developed in the core courses. (Previous title: Business Policy)

SAGB 7661. Strategy. (3 Credits)

This course introduces the strategic management framework, integrating the perspectives of different functional areas in understanding a firm's performance. Learning goals involve the development of diagnostic reasoning skills, the practice of strategy communication skills, and the application of a toolkit to analyze issues relevant to the development of an appropriate strategy for a firm. Lectures, case studies, and project work are part of the pedagogy of this course.

SAGB 7671. Industry Analysis and Strategic Planning. (3 Credits)

Discusses techniques for analyzing the long-term attractiveness of different industries and develops a framework to understand the nature of competition and the relative competitive position of firms within industries. Emphasizes global factors that affect industry attractiveness and competitive positioning. In particular, highlights the impact of differences in and the competitive advantages of nations and trade, as well as the development of global standards for the long-term profit potential of industries. While this course emphasizes the industry level, it also includes competitive factors of firms within industries to introduce a framework for strategic planning at the firm level.

Attribute: ABIB.

SAGB 769K. History of Business. (3 Credits)

This course will focus on the interrelationships between the business community and the development of the United States of America. The course is divided into three sections that will cover such topics as the colonization of America by the Europeans, industrialization in the United States and the civil war, and creating an environment of business regulation.

SAGB 769Y. Value Innovation. (3 Credits)

This course will introduce students to blue ocean strategy and value innovation: the strategic logic of high growth. Students will learn how to develop value innovation strategies that reshape industries and lead to the creation of new market space. The course will include lectures, class team work, and case studies.

SAGB 76AD. Quantitative Methods and Decision Analysis. (3 Credits)

A study of quantitative methods and decision making analysis.

SAGB 76AX. Strategic Management and the Pharmaceutical Industry. (3 Credits)

This course will introduce students to the skills and techniques in researching highly regulated industries, using the pharmaceutical industry as an example. The industry is going through major transformations, with the basic business model being threatened. This course will analyze the reasons for this and will help in defining newly emergent business models in the Pharmaceutical industry. The uncertainties created by turbulence in the political, economic, social, and techno-scientific systems will be highlighted as will the creative solutions being attempted.

Attribute: ABHM.

SAGB 76AY. Introduction to Healthcare Systems. (3 Credits)

This course will describe the different elements of the healthcare system and highlight the role of the payers, providers, patients, healthcare service workers, and the industry (pharmaceutical, devices, supplies, and diagnostics) within the context of a larger social system governed by local regulations and different demographic realities. While the emphasis will be on the United States, key differences with other systems such as in Europe, Canada, Brazil, and China will also be presented. The role of key associations in the U.S. such as the AMA, IOM, PhRMA, patient advocacy groups, and unions will be described. Emerging trends in the system in the United States will be presented as will the impact of other countries on the U.S.

SAGB 76BC. Judgment and Decision Making. (3 Credits)

Decision-making is a central human activity, but how good are we at it? Scientific evidence suggests that our decisions are often biased and flawed, resulting in disappointing or even disastrous outcomes. This course draws upon contemporary research in economics and psychology to answer two questions: (1) how should we rationally approach decision-making, and (2) why is it that our actual decision-making is so often irrational?.

SAGB 76BH. Hist of International Business. (3 Credits)

History of International Business explores the transition from an agrarian to a modern business economy of four nations: China, Russia/Soviet Union, Germany and Japan. Each of these nations came to understand that economic modernization was vital for true independence in the world of the nineteenth and twentieth centuries. How they faced their unique challenges shaped the futures of their nations, often bringing down governments and forcing radical reformation of their societies. History of International Business will explore these efforts and relate them to the continuing challenges of the twenty-first century economy.

SAGB 76BK. The Rose Program. (3 Credits)

This course is intended for students who want to learn more about regulation in the financial services industry and want to get actively involved in shaping the regulatory space. Top performing project teams will present their proposals to a panel of Wall Street executives and will be invited to Washington, D.C. (all expenses paid) to present to regulators.

SAGB 76BL. History of Labor in America. (3 Credits)

This course will examine the development of the labor movement in America, starting with its colonial roots in the eighteenth century, through the rapid growth of the movement in the nineteenth century as America industrialized, to the increasing politicization of the movement as it reached the height of its influence in the twentieth century, and ending with an analysis of the modern decline of organized labor. Discussions will include the changing legal climate within which the unions operated, the often hostile business climate against which the unions organized, and the struggles against internal corruption within the unions.

SAGB 76BM. Innovation in Business and Energy. (3 Credits)

This course aims to frame and critique opportunities for business to create innovations in energy systems. It discusses how contemporary energy systems have evolved and how energy infrastructures vary across regions of the world. It also examines how business decision makers can think about choices of energy and energy systems by encouraging students to think broadly in terms of innovation possibilities.

Attribute: ABGS.

SAGB 76B0. Urban Lab. (4.5 Credits)

This interdisciplinary course explores groundbreaking issues in urban research with the goal of inspiring new ways to think about the city's future and Fordham's role in helping to shape that future. The course includes a lab component focused on applied research and scholarship, deep engagement with the urban community, and the development of innovative solutions. Students will work with civic and community organizations, public agencies, and urban experts to identify, evaluate, and implement effective policies and programs in specific topic areas.

SAGB 76BP. Current Topics in Healthcare. (3 Credits)

Healthcare management operates in a very dynamic environment. As healthcare policies change with new administrations so do the priorities of providers and payers. The patients feel the impact of these changes the most, while the industry has to continuously re-assess the validity of its business models. Further, new technologies, scientific breakthroughs, and system innovations keep healthcare administrators on their toes. This course provides an opportunity to discuss the most prevalent issues in healthcare as they are happening. Guest lecturers and professors provide their views on different challenges that the healthcare industry faces including policy, operations, risk taking and decision-making uncertainties, and the developing solutions. Students will participate in these discussions and do a final paper on one of the topics of their choosing. Each formal lecture will be followed by one or two in-depth discussion sessions.

SAGB 76BS. Blockchain: Industry Disruptor and Creator. (3 Credits)

Blockchain (the technology underlying Bitcoin and Ethereum) is a transformative technology that will up-end existing industries and spawn completely new ones. In this course, students will study the fundamentals of blockchain and examine its potential impact on industries as diverse as banking, energy, music, and non-profits.

Attributes: ABBC, ABEP, ABFO.

SAGB 76BT. Business Strategy Simulation. (3 Credits)

The design of this course is built upon a decision-making laboratory (DML) that creates a context-rich simulated business environment in which student teams manage simulated businesses. The course adopts a strategic orientation and promotes the synthesizing of knowledge conveyed through the curriculum with deliberate attention to marketing, accounting, finance, and management of organizations. The course also presents a means for practicing approaches to dealing with rapid and systemic change in a business environment. Students work in teams that have control over how they should organize—by function, by market, by product, etc. Each student team is assigned as the management team of a specific business enterprise in a realistic, safe, virtual industry/market environment. The bookends of the course are brief exercises called “From Reality to Lab” and “From Lab to Reality.”

SAGB 76BU. Machine Learning For Strategy. (3 Credits)

To achieve competitive advantage, managers need to make certain decisions about activities along their value chains. This course tries to help students (i.e., future or current managers) understand how they can use machine learning (ML) techniques for such decisions. While ML is a vast and rapidly evolving domain, the underlying logic and concepts are well identified. Therefore, to make the best use of our time, we not only cover the current techniques and applications of ML but also its fundamental concepts rooted in statistics. This approach will give students the necessary tools to self-teach as they enter the job market and ML evolves. While students are not expected to be expert statisticians, a basic understanding of statistics will be helpful. Nevertheless, willingness to learn and explore beyond class would make a significant difference in students' learning journey. The course covers both the theory and application of ML using conventional lectures, lab sessions, case studies, web-service platforms (involving Amazon Web Services, Azure, etc.), and guest lectures by pioneering adopters of ML from the industry.

SAGB 76BV. Sustainability & Strategy. (3 Credits)

Sustainability has increasingly been regarded as standard business practice for corporations. Yet, many firms still struggle to integrate sustainability. In this course, we will take a strategic approach to understanding and creating solutions to corporate sustainability issues, such as climate change, that managers face at present. By applying strategy tools and frameworks, this course will illustrate how firms may cope with sustainability pressure and transition towards a more sustainable way of conducting their business, while providing further insights into how sustainability challenges may be considered opportunities rather than obstacles. We will also consider sustainability-oriented value creation and business models where firms more explicitly seek sustainability as their primary goals rather than as a secondary objective. This course should be of value to students keen on developing critical thinking skills and analytical skills surrounding corporate sustainability.

Attribute: ABGS.

SAGB 869J. Managing Innov&Change I. (1.5 Credits)

Today's firms are faced with a number of unique challenges that demand an increasing pace, volume and complexity of organizational changes. Firms have to learn to manage incremental innovations and change, and rapidly respond to disruptive innovations and discontinuous change. This course is geared towards understanding the organization behavior component of the challenges, techniques and burdens associated with initiating and implementing major change in an organization.

SAGB 869K. Managing Innov&Change II. (1.5 Credits)

Today's firms are faced with a number of unique challenges that demand an increasing pace, volume and complexity of organizational changes. Firms have to learn to manage incremental innovations and change, and rapidly respond to disruptive innovations and discontinuous change. This course is geared towards understanding the strategy component of the challenges, techniques and burdens associated with initiating and implementing major change in an organization.

SAGB 8999. Independent Study. (3 Credits)

Independent Study.

Strategy (Undergraduate) (SABU)

SABU 2142. Statistics II. (3 Credits)

This computer-assisted course develops the student's ability to collect data, postulate a hypothesis or a model, select the appropriate statistical technique, analyze the data using statistical software, draw correct statistical inferences, and clearly summarize the findings. Specific topics include chi-square tests, analysis of variance, simple and multiple regression and correlation models, time series analysis, and quality control.

SABU 3437. ST: History of Business. (3 Credits)

This course will focus on the interrelationships between the business community and the development of the United States of America. The course is divided into three sections that will cover such topics as the colonization of America by the Europeans, industrialization in the United States and the civil war and creating an environment of business regulation.

SABU 3441. Intro Health Care Systems. (3 Credits)

This course will describe the different elements of the healthcare system and highlight the role of the payers, providers, patients, healthcare service workers and the industry (pharmaceutical, devices, supplies and diagnostics) within the context of a larger social system governed by local regulations and different demographic realities. While the emphasis will be on the United States key differences with other systems such as in Europe, Canada, Brazil and China will also be presented. The role of key associations in the US such as the AMA, IOM, PhRMA, patient advocacy groups and unions will be described. Emerging trends in the system in the United States will be presented as will the impact of other countries on the US.

Attribute: OCST.

Prerequisites: MGBU 3223 or LPBU 3223.

SABU 3447. ST: Current Topics Healthcare. (3 Credits)

Healthcare management operates in a very dynamic environment. As healthcare policies change with new administrations so do the priorities of providers and payers. The patients feel the impact of these changes the most while the industry has to continuously re-assess the validity of its business models. Further, new technologies, scientific breakthroughs and system innovations keep healthcare administrators on their toes. This course provides an opportunity to discuss the most prevalent issues in healthcare as they are happening. Guest lecturers and professors provide their views on different challenges that the healthcare industry faces including policy, operations, risk taking and decision-making uncertainties and the developing solutions. Students will participate in these discussions and do a final paper on one of the topics of their choosing. Each formal lecture will be followed by one or two in-depth discussion sessions.

Prerequisites: MGBU 3441 or SABU 3441.

SABU 3448. Health Business Practicum. (3 Credits)

This course offers students concentrating in Healthcare Management to do an internship at an approved healthcare institution or conduct research on a specific topic at Gabelli's Global Healthcare Innovation Management Center.

Prerequisites: MGBU 3441 or SABU 3441.

SABU 3452. ST: Industry Analysis and Strategic Planning. (3 Credits)

Discusses techniques for analyzing the long-term attractiveness of different industries and develops a framework to understand the nature of competition and the relative competitive position of firms within industries. Emphasizes global factors that affect industry attractiveness and competitive positioning. In particular, highlights the impact of differences in and the competitive advantages of nations and trade, as well as the development of global standards for the long-term profit potential of industries. While this course emphasizes the industry level, it also includes competitive factors of firms within industries to introduce a framework for strategic planning at the firm level.

Attribute: OCST.

SABU 3453. ST: Sustainability and Strategy. (3 Credits)

Sustainability has increasingly been regarded as standard business practice for corporations. Yet, many firms still struggle to integrate sustainability. In this course, we will take a strategic approach to understanding and creating solutions to corporate sustainability issues, such as climate change, managers face at present. By applying strategy tools and frameworks, this course will illustrate how firms may cope with sustainability pressure and transition toward a more sustainable way of conducting their business, while providing further insights into how sustainability challenges may be considered opportunities rather than obstacles. We will also consider sustainability-oriented value creation and business models where firms more explicitly seek sustainability as their primary goals rather than as a secondary objective. This course should be of value to students keen on developing critical thinking skills and analytical skills surrounding corporate sustainability.

Attributes: OCST, ENT, SOIN.

SABU 3552. ST: The Rose Program. (3 Credits)

This course is intended for students who want to learn more about regulation in the financial services industry and want to get actively involved in shaping the regulatory space. Top performing project teams will present their proposals to a panel of Wall Street executives and will be invited to Washington, DC (all expenses paid) to present to regulators.

SABU 3562. ST: Singapore Global Immersion: Entrepreneurship, Innovation and Economic Development. (3 Credits)

Innovation is generally believed to be a major driver of economic growth and development as it may increase the output of an economy for a given level of input. Entrepreneurs play an important role in translating technological inventions into commercially viable innovations, thereby contributing to economic growth and development. While this account of economic development seems simple enough to understand by policy makers, countries significantly vary in terms of prosperity and economic development.

SABU 4430. ST: Machine Learning For Strategy. (3 Credits)

To achieve a competitive advantage, managers need to make certain decisions about activities along their value chains. This course tries to help students (i.e., future or current managers) understand how they can use machine learning (ML) techniques for such decisions. While ML is a vast and rapidly evolving domain, the underlying logic and concepts are well identified. Therefore, to make the best use of our time, we not only cover the current techniques and applications of ML but also its fundamental concepts rooted in statistics. This approach will give students the necessary tools to teach themselves as they enter the job market and ML evolves. Students are not expected to be expert statisticians, but a basic understanding of statistics will be helpful. A willingness to learn and explore beyond class would make a significant difference in students' learning journeys. The course covers both the theory and application of ML using conventional lectures, lab sessions, case studies, web-service platforms (involving Amazon Web Services, Azure, etc.), and guest lectures by pioneering adopters of ML from the industry.

Attribute: OCST.

SABU 4431. ST: Blockchain: Industry Disruptor. (3 Credits)

Blockchain (the technology underlying Bitcoin and Ethereum) is a transformative technology that will up-end existing industries and spawn completely new ones. In this course, students will study the fundamentals of blockchain and examine its potential impact on industries as diverse as banking, energy, music and non-profits.

SABU 4432. ST: Managing Innovation and Technology. (3 Credits)

This course will introduce students to theoretical and practical aspects of the crossroads between technology and innovation. The course will take students on a journey through the different stages of the entrepreneurial process of technology innovation, including converting the innovation into a business model innovation, financing, and marketing. Students will practice and develop skills that include writing a full business plan (including financials and a marketing plan), negotiations with investors, and making a presentation in a startup pitch competition.

SABU 4433. Strategic Analysis for Consultants. (3 Credits)

Entering the career path of a consultant demands particular skills—scoping and pricing projects, identifying promising markets and estimating demand, identifying data from various sources and pairing them for analysis, and so forth. This course—required for all consulting concentration and secondary concentration students at the Gabelli School—helps to bolster these skills.

SABU 4434. Measurement and Data Visualization. (3 Credits)

Consultants are interested in answering questions such as: How well is this company run? How is the company funded? How are employees spending their time? To answer these questions, they may look at company records, speak to employees and customers, or make site visits. Decisions need to be made on how to collect, summarize, analyze, and present these disparate pieces of information. In this course, we think about how to approach these issues, from developing appropriate and ethical metrics and heuristics to creating accessible visualizations.

Attribute: OCST.

SABU 4435. ST: Judgment and Decision-Making. (3 Credits)

The purpose of this course is to make you a better decision maker both professionally and in your personal life. The course is organized around two distinct approaches to decision-making. The normative approach concerns how we should make decisions. Should I buy the cheaper car or the car with better gas mileage? Should I buy a house or rent an apartment? In the first part of this course you will learn how to structure and solve complex decision problems involving uncertainty and conflicting objectives. The descriptive approach concerns how we actually do make decisions. Why do people not save enough for retirement, or why do they invest their money irrationally? Why do entrepreneurs invest time and effort when past evidence suggests that they will most likely fail? The second part of the course will draw on research from behavioral economics and psychology in order to understand common biases and errors in judgment and decision-making, and we will learn methods for avoiding those errors in our own lives and work.

Attribute: OCST.

SABU 4436. ST: Strategic Management and the Pharmaceutical Industry. (3 Credits)

This course will introduce students to the skills and techniques in researching highly regulated industries, using the pharmaceutical industry as an example. The industry is going through major transformations, with the basic business model being threatened. This course will analyze the reasons for this and will help in defining newly emergent business models in the pharmaceutical industry. The uncertainties created by turbulence in the political, economic, social, and techno-scientific systems will be highlighted as will the creative solutions being attempted.

SABU 4441. Strategy. (3 Credits)

This integrated course brings together the student's previous study of the functional areas of business. The course focuses on the activities of the chief executive's top management group in defining the objectives and goals of the organization and in developing programs for the achievement of those goals. Major attention is devoted to the sophisticated, contemplative action of top-level decision makers.

SABU 4444. ST: Adv Concepts In Strategy. (3 Credits)

The objective of the course will be to build upon the basic strategy skills developed during MGBU 4441. Companies are facing serious strategic challenges as the pace of technological change has increased, competitors have become more aggressive and customers have become more demanding. The course will examine advanced strategy concepts through case studies of companies at strategic crossroads, white papers and articles describing new strategy concepts and actual events occurring in the marketplace. Students will be asked to contribute to weekly lectures, take a traditional mid-term exam and participate in small teams to produce a final project. The final project will address a company at a strategic crossroads and propose a recommended course of action for that company to meet its current challenge or exploit a potential opportunity.

SABU 4456. ST: Global Corporate Communication. (3 Credits)

The ability to influence is a critical business skill for business professionals in any industry, including consulting. This course focuses on corporate communication, including both internal and external communication. It includes sessions with faculty and industry professionals. We first define corporate communication and persuasion to better understand how organizations develop long-term relationships with clients, as well as internal and external stakeholders. We will discuss how to assess corporate communication, as well as various modes of effective corporate communication. Students will demonstrate their ability to assess stakeholders and audit an organization's communications. They will also gain experience in developing communication plans.

Attribute: OCST.

SABU 4999. Independent Study. (1 to 3 Credits)

Supreme Court (SUGL)

SUGL 0386. Current Supreme Court Controversies. (2 Credits)

Concentrates on Supreme Court practice, the constitutional decisions of the most recent term, and leading constitutional issues on the current docket. Enrollment is limited. Notes/Miscellaneous: PAPER REQUIRED .

Attributes: INLJ, JD, LLM.

Symposium (SYMP)

SYMP 0001. Pre-Health Symposium. (1 Credit)

An introduction to medical, dental and other health professions schools requirements together with an opportunity to interact with members of different health professions.

SYMP 0002. First Year Symposium. (0 Credits)**SYMP 0003. Pre-Law Symposium. (1 Credit)**

This symposium will familiarize students with careers in the law, as well as the essential elements of a strong law school application. Emphasis will be placed on the academic, extracurricular, and professional conduct expectations necessary to enter the legal profession. The symposium will feature guest speakers from different sectors of the legal profession, as well as admissions officers from area law schools.

SYMP 0005. Pre-Health Peer Mentors. (0 Credits)

Attend all sessions of Pre-Health Professions Symposium, lead a group of 8-10 first-year health professions students in academic and community life.

SYMP 0007. First Year Research Experience. (1 Credit)**SYMP 0008. Manresa CEL Ignatian Symposium. (1 Credit)**

The one-credit (pass/fail) Manresa Symposium explores the relationship between Jesuit education and experiences of Community-Engaged Learning (CEL). The Symposium highlights the collaboration between Manresa faculty, Jesuit-in-residence house master, residence hall staff, Office of Mission Integration and Planning and its Center for Community-Engaged Learning, and Bronx community partners. Both on and off-campus, the Symposium emphasizes respectful dialogue, solidarity, reflection, and critically informed action in the Jesuit educational tradition. All readings, materials, and services are provided at no charge. The Symposium is open to FCRH and Gabelli Manresa students.

SYMP 0009. Big Data. (1 Credit)

Wherever we go and whatever we do, data is being collected: purchases, registrations, clicks, "likes", tweets, "favorites" and more. This unprecedented volume, variety and velocity of electronically captured information, known as Big Data, is transforming the way we live, work, think and behave. This interdisciplinary symposium will expose students to opportunities and challenges currently facing the fields of law, business, science and government. Students will learn techniques and tools for understanding and processing this new form of digital knowledge. No prior background is required.

SYMP 0010. West Wing ILC. (1 Credit)**SYMP 1000. Nutrition Essentials. (1 Credit)**

We ARE what we eat. Therefore we should know exactly what we are eating and how it affects our bodies. Nutrition is the science of food and how food nourishes our bodies and impacts our health. This course/seminar will help you to understand: what nutrients are in food, what nutrients your body requires, how your body utilizes those nutrients, how to know your food is safe and what is a "healthful" diet for you and your lifestyle (whether you are an athlete, non athlete, have weight issues etc) . Such knowledge will help you maintain overall wellness FOR LIFE.

SYMP 1100. Commuter Leadership Seminar. (1 Credit)

This one-credit course will be offered to first-year commuter students interested in exploring effective leadership styles and skills that will contribute to their development and growth in and out of the classroom. In addition to this, students in our community will form connections with students who share a common goal of developing their leadership skills further, while navigating the challenges of commuting to college. By the end of the semester, the class will develop a digital repository for community-based leaders.

SYMP 1200. Foundation in Research Engagement. (1 to 3 Credits)

This one credit course will offer interested students exposure to basic research skills, across disciplines, in order to bolster their training as they pursue further coursework and experiences and/or augment their learning in this area. The goals of the seminar will be to provide participants with a foundation in research methods and project implementation; by the end of the semester, the class will prepare a series of multi-disciplinary projects to be presented at the Undergraduate Research Symposium.

SYMP 1300. First Generation Seminar: The Hidden Curriculum. (1 Credit)

This one-credit seminar course is for Fordham students who identify as first-generation. The course seeks to promote a sense of belonging, foster connections within the university community, and support students in developing and leveraging critical skills for navigating academia. Students will explore their first-generation identity and the assets they possess as tools for success.

SYMP 1400. Where Can The Liberal Arts Take Me?. (1 Credit)

If I major in the liberal arts—in a discipline like sociology, theology, art history, political science—how will I make a living? Critics of higher education often point to the liberal arts as impractical and highlight business and STEM as the only reliable choices for finding a successful career after graduation. This seminar offers an opportunity to reflect on the power of a liberal arts education, including the way it can lead to meaningful work and have a lasting impact on fulfillment, leadership, and success over the course of a lifetime. Seminar discussions will be both practical and personal and will include readings on the topic of a liberal arts education, along with guest speakers who will impart practical advice for young liberal arts majors today.

SYMP 1500. Career Exploration Seminar. (1 Credit)

The focus of this one-credit Career Exploration course at Fordham College at Rose Hill (FCRH) is to discover and examine career interest(s) and potential job(s) in accordance with the varied disciplines extant at FCRH. This elective course is offered to second-semester first-year students and first-semester sophomore students. It is the intention of this course to lay the groundwork for skills students will need when interviewing for or otherwise seeking undergraduate internships and/or postgraduate careers. Students will learn more about their own core values, personality traits, skills, strengths, and development areas. They will research possible career options and develop the skills necessary to advance their own career development. These include résumé and cover letter writing, networking, interviewing skills, and social media online presence.

SYMP 1900. Common Home: Introduction to Sustainability and Environmental Justice. (1 Credit)

This experiential learning seminar provides students with a foundational understanding of sustainability and environmental justice. Through a combination of hands-on activities, field visits, guest speakers, and interactive discussions, students will explore the multifaceted dimensions of sustainability, including the economic, social, and environmental pillars. Special emphasis will be given to environmental justice, examining how marginalized communities are disproportionately affected by environmental hazards and exploring strategies for promoting equitable access to environmental benefits. Students will be encouraged to reflect on their own environmental footprint, investigate local sustainability and justice initiatives, and envision solutions to pressing global challenges.

SYMP 2500. The Matteo Ricci Seminar. (1 Credit)

The Matteo Ricci Seminar focuses on helping students develop a broad-based perspective on the contemporary world, their location in it, and the role of learning in creating a more just society. In the spring, students will identify and begin to work closely with faculty advisors in their areas of expertise. Seminar meeting will focus on the postgraduate opportunities for which students will be applying, and by the end of the academic year, each participant will have an outline of a research project that s/he plans to work on, with direction from her/his academic advisor, over the summer and during the 2011-2012 academic year.

SYMP 2600. Discerning Your Future: An Ignatian Guide. (1 Credit)

This FCRH seminar offers students the opportunity to learn and practice tools for discernment, both in big choices and in everyday living. The seminar, through readings and conversations with the instructor and partners, will focus on helping students with decision-making and reflection. The instructor will facilitate discussion, readings, and activities centered on lived experiences and guided exploration of key questions for young adults in the current climate. Each student will be expected to meet with the instructor individually as well. Students will also be expected to write four short reflection papers during the course of the semester.

SYMP 4999. Tutorial. (0 to 4 Credits)

This course is used to create tutorial sections of FCRH Symposium (SYMP subject code) courses, each bearing a unique section-level title.

Taxation (Gabelli) (TXGB)

TXGB 7001. Corporate Taxation. (3 Credits)

Studies federal income tax laws that apply to the formation, operation, dissolution, and liquidation of corporations. Focuses on the tax impact of various financial transactions upon the corporation, as well as on the shareholders. Issues of distributions and redemptions, accumulated earnings tax, and personal holding companies are covered. Discusses related multiple corporations, earnings and profits, and book-to-tax adjustments. Also studies S corporations and other ways of mitigating double taxation. Includes a brief review of corporate acquisitions and reorganizations.

Prerequisites: ACGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7010. Federal Research and Procedures. (3 Credits)

Concentrates, during the first part of the course, on the skills needed to research and answer tax questions. Then focuses on the procedures to resolve disagreements — both pre-and post-audit — with the Internal Revenue Service.

Prerequisites: ACGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7015. Partnerships. (3 Credits)

Analyzes the uses, formation, operation and termination of partnerships. Topics include the “substantial-economic-effect doctrine,” distributions, sale and exchange of interest, partnership termination, liquidation and disproportionate distributions and limited partnerships and their use as tax shelters.

Prerequisite: TXGB 7001 (may be taken concurrently).

TXGB 7020. Tax Planning for Individuals. (3 Credits)

This course emphasizes the relationship of estate and gift taxes to the income tax. It explores the philosophy underlying federal policy toward the three taxes and the issue of transferring assets. It also introduces basic elements of estate planning, such as trusts, annuities, joint interests, and life insurance.

Prerequisites: ACGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7025. Tax Planning for High Net Worth Individuals. (3 Credits)

Focuses on the practical aspects of taxing wealthy individuals. Reviews general income-tax planning for wealthy individuals; dealing with passive activities (tax shelters); the use and limitations of qualified plans; investment planning (debt versus equity, timeframe, asset allocation); life, disability and liability insurance exposures; retirement planning; and estate planning.

Prerequisites: ACGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7030. Corporate Tax Planning Strategies. (3 Credits)

Offers an in-depth study of Subchapter C of the Internal Revenue Code: the complicated rules governing organization, reorganization and liquidation of corporations. Explores such topics as leveraged buyouts, corporate takeovers and personal holding companies. Provides the groundwork essential for corporate tax planning and the analysis of mergers and acquisitions.

Prerequisite: TXGB 7001.

TXGB 7035. Federal Taxation of Financial Instruments and Transactions. (3 Credits)

This course will provide students with a basic understanding of federal tax consequences of investing and trading in various financial instruments (equity, debt, derivatives). It also will provide an overview of alternative investment funds and common tax issues encountered by such funds and common structuring techniques employed.

Prerequisite: TXGB 7001 (may be taken concurrently).

TXGB 7041. Research Project. (3 Credits)

Offers an opportunity to research a topic in taxation agreed to by the professor and the student. The research is focused on both academic and legal references and may be integrated with current or anticipated tax practice. A written research paper and an oral presentation are required.

Prerequisites: TXGB 7001 and TXGB 7010.

TXGB 7045. International Tax and Accounting. (3 Credits)

This course introduces the complexities of international taxation by focusing on the U.S. tax system's impact on U.S. companies investing or operating abroad, and on foreign companies investing or operating in the U.S. Topics include tax treaties, foreign tax credits, and controlled foreign operations. The course also addresses global initiatives with respect to taxation and accounting. TXGB 7010 is recommended as a prior course.

Prerequisite: TXGB 7001.

TXGB 7048. Taxation Planning with Trusts. (3 Credits)

Trusts are used in all facets of income tax, gift tax, estate tax and financial planning. Some trusts are created primarily for tax-planning purposes, but others are more general. This course analyzes and evaluates many creative and current planning uses of the following trusts: irrevocable and revocable trusts, grantor trusts, testamentary trusts, trusts for minors, dynasty trusts, life insurance trusts and corporate trusts.

Prerequisite: TXGB 7020.

TXGB 7050. State and Local Taxes. (3 Credits)

Discusses the basic elements of state and local taxes, and surveys the distinctive tax characteristics of major business states, such as New York, New Jersey, Illinois and California.

Prerequisite: TXGB 7001.

TXGB 7056. Taxation of Executive Compensation. (3 Credits)

Covers the tax consequences as well as various strategies relating to the design and implementation of executive compensation programs including stock options, restricted stock, stock appreciation rights, phantom stock and golden parachutes; employee benefit plans, including health care, disability, life insurance, educational assistance, dependent care and cafeteria and flexible spending plans; and retirement plans, including qualified pension, profit-sharing and stock bonus plans, as well as non-qualified supplemental executive retirement plans (SERPS), top hat plans and excess benefit plans.

Prerequisites: ACGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7065. Current Problems in Tax. (3 Credits)

This course analyzes the major provisions of new and proposed federal tax laws and compliance procedures, examining their impact on individual taxpayers, businesses, investments, retirement plans, practices, and procedures. The course uses the current changes and proposals to keep up with the constantly changing tax environment.

Prerequisite: TXGB 7001.

TXGB 7076. Tax Accounting. (3 Credits)

Provides an understanding of the application of Accounting Standard Codification (ASC) Topic 740, Income Taxes. Focuses on the financial reporting of income tax amounts on the Statement of Operations, Statement of Financial Position, Statement of Stockholders' Equity, and the Statement of Cash Flows, tax footnote, and related disclosures. Also covers audit issues related to income tax balances, disclosures, identifying tax risks, and internal controls to mitigate such risks.

Prerequisites: TXGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7080. Taxation of U.S. and Foreign Expatriates. (3 Credits)

Analyzes how salaries, benefits and special allowances can be structured to minimize individual tax liability under U.S. tax law for citizens working abroad and foreigners working in the United States. Encompasses filing requirements, cost-of-living differentials, foreign business expenses, foreign tax-credit limitations and avoidance of double taxation.

Prerequisite: TXGB 7025.

TXGB 7081. IT and Data Analytics for Taxation. (3 Credits)

This course presents an introduction to the landscape and usage of technology in the area of tax operations. Topics include a deep dive into Microsoft Excel functionality and an introduction to the latest software such as Power Query, Alteryx, and Power BI visualization. The course includes overviews of topics but will also allow for some hands-on application work within the technologies discussed.

Prerequisites: TXGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7085. Foreign Taxation. (3 Credits)

Introduces the tax systems of major foreign countries from two standpoints taxation of U.S. companies investing or operating in foreign countries and taxation of foreign enterprises investing or operating in the U.S.. Extends concepts discussed in TXGB 7045.

Prerequisite: TXGB 7045.

TXGB 709C. Civil and Criminal Tax Enforcement. (3 Credits)

This course focuses on the federal tax crime statutes enumerated in the Internal Revenue Code and the impact on tax practitioners in their capacity as expert witnesses for the defense, as government witnesses against the client, and as the targets of a criminal investigation. The student will be introduced to the function of the Criminal Investigation Division of the Internal Revenue Service and its investigative techniques, as well as to the legal process via the role of the Justice Department. This course may be taken as an elective for students in the MS in Taxation, MTA, MS in Accounting as well an elective in the MBA Program.

Prerequisite: TXGB 7001 (may be taken concurrently).

TXGB 7184. Individual and Business Entity Taxation. (3 Credits)

Explores the sources and ideas underlying tax laws and their development in relation to fiscal and social policy. Emphasizes the application of basic concepts in tax planning for individuals and businesses. Topics include gross income, exclusions, deductions, credits, property transactions, basis, and the alternative minimum tax.

Attribute: ABEP.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

TXGB 719L. Sustainability Research and Reporting. (3 Credits)

This course enables students to develop a deep understanding of industry standards and expanding regulations and guidance by examining current company disclosures and evaluating to what level such disclosures reflect the company's associated industry standard. Students will form their own views on how companies' disclosures compare to the standards with respect to their relevance, fair representation, and usefulness in helping investors assess performance on material sustainability topics.

Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

TXGB 7811. Taxation - Internship. (1 to 3 Credits)

This course is intended for students with a Taxation internship for this trimester that wish to receive academic credit for it. The course will begin with an orientation session and will be followed by additional meetings with students. The course instructor will provide additional details to enrolled students.

TXGB 8999. Independent Study. (3 Credits)

Taxation Law (TXGL)

TXGL 0206. Tax Planning and Transactions. (2 Credits)

Course will focus on the practical and substantive tax considerations in the life of a U.S. multinational corporation. From deciding the best ways to sell a product in a foreign market, to establishing a holding company, and considering a move outside of the U.S., to adopting the best methods for dealing with tax-reform, this class will build on the fundamentals of tax law and teach students how to apply their knowledge and provide practical advice to the multinational. Some classes will include group presentations, where students will have the opportunity to present on an assigned topic during the first half of the class. The professors will invite guest lecturers from the business community to create a stimulating discussion of hot-topic tax issues.

Attributes: LAWB, LLM.

Prerequisites: BUGL 0201 and SCGL 0417.

TXGL 0223. Seminar on Upcoming Tax Reform. (1 Credit)

Many of the 2017 tax cuts will expire at the end of 2025, setting the scene for a major tax bill that will address extensions of those cuts as well as other changes in the tax law. This one credit seminar will explore the possibilities for tax reform in 2025 as well as the enduring economic, fiscal, philosophical, and political issues they present. Students will write three short papers and discuss them with the class. There is no exam.

TXGL 0328. Corporate Tax. (3 or 4 Credits)

This course presents the tax considerations of doing business in the corporate form. The course includes the formation of the corporation, distributions to shareholders, stock redemptions, partial and complete liquidations, reorganizations, spin-offs, and the survival of net operating loss carryovers following changes in corporate structure or shareholders.

Prerequisites: Income Taxation or permission of the instructor.

Attribute: BFF.

Prerequisite: TXGL 0348.

TXGL 0339. Estate and Gift Taxation. (2 or 3 Credits)

An introduction to the fundamental principles of federal estate and gift taxation and estate planning, including inter vivos and testamentary transfers, trusts, the marital and charitable deductions, powers of appointment, life insurance, jointly held property, IRAs, and generation skipping transfers.

Attributes: JD, LLM.

TXGL 0348. Income Taxation. (2 to 4 Credits)

This course introduces students to the policies and structure of the tax law and the Internal Revenue Code's statutory design for taxing income. It explores the ways in which the tax law reflects government priorities and values, incentivizes and subsidizes some activities, while discouraging and imposing costs on other activities. Students will navigate a complex statutory scheme and learn the principles that govern the taxation of individuals, activities, and entities. Throughout the course, students will discuss fairness and efficiency across individuals, families, businesses, and communities.

Attributes: BFF, LAWB, LAWI, PIE.

TXGL 0357. Tax Policy and Distributive Justice. (2 to 3 Credits)

This seminar examines economic justice by focusing on taxation and inequality. We will explore the roles of ability, community, and efficiency in fair taxation, drawing on classic and contemporary political philosophy. Students will consider the tax law's role in alleviating poverty, promoting equal opportunity, and supporting democracy. We will revisit the classic norms in the tax policy literature to evaluate their continuing resonance and consider what should be taxed in a just society. Some knowledge of the tax system (i.e. Income Taxation) will make this course more interesting, but it is not required. Grades will be based primarily on a series of short papers about the assigned readings. Students seeking WR credit should contact Professor Sugin to modify the course requirements.

Attributes: INLJ, JD, LAWB, LAWJ, LLM, PIE.

TXGL 0369. Global of Am Corp:Tax&Reg Pol.. (2 Credits)

Globalization of American Corporations: Tax and Regulatory Policies This course will review the legal issues faced by US multinational corporations as they expand their operations outside the United States. Topics covered will include - the tax impact of their international businesses; US and foreign regulatory concerns, such as anti-trust, employment, intellectual property, as well as the global response to such expansion in the form trade laws, local taxes and popular opposition to expansion. We will also review financial issues, such as structuring mergers and acquisitions, international debt and equity offerings and legal governance.

Attributes: LAWB, LAWI.

TXGL 0375. Corporate Strategy and Taxation. (2 Credits)

This course will review the role income tax considerations play in corporate strategy and in determining a corporation's financial planning and results. Taxes and strategic planning will be reviewed as part of determining business structure, debt and offerings, mergers and acquisitions, international business expansion, capital structure, and choice of business location. This course can be used to satisfy writing requirement.

Attributes: LAWB, LAWI.

TXGL 0402. Tax and Budget Policy. (2 Credits)

This course will explore issues in tax policy, predominantly at the intersection of tax and budget policy. The seminar will begin with an overview of income taxation, as well as the basics of the federal budget process. We will explore the roles of all three branches of federal government in setting budget policy, including the law governing this process and its recent failures. We will also focus on major policy decisions now facing lawmakers in the tax and budget areas. A tentative list of topics includes (1) the reconciliation process and tax legislation, (2) the failures of budget process in the international tax realm, (3) tax expenditures and "fiscal illusion" in the budget process, (4) temporary tax legislation, (5) dynamic estimates v. conventional estimates, and (6) distributional analyses. <p> Grades will be based primarily on a paper (15-20 pages) and a presentation to the class, but general class participation also will be taken into account. There is also an option for a substantial writing assignment focusing either on the current budget process or a tax policy issue as it relates to budget policies. Note - No accounting or budget background is needed.

Attributes: LAWI, LLM.

TXGL 0410. Nonprofit Law. (2 or 3 Credits)

The nonprofit sector, which accounts for an increasingly significant share of the U. S. economy, is regulated by both state and federal law. This course blends business law, tax law, public interest law, and constitutional law. It considers many of the unique legal and policy issues that face charities, including eligibility for tax exemption, restrictions on political activities, prohibition on private benefit for individuals, regulation of fundraising, and limitations on commercial enterprise. The course compares the law and theory of business organizations with that of nonprofit organizations in the context of fiduciary duties and executive compensation.

Attributes: BFE, LLM, PIE.

TXGL 0419. Taxation and the Constitution. (2 Credits)

The U.S. Constitution says relatively little about taxation, but what it does say has generated centuries of legal and interpretive difficulties-- which may become newly important as the U.S. considers new forms of taxes, such as wealth taxes, that raise tricky constitutional questions. This course will look closely at the relevant constitutional clauses and the historical circumstances of their drafting. We will then explore how early Congresses and Supreme Courts understood and applied these provisions. We will also look at the Supreme Court's striking down of an 1894 income tax, and the subsequent passage of the 16th Amendment in 1913. We will then look at the debates over the meaning of "income" for 16th Amendment purposes. We will also examine other tax questions that have raised constitutional challenges, such as the "tax" vs. "penalty" question in the Affordable Care Act case, NFIB v. Sibelius. We will be reading judicial opinions, historical materials, and academic articles. Students will be asked to produce short response papers for each class (subject to change) and to take an active role in student-centered class discussions.

Prerequisite: TXGL 0348.

TXGL 0780. Partnership Taxation. (3 or 4 Credits)

This course addresses the tax treatment of partnerships and partners, problems associated with the formation, operation and dissolution of the partnership, sale of a partnership interest, termination, and retirement and death of a partner. We examine actual partnership agreements and apply fundamental partnership tax concepts to a series of problems. In past years, we have had guest lectures by distinguished practitioners. Students should note that partnership tax rules apply generally to all business entities that are not publicly traded, such as general and limited partnerships, LLCs, and play an especially important role in real estate ventures.
 Prerequisites: Federal Income Taxation or permission of the instructor.

Attributes: BFF, JD, LAWB, LAWI, LLM.

Prerequisite: TXGL 0348.

Theatre (THEA)

THEA 1000. Theatre Practicum. (0 Credits)

This practicum gives students practical and technical theatre skills and helps them refine and practice the skills they are learning in their classes. Students work in the scenic, electrics, and costume shops as well as in front-of-house roles, including box office management. In this practicum, students gain hands-on experience in technical theatre through supporting Fordham Theatre's Mainstage productions. Each semester, students must complete 48 hours and serve on Mainstage Crew, including strike. Majors must take five semesters of Theatre Practicum and minors must take three semesters. This course is Pass/Fail.

THEA 1100. Invitation to Theatre. (3 Credits)

This course guides the student on an experiential tour of mounting a theatrical production. The role of the playwright is defined and each student will write a short scene. The function of the director is demonstrated by analyzing multiple stagings of the same text; each student will direct a scene. The actor is a primary element of theatre; each student will act a scene. We will explore the role of the designer who creates the physical world of the play; each student will conceive a design. Interwoven with the production elements will be a survey of theatre history focusing on Greek, Elizabethan, contemporary and global theatre. Students will attend live performances of plays.

Attributes: FACC, FRFA.

THEA 1160. Design Fundamentals. (4 Credits)

This course cover the fundamentals of design, including color theory, texture/patterns/motifs, placement in space, scale, 2D/3D layout theories, and studies in traditional visual unities. These topics will be explored through many forms of 2D and 3D exercises, including drawing.

Attribute: THME.

THEA 1210. Introduction to Fashion Design. (3 Credits)

This course explores the art and the business of fashion design by tracing its history in Europe and America; understanding the contribution of fibers to the medium; communicating design details through several modes of drawing; and investigating the market factors that shape contemporary fashion industry around the globe.

Attributes: FASH, THME.

THEA 1220. Fashion Techniques. (3 Credits)

An overview of Fashion design techniques including research, fabric selection, sewing and basic pattern-making. From studying techniques used by contemporary and historical designers, this course will work through the basic skills necessary for students to create their own designs.

Attributes: FASH, THME.

THEA 1800. Internship. (1 Credit)

Internship.

THEA 1999. Tutorial. (1 Credit)

Independent research and reading with supervision from a faculty member.

THEA 2010. Acting I. (4 Credits)

The course aims to strip away preconceived notions of acting, forge a visceral understanding of the unity of body and voice, demonstrate that expanding the imagination is the highest skill of the craft, and explore the nature of transformation; theatre is an art of radical change. Required Vocal Lab.

THEA 2015. Acting for Non-Majors. (4 Credits)

Introductory acting technique for non-theatre performance majors. Emphasis on developing and freeing the voice, body, imagination, and emotions. Activities of the course include vocal and body warm-ups, theatre games and exercises, improvisation, and scene work.

Attribute: THME.

THEA 2035. Drafting for the Theatre I. (4 Credits)

This class serves as an introduction to the basic principles of observing, analyzing, and representing three-dimensional objects through the means of drafting. The goal is to first equip students with the knowledge and skills to read, interpret, and understand architectural theater drawings and scenery master ground plans and center line sections. The second goal is to equip them with the ability to develop their own master ground plans and center line sections. This task requires they learn a very complicated computer program called Vectorworks and learn industry drafting standards and concepts. By the end of the course, students should be able to produce basic master ground plans and center line sections which are the basis for any scenic drafting package. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: THDP.

Prerequisite: THEA 1160.

THEA 2037. Drafting for the Theatre II. (3 Credits)

Building upon the foundation developed in Drafting I, students in Drafting II will learn how to create an entire drafting package that includes the master ground plan, center line section, composite front elevation, deck plans, scenic elevations, and any prop elevations. This course will not only strengthen their abilities within the Vectorworks program but also serves as a means to reintroduce everything learned in Drafting I. Additionally, students will learn the basic concepts of how to draw lighting and sound plots within Vectorworks through guest lecturers working in the industry.

Attribute: THDP.

Prerequisites: THEA 1160 and THEA 2035.

THEA 2045. Introduction to Directing. (4 Credits)

This class introduces students to some of the basic tools of theatre directing by having them craft several short pieces that explore ways of using space, movement, gesture, light, sound, objects and spoken words to communicate a story to an audience. Open to non-majors.

Attribute: THME.

THEA 2070. Theatre Design. (4 Credits)

Create a world for a play complete and true unto itself by thoroughly researching the text and characters through visual and emotional research. Learn to react viscerally and instinctively to the text and then articulate that reaction through various forms used in the professional theatre: models, costume sketches, lighting sketches, sound landscapes, projection, drawings and research. This course will serve to instill a thorough process that can be utilized for the remainder of one's career and will guarantee that a production will result whether you're a playwright, director, designer or any theatre artist. No prior coursework required. Open to non-majors.

THEA 2080. Collaboration I. (4 Credits)

First semester of a full-year course for all theatre majors. The class introduces students to the areas of acting, directing, playwriting, design, and stage management, with focus on the art of collaboration.

THEA 2090. Collaboration II. (4 Credits)

Second semester of a full-year course for all theatre majors. The class introduces students to the areas of acting, directing, playwriting, design, and stage management, with a focus on the art of collaboration.

THEA 2230. Costume Design I. (3 Credits)

Study of the principles involved in the design of costumes for the stage with an emphasis on research, the development of drawing and painting skills, and the investigation of character.

Attributes: FASH, THDP.

THEA 2235. Costume Design II. (3 Credits)

Continuation of THEA 2230: Costume Design I.

Attributes: FASH, THDP.

Prerequisite: THEA 2230.

THEA 2260. Conceptual Foundations of Theatre Design. (4 Credits)

As Design Fundamentals is to the body, so Theatre Design: Conceptual Foundations is to the soul. The spine of the course is to manifest physically (through research and visual exercises) what has been formed conceptually, through emotional response to text and other stimuli.

THEA 2350. The History of Our Outfits. (3 Credits)

How did we end up in the clothes that we're wearing? A historical look at the clothing we wear, where it came from, and how we ended up dressing like this. In this course, students will explore the origins and influences that have brought us to the clothes that we wear today. We will take a deep-dive research-project-based approach to the study of the history of the garments that we, the class, consider our clothing today.

THEA 2700. Acting II. (4 Credits)

Introduction to scene study for the actor using the Stanislavsky approach. Work on scenes chosen from realistic plays. Students will study character development by exploring psychological objectives and how they are embodied in physical actions.

THEA 2750. Performing Italian. (4 Credits)

Students will advance their fluency in Italian by learning to act in Italian in summer residence in Rome. Jointly taught by a Professor of Italian and a Professor of Acting, the students will explore structure and grammar, and expand their vocabulary by reading, writing, and speaking in full-immersion mode as they learn how to inhabit a character using a play by Nobel-prize winning author Dario Fo. Acting is an exciting way to learn a language because one's need to master the language is motivated by the desire to inhabit the imaginary circumstances created by great playwrights. The project will be enhanced by trips to Roman theatres, and the opera at The Baths of Caracalla.

Attributes: ITAL, MLL, THME.

THEA 2755. Performing Dante. (4 Credits)

In this course, students undertake an in-depth study of Dante's Divine Comedy through the use of performance and a close reading of the text; social and historical contexts are emphasized. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, ITAL, ITMA, MLL.

THEA 2805. Stage Management I. (3 Credits)

The study of the organizational responsibilities and practical skills needed for a stage manager to bring a production through auditions, rehearsals and performances. Each student will also work on a series of projects, from paper projects, to practical projects that relate to their work in the studio or on the mainstage. This course is open to majors only. Minors by permission.

Attributes: THDP, THPL.

Prerequisites: THEA 1160 and THEA 2260 and THEA 2035.

THEA 2811. Stage Management Workshop. (0 Credits)

This workshop will be a space for specific production-related problem solving, individual mentorship, and discussions regarding the evolution of responsibility from studio production to main-stage production.

THEA 2815. Stage Management II. (3 Credits)

Continuation of THEA 2805: Stage Management I. Course will expand skills from previous course. This course is open to majors only. Minors by permission.

Attributes: THDP, THPL.

Prerequisites: THEA 1160 and THEA 2260 and THEA 2035.

THEA 2900. Theatre Management. (3 Credits)

This course offers an introduction to the managerial aspects of American theater in the post-pandemic world. In this interactive course, students will not only learn the functions of theater management (commercial and nonprofit) but will also address the challenges facing the industry today and expand their strategic tool belt to be the industry changemakers of the future. Students will learn key functions of theater, including season planning, budgeting and contracts, HR, marketing and PR, fundraising, audience development, and more by choosing a theater to profile for the duration of the class. Class is comprised of grounding in key principles of theatre management, guest lectures from practitioners across the industry, and robust classroom discussion.

Attributes: AMST, ASAM, THDP, THME, THPL.

THEA 2999. Tutorial. (2 Credits)

Independent research and readings with supervision from a faculty member.

THEA 3000. Acting III. (4 Credits)

Continuation of intensive scene study based on the Stanislavsky system. Techniques of scene analysis, scoring and appropriate rehearsal procedures will be covered. Performance majors only.

THEA 3004. Global Theatre History: Foundational Impulses. (4 Credits)

The two-course sequence in theatre history makes emerging artists aware of their global heritage. Theatre is an event of communication. Global Theatre History examines the nature of this compelling exchange. This foundational course in the sequence will foreground theatre's originating impulses, its participants, its cultural contexts, and its impact on the human journey. The course asks: What is theatre and what does it do—intentionally or not—for its cultures? How does performance emerge from and shape the creative imagination? Addressing these questions will mean thinking critically about the nature of theatre as it is theorized and practiced across the globe. Students will develop skills in reading critically, in independent historical research, and in communicating the umbilical link of the past to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, EP3, GLBL.

THEA 3005. Global Theatre History: Evolutions of the Present. (4 Credits)

The two-course sequence in theatre history makes emerging artists aware of their global heritage. Theatre is an event of communication. Global Theatre History examines the nature of this compelling exchange. This course relates the contemporary global theatre to the critical aesthetic and social revolutions that have made the present possible. The course asks: How did the contemporary theatre become what it is? Addressing this question will mean thinking deeply about the nature of the global theatre as a continually evolving form that has both conserved traditions and pushed beyond imposed limits in order to respond generatively to cultural crises. Students will develop skills in reading critically, in independent historical research, and in communicating the umbilical link of the past to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, EP3, PLUR.

THEA 3011. Text Analysis. (4 Credits)

Through careful, intensive reading of a variety of plays with different dramatic structures and aesthetics, students begin to see that options exist for interpreting a script. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: THME.

THEA 3012. New Play Dramaturgy. (3 Credits)

Responding to new work is its own art. How do you help and support a playwright as they continue to explore a new work actively in process? This course will establish the vocabulary and skillset necessary to approach new play development with rigor and curiosity, all to help open every possibility of a writer's storytelling and craft. By studying theatrical antecedents—from Aristotle to more modern and inclusive perspectives on dramaturgy—a dramaturg will have robust reference points to meet a writer where they're uniquely at in the germination of their vision. The course will also introduce students to new work development incubators and institutions in the city and beyond, and feature guests such as literary managers and literary agents who will discuss their relationship to new plays.

Attributes: ENGL, THDP, THME.

THEA 3017. Song as Scene I. (4 Credits)

Learn how to effectively present musical material by exploring the text and combining it with sure vocal technique. An accompanist is present at each class, and different types of songs will be explored, ballad, up-tempo, comic/character, and pop/rock. Acting exercises will be used to fully flesh out the songs. Seamless transitions from scene to song to scene will be examined. The notion of singing as simply acting on pitch will be stressed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: THME.

THEA 3030. Actor's Vocal Technique I. (2 Credits)

Vocal exercises for the actor to help release the voice, develop larger breathing capacity, and agility in articulation. Work on developing physical ease while exploring varieties of vocal projection through speech and song, and text.

THEA 3040. Actor's Vocal Technique II. (2 Credits)

Advanced exploration of the voice.

THEA 3050. Movement for the Actor I. (2 Credits)

This course will include: 1) Vigorous physical training to develop physical stamina along with Yoga breath-work and stretches to increase flexibility, agility, focus and concentration; 2) Butoh-influenced image work to develop body awareness and sensitivity as well as stimulate movement by images exercised by one's imagination; 3) Creating characters by exploring the center, weight, rhythm, colors and temperament of the character; 4) Individual and group improvisational exercises to learn to trust and act upon organic impulses.

THEA 3060. Movement for the Actor II. (2 Credits)

Continuation of THEA 3050: Movement I. This course will include: 1) Continuation from Movement I of developing physical stamina and intensifying breath and Yoga work; 2) Continuation of Movement I based on Butoh-influenced image work; 3) Deeper exploration of character work and also taking the character out of the naturalistic realm to invite another layer of understanding on a more unconscious level; 4) Exploring abstract movement; 5) Creating group and solo pieces.

THEA 3066. Musical Theatre Intensive. (4 Credits)

A five-week summer intensive that offers a varied schedule of four classes: Musical Theatre workshop, Vocal techniques, Dance for Musical Theatre, and Acting. Monday through Thursday from 10 a.m. to 5 p.m., students will work in the classroom as a company. The early afternoon and evenings will include field trips, guest seminars, and attendance at Broadway, off-Broadway, and off-off Broadway plays and musicals. Find the program application online at fordham.edu/summer.

Attribute: THME.

THEA 3067. Solo Vocal Performance Workshop. (3 Credits)

In this course, students will develop the unique skills for solo vocal performance, from identifying your authentic voice to honing your vocal technique to connecting with your audience and promoting yourself. Grounded in the history and business of cabaret, the course will give students a chance to work one-on-one with a master teacher in vocal technique and with an accompanist to craft their own multi-song performance.

THEA 3070. Movement For The Actor (Non-Majors). (3 Credits)

This class will focus on physical training and well-being, which will include: strengthening the body and increasing stamina and flexibility through a cardio and stretching routine; enabling a wider range of physical movements through an exploration of time and space, varied weights, and varying speeds and rhythms; deepening the listening and responding through the body with individual and partner work; deepening the connection between the voice and the body; awakening the sensory receptivity of the body; and exploring transformation and character work. Some of the tools and techniques that will be studied to facilitate this work are: labanotation, animal work, action theatre, Lucid Body and Gaga-influenced movement and dance improvisation, theatre games, yoga, and meditation. Students will create solo work, duets, and group pieces.

Attribute: THME.

THEA 3090. Stage Combat. (3 Credits)

Students will become familiar with the concepts, techniques, and safety practices of stage combat. Each class begins with a warm-up/stretch and then moves into strengthening and isolation work. Each class ends with work on original, ongoing choreography.

Attributes: THDP, THME.

THEA 3100. Acting IV. (4 Credits)

A scene study course with an emphasis on integrating Stanislavsky technique with non-linear, non-realistic texts. The actors will work with playwrights outside the canon of mainstream realism, such as Samuel Beckett, Gertrude Stein, Naomi Wallace, Erik Ehn, Heiner Muller, Adrienne Kennedy, Richard Foreman, Ruth Margraff, Caryl Churchill, Lisa D'Amour, Daniel Alexander Jones, and Suzan-Lori Parks. Work with heightened movement and voice extends the actors' vocabulary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3205. From Page to Stage. (4 Credits)

Page to Stage is an introductory directing class focused on translating a dramatic text into theatrical performance. The class is required for directing majors and open to theatre majors in other tracks. Using a single focal text, students will work individually and in teams on class exercises and homework assignments that explore key aspects of the director's craft when working on a playscript, including text analysis, research, collaborating with designers and actors, staging, and the rehearsal process. The semester culminates in a final evening presentation of staged scenes from the model play. Prerequisite: THEA 3011: Text Analysis, except with special permission.

Prerequisite: THEA 3011.

THEA 3253. Moliere: From Page to Stage. (4 Credits)

This course taught in French explores French Theatre and offers the opportunity to engage in the creative process from page to stage. Students will have the opportunity to participate in different capacities, such as performers, designers, dramaturgs, and stage managers. This course emphasizes the importance of working collaboratively. Students enrolled in the French and Theatre Programs will share their strengths and learn from each other. We will combine reading, theory, and analysis of a single play by Molière, and put what we learn into practice in rehearsal. The semester will end with a public performance.

Attributes: ALC, THPL.

THEA 3265. Writing for Theatre. (4 Credits)

This course encourages students to become playwrights and to improve their fluency in French. This is a creative writing course for theater with an opportunity to produce and perform an original sort play. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: FREN 2600 or FREN 3253 or THEA 3253.

THEA 3350. Ancient Theatre in Contemporary Practice. (4 Credits)

The ancient origins of theatre are still present in theatrical practice today. In traditional societies, these practices are more overtly present. In others, there are elements of the ancient practice that inform contemporary aesthetics, forms, and styles. Even in the most mechanized societies that have lost continuity with the ancient past, there are theatre practitioners who look to ancient theatre for certain qualities it possesses which give vitality to contemporary performance. This course seeks to investigate key examples of ancient theatre that are still practiced today, as well as examine how contemporary artists train in ancient techniques and use them to vivify new experiments in theatre. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: THME.

THEA 3355. Ancient Theatre in Contemporary Practice II. (4 Credits)

A continuation of Ancient Theatre I. Further exploration of the ancient origins of theatre are still present in theatrical practice today. In traditional societies, these practices are more overtly present. In others, there are elements of the ancient practice that inform contemporary aesthetics, forms, and styles. Even in the most mechanized societies that have lost continuity with the ancient past, there are theatre practitioners who look to ancient theatre for certain qualities it possesses which give vitality to contemporary performance. This course seeks to investigate key examples of ancient theatre that are still practiced today, as well as examine how contemporary artists train in ancient techniques and use them to vivify new experiments in theatre. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: THME.

THEA 3362. Lighting Design I. (3 Credits)

This course investigates how lighting design completes the visual world. We will explore how light can transform the theatrical space. Lighting is the key element to the forward movement of a theatrical production, as it creates transitions between scenes and defines time and place as the story is told. We will also examine alternative functions and use of light within photography and architecture. Open to non-majors.

Attributes: THDP, THPL.

THEA 3374. Lighting Design II. (3 Credits)

Continuation of THEA 3362: Lighting Design I.

Attributes: THDP, THPL.

THEA 3420. Sound Design I. (3 Credits)

From the physics of sound waves to the finesse of cueing, Sound Design covers the foundations of the field. The class will touch on topics in acoustics, system design, vocal reinforcement, sound effects, playback and audio development software, and the role of sound design in the rehearsal and tech process. The goal is to develop the conceptual rigor and practical technique to support a small production with an integral audio component.

Attributes: THDP, THPL.

THEA 3425. Sound Design II. (3 Credits)

A continuation of Sound Design I.

Attribute: THDP.

Prerequisite: THEA 3420.

THEA 3455. Projection Design I. (3 Credits)

Explore the growing design field of Projection Design. Learn to use text and research to inspire ideas for projections in a play. Through storyboarding each student will learn how projections can integrate into the space and world of a play.

Attributes: THDP, THPL.

THEA 3460. Projection Design II. (3 Credits)

Continuation of THEA 3455: Projection Design I.

Attribute: THDP.

Prerequisite: THEA 3455.

THEA 3515. Theatre & Community Engagement. (3 Credits)

This course will study how theatre engages with community. To be taught by Public Theatre Public Works Artistic Director Laurie Woolery, it will examine and explore intersections in theatre practice and community creation and engagement. Public Works, a major program of the Public Theater, aims to restore and build community by connecting people through theater—both performing it and experiencing it—reminding us that we're all in this together.

THEA 3520. Producing through a Social Justice Lens. (4 Credits)

In this class, students will examine the process of producing new works from inception to completion with cultural equity at the core. Utilizing the fundamentals of producing, students will embrace a producer's role as a leader of social change and interrogate the current system from the top down. What changes are necessary to implement a new system? How can real change thrive in today's theatrical climate? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: FACC, PJSJ, PJST, SL, THDP, THME.

THEA 3530. Creative Producing. (4 Credits)

This course will explore the various models to produce shows in the U.S. and touch upon some U.K. models. We will go from the early development process of commissioning, rights acquisition, readings, and work sessions to the production process of nonprofit productions, commercial productions on and off Broadway, as well as nontraditional productions that are becoming more prevalent on both sides of the Atlantic. The course will include guest speakers from across the industry, analysis of budgets, contracts, and financial modeling from active productions and real-time insight into productions being produced on Broadway during the entire semester. The course will build on the theatre management and production management courses currently offered within the program and allow a deeper insight into the theatre business as a whole at a time when the nonprofit system is evolving at a rapid pace and the audience for every production is undergoing a generational shift. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: THDP.

THEA 3564. French Theatre and Performance. (4 Credits)

This course explores French theater and offers the opportunity to engage in the creative process from page to rehearsal to a full public performance at the end of the semester. It also teaches students how to express themselves more effectively in French and develops their ability to communicate thoughts and feelings to others. We will combine acting, history, reading, theory, and analysis of major modern playwrights. Invited guests from the French and bicultural theater community in New York City will share their experiences with students and provide opportunities for students to practice their new skills and learn more. Taught in French. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, THME.

Prerequisite: FREN 2600.

THEA 3600. Master Class in Design. (4 Credits)

This course is taught by a designer who is a luminary in the field, and will explore theory, practice and career issues for designers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: THDP.

THEA 3700. Playwriting. (4 Credits)

This playwriting workshop is the cornerstone of the playwriting program. It intentionally welcomes writers of many levels of experience to one dynamic space. The goals of the workshop are to teach basic craft and create an environment that will guide the writers' explanation of their individual voices. We concentrate on four major issues: storytelling, character, structure, and language.

Attributes: CVW, ENGL, THME.

THEA 3750. Plays and Screenplays. (4 Credits)

We will write a short play and a short screenplay across the semester. They will be two versions of the same story in different forms. Honing the necessary craft is our project. Excerpts of plays and films will serve as models. The goal is to spark creative thinking while exploring dual strategies for storytelling. What are the differences between writing for the stage and the screen? How might a play be adapted for the screen? How might a screenplay be brought to the stage? How do we tell stories in dialogue? How do we tell stories with pictures? How do we maximize the power of dialogue and pictures by combining them? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: THME.

THEA 3800. Internship. (2 to 3 Credits)

Supervised placement for students interested in work experience.

THEA 3900. Cueing and Narrative. (3 Credits)

This course will incorporate the study of both Lighting and Sound Design to explore storytelling through Theatrical Design choices.

THEA 3910. Period and Style. (3 Credits)

This course will incorporate the study of both Scenic and Costume design to explore storytelling through theatrical design choices. This course will concentrate on how history and period specifically aid in creating the world of a play.

THEA 3920. History of Theatre Design. (4 Credits)

This course surveys architectural and mode-of-dress movements in history and explores how those movements have informed stage design through the ages. It will cover movements from the ancient (Western and Eastern) through contemporary times. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: THME.

THEA 3950. Production Management. (3 Credits)

This introductory course to Production Management will teach students how to supervise the creation of a physical theatrical production by exploring the responsibilities and duties required to mount a production that meets its artistic goals without compromising business concerns. Emphasis will be placed on the practical aspects, from estimating a project to budgeting, scheduling, staffing, and contract negotiations. We will discuss the importance of facility and safety oversight of a traditional venue versus site-specific work versus touring and festival planning. Through field trips to New York City theaters and production companies, students will observe current production management techniques and see production managers collaborate with producers, directors, designers, and stage managers at various stages of the process. This is a great course for designers to understand how production budgets are allocated and production deadlines are set, and for stage managers who want to expand their technical skill set.

Attribute: THDP.

THEA 3985. Set Design I. (3 Credits)

Investigates how the design of an environment creates the world of a play. Working with plays, students will use text analysis, character development and emotional response to develop ideas about the space. Through visual research, models and sketches, students learn their process of creating a set and practice articulating their ideas.

Attributes: THDP, THPL.

THEA 3987. Set Design II. (3 Credits)

Continuation of THEA 3985: Set Design I.

Attribute: THDP.

Prerequisite: THEA 3985.

THEA 3989. Set Design III. (3 Credits)

In this course, students investigate how the design of an environment creates the world of a play. Working with plays, students will use text analysis, character development, and emotional response to develop ideas about the space. Through visual research, models, and sketches, students learn their process of creating a set and practice articulating their ideas. Students will gain a practical application of rendering an idea into fully dimensional scenic models.

Attribute: THDP.

Prerequisites: THEA 3985 and THEA 3987.

THEA 3999. Tutorial. (3 Credits)

Independent research and reading with supervision from a faculty member.

THEA 4000. Creating a Character I. (4 Credits)

Advanced scene study employing exercises and exploration specifically designed to give the actor a technique with which to develop a distinct characterization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: THPE.

Prerequisite: THEA 3100.

THEA 4001. Creating a Character II. (4 Credits)

Continuation of THEA 4000: Creating a Character I.

Attribute: THPE.

Prerequisite: THEA 4000.

THEA 4020. Adrienne Kennedy: Text and Performance. (4 Credits)

This interdisciplinary seminar will explore the playwriting and performance work of Adrienne Kennedy with methods that combine literary study, dramaturgical analysis, and embodied practice. Drawing from performance research practices, students will engage with Kennedy's writing by examining it textually and historically alongside relevant cultural, political, and theatrical ideas; and in dynamic interchange, by exploring, interpreting, and embodying her work as creative artists—allowing it to inspire and infuse their own artistic practice. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ENGL, ENRJ, ICC.

THEA 4030. Rehearsal Technique. (3 Credits)

A laboratory geared toward directors, actors, playwrights, and any theatre artist eager to explore, practice, and analyze the process of rehearsal. In this practicum, students will apply acting and directing pedagogy to the practical rehearsal process; analyze communication techniques specific to theatrical practice, such as giving, taking, and interpretation of direction; explore devised and ensemble-building work; and study and explore the essential building blocks of rehearsal, such as articulating and executing vision, the collaborative process between actors and directors, and understanding artistic intention and effectiveness of impact. This course can be taken to satisfy the Advanced Acting requirement.

Attribute: THPE.

THEA 4045. Young, Gifted, and Black. (4 Credits)

This interdisciplinary course will explore themes of political, social, and personal transgression and transformation in the cultural tradition of Black American Theatre and performance from the Harlem Renaissance, through the Black Arts Movement to the present. The interrelationship of text, music, and movement will be highlighted to underscore significant aesthetic innovations and also to allow for a discussion of plays, playwrights, and performers in the fullest possible context. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVN, AMST, ASAM, COLI, PLUR, THME.

THEA 4050. Arts, Social Justice, and Human Rights: Foundations. (4 Credits)

This course explores the dynamic connection between the arts, social justice, and human rights. Students will investigate the relationship between arts and politics, and arts and community organizations. They will also consider the transformative potential of "Theatre of the Oppressed" and applied theatre in empowering marginalized communities. Additionally, the course will introduce students to artists who have successfully embodied the values of citizenship, inciting advocacy and driving positive change. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISIN, PJSJ, PJST, SOCI, URST.

THEA 4100. Acting Shakespeare. (4 Credits)

An investigation of the various historical and contemporary techniques of acting Elizabethan verse through close textual analysis and in-class performance of scenes from Shakespeare's plays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: THPE.

Prerequisite: THEA 3100.

THEA 4120. Acting Shakespeare II. (4 Credits)

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

THEA 4143. Shakespeare: Text and Performance. (4 Credits)

This course will study Shakespeare's plays first as texts and then as performance, focusing on the literary/historical aspect of a play, and then the same play as a theatrical script for realization on stage. Through close readings from widely disparate points of view, we will grasp how the theatre engages audiences and creates meanings, and how time and culture are expressed in both text and performance. We'll investigate questions about adaptation, authorship, the status of "classic" texts, and the transition from manuscript to stage and film. The final project can be an essay, the student's short video of a Shakespeare excerpt, or a brief performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, ENHD, ICC.

THEA 4144. Hamlet: Text and Performance. (4 Credits)

We will study Shakespeare's Hamlet as a historical/literary text and as a theatrical script. Through close readings from disparate points of view, we will encounter how the theatre acts to create meanings, and how time and culture are expressed in text and performance. Areas of study will include set design, costumes, film adaptations, literary re-writings, pop culture renditions, and references in music and advertising.

Attributes: ENGL, ENHD, ICC.

THEA 4145. Dramaturgy. (4 Credits)

The word dramaturgy, "the art or technique of dramatic composition or theatrical representation," describes a series of practices that include aspects of playwriting, directing, and theatrical scholarship. This interdisciplinary seminar takes a capacious view of the practice of dramaturgy, approaching it as both a creative and a scholarly practice. As dramaturges, we will be literary and performance scholars, researching theater history, dramatic theory, and the broader cultural and historical contexts of our theatrical projects; we will also work as practitioners, collaborating with our peers to translate diverse texts into theatrical events. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

THEA 4148. Medieval Drama. (4 Credits)

Divine mysteries and scurrilous scatology, Everyman's workaday struggles and a king's political quandaries, lavish one-night courtly entertainments and massive Biblical plays performed by an entire community: the drama of the English late Middle Ages (roughly 1350-1500) was resourceful, local, non-professional, and endlessly inventive. In this course, we study medieval English drama along three axes: as literary texts full of humor, pathos, and meaning; as evidence for historical performance practice and theater history; and as scripts brimming with possibility for performance. Combining intensive reading of medieval play texts with key works by important theater practitioners, we examine medieval drama on its own terms and ask what it means to read and perform these works in the 21st century. To help answer this question, students collaboratively design, direct, and stage a medieval dramatic work of their choosing as a final project. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, ENHD, ICC, MVLI, MVST.

THEA 4151. Performing Medieval Drama. (4 Credits)

In the English late Middle Ages (roughly 1350-1500), theater was a thoroughly local affair. Performances spanned from one-night-only entertainments, acted by lavishly costumed noblemen for their peers, to massive cycles of city-specific religious plays, performed annually over a period of days by an entire community. Scurrilous scatology stood alongside the most divine of mysteries; the humble, menial struggles of Everyman had their place on stage just as much as the social and political quandaries of a king. In this course, we will study medieval English drama both as a body of literature and as a repository for medieval performance rhetorics we can experiment with in the present day. A series of assignments over the course of the semester will help us understand late medieval plays and their unique theatricality. The semester culminates with a collaboratively staged and publicly performed medieval drama of the student's choosing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENHD, MVLI, MVST.

THEA 4152. The Tempest: Text and Performance. (4 Credits)

This course will study Shakespeare's play *The Tempest* as a historical/literary text and simultaneously as a theatrical script that we will act in the classroom, focusing on a single scene at a time. Through close readings from disparate points of view, we will investigate how the theatre acts to engage audiences and create meanings, and how time and culture are expressed in both text and performance. Students will read several adaptations of the play, as well as viewing film versions and adaptations such as *Prospero's Books*. We'll investigate questions about adaptation, authorship, the status of a "classic" text and its variant forms, and the transition from manuscript to stage to film. Assignments will include readings, essays, and presentations. Quizzes will include regular exercises in blank verse, especially iambic pentameter. The final project can be a scholarly essay, the student's short video of an excerpt from *The Tempest*, or a brief performance. No acting background is necessary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, ENHD, ICC.

THEA 4250. Acting for the Camera I. (4 Credits)

Introduces the actor to the techniques of acting for the mediums of television and film, including issues of scale, angle, and material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: THPE.

Prerequisite: THEA 3100.

THEA 4260. Acting for the Camera II. (4 Credits)

Continuation of THEA 4250: Acting for the Camera I.

Attribute: THPE.

Prerequisite: THEA 4250.

THEA 4301. Performance and Art. (3 Credits)

This acting course for dancers will work in developing original scenes based on poetry, sculpture, paintings and scene study. Emphasis on work with physical actions and creating a physical and psychological score to illuminate actor-created work. Focus on imagination, writing and performance skills. For Alvin Ailey BFA majors.

THEA 4302. Russian Theatre Workshop. (2 Credits)

This course conducted in Moscow includes work in acting, movement, dance, voice, Russian theatre history, and a study of the current Russian theatre. There is also an alternate program of scenography, costume design, and theatrical design theory and history. It is taught by the faculty of the Moscow Art Theatre School.

THEA 4305. Clown and Improvisation. (4 Credits)

Examining different comedic traditions, students will study techniques from commedia dell'arte, clown and improvisation. Drawing on the teachings of contemporary artists such as Keith Johnstone and Phillippe Gaulier, the course will demonstrate and sharpen comedic skills by creating a sense of continuity between traditional and contemporary comedy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: THPE.

THEA 4306. Clown and Improvisation II. (4 Credits)

This course is a continuation of Clown and Improvisation. Examining different comedic traditions, students will study techniques from commedia dell'arte, clown, and improvisation. Drawing on the teachings of contemporary artists such as Keith Johnstone and Phillippe Gaulier, the course will demonstrate and sharpen comedic skills by creating a sense of continuity between traditional and contemporary comedy. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: THPE.

Prerequisite: THEA 4305.

THEA 4400. Senior Audition I. (2 Credits)

Prepares students to audition for professional theatre companies, agents, casting directors, and graduate schools. Students develop audition pieces and also learn to prepare cold readings. Guidance also provided in the preparation of headshots and professional resumes.

THEA 4410. Senior Audition II. (0 to 2 Credits)

Preparation of the Senior Showcase, in which students present scenes for producers, agents, and casting directors.

THEA 4425. Design Showcase. (3 Credits)

This course focuses on presenting and discussing students' work as a design or manager while developing their understanding of the business of theatre and their potential role in it. We look at portfolios, resumes, and CVs, cover letters, and production books, and talk with established professionals and recent graduates about the best strategies for entering the New York and regional theatre communities. Design and Production students only, required for participation in the annual Design Showcase.

Prerequisite: THEA 2070.

THEA 4430. Senior Showcase I: Designers, Managers, Directors, Playwrights. (2 Credits)

Prepare for your move from student into industry professional. This is a two-semester course. This semester, we will focus on discovering who you've become as an artist, collaborator, and individual over the course of your time at Fordham. With that information, we will determine how to create the best presentation of you and your work. We will work on creating personal videos that show who you are and how you work. We will develop a website to showcase everyone's work as a class with links to each student's personal body of work. Each student is expected to have a completed personal video and website. Websites must include a body of work; completed, in-process, and/or theoretical work; an About page with bio; your resume; and a way to contact you. We will discuss more expectations as the semester continues. The semester will culminate in a completed "Who I Am" video to be used in your senior showcase.

Attribute: THDP.

THEA 4440. Senior Showcase II: Designers, Managers, Directors, Playwrights. (2 Credits)

Prepare for your move from student into industry professional. This semester will focus more on networking and technical elements of the industry including finances, acquiring or making work, and making relationships with other industry professionals. We will aim to establish clear methods of communicating your work and perspective. We will have at least two sets of "speed-dating" reviews. The course will culminate in a final Showcase of your work and time at Fordham.

Attribute: THDP.

Prerequisite: THEA 4430.

THEA 4500. Theatre, Creativity, and Values. (4 Credits)

This Senior Values Seminar is designed to give students an opportunity to examine and reflect upon creativity and the theatre. How does creativity mark the distinctness of the human person? How does human creativity point to the presence and action of God? What purpose does the theatre serve for society? Emphasis is placed on personal integration of philosophical principles and personal technique and craft. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, EP4, THME, VAL.

THEA 4501. Directing Production Workshop. (3 Credits)

An advanced production class that guides students through the process of producing a fully-staged production for public performance.

Attribute: THPL.

THEA 4505. Design Production Workshop. (3 Credits)

This course is designed to run with Directing Workshop to merge design and directing students in practical production experiences. In the process, students will hone their ability to analyze text, shape a design idea, communicate with artistic collaborators, create working drawings and models, plan a production schedule, and create and manage a budget. Designers must be working on a project in the studio season. Stage Managers vet their process on the mainstage.

Attribute: THPL.

THEA 4700. Advanced Design. (3 Credits)

This advanced design course is open to junior and senior theatre design and production majors only and will be taught by the holder of the Denzel Washington Chair in Theatre. The chair will design this course as relates to their discipline and will likely focus on the interaction between audience/environment and object/performer.

Attribute: THDP.

THEA 4800. Internship. (4 Credits)

Supervised placement for students who are interested in work experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4999. Tutorial. (4 Credits)

Independent research and reading with supervision from a faculty member.

Theology (THEO)

THEO 0912. Requirement Preparation. (0 Credits)

For Ph.D. and master's students, registration is necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, master's thesis, or dissertation submission. Students who are studying for comprehensive examinations while still completing coursework do not need to register for any special status; however, if they are neither registered for coursework nor taking comprehensive examinations during the semester in question, they must register for Requirement Prep.

THEO 0914. Requirement Preparation in Summer. (0 Credits)

For Ph.D. and master's students, registration is necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree). Students who are studying for comprehensive examinations while still completing coursework do not need to register for any special status; however, if they are neither registered for coursework nor taking comprehensive examinations during the semester in question, they must register for Requirement Prep in Summer.

THEO 0930. PhD Comprehensive Examination-Theology. (0 Credits)**THEO 0934. Master's Comprehensive Examination Preparation. (0.5 Credits)****THEO 0936. Master's Comprehensive Examination-Theology. (0 Credits)****THEO 0938. Master's Capstone-Theology. (0 Credits)**

Required interdisciplinary capstone project for all M.A. students in Theology.

THEO 0950. Proposal Development. (1 Credit)**THEO 0960. Proposal Acceptance. (3 Credits)****THEO 0970. Dissertation Mentoring-Theology. (0 Credits)**

The Theology Ph.D. student is required to register for Dissertation Mentoring, which has a 3 credit fee, the semester after the student's proposal is accepted.

THEO 1000. Faith and Critical Reason. (3 Credits)

An introductory theology course designed to acquaint students with the analytical study of religion and religious experience, and to give them some critical categories of evaluating the history of theological discourse. The academic study of some of the forms, concepts, experience, and theological formulations found in Christianity and various other traditions will be introduced.

Attributes: FRPT, REST, THFR.

THEO 1006. Sin and Salvation in Medieval Theology. (3 Credits)

This Manresa seminar will provide a survey of Christian understandings of sin and salvation in the medieval West, c. 400-1500. Theologians whose writings on these topics will be considered include Augustine, Anselm, Peter Lombard, Thomas-Aquinas, Bonaventure, John Duns Scotus and Martin Luther.

Attributes: MANR, MVST, MVTH.

THEO 1007. Sinners, Saints, and Stories. (3 Credits)

This course will explore both the ways that biblical narratives have informed the traditional self-understanding of the western world and the ways in which that self-understanding has been complicated in the modern era. Of particular interest for this course is 1) the different biblical presentations of what it means to be a "sinner" or a "saint," 2) the further reflection on these narratives and topics found in post-biblical literature, and 3) the competing narratives that may be found in the modern world.

Attributes: FRPT, MANR, THFR.

THEO 1008. Mystics Monks and Mindfulness: Contemplation-In-Action Today. (3 Credits)

This course explores the tensions between contemplation and action in the modern world by engaging writings by and about the Ignatian, Buddhist, Benedictine, and Islamic traditions. Given the demands to act in and improve the world, what is the role of silence, contemplation, and devotion? This course may include field visits to off-campus religious communities. This course satisfies the Faith & Critical Reason Core requirement for both FCRH and Gabelli students.

Attributes: FRPT, MANR, SL, THFR.

THEO 1010. Restless Heart: Quest. (3 Credits)

Many writers throughout history, have described their personal quest for the transcendent. Writers-both classical and popular, devout believers and atheists, some reverent, some vulgar- describe this quest as a matter of first losing and then finding oneself. This seminar will explore the search of several of these writers through their autobiographies.

Attributes: FRPT, MANR, THFR.

THEO 1050. Syriac Language and Literature I. (3 Credits)

This course is part of a two-semester introduction to Syriac, a dialect belonging to the Aramaic language branch. The first semester will introduce the scripts, cover grammatical foundations, and expose students from early on to the reading of texts. The second semester will be mostly spent reading Syriac literature, but some time will be devoted to select special topics in Syriac grammar. It is possible to take the first semester only.

Attributes: MVLA, MVST, OCST, REST.

THEO 1051. Syriac Language and Literature II. (3 Credits)

This course is part of a two-semester introduction to Syriac, a dialect belonging to the Aramaic language branch. The first semester will introduce the scripts, cover grammatical foundations, and expose students from early on to the reading of texts. The second semester will be mostly spent reading Syriac literature, but some time will be devoted to select special topics in Syriac grammar. It is possible to take the first semester only.

THEO 1060. Elementary Coptic I. (3 Credits)

This course is part of a two-semester introduction to Coptic, the latest stage of the Egyptian language. The first semester will introduce the script, cover grammatical foundations, and expose students from early on to the reading of texts. The second semester will be mostly spent reading Coptic literature, but some time will be devoted to select special topics in Coptic language and culture. The two semesters can be taken independently from one another.

Attributes: CLAS, MEST, REST.

THEO 1800. Internship. (1 Credit)

Internship.

THEO 1999. Tutorial. (1 Credit)

Independent research and readings with supervision from a faculty member.

THEO 2800. Internship-Theology. (2 Credits)

Internship.

THEO 2999. Tutorial. (2 Credits)

Independent research and reading with supervision from a faculty member.

Prerequisite: THEO 1000.

THEO 3100. Introduction to Old Testament / Tanakh. (3 Credits)

The Old Testament (Tanakh) is a book of stories about tricksters, rebels, patriarchal males, and wily women. Who wrote these outrageous stories, what were they up to, and what cultural influences were they responding to? The central character is a wily, elusive figure called the LORD. What's the relation between this character and God? This course explores these questions, while also asking how societies shaped by these accounts live with an iconic text that complicates contemporary sensibilities about gender, otherness, and the way we make meaning in our lives.

Attributes: JSTH, JWST, MEST, MVST, MVTH, REST, STCJ, STOT, STXT.

THEO 3102. Book of Genesis. (3 Credits)

This fascinating and influential book of the Bible will be studied for its historical origins, literary forms, and theological ideas. In addition, the course will address the impact of the stories in Genesis on the development of western culture.

Attributes: MVST, MVTH, STCJ, STOT, STXT.

THEO 3105. The Torah. (3 Credits)

Study of different types of literature found in the first five books of the Hebrew Bible and of the methods for its interpretation. This course will focus on the process by which this material moved from oral tradition to written literature to sacred scripture in Israel.

Attributes: JSTH, JWST, MEST, MVST, MVTH, STCJ, STOT, STXT.

Prerequisites: THEO 1000 or THEO 1009 or THEO 1008 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1010 or THEO 1007.

THEO 3120. The Prophets. (3 Credits)

A study of prophecy in the Bible from its origin in the religious practices of the ancient Near East to the final literary shape of biblical books. Moses, Elijah, Amos, Hosea, Jeremiah, Isaiah and Ezekiel are among the figures to be studied.

Attributes: MEST, MVST, MVTH, STCJ, STOT, STXT.

THEO 3130. Bible as Migration Literature: Then and Now. (4 Credits)

The migration experience—whether voluntary or forced—runs through biblical literature. This course approaches the Bible as migration literature, exploring its engagement with the themes of immigration, emigration, exile, multilingualism, diaspora, alien, lawful belonging and un-belonging, refugee, empire, return migration, generational conflict, and identity negotiation. In addition to pluralistic ancient Mediterranean contexts that produced the Bible and ancient Jewish and Christian experiences of migration, this course will explore modern responses to and engagements with the Bible by migrant communities across the globe in the formation and reformation of global Christianity. Special attention will be given to topics in racial and ethnic minority migrant communities in America—such as receptions of the Bible in contesting immigration and building and maintaining contemporary migrant faith communities. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AASR, EP3, GLBL, LAHA, LALS, PJRJ, PJST, RSCS, STCJ, STOT, STXT.

THEO 3200. Introduction to New Testament. (3 Credits)

This course is an introduction to the literature that comprises the New Testament. Attention will be devoted to the historical setting of the New Testament, the process by which the New Testament writings came into existence, and the structure and content of each writing. Where appropriate, comparisons will be made with similar themes in Jewish and Greco-Roman literature of the period, and opportunities to utilize various methods of textual interpretation will be provided. On a more general level, the course's specific focus on the New Testament will serve as a vehicle to explore broader intellectual questions of theology and historical study: what does it mean to investigate a religious text from a critical perspective? What is the relationship between historical-critical inquiry and the text's ongoing role as scriptural or authoritative for Christians in modern society? What are the different ways in which modern Christians bridge the gap between the New Testament's ancient context and their own contemporary interpretation and application?

Attributes: AMCS, CLAS, MVST, MVTH, REST, STCJ, STNT, STXT.

THEO 3207. The First Three Gospels. (3 Credits)

Introduction to the gospels of Mark, Matthew and Luke. The formation of the gospels, the distinguishing characteristics of each, and the life and teachings of the historical Jesus.

Attributes: MVST, MVTH, STCJ, STNT, STXT.

THEO 3212. Gospel of John. (3 Credits)

Literary and theological analysis of the fourth gospel; special attention to the theme of personal revelation in Jesus Christ, the motif of misunderstanding and the thematic unity of the gospel as a whole.

Attributes: AMCS, CLAS, MVST, MVTH, STCJ, STNT, STXT.

Prerequisites: THEO 1000 or THEO 1008 or THEO 1009 or HPRH 1001 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3250. Jesus in History and Faith. (3 Credits)

A study of the early Christian understanding of Jesus' life and ministry as this understanding is expressed in the Gospels, and of the so-called problem of the "historical Jesus" which issues from a critical reading of these texts. This course will cover several divergent readings of Gospel texts by contemporary scholars.

Attributes: STNT, STXT, THAM.

THEO 3300. Who Cares About the Bible?. (3 Credits)

Who cares about the Bible? If you live in the United States and are a college student today, the question has an easy answer: probably not you. Increasingly, the so-called "Good Book" is viewed as obsolete, irrelevant, or perhaps not even good. On campus the question "Who cares about the Bible?" is most likely said sarcastically. Yet around the world, billions of people do still care about the Bible for reasons of personal devotion and religious tradition. Who are they, and what are their motivations? Beyond that, countless others have cared for reasons unrelated to religious affiliation. In one form or another, the Bible has infused the work of visual artists, popular musicians, decorated novelists, museum curators, funeral directors, international diplomats, and persuasive politicians. Why do they think encountering the Bible is part of making a good life? Should you be one of them? Or instead, will you end this course with a solid rationale for selling your (not good) book back to the bookstore, accompanied by a half-hearted "Who cares?"

Attributes: AMCS, REST, RSHR, STCJ, STXT.

THEO 3310. Early Christian Writings. (3 Credits)

A selective study of the writing of prominent Christian theologians from Justin Martyr to Augustine, concentrating on early beliefs concerning God, Christ, the Church and the sacraments.

Attributes: CLAS, MEST, MVST, MVTH, OCST, REST, STXT, THAM, THHC.

THEO 3314. St. Augustine of Hippo. (3 Credits)

A study of the life and thought of St. Augustine (354-431). Particular attention is given to his early philosophical writings, the Confessions, and his teaching on sin and grace. Students read Augustine's works in translation and write several short papers.

Attributes: CLAS, MVST, MVTH, OCST, STXT, THAM, THHC.

THEO 3316. Byzantine Christianity. (3 Credits)

Historical and critical study of classic authors and texts in the Orthodox tradition including: Basil of Caesarea, John Chrysostom, John Climacus, John of Damascus, and Gregory Palamas.

Attributes: MEST, MVST, MVTH, OCST, REST, STXT, THAM, THHC.

THEO 3317. Women of the Christian East. (3 Credits)

This Sacred Texts and Traditions course focuses on three overlapping but distinct aspects of women's religious life in Eastern Christian societies:

(1) the theological framework by which (male) religious authorities understood gender difference, (2) the multiple forms of women's piety that were celebrated as holy, and (3) the real-life experience of Eastern Christian daughters, wives, nuns, deaconesses, and empresses.

Throughout the course, we will examine authoritative texts central in the Orthodox Christian tradition—including Hebrew and Christian scriptures, Church Fathers, hagiography, and hymnography—as well as additional historical sources such as letters, imperial edicts, and works of art.

Attributes: OCST, PJGS, PJST, STXT, THAM, THHC.

THEO 3320. Augustine, Aquinas, and Luther. (3 Credits)

This course provides a historical introduction to the life and thought of three of the most significant and influential theologians in the history of Christianity. The course will be divided into three units, one per theologian, and the general rubrics within each unit will be "Faith and Reason" and "Nature and Grace."

Attributes: MVST, MVTH, REST, STXT, THAM, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3330. Medieval Theology Texts. (3 Credits)

Historical and critical study of classic theological texts of Augustine, Pseudo Dionysius, Anselm, Bonaventure and Thomas Aquinas. Doctrine of God, the human person and Christ; relation of theology and philosophy.

Attributes: MVST, MVTH, OCST, REST, STXT, THAM, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3332. Christians, Muslims, Jews in the Medieval Period. (3 Credits)

This Sacred Texts and Traditions course explores theological writings from Christians, Muslims, and Jews in the Middle Ages. We will explore moments of both inter-religious conflict and peaceful co-existence, and we'll interrogate what this complex, distant history can teach us about possibilities of mutual understanding among members of Christian, Islamic, and Jewish faiths today.

Attributes: JWST, MVST, MVTH, OCHS, OCST, REST, STXT, THAM, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 3335. Queer Interpretations of Sacred Texts and Theology. (3 Credits)

This course provides an introduction to the history, theory, and practice of queer interpretations of sacred texts and theology. The course introduces students to foundational concepts in queer and trans studies by focusing on queer Jewish, Christian, and Islamic theologies. In examining the queering of Scripture, theological doctrines, and biblical hermeneutics, this course will ask the following questions: What resources, if any, are there for articulating queer experiences within sacred texts? Is there a queer theology to be found within our sacred texts and traditions? How have LGBTQ+ people reinterpreted sacred texts and reimagined religious practices? How do modern-day queer persons and communities interact with the impacts of biblical interpretation? As a "Sacred Texts and Traditions" course, Queer Interpretations of Sacred Texts and Theology examines sacred texts and scripture from a queer lens in order to better understand both the status of contemporary biblical analysis and the history of queer expression and spirituality. Students will read interdisciplinary and intersectional approaches to the questions and problems posed by gendered and sexed religious symbolism and the constitutions of worldviews, institutions, and ideas of God and human beings that such symbolism supposedly informs. Students will consider the urgency of such work amid current political events and recent global history and contextualize the faith-based language enlisted to both invent and represent LGBTQIA+ "issues." This course hopes to provide groundwork for continued study in queer theologies.

Attribute: STXT.

THEO 3340. Christian Mystical Texts. (3 Credits)

This course will introduce students to classic texts from the Christian mystical tradition with a primary focus on their close interpretation and analysis. Broader topics may include the nature of religious experience, explorations of the category of "mysticism" itself, gender and mysticism, and the interpretive issues at stake in comparing mystical texts across time and culture. Depending on instructor, course may focus on mystical texts from one particular period in the history of Christianity, or it may range from the patristic, medieval, modern, and/or contemporary periods. This course counts as core course in the Sacred Texts and Traditions series.

Attributes: MVST, MVTH, OCST, REST, STNT, STXT, THAM, THHC.

THEO 3345. The Book of Revelation. (3 Credits)

The course includes a close reading of the final book in the Christian New Testament with special attention to contemporary biblical scholarship as well as various interpretations offered in times of crisis throughout Christian history.

Attributes: MVST, MVTH, REST, STCJ, STXT.

Prerequisites: THEO 1000 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPRH 1001 or HPLC 1401 or THEO 1007.

THEO 3350. Apocalyptic Literature: Ancient & Modern. (3 Credits)

This course examines the multifaceted phenomenon of apocalyptic thought, beginning with the texts of Second Temple Judaism and the New Testament, where we see a specific "unveiling" of events signaling the End of History. Using both textual and historical analysis, we will consider the social, political, and religious contexts of this pattern of thought in its setting in antiquity and then consider its subsequent functions and interpretations in medieval, modern, and postmodern periods, including novels and films.

Attributes: STXT, THAM, THHC.

THEO 3360. Reformation Texts. (3 Credits)

This course will examine major Protestant and Catholic texts from the sixteenth century with attention to their religious, social and theological context and their importance for their respective ecclesial communities.

Attributes: STXT, THHC.

THEO 3361. Protestant Texts. (3 Credits)

An exploration of major Protestant texts from the Reformation to the present, focusing on themes that have been especially prominent in Protestant Christian thought, e.g. sources of revelation, justification, ecclesiology, the role of images/material objects in worship, Christianity's relationship to culture, etc. Students will be introduced to major Protestant figures and movements within Protestant theology through careful reading of significant theological texts. The course will focus especially on texts from the 18-20th centuries, concluding with an exploration of theological diversity within contemporary Protestantism.

Attributes: REST, STXT, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3365. Pentecostal Christianity. (3 Credits)

This course examines the historical and contemporary significance of the Pentecostal movement in Christianity, arguably the fastest-growing and most impactful sector of global Christianity and a major trend in lived religion. Students will consider the movement's historical precursors, contextual influences, and the interaction between adherents' theological vision of "life in the Holy Spirit" and the unique embodiments of that commitment, as well as the continuity and discontinuity of this vision with mainstream Christianity. Possible topics of consideration may include globalization, secularism, migration, race and ethnicity, gender and sexuality, psychology and affect, material and pop culture, and philosophy and theology. Historical intervals that may be given special attention include the intersection of race and the quest for "Pentecostal origins," the 1960s Catholic charismatic renewal and suburban secularity, and 21st-century manifestations of Pentecostalism in the context of globalization. Of particular interest will be the implications of Pentecostalism for the study of religion and for theological methods.

Attribute: STXT.

THEO 3371. The American Transcendentalists: Spirituality Without Religion. (3 Credits)

This course explores the spirituality and religious thoughts of the transcendentalists in the context of the 19th century liberal Protestant Christianity in the U.S. We will examine the influences of the transcendentalist movement (including Kant, German Romanticism, Indian Vedic traditions, and Swedenborg), read closely the most important works of its major figures (including Emerson, Thoreau, Alcott, and Fuller), and consider its influence on ecological spirituality, social progressivism, and post-religious spirituality in contemporary U.S. culture.

Attributes: AMST, ASRP, ENST, ESEJ, ESEL, STXT, THHC.

THEO 3375. American Religious Texts and Traditions. (3 Credits)

A critical and contextual reading of significant texts in American religious history, focusing on diverse traditions and the history of religious debate about American culture, social structures, and identity. Major themes may include: nationhood and religious identity, secularism, religion and violence, new religious movements, religious pluralism, religious rights and freedoms, church-state relations, psychology and religion, religious intersections with race and ethnicity, spirituality, religious histories of liberation and oppression, religion and sexuality, religion and gender, science and religion, colonialism, religion and economic practice. Students will encounter themes through a variety of primary source materials, applying and critically assessing different modes of analysis. Genres considered may include autobiography and memoir, political speech, fiction, poetry, sermons, legal documents, self-help literature, scriptures, manuals and pamphlets, as well as various types of film, television, social media, art, music, and material culture.

Attributes: ACUP, AMCS, AMST, APPI, ASHS, ASRP, PLUR, REST, STXT, THAC, THHC.

THEO 3376. Spirituals, the Blues, and African-American Christianity. (3 Credits)

In the makings of the modern western world, the Christian imagination and African American cultural production have held a longstanding relationship. Afro-Christian, Afro-Blue is an invitation to read, view, and listen to two genres of African-American cultural production: the Blues, and the Spirituals. The course focuses specifically on the proliferation of these two genres in the early decades of the 20th Century. Through engagement with the Spirituals and the Blues, students will weigh in on three substantive problems in the making of the Americas: the involuntary presence of Africans and their descendants in the Americas, the God reality, and the religious meaning of Africa. The insights in the Blues and the Spirituals provide a sonic angle into how Americans have used their imagination of the Sacred to continuously restructure and reimagine options for life and living. Students will be afforded a unique opportunity not only to read texts, but also to listen to and view the sonic productions of a people and their efforts to speak, sing, and moan the Sacred otherwise.

Attributes: ACUP, ADVD, AFAM, AMST, ASAM, ASRP, REST, STXT, THHC.

THEO 3380. US Latinx Spiritualities. (3 Credits)

According to social scientists Robert Putnam and David Campbell, Latinx Catholics make up more than one third of the U.S. Catholic Church and are well on their way to achieving majority status. In light of these changing demographics, what impact do U.S. Latinx spiritualities have on the culture around them? This course will begin with an exploration of Latinx religious history and identity in the US, including Latinxs' complex relationships to Anglo religious leadership. For generations, distinctly Latinx rituals such as Las Posadas and devotion to saints such as Our Lady of Guadalupe have fostered a thriving spiritual and cultural community on the margins. How can we interpret these Latinx practices as texts, and how do they de-center traditional Anglo understandings of religion? To conclude the course, we will examine the rich streams of Latinx theology that flow from grassroots, pastoral, and academic sources. Along the way, we will pay particular attention to popular expressions of Latinx spirituality such as music, fiesta, and dance, in addition to the everyday experiences of ordinary believers—what *mujerista* theologian María Isasi-Díaz calls *lo cotidiano*.

Attributes: ADVD, AMST, ASRP, LAHA, LALS, STXT, THHC.

Prerequisites: THEO 1000 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPRH 1001 or HPLC 1401.

THEO 3383. Latin American Liberation Theologies. (3 Credits)

This course explores the development of liberation theologies in Latin America. In order to examine the historical, cultural, and religious situations out of which these theologies arose, readings will include key figures and texts from the mid-20th century to the present; its sources and methodologies; and assessments of its impact and reception, both from within and outside the Catholic Church and in other global cultures. Students will become familiar with key concepts, such as suffering and poverty, freedom and liberation, sin and injustice, and discipleship and solidarity.

Attributes: ACUP, AMST, APPI, ASRP, INST, ISLA, LAHA, LALS, LAUH, PJRJ, PJST, REST, RSCS, STXT, THHC.

THEO 3390. Church in Controversy. (3 Credits)

This course traces the Catholic Church's negotiations with the revolutionary challenges inaugurated by modernity. Topics will vary according to the instructor, but may include the colonial missions, the Enlightenment, the Holocaust, the Second Vatican Council, the rise of feminism, changing notions of normative sexuality, and more recent developments, such as the unprecedented numbers of religiously "unaffiliated" or "nones," the majority of which have come from the Catholic Church. How did the Catholic Church—its theologians, the millions of everyday faithful, and the Vatican—respond to, sometimes deepening, sometimes informing, and oftentimes critiquing these challenges? Controversies forced the Church not only to make pronouncements on the crises of the moment, but to refine and sometimes revise some of its basic foundational beliefs about human nature, revelation, reason, truth, and God.

Attributes: AMCS, INST, ISIN, REST, STXT, THHC.

THEO 3542. Catholic Social Teaching. (3 Credits)

This course is an introduction to modern Catholic social teaching. Major papal and conciliar documents will be read and critically examined from various Christian and non-Christian perspectives. Their relation to contemporary social issues will be explored.

Attributes: AMCS, HHPA, HUST, PJRJ, PJST, REST, RSHR, SOIN, STXT, THHC.

THEO 3546. The Bible and Social Justice. (3 Credits)

A study of social justice in the Hebrew and Christian scriptures that involves historical, literary, theological, and ethical interpretations. Students will explore key biblical texts that address themes such as poverty, war, justice, power, and marginalization in historical context, within a history of interpretation, and in light of contemporary practice and theory.

Attributes: AMST, APPI, ASRP, LAHA, LALS, PJRJ, PJST, REST, STXT, THAM, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3605. Scripture and the Human Response to Trauma. (3 Credits)

In this course, students consider how scriptural texts illuminate the human experience of trauma in the aftermath of historical and contemporary crises. How do these texts address suffering while creating a sense of safety after trauma? How does any text guide remembering, honoring victims, and supporting survivors in grieving after atrocities? How does reintegration in the world after trauma operate, and how can sacred texts be resources inspiring such reintegration? Drawing primarily from Jewish and Christian scriptures, but with some comparative study of other traditions, the course explores answers to these questions in four phases where scripture interacts with trauma theory. The first phase explores the idea of safety: internal safety related to the body, and external safety related to the environment. The second explores processes of memory and mourning, addressing the need to remember and tell aloud trauma while struggling with the duality of revenge and forgiveness. The third phase considers the ways in which communities and individuals make meaning of the past and reconnect or reintegrate with the world after trauma. In the final phase, we examine the fruits of our collective discussions. Each student will present works addressing how scripture functions in the aftermath of trauma.

Attributes: PJRJ, PJST, REST, STXT.

THEO 3610. Christ in World Cultures. (3 Credits)

At the center of the Christian tradition stands the person of Jesus Christ. Yet from a global perspective, Christianity takes many forms in its many contexts. This course examines the ways in which the Christian faith interacts with diverse world cultures and asks the central question, how do cultural differences shape contemporary interpretations of Jesus as the Christ?

Attributes: AMCS, GLBL, INST, ISIN, LAHA, LALS, REST, STXT, THHC.

THEO 3611. Scripture and the Struggle for Racial Justice. (3 Credits)

This course explores the ways Christian scriptures have been used throughout American history as tools for both oppression and liberation in the struggle for racial justice and the creation of a multi-religious nation. By looking closely at the interpretive practices throughout various eras of American history, students are equipped to consider: (1) the continuity and diversity of Christian textual traditions, (2) the embedded locations of active agents involved in scriptural interpretation, (3) the impact of scriptural interpretation and textual traditions on U.S. legal systems and social practices, and (4) the ongoing need to investigate how sacred texts and traditions function for inclusion and exclusion.

Attributes: AMST, APPI, ASHS, ASRP, LAHA, LALS, PJRJ, PJST, REST, STNT, STOT, STXT, THHC.

THEO 3620. Great Christian Hymns. (3 Credits)

This course introduces students to key texts and traditions comprising the Christian hymn genre, from the earliest Christian hymns in the New Testament through the hymnody of the early Syriac church; the development of medieval Roman Catholic Latin liturgy, chant, and monasticism; the impact of the Protestant Reformation; the story of America's most famous hymn; the Christian Orthodox chant tradition; spirituals, blues, and gospel songs of the Black church; the alabados of New Mexico; New Orleans jazz funerals; and more. The approach to the literature and materials in this course focuses on the following questions: 1) how do hymns, and the singing of hymns, form and transform the human being? and 2) how do hymns, and the singing of hymns, form and transform Christian communities? This course explores music, poetry, Scripture, theology, and the historical and worship contexts of selected hymns, and it also addresses issues of justice, grace, beauty, race, gender, oppression, liberation, and spirituality as they pertain to Christian song.

Attributes: AMCS, MVST, MVTH, REST, STXT, THHC.

THEO 3652. Liturgy That Does Justice. (3 Credits)

The thesis for this course claims that there is an inherent relationship between the Church's worship and the Judeo-Christian mandate for justice. The purpose of the Church is threefold: first, to proclaim the Word of God; second, to offer praise to God in worship; and third, to provide service to the world in order to foster the right relationship among all creation. In light of this, we may come to see the final dismissal of the Catholic liturgy not as a simple adjournment but as a charge or command to put forth in daily life what we have professed in our prayer. A careful study of selected passages of scripture and other ancient texts, along with liturgical documents and contemporary authors, will strive to support this thesis. A special focus will be given to the Eucharist as bread, the sacredness of eating, and how the distribution of food is a matter of justice. In the words of Dr. Monika Hellwig, "While it is true that man does not live by bread alone, it is also true that without bread, man cannot live."

Attributes: PJRJ, PJST, STXT.

THEO 3655. The Journey of Faith: Autobiography as Sacred Text. (3 Credits)

Spiritual autobiography carries the lifeblood of religious experience. Through the reading of selected autobiographies, this course provides an inter-religious study of the personal quest for the transcendent.

Attributes: REST, STXT, THHC.

THEO 3670. Theology and Contemporary Science. (4 Credits)

A college level introduction to multiple dialogues underway between Christian theologians and scientists. There are biblical, theological, and contemporary elements to the course. Within the study of theology, special attention is given to methods of inquiry engaged in dialogue with the sciences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: REST, RSCS, RSTE, THHC.

THEO 3711. Sacred Texts of the Middle East. (3 Credits)

This course introduces students to religious literature from the Middle East, broadly conceived. In the course, students will learn to analyze and contextualize texts from Ancient Egypt and Mesopotamia as well as foundational texts of Judaism, Christianity, Islam, and Zoroastrianism, including the Hebrew Bible and rabbinic writings, the New Testament and early Christian writings, the Qur'an and early Muslim writings. Special attention will be paid to the interactions of these traditions and communities as well as to their enduring legacies.

Attributes: GLBL, HHPA, HUST, INST, ISME, JSTH, JWST, MEST, MVST, MVTH, OCST, REST, STSN, STXT, THHC.

THEO 3712. Shari'ah (Islamic Law). (3 Credits)

This course is a comprehensive introduction to shari'ah—commonly translated into English as “Islamic law.” We will cover the history of the development of Islamic law in both the Sunni and Shi'i traditions; understand *usul al-fiqh*—the principles of jurisprudence, or the rules that govern how to derive legal rulings; the spread of Islamic legal jurisdictions via the spread of Islamic empires; and the state of shari'ah today in post-modernity/post-coloniality, including debates around shari'ah in the United States. This class fulfills the Sacred Texts requirement and may be of particular interest to pre-law students.

Attribute: STXT.

THEO 3713. Classic Jewish Texts. (3 Credits)

An exploration of Jewish beliefs through close readings of the Bible and post-Biblical Jewish texts (Mishnah, Talmud, midrash, liturgy). The course will focus on Jewish methods of biblical interpretation, legal discussion, and the relationships between texts, practice and theology in Jewish tradition.

Attributes: GLBL, INST, ISIN, ISME, JSTH, JWST, MEST, MVST, MVTH, REST, STSN, STXT, THHC, WGSS.

THEO 3715. Classic Islamic Texts. (3 Credits)

This course explores classical, medieval, modern, and contemporary texts of Islam, including the Quran, Hadith, and philosophical, historical, mystical, ritual, and legal texts.

Attributes: GLBL, HHPA, HUST, INST, ISAS, ISFH, ISIN, ISME, MEST, MVST, MVTH, PJRJ, PJST, REST, STSN, STXT, THHC, WGSS.

THEO 3716. Islam and Modernity. (3 Credits)

From a western perspective, “modernity” refers to a time period—often thought to begin with the Industrial Revolution in the 18th and 19th centuries—and also to a set of characteristics, such as progress, secularization, technologization, human rights, citizenship, and individual freedom. From the perspective of “Islam”—by which we mean both the theological/legal tradition and the political and social realities of the Muslim-majority world—“modernity” connotes far more complex and fraught memories, opportunities, and challenges, including colonialism, loss of self-determination, and fundamental changes to the structure of religious authority. This course will explore “Islamic modernity” in a way that inverts some of what we might think about the contemporary world, giving us a new perspective on the complex ways the Islamic world experienced key events and movements in the 19th to 21st centuries. Our exploration of this theme will include historical texts, such as Abd al-Rahman Al-Jabarti's (d. 1825) “Chronicle of the French Occupation: Napoleon in Egypt” (1798); theological reform classics, such as Rashid Reda's (d. 1935) “Debates Between the Reformer and the Imitator”; polemical works that deeply influenced the developing world, such as Frantz Fanon's (d. 1961) “The Wretched of the Earth”; and works that ushered in sweeping social change on issues like gender equality, such as Huda Sha'arawi's (d. 1947) “Harem Years: The Memoirs of an Egyptian Feminist.”

Attributes: ISFH, PJRJ, PJST, STXT.

THEO 3720. Hindu Literature and Ethics. (3 Credits)

This course involves a study of the four aims of life (*purushartha*) in Hinduism: *kama* (enjoyment), *artha* (material gain), *dharma* (sacred law), and *moksha* (liberation). Readings, drawn from a variety of classic and modern Hindu texts, will be viewed in their historical contexts as developments in the evolution of Hinduism.

Attributes: GLBL, HHPA, HUST, INST, ISAS, REST, RSCS, RSTE, STSN, STXT, THHC.

THEO 3723. Tibetan Religion: Visionary Experience. (3 Credits)

Tibetan religion regularly operates under the assumption that human beings are capable of transformative visionary experience. In this course, students will explore examples of Tibetan philosophy, ritual, visual art, literature, meditation technique, and pilgrimage practice that invite participants to see the world as other than it conventionally appears. Through these examples, students will learn about both the Bön and Vajrayana Buddhist traditions. The class will also ask how human beings more broadly are capable of imagining, discovering, or constructing realities radically different than those that appear to everyday sight.

Attributes: CNST, GLBL, REST, STSN, STXT, THHC.

THEO 3724. Classic Buddhist Texts. (3 Credits)

This course is an in-depth study of the Buddhist textual tradition starting with the early sectarian canon in South Asia and progressing through Chinese Buddhism to Japan, with a strong emphasis on Zen Buddhism. We will explore these religious texts in terms of their historical, cultural and artist contexts.

Attributes: CNST, GLBL, HHPA, HUST, INST, ISAS, REST, STSN, STXT, THHC.

THEO 3725. Buddhism in America: A Multimedia Investigation. (3 Credits)

This course traces the history of Buddhism in the United States from the nineteenth century to the present. It asks whether Buddhism in America is a single object of study, and whether we should understand it as a “religion.” It further explores different techniques and media at our disposal for considering the primary concerns of American Buddhists (using films, podcasts, etc.)

Attributes: AAST, ADVD, AMST, ASHS, ASRP, PLUR, RSCS, RSTE, STSN, STXT, THHC.

THEO 3728. Buddhist Meditation. (3 Credits)

What constitutes valuable knowledge in Buddhist communities, past and present? How does meditation enable the acquisition of meaningful knowledge? This course introduces students to a variety of strategies that Buddhist communities over the past 2,500 years have employed in order to discipline the minds and bodies of practitioners. Course assignments are intended to help students understand what is at stake in Buddhist debates about meditation and to prepare students to ask themselves how these debates might be relevant to the pursuit of transformative knowledge in their own lives.

Attributes: GLBL, INST, ISAS, REST, STSN, STXT, THHC.

THEO 3731. Japanese Religions: Texts and Arts. (3 Credits)

This course is an in-depth study of Japanese religions and literary compositions of enduring influence, including examples of Japanese poetry, drama, koans, and manga. The course will focus on those relevant ritual, cosmological, and stereological aspects of Japanese religion that manifest themselves in these cultural landmarks.

Attributes: GLBL, INST, ISAS, STSN, STXT, THHC.

THEO 3733. Chinese Religions. (3 Credits)

An introduction to the “The Three Teachings” (*san jiao*): Confucianism, Daoism, and Buddhism. What do these traditions have to say about what it means to be “human?” What are humans' most essential ethical qualities? What forces in the world, within and without, dictate what it is to be “human?” The class will explore these questions as they appear in highly revered writings, including some of the world's most influential philosophical and ethical works (including *The Analects*, *Mencius*, the *Daodejing*, *Zhuangzi*, and *The Lotus Sutra*). The class also explores how foundational Chinese ideas relate to Chinese religious rituals and “folk religion” (concerning ancestors, divination, and immortality).

Attributes: CNST, GLBL, INST, ISAS, STSN, STXT, THHC.

THEO 3785. Spiritual Exercises and Culture. (3 Credits)

This course will be a comparative study of spiritual exercises across religions and cultures. Beginning with the exercises of Ignatius of Loyola, we proceed to the reception of his exercises in diverse global Christian contexts, feminist theology, and modern psychology. We then study lesser-known Christian spiritual exercises and their relation to Ignatius. Working backward, the course then turns to the ancient Mediterranean exercises that gave birth to Christian exercises. We conclude by studying spiritual exercises in religions and spiritualities beyond Christianity. Questions about comparative theological method will surface throughout.

Attributes: REST, STXT, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1010 or THEO 1007 or THEO 1009.

THEO 3822. The Bible in Cultural Conflict. (4 Credits)

The Bible has been a source of conflict for centuries. This course explores the complex causes and lasting effects of some famous controversies that involve the Bible. These include several biblical stories that have disturbed readers since antiquity; reactions to the work of Galileo and Charles Darwin, and their effects into the present; the origins and persistence of Fundamentalism; the Bible and slavery; and the place of the Bible in changing ideas about gender and sexuality. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISIN, MEST, REST, THHC.

THEO 3826. Women in the Bible. (4 Credits)

In this course, we will employ various traditional exegetical and recent feminist tools to examine figures from both the New and Old Testaments including Eve, Sarah, Hagar, Ruth, Elizabeth and the Samaritan women as well as figures from the extra-Biblical Apocrypha. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: JWST, REST, STCJ, WGSS.

Prerequisites: THEO 1000 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1008 or HPRH 1001 or HPLC 1401.

THEO 3827. Bible and Human Sexuality. (4 Credits)

This course examines key biblical texts that have figured in discussions of human sexuality from antiquity to the present. In particular, it will explore how shifting paradigms of interpretation in different historical periods have informed the reading of the Bible in relation to sexual ethics, identity, and practice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, THAM, THHC, WGSS.

Prerequisites: THEO 1000 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1008 or HPRH 1001 or HPLC 1401.

THEO 3832. Christian Thought and Practice I. (4 Credits)

Christian Thought and Practice I surveys the variety of Christian thought and practice from the beginning of Christianity to the late antique period. The course aims to encourage a critical examination of such theological themes as; God, Christ, grace, church, sacraments and ethics. Topics will be situated within the broader historical study of social, economic, political and cultural forces. Students will engage a wide range of Christian texts, art, rituals and other artifacts including classical theology, sermons and literature. Engagement with traditional Christianity by everyday Christian men and women, reflected in such genres as memoirs, ethnography and historical writing will be studied, as well as influential philosophical critiques of Christianity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: OCST, REST, THHC.

Prerequisites: THEO 1000 or THEO 1009 or HPRH 1001 or THEO 1007 or THEO 1008 or HPLC 1401 or THEO 1006 or THEO 1010.

THEO 3833. Christian Thought and Practice II. (4 Credits)

Christian Thought and Practice II surveys the variety of Christian thought and practice from the late antique period through the middle ages. The course aims to encourage a critical examination of such theological themes as God, Christ, grace, church, sacraments, and ethics. Topics will be situated within the broader historical study of social, economic, political and cultural forces. Students will engage a wide range of Christian texts, art, rituals, and other artifacts including classical theology, sermons, and literature. Engagement with traditional Christianity by everyday Christian men and women, reflected in such genres as memoirs, ethnography and historical writing will be studied, as well as influential philosophical critiques of Christianity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVST, MVTH, OCST, REST, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1008 or HPLC 1401.

THEO 3839. Theologies of America. (4 Credits)

A course in historical theology that examines the role of religion in the formation of American and political culture. The course will utilize various interpretive approaches to uncover how the "American self" is both the most religious and the most secular in the industrialized West. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PLUR, REST, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1004.

THEO 3840. Atheisms. (4 Credits)

The Enlightenment posed a major challenge to traditional religion, and in its aftermath, rapid progress in the knowledge of nature and of history devastated the pre-critical understanding of religion among the educated elite. This course introduces the theological and anti-theological theories that developed from the beginning of the 19th century and that increasingly came to dominate the conception of religion, even to the present day. In this course, we will sketch the general theoretical contributions of each thinker engaged, examine their specific theories of God and religion, and assess their arguments by comparing and contrasting them with each other. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP3, REST.

THEO 3847. Latinx Theology. (4 Credits)

This course focuses on the theology and spirituality of U.S. Latinxs. Special attention will be given to how this explicitly contextual theology accounts for the role of popular religiosity, ethnicity, gender, race, and class in its reflection on Christian theological themes. Please note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASRP, LAHA, LAIN, LALS, MEST, PLUR.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1008 or HPLC 1401.

THEO 3849. Eschatology. (4 Credits)

An introduction to Christian eschatology with a biblical, historical, and contemporary component. Surveys biblical, apocalyptic, and New Testament teachings and developments in patristic, medieval, reformation, and modern Christianity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVST, MVTH, THAM.

Prerequisites: THEO 1000 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1008 or HPRH 1001 or HPLC 1401.

THEO 3852. LGBTQ Arts and Spirituality. (4 Credits)

This course offers a broad examination of LGBTQ affiliations and identities considered through history and across religious traditions. It juxtaposes the vision of mystics with artistic vision, identifying common spiritual elements in both, and culminates in an examination of the contemporary arts of New York City as an example of LGBTQ spirituality. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: REST, THHC, WGSS.

Prerequisites: THEO 1000 or THEO 1006 or THEO 1009 or HPRH 1001 or THEO 1007 or THEO 1010 or THEO 1008 or HPLC 1401.

THEO 3854. Ignatian Spirituality. (3 Credits)

Focusing upon classic texts and their contemporary application, this course offers a historical-critical, hermeneutical, and theological engagement with selected texts by Ignatius, including his Spiritual Exercises, Constitutions, Autobiography, Spiritual Journal, and letters. Additionally, we will examine various methods of Ignatian contemplation, meditation, discernment of spirits, and discernment of God's will in our lives.

Attributes: STXT, THHC.

THEO 3856. Introduction to Bioethics. (4 Credits)

This course introduces students to contemporary bioethics topics through (a) an overview of different meta-ethical approaches to understanding moral status and personhood, b) discussion and readings on how these approaches can be applied to unraveling the complex threads of contemporary bioethics arguments related to the treatment/care/use of individuals, animals and the environment: and (c) introduction to the legal and social contexts in which bioethics public policies are framed. In addition to engaging a substantial amount of theological and philosophical literature, students will also be exposed to multidisciplinary perspectives (in the form of both texts and guest speakers) from disciplines such as biology, psychology, sociology, feminism, and ecology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BIOE, DISA, PJGS, PJST, REST.

THEO 3860. Contemporary Conversations in Theology. (4 Credits)

Conceived as a "capstone" course for the theology major/minor, this course examines recent methodological developments in the disciplines of theology and religious studies with particular emphasis on their intersection with contemporary critical theory. Particular topics to be engaged may include hermeneutics, historiography, secularism, the human subject, gender/sexuality, and the problem of political and/or moral action. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: REST.

Prerequisites: THEO 1000 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1008 or HPRH 1001 or HPLC 1401.

THEO 3871. Religion and Film. (4 Credits)

The study of faith and doubt portrayed in cinema. Students will view and analyze films that present struggles of the human spirit, the secular portrayal of the Christ-figure, the role of the secular "messiah" or hero in Western society, the conflict between religious and secular authority, and the dilemmas of moral choice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1008.

THEO 3874. Religion in America. (4 Credits)

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

Attributes: AMCS, AMST, APPI, ASRP, PLUR, THAC, THHC.

Prerequisites: THEO 1000 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1008 or HPRH 1001 or HPLC 1401.

THEO 3876. Muslims in America. (4 Credits)

This course will examine the history and experience of Muslims in the United States from the time of the slave trade to the present day. Through a close analysis of both primary and secondary materials, students will explore the rich diversity of US Muslim communities and their multi-faceted contributions to the global ummah and the formation of an "American Islam". Particular emphasis will be given to the impact of 9/11 and the "war on terror" on the representations, challenges, and the experience of Muslims in America. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMCS, AMST, APPI, ASHS, ASRP, MEST, PJRJ, PJST, PLUR, RSHR, STSN, THHC.

Prerequisites: THEO 1000 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1008 or HPRH 1001 or HPLC 1401.

THEO 3882. Comparative Mysticism. (3 Credits)

This course engages and compares mysticisms across time and space, and the philosophies and practices that inform them. Materials will be drawn from ancient Greek and Roman philosophies, South Asian religions, Christian, Jewish, and Muslim traditions, Renaissance hermeticism, Daoyin techniques, and shamanism. Students will examine how various forms of mysticism from around the world have made their way into modern, western practices, such as yoga, meditation, nature spirituality, fitness culture, cryotherapy, AI, and transpersonal philosophies. Through careful comparison of the words, artifacts, gestures, rituals, and sound expressions of mystics in each context, students will consider how self-transcendence and ineffable encounters with the divine or an ultimate reality are mediated through the situated body in similar yet different ways, and reflect on what those similarities and differences might suggest.

Attributes: GLBL, JSTH, JWST, MEST, MVST, OCST, REST, STXT, THAM, THHC.

THEO 3883. Medicine and Healing in Islam. (4 Credits)

This course explores Muslim perceptions of health, disease, medicine and healing across time and space, and in conversation with the religious traditions of Islam. Through a focused set of topics and a variety of methodological approaches, students will investigate more broadly epistemologies of health, healing and disease, practical application of knowledge and wisdom, and cultural histories of the body. Specific topics will include medicine and the cosmos; health and the environment; astrology, magic and ritual; sex, childbirth and pediatrics; cosmetic surgeries and reproductive technologies; and perceptions of suffering and pain, disability, mental illness, and old age, as they are addressed in both medieval and modern contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, INST, ISAC, ISIN, ISME, STSN, THHC.

THEO 3884. Sufism: Islam's Mystical Tradition. (3 Credits)

What is the significance of studying Sufism—Islam's mystical tradition—in an age filled with news about extremist groups such as al-Qaeda and ISIS? Can Sufism's message of peace, love, compassion, and universality act as an antidote to extremist Islam? This course offers a detailed exposition of the origins, development, and various expressions of Sufism. We will begin with an inquiry into what Sufism is and what it is not, and then turn our attention to its practical and theoretical dimensions. We will explore these multiple dimensions with a focus on the Sufi understanding of the nature of love, beauty, self, God, desire, and ecstasy. This shall be done by surveying the conceptual development and unfolding of the tradition through a close reading of primary texts of some of Sufism's principal representatives, both classical and modern. Through readings and discussions of the works of Rabiya, al-Ghazali, Attar, Ibn al-Farid, Rumi, Ibn Arabi, Hafez, and more, students will become familiar with the various manifestations of mystical Islam.

Attributes: ISTP, MEST, REST, STSN, STXT, THHC.

THEO 3885. Women, Gender, and Islam. (3 Credits)

The rights, roles, and appearance of Muslim women have long been the focus of intense and polemical debate in the Muslim world. Both within Muslim societies and in the Western media, the image of the Muslim woman has been taken as emblematic of the perceived virtues or failings of the Islamic tradition. Women and gender are thus crucial to understanding the political, social, economic, and intellectual life of Muslim communities from seventh-century Arabia to the present-day United States. This course will cover significant moments in the religious and intellectual history of Muslim societies and explore several modern cases of gender in Islam. Through each, we will be asking several questions, including: Why is Islam often stereotyped as oppressing women? How do we square this claim with the view of many Muslim men and women that Islam speaks of true equality between man and woman? How significant is the metaphysics of gender as presented in the Qur'an and mystical literature in dealing with the notion of equality? After addressing the development of Islamic thought about women and gender, attention will be paid to portrayals of Muslim women in contemporary popular media and academic work.

Attributes: ISAC, MEST, REST, RSHR, STSN, THHC, WGSS.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1010.

THEO 3888. Utopia, Dystopia, Realism, and Christian Ethics. (4 Credits)

This course examines the centuries-long tradition of utopian thought and places it in dialogue with the more recently articulated school of political realism. The juxtaposition of their starting points (the deep human yearning for a perfect social order versus the sobering constraints of real-world experience) sheds ample light on the possibilities and limits of ethical behavior today. Readings include: 1) Thomas More's "Utopia" and subsequent works of utopian literature; 2) Hannah Arendt's postwar classic "The Origins of Totalitarianism," with its warnings of dystopia; 3) essays by Reinhold Niebuhr and other Christian realists; and 4) contemporary Christian ethicists and secular writers exploring vital questions of morality, including human conflict, the common good, and hopeful visions of harmonious social order. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEO 3954. Apocalyptic Themes in Film. (3 Credits)

This course is a college level introduction to the use of apocalyptic terms, themes and rhetoric in contemporary films. Apocalyptic in religious writings is "crisis" literature. This assumption will be explained prior to surveying usage of apocalyptic in religious and secular films. Apocalyptic may have no religious implications. Students will develop a template of types of apocalyptic terms and usage as well as review film maker's intentions.

Attributes: AMST, REST.

Prerequisites: THEO 1000 or THEO 1006 or THEO 1009 or HPRH 1001 or THEO 1007 or THEO 1010 or THEO 1008 or HPLC 1401.

THEO 3960. Religion and Race in America. (4 Credits)

This course explores the ways religion and race function in the American landscape as sources of both belonging and discrimination, in historical and contemporary perspectives. Special attention will be paid to theological discourses and religious communities as sites of both racism and race-justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, LAHA, LALS, PJRJ, PJST, PLUR, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1008.

THEO 3961. Religion, Sex, and Culture in America Since 1700. (4 Credits)

This course explores the complex and shifting engagement among religion, sex, and culture in North America from the eighteenth century to the present. It treats a variety of religious traditions and explores how faith communities defined sexuality and gender relations in theological and spiritual terms and, in turn, helped to shape approaches to sex and sexual morality in the broader American culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASRP, THHC, WGSS.

Prerequisites: THEO 1000 or THEO 1008 or THEO 1009 or THEO 1006 or THEO 1010 or HPRH 1001 or HPLC 1401 or THEO 1007.

THEO 3970. Catholics in America. (4 Credits)

History and culture of Spanish and French Catholicism in the colonial and post-colonial periods of the United States. Detailed study of English-speaking Catholicism from its beginnings to its present position. Relationships between Catholicism and American culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASRP, PLUR, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1008.

THEO 3993. Wartime Religion in U.S. History. (4 Credits)

This course explores American religion during the Civil War, World Wars I and II, the War in Vietnam, and the War in Iraq. The anxieties and passions of wartime open up dialogue on the "justice" of particular conflicts, but they also prompt reflection on more basic questions of human meaning, suffering, loss, and death, and the sources and boundaries of selfhood. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASRP, THAC, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1008.

THEO 3995. Religion and the American Self. (4 Credits)

A course in historical theology that examines the role of religion in the formation of American social and political culture. The course will utilize various interpretive approaches to uncover how the 'American self' is both the most religious and the most secular in the industrialized West. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, AMST, APPI, ASRP, PLUR, THAC.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1008.

THEO 3999. Tutorial. (3 Credits)

Independent research and reading with supervision from a faculty member.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1006 or THEO 1009 or HPLC 1401 or THEO 1007 or THEO 1010 or THEO 1008.

THEO 4005. Women and Theology. (4 Credits)

An examination of feminist/womanist approaches to the mystery of God. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, EP4, PJGS, PJST, VAL, WGSS.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1008.

THEO 4008. Religion and Ecology. (4 Credits)

This course studies the earth as a matter of ethical and religious concern. Students will analyze how several different religious traditions value the natural world, while also delving into shifting understandings of, and methods in, the study of religion and ecology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, AMST, CORE, ENMI, ENST, EP4, EPLE, ESEJ, ESEL, PJEN, PJST, REST, THHC, VAL.

THEO 4009. Medieval Jerusalem. (4 Credits)

What has made Jerusalem so beloved to - and the object of continual strife for - Jews, Christians, and Muslims? This course will explore the ancient and medieval history of Jerusalem, from its Jebusite inhabitants before the time of King David through Suleiman's construction of the modern city walls in the 1540s. Students will learn to analyze a variety of literature, through which we will explore the themes of sacred space, conquest, destruction and lament, pilgrimage and religious polemic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, JSPM, JWST, MEST, OCST, THAM, THHC.

THEO 4010. Death and Dying. (4 Credits)

This course represents an exploration of attempts to confront the reality of death, its practical consequences and its religious significance through historical, contextual, and theological frames (4 credits). This theology course fulfills the senior values requirement in the college core. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, BIOE, EP4, LPHP, REST, THHC, VAL.

THEO 4011. The New Testament and Moral Choices. (4 Credits)

This course will explore the variety of moral choices made by Christians in the early Roman Empire in an effort to determine whether there is a way of life that is ethically consistent with basic Christian convictions. The course proceeds from the assumption that genuine ethical dilemmas emerge as a result of the collapse of the communal *ēthos*, a phenomenon connected with urbanization. The moral choices of the first Christians will be analyzed in four areas: private life, business ethics, legal ethics, and political ethics. Case studies will permit various hypotheses to be tested. Evaluation of early Christian morality will draw upon modern theories of ethical discourse, such as Alasdair McIntyre's "After Virtue." The course will culminate in a search for the "grammar" of Christian morality and in an exploration of selected areas in which the first Christians sought to live with ethical consistency. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, SRVL, THAM, VAL.

THEO 4013. Religion and American Politics. (4 Credits)

This interdisciplinary seminar explores the nexus of religion and American public life. After treating topics related to electoral politics (e.g. candidate religion, voter religion, "value voters," religious rhetoric), students will then engage a series of "hot topics" that encompass (and often combine) both religious and political discourse. The goal is to provide students with two alternative, yet complementary methods of analyzing the intersection of religion and American politics- one from a political science perspective and one from a theological perspective. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMCS, AMST, APPI, ASRP, ICC, IRST, POSC.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4014. Religion and Law. (4 Credits)

Increasingly, conflicts about religion in U.S. society are being contested, and occasionally resolved, through legal means. This course asks these overarching questions: How have parties, lawyers, and judges thought about religion? What solutions have they developed with regard to the conflicts about values embodied in the disputes they argue and decide? To what extent is the legal system able to resolve such conflicts? And to what extent should it try? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, REST, VAL.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1010.

THEO 4016. Homosexuality and Christian Ethics. (4 Credits)

The issue of homosexuality, and the treatment accorded to LGBTQ persons, are among the most contentious matters facing Christian faith communities today. The disputes present among Christians are also highly relevant to public policy debates over same-sex concerns. This course will be a comprehensive examination of the various stances and moral evaluations found in the discipline of Christian Ethics on the topic of homosexuality, and the implications for social practices and church ministry concerning gay and lesbian persons that arise from these positions. While the course will study positions and debates present in the Catholic church, these will not be its exclusive focus.

Attribute: WGSS.

THEO 4025. Future of Marriage in the 21st Century. (4 Credits)

This course will explore the various dynamics of marriage, namely, intimate relationships, sexuality, family life, the relationship between families and the greater society, and the sacramental meaning of married life. The approach will be interdisciplinary and ecumenical, with an emphasis on the Roman Catholic tradition. At the core of this course is the quest to understand how the Christian tradition may enlighten our understanding of marriage and family life. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMCS, AMST, APPI, ASRP, EP4, REST, VAL, WGSS.

Prerequisites: THEO 1000 or THEO 1006 or THEO 1010 or HPLC 1401 or HPRH 1001 or THEO 1007 or THEO 1008 or THEO 1009.

THEO 4026. Theologies of Peace. (4 Credits)

This "Eloquentia Perfecta" senior values seminar explores how to continue the long tradition of religious voices, ideas, and institutions contributing to reconciliation and playing a constructive role in forging more peaceful relationships among nations, communities and people of all faiths. Topics will include the just war theory, credal pacifism, and the role of conscience in making judgments about potentially justifying the use of force. Students will participate in debates and other participatory exercises as we explore optimal ways to encourage peace in our hearts, our neighborhoods and the international arena. Our in-class practice of dialogue will reflect the commitment to dialogic approaches to conflict transformation so desperately required today throughout our globalized society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEVL, BIOE, EP4, INST, ISIN, PJCP, PJCR, PJST, REST, VAL.

THEO 4027. The Ethics of Life. (4 Credits)

Jewish, Christian, and Muslim traditions have yielded complex religious responses to ethical, human dilemmas involving life/death issues. This course examines some of those responses in relation to sexuality, love and family, punishment, health and disease, death, and the environment through the lenses of Jewish, Christian and Muslim authors, texts, and traditions. Students will investigate how such responses are crafted in a liberal, pluralistic society, and assess their own reactions to religious difference and challenges to their own fundamental values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, BEVL, BIOE, EP4, ISTEP, MEST, REST, THHC, VAL.

THEO 4028. Religion & Bioethics. (4 Credits)

Religions have always shaped medical practice. In our religiously diverse world, religions intersect with medicine at many levels: patients, practitioners, institutional providers, law, and even international relations. We will explore how these intersections affect bioethics in our religiously diverse culture. We will look at traditional bioethical questions about what is permitted and forbidden in individual patient care, but we'll also examine questions like the following: Christianity's impact on the development of medicine; the ethical and religious impact of religiously affiliated hospitals' ethical and religious directives; the challenges of accommodating patients' and practitioners' diverse religious beliefs in a medical system that is not religiously neutral; how religious communities have both shaped and used the fundamental principles of bioethics; the impact of religious convictions on bioethics beyond care of individual patients (for instance, issues of access to healthcare). Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEVL, BIOE, EP4, THHC, VAL.

THEO 4030. Moral Aspects of Medicine. (4 Credits)

The course examines the role of faith in the moral issues raised by advancements in medical science. The course will survey issues such as reproductive technologies, the patient-physician relationship, euthanasia and physician suicide, health care reform, AIDS and the human genome project. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEVL, BIOE, EP4, LPHP, REST, VAL.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4035. Professional Responsibilities and Organizational Ethics. (4 Credits)

Applies ethical concepts and theories from religious ethics to professional and organizational life. Special attention is given to professional and corporate social responsibilities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, BIOE, EP4, REST, VAL.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 4036. Human Nature After Darwin. (4 Credits)

This course enters contemporary theological, political and scientific debates about how to conceptualize human nature after Darwin. We read Epicurus, Lucretius, Augustine, Aquinas, Darwin and contemporary theologians, political theorists and scientists. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, ICC, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4037. Nature in Historical and Ethical Perspective. (4 Credits)

In anthropological, theological, and ethical discourse, nature has often been appealed to as that which is, by definition, outside of culture and history. However, nature's meanings – especially in social-relational significations that it carries- have varied over time, according to a range of contexts and “controlling images.” This Interdisciplinary Capstone Course will analyze historical and contemporary methodologies and significations of the term “nature,” in ways that facilitate critical scrutiny of how this potent term is deployed in contemporary political, scientific, environmental, and religious discourse. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, THAM, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 4040. Home, Away, and In-Between. (4 Credits)

This course draws on historical theology and literature to explore diverse human engagements with displacement. Reading focus on specific contexts and modes of displacement as they have upset and remade truth for those involved. Key examples include diaspora, quest, alienation, conversion, migration, and relocation. We will encounter characters and real-life actors whose experiences of these conditions-whether literal or metaphorical, whether cultivated or imposed-put them in highly charged space between feeling “at home” and “away.” In addition to studying the responses of literary characters and religious actors, we will explore the ways the disciplines of literature and theology themselves invite practitioners into experiences of disorientation and reorientation. We will also consider the relationship between literature and theology as ways of knowing about displacement and its meanings. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, ICC, REST, THHC.

THEO 4050. On Time and Its Value. (4 Credits)

For over two millennia, human beings have been asking enduring questions about the nature of time, the ways in which time might best be structured, how to use one's time wisely, and how to change temporal habits. These questions are not merely academic or theoretical; they matter, and they are timely. Like all college students, you are managing your own school, work, and social schedules. You probably feel the pressure of technology and the new, faster-paced temporal rhythms of being constantly connected – and simultaneously, you might worry that you are wasting too much time online. You live in an era in which scientists are warning that our climate is changing irreversibly and that we are running out of time to implement sustainable solutions. In the midst of all this existential talk about time, you are also trying to figure out what to do with your time after you graduate. In other words, conceptions and discourses about time and how to spend it are a big part of your life already. In this course, you are invited to think expansively about the topic of time, both theoretically and practically. We begin by exploring interdisciplinary debates about time across the sciences, arts, and humanities (in physics and philosophy, geology and biology, religion and theology, literature and music, and so on). Then we turn to the global history of clocks, calendars, and chronologies, as they were developed and used from antiquity to modernity. We end by exploring debates about the value of rest, leisure, diversion, and free time. Exploring time through an interdisciplinary and intercultural lens will help you contextualize your own relationship to time within a long history of time and temporal reckoning. You will finish the semester empowered to make informed, bold, and ethical choices about how to use the time that is yours. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, JSTH, JWST, THAM, THHC.

THEO 4051. Religion and the Making of the Self. (4 Credits)

What is the nature of the self? Is the self made in God's image or is it constructed and constantly negotiated through social interactions? And how do conceptions of the self inform our ethical choices? This course examines how religious perspectives on human nature shape the nature of the ethical life, focusing especially on the ways one's first-personal experiences of selfhood pose an existential crisis of meaning. This is an interdisciplinary course that investigates conceptions of the self and their moral implications from multiple religious, philosophical, and sociocultural vantage points. The readings include materials from Greek and Hellenistic thought, Hinduism, Buddhism, Judaism, Christianity, Islam, phenomenology, existentialism, and cultural studies. The course's point of departure is cross-cultural and thematic since we will explore the main themes concerning the meaning of the self in several religious and intellectual traditions. Topics include, inter alia, self-knowledge, the care and practices of the self, meditation, emotion and subjectivity, self-transcendence, and human flourishing. By navigating one's way through the ethical dilemmas of selfhood faced by the modern (and postmodern) subject, this course explores the interrelationship between religious belief, self-formation, and morality.

Attributes: EP4, VAL.

THEO 4055. What is College For?. (4 Credits)

This course begins with a close reading of "The Idea of a University," John Henry Newman's classic account of the purposes of higher education, and an introduction to philosophy and theology. Next, the course will cover the history of American higher education and Catholic higher education in particular. We will study the origins of liberal arts colleges, the emergence of land grant and research universities, the growth and popularization of American higher education after World War II, and the current education landscape, including community colleges and online options. The course will consider such questions as the role of theology in the core curricula at contemporary Catholic universities, Jesuit values and U.S. News and World Report values, the Catholic preferential option for the poor and the student body at Catholic colleges, and the relationship between Catholic colleges and the surrounding communities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASRP, ICC.

THEO 4060. Religious Faith and Doubt in Western Thought. (4 Credits)

This course centers around the biblical books of Job and Qohelet (Ecclesiastes) read in conversation, respectively, with Tolstoy's *A Confession* and Camus' *The Stranger* to explore the enduring problem of faith and the persistence of doubt in Western thought and Western literature. The approach taken for all four texts will be both literary and theological, involving close reading with attention to both formal and thematic aspects of the material. For both the literary and the theological readings, attention will be given to specific issues appropriate to the individual texts. The course will conclude by exploring, synthetically, the interplay between the two types of readings. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

THEO 4062. Hagar in the Bible and Beyond. (4 Credits)

The story of Hagar – maidservant to Sarah and Abraham and mother of Ishmael – takes only two chapters in the Hebrew Bible and one in the Christian New Testament. Yet Hagar's importance belies her minimal scriptural presence. She is a key figure in the patriarch's story; a source of allegory for the church fathers; and a figure associated with the origins of Islam and Baha'i. She plays a powerful role in liberation and womanist theology, and, in the present era, has become a resonant figure with respect to the plight of immigrants and refugees. The uses made of Hagar in these varied contexts reveal the degree to which social setting and social institutions inform the reception and interpretation of religious ideas. This course will make use of the methodologies of theology and sociology to investigate the multiple meanings and utilities associated with Hagar. It includes analysis of primary and secondary texts from a sociological perspective with attention to issues of gender and social status as well as postcolonial and womanist lenses. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

THEO 4105. Religion, Gender, and Sexuality. (4 Credits)

This course considers the intersections of religion, gender, and sexuality. In many parts of the world, including the United States, and in many religious traditions, cultural and religious identity and continuity hinge on gendered practices and closely controlled sexual regimes. The goal of this course is to understand how religious institutions, communities, doctrines, practices and traditions shape gendered ideologies and practices, debates about sexuality and gendered division of labor, and the lives of men and women who participate in these religious communities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007 or THEO 1008 or THEO 1009.

THEO 4110. Muslim, Jewish, and Christian Feminist Theologies: Discourses of Difference. (4 Credits)

Feminist theologies reflect critically on religious traditions from the perspective of persons who identify as women. Feminist theologies challenge traditional beliefs and practices that devalue women, and construct alternatives to them. This course introduces students to some of the diverse feminist voices within Muslim, Jewish, and Christian theologies. This introduction is "intersectional" in that it surveys a variety of factors that shape a feminist position in each context. These include sex and gender identity, sexual orientation, race, class, nationality, ability, age, health, politics, patriarchy and structural violence, and social justice. With attention to conservative, liberal, postmodern, postcolonial, transnational, postfeminist, and queer theory perspectives, students will explore how Muslim, Jewish, and Christian feminists articulate a variety of positions on a shared set of theological questions: Who is God? What is our role within the creation? How do we treat the self, and the self in relation to others, within the context of that creation? What is our obligation to the cosmos, and to the nonhuman life within it? Students will be encouraged to critique, dialogue with, and position themselves in relation to the feminist thinkers they encounter in each context. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISIN, ISTEP, JSTH, MEST, PLUR, REST, THHC, WGSS.

THEO 4301. Jews and Christians in Antiquity. (4 Credits)

In this seminar, we will discuss the emergence of Christianity out of its Jewish matrix as well as the coexistence of Jews and Christians in Classical and Late Antiquity. We will examine change and diversity within these two religions, as well as their interactions and rhetorical depictions of one another. While the seminar has a strong historical and diachronic component, its main focus will lie on the question of religious otherness within a confined geographic and intellectual space, as well as on related issues of racial, ethnic, linguistic, and geo-cultural diversity. Thus, in addition to acquiring knowledge about an important topic in a formative period of religious history, students will gain insight into the processes whereby religious difference is articulated and religious identity shaped. The first goal of the course is to familiarize students, through the study of key texts and events, with the main landmarks in the history of coexistence between Christians and Jews over the long Late Antiquity. The second goal of the class is to allow students to acquire or consolidate skills in pursuing independent research. The third goal of the course is to increase students' ability to examine critically diverging historiographic perspectives and to analyze, explain, and historically contextualize primary sources. This course fulfills the History, Culture, and Society advanced seminar requirement and the Ancient/Medieval period requirement for the theology religious studies major and minor. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: THAM, THHC.

THEO 4302. Law and Theology in Antiquity. (3 Credits)

In this course, we will discuss the relationship between the legal and religious elements of civilization in a variety of ancient cultures, including ancient Mesopotamia, Persia, Greece, Rome, and Byzantium. The class will include significant elements of religious and legal theory and anthropology.

THEO 4334. Envisioning Enlightenment: Buddhist Theories of Liberation. (4 Credits)

Early sermons attributed to the historical Buddha attest to the conviction that human beings have a capacity to awaken themselves to the full reality of suffering and liberate themselves from it entirely. Such awakening and liberation are often rendered as "enlightenment" in English. What might "enlightenment" actually mean? This seminar will explore debates in Buddhist communities about this very question. In order to understand the subtlety of these debates, students will consider the diverse conceptual resources that Buddhists have used to imagine what awakening might entail. The course will offer a diachronic study of Buddhist ideas about liberation, from 2,500-year-old sermons to recent applications of liberation theory to modern life. The class will introduce cultural differentiation by attending to South Asian, Southeast Asian, East Asian, Himalayan, and American Buddhist sources. Students will also spend time thinking alongside dramatically dissimilar artistic representations of liberation, as visible in New York City museums, cultural centers, and temples. After gaining some facility with Buddhist conceptual vocabulary, the class will tackle a series of interrelated questions. Do contemporary assumptions about historical consciousness and the uniqueness of the historical cause problems for historical Buddhist claims about universal awakened consciousness? How might our contemporary cultural obsession with happiness prevent us from understanding what historical Buddhists have meant by liberation? In short, is modernity a problem for enlightenment theory? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: THHC.

THEO 4351. Modern Christian Thought & Practice. (4 Credits)

Christianity has always been a global faith, quickly spreading north, south, east, and west of Palestine after the death of Jesus. Around the 16th century, however, the expansion of Christianity around the globe increased substantially, as the then center of Christianity—Western Europe—brought Christianity to Asia, Africa, and the Americas through exploration, colonization, immigration, circum-Atlantic trade, chattel slavery, and missionary expeditions. At the same time, both Catholic and Protestant reformers were calling for a return to early Christian belief and practice in Europe. These twin processes of globalization and reformation characterized ensuing centuries of Christian development, as increasingly diverse European Christians sought to spread their faith to newly encountered people and continents and as those interactions prompted new questions about Christian thought and practice. This course will track the diversity of Christian thought and practice from the 16th century to the present, with a particular eye to the diversity of Christian churches as they can be found around the world today, and in exemplary forms in New York City. While paying attention to central theological debates in the diversity of Christian confessions, we will focus on the role of and changes to sacramental practices, material devotional practices, rites of death and dying, and bodily experiences in the life of faith for ordinary believers. This course fulfills the History, Culture, & Society advanced seminar requirement for the THRS major and minor.

Attributes: INST, ISIN, THHC.

Mutually Exclusive: THEO 3834.

THEO 4355. Histories and Cultures of American Evangelicalism. (4 Credits)

This course explores the histories and cultures of American evangelicalism with special attention to how race and gender come to define what it means to be an evangelical Christian. We will explore the early histories of evangelicalism in the religious revivals of the 18th century, the split between White and Black evangelical movements during the Civil War, and the commonalities and differences with Pentecostal and Charismatic Protestant reform movements in the early 20th century. The majority of the course, however, will be spent on the second half of the 20th century when modern White evangelical Christians emerge as a dominant force in American electoral politics and initiate “culture wars” over issues of sexuality, gender equality, and racial justice. In addition to tracing historical developments and theological ideas of evangelical Christianity, the course will pay special attention to evangelical cultures—books, movies, music, clothing, jewelry, and personal piety—as a way to understand how evangelical Christianity shapes the inner lives and actions of those inside the tradition and how that tradition shapes broader American cultural life. This course fulfills the History, Culture, & Society advanced seminar requirement for the THRS major and minor. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASRP, THHC.

THEO 4371. Islam in Modern Egypt. (4 Credits)

This course, which requires no background in Islamic studies or Middle Eastern studies, focuses on Egypt, one of the oldest civilizations in the world with over 5,000 years of recorded history. Egypt has thus witnessed an incredible diversity of religious tradition, leaving us today with a kind of religious palimpsest—a series of traditions that have been built upon each other; sometimes replacing others—but always leaving a trace of what came before. This course examines one portion of Egypt’s long history—roughly from the introduction of Christianity (which Egyptian Coptic Christians hold as having occurred c. 33CE by the Apostle Mark)—to the present. Through an examination of the Arab expedition to Egypt, bringing Islam c. 634CE, we will examine the process of the slow conversion of Egypt from majority Christian to majority Muslim over several centuries. Within that time, Egypt experienced several Islamic dynasties—both sunni and shīʿī—including the Fatimids, the Ayyubids, the Mamluks (a slave class that took over Egypt), the Ottoman Empire, British colonial rule, and today’s modern republics, most recently punctuated by the Egyptian revolution in 2011. Today, Egypt has the largest population of Muslims in both the Arab world and Africa and enormous influence over its surrounding regions. Therefore, the study of Egypt will enable us to deeply explore larger theoretical questions concerning the interaction of religion and politics, the rise of “global” or “pan-Islam,” the process of religious reform, the formation of orthodoxy, and vernacular vs. authoritative religious practice and expressions. This course fulfills the History, Culture, & Society advanced seminar requirement for the THRS major and minor. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, ISTP, MEST, THHC.

THEO 4400. Foundations of Contemporary Theology. (4 Credits)

This advanced seminar introduces students to foundational topics in Christian systematic theology, including doctrines of God, Trinity, Christology, soteriology, and ecclesiology, and explores challenges to and rearticulations of these traditional themes in the 20th and 21st centuries, including, for example, liberation theologies, black theologies, feminist and queer theologies, theologies of religious pluralism, and ecological theologies. The course will encompass both historical foundations and contemporary conversations in systematic and constructive theology, with attention to communities of Christian thought outside of the Western European and North American contexts. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEO 4411. Religion, Theology, and New Media. (4 Credits)

An interdisciplinary capstone course, this course examines the historical and theoretical significance of the intersection between communication, technologies and religious communities. Drawing on the disciplinary methods and assumptions of both communication and media studies and theology, the course will ask students to critically and theoretically explore the significance of religion as a cultural phenomenon as well as to take seriously the theological significance of media practices as articulated by religious subjects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, AMST, APPI, ASRP, CCMS, CMST, DTEM, ICC, JOUR.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4415. Filmmaking as Religious Expression. (4 Credits)

This course seeks to cultivate in students a "sacred look" at the world, themselves, and their fellow humans by means of filmmaking, informed by select texts of spirituality. Through close viewings of films, close readings of texts, small and large group discussions, this course seeks to develop an informed sense of wonder, a grasp of the spiritual aspects of filmmaking, and a broader sense of the kinship between art and faith. The course culminates in the production of a short film by each student on a topic relating to faith, spirituality, or religious expression. Prior filmmaking experience is not required. At the center of our engagement with filmmaking are three guiding theological questions: (1) how does filmmaking relate to the expression of the human spirit? (2) how does filmmaking make present the expression of the divine? and (3) how does filmmaking make manifest the relationship between the two? The course will weave together exploration of the processes involved in aesthetic thinking, the processes involved in a theological or spiritual imagination, and the nuts and bolts of filmmaking. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: FITV.

THEO 4420. Early Christian Art in Context. (4 Credits)

This course surveys Christian art and artifacts from antiquity through the medieval period, situating them in multiple contexts: Christian theology; engagement with other forms of religious art; political developments; ritual settings; and the ethics of modern discovery and curation. The course includes several site visits to museums. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP3, MVAM, MVST, OCAH, OCST, THAM, THHC.

THEO 4430. Sex, Gender, and Sexuality in Early Christianity. (4 Credits)

This course will explore theological ideas and practices related to the complexities of human life as sexed, gendered, and sexualized within the early Christian tradition. After a brief examination of the biblical foundations for later patristic reflection on these issues, it will focus primarily on the different Eastern traditions of thought and practice emerging out of Asia Minor, Egypt (both Alexandria and the desert), and Syria. Some attention will also be given to Western (i.e., Latin) sources for comparative purposes. The course is an upper-level elective in theology and also satisfies an elective requirement in the Orthodox Christian studies minor. As such, its goals are twofold: 1) to study carefully relevant primary texts of the early Christian tradition with an eye to improving skills in close reading and analysis of theological sources, and 2) to learn how to read, comprehend, and critically engage with scholarly arguments in the fields of theology and religious studies. Thus, assigned readings will include both primary texts and scholarly articles and chapters that argue for particular interpretations of the primary texts. These are different kinds of reading and require the cultivation of different sets of analytical and critical skills—we will work to develop both throughout the course of the semester. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVST, MVTH, OCST, REST, THAM, THHC.

THEO 4444. Anthropocene: Sciences, Fictions, and Ethical Futures. (4 Credits)

The "anthropocene" has been proposed as geochronological epoch in recognition of the destructive, disproportionate impacts that human activities have wrought upon earth systems. While the term has seeped into the popular lexicon, there is an important diversity of scientific, social scientific, and humanistic perspectives on the viability of the anthropocene epoch. Each approach comes with a set of values on human flourishing, ecosystemic well-being, and equity and justice. These values warrant fuller examination, as they bear implications for ethics and public policy in an era of climate crises and other forms of anthropogenic eco-social degradation. This course empowers students to identify different values that inform the production of various disciplinary knowledges, and to discern the practical and ethical impacts of those values at various scales of human decision-making. This course is structured as an EP4 core curriculum designation because it focuses intensively on the development of critical thought through development of writing and speaking skills within and beyond the classroom. The course draws on critical appraisals of the anthropocene concept with regard to race/racialized structures, ethnicity and indigeneity, gender, and other patterns of domination with respect to scientific, literary, and decolonial approaches. Students will be invited and encouraged to examine the presuppositions and positionality in the production of knowledge and values through critical engagement with the concept of the anthropocene. As a values seminar, the course enables students to identify values that inform the production of several disciplinary knowledges focused on the anthropocene idea. In particular, students will consider how scientific nomenclatures and notions of measurement-based objectivity function as values that frame the legitimacy of the geochronology of the anthropocene in the International Stratigraphic Commission; how political economic values impact standards and processes for evaluating climate change risks and impacts, and the implications for justice; how anthropocentric value and human exceptionalism based on models of white supremacy have been assumed and challenged in theology and philosophy; and how critical literatures in the social sciences, humanities, and literature now bring decolonial values to the fore of anthropocene conversations. Students will gain facility and expertise in identifying how explicit and implicit values function in eco-social discourse, policymaking, and individual choice. These are crucial skills for navigating a world of social and ecological change and empowering students to make their own values-based decisions beyond their Fordham experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, EP4, ESEJ, ESEL, ESHC, PJEN, PJST, REST, VAL.

THEO 4455. Eucharist, Justice, and Life. (4 Credits)

This course explores the intrinsic relationship between celebrating the liturgy, especially the Eucharist, and living lives of justice, peace, and social responsibility. Such topics as world poverty, hunger, immigration, violence, global warming, and the care of the planet will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, REST, VAL.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4500. Religion in NYC: Theory & Practice. (4 Credits)

This course, conceived as a capstone for the theology and religious studies major and minor, offers an advanced introduction to theories and methods in the academic study of religion and theology through a rigorous study of historically influential texts, contemporary challenges to and reconceptions of traditional scholarly categories, and productive partnership with communities of religious and spiritual practice in New York City. A major aim of the course will be the critical interrogation of the dichotomy of “theory” and “practice.” We will give attention throughout to the concrete communities, histories, and contexts out of which and for which the foundational theories of religion have been produced, and we will, in turn, attend closely to the theorizations and conceptualizations of religious practice developed within the communities of practice with whom we partner. Because this is a community engaged learning course, each member of the class, in consultation with the professor, will engage in a community-based research project as an integral part of the academic project we pursue in this course. In spring 2022, our theme is “Religious Experience in the ‘Secular’ City.” We will consider especially the heuristic and explanatory value of the category of “religion” to delimit a particular set of communities, practices, and orientations to the world, and will interrogate the meaningfulness of the distinction between “religious” and “secular” practices. Our particular lens will be the category of religious experience—its histories, semantic range, and the methodological problems involved in constituting experience, and specifically religious experience, as an object of inquiry. What do religious and spiritual practices “do” for individuals and communities? What, if anything, distinguishes a particular experience as “religious” or “spiritual”? How do conceptualizations of religious experience shape contemporary spiritual and religious practices, and how do the ongoing transformations and recontextualizations of these practices expand and challenge traditional conceptions of religious experience? Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: SL.

THEO 4520. Animals, Angels, and Aliens: Beyond the Human in Christian Thought. (3 Credits)

Contemporary theologians focus almost exclusively on the human. Indeed, some prominent theologian’s explicitly claim that all theology can be understood as anthropology. But in this course we will use both new trends and ancient sources to push beyond the human into other areas of concern. The Christian (and Jewish) traditions have very interesting things to say, for instance, about non-human entities like animals, angels and even aliens. In addition to looking carefully at these sources, we will think about their implications for contemporary moral and political issues surrounding food production and consumption, lab experiments, ecological protection, and even cyborg technology and transhumanism.

Attributes: BEHR, ENST, ESEJ, ESEL, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4545. Bath Cultures and Bathing Rituals From Antiquity to Brooklyn. (4 Credits)

This course draws on the two disciplines of history and anthropology to examine the culture of bathing in the Greco-Roman world and its reception in Byzantium, medieval Islam, and concludes with a look at its “Orientalized” fetishizing in the contemporary US. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, ICC, ISAC, MEST, OCST, REST, THAM, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401.

THEO 4570. Orthodox Christian Ethics. (4 Credits)

This Course will explore the two-thousand year tradition of Orthodox Christian Ethics. Students will be asked to resolve modern moral dilemmas by reading ancient Orthodox texts and their modern commentators. As such, the purpose of the course is twofold: 1) to develop an understanding of Christian ethics within an Orthodox theological perspective; 2) to develop the ability to make ethical judgments and to reflect critically on those judgments on established Orthodox theological principles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, OCST, VAL.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4600. Religion and Public Life. (4 Credits)

The course explores the role of religion in public life, focusing primarily on American democracy and its separation of church and state. The course will focus on religion’s voice in public debate over issues such as health, poverty, and biomedical and economic issues, whether specifically religious arguments and language should have place in public discourse, and the role of discourse in a pluralistic society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMCS, AMST, APPI, ASHS, ASRP, EP4, MEST, THAC, VAL.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4610. Malcolm, Martin, Baldwin, and the Church. (4 Credits)

This course will engage the social thought and religious faith of these persons, both individually and in relation to each other. We will examine the challenges each posed both to Christian faith and to U.S. society - especially their critiques of American understandings of justice; the relevance of religious faith to the struggle for racial justice; and the response of the Catholic Church to these men, the movement they represented, and the enduring reality of racial injustice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVN, AMST, ASRP, PLUR, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007 or THEO 1008 or THEO 1009.

THEO 4620. Oscar Romero: Faith and Politics in El Salvador. (4 Credits)

This course will investigate the life and ministry of Oscar Romero of El Salvador. Coming to office in a period of socio-political and religious upheaval, Romero functions as a lens through which students can explore important themes including: the nature and impact of liberation theology, the effects of US Cold War foreign policy, power in the Catholic Church and numerous issues involving the relationship between religion and politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, INST, ISLA, LALS, PJRJ, PJSJ, PJST, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007 or THEO 1008 or THEO 1009.

THEO 4630. G.O. Deeper. Interdisciplinary Inquiries. (4 Credits)

This Interdisciplinary Capstone Course is designed to build on (1) what these students have learned by offering them an opportunity to consider their immersion experience in light of critical inquiries in sociology, anthropology, and critical social theory; associated with (2) conflict studies, cultural studies, and postcolonial theory, and (3) in theology. The course is designed above all to cultivate skills to describe, analyze, and evaluate critical issues in local practices pertaining to personal life, family life, social and political life, housing, work, and indigenous cultures, including faith cultures of practice and belief. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, PJCP, PJCR, PJST, REST.

THEO 4840. Jesus and Salvation. (4 Credits)

This course explores Christian belief in Jesus Christ (Christology) with an emphasis on how this belief is intertwined with the understanding of salvation (soteriology). Reflecting on the biblical accounts of salvation in Jesus, along with examining the development of classic christological doctrine, students will inquire how this tradition relates to critical issues raised today. How is Christian belief in Jesus and salvation relevant to questions of identity, religious pluralism, global inequality, and environmental crises? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: THEO 1000 or THEO 1006 or THEO 1010 or HPRH 1001 or HPLC 1401 or THEO 1008 or THEO 1009 or THEO 1007.

THEO 4847. Theologies of Liberation. (4 Credits)

This course will explore the challenge of living Christian values in a global community marked by severe poverty, structural injustice and the threat of ecological devastation. The study of the values of Jesus, Catholic social teaching and various Christian theologies of liberation will inform the students' consciences on issues of economic justice, the distribution of wealth and power and the proper use of the earth's resources. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEVL, EP4, PJIN, PJRJ, PJSJ, PJST, VAL.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4851. Death of Religion?. (4 Credits)

This seminar examines the major critiques of religion that have emerged in modernity from philosophy, social and political theory, literature, anthropology, and even theology. Readings may include engagement with seminal thinkers such as Friedrich Nietzsche, Hannah Arendt, Franz Fanon, and others, and will engage topics such as atheism, skepticism, secularism, and evil, as well as consider some of the more creative responses, both inside and outside traditional religious thought. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, ISIN.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 4852. Spirituality, Health, and Healing. (4 Credits)

Years ago, scientists looked upon spirituality as something at best irrelevant to human psychology and health, and at worst, harmful. But today, health psychologists, neuroscientists, and physicians are taking another look at the role spirituality plays in the health and well-being of human beings. This turn has opened up a set of vexing conversations: What does it mean to "be healthy" and "to heal" in different contexts? What sorts of medical, ritual, or religious expertise authorizes different sorts of healers and forms of healing? What are health scientists saying about the role spiritual practices like meditation and prayer have on things like neural circuitry and overall brain functioning? How are scientists trained in Western medicine learning from Eastern spiritual practices for well-being? How might cultural competency in diverse faith traditions enable health care workers, in psychology and beyond, to better understand and serve their patients? What role does spirituality play in palliative, end-of-life care? Overall, this course will enable students to see the wide-ranging effects of the human capacity to connect to something greater than ourselves, and see this not as an esoteric, private affair, but deeply connected to the issues of social and collective well-being in our own time. We'll spend time reading peer-reviewed scientific findings from the field of psychology, and exploring spiritual texts from diverse religious traditions about practices connected to human well-being and health. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

Prerequisites: PSYC 1200 and (THEO 1000 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1010 or HPRH 1102 or HPLC 1401).

THEO 4853. Spirituality and Politics. (4 Credits)

This course will examine three twentieth-century Roman Catholic movements that espoused both a novel approach to spirituality/mysticism and embodied a distinctive politics on three different continents: the French Catholic revival, the Catholic Worker movement in the U.S and liberation theology in Latin America. The twentieth century witnessed a remarkable engagement of Catholics with the meaning of their faith and its role in social and political issues of their times, particularly around issues of war and poverty. From each of these three sites of renewal, the students will ask questions such as: How did these new movements come about? How are their views articulated in various texts and embodied in personal and communal practices? What is the legacy of these twentieth-century movements' spirituality and politics for us today? As an interdisciplinary seminar, students will rely on the methodological approaches in the disciplines of history and systematic theology to pursue these questions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, ICC, PJRJ, PJSJ, PJST, REST.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4864. The Consistent Life Ethic: From Cardinal Bernardin to Pope Francis. (4 Credits)

The contemporary pro-life movement has been widely criticized for being too closely identified with the U.S. religious right. But as this course will make clear, the history of this movement—and the pro-life ethic advocated by figures like Cardinal Bernardin, St. John Paul II, and Pope Francis—is a very different kind of thing. This course will study the origins, development, and current place of the “Consistent Life Ethic” (CLE). Always concerned with more than abortion, the CLE had resistance to war and other kinds of violence at the very heart of what it was from its pre-Roe beginnings. The course will have a particular focus in the implications of the “growing edge” of the movement as articulated by Pope Francis—particularly his focus on resisting throwaway culture with a culture of encounter and hospitality. In addition to more traditional pro-life issues, this course will explore how Francis’ pro-life principles apply to topics like sexual violence and the #MeToo movement, welcoming and supporting migrants, mass incarceration, violence against LGBT persons, neocolonialism, the moral status and treatment of non-human animals, and even the violence and throwaway culture present in the practice of U.S. football. The course will also focus on challenges to the CLE, including the idea (espoused by both those who identify with left and those who identify with the right) that the Consistent Life Ethic collapses important moral and political distinctions between the issues in an unhelpful way. Especially as the U.S. enters a major phase of political realignment—where the basic assumptions of our national secular politics over the past two generations no longer obtain—the “socially conservative and economically liberal” position (held disproportionately by African and Latinx U.S. Americans) toward which the CLE moves is getting increased attention. The course will conclude with discussion of possible viable alternatives to the right/left political binary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, VAL.

THEO 4870. Economic Foundations of Catholic Social Teaching. (4 Credits)

This course explores the economic thought that has served as the basis of the Church’s teaching on issues like capitalism, socialism, poverty, wages, unions, the environment, and economic responsibility from Leo XIII’s encyclical *Rerum Novarum* to the present and current economic research that may guide future Church teaching. This will be done through lectures, readings from primarily 19th and 20th-century economic works, and discussion of how these works’ ideas are evident in papal encyclicals and other Church documents. The course will include case studies of how Catholic social teaching has influenced national social and economic policies in Europe and the U.S. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, AMST, APPI, ASRP, BEHR, BIOE, ICC, REST.

Prerequisites: ECON 1100 or ECON 1200 or ECON 1150 or ECON 1250 or THEO 1000 or HPRH 1001 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 4950. Christianity and Gender/Sexual Diversity: Interdisciplinary Perspectives. (4 Credits)

Employing perspectives from history, theological ethics, and LGBT studies, this course will investigate what it means to take queer perspectives on Christianity sexuality, and discipleship. Readings will include biblical, historical, and contemporary materials that seek to illuminate the ways in which Christians and Christian communities have responded to sexual and gender diversity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BEHR, ICC, THHC.

Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4999. Tutorial. (4 Credits)

Independent research and reading with supervision from a faculty member.

Prerequisites: THEO 1000 or HPRH 1001.

THEO 5000. Biblical Hebrew Intro. (4 Credits)

This course is an intensive introduction to the grammar, syntax and vocabulary of Biblical Hebrew. By the end of the course students will be able to read passages from the Hebrew Bible with the help of a dictionary, and will have learned sufficient vocabulary to ensure a rewarding reading experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEO 5015. Teaching Theology. (0 Credits)

Classical and contemporary discussions on the practice of teaching theology, particularly as understood in the Roman Catholic tradition, introducing the field of professional theology and its relationship to other disciplines, and engaging in careful, critical reflection on the vocation of the teaching theologian.

THEO 5017. Theology Dissertation Seminar. (0 Credits)

A colloquium for workshopping dissertation chapters in progress.

THEO 5025. Exodus in Hebrew. (3 Credits)

This course combines exegesis of Exodus in Hebrew with intermediate-level study of biblical Hebrew. We will read chapters 1-24 and 32-34 of Exodus in Hebrew. Our study of the Hebrew language will progress from a review of grammatical forms to a more advanced understanding of the syntax of biblical Hebrew.

Attributes: MTAM, MTRB.

THEO 5070. Elementary Coptic I. (3 Credits)

The course introduces students to Coptic, the latest stage of the Egyptian language, by acquainting them with the script, providing them with grammatical foundations, and exposing them from early on to the reading of texts.

Attribute: MTAM.

THEO 5071. Elementary Coptic II. (3 Credits)

Completion of Coptic grammar and reading of Biblical texts in Sahidic Coptic. Continuation of Elementary Coptic I. Other students welcome subject to instructor approval.

Attribute: MTAM.

THEO 5072. Christian Texts in Coptic. (3 Credits)

Intermediate and advanced readings in Coptic, which may include biblical, monastic, and Gnostic texts.

Attribute: MTAM.

THEO 5075. Syriac Language and Literature I. (3 Credits)

This course is the first of a two-semester introduction to Syriac, a dialect belonging to the Aramaic language branch. The first semester will introduce the Estrangela and the Serto scripts, cover grammatical foundations, and expose students from early on to the reading of texts. The second semester will be mostly spent reading Syriac literature, but some time will be devoted to select special topics in Syriac grammar.

Attributes: MTAM, MVSG, OCST, REST.

THEO 5076. Syriac Language and Literature II. (3 Credits)

This course is the second of a two-semester introduction to Syriac, a dialect belonging to the Aramaic language branch. The first semester introduced both the Estrangela and the Serto scripts, covered grammatical foundations, and exposed students from early on to the reading of texts. The second semester will be mostly spent reading Syriac literature, but some time will be devoted to select special topics in Syriac grammar.

Attributes: MTAM, MVSG.

THEO 5080. Introduction to Biblical Greek. (3 Credits)

This course an intensive introduction to the grammar and syntax of New Testament Greek. Sufficient attention will be devoted to vocabulary to enable rewarding experience in reading an exegesis.

Attribute: MTAM.

THEO 5090. Biblical Aramaic. (3 to 4 Credits)

An introduction to the language through comparison with Hebrew morphology and readings from the Aramaic sections of the Old Testament.

Attribute: MTAM.

THEO 5230. Advanced Greek. (3 Credits)

This course includes both a rapid review of Greek grammar and syntax, and also intermediate/advanced readings from Hellenistic and/or early Christian texts.

Attributes: MTAM, MVSG.

THEO 5300. History of Christianity I. (3 Credits)

This course covers the development of central concepts of Christianity from the Apostolic Fathers to the Reformation.

Attributes: MTAH, MTAM.

THEO 5301. History of Christianity II. (3 Credits)

This course covers Catholic and Protestant theologies after the first century of the Reformation, from the 17th to the 20th centuries, including both European and U.S. theological developments.

Attributes: MTMC, MTMH.

THEO 5400. Topics in Islam: Texts and Traditions. (3 Credits)

This course explores major topics in Islam, including notions of revelation, God, law, theological speculation, gender issues, philosophy, mysticism and science. Comparisons with Jewish and Christian materials will be brought to bear on the topics for discussion when relevant.

Attributes: HHPA, HUST, MTAM, MTMC, MTMH, MTRB.

THEO 5401. Introduction to Islam. (3 Credits)

This course provides a basic introduction to Islam through close readings of the Qu'ran as well as theological, philosophical, legal, exegetical and literary writings. Special focus will be given to comparative themes, such as God, revelation, prophecy, reason, ritual, and ethics. Attention will be paid to sources and pedagogical concerns involved in the creation of undergraduate courses on Islamic topics and themes.

Attributes: MTAH, MTAM, MTMC, MTRB, MVSG.

THEO 5405. Teaching Buddhism. (3 Credits)

This course will provide short units on Buddhist thought, Buddhist practice, and Buddhism in America, and it will emphasize strategies for incorporating elements of these units into undergraduate religion courses.

Attributes: MTAM, MTMC, MTMH, MTRB.

THEO 5500. Religion and American Public Life. (3 Credits)

This course introduces students to the intricate and delicate topic of how religious voices and institutions interact with the public life of the United States. Topics include church-state relations in the courts, voting according to religious conscience, the influence of civil religion, secularization, public theology, culture wars, faith-based lobbying, and religion in the media and popular culture.

Attributes: CEED, CEMT, MTMC, MTMH, PSNM.

THEO 5550. New Methods: American Religion History. (3 Credits)

The past thirty years have produced significant changes in the ways historians, theologians, and ethnographers describe, explain, and theorize Americans' religious worlds. Problems include how to account for the experiences of women and racial and ethnic minorities, the relationship of doctrine to practice, the legacy of the enlightenment, the religious meanings of objects and places, the importance of borders and identity, and the significance of class in theological expression. This course investigates new answers to these and other questions, assessing them in light of their contributions and limitations in the effort to make sense of North America's past and present. The work of the semester involves close reading of contemporary historical and ethnographic texts, covering periods from the colonial era to the present. The emphasis rests both on American religious history and on new ways of making sense of religious lives, which may be applicable beyond the North American context.

Attributes: MTMC, MTMH.

THEO 5620. Introduction to Systematic Theology. (3 Credits)

An introduction to major schools and methods in contemporary systematic theology.

THEO 5630. Systematic Liberation Theology. (3 Credits)

The course will examine theologies of liberation originating among marginalized peoples of the Americas. In addition to studying their origins and major figures, the course will focus on how liberation theologies rethink a range of themes in systematic theology including: Christology, anthropology, soteriology, and ecclesiology.

Attributes: CEED, CEMT, MTMC.

THEO 5640. Introduction to Theological Ethics. (3 Credits)

This introductory course will examine the sources and methods of Christian ethics, as well as contemporary questions in the discipline including gender and identity, racism, and bio-and environmental ethics.

Attributes: CEED, CEMT, PSTG.

THEO 5690. Graduate Seminar: Church in Controversy. (3 Credits)

This master's level course traces the Catholic Church's negotiations with the revolutionary challenges inaugurated by modernity. Topics will vary according to the instructor but may include the colonial missions, the Enlightenment, the Holocaust, the Second Vatican Council, the rise of feminism, changing notions of normative sexuality, and more recent developments, such as the unprecedented numbers of religiously "unaffiliated" or "nones," the majority of which have come from the Catholic Church. How did the Catholic Church (its theologians, the millions of everyday faithful, and the Vatican) respond to—sometimes deepening, sometimes informing, and often critiquing—these challenges? Controversies forced the Church not only to make pronouncements on the crises of the moment, but to refine and sometimes revise some of its basic foundational beliefs about human nature, revelation, reason, truth, and God.

Attributes: MTMC, MTMH.

THEO 5820. Hebrew Bible/Old Testament Interpretation. (3 to 4 Credits)

Introduction to the multi-faceted project of interpreting the religious literature of ancient Israel and the sacred Scriptures of the church, in order to develop competence in a variety of exegetical approaches to the Old Testament. These include patterns of patristic and medieval interpretation, the classic modern methods of scholarly analysis, and selected contemporary approaches.

Attribute: MTAM.

THEO 5890. New Testament Interpretation. (3 to 4 Credits)

History, literature, and religion of the New Testament, studied in the context of the time and circumstances that produced them.

Attribute: MTAM.

THEO 5901. Context, Theory, and Theology. (3 Credits)

"Context, Theory, and Theology" creates a space for exploring the diverse ways that theology engages contemporary currents of thought. These currents include different approaches to the study of history, influential theories (both traditional and critical), assorted ways of carrying out the interpretive task, and contributions of various philosophical and theological schools of thought. The course encourages students to become aware of the multiple presuppositions and discourses at work in theological inquiry and to promote interdisciplinary collaboration. This course is not designed to settle debates about categories and methods, but to introduce and clarify some of the more important dimensions of these debates to equip students for advanced theological study. Taught by a team of faculty members drawn from different fields of theological study offered at Fordham, the course invites students to explore the creative and dynamic intersection of context, theory, and theology. This course is designed to introduce M.T.S. students to current theoretical approaches used across theological disciplines and areas of study. Each topic area will be introduced through assigned readings by primary theorists and classic or contemporary texts representing the various areas of study. This course will provide a pedagogical milieu for promoting interdisciplinary discussion, debate, and collaboration by faculty and students about current approaches to context and theory in theology.

THEO 6000. History, Theory, and the Study of Religion. (3 Credits)

This course provides a thorough introduction to recent developments in historiography and critical theory as they bear upon the discipline of religious studies and the critical study of theology.

Attributes: MTMC, MTMH.

THEO 6014. Ancient Theological Controversies. (3 Credits)

This course will aim at providing students with a historical understanding of the ancient development of Trinitarian and Christological doctrine while also reflecting on the ancient and modern historiographic constructions of the controversies that surrounded those topics through theoretical and methodological readings in intellectual history, the sociology of scientific knowledge, and discourse analysis. After a survey of some early understandings of Christ's identity and of crucial early disputes, the seminar will focus on the Trinitarian, Christological, and anthropomorphic controversies. Emphasis will be placed on the philosophical underpinnings of the various theological postures, on the late ancient emergence of theological discourse as a field of knowledge sustained by a new set of intellectual practices, and on the link between theological debates and imperial power. Whenever possible, particular attention will be devoted to Syriac and Coptic sources for the controversies under examination.

Attribute: MTAH.

THEO 6026. Second Temple Judaism. (3 Credits)

This course provides a survey of the literature and history of both Palestinian and Diaspora Judaism, including late biblical texts, apocrypha, pseudepigrapha, the Qumran Scrolls, Philo, and Josephus.

Attributes: MTAH, MTAM, MTRB, PSNM.

THEO 6031. The Psalms. (3 Credits)

This course is an introduction to the Psalms that examines their historical origins in ancient Israel, their distinctive poetics, and their continued theological interpretation and use in Jewish and Christian traditions.

Attributes: MTAM, MTRB.

THEO 6036. Otherness in the Hebrew Bible. (3 Credits)

How is otherness defined in the Hebrew Bible? When, how, and why did people in ancient Israel and its neighboring areas distinguish themselves from internal and external others? What are the roles of foreigners that play in the religious, social, and political life of ancient Israel and Judah as depicted in the Hebrew Bible? And what does the idea of otherness mean for today's interpreters of the Bible? This course will attempt to answer these questions by examining select portions of the Hebrew Bible/Old Testament that speak to the ideas of foreigners, other gods, non-human others, and otherworldly things/beings. We will also grapple with ontological varieties associated with the meanings, usages, and politics of the ideas of otherness in ancient and modern contexts.

Attribute: MTAM.

THEO 6039. Biblical Ethics. (3 Credits)

This course will explore a number of ways that the Bible has been used to inform ethical behavior. Special attention will be paid to the ethical implications of different interpretive approaches to the biblical text, as well as to the fact that the Christian Bible has two testaments, each of which contains a variety of approaches to ethics.

Attributes: CEED, CEMT, MTAM.

THEO 6040. The Neighbor: Biblical Witness and Contemporary Ethics. (3 Credits)

With the rise of nationalism and xenophobia, "the neighbor" has reemerged as a category of thought among philosophers and theologians who are seeking a path beyond the polarization of "friend" vs. "enemy." The course will explore the biblical roots of the disclosure about "the neighbor" in the writings of Levinas, Derrida, Badiou, Santner, Reinhard, Zizek and others. Special attention will be devoted to biblical texts from Leviticus, Ruth, Jonah, the Gospels, and Paul.

Attribute: MTAM.

THEO 6042. The History of Jerusalem: Jewish, Christian, and Muslim Perspectives. (3 Credits)

In this course, students will learn about the ancient and medieval history of Jerusalem, from its Jebusite inhabitants before the time of King David through Suleiman's construction of the modern city walls in the 1540s and the later Ottoman years. Students will gain experience analyzing a variety of sources—biblical and qur'anic texts, exegetical materials, travel narratives, legal documents, maps, poetry, literature, art, archaeology, and architecture—and use a range of different (inter)disciplinary and theoretical lenses through which to study them.

Attributes: CEED, MTAH, MTAM, MTRB.

THEO 6048. Varieties of Biblical Reception. (3 Credits)

A select survey of privileged appropriations of the Bible and Christian ideologies.

THEO 6130. Matthew Mark and Method. (3 Credits)

This graduate seminar offers both detailed analysis of Gospels of Matthew and Mark and a survey of contemporary critical methods as applied to these Gospels. Sessions will examine the two texts through the lenses of Christology; Discipleship and Ethics; Feminist Criticism; Form Criticism; "Historical Jesus"; Literary Criticism; Political Theology; Postcolonial Criticism; Redaction Criticism; and Text Criticism.

Attribute: MTAM.

THEO 6192. The Greco-Roman Context of Early Christianity. (3 Credits)

This course creates a context for understanding the encounter of early Christianity with Greco-Roman culture by exploring Hellenistic and Roman history, politics, religion, social relations, economics, education, rhetoric, philosophy, literature, and the theatre.

Attributes: MTAH, MTAM.

THEO 6193. Law and Theology in Antiquity. (3 Credits)

Human speech about the divine has often been intertwined with discourses about the normative organization of human life. This class will discuss how the link between normativity and belief in a divinity manifested itself in ancient Judaism and Christianity (with forays into Roman religion and Zoroastrianism). While the seminar has a strong historical and diachronic component, the relationship between theology and law will be tackled through readings drawing on diverse perspectives in Biblical studies, religious studies, religious and legal anthropology, historical theology, legal theory, continental philosophy, psychoanalysis, and discourse analysis.

Attributes: MTAH, MTAM, MTRB.

THEO 6194. History, Theory, and Christianity. (3 Credits)

This course will provide a thorough introduction to recent developments in historiography and critical theory in light of the so-called "linguistic turn." It will also explore the methodological relevance of these theoretical shifts from the study of pre-modern Christianity/historical theology.

Attributes: MTAH, MTAM.

THEO 6195. Inventing Christianity: Apostolic Fathers, Apologists, and Martyrs. (3 Credits)

A seminar on the literature produced by Christ believers during the second and third centuries CE—the so-called "Apostolic Fathers," defenses of Christian faith and life, and accounts of the deaths of martyrs. The course seeks to comprehend the diverse ways in which Christian identity was shaped and to reconstruct the social experience of the early Christians.

Attributes: MTAH, MTAM.

THEO 6196. Early Christian Ritual. (3 Credits)

This graduate seminar surveys the evidence for ritual practices in the first few centuries of Christianity. Through engagement with theoretical literature on ritual and identity formation, we will explore what can be known about early Christian practices and interrogate our means of knowing it. Much of the course will focus on the rituals of initiation and their diverse interpretations in ancient sources, but other topics will be covered as time allows. Prior study of early Christian history and/or New Testament is recommended.

Attribute: MTAH.

THEO 6198. Self in Early Christianity. (3 Credits)

An examination of different notions of "the self" in early Christianity with particular attention to ancient ideas about status, gender, ethnicity, and cultural identity, as well as their implications for Christians in the pre-Constantinian era.

Attributes: MTAH, MTAM.

THEO 6211. Paul, Prisoner and Martyr: Political Theology in Early Christianity. (3 Credits)

A close reading of the authentic letters of Paul from prison (Philippians and Philamon), supplemented by an investigation of the image of Paul as the "prisoner of Christ" in Colossians, 2 Timothy, 3 Corinthians, the Acts of the Apostles, and the Acts of Paul.

Attributes: MTAH, MTAM, MVSG.

THEO 6214. Old Testament Theology. (3 Credits)

An examination of recent attempts to use the Old Testament as a resource for systematic theological thought. Among the topics to be considered are the nature of divine revelation in creation and history and the implications of the human response to that revelation.

Attribute: MTMC.

THEO 6300. Apostolic Fathers. (3 Credits)

A seminar in the body of first and second century Christian literature known as the "Apostolic Fathers," so as to gain an understanding of this literature as an expression of the life and thought of its authors and the churches in which it arose and was preserved. A secondary concern of the course involves the use of the Apostolic Fathers as historical sources for the reconstruction of the social experience of the early Christians.

Attributes: MTAH, MTAM.

THEO 6305. Introduction to Rabbinic Literature. (3 Credits)

In this course, students will explore the vast corpus of rabbinic literature and the historical, intellectual, religious, social, legal and political circumstances in which rabbinic Judaism developed in Palestine and Babylonia between the first and seventh centuries C.E. Students will gain experience reading different genres of rabbinic texts; become familiar with cutting-edge scholarship in the field; experiment with various methodologies in the study of late antiquity; and learn about a formative period in Jewish history.

Attributes: MTAH, MTAM, MTRB.

THEO 6360. Alexandrian Theology. (3 Credits)

Reading and interpretation of selected writings of Clement of Alexandria, Origen, Athanasius, Didymus the Blind, and Cyril of Alexandria, against the background of the pagan and Jewish traditions of Alexandria.

Attributes: MTAH, MTAM, MVSG.

THEO 6365. Cappadocian Fathers. (3 Credits)

A wide-ranging but analytic reading of the most important writings of Basil of Caesarea, Gregory Nazianzus and Gregory of Nyssa, with particular attention to the doctrine of the Trinity, to Christian anthropology, and to spirituality.

Attributes: MTAH, MTAM, MVSG.

THEO 6367. Byzantine Christianity: History and Theology. (3 Credits)

The graduate-level survey course introduces students to the theological ideas and historical transitions that captivated the minds of Eastern Christians from the 8th to the 15th centuries. Through a careful reading of primary sources (in English translation) and the scholarly debates about those sources, we will explore the Iconoclastic controversies, the expansion of Christianity to the Slavs, the experience of Christians living under Islamic authority, and a host of issues related to rupture between Eastern and Western Christianity. In most circumstances, successful completion of this course authorizes doctoral students in Theology to teach the undergraduate cognate course.

Attributes: MTAH, MTAM, MVSG.

THEO 6400. Theological Anthropology and Human Diversity. (3 Credits)

As the subdiscipline of "theological anthropology" speaks about the nature of our being human, how does it take into account the great variety in evidence among human beings? Particularities of race, religion, culture, disability, sexual orientation and gender will be placed in conversation with classic text.

Attributes: CEED, CEMT, PSTG.

THEO 6425. St. Augustine in Context. (3 Credits)

This course investigates the life and writings of Augustine of Hippo in the context of late antiquity including philosophical and religious influences upon him as well as the controversies and archeological remains of his ministry.

Attributes: MTAH, MTAM, MVSG.

THEO 6426. St. Augustine of Hippo. (3 Credits)

An introduction to the life and thought of St. Augustine that will include an examination of his principal theological controversies (e.g. against Manichaeism).

Attributes: MTAH, MTAM, MVSG.

THEO 6444. Medieval Modernists: Modern Appropriations of Medieval and Ancient Christianity. (3 Credits)

In twentieth century Europe, an astonishing range of intellectuals were animated and energized by the study of pre modern and early modern Christianity. For theologians, historians, philosophers, and literary figures, Christian medieval and patristic sources were galvanizing forces of transformation, and harbingers of ethical, theological, and political renewal. This course investigates the various appropriations of medieval and ancient Christianity from the Catholic *nouvelle theologie* movement (Henri de Lubac, M.D. Chenu, and Jean Danielou in particular), literature (Charles Peguy), philosophy (Hannah Arendt and Luce Irigaray), and historiography (Michel de Certeau), along with secondary works by Amy Hollywood, Joan Wallach Scott, and others.

Attributes: MTMC, MTMH.

THEO 6445. Affect, Emotion, and Religious Experience. (3 Credits)

This course examines recent work in affect theory and the history of emotions (and their philosophical antecedents) as potential resources for historical and theological accounts of religious experience.

Attributes: MTAM, MVSG.

THEO 6461. Mystical Theology. (3 Credits)

Examines the influences of Neoplatonic philosophy and the writings of Pseudo-Dionysius on medieval Latin Christianity, with attention to both "negative" theological language and reflection on the paths to and modes of union with God. Modern deconstructive, psychoanalytic, and feminist approaches to mysticism will also be considered.

Attributes: MTAM, MVSG.

THEO 6463. From Lollards to Luther. (3 Credits)

This course offers an introduction to the key themes, events, and thinkers of Christianity during the transition from what historians refer to as the late medieval to what they call the early modern period. Topics will include theological method; humanism; heresy and reform; gender; scripture; and the relationship between the church and civil society.

Attributes: MTAH, MTAM, MVSG.

THEO 6465. Asceticism and Monasticism. (3 Credits)

Early Christianity was an ascetic religion, but the practice of asceticism varied greatly. This course explores the ideas, practitioners, and controversies surrounding early Christian asceticism from the New Testament, through the introduction of organized monasticism in the fourth century, up to the advent of Islam. The course will also introduce students to the scholarly debates concerning various dimensions of early Christian asceticism and monasticism, including the impact of Jewish and Greco-Roman ascetic practices and how ascetic practices relate to questions of gender and sexuality in Early Christianity.

Attributes: MTAH, MTAM, MVSG.

THEO 6466. Hagiography. (3 Credits)

Although the hagiography genre employs elements of biography, its purpose was to inspire the pursuit of holiness rather than convey the "facts" of a sainted person's life. This course examines the production, stylization, and reception of hagiographic texts in multiple linguistic and cultural settings (Coptic, Greek, Latin, Syriac) in the premodern period.

Attributes: MTAH, MTAM, MVSG.

THEO 6467. Mysticism and Modernity. (3 Credits)

This graduate seminar will explore the global turn to the mystical or the spiritual by analyzing writings from 20th-century Protestant, Catholic, Jewish, and Islamic traditions.

Attributes: MTMH, PSNM.

THEO 6480. Christianizing the Barbarians. (3 Credits)

This course examines the "Christianizing" of pagan peoples (Roman, Germanic, Slavic) during the late ancient and medieval periods. We begin with two basic questions: What evidence is there for the "Christianization" of Europe? And how do we explain it?

Attributes: HGOH, MTAH, MTAM, MVSG.

THEO 6485. Doing Theology with Gustavo Gutiérrez: 50 years (1971–2021). (3 Credits)

The years 2021 and 2023 mark, respectively, 50 years since the Spanish and English publication of Gutiérrez' "A Theology of Liberation." While the book is central for understanding Gutiérrez' theological contributions, a fuller appreciation of his theology, its evolution, and the refinement of key ideas requires an examination of his theological thought across 50 years. This class will examine the roots and context (pastoral; ecclesial) that gave rise to Gutiérrez' initial essays in the 1960s, the reception and impact (not only theological but also social and political) of "A Theology of Liberation" in the 1970s, the growing emphasis on spirituality and biblical theology in the 1980s (e.g. "On Job"; "God of Life"; "We Drink from our Own Wells"), the focus on the colonial context of Latin America and on Bartolome de Las Casas in the 1990s, and his ongoing reflections on the poor and insignificant in light of the challenges of the 21st century (e.g. "On the Side of the Poor").

Attributes: MTMC, MTMH, PSJH.

THEO 6490. Christianity and Violence. (3 Credits)

This course explores the often ambivalent relationship between Christianity and violence in the pre-modern world. Readings include a broad range of primary sources including martyr acts, liturgical hymns, canon law, and Crusader chronicles as well as influential scholarly assessments of the history of Christianity and violence.

Attributes: MTAH, MTAM.

THEO 6505. Histories of Colonialism, Empire, Theology. (3 Credits)

This interdisciplinary course traces the interconnected histories of colonialism, European empire, and Christian theology in the 15th-20th centuries, with focus on the 18th-20th centuries. Special attention will be given to questions of historiography and theoretical method: the pairing of material history and philosophical/theological inquiry, the creation of "religion" as a discursive category, the role of Christian theology in funding, resisting, or augmenting imperial projects, and the diversity of Christian forms of like birthed in the circum-Atlantic world.

Attributes: MTMC, MTMH, PSJH.

THEO 6509. Theology and Religious Pluralism: Christian Tradition in a Religiously Plural World. (3 Credits)

This is a course on theological method in light of our contemporary context of religious diversity. The central question of the course is how Christian systematics is impacted by an awareness of religious difference. The investigation will explore Theologies of Religious Pluralism, Comparative Theology and Interreligious Dialogue, among other topics.

Attribute: MTMC.

THEO 6510. Socially Engaged Theology. (3 Credits)

This course will examine the tradition of theology engaged with social concerns and emerging from within broader social movements. Students will be invited to participate in current social projects with local organizations as part of our exploration.

Attributes: CEED, CEMT, MTMC.

THEO 6530. Modern Catholicism & Difference: Negotiating With Cultural & Religious Others (From 1534-Present). (3 Credits)

This course explores the ways in which Catholics – laity, monks and nuns, theologians, Church officials – have adapted to change, appropriated and resisted the presence of new neighbors, and built their own complex identities in negotiation with others. What difference does a deep, historical knowledge of modern Catholicism bring to the questions of difference in history we all ask today in the creation of social, political, and religious communities? Starting with the founding of the Jesuit order in 1534, themes will include efforts of the Dominicans in the Middle East, Jesuit missions, Catholic acquiescence and resistance to antisemitism during WWII, racism and racial justice, and more.

Attributes: CEED, CEMT, MTMC, MTMH.

THEO 6535. The Theologies of Karl Rahner and Sergius Bulgakov. (4 Credits)

This course will critically compare the theologies of Karl Rahner and Sergius Bulgakov.

THEO 6543. Aesthetics, Religion, and Modernity. (3 Credits)

This course will explore the rise of "aesthetics" as a category to supplant, explain, enrich, and/or revive religious discourse within the philosophical and economic projects of Western modernity. Focus will be given to the historical conditions that made aesthetics a compelling rival or reviver of traditional religious belief and practice in the 18th-20th centuries.

Attributes: MTMC, MTMH.

THEO 6544. Belief and Unbelief, Tolerance, and Intolerance. (3 Credits)

This graduate seminar explores two related phenomena: the historical development of varieties of religious belief and unbelief; and the practice of religious tolerance and intolerance in modern Europe and North America. Since course readings focus on major historical transitions in theological, social, cultural, political, and intellectual life, students will encounter a range of methodological approaches and source materials and will develop a broad interpretive framework for understanding Western religious history since the sixteenth century.

Attribute: MTMC.

THEO 6551. U.S. Religious History. (3 Credits)

This course consists of two parts: a survey of classic works in American religious history, followed by student immersion in archival work at manuscript collections in the New York City area. Students will conduct original historical research on sites of religious significance located in Metropolitan New York.

Attributes: MTMC, MTMH.

THEO 6553. Readings in American Religion. (3 Credits)

This course offers an historical study of theology in America that is attentive to contemporary discussions of theory, method, and historiography. Readings include primary and secondary sources in American theology and religious history from the coming of the Europeans to the 1980s. Topics may include: Colonialism and Borderlands Theologies, Puritanism, the American Enlightenment, Slave Religion, Evangelicalism, Transcendentalism, the Black Church, Immigrant Catholicism, New Thought, Mormonism, Social Gospel, Fundamentalism, U.S. Catholic Counterculture, Neo-Orthodoxy, U.S. Buddhism, Civil Rights, Liberation Theology, the Nation of Islam, and Eco-Theology.

Attributes: MTMC, MTMH.

THEO 6600. Modern Orthodox Theology. (4 Credits)

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

Attribute: MTMC.

THEO 6606. Theological Anthropology. (3 Credits)

This course will examine Christian understandings of the nature of the human person. In conversation with diverse anthropological, philosophical, cultural, and religious frameworks, a range of theological anthropologies in the modern and contemporary periods will be considered.

Attribute: MTMC.

THEO 6607. Christian Theologies of Salvation. (3 Credits)

The course will examine the Christian doctrine of salvation including themes such as atonement, grace, redemptive suffering, and the hope for liberation. The course will focus on how contemporary theologians critically and creatively dialog with traditional soteriologies to articulate salvation in light of the challenges of our times.

Attribute: MTMC.

THEO 6612. New Methods in Constructive Theology. (3 Credits)

This course explores current approaches that distinguish the field of constructive theology. Possible topics include: ethnographic research, theo-poetics, interreligious theology, techniques for new media and public theology, activism and advocacy, critical theories, and interdisciplinary approaches.

Attributes: MTMC, PSTG.

THEO 6615. Rahner, Lonergan, and Transcendental Method. (3 Credits)

Lonergan and Rahner represent two distinctive approaches to what is frequently called "transcendental method" (although Lonergan had reservations about the term as applied to him). This course will examine Lonergan's often neglected but crucial philosophical work insight, along with Rahner's more specifically theological writings. The two will be compared with each other as well as with contemporary and post-modern critics.

Attribute: MTMC.

THEO 6616. Contemporary Theology of the Trinity. (3 Credits)

An introductory survey of the historical development of the doctrine and an exploration of contemporary interpretations of the Trinitarian mystery in Lonergan, Rahner, and Muhlen.

Attribute: MTMC.

THEO 6620. God in Contemporary Theology. (3 Credits)

This course will offer a contemporary rethinking of the doctrine of God in the context of modern atheism, secularism, and the encounter of world religions, seen in the light of the history of theology. Topics covered will include the doctrine of the Trinity, human knowledge of God, and God and the world.

Attribute: MTMC.

THEO 6621. Encountering the Divine in Interreligious Perspective. (3 Credits)

This course is an investigation of diverse conceptions of the human encounter with the divine. Approaching the task through systematic Christian theology, this will include explorations of the doctrine of God and Christology. Thinking interreligiously, the investigation will explore diverse perspectives that emerge from varied wisdom traditions and religious practices.

Attribute: MTMC.

THEO 6630. Church in Contemporary Theology. (3 Credits)

Some contemporary ecclesiologies from the point of view of the Church's relationship with the world.

Attribute: MTMC.

THEO 6631. Missiology: Mission of Church in Age of Turmoil and Strife. (3 Credits)

The theology of the Church's Mission and its practice will be explored from global perspectives.

Attribute: MTMC.

THEO 6634. Black Theologies and the Decolonial Option. (3 Credits)

This course examines how black American constructive theologians engage with people's struggles for decolonization and racial freedom. Special attention will be given to recent insights in decolonial theories and the analysis of epistemology, race, gender, being, and economics.

Attributes: MTMC, PSRR.

THEO 6642. Political Theology. (3 Credits)

This course will discuss and critically analyze contemporary theologies of the political, with attention being given to the recent debate over political liberalism. Texts from a variety of theologians and theological perspectives will be examined, as well as recent attempts at political theology by non-theologians.

Attributes: MTMC, PSJH.

THEO 6651. The Liturgy: How Christians Worship. (3 Credits)

This course will focus on the Roman Catholic liturgy – leitourgia – the people's work for God. We will draw a list of topics concerning three areas: the theory of liturgical reform, the history of the "Mass," and related concerns for the liturgy, e.g., the role of justice, inculturation, feminist worship, music, and architecture.

Attribute: MTMC.

THEO 6652. The Liturgy: A Work of Praise and Justice. (3 Credits)

This course focuses on the Christian liturgy as the work of the people in praise of God. The fruit of this work is for the faithful to stand in right relationship with God and with one another, creating a just community.

Attribute: MTMC.

THEO 6653. Church as Sacrament: A Study in Christian Sacraments and Ecclesiology. (3 Credits)

This course is a study of the life of the contemporary church through the sacraments, the liturgy, and ecclesiology—its structural organization and ritual celebration. In light of the recent Amazon Synod (cf. Pope Francis, *Querida Amazonia*, Feb. 2020), special emphasis will be given to: 1) ecumenical issues, i.e., developing points of contact between churches while not diminishing doctrine; 2) inculturation, facing the current challenge of how we might "sing our song in a foreign land"; 3) promoting the liturgy that does justice so that the Eucharist becomes a true sign of Christian unity.

Attributes: MTMC, PSNM.

THEO 6657. Eucharist and the World Today. (3 Credits)

This course will put Eucharistic theology and practice in dialogue with concerns regarding hunger, violence, and exploitation in our contemporary world.

Attribute: MTMC.

THEO 6659. Latinx Theology. (3 Credits)

This class will analyze the diverse ways in which Latina and Latino communities in the United States have sought to speak of God and God's relationship to their marginal existence. The course will examine the origins of Latinx theology, the particular questions that have guided theologians working with Latinx communities, and the critiques and growing edges of the field.

Attributes: MTMC, PSRR.

THEO 6661. Ritual Contexts of the New Testament. (3 Credits)

This graduate seminar explores the diverse rituals of the ancient Mediterranean world, which help to illuminate the emerging ritual practices of early Christianity. Topics may include rites of initiation into communities, meals, marriage, prayer, song, exorcism, bathing, "magic," sacrificial worship, bodily markings, processions, epigraphic conventions, and more. As appropriate, theoretical approaches and scholarly works from the fields of ritual studies and liturgical studies will be integrated.

Attributes: MTAH, MTAM.

THEO 6671. Contemporary Christology. (3 Credits)

Current trends in Christological theology, including those of the post-Vatican II era (e.g., Rahner, Schillebeeckx, et. al.)

Attribute: MTMC.

THEO 6674. Ecological Theology. (3 Credits)

In the light of contemporary scientific understandings of the cosmos and attendant ecological concerns, this course will study reinterpretations of Christian doctrine and ethics of the last 40 years that have been in dialogue with these developments.

Attributes: MTMC, PSEV.

THEO 6676. Sexual Ethics. (3 Credits)

An in-depth examination and critical appraisal of current discussions in Christian theological reflection relating to human sexuality. Specific attention will be given to emerging paradigms for the ethical evaluation of sexual behaviors, identities, and relationships being advanced in light of developments in social mores and ecclesial consciousness.

Attributes: CEED, CEMT, MTMC, PSTG.

THEO 6710. Issues in Fundamental Moral Theology. (3 Credits)

Fundamental moral theology has undergone dramatic shifts in understanding since the moral manuals. It is now characterized by a pluralism in method and perspective that would have been inconceivable. This advanced seminar will examine several issues in the field of fundamental moral theology that have received recent critical attention.

Among these will be topics such as conscience and its formation, culturally entrenched social evil, change in magisterial teaching, the concept of natural law, the influence of cultural pluralism on moral formation and reasoning, and the role of the “sensus fidelium” in moral doctrine.

Attributes: CEED, CETH, MTMC.

THEO 6721. African American Theological Ethics. (3 Credits)

This course, which surveys African American theological and social ethics, is open to both M.A. and Ph.D. students.

Attributes: CEED, CEMT, MTMC, PSRR.

THEO 6731. Christian Ecological Ethics. (3 Credits)

This course examines distinctly Christian approaches to ecological ethics, including comparative historical perspectives, methods, and key topics.

Attributes: CEED, CEMT, MTMC, PSEV.

THEO 6732. Ethics and Economics. (3 Credits)

An examination of contemporary economic social issues with the aid of Catholic social teaching, and with a critical use of economic science. The social issues examined include—but are not limited to—poverty, pollution control, protectionism, unemployment, and inflation.

Attributes: CEED, CEMT, HULI, MTMC.

THEO 6733. Theology and Science. (3 Credits)

This graduate-level course attends to the history, methodologies, content of conflict, and major questions that have occurred at the intersections of scientific and theological inquiry.

Attributes: CEED, CEMT, HECH, MTMC.

THEO 6735. Ecological Ethics. (3 Credits)

This course considers the rise of ecological consciousness, environmental history, and ethical reflection in light of western philosophical and theological traditions. It aims to provide students with substantial, foundational knowledge in twentieth and twenty-first century environmental thought as well as emerging approaches to global environmental problems.

Attributes: CEED, CEMT, HECH, HULI, MTMC, PSEV.

THEO 6736. Feminist Theological Ethics. (3 Credits)

This course introduces students to womanist, mujerista, and feminist religious ethics in Protestant and Catholic traditions since 1970. The syllabus will contain texts on many topics, including sexuality, reproduction, ecology, violence, methodology, and others. Students are invited to bring their own topical and methodological questions to their research and to make suggestions about auxiliary readings.

Attributes: CEED, MTMC.

THEO 6737. God and the Mystery of Suffering. (3 Credits)

David Hume has articulated what many consider to be the problem of evil for Western theistic traditions. Indeed, for nearly 300 years, philosophers of religion and philosophical theologians have attempted to resolve the problem of the alleged inconsistency of God's infinite goodness, power, knowledge, and the reality of human suffering—especially the suffering of innocents. The presumption of the present seminar is simple. Hume's pithy rendering does not articulate the problem—or at least not the whole problem. In light of this presumption, this seminar shall critically examine the ways Christians have responded to suffering. The goal of this seminar will be to survey the history of responses to the problem of evil in Christian traditions and to evaluate those responses.

Attribute: MTMC.

THEO 6738. The Mystical-Prophetic Turn in Modern Catholic Theology. (3 Credits)

The course analyzes the thought of Johann Metz, Gustavo Gutierrez, and David Tracy as responses to the challenges of late modernity. By identifying the authors' contexts and influences, investigating their central ideas, and engaging their critics, the course explores the philosophical and theological implications of the mystical and prophetic traditions of Christianity retrieved by political, liberation, and public theologies for contemporary thought. Other thinkers to be considered include: Rahner, Lindbeck, Ratzinger, Balthasar, Gadamer, Adorno, Ellacuria, Johnson, Goizueta, Dionysius, John of the Cross, and various biblical authors.

Attributes: MTMC, MTMH.

THEO 6740. Catholic Social Thought and Praxis. (3 Credits)

This course will examine Catholic social thought as found in the social encyclicals, emphasizing their theological contexts, social scientific constructs, historical background, and philosophical presuppositions.

Attributes: CEED, CEMT, MTMC, MTMH, PSJH, SOIN.

THEO 6745. Sociology of Religion. (3 Credits)

In this advanced seminar, students will analyze original texts of the classic theorists of religion—including Emile Durkheim, Max Weber, Clifford Geertz, Peter Berger, Mircea Eliade, Mary Douglas, and Robert Bellah. Topics will include secularization theory, theodicy, ritual, symbolism, religious evolution, and the religious roots of social change. Our investigation of religion in the contemporary world will lead us to investigate religious congregations and phenomena, including civil religion, generational change, popular religiosity, and spirituality.

Attributes: CEED, CEMT, CETH, MTMC.

THEO 6757. The Interplay of Ethnography and Scripture in Religion/Theology. (3 Credits)

When theologians conduct ethnography, do they become anthropologists? This course takes it as a starting point that the answer is “not exactly,” and explores the differing theoretical and practical insights that emerge when theology and religious studies scholars try to understand what it really means to animate sacred, over-determined texts in contemporary contexts.

Attributes: MTMH, MTRB.

THEO 6760. Islam, Christianity, Liberalism. (3 Credits)

"The Clash of Civilizations," a theory that has gained some currency in the last two decades, broadly holds that the fault line of conflict in the world today is between "Islam" and some conception of "Christendom." Several recent debates, however, around, for example, women's proper role in society, LGBTQ+ issues, and the rights and responsibilities of free speech, suggest that insofar as the world is ideologically bifurcated, it is between "the traditional values of Islam/Christianity/Judaism" and "liberalism," broadly defined. This class probes questions like: Is it fair to identify liberalism with Christianity, or Christian-majority countries and societies, as many Islamic traditionalists do? Is it fair to assume that traditional Islam does not hold any of the values we would associate with liberalism? What is liberalism, exactly? Is it an unambiguous social good? What are the complaints of its opponents? And what does all of this mean for religious traditions in the 21st century? These questions will be of interest to students of both the ancient and modern world.

Attributes: MTMC, MTMH, MTRB.

THEO 7222. New Perspectives on Paul. (3 Credits)

This course will examine contemporary interpretations of Paul from the post-World War II period to the present. Topics will include the so-called "New Perspective" and recent engagements with Paul in continental philosophy.

Attribute: MTMC.

THEO 7731. Religion and Revolution. (3 Credits)

Using El Salvador (1975-1995) as a case study, the course will examine theological and socio-political questions that emerge when believers engage in revolutions. Primary focus on theological figures and themes such as Oscar Romero, Jean Donovan, Ignacio Ellacuria, comunidades de base, the preferential option for the poor, and Christology, will be supplemented with interdisciplinary reflection on critical theory (Marx et al.), postidealist epistemology (Zubiri), and postcolonial identity (Bhabha).

Attribute: MTMC.

THEO 7736. Bioethics. (3 Credits)

This course attempts to put the Roman Catholic and broadly Christian bioethical traditions in conversation with their secular interlocutors -- toward the end of examining whether or not these traditions have a place in public bioethical discourse and what that contribution might look like. Among the issues to be examined are distribution of healthcare resources, reproductive and other biotechnologies, the moral status of 'the other' in bioethics, and withdrawal/ refusal of medical treatment.

Attributes: CEED, CEMT, HECH, MTMC, PSEV.

THEO 7738. Animal Theology and Ethics. (3 Credits)

A study of the theological, philosophical, and moral status of non-human animals--particularly in the context of a Western throwaway culture.

THEO 8998. IUDC Consortium Tutorial: Advanced Syriac Readings. (3 Credits)

This course is an independent study/tutorial for IUDC Consortium students from member schools, and offers an exploration of linguistic and theological aspects of Syriac writings from Late Antiquity.

THEO 8999. Independent Study. (0 to 4 Credits)

Independent Study.

THEO 9000. Professional Development Seminar. (0 Credits)

The seminar introduces advanced doctoral students to the job search process, provides help in compiling a strong application dossier, prepares students for interviews and job talks, advises students about negotiating offers, and assists students in strategizing their career paths within and beyond the academy. In addition to a number of seminar meetings, students will receive individualized attention, help editing their application materials, and practice with interviews and job talks.

THEO 9999. Dissertation Direction. (1 Credit)**THEO MTNC. Maintenance-Theology. (0 Credits)**

Torts (TOGL)

TOGL 0108. Torts. (4 or 5 Credits)

A study of the causes of action arising from breaches of legally recognized duties relating to the protection of person, and property, including the traditional tort actions and new and developing areas of tort liability. Various defenses, immunities and privileges are discussed. The course includes a critical analysis of the fault concept of liability.

Attribute: LMCO.

TOGL 0203. Torts at the Supreme Court. (2 Credits)

Even though the common law of torts is predominantly a matter of state law, the United States Supreme Court has taken up a variety of important tort issues over the years. These include, among others: punitive damages, federal preemption in products liability cases, qualified immunity in constitutional torts, and the treatment of public figures in the law of defamation and privacy. We will explore a range of tort cases at the U.S. Supreme Court from the past, as well as those that are before the Court in the 2019 Term. Students will do class presentations and a take-home final examination. A key goal of the class/seminar will be to involve students in debates about current tort and constitutional law issues that are being and have been before the United States Supreme Court. Just right for those interested in Torts or Constitutional Law.

Attributes: LDE, LLM.

TOGL 0226. Advanced Torts: Defamation and Privacy. (2 or 3 Credits)

Tort law recognizes that people use words and images to injure one another; through causes of action in defamation and privacy, it provides the victims of these injuries with redress. This course digs deeply into both the common law and the constitutional law governing this field of litigation, which has expanded dramatically over the past decades. We will discuss both the historical "great cases" of the field as well the issues dominating recent debates, including -- for example -- the viability of the Warren Court's First Amendment protections of print media and the actionability of privacy invasions on the internet. The course grade will be based principally on a take-home final.

Attributes: INLJ, IPIE, LLM.

TOGL 0227. Constitutional Torts. (2 Credits)

This course will explore issues concerning how private individuals obtain remedies against governmental actors for violation of their constitutional (and sometimes statutory) rights. The class will address prerequisites to relief, such as the state action doctrine, and will touch on substantive rights such as substantive and procedural due process, the 4th Amendment right to be free from unreasonable search and seizure, and the 8th Amendment right not to be subjected to cruel and unusual punishment.

Attributes: INLJ, LMCO.

TOGL 0360. Consumer Financial Protection Law. (2 to 3 Credits)

Consumer spending is a multi-trillion dollar sector that drives the U.S. economy. This course provides an overview of the consumer finance system—the way in which consumers finance and manage their consumption—and examines the business, economics, politics, and regulation of this sector of the economy. Consumer finance is a business-to-consumer industry, and this course focuses on both consumer and financial institution concerns in transactions. The course examines the regulatory structure and methods of consumer finance regulation, as well as the specific economics and regulation of major consumer financial products. Considerable attention will be given to the Consumer Financial Protection Bureau and its powers and politics. The course's coverage will roughly tracks the authority of the CFPB: deposit accounts, payment products (debit and credit cards), credit products (credit cards, mortgages, payday, and auto loans as well as debt collection and restructuring services), some insurance products; and advice and restructuring services. Attention will also be given to how financial institutions finance their operations, access to financial services, and to the special role of consumer finance in the socioeconomics of the middle class.

Attributes: BFE, CORC, CRCP, INLJ, LAWB, LLM.

TOGL 0780. Business Torts. (2 Credits)

Students will demonstrate a basic understanding of commonly litigated business torts, including the basics of the economic loss rule, misappropriation, fiduciary duties, deceptive marketing, business disparagement, misappropriation of trade secrets and trademark. Students will be able to recognize situations in which these causes of action are available and analyze those causes of action.

Attributes: LAWB, LLM.

Urban Education (UEGE)

UEGE 4999. Service Learning-4000/5000 Level. (1 Credit)**UEGE 5102. Historical, Philosophical, and Multicultural Foundations of American Education. (3 Credits)**

This introductory course examines the historical and philosophical roots of public education and discusses how this system is related to the social, multicultural, political, and economic life of the nation. As a course in educational foundations, this course examines the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups, and the ways in which those differences influenced schooling cultures and processes.

Attributes: LALS, LASS.

UEGE 6241. Urban Education: Problems and Perspectives. (3 Credits)

In this course, students analyze issues, trends, and innovations most likely to shape urban education delivery systems in the future. As part of this course, students will develop their capacity to advocate for or act on behalf of children, families, and caregivers, particularly those who are most marginalized in public schools and other educational institutions and their communities.

UEGE 6243. The Impact of Prejudice on Minority Groups in America. (3 Credits)

Examines the institutionalized nature of prejudice and the cultural, economic, and social status of selected minority groups.

UEGE 6330. Urban Sociology and Education. (3 Credits)

An analysis of group values, mobility patterns, and intergroup relations as they affect metropolitan school systems. Emphasis on the education of ethnic minority groups.

UEGE 9990. Independent Study. (1 to 3 Credits)

Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires the approval of the professor directing the study, the division chairperson, and the associate dean of academic affairs.

Urban Studies (URST) Undergraduate Courses

URST 1999. Tutorial. (1 Credit)

Independent research and reading with supervision from a faculty member.

URST 2999. Tutorial. (2 Credits)

Independent research and reading with supervision from a faculty member.

URST 3070. Urban Design. (4 Credits)

A studio course in urban design for public spaces, neighborhoods, urban districts, campuses, parks, infill developments and expansions. A major design project is prefaced with research in urban design history, infrastructural technologies, case studies, and diagrammatic analysis. Portfolio layouts. Field trips, workshops, lab fee, and office hours visits are required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

URST 3340. Urban Psychology. (4 Credits)

"How does living in a large city impact us—our inner personality, outer behavior, values, and relationships?" This interdisciplinary urban studies course focuses on this question, including the methods and findings of behavioral research on: the growth of cities, crowding, prosocial and antisocial behavior, primary and secondary relationships, ethnicity, happiness, deviance, pace of life, urban personality, the future of cities. This Fordham course meets three days weekly (Tues/Wed/Thurs), including related excursions and fieldwork on city life in New York City. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

URST 3800. Internship. (3 Credits)

Supervised placement for students interested in work experience.

URST 3999. Tutorial. (3 Credits)

Independent research and reading with supervision from a faculty member.

URST 4800. Urban Studies Internship. (4 Credits)

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

URST 4890. Research Seminar. (4 Credits)

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

URST 4999. Tutorial. (4 Credits)

Independent research and reading with supervision from a faculty member.

Graduate Courses

URST 5000. Issues in Urban Studies. (3 Credits)

Required foundation course for M.A. in Urban Studies. Introduces students to current debates in urban studies and to modern urban theory. Themes covered include: immigration, race and ethnicity, urban culture and history, urban sociology, urban planning, city and globalization.

Attributes: DATA, HULI, PMMA, PSIC, PSNM.

URST 5020. Urban Political Processes. (3 Credits)

Examines urban political systems concentrating on the primary institutions and processes that comprise the urban milieu. Focuses on the major theories and approaches that attempt to explain urban politics and urban political systems.

Attributes: INST, ISIN, PMMA, PSIC.

URST 5025. Urban Social Movements. (3 Credits)

This course will introduce students to the interdisciplinary study of urban-based activism. We will examine why cities have been central to the development of protest and resistance, how social movements form, and how they change urban spaces. Using a variety of case studies from ongoing movements over housing rights, labor, immigration, sustainability, and public spaces, it will give students the methodological and conceptual tools to design and carry out studies of urban social movements.

URST 5030. American Suburb: Rise and Fall. (3 Credits)

Examination of 19th Century origins of suburb as counterpoint to the city and the role of nature in shaping the design of this new form of country living. The twentieth century transformation of the suburb into the American dream will be evaluated in light of the resultant sprawl and the policy critiques of this pattern of growth. The class project will involve the design of a sustainable suburb for the 21st century.

Attribute: HIST.

URST 5035. City and Climate Change. (4 Credits)

This course is an examination of the impact of climate change and sea level rise on cities. It covers international examples as well as American cities, with particular focus on the New York metropolitan area. There are weekly readings and discussion. Experts from various interdisciplinary fields form part of the material developed in this course. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PSEV, PSIC.

Prerequisite: URST 5000.

URST 5040. Urbanism. (3 Credits)

Overview of urban philosophy and urban planning theory in the modern period with emphasis on contemporary scholarship as well as planning methods and techniques. Course scope is international.

Attributes: INST, ISIN.

URST 5045. Informal Cities. (3 Credits)

This course will examine informal organization as it takes place under the impact of political crisis, natural and manmade disasters, and the ongoing crisis of poverty. A variety of sources will be used including written records, films, and imagery.

Attribute: PSIC.

URST 5055. Urban Infrastructures. (3 Credits)

This course will introduce students to the multidisciplinary study of the systems that sustain and connect cities (including transportation, electricity and water, media, digital technologies, and waste management), with a focus on the social and political sides of urban infrastructures. We will examine cases from across the world, with an emphasis on the global South and New York City.

URST 5066. Urban Health and Environment. (3 Credits)

This course will examine the intersection of urban life, the urban environment, individual and community health, and public policy. In doing so, it will examine the evolution of urban public health problems, the urban environment, and the role and responsibility of the political system to respond to individual and community health issues in urban settings. A variety of approaches to the study of urban public policy as well as selected issues from the study of urban public and environmental health will be highlighted.

Attributes: CEED, CETH, ENST, ESEL, PSEV, PSIC.

URST 5070. Environmental History of the American City. (3 Credits)

A survey of New York City's history that emphasizes its changing economy, ecology, geography, and society over 400 years. Subjects include the political economy of poverty, the global outreach of New York, its capacity to change the environment of other places, and urban redevelopment. Students will conduct preliminary research and prepare a prospectus for a research project.

Attributes: ENST, ESEL, ESHC, PSEV, PSIC.

URST 5080. On the Waterfront: Maritime New York History and Policy. (3 Credits)

This course will explore the rich exchange of goods and people which made New York a "river city," the problematic legacy of that long maritime history, and the complex array of public policy questions that are redefining our relationship to the edge.

URST 5081. Brooklyn Waterfront: The Social Production of Space. (3 Credits)

This course examines the social, economic, ideological, and technological forces that produced the new Brooklyn waterfront. Brooklyn Bridge Park is the case study and focuses on its historic transformation from a ferry landing and the largest private freight terminal in the world into a public waterfront park at the beginning of the 21st century. The course explores the role of public policy, community debates, as well as the historical memory, visual images, and local uses that shaped the new vision of this space. Field work and research at the Brooklyn Historical Society required.

URST 5090. Lincoln Center Arts. (3 Credits)

Considers the performing and visual arts and how they are mediated by the stature of the Lincoln Center complex. Topics include John D. Rockefeller 3rd's dream, the politics and design of the complex, Robert Moses and Lincoln Square, history of the arts in NYC, politics and economics of the arts.

Attribute: PSIC.

URST 5091. Art Communities and Urban Aesthetics. (4 Credits)

This course explores the relationship between art communities and urban spaces through questions such as: Which aspects of urban life affect art and artists? When national politics and economics bear on cities, how does that in turn bear on the art scene? Using “the right to the city” as a framework, we will draw links between neoliberal policies, urban space, and visual culture, with special attention to politically engaged art. Discussions will consider such questions as: Can a local art scene affect the city? Why and how do individual artists organize within a city to develop art or address social problems? We will read about the ways art movements, affected by social and political movements, interact with urban phenomena in several specific cities across the globe, from East Asia, Africa, the Middle East, to the Americas, and from a modest scale, like the capital of Jordan, to “megacities” like Singapore. Readings and documentary films introduce students to modes of cultural engagement and resistance in relation to the urban public sphere, such as establishing alternative art spaces, women’s cultural organizations, and art used for protest, as in the Arab Spring and Black Lives Matter. In addition to class meetings, students will conduct field visits to art spaces in the New York City, such as art collectives, archives, and galleries. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: URSG.

URST 5095. Space, Place, Immigrant Cities. (3 Credits)

This course will introduce students to the main issues and current debates on immigrants in large urban areas in the U.S. Due to their density, cities represent microcosms of interaction and identity formation among and between different groups. This often manifests itself spatially, as certain neighborhoods become centers of residence and territorial concentration for immigrants. In the process of settling, immigrants also start identifying strongly with their space of settlement. This course will focus on the contemporary manifestations of immigrant settlement in cities, while also paying attention to new settlement patterns in reconfigured metropolitan spaces.

Attribute: PSIC.

URST 5140. Themes in Urban Public Policy and Power. (3 Credits)

This course surveys a series of issues and ideas in urban public policy in order to understand why urban actors compete, what power means to them, and what sorts of dynamic policy issues they confront.

Attributes: PMMA, PSIC.

URST 5252. Urban Theory and the Modern City. (3 Credits)

Provides an overview of key theory themes of the 20th/21st American city and explores the modern city at the crossroads of socio political study and interdisciplinary urban research. Themes include city and society, class and urban space, urban poverty, race and culture, diversity in the global city, crisis and conflict, gender and sexuality, sovereignty, just cities, sanctuary cities, and more.

Attribute: PSIC.

URST 5900. Global Cities. (3 Credits)**URST 6080. Urban Studies Fieldwork. (1 to 6 Credits)**

Required internship or field research in New York City or another large scale US or foreign city, depending on student interest. Students must have completed 12 credits and received approval from program director to enroll in this course. The field study may be related to the required research project. Maintenance- open enrollment.

URST 6200. Research Skills in Urban Studies. (3 Credits)

Introduces students to urban research methods, setting up research design including deriving hypotheses and conclusions and the application of qualitative and quantitative approaches.

Attribute: DATA.

URST 6999. Urban Studies Research. (1 to 4 Credits)

Required research leading to completed master’s thesis or project. It requires completion of 12 units and URST 6080, as well as program approval.

URST 7999. Urban Lab. (4 Credits)

Graduate course with field study component on specific urban topics. Co-taught by faculty across the university and open to all graduate students. Focuses on applied urban research and community engagement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

URST 8100. Urban Studies Internship. (0.5 to 6 Credits)

This is an internship course for graduate students working on internships, and for international students working on their Curricular Practical Training (CPT). .5-6 credits.

URST 8999. Independent Study. (1 to 4 Credits)

Visual Arts (VART)

VART 1055. Figure Drawing. (4 Credits)

This course focuses on the study of the figure through direct observation. Various techniques of rendering and diverse media will be explored. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VAPD.

VART 1101. Urbanism. (3 Credits)

A historical introduction to the issues, principles and processes of urban design in western societies. Lectures will trace the evolution of selected cities (from ancient Athens to contemporary Los Angeles) taking into consideration the design decisions that have affected our built environment and urban culture. Field Trips. (Satisfies Fine Arts core requirement).

Attributes: ACUP, AMST, APPI, ASHS, FACC, FRFA, INST, ISEU, ISIN, URST, VABE.

VART 1111. Intro to Art & Engagement: Protest, Participation, the Public and other Performance Practices. (4 Credits)

In this course we will explore engaging—with communities, social issues, and other real life matters—as an art form. “Engaging” is a verb that signifies an action—so rather than focusing on producing objects we will focus on carrying out activities, such as: lectures, workshops, debates and the dissemination of information. We will frame this work—our engagement with the real world—as performance. Art objects we make in conjunction with these performances may include zines, poetic instructions, drawings, paraphernalia and videos. This CCEL course includes encounters and collaboration with community partners. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, NMDD, PJSJ, PJST, SL, THEA, VAAE.

VART 1124. Photography I. (4 Credits)

Instruction is offered in basic camera and darkroom techniques of black-and-white photography. Class will also include critiques of students' work and discussions of aesthetic questions pertaining to photography. Additional darkroom hours required. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COMM, VAPH.

VART 1128. Introduction to Digital Photography. (4 Credits)

This class is an introduction to the fundamentals of digital photography. The objectives are to understand camera usage, demonstrate control of image editing and printing, and develop a personal vision. Instruction methods will comprise technical demonstrations, lectures, critiques, screenings, and field trips. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAT, NMDD, VAPH.

VART 1135. Visual Thinking. (3 Credits)

A foundation course in visual communication. The course will cover the following topics: visual perception, composition, light and color, drawing perspective, words and images, graphic design, and photography and photo montage.

Attributes: COMM, FACC, FRFA, NMAT, NMDD.

VART 1138. Watercolor Painting. (4 Credits)

An introductory course in watercolor exploring the possibilities of the medium. Students will develop an understanding of value, color and composition while using techniques such as wet into wet, dry brush, washes and layering. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VAPD.

VART 1150. Drawing I. (4 Credits)

Work in pencil, ink, charcoal, and other graphic media designed to involve students in various approaches and attitudes toward representation and expression in drawing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VAPD.

VART 1160. Architectural Language. (4 Credits)

(Formerly VART 2060 - Architectural Design I.) Introducing the basic language of 3D form and space making, this studio course involves students in the process of architectural vision, critique, analysis and creation. Emphasizing short, elementary in-class assignments, students learn to use the same tools –sketching, diagramming, scale model making, and computer modeling and animation– used by design professionals to shape our world. Lab fee. All are welcome. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: URST, VABE.

Mutually Exclusive: VART 1161.

VART 1163. Computer Drafting for Architectural Interiors and Stage Designs. (4 Credits)

Work with Vectorworks, Rhino, and Sketch Up CAD software to draw existing architectural interiors then redesign and renovate the spaces; as well as create Theatrical Designs for theatre stages and special corporate events that are site specific at locations around the city. This course is intended for VART Architecture and THEA Design students but is open to anyone interested in learning about Computer Drafting and Design. Offered at FCLC 1st Summer Session. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VABE.

VART 1180. Painting I. (4 Credits)

An introductory course in painting, emphasizing basic formal and technical concerns. Acrylic paints will be used. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VAPD.

VART 1219. Sculptural Methods. (4 Credits)

This course is designed for visual arts majors and non-majors who are looking to explore sculpture as a part of their ongoing work or interests. Over the monthlong summer session, each student will learn introductory ideas and technical skills when making art in three dimensions. Hand forming, basic casting techniques, making models, in addition to the utilization of digital media and readymade objects are among the topics to be covered. The aim of this course is to concurrently develop processes with concepts—to consider, form, and reflect on an individual's actions while in the studio. Ideas are just as important as their material manifestations; therefore, participation, discussion, and textual expression are encouraged. In addition to studio work, students will have the chance to visit galleries and museums, and learn about contemporary practitioners of the field. Toward the conclusion of the session, each student will develop a cumulative final project that presents their respective interests and research through sculptural means. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 1265. Film/Video I. (4 Credits)

An introduction to film/video production techniques used to make short projects. Students will study composition, lighting, and editing in creating their own Super 8 mm film and digital video work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COMM, FIPR, FITV, NMAT, NMDD, VAFV.

VART 1800. Internship. (1 Credit)

Internship in Visual Arts.

VART 1995. Phone to Book. (4 Credits)

Phone to Book is an introductory course that uses smartphones to generate images, which are then carefully sequenced into bound books through print, on-demand publishing platforms. Creating digital images and quality photographic books has never been more accessible thanks to current technology; nevertheless, traditional questions remain: what is a good image, and how does picture sequencing influence meaning? This course introduces students to basic phone camera usage and digital editing techniques, along with traditional photographic concerns and editorial strategies. Further, through demonstrations, assignments, and critiques, Phone to Book provides a balance between technical and aesthetic matters relating to photographic practice. By the conclusion of the course, each student will have produced a book of original content that is intentionally structured and thoughtfully designed. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAT, NMDD.

VART 1999. Tutorial. (0 to 1 Credits)

Independent research and readings with supervision from a faculty member.

Attributes: VABE, VAFV, VAGD, VAPD, VAPH.

VART 2003. Graphic Design and Digital Tools. (4 Credits)

In this course, students will be introduced to the visual language and professional applications of graphic design. The Adobe Creative Suite's digital design programs are introduced through tutorials, workshops, and assignments. Through hands-on projects, presentations, research, and discussion, students are encouraged to learn about the history and current practice of design, as well as to develop their craft and creative voice. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, COMM, NMAC, NMAT, NMDD, NMMI, VAGD.

VART 2040. Elements of Architecture. (4 Credits)

This course introduces the foundational principles of architectural design in a studio environment, where students can develop the basic skills needed for architectural study. A series of design projects will cover a range of architectural explorations around space, surface, scale, and sequence. These four elements will be supplemented by research into general areas of architectural history, artistic concepts, neighborhood dynamics, and site analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ESEL, ESSD, THEA, URST, VABE.

VART 2050. Designing the City. (4 Credits)

This is a creative and practical studio course in urban design, focusing on the relationship between people and the built environment. A series of analytical mapping exercises is organized across many scales, from the street to the larger neighborhood. Students will then learn and use computer software to visualize project interventions in public places in New York, practicing the imaginative art of the possible. Recommended to Urban and Environmental Studies students, but open to all. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ENST, ENVS, EPLE, ESEL, ESSD, URST, VAAE, VABE.

VART 2055. Environmental Design. (4 Credits)

This introductory course explores the physical relationship between mankind and nature. Slide presentations, field trips and readings will outline the histories and forms of settlement patterns, landscapes and gardens, and our increasing interest in sustainable development, renewable energy and conservation. Sketching, design and model-building in landscape settings. Intended for design, history and science students. Required field trips and lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASAM, ENST, ENVS, EPLE, ESEL, ESSD, SOIN, URST, VABE.

VART 2070. Architectural Design. (4 Credits)

This is a design studio course that synthesizes contextual, artistic, environmental, and functional requirements in the design of landscapes, public spaces, buildings, and furnishings. A series of design project proposals is prefaced by exercises in analysis, skill building, theory, critique, and fabrication. (Formerly VART 2060/3070 Architectural Design)

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

Attributes: ENST, ESEL, ESSD, THEA, URST, VABE.

VART 2080. Interior Design Through Form, Function, & Light. (4 Credits)

Introduction to Interior Design will explore how form, function, and light are integral to the design process when creating a welcoming and dynamic space. We will design our own interiors from personal domestic spaces to large scale public spaces. We will work on renovation projects as well as new construction. We will explore basic design principles and learn how to apply design elements that support your style choices and help you communicate your ideas. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VABE.

VART 2099. Ethics in Architecture and Design. (4 Credits)

Is it possible to create designs that benefit everyone? This course explores the moral principles that govern a designer's choices, and the dynamics—such as power, privilege, convenience, fear, and economics—that can get in the way of these principles. Students will be given resources to engage in conversations and will be prompted to challenge thinking related to morals and values within design decisions. Students will use model making, sketching, and Adobe Suite to conduct a series of creative design exercises. Our duty as designers is to ensure that we are creating for the greater good. This course will investigate if and how we as designers can accomplish that. No prior design experience is necessary for this course. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: VAAE, VABE.

VART 2121. Abstraction. (4 Credits)

We think abstractly and routinely navigate the complex abstract structures of our world. Abstract art- the major art form of the last century has tried in many different ways to come to grips with this situation. This course rather than treating abstraction as a style considers it as a way of thinking visually as a structure for creativity and expression. Working across material disciplines, the course will employ painting, drawing, and three dimensional techniques. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VAPD.

VART 2130. Painting II. (4 Credits)

Intermediate instruction is offered in painting. Emphasis will be placed on developing individual approaches to the solving of creative problems within the context of 20th-century historical and critical concerns. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VAPD.

Prerequisites: VART 1150 or VART 1180.

VART 2140. Collage and Mixed Media. (4 Credits)

A course emphasizing the formal, material and thematic exploration inherent in collage and mixed media techniques. Different visual disciplines and approaches will be combined to produce two- and three-dimensional work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VAPD.

VART 2150. Drawing II. (4 Credits)

A workshop in various techniques and media. Field trips to museums and galleries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VAPD.

VART 2185. Photography II. (4 Credits)

In this course, students will initiate specific photographic projects, which they will pursue throughout the semester, and further develop their personal vision. Instructional methods will include technical demonstrations, lectures, critiques, screenings, and field trips. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COMM, NMDD, VAPH.

Prerequisites: VART 1124 or VART 1128.

VART 2196. Large-Format Photography. (4 Credits)

Large format-view camera technique, which produces large negatives and permits extraordinary image control, will be taught along with medium photography in this intermediate level class. Students will work on short, specific technical assignments as well as a long-term individual project. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VAPH.

VART 2222. Art of the Interview. (4 Credits)

The historic neighborhood of San Juan Hill was razed in the 1950's to make way for Fordham College at Lincoln Center, the Lincoln Center for the Performing Arts, and other developments, as part of the Lincoln Center Urban Renewal Plan. With the support of Fordham's Center for Community Engaged Learning, we are creating a new archive of oral histories with elders who remember Lincoln Center before it was Lincoln Center. We work with software such as Reaper, Audacity and MAX (no experience required) to create sound installations, podcasts and live performances—when possible and appropriate, in collaboration with our interviewees. Readings include artist publications and articles on history and sound studies. The original full-length unedited interviews will be added to our class's Lincoln Square Oral History Project digital archive: <https://research.library.fordham.edu/lincolnsquare/> Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ANTH, ASAM, HIST, NMAT, NMDD, SL, THDP, URST, VAAE, VAFV.

VART 2265. Film/Video II. (4 Credits)

Advanced film/video production techniques will be explored as students complete several projects over the course of the semester. Students will shoot 16mm film and video and learn sound design and post-production digital effects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COMM, FIPR, FITV, NMAT, NMDD, VAFV.

Prerequisite: VART 1265.

VART 2400. Fundamentals of Website Design. (4 Credits)

This class will introduce the key concepts in designing and building websites from an aesthetic and technical perspective. Through lecture, critical analysis and hands-on assignments students will learn how to design and build a creative and effective website. The focus of the class will be on presenting and exploring the fundamental industry standard programming language and website practice: HTML, CSS, Navigational Structures, interactivity, and Information Architecture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAT, NMDD, VAGD.

Prerequisite: VART 2003.

VART 2424. Art and Action on the Bronx River. (4 Credits)

This course is designed around direct experiences with the Bronx River, which flows only a few minutes' walk from the Rose Hill campus. The river is a critical urban landmark, a scenic dividing line that runs from Westchester County to the East River. Throughout the semester, we will study the history of the river, its ecology, its relationship to surrounding communities, and its connection to New York City's watershed. Walking, collecting, observation, and boating are some of the actions that might be combined with creative processes throughout the semester. We will also explore contemporary artists whose work combines social practice, activism, and environmental action. This is a visual arts class; however, experience in the creative arts is not required to be successful in this course. Assignments will be experimental in nature and may include drawing, photography, creative writing, and alternative research techniques. Throughout this course we will directly engage with the Bronx River Alliance, a nonprofit dedicated to promoting and protecting the river. We will also engage with the river itself. The engagement is what gives this course a CCEL designation. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, APPI, ASHS, ASRP, ENST, ESEL, ESSD, NMDE, SL, VAAE, VAGD, VAPD, VAPH.

VART 2500. Typography and Design. (4 Credits)

Structured as a lab course, the fundamental perception, concept and method of graphic design will be introduced through a series of set projects and exercises. We will explore how graphic design can engage, inform and challenge the viewer as well as how the design of visual communication is influenced by social, political and cultural issues. Through lectures, slide presentations, assignments and class discussions, we will examine the formal aspects of typography, the relationship between type and image, and the impact of new technologies on design practices today will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAT, NMDD, VAGD.

Prerequisite: VART 2003.

VART 2545. Projects and Concepts. (4 Credits)

A multi-media studio course that emphasizes creative solutions to a varied series of visual problems. The student will be able to use painting, drawing, collage, photography, sculpture, and video, as well as installation and performance to make artworks that "think out of the box". Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VAPD.

VART 2550. Book and Zine Design. (4 Credits)

All students with an interest in self-publishing are welcome to the class. The focus will be on the design, layout, and production of a publication from the cover to the copyright page. You will learn through weekly assignments and readings about design, type, paper, and binding techniques. We will look at and critique the numerous "indie" publications available, and the final product will be a self-published book, "zine," or chapter book. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COMM, NMAT, NMDD, VAGD.

Prerequisite: VART 2003.

VART 2600. Type in Motion. (4 Credits)

Type no longer lives in a static environment. It does not stand still; it jiggles, expands, inflates, rotates, and morphs. In other words: Type is now in constant motion. In this course, we will explore the capabilities of typographic animation using Adobe After Effects. Through hands-on assignments, tutorials, guest lecturers, and the observation of current trends, students will gain an understanding of composition and storytelling, with an emphasis on cause and effect. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAT, NMDD, VAGD.

Prerequisite: VART 2003.

VART 2650. Visual Effects and Motion Graphics. (4 Credits)

How does the addition of movement and sound affect a design? In this course students will look at the history of visual effects and motion graphics and review work by the most exciting contemporary studios and individuals in the field today. Students will learn the fundamental principles of motion design and will gain hands-on knowledge of Adobe AfterEffects. The class format will consist of demonstrations, tutorials, lectures, hands on projects, and class reviews. Emphasis will be placed on research, exploration, and experimentation. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAT, NMDD.

Prerequisite: VART 2003.

VART 2700. Logos, Branding, and Presentation. (4 Credits)

This advanced level class will focus on the development, design and presentation of an organizational product identity. The assignment will include research, a written proposal and a final presentation of a design for a logo, product, brochure and a promotional material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAC, NMAT, NMDD, VAGD.

Prerequisite: VART 2003.

VART 2750. Magazine and Editorial design. (4 Credits)

This class focuses on the basics of magazine and editorial design using the Adobe Creative Suite Indesign program. Through presentations, demonstrations, discussions, and hands-on projects students will learn how to balance creativity and function, as well as format layouts to facilitate production and design. An emphasis will be made on how hierarchy, consistency, and an understanding of typography and design principles will enhance the reader's experience.

Attributes: COMM, NMAT, NMDD.

VART 2800. Seminar Graphic Design. (4 Credits)

This seminar course is open to all students interested in graphic design. Class will include visits to designers' studios, slide lectures, assigned readings and written essays. We will look at the role of the designer in society both in the past and present, and examine the art of graphic design. Permission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: NMDD.

VART 2999. Tutorial. (2 Credits)

Independent research and readings with supervision from a faculty member.

Attributes: VABE, VAFV, VAGD, VAPD, VAPH.

VART 3001. Documentary Photography: Japan. (4 Credits)

This intensive class is designed as a platform for intermediate and advanced level students to further develop their photographic production with an emphasis on generating documentary projects focusing on the people, culture, and architecture of Japan. The megacity of Tokyo will serve as the starting point for our investigations, with image making itineraries that will take us from the cosmopolitan ward of Shinjuku, to the center of youth culture in Shibuya; and from the cutting edge fashion districts of Harajuku, to the temples and shrines of Asakusa. Concurrent with our photographic explorations we will examine contemporary exhibitions in venues such as the Tokyo Metropolitan Museum of Photography in Ebisu, as well as view the ancient collections housed in Japan's oldest and largest museum, the Tokyo National Museum in Ueno. Traveling by Shinkansen bullet train at 300 km/h (186mph), we will make our way south to Kyoto, the nexus of traditional Japanese culture and history with approximately two thousand temples, shrines, and gardens that we can utilize as both the catalyst and stage for our photography. The extraordinary wealth of visual stimuli we will experience in Japan over ten days will certainly inspire, as well as function as the backdrop against which to critically discuss the strategies that photographers employ in communicating their interests. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VAPH.

VART 3030. Art Design and Politics. (4 Credits)

How can art and design be used as a form of social activism? This studio-art course pushes beyond the confines of the classroom/gallery, taking art "to the streets" with collaborative, student-directed creative initiatives that effect positive change in the real world. The course structure is flexible, with projects driven by the particular interests of the students enrolled. We will dive into ethical conundrums related to social justice and explore the intersection of activist, research, and aesthetic strategies. Readings, guest lectures by artist-activists, and seminar-style classroom brainstorming over potluck dinners will provide students with the tools and inspiration to meaningfully engage with communities in a joint effort to see power and reimagine it in innovative ways. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASAM, HCWL, HUST, NMDD, NMDE, PJSJ, PJST, VAAE, VAGD, VAPD, VAPH.

VART 3055. Ecology for Designers. (4 Credits)

An introduction to functional ecosystems, and the application of that knowledge to the re-design of the urban built environment. Energy use patterns, resource management, water cycles, productivity, food production, systems integration will be inspected, leading to the proposition of a hypothetical urban ecosystem, which may include water re-cycling, habitat restoration, bio-mimicry, renewable energy, and vertical farming. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ESEL, ESSD, NMDE, URST, VAAE, VABE.

VART 3056. Urban Environmental Design. (4 Credits)

A creative studio/seminar course in the design of renewable technologies, mixed use urbanism, hybrid ecologies; productive systems and resilient, sustainable cities. This is a synthetic studio, combining the concerns of Urban Design, Green Architecture, and Environmental Design in complex urban spaces, buildings, and networks. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ESSD, VABE.

VART 3060. Visual Justice: Enacting Change Through Image-Based Storytelling. (4 Credits)

Starting with the premise that narratives can dispossess and malign but also empower and humanize, this studio-art course explores the ways image-based storytelling can enact visual justice by challenging the "single stories" that uphold systems of oppression. Students will study contemporary works of art and literature focusing on a range of issues and their overlap, including race, ethnicity, class, migration, housing, incarceration, disability, gender, sexual orientation, and the environment, and will be supported in creating an image-based story of their own in the medium of their choice. No previous art-making experience required. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AFAM, AMST, COLI, CVW, ENGL, LAHA, LALS, NMDE, PJSJ, PJST, POSC, URST, VAAE, VAGD, VAPD, VAPH.

VART 3070. Urban Architectural Design. (4 Credits)

This is a creative studio course in architecture and urban design that bridges the distinctions between these two fields, and focuses on the relationship between people and space. A series of analytical exercises will deal with many users and communities that require special attention from designers. We will learn from what these groups advocate for to envision a more equitable built environment. These communities include but are not limited to advocates for disability justice, affordable housing, alternatives for the unhoused, and immigrants. Students will then learn and use computer software to visualize project interventions that deal with these complex issues. The class will conduct site visits and hear lectures by leading experts in the field. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, APPI, ASHS, ENVS, EPLE, PJSJ, PJST, URST, VAAE, VABE.

VART 3131. Abstraction II. (4 Credits)

An advanced class in abstraction. Painting, drawing, three-dimensional work, photography, and video are used to investigate issues in abstraction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VAPD.

VART 3132. Projects and Concepts II. (4 Credits)

An advanced multi-media studio course emphasizing creative solutions to a variety of visual and conceptual problems. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VAPD.

VART 3134. 20th Century Art: Modernism and Modernity. (4 Credits)

A survey of the major developments of modern art from the late 19th century until today, with an emphasis on work done before 1940. This course will undertake the larger task of understanding modernism in art as a visual response to the conditions of modernity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, COLI, VAPD.

VART 3135. Modernism and Its Aftermath. (4 Credits)

This course provides an overview of contemporary art, stressing work done since World War II but also exploring the early 20th-century roots of modern art and modernism. In addition, various postmodern approaches will be examined. We will pay particular attention to abstract expressionism, pop art, minimalism, post-minimalism (both American and European), Earth art, and conceptual art. This course satisfies the second art history requirement for the visual arts major. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, COLI, INST, ISIN, VAPD.

VART 3186. Photography III: Portfolio, Book, Exhibition. (4 Credits)

The primary objective of this advanced class is to provide a forum for participants to expand their self-directed photography projects and receive constructive criticism at the highest level. Students will examine photographic strategies to effectively communicate their interests, maximize image relationships through thoughtful sequencing, and focus on realizing their work by developing a combination of portfolios, books, and exhibitions. Class instruction methods will include rigorous project analysis, technical demonstrations, lectures regarding historical and contemporary photographers, guest photographers, and gallery/museum field trips. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VAPH.

Prerequisite: VART 2185 (may be taken concurrently).

VART 3250. Speculative Design. (4 Credits)

"How can we address future challenges with design?" –Dunne and Raby Speculative design is to create products and services while thinking about the future and emerging technology trends. Designing for the future means looking at different perspectives and thriving on imagination to solve wicked problems. We will explore the relationship between people and objects in both physical and digital design and how we can apply these ideas that could be built 10 to 20 years from now. It is not about creating an app for your phone or a website. But it will be a chance to create something beyond that reality. Think "Black Mirror," augmented reality, virtual reality, voice activation, machine learning, etc. This class is about collaborating and answering the what-if questions of the future. We will learn fundamental principles of design futures, research and predict future problems, and design and prototype solutions. No coding background is required. Imagination is mandatory. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAC, NMAT, NMDD, VAGD.

Prerequisites: VART 2003 or NMDD 1001.

VART 3251. Film Video Postproduction. (4 Credits)

Through demonstrations and field trips, students will learn how to work with professional technicians to complete their films. Film processing, color correction, sound design, music scoring, special effects, title design, and distribution will all be discussed. Students will complete exercises and finish a short film that can be submitted to festivals. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: FIPR, VAFV.

VART 3257. Seminar: Avant-Garde Film/Video. (4 Credits)

This studio course will explore the practice of current avant-garde film and video from a visual arts perspective. Various artists' strategies for creating challenging work will be considered, including the use of abstraction, appropriated imagery, autobiographical detail, disjunctive sound image relationships and other aesthetic choices. The course will include field trips to view current experimental films and videos at museums, film festivals and art galleries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: FITV.

VART 3258. Film/Video Installation. (4 Credits)

Students will create their own video installations using multiple monitors and mixed sounds. Using video monitors and film loops, students will create their own moving image pieces for the gallery/museum context. We will consider historical background and how contemporary practitioners use multiple screens and sound to explore unexpected terrain. Students will present their video installation work in a gallery show at the end of the semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAT, VAFV.

Prerequisite: VART 1265.

VART 3261. Documentary Film/Video Production. (4 Credits)

Students will plan, shoot, and edit a short non-fiction film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: FIPR, FITV, VAFV.

Prerequisite: VART 1265.

VART 3262. Narrative Film/Video Production. (4 Credits)

Students will plan, shoot, and edit a short fiction film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: FIPR, VAFV.

VART 3267. Urban Film Video Production. (4 Credits)

After looking at ways in which the city has been framed historically in films, students will pursue research in the city using video as their tool. Using interviews, screen text, voice over, and other documentary techniques, students will explore a project of interest to them and make a series of short films that reveal an aspect of the urban milieu. In class sessions and in one on one meetings with the professor, students will propose and refine their project and gather feedback about communicating in visual language on city issues. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COMM, URST, VAFV.

VART 3268. Film/Video Animation. (4 Credits)

This course will explore two- and three-dimensional film and video animation. We will study the works of film artists in the hopes of gleaning inspiration from the history of animation. Students will create their own films in this class using flat art (drawings, paintings, photographs, or collages) or sculptural objects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMAT, NMDD, VAFV.

VART 3333. Art Making in Hell's Kitchen. (4 Credits)

Students will respond to the neighborhoods around FLC by taking photographs, shooting digital video, painting and drawing, using posters and text, recording sound, making architectural sketches, or engaging in site-specific performances. The course will start with visits from neighborhood activists and observational walking tours to identify tensions and problems in the locales. Then students will make individual and group projects in their chosen mediums culminating in an exhibition of the work in the Lipani Gallery. No prior experience or equipment needed. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, LAHA, LALS, NMDD, SL, URST, VABE, VAFV, VAGD, VAPD, VAPH.

VART 3500. Documentary Photography: Italy. (4 Credits)

This intensive summer-session class introduces you to the basic and advanced techniques of image production with an emphasis on generating documentary projects directly relating to the people, culture, and architecture of Italy. The cosmopolitan city of Rome, rich in artistic history, serves as the starting point for our photographic explorations, as well as the catalyst for discussions addressing the historical significance of the documentary impulse. The course concludes with the production of a book of students' photographic projects. Students use 35mm black-and-white film. A dark room will be provided. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VAPH.

VART 3535. Seminar: History of Photography. (4 Credits)

This course explores the history of photography from 1839 to the present. The work of leading American and international photographers will be studied in the light of the technical, social, and aesthetic issues of their time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AMST, ASAM, VAPH.

VART 3541. The Streets of New York. (4 Credits)

This course will use the streets of metropolitan New York as its classroom and its laboratory. By studying the initial foundations, street layouts, building typologies, historical topology, and geography of the region, with its architectural monuments and everyday street-life, we will seek to understand this city's past—ecological, urban, and architectural. We also will discuss current urban dynamics and challenges that include but are not limited to gentrification, climate change, and environmental racism. During the second half of the course, we will be conducting a series of walking tours. Therefore, on occasions this course will meet off-campus. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ESEL, ESSD, PJEN, PJST, URST, VAAE, VABE.

VART 3800. Internship. (2 to 3 Credits)

Supervised placement for students interested in work experience.

Attributes: VABE, VAFV, VAGD, VAPD, VAPH.

VART 3810. Seminar in Graphic Design. (4 Credits)

This seminar course is open to all students interested in graphic design. Class will include visits to designers' studios, slide lectures, assigned readings and written essays. We will look at the role of the designer in society both in the past and present, and examine the art of graphic design. Social responsibility in the context of a design's ability to educate, inform or propagandize and deceive will also be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: VAGD.

VART 3999. Tutorial. (3 Credits)

Independent research and readings with supervision from a faculty member.

Attributes: VABE, VAFV, VAGD, VAPD, VAPH.

VART 4090. Senior Project Architecture. (4 Credits)

In this advanced studio seminar, students may pursue a specific design project with the consent and guidance of a visual arts faculty member. Portfolio preparation. A program proposal, with a schedule, bibliography, and proposed site, is due at the outset. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: URST, VABE.

Prerequisites: VART 3070 or VART 3080.

VART 4300. Representation in Art. (4 Credits)

This course deals with the ethics of representation and considers how art deals with depictions of people. What is an artist's responsibility to their subject? This seminar will provide a sense of ethical insight and social morality into this aspect of visual literacy and will encourage students to be critical, active, and engaged artists and viewers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, EP4, VAL.

VART 4600. Senior Seminar: Studio Art. (4 Credits)

This is a course for senior visual arts students who wish to have a senior project exhibition. The seminar will discuss critical issues relating to the making, presentation, and interpretation of contemporary art. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: VABE, VAFV, VAGD, VAPD, VAPH.

VART 4700. Capstone Seminar. (4 Credits)

This Capstone Seminar builds on the Senior Seminar in Studio Art and is directed at students engaged in a senior project exhibition. Readings, group discussions, and critiques are focused on improving students' critical awareness, conceptual ability, and technical skills. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 4800. Internship. (4 Credits)

Supervised placement for students who are interested in work experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 4999. Tutorial. (4 Credits)

Supervised individual projects in photography, painting/drawing, graphic design, architecture or filmmaking/video. May be continued to a maximum of eight credits.

Attributes: VABE, VAFV, VAGD, VAPD, VAPH.

VART 5555. Urban Film Video Production. (3 Credits)

After looking at ways in which the city has been framed historically in films, students will pursue research in the city using video as their tool. Using interviews, screen text, voice over and other documentary techniques, students will explore a project of interest to them and make a series of short films that reveal an aspect of the urban milieu. In class sessions and in one on one meetings with the professor, students will propose and refine their project and gather feedback about communicating in visual language on city issues.

Attributes: URSG, VAFV.

VART 8999. Tutorial. (1 to 4 Credits)

Tutorial.

Women, Gender, and Sexuality Studies (WGSS)

WGSS 1999. Tutorial. (1 Credit)

Independent research and reading with supervision from a faculty member.

WGSS 2999. Tutorial. (2 Credits)

Independent research and reading with supervision from a faculty member.

WGSS 3000. Gender and Sexuality Studies. (4 Credits)

This course introduces students to theories of gender and sexuality from a range of disciplinary perspectives. It is the new introductory course for the WGSS program. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, APPI, ASHS, ASSC, BIOE, COLI, INST, ISIN, PJGS, PJST.

WGSS 3001. Queer Theories. (4 Credits)

An introduction to the academic discipline of queer theory, focusing on foundational thinkers (e.g., Butler, Foucault, Sedgwick, and others as well as their philosophical and psychoanalytic precursors and interlocutors). The course will also address selected issues currently under discussion in the discipline. These may include the role of activism, the relationship between queer theory and feminism theory, attention to race, and intersections with postcolonial theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASAM, ASHS, ASLT, CCUS, COLI, INST, ISIN, PJGS, PJST, PLUR.

WGSS 3002. Feminist and Women's Studies. (4 Credits)

This course provides a historical perspective on feminism and women's experience, including 19th and 20th century American movements for women's rights as well as texts that influenced the development of feminist thought and theory. It is one of three required courses for WGSS program. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, HIAH, HIST, HIUL, PJGS, PJST.

WGSS 3004. Transnational Feminisms. (4 Credits)

Transnational feminism first emerged as a critical response to global feminist platforms organized around notions of universal sisterhood and the presumption of women's shared oppression. This course considers how the field of transnational feminist scholarship has expanded to engage a wide range of topics pertaining to modern forms of state power, including critical studies of economic restructuring, settler colonial rule, human rights, global carceral regimes, and the criminalization of borders. Throughout, the class will emphasize how a transnational perspective unsettles U.S.-centric approaches to feminism and engages with local struggles as intimately shaped by colonial histories and transnational processes. With these critical tools in place, we will work to imagine possibilities for building feminist alliances across borders and practicing decolonizing forms of solidarity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ANTH, APPI, ASHS, ASSC, ENGL, HCWL, INST, ISIN.

WGSS 3067. Contemporary Women Poets. (4 Credits)

In this course, students will read poetry written by women poets in the 20th and 21st centuries with a focus on the imaginative representation of women's lived experience. We will read the work of poets who address the themes of feminine embodiment and sexuality, women's roles as mothers and daughters, women's work (both professional and domestic), and the role poetry plays in enabling women to discover a language to contain their experience. Among the (possible) poets we will read are Sylvia Plath, Ann Sexton, Elizabeth Bishop, Lucille Clifton, Anna Swir, Adrienne Rich, Marie Ponsot, Eavan Boland, Louise Erdrich, Kate Daniels, Mary Karr and A.E. Stallings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENRJ, IRST, PJGS, PJST.

WGSS 3141. Women in Africa. (4 Credits)

This course examines the formal and informal participation of African women in politics, their interaction with the state and their role in society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, ASSC, GLBL, INST, ISAF, ISIN.

WGSS 3318. Early Women Novelists. (4 Credits)

This course examines the rise of female novelists in early modern England. We focus on women's novels because they were—and still are—too often neglected. At the same time, though, we need to think critically about the problems of organizing a course around the authors' sex. Indeed, we need to think critically about the categorical assumptions raised by this course's very title. Above all, our goal is to develop rigorous, historically sensitive, close readings of each novel, focusing especially on problems of slavery, race, gender, and class. Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENGL, ENHD, PJGS.

WGSS 3415. European Women 1500-1800. (4 Credits)

This course will explore the role of women in northern European society from the 16th to the end of the 18th centuries. It will examine issues of gender, and contemporary attitudes concerning women. Among the subjects that this course will address are women's work, education, marriage and childbirth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

WGSS 3416. European Women 1800-Present. (4 Credits)

This course will be an exciting exploration of the changing status, roles, and achievements of women in Western Europe from the French Revolution at the dawn of industrialization to the present day. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, HIST, INST, IPE, ISEU.

WGSS 3459. Transgender History. (4 Credits)

This course examines the making of transgender life in the modern world. We will begin in late 19th-century Europe with the emergence of sexology, contextualizing early sexological writings in relation to contemporaneous cultures of sexual and gender nonconformity, to literary and historiographical works in which gender-variant figures appear, and to the gender dynamics of high imperialism. In this way, we will sketch out the historical matrix that gave birth to the modern invert. We will treat transgender people not only as objects of historical narratives but also as creators of historical representations. We will engage with late 20th- and early 21st-century histories of transgender life in various places, including Europe, the United States, and other areas of the world.

Attributes: AHC, INST, ISIN.

WGSS 3503. Work, Family, and Gender. (4 Credits)

This course examines how two key institutions in society – the workplace and the family – interact with one another. Special emphasis is placed on the critical ways that work-family balance and conflict are conditioned by gender. The course will cover the impacts – both negative and positive – of work demands upon individuals' family lives, as well as the effects of family obligations upon workers and workplaces. Students will be familiarized with voluntary responses to work-family challenges on the part of individuals, families, and employers, as well as relevant public policies in the U.S. and around the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AMST.

WGSS 3537. Satire, Sex, Style: Age of T. Nash. (4 Credits)

Considered for a long time to be a "minor" Elizabethan writer with "nothing to say," Thomas Nashe managed to produce a varied and astonishing, if ultimately costly and futile, body of work during the last decade of the sixteenth century, spanning erotica, picaresque fiction, and fierce invective, satire, and polemic. This course will offer a close look at Nashe's unique rhetorical style in relation to the vivid literary culture of his times, focusing on how Nashe's work pushes to the extreme various impulses in Elizabethan literature that tend to get overlooked in conventional accounts of the period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

WGSS 3826. Modern US Women's History. (4 Credits)

The history of American women from the first women's rights convention in 1848 to the present. We will study women's everyday lives (including at home and work), major events like the campaign for suffrage, World War II, and the women's liberation movement, and representations of women in popular culture (magazines, movies, and T.V.). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, AHC, AMST, APPI, ASHS, PLUR.

WGSS 3901. Philosophical Issues Feminism I. (4 Credits)

Philosophical exploration of issues raised by historical and contemporary reflection on the relationship between the sexes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

WGSS 3930. Sex and Gender in South Asia. (4 Credits)

In this course, we will explore histories of women, gender, and sexuality in South Asia from the 18th century to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, GLBL.

WGSS 3931. Introduction to Gay and Lesbian Literature. (4 Credits)

This course will read texts by a diverse range of Anglophone authors, emphasizing the cultural history of same-sex identity and desire, heteronormativity and oppression, and queer civil protest. It will also consider the problems of defining a queer literary canon, introduce the principles of queer theory, and interrogate the discursive boundaries between the political and personal. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, AMST.

WGSS 3999. Tutorial. (3 Credits)

Independent research and reading with supervision from a faculty member.

WGSS 4005. Queer Theory and the Americas. (4 Credits)

Drawing from the often divergent traditions of Anglo and Hispanic America, this course will take an interdisciplinary approach to queer methodologies for cultural and literary studies. Students will encounter foundational queer theoretical texts (both historical and contemporary) as well as novels, plays, and films, and will explore, for themselves, what queerness means and does. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ACUP, ADVD, AMST, ASHS, COLI, ENGL, ICC.

WGSS 4105. Religion, Gender, and Sexuality. (4 Credits)

This course considers the intersections of religion, gender, and sexuality. In many parts of the world, including the United States, and in many religious traditions, cultural and religious identity and continuity hinge on gendered practices and closely controlled sexual regimes. The goal of this course is to understand how religious institutions, communities, doctrines, practices and traditions shape gendered ideologies and practices, debates about sexuality and gendered division of labor, and the lives of men and women who participate in these religious communities. The course is organized conceptually; rather than learning about specific religious traditions, we will discuss thematic issues at the intersection of religion, gender, and sexuality. At various junctures we will discuss specific examples that span religious traditions, geographical locations, and historical periods. The course will therefore provide students with a sense of how contemporary and seemingly local debates are rooted in much broader conversations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, ASRP, ICC, PLUR, REST.

WGSS 4127. Seminar: Novels By Women: Jane Austen to Toni Morrison. (4 Credits)

An intensive study of novels by Jane Austen, George Elliot, Virginia Woolf, Zora Neale Hurston, and Toni Morrison. Our reading will be supplemented by literary criticism and historical contextual material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, ENGL.

WGSS 4318. Seminar: Early Women Novelists. (4 Credits)

A study of the rise of female authors in eighteenth-century England. We will address problems of gender, race and class, as well as the basic literary and historical dimensions of each text we read. Authors will likely include Aphra Behn, Eliza Haywood, Frances Burney, Mary Wollstonecraft, Ann Radcliffe, Jane Austen, and Charlotte or Emily Brontë. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

WGSS 4341. Race, Sex, and Science. (4 Credits)

This course introduces students to interdisciplinary debates about the relationship between race, sex, and gender, on the one hand, and science, technology, and medicine, on the other. We will examine two interrelated questions: How do scientific claims influence cultural understandings of race, gender, and sexuality; and how do cultural beliefs about race, sex, and gender influence scientific research and knowledge production? The course will explore the role that understandings of race, sex, and gender have played in the development of Western science; the relationship among race, sex, gender, and scientific research in genomics and health disparities research (among other fields); and finally, the ways in which race, gender, and social inequalities become embodied and affect human biology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ICC, LALS, PLUR, SOCI, URST.

WGSS 4344. Reproductive Technologies: Global Perspective. (4 Credits)

The interdisciplinary course will focus on issues in technology and reproduction, emphasizing the view that reproduction is not simply a biological process, but one that is laden with symbolic, political, and ideological meanings. Drawing on the fields of anthropology, sociology, history, public health, law, and science, technology and society. We will examine the contested meanings of reproduction, in particular how reproductive technologies are changing lives around the globe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLOBL, ICC.

WGSS 4400. Gender, Bodies, and Sexuality. (4 Credits)

This course explores how gender and sex shape our lives and the world around us, our experiences of our bodies, and definitions of sexuality. Our focus will be on gender/sexuality as key dimensions of all social structures and institutions, with a particular interest in the intersection between gender and sexuality and the shaping of gendered and sexed bodies. We will examine gender, sex, and sexuality as social constructions, as social relations, as contested sets of cultural meanings, as lived experiences, and as dimensions of social structure. We will discuss challenges to and fissures in the sex/gender/sexuality system. Course materials include theoretical writings, empirical studies, autobiographical reflections, and films. These materials will inspire us to consider the social, economic, cultural, and institutional forces that shape our lives. Students will develop a critical perspective on the sources and consequences of social constructs and inequalities that shape us as individuals, our culture, and the social institutions that we inhabit, such as schools, the workplace, the state, and the family. This includes a critical evaluation of widespread assumptions about gender that we often take for granted, such as the naturalness of categories of "man" and "woman," "femininity" and "masculinity," and "heterosexual" and "homosexual." Note: Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ADVD, AMST, ASHS, COLI, ICC, PJGS, PJST, PLUR, SOCI.

WGSS 4800. Internship. (4 Credits)

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

WGSS 4888. Summer Research/Project/Internship. (4 Credits)

This course is designed with three possible models in mind: 1) students looking to get their research started for the WGSS required senior project, thesis, or internship, in conjunction with an advisor; 2) students looking to complete that research, whether for a thesis, project, or internship during the summer months; 3) students who would like to do a directed independent project in the summer, for WGSS credit.

WGSS 4910. Internship. (4 Credits)

Placement in an agency or organization that deals with women's issues. Under a faculty member's supervision, the student writes a paper which integrates the internship experience with course work and research. All students meet monthly with the program co-director and one another for group discussions of their work. *This course requires the approval of the Director of Women, Gender, and Sexuality Studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

WGSS 4920. Senior Project. (4 Credits)

A substantial project on a subject in Women's Studies submitted, with appropriate documentation, by students in theatre and the visual arts and evaluated by two faculty advisers in their field. All students meet monthly with the program co-director and one another for group discussions of their work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: WGSS 3000 (may be taken concurrently) and WGSS 3002 (may be taken concurrently).

WGSS 4930. Senior Thesis. (4 Credits)

A substantial paper on a topic in Women's Studies written under the direction of a faculty adviser and a second reader. All students meet monthly with the program co-director and one another for group discussions of their work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: WGSS 3000 (may be taken concurrently) and WGSS 3002 (may be taken concurrently).

WGSS 4950. Christianity and Sexual Diversity. (4 Credits)

Employing perspectives from history, theological ethics, and LGBT studies, this course will investigate what it means to take queer perspectives on Christianity sexuality, and discipleship. Readings will include biblical, historical, and contemporary materials that seek to illuminate the ways in which Christians and Christian communities have responded to sexual and gender diversity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, REST.

WGSS 4999. Tutorial. (4 Credits)

Independent research and reading with supervision from a faculty member.

ATTRIBUTE CODE INDEX

This page is a list of all course attributes, listed by college, and their use.

Undergraduate Colleges

Attribute code	Description
AASR	Asian American Studies-Related courses
AAST	Asian American Studies courses
AFAM	African and African American Studies electives
AFST	African Studies electives
AFAH	AFST: Arts and Humanities requirement
AFSS	AFST: Social Science requirement
AMCS	American Catholic Studies electives
AMST	American Studies electives
ASAM	AMST: Art, Music, Theater, Media requirement
ASHS	AMST: History/Social Science requirement
ASLT	AMST: Literature requirement
ASRP	AMST: Religion/Philosophy requirement
ACUP	AMST: Cultural Products concentration
ADVD	AMST: Diversity and Difference concentration
APPI	AMST: Power, Politics, and Institutions concentration
ANAR	ANTH: Archaeology courses
ANBA	ANTH: Biological Anthropology courses
ANLA	ANTH: Linguistic Anthropology courses
ANTH	Anthropology electives
ARHI	Art History
AHAM	ARHI: Ancient/Medieval requirement
AHGL	ARHI: Global requirement
AHMO	ARHI: Modern requirement
AHRB	ARHI: Renaissance/Baroque requirement
BIOE	BioEthics courses
BEHR	BIOE: Humanities requirement
BESN	BIOE: Social and Nat Sci requirement
BEVL	BIOE: Values requirement
BIEL	BISC: Major/Minor electives
CLAS	Classical Languages and Civilization electives
COMC	Communication and Culture electives

CCMS	COMC: Communication Studies concentration
CCUS	COMC: Cultural Studies concentration
CMST	COMC: Media Studies concentration
COMM	Communication and Media Studies electives
CELP	CMS majors Ethics, Law, and Policy requirement
COLI	Comparative Literature electives
CYSC	Cybersecurity electives
DTEM	Digital Technology and Emerging Media electives
DTEV	DTEM: Digital, Equity, Ethics, and Power/Values courses
DTMM	DTEM: Methods requirement
DTPL	DTEM: Digital Governance, Policy, and Law courses
DISA	Disability Studies electives
DIUL	Disability Studies Upper-Level electives
EPEL	Engineering Physics: Electives
EPBM	Engineering Physics: Biomedical Concentration
EPEC	Engineering Physics: Electrical Concentration
EPME	Engineering Physics: Mechanical Concentration
ENGL	English electives
ENHD	ENGL: Historical Distribution requirement
ENRJ	ENGL: Race and Social Justice req
ENSM	ENGL: English Seminar req
CVW	ENGL: Creative Writing courses
CVWG	ENGL: Graduate level Creative Writing courses for undergraduates
PPWD	ENGL: Public & Professional Writing - Designated courses
PPWF	ENGL: Public & Professional Writing - Focused courses
ENVS	Environmental Science course
ENSE	ENVS: Advanced Elective requirement
EPLE	ENVS: Environmental Policy/Law/Economics requirement
ENST	Environmental Studies courses
ESNS	ENST: Natural Science requirement
ESHC	ENST: Environmental History and Culture requirement
ESEC	ENST: Environmental Economics requirement
ESPL	ENST: Environmental Politics and Law requirement
ESEJ	ENST: Environmental Ethics and Justice requirement

ESSD	ENST: Sustainable Design requirement	ISIE	INST: International Economics and Policy Economy requirement
ENMI	ENST: Introductory courses for Minor	ISIP	INST: International Politics and Law requirement
ESEL	ENST: Minor Elective	ISWH	INST: Contemporary World History and Culture requirement
ESLS	ENST: Life Science requirement (minor)	IRST	Irish Studies electives
ESPS	ENST: Physical Science requirement (minor)	ISFH	Islamic Studies: Sacred Texts/ Foundational History
FASH	Fashion Studies electives	ISTP	Islamic Studies: Theology/ Philosophy/History
FITV	Film and Television electives	ISAC	Islamic Studies: Arts/Culture/ Politics
FIID	FITV: Film, Television, Identity, and Difference courses	ISAR	Islamic Studies: Arabic courses
FIPR	FITV: Production requirement	JWST	Jewish Studies courses
GEAB	GESC: Advanced Biology Elective	JSHI	JWST: History requirement
GEAC	GESC: Advanced Chemistry Elective	JSPM	JWST: Premodern requirement
GEAP	GESC: Advanced Physics Elective	JSTH	JWST: Theology requirement
HIST	History electives	JOUR	Journalism electives
HIMH	HIST: Medieval History requirement	JDPR	JOUR: Digital Production courses
HIEH	HIST: European History requirement	JETH	JOUR: Journalism Ethics requirement
HIAH	HIST: American History requirement	JPLH	JOUR: Journalism Law, Policy, or History requirement
HIGH	HIST: Global History requirement	JSME	JOUR: Social Media requirement
HIUL	HIST: Upper Level Elective requirement	JWRI	JOUR: Journalism Writing/ Reporting requirement
HOFC	Honors Program - FCRH	LALS	Latin American and Latino Studies courses
HUST	Humanitarian Studies courses	LAIN	LALS: Introductory requirement
HHPA	HUST: History, Philosophy, and Anthropology requirement	LASS	LALS: Social Science requirement
HPSE	HUST: Humanitarian Affairs, Political Science, Sociology, and Economics requirement	LAHA	LALS: Humanities/Arts requirement
HCWL	HUST: Communications, Women's Studies and Literary Studies requirement	LAUH	LALS: Upper Level History requirement
INSC	Information Science courses	MVST	Medieval Studies electives
NEUR	Integrative Neuroscience courses	MVLI	MVST: Medieval Literature requirement
NECG	NEUR: Cognitive Neuroscience concentration	MVPH	MVST: Medieval Philosophy requirement
NECM	NEUR: Cell and Molecular concentration	MVTH	MVST: Medieval Theology requirement
NESY	NEUR: Systems concentration	MVAM	MVST: Medieval Art or Music requirement
IPE	International Political Economy courses	MVLA	MVST: Medieval Language requirement
INST	International Studies courses	MEST	Middle East Studies electives
ISIN	INST: International Global Affairs concentration	LING	Linguistics Elective
ISAF	INST: Africa Regional concentration	MLL	Languages and Cultures electives
ISAS	INST: Asia Regional concentration	ARAB	Arabic electives
ISEU	INST: Europe Regional concentration	CNST	Chinese Studies electives
ISME	INST: Middle East/North Africa Regional concentration	FFPM	French and Francophone Studies: Pre-Modern requirement
ISLA	INST: Latin America Regional concentration	FREN	French courses
		FRME	FRLA: Medieval and Renaissance Periods requirement

FRMI	FRLA: 17th and 18th Centuries requirement	PHAN	PHIL: Ancient period requirement
FRMO	FRLA: 19th and 20th/21st Centuries requirement	PHMD	PHIL: Medieval period requirement
FRAN	FRLA: Francophonie requirement	PHCM	PHIL: Classical Modern period requirement
GERM	German electives	PHCO	PHIL: Contemporary period requirement
ITAL	Italian electives	PHME	PHIL: Metaphysics area requirement
ITMA	ITLA: Middle Ages requirement	PHKM	PHIL: Knowledge Method area requirement
ITRE	ITLA: Renaissance and Baroque requirement	PHHN	PHIL: Meaning and Human Experience area requirement
ITMO	ITLA: Modern and/or Contemporary Literature and Culture requirement	PHMP	PHIL: Moral Political Social area requirement
MAND	Mandarin courses	POMI	POSC: Methods requirement
RUSS	Russian electives	POAP	POSC: American Politics subfield requirement
SPAN	Spanish courses	POPT	POSC: Political Theory subfield requirement
MUSI	Music courses	POIP	POSC: International Politics subfield requirement
NSCI	Natural Science courses	POCP	POSC: Comparative Politics subfield requirement
NMDD	New Media and Digital Design electives	POSM	POSC: Seminar requirement
NMDE	NMDD: Ethics requirement	POSC	Political Science courses
NMAC	NMDD: New Media and Commerce concentration	PYAC	PSYC: Advanced Course
NMAT	NMDD: Art, Text, and Design concentration	PYBP	PSYC: Basic Process
NMMI	NMDD: New Media and Information concentration	PYCA	PSYC: Capstone Course
OCST	Orthodox Christian Studies courses	PYCL	PSYC: Content Lab
OCAH	OCST: Art History requirement	PYCP	PSYC: Complex Process
OCHS	OCST: History/Social Science requirement	PSDV	PSYC: Diversity requirement
PJST	Peace and Justice Studies electives	PSYC	PSYC: Non-Psychology Electives
PJIN	PJST: Introductory courses (course only, not section)	REE	PCS BS Real Estate Elective
PJCP	PJST: Capstone courses	REST	Religious Studies courses
PJCR	PJST: Conflict Resolution courses (course only, not section)	SOCI	Sociology electives
PJRJ	PJST: Religion and Justice courses (course only, not section)	MANR	Manresa courses
PJSJ	PJST: Social Justice Movements courses (course only, not section)	SJWR	SJOR: Sports Journalism courses
PJMJ	PJST: Media and Justice courses (course only, not section)	SJOR	SJOR: General sports-related courses
PJWT	PJST: War, Terrorism, Violence courses (course only, not section)	THEA	Theatre electives
PJRC	PJST: Race and Culture courses (course only, not section)	THME	THEA: Minor Elective
PJGS	PJST: Gender and Sexuality courses (course only, not section)	THPE	THEA: Performance concentration
PJEC	PJST: Economic Justice courses (course only, not section)	THDP	THEA: Design and Production concentration
PJEN	PJST: Environmental Justice courses (course only, not section)	THPL	THEA: Playwriting concentration
PJCJ	PJST: Criminal Justice Reform courses (course only, not section)	THEO	Theology electives
PHIL	Philosophy	STCJ	THRS: Sacred Texts- Old Testament/New Testament requirement
		STOT	THRS: Old Testament requirement
		STNT	THRS: New Testament requirement
		STSN	THRS: Sacred Texts of Non-Christian Traditions requirement
		THAC	THRS: American Catholicism concentration

THAM	THRS: Ancient/Medieval Period requirement
THHC	THRS: History, Culture, Society requirement
URST	Urban Studies electives
VART	Visual Arts electives
VAAE	VART: Art and Engagement area of study
VABE	VART: Built Environment Area of Study
VAFV	VART: Film and Video area of study
VAGD	VART: Graphic Design area of study
VAPD	VART: Painting and Drawing area of study
VAPH	VART: Photography area of study
WGSS	Women, Gender, and Sexuality Studies electives
OCIT	Consulting Concentration- IT Track
OCMG	Consulting Concentration- Management Track
OCMK	Consulting Concentration- Marketing Track
OCST	Consulting Concentration- Strategy Track
OPMA	Personal Development & Leadership Concentration- Meso/Macro-Level Elective
OPMI	Personal Development & Leadership Concentration- Micro-Level Elective
ACIS	Accounting Information Systems electives
ACMI	Accounting Minor (FCRH) courses
AAAF	Applied Accounting and Finance electives
BUMI	Business Administration Minor (FCRH/LC) courses
ENT	Entrepreneurship electives
FTIS	FinTech Information Systems requirement
GLBB	Global Studies core requirement (Gabelli)
PRQU	Process and Quality Analytics electives
SRIP	Accounting Sustainability Reporting Track- Integrated Project (section only)
COMM	Communication and Media Studies electives
CL60	College at 60 courses
LCLA	London Centre Liberal Arts
FCLC	Fordham College/Lincoln Center (section only)
FCRH	Fordham College/Rose Hill (section only)
AHC	Advanced History
ALC	Advanced Literature

ASSC	Advanced Social Science
EP1	Eloquentia Perfecta 1 (section only)
EP2	Eloquentia Perfecta 2
EP3	Eloquentia Perfecta 3 (section only)
EP4	Eloquentia Perfecta 4
FACC	Fine and Performing Arts
GLBL	Global Studies
HC	Understanding Historical Change
HPJS	HPRH: Justice Social Science (section only)
ICC	Interdisciplinary Capstone
LSCI	Life Science
MCR	Math/Computational Reasoning
PETH	Philosophical Ethics
PHFR	Philosophy of Human Nature
PLUR	Pluralism
PSCI	Physical Science
SL	Service Learning
SSCI	Social Science
STXT	Sacred Texts and Traditions
TC	Texts and Contexts
THFR	Faith and Critical Reason
VAL	Values Seminar
FRFA	Freshreg FC Fine Arts
FRHE	Freshreg FC Honors Elective
FRHI	Freshreg FC History Soph
FRPT	Freshreg FC Phil/Theo
FRSS	Freshreg FC Social Sciences
FRTE	Freshreg FC PHIL/THEO-EP/core

Gabelli Graduate School of Business

Attribute code	Description
ABBC	Blockchain M.B.A. concentration
ABDP	DPS Program Elective (GB)
ABEB	Electronic Business M.B.A. concentration
ABEP	Entrepreneurship M.B.A. concentration
ABFF	Fintech M.B.A. concentration Finance requirement
ABFI	Fintech M.B.A. concentration Information Systems requirement
ABFO	Fintech M.B.A. concentration additional requirement
ABGS	Global Sustainability M.B.A. concentration
ABHM	Healthcare Management M.B.A. concentration
BPD1	Business PhD: Core Course
BPD2	Business PhD: Seminar Course
BPD3	Business PhD: Elective Course
ISEA	INSY-GB: Enterprise Architecture track

ABIB	International Business M.B.A. concentration	CSNS	Computer Science (M.S.) Networks & Systems courses
BUAN	Business Analytics M.S. - Electives	CYAI	Cybersecurity M.S. - AI in Cybersecurity Thematic Cluster
BUAI	Business Analytics M.S. - AI and Deep Learning Track	CYMP	Cybersecurity M.S. - Cybersecurity Management, Policy, and Intelligence Thematic Cluster
BUBA	Business Analytics M.S. - Business Analytics Track	CYOP	Cybersecurity M.S. - Cyber Operations Thematic Cluster
BUDS	Business Analytics M.S. - Programming for Analytics and Data Science Track	CYSM	Cybersecurity M.S. electives
BUSA	Business Analytics M.S. - Statistical Analytics for Business Track	CSFT	Computer Science (Ph.D.) Group I Foundations & Theory courses
CME	Cybersecurity for Managers Adv Cert: Electives	CSFQ	Computer Science (Ph.D.) Group I Foundations & Theory Qualifier courses
GB01	Business Analytics for Managers Adv Cert: Core	CSSS	Computer Science (Ph.D.) Group II Systems & Software courses
GB02	Business Analytics for Managers Adv Cert: Electives	CSSQ	Computer Science (Ph.D.) Group II Systems & Software Qualifier courses
GFAL	Finance M.S. - Alternative Investments Track	CSID	Computer Science (Ph.D.) Group III Informatics & Data Analysis courses
GFCD	Finance M.S. - Credit Track	CSIQ	Computer Science (Ph.D.) Group III Informatics & Data Analysis Qualifier courses
GFCE	Finance M.S. - Corporate Finance Track	CSAT	Computer Science (Ph.D.) Group IV Advanced Topics courses
GFES	Finance M.S. - ESG Track	DATI	Data Science (M.S.) Introductory requirements
GFFA	Finance M.S. - Financial Analytics Track	DATA	Data Science (M.S.) Elective courses
GFFT	Finance M.S. - Fintech Track	DCCF	Data Science for Cybersecurity (GA) Cybersecurity-Focused course
GFIB	Finance M.S. - Investment Banking Track	DCDF	Data Science for Cybersecurity (GA) Data Science-Focused course
GFPM	Finance M.S. - Portfolio Management Track	EDAM	Economics (M.A.)/Data Science (M.S.) Dual-Degree & Data Science and Quantitative Economics (M.S.): Applied Microeconomics elective
ISEL	Information Technology M.S. - Electives	EDFI	Economics (M.A.)/Data Science (M.S.) Dual-Degree & Data Science and Quantitative Economics (M.S.): Finance elective
ISBA	Information Technology M.S. - Business Analytics Track	EDST	Economics (M.A.)/Data Science (M.S.) Dual-Degree & Data Science and Quantitative Economics (M.S.): Specialized Topics elective
ISCY	Information Technology M.S. - Cybersecurity Track	EDDS	Economics (M.A.)/Data Science (M.S.) Dual-Degree & Data Science and Quantitative Economics (M.S.): Data Science elective
ISDT	Information Technology M.S. - Digital Transformation Track	ENME	ENGL-GA: Literature before 1485 requirement (previous curriculum)
ISEC	Information Technology M.S. - Enterprise Computing Track	ENBE	ENGL-GA: British Literature 1485-1800 requirement (previous curriculum)
LSE	Leading Sustainable Business Adv Cert: Electives		
MEMG	Media Management M.S. electives		
MOE	GBA Mgmt Online Elective		

Graduate School of Arts and Sciences

Attribute code	Description
CSSO	Computer Science (M.S.) Software courses
CSAI	Computer Science (M.S.) Artificial Intelligence courses
CSCY	Computer Science (M.S.) Cybersecurity courses
CSDA	Computer Science (M.S.) Data Analytics courses

ENBL	ENGL-GA: British Literature after 1800 requirement (previous curriculum)	PGCA	PHIL-GA: Contemporary Analytical Philosophy requirement
ENAE	ENGL-GA: American Literature before 1910 requirement (previous curriculum)	PGCC	PHIL-GA: Contemporary Continental Philosophy requirement
ENAL	ENGL-GA: American Literature since 1910 requirement (previous curriculum)	PGOC	PHIL-GA: Contemporary Philosophy (Other) requirement
ENGT	ENGL-GA: Graduate Theory requirement (previous curriculum)	PSAP	PHSO-GA: Ancient Philosophy
ENGD	ENGL-GA: Difference and Intersectionality requirement	PSEP	PHSO-GA: Early Modern Philosophy
ENG1	ENGL-GA: Literature before 1500 requirement	PSCP	PHSO-GA: Contemporary Philosophy
ENG2	ENGL-GA: Literature 1500-1850 requirement	PSEN	PHSO-GA: Ethics/Normative Ethics/Natural Law
ENG3	ENGL-GA: Literature 1850-present requirement	PSNM	PHSO-GA: Navigating Contexts of Mission
ENRW	ENGL-GA: Rhetoric & Writing Adv Cert courses	PSTG	PHSO-GA: Theologies of Gender & Sexuality
CEED	Center for Ethics Education courses	PSJH	PHSO-GA: Justice and Human Rights
CEMP	CEED: Moral Philosophy requirement	PSRR	PHSO-GA: Race and Racism
CEMT	CEED: Moral Theology requirement	PSEV	PHSO-GA: Environmental Studies/Sciences
CENS	CEED: Social and Natural Science requirement	PSIC	PHSO-GA: Interdisciplinary Course
CETH	CEED: Ethics and Society electives	APSM	Applied Psychological Methods M.S.
HECH	Health Care Ethics (Adv Cert.) Humanities courses	PMPE	APSM: Program Evaluation concentration
HECS	Health Care Ethics (Adv. Cert.) Social Science courses	PMTM	APSM: Tests and Measurement concentration
HGVH	HIST-GA: Medieval History	CLPS	Clinical Psychology Ph.D.
HGMH	HIST-GA: Modern History	CPAE	CLPS: Assessment requirement
HGGH	HIST-GA: Global History	CPCE	CLPS: Clinical requirement
HGPS	HIST-GA: Proseminar	CPIE	CLPS: Intervention requirement
HGSM	HIST-GA: Seminar	CLRM	Clinical Research Methodology electives
HGOH	HIST-GA: Historical Courses Outside of History	CLMB	CLRM: Breadth requirement
IHUA	International Humanitarian Action electives	PSYM	Psychometrics and Quantitative Psychology electives
HUCB	HUST-GA: Communities and Capacity Building concentration	PMMA	PMMA: Electives
HUHR	HUST-GA: Human Rights concentration	PMTC	PMMA: Fundamentals requirement
HULI	HUST-GA: Livelihoods and Institutions concentration	PMMJ	PMMA: Multiplatform Journalism concentration
IPED	International Political Economy and Development electives	PMSC	PMMA: Strategic Communication concentration
MVSG	Medieval Studies M.A. electives	MTAH	THEO: M.T.S. Ancient/Medieval Religious History requirement
PGAN	PHIL-GA: Ancient Philosophy requirement	MTAM	THEO: M.T.S. Ancient/Medieval concentration
PGMD	PHIL-GA: Medieval Philosophy requirement	MTMC	THEO: M.T.S. Modern/Contemporary concentration
PGCM	PHIL-GA: Modern Philosophy requirement	MTMH	THEO: M.T.S. Modern/Contemporary Religious History requirement
		MTRB	THEO: M.T.S. Religious Breadth requirement
		URSG	Urban Studies M.A. electives

Graduate School of Religion and Religious Education

Attribute code	Description
CSGE	CHRS: Spirituality electives

Graduate School of Social Service

Attribute code	Description
SWIF	SW: Individual and Families electives
SWOC	SW: Organizations and Communities electives
SWPP	SW: Policy and Practice electives
SWRE	SW: Research and Evaluation electives
LCSW	SW: Clinical Coursework requirement

School of Professional and Continuing Studies (Graduate Programs)

Attribute code	Description
CONA	Construction Management (Adv Cert) Electives
CONM	Construction Management (M.S.) Electives
HOEL	Hospitality (M.S.) Electives
HMGT	Hotel Management (Adv Cert) Electives
HOID	Hospitality Investment and Development (Adv Cert) Electives
REAM	Real Estate Management Electives
REDV	Real Estate Development (Adv Cert) Electives
REDM	Real Estate Development (M.S.) Electives
REFI	Real Estate Finance Electives

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GROUP PREREQUISITES

Texts and Contexts (PRALC and PRENG)

Courses with the PRALC and PRENG group prerequisite require one course from the list below. All English courses 3000-level or above have this requirement.

Course	Title	Credits
ENGL 1004	Texts and Contexts: Upward Mobility and the Common Good	3
ENGL 2000	Texts and Contexts	3
CLAS 2000	Texts and Contexts	3
COLI 2000	Texts and Contexts	3
MLAL 2000	Texts and Contexts	3
ENGL 1004	Texts and Contexts: Upward Mobility and the Common Good	3
HPLC 1201	Honors: English	3
HPRH 1102	Foundational Texts: Theology/Classics	3
MLAL 1010	Spanish Colonialism Through Film	3

The PRALC group prerequisite is concurrent, meaning the prerequisite course can be taken either at the same time or before the applicable course. The PRENG group is not concurrent.

Life Science (PRLIFESCI)

Courses with the PRLIFESCI group prerequisite require one course from the list below.

Course	Title	Credits
CHEM 1102	Drug Discovery: From the Laboratory to the Clinic	3
CHEM 1104	Chemistry and the Artistic Image	3
CHEM 1109	Chemistry of the Environment	3
CHEM 1110	Forensic Science	3
CHEM 1321	General Chemistry I	4
CHEM 1322	General Chemistry II	4
NSCI 1010	Physical Sciences: From Past to Present	3
NSCI 1020	Physical Science: Today's World	3
PHYS 1201	Introduction to Astronomy	3
PHYS 1203	Environmental Physics	3
PHYS 1206	Physics of Everyday Life	3
PHYS 1207	Physics of Light and Color	3
PHYS 1242	Science Fiction Physics	3
PHYS 1501	General Physics I	3
PHYS 1601	Introduction to Physics I	4
PHYS 1701	Physics I	3
NSCI 1701	Physics I	3

Score of 4 or 5 on the following AP exams:

AP Chemistry

AP Physics B

AP Physics E - Electricity and Magnetism

AP Physics C - Mechanics

Physical Science (PRPHYSICAL)

Courses with the PRPHYSICAL group prerequisite require one course from the list below.

Course	Title	Credits
MATH 1003	Mathematics and Democracy	3
MATH 1100	Finite Mathematics	3
MATH 1203	Applied Calculus I	3
MATH 1206	Calculus I	4
MATH 1700	Mathematical Modelling	4
CISC 1100	Structures of Computer Science	3
CISC 1400	Discrete Structures	4
CISC 1600	Computer Science I	3
MATH 1108	Math for Business: Finite	3
MATH 1109	Math for Business: Calculus	3
BISC 1001	Human Biology (only when earned via AP or IB Biology exam credit)	3
BISC 1002	Ecology: A Human Approach (only when earned via AP Environmental Science exam credit)	3
BISC 1008	The Finch, the Seed, and the Storm: Adventures in Contemporary Evolution	3

Score of 4 or 5 on the following AP exams:

AP Mathematics: Calculus AB

AP Mathematics: Calculus BC

AP Computer Science AB

Faith and Critical Reason (PRTHFR)

Courses with the PRTHFR group prerequisite require one course from the list below.

Course	Title	Credits
HPRH 1102	Foundational Texts: Theology/Classics	3
THEO 1000	Faith and Critical Reason	3
THEO 1006	Sin and Salvation in Medieval Theology	3
THEO 1007	Sinners, Saints, and Stories	3
THEO 1008	Mystics Monks and Mindfulness: Contemplation-In-Action Today	3
THEO 1010	Restless Heart: Quest	3
HPLC 1401	Honors: Theology	3

Understanding Historical Change (PRUHC)

Courses with the PRUHC group prerequisite require one course from the list below.

Course	Title	Credits
HIST 1000	Understanding Historical Change: Modern Europe	3
HIST 1075	Understanding Historical Change: Renaissance to Revolution in Europe	3
HIST 1100	Understanding Historical Change: American History	3
HIST 1103	Understanding Historical Change: Fighting for Equal Rights in American History	3

HIST 1200	Understanding Historical Change: Ancient History	3
HIST/CLAS 1210	Understanding Historical Change: Ancient Greece	3
HIST/CLAS 1220	Understanding Historical Change: Ancient Rome	3
HIST 1240	Understanding Historical Change: The Ancient World	3
HIST 1300	Understanding Historical Change: Medieval	3
HIST 1400	Understanding Historical Change: Latin America	3
HIST 1450	Understanding Historical Change: South Asian History	3
HIST 1550	Understanding Historical Change: Modern East Asia	3
HIST 1551	Understanding Historical Change: Representations of China and The West	3
HIST/AFAM 1600	Understanding Historical Change: Africa	3
HIST 1650	Understanding Historical Change: The Black Atlantic	3
HIST 1700	Understanding Historical Change: Mideast	3
HIST 1750	Understanding Historical Change: Islamic History and Culture	3
HIST 1850	Understanding Historical Change: Jews in the Ancient and Medieval World	3
HIST 1851	Understanding Historical Change: Jews in the Modern World	3
HIST 1925	Understanding Historical Change: Science and Technology	3

INSTRUCTIONAL MODALITIES AT THE UNIVERSITY

Courses at the University may be offered in multiple instructional modalities (i.e. on-campus, off-site, distance education, or hybrid). The University reserves the right to switch instructional modalities of courses in the event of emergencies or unforeseen circumstances.

PAST BULLETINS

University-wide Bulletins

- [2022-2023 Bulletin \(PDF, HTML\)](#)
- [2021-2022 Bulletin \(PDF, HTML\)](#)
- [2020-2021 Bulletin \(PDF, HTML\)](#)
- [2019-2020 Bulletin \(PDF, HTML\)](#)
- [2018-2019 Bulletin \(HTML\)](#)

Undergraduate Bulletins

- [2017-2018 Undergraduate Bulletin \(PDF, HTML\)](#)
- [2016-2017 Undergraduate Bulletin Supplement \(PDF\)](#)
- [2014-2016 Undergraduate Bulletin \(PDF\)](#)
- [2012-2014 Undergraduate Bulletin \(PDF\)](#)

Graduate School of Education Bulletins

- [2017-2018 Graduate School of Education Bulletin \(PDF, HTML\)](#)
- [2015-2016 Graduate School of Education Bulletin \(PDF\)](#)
- [2013-2014 Graduate School of Education Bulletin \(PDF\)](#)

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